

A Study of the impact of employee placement on organisational effectiveness in the oil and gas industry in Trinidad and Tobago from senior managers' perspectives

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Declaration

I declare that this Doctor of Business Administration thesis is my own work and that all critical and other sources (literary and electronic) have been properly acknowledged, as and when they occur in the body of the text.

Signed

A solid black rectangular box redacting the signature of the author.

Diane Julien

November 2021

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ABSTRACT

This research project aims to establish the impact of placement on organisational effectiveness (OE) from senior managers' perspectives. The first objective is to critically review literature related to and its proxy measures with a specific focus on employee placement. The second objective is to explore the challenges placement presents from senior managers' perspectives. The third objective is to critically analyse senior managers' responses to ascertain the impact of placement on OE. The fourth objective is to provide recommendations to enhance employee placement.

This thesis is a qualitative study. It starts with a brief introduction to the background of the study. It flowed into an overview of the research gap, the aim and objectives, the research questions, the research approach, and implications. This was trailed by an extensive review of the literature on OE's proxy measures, the study's first objective. Fifteen senior managers from five different oil and gas sector entities were selected by purposive sampling. Structured face-to-face interviews were conducted. The empirical data was collated, coded and analysed using thematic analysis. The data was interpreted, and the findings were presented.

The findings revealed that placement is a critical HR activity that has a profound effect on the ability of organisations to achieve their strategic goals and objectives. It showed that there is a strong positive relationship between placement and OE. Failure to implement proper placement procedures reduces the likelihood that the wrong person is selected, which could be problematic. This is also a source of potential conflict. These findings were consistent with the information presented in the review of the literature.

This report proposes possible options organisations may implement to optimise their placement processes. Additionally, three key recommendations were submitted to enhance OE. These were engaging in radical fiscal modification, adopting more aggressive strategies, and adopting a structured approach. The underpinning of the Research's contribution to knowledge emerged from information gleaned about the industry and employee assessment and placement. The underpinning of the study's contribution to practice emerged from the empirical feedback of senior managers perspectives. This study has paved the way for future Research on this area to expand knowledge and enhance the placement process in the micro and macro-environment.

DEDICATION

I dedicate this work to my loving parents, whose untimely passing has left a void in my life, but were they not for them and their strong characters, persistence, and resilience, I would not have completed my degree. I love you, mum and dad.

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CHAPTER ONE: INTRODUCTION

1.1 Chapter Overview

This chapter provides the reader with an overview of the Research. The chapter begins with the background of the study within the context of Trinidad and Tobago's oil and gas industry and expands to include the research aim and objectives and the research questions. The research gap is then revealed, followed by the research approach, implications for the Research, an overview of chapters, and culminates with a summary.

1.2 Background of the Study

Trinidad and Tobago's oil and gas sector is a key revenue earner for the country. The dynamism of the global business environment makes it increasingly difficult for businesses to operate and remain competitive. This applies to almost every entity but is an issue for organisations that neglect to adopt a proactive approach. It is imperative that entities control their expenditure, retain valuable employees and make strategic decisions to remain competitive. These are the sentiments of several academic luminaries, including Reeves & Deimler (2011) and Parida & Wincent (2019)

We live in an era of risk and instability. Globalisation, new technologies, and greater transparency have combined to upend the business environment and give many CEOs a deep sense of unease. Just look at the numbers. Since 1980 the volatility of business operating margins, largely static since the 1950s, has more than doubled, as has the size of the gap between winners (companies with high operating margins) and losers (those with low ones) (Reeves & Deimler, 2011, p1).

An emerging body of research spanning different literatures espouses the argument that sustainability, broadly defined as the management of balanced and responsible production to ensure enduring and long-lasting corporate relationships, living conditions, and social conditions, will change the business landscape by placing new demands on the skills and abilities of a company's resource base. Arguments and results presented in related Research suggest that changes in a company's current and future way of working are crucial to the development and execution of strategies and business development plans to secure a source of competitive advantage (Parida & Wincent, 2019, p 1)

In order to get an appreciation for the significance of the oil and gas industry in Trinidad and Tobago in the global and local context, it would be beneficial to present a brief historical overview of the operations of the sector. The sector's operations commenced over one hundred years ago, and it rose to prominence in 1938 when it produced thirty-eight per cent of the oil that the British Empire consumed (Mulchansingh 1971).

As time passed, the industry continued to play an ever-increasing role as a primary revenue earner. The industry has consistently contributed upwards of thirty-five per cent of the country's GDP for the past fifty years. An influx of multinational corporations with the competency to explore, produce and refine crude and downstream products was instrumental in ensuring that their efforts and those of the local complement translated to the realisation of lucrative fiscal outcomes. These financial rewards were undoubtedly influential in driving the local economy. It has been articulated that the returns have directly or indirectly impacted every facet of the macro and micro economy (Hassan, 2018).

Over the years, successive management of the various petrochemical organisations has been challenged by increasing market pressure and competition to adapt their operational processes. Cumulatively, the loss of productivity, lowered levels of employee morale, decreased organisational effectiveness (OE), out-of-court settlements and settlements from court rulings present a financial burden to organisations. Several strategies were adopted in response to these pressures, including downsizing, restructuring, pay reductions, suspension of resource-intensive projects, and the like. These have had varying degrees of success in some cases or proved futile on other occasions.

The ability of organisations to effectively adapt to changing environments is especially crucial for major contributors to the GDP of any country. Improving OE is critical for entities to retain or increase their market share and optimise shareholder investments in a dynamic environment. One particular avenue that has yet to be extensively explored in the Trinidad and Tobago context is the impact of placement on OE. An in-depth study of this relationship can provide meaningful feedback and generate recommendations that could positively influence the OE of an entity.

1.3 The Research Gap

OE is a relatively new concept, and most of its work emerged in the last twenty years. Academics have submitted several definitions and views of OE. Glunk & Wilderon (2012) claim that researchers use the concepts of organisational performance and organisational productivity interchangeably with OE. Lee and Choi (2003) allude that OE is an aspect of organisational performance. OE is associated with an entity's ability to consistently achieve its long-term strategic and operational goals (Fallon and Brinkerhoff, 1996). Balduck and Buelens (2008) contextualise OE into four main approaches. The system resource approach, the goal approach, the strategic constituency approach and the internal process approach. Regardless of the definition, the pivotal role of the employee in ensuring that the tenets of OE are satisfied is very apparent.

The role of employees in OE converges with placement which is a critical HR activity. Kumar and Sharma (2001) propose that the appropriate positioning of employees improves OE. This is corroborated by Dessler (2008), who implies that flawed placement procedures can result in reduced OE. Triatmanto, Hidayatullah, Malang, & Permana (2019) contest that job placement can enhance OE. This is evident in the work of Danish and Usman (2010), who contend that employees are one of the most critical assets of organisations as they contribute to their growth and success. Hom, Lee, Shaw & Hausknecht (2017) maintain that incidences of employee turnover contribute to diminished OE, which is yet another view that epitomises the value of employees.

The researcher held informal conversations with subject matter experts about the challenges they face as managers. Several issues came to the fore but perhaps the most frequently cited concern was inadequate placement procedures. Some even hinted that placement is the most critical proxy measure for OE. Substantial capital outlay has been expended to streamline companies' operations in the micro and macroeconomy to increase OE and profit margins. Little or no prominence has been given to the placement process as a calculable proxy measure. The research gap emerged against this background.

The research gap that exists is the lack of empirical evidence about the impact of placement on OE. Academics argue that it is difficult and sometimes impossible to quantify changes in OE directly. The review of the literature endorses the use of calculable proxy measures. The extent of the changes attributed to the specific proxy is extrapolated as it is indicative of the degree of OE. In this study, the researcher will review the literature of five calculable proxy measures, performance management, change management, culture alignment, learning and development and placement. Special consideration would be given to placement as it is the most significant proxy measure for this Research. The study would aim to ascertain the impact that placement has on OE.

1.4 Research Aim, Objectives and Research Questions

The topic for the Research is:

A Study of the impact of employee placement on organisational effectiveness in the oil and gas industry in Trinidad and Tobago from Senior Managers' perspectives

The aim of the study is:

To establish the impact of job placement on organisational effectiveness.

The objectives of the study are:

- To critically review literature related to OE and its proxy measures with a specific focus on employee placement.
- To explore the challenges placement presents from senior managers' perspectives.
- To critically analyse senior managers' responses to ascertain the impact of placement on OE.
- To provide recommendations to enhance employee placement.

Research questions

- *What are the senior managers' perceptions of the challenges associated with employee placement?*
- *How do senior managers manage these challenges?*
- *Is employee placement a key proxy measure for OE?*
- *How can senior managers enhance OE?*

1.5 Research Approach

The study commenced with an in-depth review of the literature on five proxy measures of OE. This was followed by a detailed explanation of the ontological, epistemological and axiological perspectives that were adopted and justification for their use. The methodology, methods and sources were also discussed in detail. Justifications were provided for the choices that were made. Fifteen senior managers were selected from five companies in the oil and gas sector by purposive sampling to participate in the study. A structured interview was used to collect demographic data, opinions, and perceptions about the challenges and opportunities in the oil and gas sector. Opinions and perceptions were also garnered about employee evaluation and placement. The data was analysed by thematic analysis to elicit trends. The data was interpreted and presented as findings. The findings were explored in great detail to give context to the meanings that emerged. The discussion also sought to establish the impact of placement on OE, the aim of the study, and possible ways of improving the placement process. Recommendations were provided about how organisations can enhance OE. The study's contribution to knowledge and practice were also provided.

1.6 Implications for the Research

The research delivers options that organisations may use to optimise their placement processes. It also establishes the relationship between employee placement and OE. The information discerned was fundamental in exposing the study's contribution to knowledge and contribution to practice. The Research's contribution to knowledge came to the fore when the participants shared details about their experiential practices. The Research's contribution to practice came to the fore when empirical data was gleaned about the senior manager's perspectives about how organisations can enhance their employee placement processes. The participants' perceptions about the impact of employee placement on OE were the critical foundation of the Research's contribution to practice. The findings can be extrapolated to any entity internal or external to the oil and gas sector to enhance placement.

1.7 How the Thesis is Organised

The thesis comprises six chapters, a reference list and appendices that provide more in-depth data for specific areas within the respective chapters. Chapter one presents an overview of the Research. It provides a background for the study in the context of the Research on the oil and gas industry in Trinidad and Tobago. This flows into an explanation of the research gap followed by the aim and objectives. The research approach was then explored, followed by implications for the study and an overview of the thesis chapters. It culminates with a summary. Chapter two is the literature review which is a critical review of the extant works of academic luminaries on proxy measures for OE. This included performance management, change management, culture alignment, learning and development, placement and OE. It concludes with a conceptual model. Chapter three is the methodology. It states the aim and objectives, research questions and an overview of the conceptual model used for the research process. It summarises the organisation and participants of the Research, and the ethical issues encountered, and a synopsis of the pilot study. It also outlines the data collection and analysis processes, the Research's strengths and limitations, and a conclusion.

Chapter four presents the data analysis and findings. Thematic analysis was used for analysing the data. The data was coded and analysed in smaller units to unveil trends and similarities based on different senior managers' experiences. Chapter five presents the discussion on the findings and their relevance to the thesis. It also offers recommendations for improving the placement process and establishes the impact of placement on OE. Chapter six presents the recommendations and a discourse on the Research's contributions to knowledge and contribution to practice, limitations and an overview of the DBA journey.

1.8 Summary

This chapter is essential as it sets the landscape for the research project. Data is collected, collated, analysed and interpreted from senior managers' perceptions. The study's aim and objectives paved the way for a discourse on the research gap and its implications for the project. The study is focused on unveiling how organisations in the oil and gas industry conduct employee placement and offers recommendations for possible inclusion by other organisations. The reader will also obtain feedback from the

participants about the extent of the relationship between employee placement and OE, which are tenets of the Research's contribution to practice and knowledge.

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

This chapter commences with an in-depth review of the literature on five calculable proxy measures of OE, performance management, change management, culture alignment, learning and development and placement. Several proxy measures influence OE, but the researcher identified these five measures as being the most pertinent for this Research. This was followed by the overarching gaps in the literature, the conceptual framework and the thematic review. It concluded with a summary.

2.2 Performance management

Ostensibly, Johnson and Kaplan (1987) heralded in a new era when they suggested that organisations were in dire need of adopting and implementing a new approach to managing the performance of organisations effectively. They surmised that the existing approaches were outdated and irrelevant. This paradigm seemed to usher in a proliferation of models which pivoted around performance management (PM) and performance management systems (PMS). An apt definition of PM was presented by Osmani & Maliqi (Ramolli) (2012, p 1)

"Performance management identifies the organisation's objectives, the necessary results to achieve these objectives, the ways to effect these objectives, and the drivers to achieve them"

From a systematic approach, PM is described as a method through which organisations set work goals, determine performance standards, designate and evaluate employees' work (Kandula, 2006; Falcone, 2007; Briscoe & Claus, 2008). From a managerial stance, Lawler, Benson & McDermott (2012) contend that PM provides a platform for supervisors to have oversight over their employees to effectively manage their efforts with the organisation's strategic goals and objectives. From a tactical perspective, PM is considered a team approach to building harmonious working conditions by encouraging regular communication and feedback between supervisors and their direct reports, thereby enhancing employee morale and productivity and ultimately improving organisational performance (Armstrong 2006). Further to this, the literature implies that

PM empowers employees to become more committed to seeking meaningful solutions to issues that arise to meet organisational expectations (Dessler, 2003; Kandula, 2006; Armstrong, 2006 & Noe Hollenbeck, Gerhart, & Wright, 2016). Aguinis (2013) and Cascio (2014) advocate that PM provides a mechanism for developing employees.

Discussions in reviews seem to venerate performance management systems (PMS) almost as the utopic approach for an organisation to achieve its strategic goals and objectives successfully. Cieri & Kramar (2005) described it as a multidimensional approach to managing and optimising an organisation's performance. Chubb, Reilly & Brown (2011) chime in that any deficiency in PM would impact the level of efficiency. Franco-Santos, Lucianetti and Bourne (2012) add to this paradigm by asserting that reviews of the literature support the role of PMS as one which augments organisational capabilities and, by extension, organisational learning. MacBryde, Paton, Bayliss, & Grant (2014) contend that robust PMS are "operational toolsets" instrumental in organisations achieving their strategic goals and objectives. This assertion was made to acknowledge that other factors may impact the organisations' ability to achieve its goals and objectives. They acknowledged that factors exist that influence organisational performance but did not expound on the factors. Their main focus was the perceived benefits of PMS.

Within recent years and several iterations later, the concept of PM as the centrality of organisational performance is being challenged. The image and applicability of the PM model have transitioned. From some academic lenses, PM's role and prominence have diminished to the extent that its applicability seems somewhat ambiguous. Accordingly, a literature review favours a paradigm shift from PM as a performance driver to one where PM is a strategic planning tool (Greiling, 2006; Micheli and Manzoni, 2010). This was alluded to by Guest, Michie, Sheehan & Conway (2000), who noted that there is some ambiguity about cause and effect as it relates to HRM and performance. In this regard, it is argued that fundamental methodological issues have yet to be fully understood (Paauwe, 2009; Alvesson, 2009). This point was endorsed by Guest (2011), who categorically stated that the impact of HRM on organisational performance remains dubious even after numerous academic studies have been conducted.

This argument transcends to the notion of performance measurement and the extent to which this activity contributes to increased OE and efficiency (Moxham, 2014). Consensus on PM and performance measurement in this context are indecisive as there is minimal evidence to support these assumptions. The premise is that PM and performance measurement are social phenomena shaped by feelings, values, and basic beliefs of the individuals and organisations within it (Bititci, Garengo, Dörfler, & Nudurupati, 2012). Henri (2006), like many other academics, recognise and identify with the view that several contingent factors are at play that influence performance measurement. This extends to PM, inferring that PMS itself is a contingent factor. This is a critical argument for this thesis. The role of PMS has been marginalised from being a composite model directly responsible for organisational performance to one where it is a proxy measure for OE. PMS in this context, along with several other proxy measures, collectively impact organisational performance. It draws into the perspective that PMS and, by extension HRM are influenced by its internal and external environment, which comprise contingent factors that include organisational culture and corporate strategy. Melnyk, Bititci, Platts, Tobias & Andersen (2014)

2.2.1. Performance Appraisals in the Realm of HRM

A review of the literature provides a range of definitions for Performance appraisals (PAs), but they play a pivotal role in performance management systems. They have been described as performance management tools that provide managers with a mechanism for designing strategies to achieve organisational goals and objectives from which employee goals and objectives transcend (Fletcher, 2014; Ikramullah *et al.*, 2012). Tsai & Wang (2013) define them as one of the most crucial tools for managers to optimise employee performance. This was advocated by Heskett (2006), who expands the concept to include the measurement of organisational performance. DeCenzo & Robbins (2007) posits that PAs are more than tools for measuring performance but are instrumental for performing several important HR duties.

The importance of PAs in the HRM sphere speaks to the significant implications associated with their use as an influential tool for a host of HR functions. These functions include employee improvement and development, coaching and guidance, feedback and communication, compensation, termination, legal documentation, staffing

decisions, and professional development (Coens & Jenkins, 2000; Dusterhoff, Cunningham & MacGregor, 2014). Hunt (2004) adds to this discourse by incorporating the motivational aspects of performance appraisals, including job satisfaction, which impacts the staff's performance level and, ultimately, profitability. Fletcher (2007) endorses this view by stating that PAs motivate and develop staff and foster commitment. Cheng (2013) postulates that PAs provide managers with critical data for competent decision-making, like enhancing communication between the appraiser and appraisee and providing a platform for sharing expectations.

PAs are the most frequently used technique for measuring employees' and organisations' performance. Several techniques fall under the umbrella of PA, including the traditional techniques like Forced Distributions, Straight Ranking Method and Paired Comparison to modern techniques like management by objectives (MBO), 360- Degree Appraisal, Assessment Centres, Behaviourally ranked scales and human resource accounting, to name a few. Academics agree that there is no particular technique that is superior to the other, but like Musapha & Daud (2012), there is consensus that the performance criteria, goals and objectives must be clearly articulated and agreed upon by the appraiser and appraisee. Accordingly, it has become customary to supplement PAs by regular meetings, peer recognition, 360-review or other techniques or processes that add credence to the performance appraisal outcome. Management by Objectives (MBO) is the technique that received the most traction in Trinidad and Tobago's oil and gas industry. This will be explored in greater detail.

2.2.2 Management by Objectives

Management by Objectives (MBO) is the appraisal system used by 75 % of Trinidad and Tobago's oil and gas organisations (Steph, 2016). Management by objectives MBO is a results-oriented approach to conducting performance appraisals through participative goal setting. The process is grounded in the appraiser and the employee setting and agreeing upon performance targets to be achieved in a specified timeframe. This approach helps supervisors monitor their employees' performance and gauge how well they achieve their objectives. The individual's ability to meet or exceed these targets would ultimately be subject to analysis by the appraiser in the performance review at a subsequent time. It is critical to have coherent and well-defined objectives. This reduces the likelihood of problems arising, affecting employees' ability to achieve

their stated goals and objectives as typified when ambiguous objectives are set (Rudman, 2003). As Hurd *et al.* (2008) defined, goals are general statements of an organisation's actions to achieve its mission statement. They are short, medium or long term in nature.

Employee performance is evaluated using two main aspects: performing technical tasks and the interpersonal aspects of task performance. Technical issues in the performance planning report are represented by key performance indicators (KPIs). These are measurable aspects of employees' performance that compare planned with actual performance. The employees' technical knowledge and skill are integral to the successful production of goods and services. Key performance indicators are categorised as leading or lagging indicators. Leading indicators depict a proactive scenario whereby management can anticipate challenges before they manifest and mitigate them accordingly. They are selected to indicate progress towards long-term objectives (Herrera & Hovden, 2008). Lagging indicators, however, are reactive and take effect after an activity has taken place.

A discussion of PAs should ideally involve some dialogue on the SMART approach to goal setting as an organisation's success is driven by its ability to quickly and efficiently achieve its goals and objectives. The goals are formulated between the managers and their subordinates using the SMART approach, an acronym for Specific, Measurable, Attainable, Realistic and Time-related. (Desmond, 2011; Hurd, Barcelona, & Meldrum, 2008). SMART indicates that goals should be Specific (job-related and position-related), Measurable, Agreed, Realistic and Time-related (Shen, 2005). It has also been described as a joint goal-setting approach using specific, measurable, achievable results and time-bound goals (Shields, 2007). Modifications have emerged from this acronym in different spheres, notably Doran (1981), who proposed that the acronym SMART is Specific, Measurable, Assignable, Realistic and Time-related, and Holmes (2005) suggested Specific, Measurable, Achievable, Relevant and Time-bound. Despite the meaning attributed to the acronym, the SMART approach plays a pivotal role in setting objectives and ultimately achieving strategic goals.

Objectives are specific outcomes that the organisation attempts to achieve within a stipulated time and are often set by the manager and the supervisor. Astute goal setting

is a fundamental activity for building a strategic plan, and the spinoff effects include improved performance and satisfaction of employees when mechanisms are in place to provide feedback on the quality of the goals and objectives (Locke & Latham, 1990)

Once the criteria have been set, the Employee's performance is evaluated at an agreed time to determine the level of success in achieving the set targets (Gbadamosi & Ross, 2012). The evaluation of employees is done through the use of a rating system. The skip level is mandated to sign off the PAs to mitigate against the evaluator's biases by auditing the evaluator's consistency, fairness, and accuracy (Fanga & Gerhart, 2012). The document is sent to the HR department for vetting and collation. The degree of overall ratings achieved translates to possible rewards, financial or otherwise, benefits or promotions, retention or contract termination depending on the existing terms and conditions (Boswell & Boudreau, 2000).

2.2.3 BENEFITS TO THE EMPLOYEE

PAs provide an opportunity for enhanced supervisor-employee relationships. They encourage collaboration between the parties, and this fosters communication and the sharing of ideas and concerns. In addition, it takes cognisance of the employees past performance. It compares to the present with a focus on improving future performances. (Bersin, 2008). Kuvaas (2006) states that PAs provide a better understanding of organisational expectations and helps to align employee performance with organisational goals and objectives. PAs have been articulated to be useful tools for identifying the weaknesses and strengths of employees and providing a mechanism for managers to harness the employees' strengths and surmount the weaknesses to the organisation's advantage (David, 2013; Farndale & Kelliher, 2013). PAs are also associated with increased job satisfaction. They provide employees with a sense of purpose and direction to motivate them to meet their deliverables actively. For employees who can meet their deliverables or surpass them, PAs serve as motivating factors (Nelson, 200)

2.2.4 Benefits for the Supervisor

CIPD (2012) outlined some benefits of PAs to managers, including providing them with in-depth knowledge of the activities within the organisation coupled with better knowledge of the individual strengths and weaknesses of their employees. When supervisors conduct PAs, these activities provide a platform for improved supervisor-employee relationships and increased levels of trust. Additionally, the outcome of the PAs provide supervisors with important data that allows them to make informed decisions concerning crucial HR activities like promotions, pay increases and redundancies.

2.2.5 BENEFITS OF PERFORMANCE APPRAISAL TO THE ORGANISATION

A review of the literature on PAs provided a few significant benefits to the organisation. PAs can assist with identifying potential problems and feedback on ineffective work practices that impede the growth and development of the organisation.

Counterproductive activities can be identified and addressed before they become problematic. Furthermore, high performing employees can be recognised and trained to fill positions and assume leadership roles, thereby complementing succession planning efforts (Schraeder & Lindsay, 2006). From an organisational perspective, PAs justify decisions like promotions and demotions (Behery & Patron, 2008) and the retention of employees, reward decisions, and identifying training needs (Malcolm & Jackson, 2002). They also encourage commitment, improved supervisor-employee relationships, and the growth and development of the organisation (Jønsson & Jeppesen, 2012).

2.2.6 Challenges with Performance Appraisals

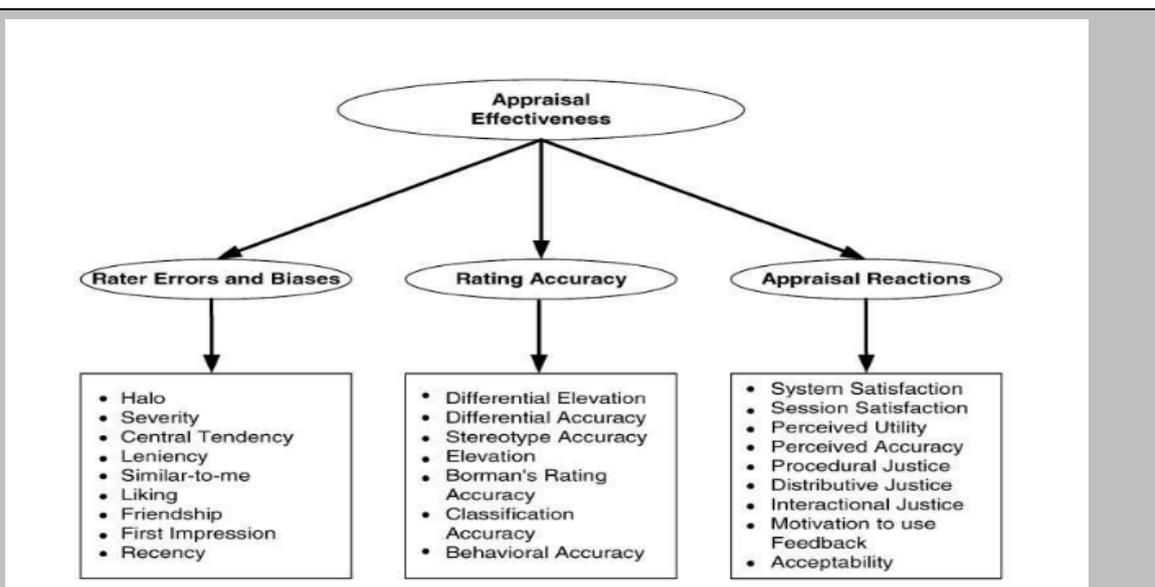
The annual performance process has been shrouded in controversy from time immemorial to the extent that it has earned the reputation of being one the most contentious HR function. The review alludes to a lack of consistency between theory and the practical implementation as a significant gap that has negatively impacted the effective use of this technique. Smith-Robertson & Brutus (2014) support this view by highlighting the issues faced by employees and organisations regarding PAs.

Employees perceive PA activities as a threat to their job functions and exhibit negative behaviours as a defence mechanism to secure their positions within the organisation.

From a management perspective, the supervisors are expected to be fair and unbiased in their judgement and assessment of employees' competencies and performances. On the contrary, supervisors are often intimidated by subordinates. Many attempt to misconstrue the performances of their subordinates by inflating their performances to win them over or avoid friction. This approach poses a major threat to the of performance appraisal systems in various organisations.

2.3 Appraisal Effectiveness

The model presented by Levy & Williams (2004), Figure 1 below, identifies three approaches to assessing appraisal systems' effectiveness, rater errors and biases, rating accuracy, and appraisal reactions. Appraisals have transitioned over the years from a cognitive approach focused on parameters linked to rater errors and biases and rater accuracy (Walsh, 2003) to one based on a psychometric or test approach.



**FIGURE 1. APPRAISAL EFFECTIVENESS
SOURCE: LEVY AND WILLIAMS (2004)**

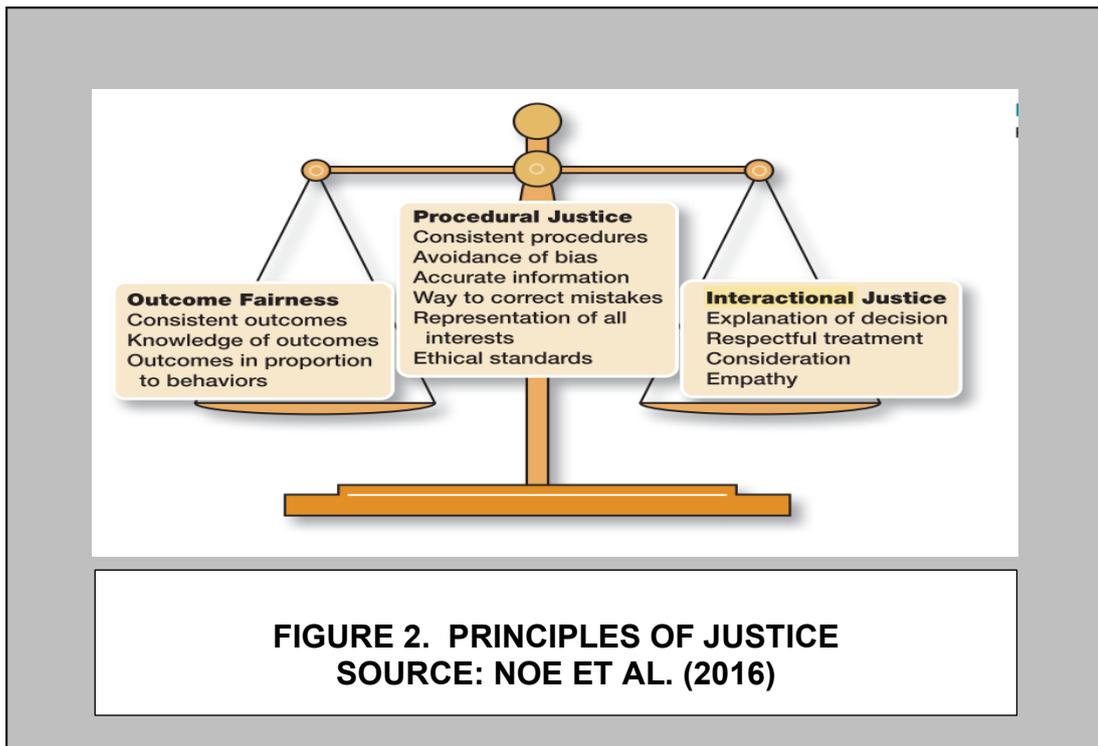
The fundamental principle of using these parameters rests on improving the degree of accuracy and reducing the rater errors and degree of subjectivity with the hope of making the system more reliable and valid (Woehr & Miller, 1997). The psychometric or test approach has transitioned to employee-oriented employee reactions and centred on employee involvement, participation, and acceptance (Cleveland & Murphy, 1992; Tziner, Murphy & Cleveland, 2001). Mention would be made of the rater errors and biases and rating accuracy. Still, the significant aspect of the discussion on appraisal effectiveness would be an in-depth discussion of employees' appraisal reactions' parameters.

Appraisal reactions and employee reactions to the appraisal system have become integral in evaluating the appraisal system. It has been argued that employee reactions and attitudes towards employee evaluation could well be one of the most critical aspects of the performance appraisal's success and, by extension, the performance management system. If employees do not embrace or accept the system used to evaluate them, then the system is doomed to fail. This view is supported by Cardy & Dobbins (1994) and quantified by Keeping & Levy (2000). They categorically state that appraisal reactions are the most appropriate means of establishing an appraisal system's effectiveness. They opine that if the employees do not deem that the system is accurate, valid, fair or valuable, the system would fail.

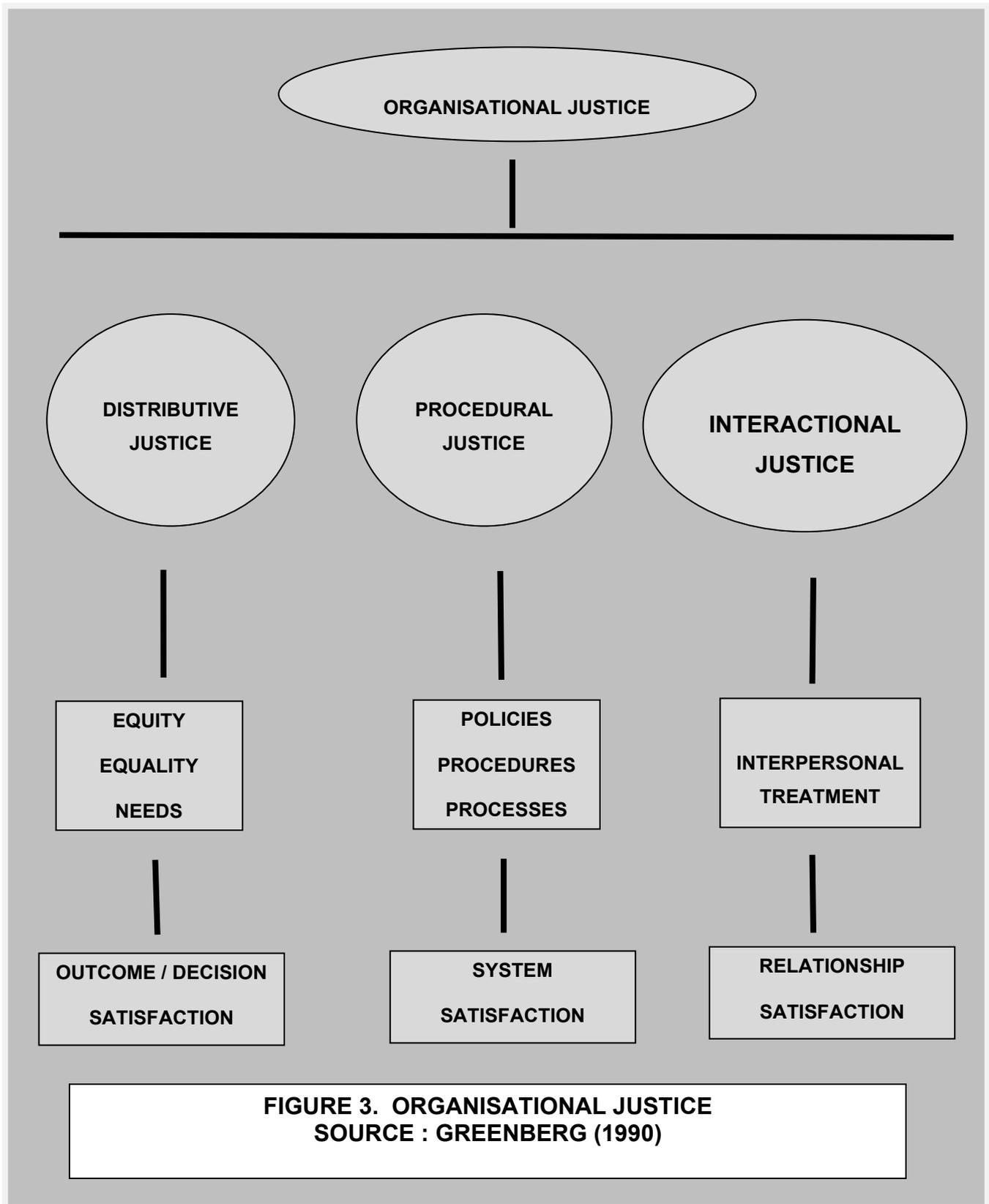
System satisfaction, session satisfaction, perceived utility, procedural justice, distributive justice and interactional justice, motivation, and acceptability are appraisal reactions based on employee feedback (Levy & Williams, 2004). Specific attention will be placed on the perceived fairness and motivational aspects associated with employee evaluation as there is much Research in these areas. These variables are contested to have the maximum impact on employee evaluation (Roberts, 1990; Pettijohn, Pettijohn, & D'Amico, 2001; Jawahar, 2006 & Jacobs, Kafry & Zedeck, 1980).

2.3.1 Justice, Outcome Fairness and Procedural Justice

Noe *et al.* (2016) presented three principles of justice, outcome fairness, procedural justice and interactional justice, Figure 2 below. These are reflective of the works of previous researchers of the works of the likes of Greenberg (1990), Byrne and Cropanzano (2001) and McDowall & Fletcher (2004).



Employee responses to performance evaluation methods are generally viewed in the literature as a more significant indicator of performance assessment efficacy than psychometric versions. Fairness of the performance assessment system is a fundamental criterion for measuring employee reactions to the performance appraisal system. Many scholars have introduced organisational justice to explore the appraisal system's equality expectations among workers. Organisational justice is defined as the study of justice at Byrne and Cropanzano (2001) and Greenberg (1990). Figure 3. adds to this view by defining it as the just and fair manner in which organisations treat their employees. It is believed to be comprised of three aspects, distributive justice, procedural justice and interactional justice (McDowall & Fletcher, 2004).



Distributive justice also referred to as outcome fairness (Noe et al., 2016), relates to the apprehensions employees express equity and equality in decision-making. It concerns the allocation of resources and outcomes within an organisation and their alterations to compensate for perceived inequity or inequality to attain their needs (Cropanzano & Folger, 1989; Greenberg, 1990). Employees determine the equity of decisions that have been made by comparing their performance (input) and output (reward) to the performance (input) and output (reward) of other employees to establish the degree of fairness of decisions. This influences the level of fairness they attribute to decisions made and outcomes and their feelings of self-worth. (Narcisse & Harcourt, 2008). To restore any perceived inequality, the employees would then seek to engage in activities that modify their future efforts to match the perceived imbalance of the decision or outcome. The events may, for instance, translate to increased or decreased performance levels to match that of their colleagues (Greenberg, 1990). Employees may seek to improve their input by engaging in training and educational opportunities. They may also seek to influence appraisal-related decisions like promotions, pay increases and the like in their favour.

Procedural justice is the perceived objectivity employees attach to organisations' policies and procedures to evaluate their performance. The employees' evaluation results determine the outcome or reward that is bestowed on the employee (Greenberg, 1996). Scholars have opined on the criteria that should be met to ensure employee's evaluations are fair. Notably are the works of Thibaut & Walker (1975), Leventhal (1980) and Noe *et al.* (2016). They presented six essential rules that guide proper performance appraisal and provide employees with increased trust and confidence and the perception of the process's fairness. The fundamental rules are bias suppression, representativeness, consistency, ethicality, correctability and accuracy.

Bies (2001) opines that interactional justice refers to the value of the interpersonal treatment that employees receive from their raters during the entire appraisal process. Noe *et al.* (2016) argue that it explains the decisions, empathy, and respect the employee receives and encompasses the employees' perception of how the supervisors interact with them. Tyler and Bies (1990) proffer that interactional justice has four essential proprieties, fairness, truthfulness, respect and justification.

The argument in favour of PM now diverges into an exploration of organisation effectiveness (OE). In some reviews, OE seems to have usurped the PM model and anchored itself at the core of key organisational activities associated with enhanced profitability and shareholder returns. From a constructionist perspective using the contingency theory to research OE has garnered some traction in the review of the literature. More importantly, this theory supports the epistemological perspective of the author that speaks to the fact that there is no ideal way of achieving OE but it is achieved by implementing strategies that harness contingent factors to create a tactical fit that gives rise to OE (Islam, 2012; Wadongo, B. & Abdel-Kader, M. 2014). The critical contingent factors that would be explored are change management, organisational culture, learning and development and employee placement in the context of OE. Special emphasis will be placed on employee placement: PMS has already been explored.

2.4 Change Management

Change is inevitable in all organisations, but the extent and purpose of the change vary according to the desired outcome. The concept of change is dynamic and connotes fluidity, flexibility and, ultimately, movement from one state to the other. A review of the literature unveiled several approaches to change like punctuated equilibrium, continuous, planned, emergent, incremental, and transformational. Planned, emergent and transformational change received the most traction for effecting change in organisations at the strategic and operational levels. Planned and structured changes are scheduled in a specific time frame and are directed from the top-down, from the executive or supervisory level. Emergent changes are continuously evolving from the bottom up and are characterised by employee participation and involvement. (Burnes, 2004, 2009). Transformational change is an approach that organisations use to implement and execute significant changes, often as a survival strategy for organisations to gain a competitive advantage over their competitors in response to external threats. It can result in changes to the organisations' strategic direction, philosophy, structure values and culture (Cummings & Worley, 2008; Balogun, Hailey and Imogen, 2015; Muja *et al.*, 2014). Interestingly Vakola (2013) contends that seventy per cent of the change efforts fail. Change management failure is directly related to organisational performance. If the implementation of change is successful, it can also enhance organisation performance (Pieterse, Caniels and Homan, 2012).

Several works advocate change management as a mechanism for effecting change. From the perspective of the proponents of change management, Wiley (2012) maintains that change management is a systematic process for the management of people. Battilana and Casciaro (2012) and Kuhn (2012) contextualise this approach. They surmise that effective change management is achieved when the employees at all levels of the organisation are apprised of the changes and the potential impact of the changes. Pangarkar (2015) chimes into this discussion by equating change management to an accord used by organisations to govern and support the implementation and execution of strategies and pathways designed for organisational changes like mergers, downsizing and acquisitions. The notion of change management in this context suggests some degree of planning, just one of the many new dimensions to the change process that acquired prominence in the global sphere up to this day.

Protagonists tout planned change management as being controlled by a series of sequential activities that can be charted throughout the change process. Other authors keenly contest this point. For some authors, this approach is contrary to the tenets of change as planned changes have little flexibility and mobility and are not readily adaptable to changing dynamics of the organisations' environment. This is the basis for arguments presented by academics like Bamford & Forrester (2003). They are critical of change management using the planned changes approach. They assert that it is unrealistic to engage in advanced planning where change management is concerned. Critics like Pettigrew & Whipp (1993) state that change management involves a series of complicated processes. They argue that it would be challenging to map the process flow in advance in a structured manner. Scholars have articulated that commitment, trust, employee reaction, participation and involvement, and communication are instrumental for effective change management. The necessity for commitment to compliance with the change process has been cited by Bouckennooghe (2012), Jaros (2010), and Choi (2011). They assert that employee willingness and openness to change are critical to the implementation and success of change initiatives and, ultimately, sound OE.

2.4.1 Resistance to Change

Employee change resistance and employee readiness are barriers to organisational change (Smollan, 2006; Klonek, Lehmann-Willenbrock & Kauffeld, 2014; Holt *et al.*, 2007, 2010). Choi (2011) and Rafferty, Jimmieson & Restubog (2013) conceptualise change readiness as a cognitive state. They assert that focusing on individual change readiness instead of change resistance may be more beneficial when planning and implementing change initiatives. Such an approach creates an avenue for staff members to voice their concerns and make sense of the proposed changes. This can reduce resistance, strengthen readiness, enhance openness, improve commitment, and increase acceptance and participation in the change process. Canter *et al.* (2013) view feedback during change as a positive means to obtain staff support. Feedback can achieve a sustainable outcome (Bouckenooghe, 2012; Keyton *et al.*, 2013; Shin, Taylor and Seo, 2012). In practice, managers still have a negative perception of resistance and view change-resistant employees as disobedient (Piderit, 2000). Managers also tend to blame employees for failing change efforts without attributing blame or failure to themselves (Ford & Ford, 2010). Some scholars extend this argument by acknowledging that management would do a disservice to their employees if they do not include them when creating change initiatives. They articulate that this can also lead to failure and can be a principal cause of ineffective improvements (Fuchs and Prouska, 2014; Helper & Henderson, 2014).

2.4.2 Participation and Involvement

Volberda, Baden-Fuller, Van den Bosch (2001) underscored the requirement for extensive involvement at all levels and stages in the change process. More critically, workforce contribution is instrumental in shaping the direction of the renewal process. The theorists asserted that heightened employee involvement improves quality and injects speed in terms of change renewal outcomes. Also, deep participation and involvement in changes empowers employees and makes them feel respected. Consequently, it enhances employee commitment to changes, resulting in increased change success (Auster, Wylie & Valente, 2005). Employee participation and engagement promotes dialogue generating favourable responses towards organisational change (McKay, Kuntz & Naswall, 2013).

2.4.3 Employee Trust & Perceived Competence

Organisations grow when employees feel valued and are contributing to organisational decisions. Effectively, employee trust in the organisation and management may diminish if employees feel their contributions do not matter or if an employee encounters non-involvement. According to Lines *et al.* (2005), continuous participation in the decision-making process increases employee trust. However, trust declines when employees experience emotional discomfort through a lack of participation. Frazer *et al.* (2010) demonstrate a connection with trust and the perception of fairness in senior management and immediate supervisors. Management decisions concerning change must consider the impact on employees and not only on organisational performance (Neves and Caetano, 2009; Van den Heuvel, Schalk & Van Assen (2015). This point was endorsed by Ford & Ford (2010), assert that management's perceived incompetence negatively impacted the employees' attitudes to organisational change. This was corroborated by Van de Heuvel *et al.* (2013).

2.5 Learning and Development (L & D)

Reviews of the literature have shown that learning and development (L & D) complement each other and impact employees and organisations. They provide a platform for employees to gain exposure to new processes, technologies, and strategies to hone their competencies. They also enhance employees' cognitive and behavioural responses (Burke, 2014). Scholars posit that the approach to L & D must be continuous in a conducive environment to maximise employee and organisational benefits (Erasmus, Leodloff, Mda & Nel, 2015; Forsyth 2012, Swanson & Creed, 2014). Along this vein, Ilander, Marques, Jalali & Ferreira (2016) contend that continuous L & D are crucial for employees to develop and excel in their job functions. They argue that employees in companies that actively engage in L & D appear to be more conscientious and results-oriented. Accordingly, this makes them more adaptable to changing conditions, motivated to solve problems and better prepared to compete in a dynamic environment (Al Saifi, Dillon and McQueen, 2016; Rowden, 2001; Graham, 2013; Harigopal, 2006).

This discussion on L & D further underscores the need for firms to retain their competitive edge in dynamic environments in which they operate. It exacerbates the need for decision-makers to manage the changes the firms must undergo (Bharadwaj, El Sawy, Pavlou & Venkatraman 2013; Kane, 2016; Pagani, 2013). Studies presented in the reviews support this. Some authors argue that organisations that prioritise training and development are more likely to out-perform their competitors and attain higher levels of OE (Crossan & Bedrow, 2003; Ferreria & Leite 2013).

2.5.1 Employee Resistance

The reviews contend that the onus is on the management to provide appropriate exposures and training. However, the employees must demonstrate their willingness to be trained, grow, and develop and expand their core competencies (Erasmus *et al.*, 2015; Swanson & Creed, 2012). Employees' reluctance to embrace and be active participants of the L & D initiatives has been shown to have a significant impact on the ability of an organisation to adapt to environmental change. Furthermore, if the employees are not equipped with the necessary competencies, organisational performance and OE would inevitably be negatively affected. Thus, reluctance or resistance impedes organisational efforts to ensure that firms adapt to changing environmental conditions. This would challenge the organisations' ability to maintain or increase their organisational performance. The ultimate result would be a reduction in the ability of organisations to remain competitive. Additionally, resistance can negatively impact OE if it is not adequately addressed in a timely manner.

Successful L& D requires intricate planning, oversight, and strategic implementation of initiatives as a subset of the activities encompassing organisational changes (Waddell, Creed, Cummings & Worley 2017). Studies have shown that educating employees effectively reduces or eliminates resistance (Harigopal, 2006). Hayes (2010) also substantiated this and added that this approach reduces resistance and motivates them to improve their performance. Chih, Yang & Chang (2012) attribute increase motivation with the adoption of positive behaviours and enhanced work satisfaction. Conversely, low levels of work satisfaction have been counterproductive in reducing organisational performance resulting in failed efforts to adapt to change (Goris, 2007).

2.6 Organisational Culture

Organisational culture is a proxy measure of OE which is intrinsically linked to national culture. In this Research, the national culture of Trinidad and Tobago was reviewed. Culture is a multidimensional term with varying connotations. It has been expounded on through the use of several models that have been segregated into descriptive and conceptual models. Descriptive models like those proffered by Adler (2002), and Inglehart & Wetzel (2010), are used to compare cultural characteristics across societies or as frameworks for classifying cultural-related aspects. Conversely, conceptual models like Schein's Iceberg Model (2010), Leidner & Kayworth's (2006) model of culture-specific conflict potentials are designed to describe and explain specific aspects of culture itself. The conceptual models generally focus on exposing three dimensions of culture: cultural phenomena visibility, society-specific contexts and related cultural interdependencies, and the persistence/imprinting-depth of cultural phenomena (Richter, 2016).

From an interpretive perspective, a predominantly conceptual model that is a hybrid of a descriptive and conceptual model. In this discussion, the cultural model presented by Richter (2016) will be used. This model features three layers, organisational culture, subculture as a subset of organisational culture and national culture that incorporates organisational culture and subcultures, the model presented by Richter (2016) and the Onion Model of Culture e used for this discourse on culture in the business setting.

National culture and organisational culture are intrinsically linked, and neither can exist without the other, but each can be differentiated from the other. The reviews speak to national culture as being inherent in the individual. This notion aligns with learned experiences from daily interactions of a nation's artefacts, beliefs, and values. In contrast, organisational culture is endemic to the organisation and is characterised by the artefacts, beliefs and values that businesses inculcate in their employees when they are engaged and throughout their tenure (Hofstede, 2010).

Reference is made to Figure 4, the Different Levels of Culture, with organisational culture being a subset of national culture and organisational culture compartmentalising into subcultures. In this paradigm, some academics agree that no one culture governs the national and organisational levels. Instead, authors favour the notion that distinct

cultural norms and practices govern the subcultures, the organisations and the nations. These subcultures are grouped according to specific social parameters such as professional background, location function, location and leadership (Scott et al 2013).



Figure 4: Different Levels of Culture
Source: Richter (2016)

Each subculture is composed of three attributes, artefacts, beliefs and values separate and apart from the artefacts, beliefs and values of organisational culture. National culture is categorised in terms of artefacts, beliefs, values, and organisational culture in the realm of national culture. The impact of organisational culture and national culture cannot be overemphasised. Employees have their own inherent cultures that they bring with them to the work environment. The organisation has its own culture that influences how processes and activities are conducted. The organisation within the society is part of the national culture, and as such, decision-makers need to be cognizant of the interrelationships that exist. Both dimensions of culture can be accommodated as far as possible to ensure that employees meet their deliverables with the least amount of disruptions. Organisations must endeavour to develop efficient strategies that incorporate national and corporate cultural differences to enhance organisational performance and, ultimately, improve OE.

2.6.1 National Culture

It can be argued that national culture is perhaps more of a driving factor for improved organisational performance than the management of some entities credits it. This fact pervaded when reviews of the literature were done. The work of Owusu & Louw, (2019) captures this point aptly

An increasing body of literature has shown that national culture has strong influences on numerous organisational activities.

This backdrop sets the platform for a discourse on national culture from Trinidad and Tobago. Empirical Research on this paradigm appeared to be minimal. Feedback was garnered primarily from private conversations between the author and a few works like the National Cultural Policy of Trinidad and Tobago. According to Brereton (2018),

There are now many "authorised versions" of the country's past, all competing for inclusion in the canonical national history.

This paradigm is reflective of the extensive cultural expressions that make up Trinidad and Tobago's culture. It is a multicultural society with a population of 1.4 million persons. It has often been described as a melting pot of ethnic and social diversities percolated to form a dynamic and exciting array of norms and practices post-independence. Nevertheless, cultural norms and beliefs have persisted to this day, perhaps because of the tolerance and respect shown by successive governments, institutions, peoples and organisations over the years. A classic example is our carnival. Trinidad and Tobago's carnival is undeniably the most profound aspect of our national culture. This activity brings together persons of all walks of life, economic, social, political, ethnic, who reside locally and abroad to engage in the festivities and merriment. This harmonising fusion extends way beyond the festivities into the realm of everyday interactions (Reddock, 1998; Premdas 2007)

Other cultural activities include religious celebrations like Christmas, Eid, Divali, and other festivals celebrated by persons regardless of religion. Music, song, dance, literary compositions are entrenched in our culture in the works of Calypsonians, chutney artists, steelpan men, the Mighty Sparrow, Denyse Plummer, Ricky Jai, Pauls Keens-Douglas, Vidya Naipaul and Amoco Renegades Steel Orchestra. Sport is another form

of cultural expression, with cricket playing a significant role in our national culture, as are the culinary arts, libation and socialising (Green, 2002)

Of great interest is the Trinidad and Tobago Cultural Policy. This seeks to herald a new era that accommodates the adoption of prudent strategies to bolster and inculcate sound cultural identity, empowerment, and confidence in our citizenry (NCPTT, 2002). This document is idealised to harness the nuances of our cultural heritage and advocates that acknowledgement and inclusion of cultural aspects are of great importance to our national development and prosperity. Additionally, the policy document highlighted some challenges that prevent the complete attachment of our unique culture in organisational endeavours. Notably were diminishing government revenues from the oil and gas sector, lack of policy adherence among key stakeholders and the impact of Covid-19 on the business sector.

2.6.2 Organisational Culture

A review of the literature seems to infer that organisational culture can be defined in several ways, and there appears to be no explicit agreement on the definition (Hofstede, 2010; Huczynski and Buchanan, 2010). Some authors support this view, inferring that there are multiple conceptions of organisational culture that seem to have little theoretical agreement. This phenomenon was referred to as "the culture wars" by Martin (2002). The expansive nature of organisational culture has been identified as one contributor to this disparity.

Organisational culture is intimately related to various disciplines, and acknowledging and identifying these disciplines has complicated the researchers' efforts to define one that most academics agree upon. The disciplines include but are not limited to marketing (Wilson, 2001), healthcare (Doherty *et al.*, 2013), business (Schein, 2004) and innovative management (Martins and Terblanche, 2003). Huczynski and Buchanan (2010, p1) define organisational culture as:

The shared values, beliefs and norms which influence the way employees think, feel and act towards others inside and outside the organisation

Additionally, organisational culture has been described as a cohesive force that keeps entities unified and instils a sense of belonging and commitment in employees (Martin *et al.*, 2006; Hofstede *et al.*, 2010; Alvesson, 2012). This definition has been extended to credit organisational culture as a tool for communication and a basis of stability (Lok and Crawford, 2004; Mathew and Ogbonna, 2009). Along this vein, Marin (2004) and Schein (2010) assert that organisational culture is a blueprint of the assumptions, beliefs and shared values amongst a group employed in the same organisation. Conversely, other academics have expressed reservations about organisational culture's ability to meet its deliverables like Taras *et al.* (2009), who contend that its benefits are difficult to measure, and Bellot (2011), who maintains that it is a developing area of study that requires much research,

Organisational culture is also described as strong or weak. Entities that demonstrate strong organisational culture in Trinidad and Tobago include Bermudez Biscuit Company, Pricemart, TGI, Samsung, Angostura, Digicel, Massy Stores and Bmobile. These companies dominate their respective markets, demonstrate a high level of corporate branding. They have a strong presence in the business and society and provide substantial sponsorship for cultural events like carnival, cricket matches, and holy festivals (Steph, 2021). On the contrary, organisations that demonstrate weak organisational cultures do not readily inculcate corporate values in their employees (Gordon and Di Tomaso, 1992 cited in Sørensen, 2002). In a study conducted to rate their organisational culture's strength, American-based companies Dillard's Express Script and ADT scored a meagre 2.5 rating out of 5 in terms of their organisational culture (Mcclay, 2015)..

2.6.3 National and Organisational Culture in Trinidad and Tobago

Having presented an overview of national culture and organisational culture, it is now essential to present the link between these two aspects and OE from a Trinidad and Tobago perspective. According to Nazarian, Atkinson, & Foroudi, (2017), Hofstede's Cultural Dimension is a widely used framework that is used globally even though authors have criticised this approach. It is used to establish the similarities and differences between the national culture of various countries by ranking them according to the dimensions. The six dimensions are power distance, individualism versus

collectivism, masculinity versus femininity, uncertainty avoidance, long-term vs short term orientation, and indulgence versus restraint (Figure 5 below).

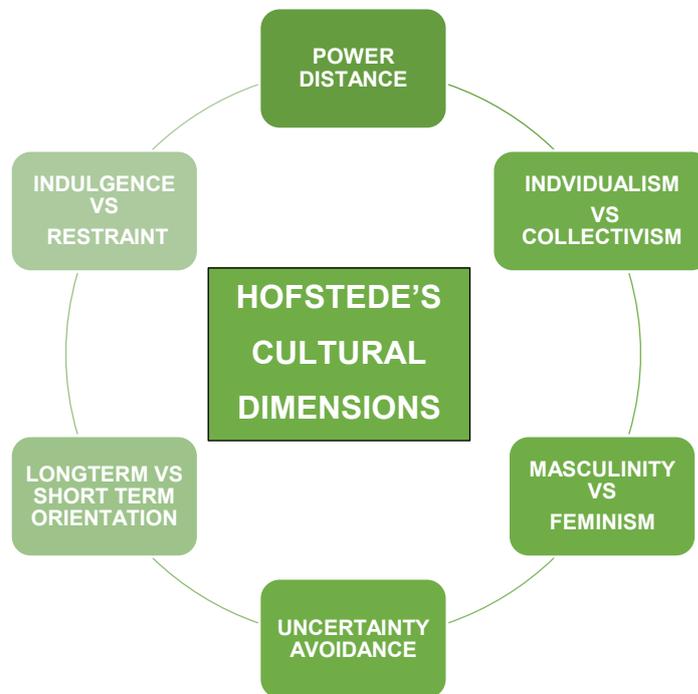


Figure 5: Hofstede's Cultural Dimension – National Culture
Source Hofstede (2010)

The Power Distance dimension relates to how societies address inequalities amongst people and whether or not they acknowledge and accept hierarchal order. Individualism relates to persons who concentrate on looking after themselves and their immediate families instead of collectivism, where persons prefer a closely-knit framework of friends and families, including extended family members. The masculine dimension is associated with material rewards for success, heroism and assertiveness. Femininity is associated with a more delicate approach to life, with persons exhibiting cooperation and caring for the weak. Uncertainty avoidance is associated with how a society responds to unknown future events. Countries with high uncertainty avoidance are intolerant of unconventional ideas and behaviour and tend to have strict rules and

restrain uncertainty. Countries with low uncertainty avoidance are more accommodating and have less restrictive rules, and are less focused on uncertainty avoidance.

Reviews on long-term vs short term orientation revealed that countries that scored low on this dimension prefer to maintain strong linkages with their past and value traditions and social obligations. Conversely, countries that scored high on this dimension are described as future-oriented. They tend to encourage frugality and responsiveness in education. The last dimension, indulgence, is typified by how people attempt to control their desires and impulses. Weak control is indicative of a great extent of indulgences, and strong control is indicative of restraint.

The author downloaded Hofstede's Insight and staged a national culture comparison between Costa Rica and Trinidad and Tobago. Costa Rica was chosen because its economic and social characteristics are similar to that of Trinidad and Tobago. In our national culture, the results pointed to indulgence as the most prominent characteristic, a score of 80, Figure 6 below. The description provided by the software equates indulgence to societies that exhibit a willingness to realise their impulses and desires regarding enjoying life and having fun. It was articulated that people in this dimension are generally optimistic and place a higher degree of importance on leisure time and spend money as they wish. (Hofstede Insights, 2021).

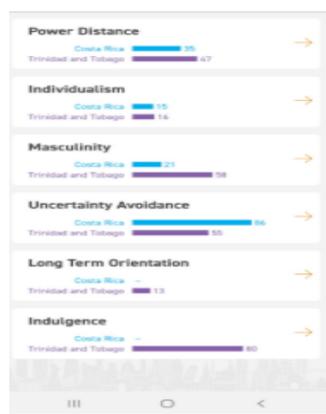


Figure 6: Screenshot of Hofstede Insight National Culture Comparison

Trinidad and Tobago earned average points for power distance, masculinity and uncertainty avoidance. The output from this comparative research, though very informal, demonstrates that there is a strong linkage between national culture and OE. This was corroborated by the work of Punnett (2009), who posits that past and current environmental and social events influence national culture, which ultimately impacts OE. Additionally, Marks and Mirvis (2010) argue that national culture affects organisational synergy and sales growth. In so doing, national culture determines the strategies that local and foreign-based organisations must adopt to achieve OE.

Cameron and Quinn's Corporate Cultures is the model used to expose the relationship between corporate/organisational culture and OE. The schematic presents four dimensions: corporate culture, market culture, entrepreneurial culture, hierarchy culture, and clan culture. These are connected to other dimensions, external, internal, stability and flexibility Figure 7 below. The internal/external axis reflects the degree of importance corporations attach to external factors such as an organisation's competitive ability and the internal factors such as employee satisfaction. Accordingly, the stability and flexibility axis reflects how employees demonstrate consistent patterns of behaviour. The flexibility arm reflects the extent of participating organisations' engagement by allowing their employees to be active participants and use their initiatives (Marinova, 2005)

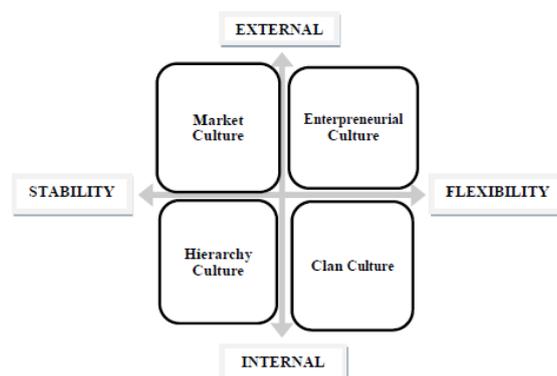


Figure 7. Cameron and Quinn Corporate Cultures

Source: Marinova (2005)

Furthermore, the extent of influence of these dimensions varies from one time period to the next. The review of the literature endorses the use of this conceptual model as an

important tool for OE. To enhance OE, organisations must devise effective strategies to attain a unique balance between the four culture types of organisational culture. This was alluded to by Marinova (2005), who asserts that it is essential for organisations to engage systems to identify and implement the best cultural fit to stabilise or improve the adaptability of the entity. The entity needs to blend the characteristics of its internal and external business environments to achieve optimal organisational management and enhance OE. This speaks to the necessity for management to give national and organisational culture due respect when designing strategies if they are to be effective, a view supported by Tesluk *et al.* (2002).

The contribution of national culture and organisational culture to OE cannot be overemphasised. Some academics propose that national culture dominates over organisational culture during periods of change, and as such, to achieve higher levels of OE, due attention must be given to the national and corporate culture's artefacts, beliefs and values when devising strategies and pathways.

2.7 Definition of Placement

Placement has been defined in several ways, but perhaps that Pigors and Myers (1973) proposition fully explains this concept.

"Placement is the determination of the job to which an accepted candidate is to be assigned and his assignment to that job. It is a matching of what the supervisor has reason to think he can do with the job demands. It is a matching of what he imposes (in strain, working conditions etc.) and what he offers (in the form of payroll, companionship with others, promotional possibilities etc. "(Pigors and Myers, 1973 p1)

Placement is grounded in identifying and installing an individual in a particular job. It is the final phase of the recruitment and selection process when the selected candidate is installed into the vacancy at a particular work location (Dessler, 2008). In either context, placement is critical to reduce the likelihood of employee dissatisfaction, high absenteeism, high employee turnover and foster employee morale and commitment. It increases employee performance likelihood (Madhav, Anjaneyulu, Gopi, Reddy, & Podder, 2015). The concept of placement includes transfers, promotions and

demotions. In the context of this research, placement is being considered for the purpose of transfers and promotions.

2.71 Placement efficiency and effectiveness

Armstrong (2005) take the discussion on placement to another level by dissecting the placement function into two distinct parts, efficiency and effectiveness. He alludes to organisations attributing placement efficiency as a benchmark for OE and argues that many businesses today do not give much prominence to selecting the right person for the right job. Instead, organisations adopt an economic perspective to placement, focusing on filling the maximum number of vacancies utilising the minimum amount of resources, the premise of placement efficiency. Garman (2005) endorses this by highlighting that organisations concentrate on optimising productivity and productivity measures to obtain maximum returns from minimum outlays at the expense of the organisation. This approach does not equate to increased effectiveness and can actually reduce the level of OE.

In contrast to placement effectiveness, this is centred on placing the most suited candidate in the proper position at the right time. This is done to achieve the maximum personal and organisational outcomes. Organisations are often consumed with conducting placement processes in the shortest space of time at the minimum cost. The pursuit of placement efficiency would ensure the process takes place in a short space of time at a significantly lower cost than placement effectiveness which generally requires more time at is associated with higher costs. Being mutually exclusive, it is unlikely that the organisation can find the right person for the right job in the shortest time at a low cost. Organisations must understand and appreciate this distinction and make the conscious decision to pursue placement efficiency or effectiveness with the knowledge of the possible pros and cons associated with either pathway.

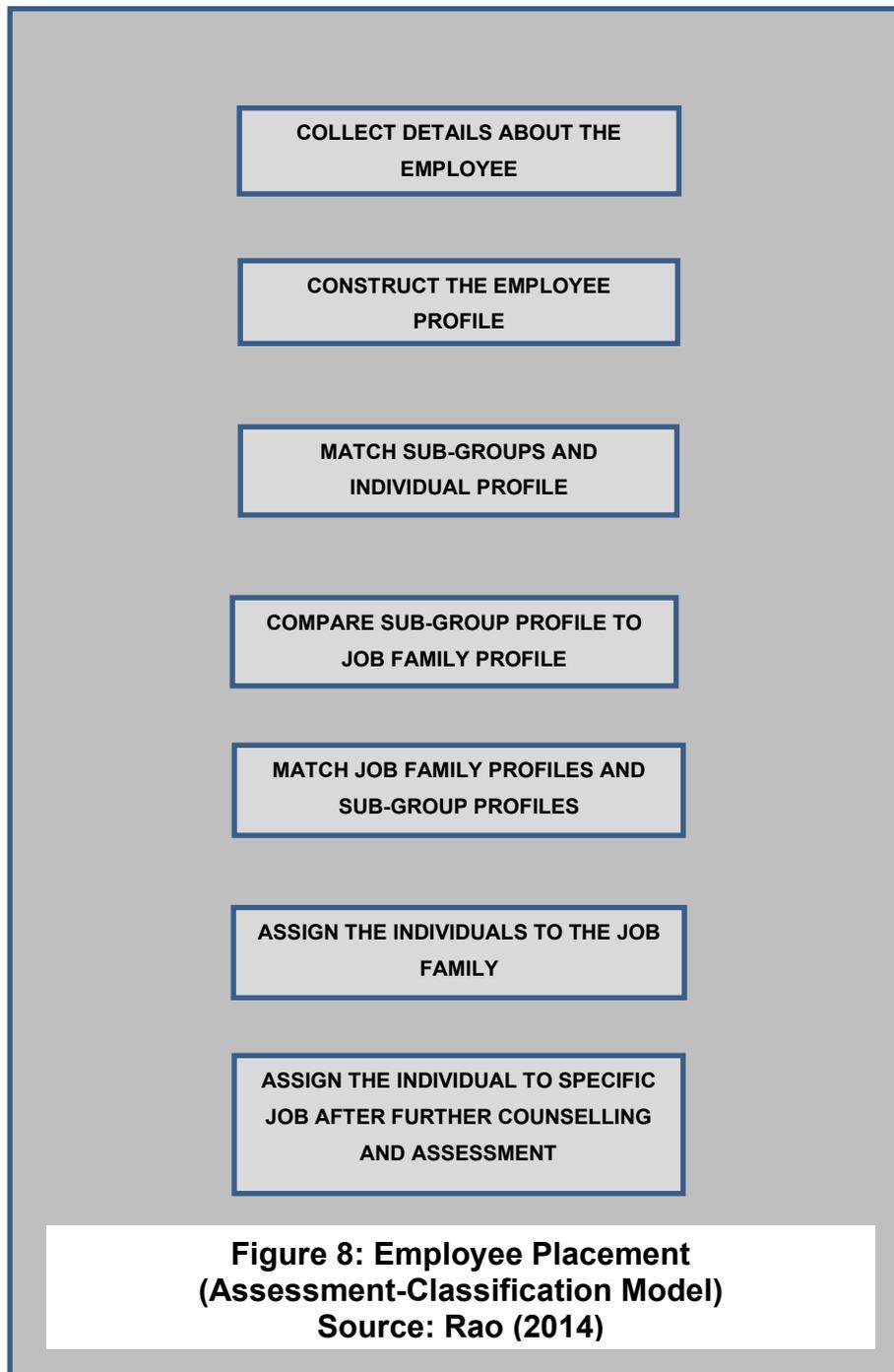
2.7.2 The Placement Process

Millington, Fesko & McCarthy (1998) submitted a visual representation of the placement process for persons with disabilities, entitled placement as an accommodation of the employment selection. This author has reviewed the representation, and its doctrine is still very applicable to this day, not solely for the positioning of persons with disabilities

but for the placement of any employee within any work setting. What is even more interesting is that the explanation and ease of understanding make it ideal for inclusion in this research to expound on the placement process.

According to Millington, Szymanski, & Johnston-Rodriguez (1995), placement services are defined as any professional intervention that facilitates or supplements the naturally occurring employment selection process. They submit that employment selection is a labour market transaction between the applicant and employer that depends on the synchronisation of the applicant's expectations with those articulated by the employee. These have been termed expectations of satisfaction and satisfactoriness, which are communicated between the stakeholders. The academics proffer that employment selection is comprised of three distinct activities, job search, acquisition and entry and stabilisation. Employment selection is impeded or supported by the contextual influences of the labour market, family and the work organisation. Additionally, placement services are engaged in employment selection when the primary stakeholders (the applicant or the employer) is dissatisfied or when the services of a third-party placement professional are requested. Each satisfactory outcome is linked to the best job possible from the applicant's perspective and the best available worker from the employer's perspective (Millington, Fesko & McCarthy, 1998). This explanation lays the foundation for a more in-depth discussion on the placement process.

Rao (2014) provided a schematic of the placement process, Figure 8 below, which is a refinement of the one provided by Millington, Fesko & McCarthy (1998). The model by Millington et al. (1998) is an important foundational approach to the placement process at a high level. Rao (2014) is a more detailed approach that offers a step-by-step guide to the placement process.



It commences with the collection of details about the employee. The data that is captured is used to create a profile for the individual. The individual profile is the depiction of the individual's details and includes biographical features, attitudes and values and motivation. This was followed by the matching of the individual profile with the group profile. The literature maintains that individuals perform best when their profiles share commonalities with others in their group. The commonalities would be

favour placement in a group with others who share the same traits. Van Hoye & Turban (2012) attests to this by stating that employees who possess high valued traits and similar personality traits are more attracted to organisations that have employees who share their values. This created a better fit for them when placed in those organisations. Saraç, Efil, & Eryilmaz (2014) support this view. They found employees who had a better fit with the organisation, a positive person-organisation fit (POF) relationship, were more creative. Accordingly, a strong POF is thought to encourage commitment and satisfaction and increase retention, essential factors that need to be considered when placing individuals.

The next stage is the comparison of the sub-group profile with the family profile. The ability of the individual to perform job functions is dependent on the context in which the job is performed, the job contents and the individual's profile. The job profile emerges from the job contents, the relationship of the job with other jobs in the organisation and the job context. The job profiles are classified into three broad headings: independent, sequential, and pooled. The placement process varies from one category to another. The job family profile is the collection of jobs that are graded together because of their similarity in nature. Once the group profile and job family are matched, the individual is assigned to the job family. The individual is then exposed to counselling and assessed and then assigned to the job..

Private and state-owned organisations are known to fill vacancies based on organisational protocols and other criteria. Ideally, such positions should be advertised internally or externally. The employees are screened and shortlisted. The most suitable person with the requisite competence and knowledge to perform effectively is designated to fill the vacancy. In reality, political, social and managerial factors dictate which employee is chosen, the tenets of placement efficiency. It has been argued that selecting the right person for the right job, placement effectiveness is a complicated issue. It is not always possible to find an individual who is the perfect fit for the vacancy. Academics suggest that the involvement of experts would facilitate placement effectiveness. This is alluded to by Sonnenfeld (2002), who supports subject matter experts to design and create the most effective profile of competencies and personal attributes that the individual must possess to fill the vacancy. He contends that this

function may have to be outsourced if the requisite competency is not available in-house.

A company's approach to treating employee placement can be polar from one organisation to the next. Employee placement in Trinidad and Tobago's oil and gas industry is generally guided by employee performance appraisals used to select the most appropriate candidate to fill the vacancy. This is often augmented by interviews and psychometric testing, if necessary. In companies that operate in a polar fashion to this systematic approach, management often employs somewhat unorthodox employee placement means. The method could result in the employee's selection based on past performance or performance highlighted by team leaders or supervisors that may or may not be documented. This unstructured method could lead to several infringements and chaos, especially in the industry's more significant organisational players.

Employee placement, therefore, is done by structured and unstructured methods. Additionally, organisations may fill vacancies with politically connected individuals, have a particular social standing, are friends with or related to specific public figures, and so on. Decisions such as these have been taking place from immemorial. Cascio & Bernadin (1981) argued that management is fully aware of the high costs and social implications of poor decision-making concerning placement. This is especially applicable to the litigation and settlement costs that can be incurred. Decisions that are made that are successfully challenged reflect poorly on HRM personnel and policies and, by extension, the organisation. This is not chronic to developing countries but is also very prevalent in developed countries as they too have their fair share of anomalies in placement decisions. Evidence suggests that several leading organisations have been mandated to pay hefty disbursements to disgruntled workers. In more complex situations, industrial court rulings favouring the employees have demanded substantial settlements for some organisations. In other instances, the rulings reverse a decision that caused the conflict in the first instance (Cascio & Bernadin, 1981).

2.7.2.1 Employee Appraisals

Trinidad and Tobago is no different from any of these other countries, and examples of such divergent decisions are numerous. Their impacts on organisational culture, productivity and finance have been astounding. The HR departmental staff's skills and competencies are continuously being challenged as employees, through their union representatives or otherwise, are becoming less tolerant of managerial slip-ups and ineptitude. They have become more proactive in seeking out justice if they believe they have been wronged.

Employee evaluation covers an all-embracing range of organisational activities that seek to assess employees' performance, improve their performance, distribute incentives and develop and expand their core competencies (Fletcher, 2001). In its crudest form, employee evaluation may be a verbal reflection of the impressions, opinions and exchanges of a designated peer or supervisor regarding a specific employee's performance on a particular job site or project. Additionally, it may be based on a culmination of past experiences expressed verbally by one or more than one designated individual.

This informal process is very prevalent in small companies in Trinidad and Tobago's oil and gas industry. It is notable when the companies are awarded sub-contracts which are often associated with unpredictable start-up times. Start-ups may be required at short notice and are often critical to the efficient operations of the organisation. As such, formalised processes tend to take second place to the possibility of securing financial gains once the lucrative deals are obtained (Steph, 2019). In more structured settings, confidential interviews are conducted by the designated observer, peer or supervisor who rate the employee's performance over a stipulated time frame (Murphy & Cleveland, 1995). The actual performance outcomes are captured and compared with the expected settings of the employee. The interview results may redound to the benefit of the organisation, the supervisor and the subordinate. The findings are documented on company performance appraisal forms, and the completed forms are signed by the relevant persons and sent to the HR department for review and evaluation. Effectively, the captured data is analysed to devise meaningful ways to treat any deviances recorded or shortfalls that need to be addressed. The other evaluation methods have been discussed in the review of performance management.

2.7.2.2 The Role of Induction in the Placement Process

Kavoo-Linge & Kiruri (2013) contend that the placement process can only be successful if management designs and implements a composite induction plan. This brings to the fore a different facet of placement. Placement in this context has an induction aspect that is firmly entrenched in it to guide employees as they transition from the previous posting to the new one. Whether employees are selected internally or externally for placement, it is imperative that they are exposed to an induction plan to assist them with the transition to the new position. The review of the literature shows that induction and probation have been used interchangeably. The benefits and challenges ingrained in probation are reflective of those associated with induction and induction will be explored in greater detail.

Proponents of this approach include Kavoo-Linge & Kiruri (2013), and their work is instrumental in shaping this discussion on induction. They underscore the importance of syncing induction with the placement process and allude that induction encourages a seamless end of the placement process with the start of the new job functions.

Interestingly, Nankervis, Compton & Morrisey (2009) state that placement is the final stage of recruitment and selection, but they also attest that it is considered to be the first stage of learning and development. Learning and development encompass sound guidance, training and job-related information, which are considered to be three critical aspects of employee performance (Kavoo-Linge & Kiruri, 2013). Induction teaches employees the complexities associated with their new postings. The foundation includes familiarisation with the vision, mission and values of the organisation and organisational philosophy. It also necessitates the provision of information concerning the organisational framework and ownership, governance, rules and regulations, safety and health issues, and exposure to the functional units, physical set, amenities and recreation (Kavoo-Linge & Kiruri, 2013).

Induction is done to optimise the efforts of employees in achieving the organisational goals and objectives (Indradevi, 2010). Buckley (2008) adds to this discussion by stating that a well-executed induction plan can improve employee productivity and confidence, enhance employee loyalty, and reduce employee turnover. It seeks to create a better fit between the employees and the organisation by equipping them with the skills to perform the job effectively (Grobler, Warnich, Carrell Elbert and Hatfield,

2006). This was supported by Gomez-Mejia, Balkin and Cardy (2012), who argue that induction provides an avenue for employees to learn what is expected of them. Additionally, they maintain that it provides the employees with a coping mechanism for the stress of transitioning from the previous to the current posting. New employees are familiarised with policies and standard operating procedures, information about compensation and benefits, safe working practices, and other such pertinent information (Kavoo-Linge & Kiruri 2013)

2.7.2.3 Fundamental Principles of Placement

Gembu, Nandes, Williams, & Abiodun (2019) provided a few fundamental principles of placement that should be observed to ensure that the placement process is as efficient and effective as possible. These are:

1. Employees should have the base qualification required to fill the vacancy and should be hired based on merit. As such, the job description should not be varied upwards or downwards to accommodate an employee who does not have the requisite experience and competence or who is overqualified. The vacancy should be filled by the individual whose competencies and experiences match those that are required to perform adequately.
2. Employees should be provided with training opportunities to familiarise themselves with aspects of the job to perform well. This is a crucial part of the induction process to learn the rules and regulations, safety standards and protocols and other important information.
3. Employees must be treated fairly, and nepotism must be avoided. This is especially important with respect to referrals which could be contentious. The process used to place persons under these conditions is often perceived as unfair and an avenue to propagate favouritism.
4. Efforts should be made to integrate new employees within the existing department and organisation by inclusion in activities to create a sense of belonging and loyalty. This would conjure a sense of pride and cooperation in them and help them uphold their responsibilities associated with the job and make a meaningful contribution to the organisation's strategic goals and objectives.
5. Initial placement should be done on a temporary basis (probation or period of induction). This gives the decision-makers time to review the performance of the

individual in the new position. Training needs can be assessed as well as the individual's competency. A temporary posting allows for changes to be made if an individual's performance is sub-optimal or demonstrates competencies that can be optimised in another area of the organisation.

2.7.2.4 Challenges Associated With Job Placement

The most glaring challenge with job placement is that jobs are often dependent or pooled, and as such, require that everyone does their part to effectively contribute to the achievement of the departmental and organisational goals and objectives. Accordingly, employees' performance must be reviewed at regular intervals to assess their performance. Suboptimal performances are associated with high turnover rates, absenteeism, increased likelihood of accidents and other negative consequences that negatively affect the organisation. If suboptimal performances are identified early, this presents an opportunity for management to mitigate the potential effects of poor performance (Rao, 2015).

2.7.2.5 Benefits of Job Placement

The organisation and the employee can accrue benefits if proper placement procedures are followed. In terms of the organisation, job placement is associated with enhanced retention by reducing employee turnover. Placement improves productivity by improving employee morale and reduces accident rates. It reduces the cost and time for hiring new employees. Placement improves the efficiency and quality of employees by reducing the likelihood of placing employees in jobs for which they are not suited. From the employee's perspective, placement ensures that the employees who are chosen to fill the vacancies are productive, suitable, responsive to learning and satisfied (Rao, 2015).

2.7.2.6 Methods of enhancing Job Placement

Several methods have been cited to enhance job placement. These include:

1. Job Rotation:

Routine job functions can become monotonous and can reflect negatively on employee morale and performance. Job rotation allows employees to engage in periodic changes in job postings within or external to the departments in which they work. These

exposures provide new learning experiences to enhance their core competencies. They also satisfy the employees' desire to overcome challenges associated with varied job functions and develop a renewed interest in meeting their deliverables. Job rotations provide organisations with a way of recognising competent, high-performance employees. This provides them additional evidence for employees who should be considered for placement in vacancies when they arise (Triatmanto, Hidayatullah, & Permana, 2019).

2. Training and Development:

On-going employee training and management allow employees to acquire new skills and knowledge, and this supports the placement process when it becomes due.

3. Job Enrichment:

Zeynep (2004) discussed job enrichment as providing employees with high autonomy, feedback on performance, task significance, multiskills and task identity in the context of individualist assumptions. This is centred on the premise that employees desire freedom, challenges and independence when performing their job functions. There is still much debate about this approach. However, the feedback gained from its use demonstrates that it adds value to future job placement decisions.

4. Teamwork

Teamwork has been defined as a process whereby employees pool their resources and interact with other team members to achieve their goals and objectives (Fernandez, Kozlowski & Shapiro, 2008; Bowers, Braun & Morgan, 1997). This collective approach is responsible for the emergence of team spiritedness and ultimately impacts team performance. Schmutz, Meier, & Manser (2019) corroborate this view by stating that individual members must collaborate and engage in teamwork. They infer that regular meetings, team training and systems improvements are critical for teamwork. Additionally, they contend that the unique expertise of their members must be managed to ensure that optimal performance is achieved. Teamwork, therefore, encourages employees to hone their competencies to optimise performance and allows employees to showcase their unique skills, which enhances placement decisions when vacancies arise.

5. Empowerment:

Employee empowerment encompasses the strategies that employees use to exploit their potentialities. Sharma & Kaur (2011) contend that there are two expanses of empowerment, structural empowerment and psychological empowerment. Structural empowerment involves locus of control, self-esteem, role clarity, autonomy, information and communication, reward system, climate, skills, and knowledge. Psychological empowerment involves meaning, competence, self-determination and impact (Figure x below). Empowerment enhances placement and OE.

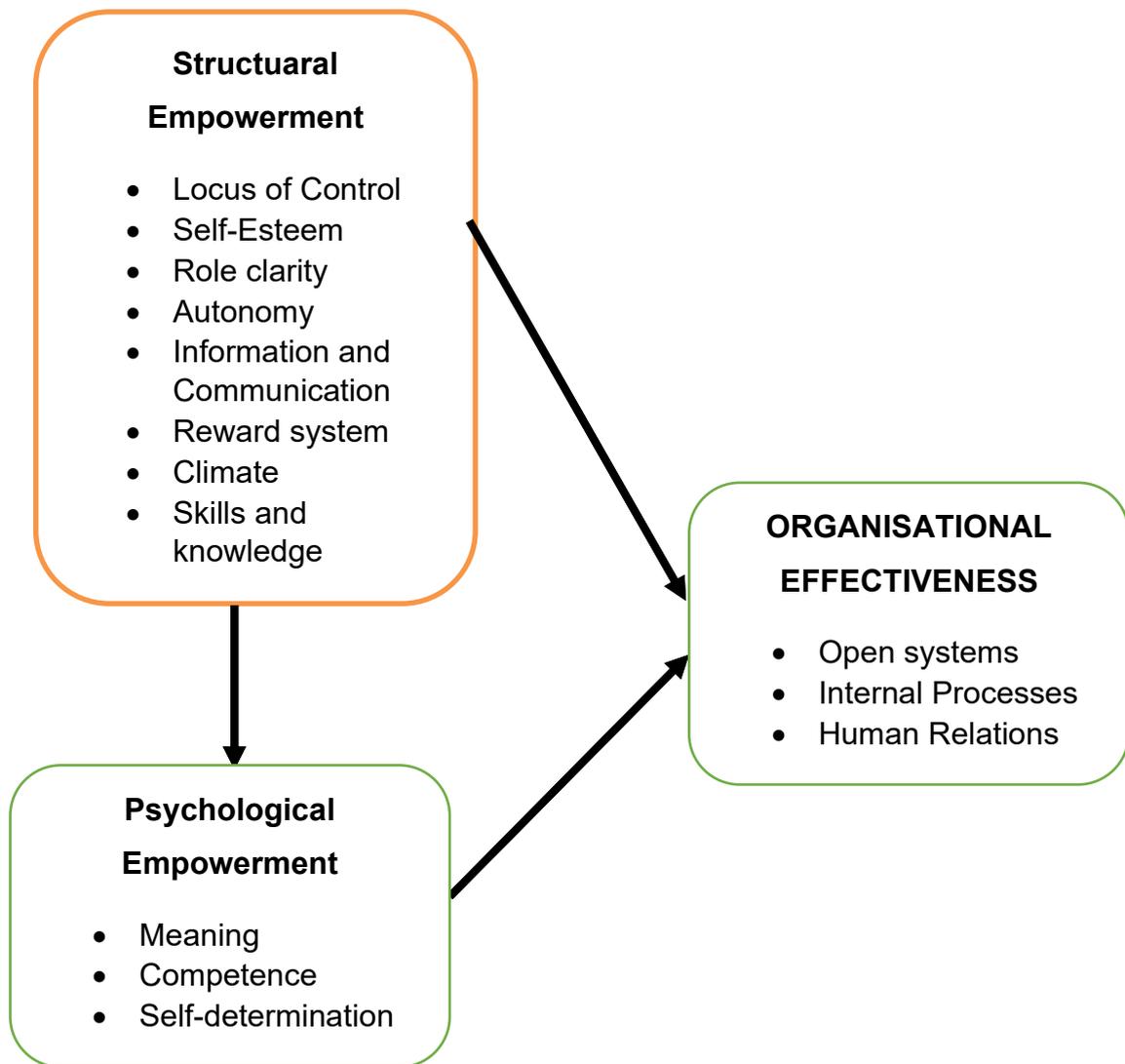


Figure Schematic Model for Empowerment

2.7.3 Placement And Its Effect On OE:

The reviews on placement as a process for identifying, selecting and positioning an employee within an organisation is perhaps the most critical aspect for enhancing OE. It is important to note that the selection process, the position that has to be filled, and the individual selected are three crucial factors that warrant due attention. Ideally, the selection process should be as fair as possible. Due diligence must be taken to ensure that the individual possesses the required core competencies to fill the vacancy, especially those associated with a high level of financial accountability and trust. In reality, several factors impact the selection and positioning process like political affiliation, personal relationships, flawed processes, and nepotism, to name a few (Khan

2018). Accordingly, selecting and positioning an individual who is not the most suited candidate brings with it attendant challenges like employee resistance, decreased morale levels, and increased employee turnover. Triatmanto, Hidayatullah, & Permana, (2019) submit that there is a strong relationship between job placement, leadership style, work rotation and employee performance. This adds credence to the decision to include placement as a proxy measure for OE.

2.8 Organisational Effectiveness

Literature reviews show that a large percentage of the empirical data on OE was published within the last two decades. Most authors relegated OE to the shadows of organisational performance which was achieved when an organisation's financial performance improved. This view was maintained by Mikelson and Liela (2018), who stated that from the years 1969 to 2004, OE literature is fragmentary. After that time, substantial studies on OE were documented. Researchers such as Katz & Khan (1966), Steers (1975, 1977) and Goodman and Pennings (1979) and the later works of Martz (2008), Brown (2011), Svenson (2013), Warren (2016), Mikelsone & Leila (2016) and Juvekar & Pandey (2017) are just a few of the notable contributors to OE.

Economic performance alone does not gauge an entity's ability to achieve enhanced OE. Schuler and Jackson (2014) refer to the influence of the external global environment and the internal organisational environment as indicators for successful OE. However, several internal and external variables or indicators have been articulated that are meaningful contributors to OE. Accordingly, other academics assert that new technology, environmental, cultural, and societal impacts, collectively with financial viability, give entities a competitive edge. The competitive edge is a significant contributor to OE, and as such, these indicators must be measured if the change in OE is to be fully reported (Jacobson & Anderson, 2015; Juvekar & Pandey, 2017; Mikelsone & Leila, 2016) and Warren, 2016). This view was supported by Kondalkar (2009), who presented a model for OE, Figure 10 below.

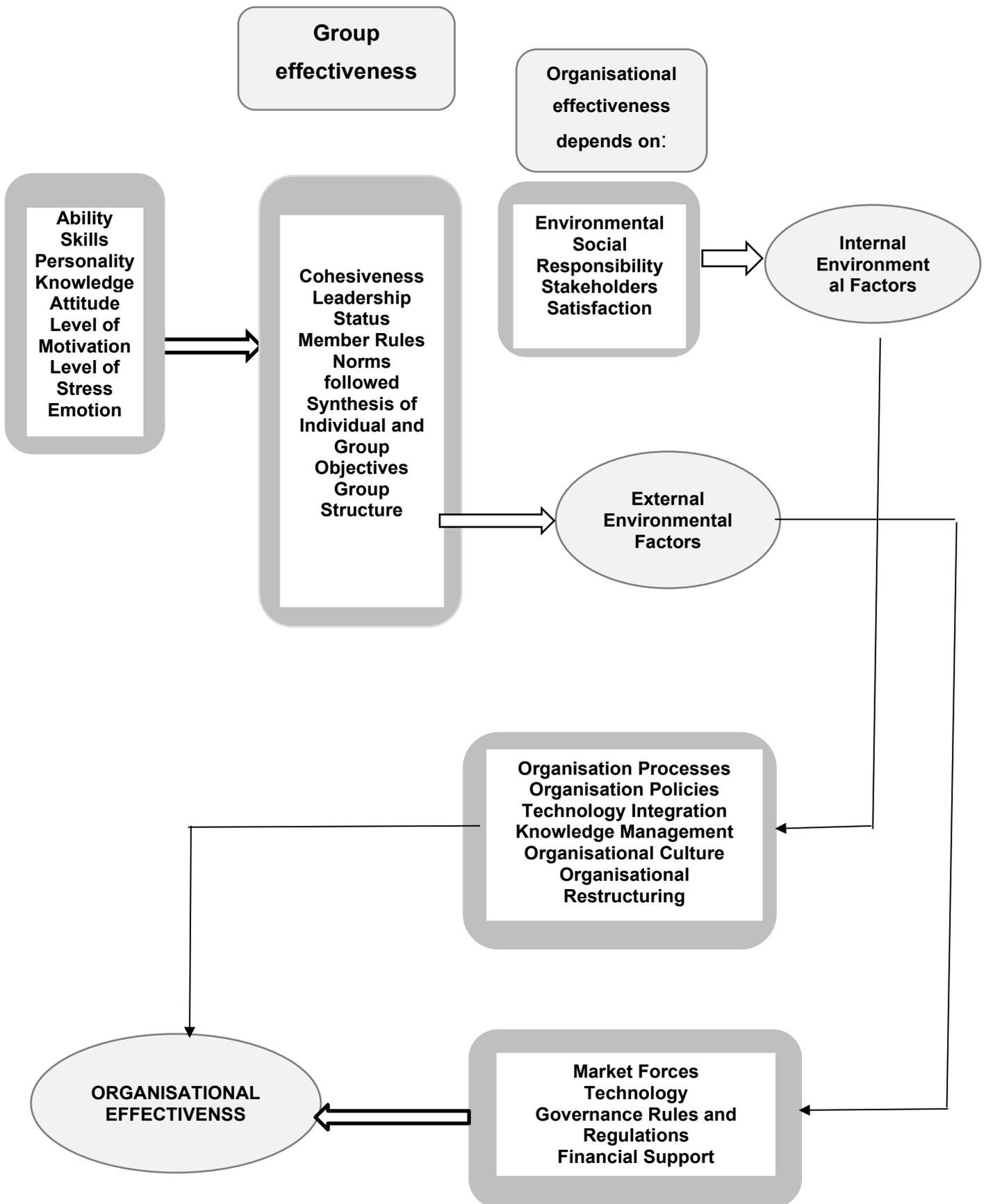


Figure 10: Organisational Effectiveness Model

SOURCE: Kondalkar (2009)

2.8.1 OE as a Construct

The expansive nature of OE has resulted in the emergence of several models of OE and the evolving view that OE is a construct rather than a concept (Cameron, 1981). Henri (2004) endorses that OE is predominantly a construct perspective and alludes to the focus of its definition incipient in the context of assessment and conceptualisation. He implies that OE as a construct cannot be directly observed or measured and has no objective basis in reality. In essence, OE is considered to be an abstraction to denote an idea or scientific notion. Consequently, it cannot be generalised, thereby giving credence to the contention that no existing OE model captures the total construct. This perspective is believed to be responsible for the lack of consensus on the standing models. Additionally, OE is complicated to define and measure, given that the construct has yet to be fully mapped.

2.8.2 Barriers for Defining OE

Researchers have communicated barriers that exist to develop a definition for OE, which were highlighted by Martz (2008). The first impediment was the inherent complexity of organisations. He noted the dynamics of organisational boundaries, conflicting goals and competing interests external and internal to the entity as contributing factors to the complexity of developing a definition. Martz (2008) noted that more than one strategy could result in the same outcome, complicating the process. The second impediment is the tradition of researchers who liken organisational efficiency to OE, which is contentious and erroneous as efficiency does not translate to effectiveness. Efficiency connotes improved output with reduced input but is often complemented by organisational performance and success, which can be measured. The efficiency-generated excesses contribute to organisational survival and growth, not necessarily OE (Katz & Kahn, 1978). The last impediment cited was associated with the organisational typology perspective. Martz (2008) noted an increase in divergence of the OE and its utility.

2.8.3. OE Definitions

Despite the challenges that have been articulated to define OE, sound definitions would provide a platform for a greater understanding and appreciation of this research. OE has been described as the extent to which an organisation achieves its predetermined objectives (Daft, 2010). This was embellished by Mohrman & Lawler (2014), who

suggest that OE is an ongoing process that has to be refined as the market dynamics change. They contend that this approach is essential if an entity is to achieve sustainable OE. Northouse (2019) chimes in by stating that OE refers to the degree to which an entity achieves its inventory quotas, the volume of waste it produces and the level of productivity it achieves. This approach is seemingly synonymous with the ability of a company to enhance its business performance. Elsaman & Gernal (2021) support these views by defining OE as the strategies management employ to optimise its resources by utilising less time and money to accomplish the same goal. They argue that OE is calculated in terms of time, commitment and performance.

2.8.4. OE Models and Approaches

Academics have presented a few models of OE. Kondalkar (2009). However, only seven would be discussed in this thesis goal, functional, competing values, systems (Resource), Open systems models, reputational approach, and internal processes models (Table 1 below). The most commonly applied and cited OE models are the goal attained and competing values models. The most frequently applied approach is the multidimensional approach (Mikelsone & Leila, 2018).

Table 1: OE Methods and Approaches
Source: Mikelson, E. & Liela, E. (2018)

	Organisational Effectiveness Model	Focus And Approaches	Dimensions/Sub-Models	Applied Or Mentioned In, For Example
Multidimensional/ one dimensional	Goal Attained Rational Goal	Evaluation of ability to achieve goals, for example cost-benefit analysis, MBO, output analysis goals and means.	Productivity, efficiency, profitability	Pors, 2008; Lecy et al., 2012; Alastair, Coldwell & Callaghan, 2013; Sharma & Kaur, 2011; Quinn & Baugh, 1983; Chidambaranathan & Swarooprani, 2015; Zheng, Yang & McLean, 2010; Biswas, 2010; Nayak & Mishra, 2005
	Functional Model	Social consequences analysis. Need-satisfaction analysis.	Social benefits – client and social benefits, needs satisfaction.	Cunningham, 1976; Pors, 2008; Lowe & Soo, 1980; Amagoh, 2015
	Competing Values Model	Identification of key variables and determination of how variables are related for a particular group, different priorities.	Rational goal model, internal process model, open system model human relations model.	Quinn & Baugh, 1983; Redshaw, 2000, 2001; Burnes, 1998; Sharma & Kaur, 2011; Gregory et al., 2009; Choo, 2013; Shoraj & LLaci, 2015; Chermac, Bodwell & Glick, 2015; Mason, Chang & Griffin, 2005; An, Yom & Ruggiero, 2011; Shilbury & Moore, 2006; Grabowski et al., 2015
Multidimensional	Systems (Resource) Model	Analysis of resource distribution efficiency among various subsystems' needs.	Efficiency, stress, ability to acquire resources, revenue, expenditures.	Cunningham, 1976; Nelson et al., 2007; Pors, 2008; Lowe & Soo, 1980; Upadhyay, Munir & Blount, 2014; Lecy et al., 2012; Kataria, Garg & Rastogi, 2013; Pee & Kankanhalli, 2015; Vance & Tesluk, 1999
	Open Systems Model	Analysis with a focus on flexibility and external orientation.	Flexibility, growth, resource, acquisition and external support.	Sharma & Kaur, 2011; Quinn & Baugh, 1983
	Reputational Approach	Analysis if perception of stakeholders	Subjective meausres of perception of multiple key stakeholders	Wadongo & Abdel-Kader, 2014; Lecy, Scmitz & Swedlund, 2012; Willems, 2015
	Internal Process Model	Analysis of organisational environment	Control, stability, information management, communication	Kataria, Garg & Rastogi, 2013; Steers, 1977a; Sharma & Kaur, 2011; Quinn & Rohraugh, 1983
	HR Model	Analysis with an internal focus	Cohesion, morale, flexibility, HR development, recruitment.	Sharma & Kaur, 2011; Quinn & Baugh, 1983; Pors, 2008

The reviews have cited the measurement of OE as one of the most significant challenges associated with this construct. Managers, consumers, regulators and other major stakeholders are tasked with finding meaningful ways to justify their judgements about the effectiveness of their entities and how OE itself is measured. This predicament was addressed through the use of criteria proffered by some researchers. However, it must be borne in mind that the indicators are not static within any organisation or department. Inevitably, there must be congruence between the entity's principle values and the criteria associated with OE for them to be practical. Noteworthy is the work of Harrison (2005), who surmised that different researchers used various criteria to assess OE based on the model and domain that are adopted. Harrison (2005) produced a table of some of the criteria based on the work of Cameron (1981), Kanter & Brinkerhoff (1981) and Lewin & Minton (1986).

2.8.5 The Paradigm Shift from Organisational Performance to OE

Researchers agree that OE is multidimensional (Kataria, Garg & Rastogi, 2013). Testimony to this is the work of several authors, which was captured in the work of Mikelstone and Liela (2018, p 8)

Different aspects can also be seen in literature related to OE, for example, creativity (for example in Bratnicka, 2015), job satisfaction (for example in Quinn & Thorne, 2014; Biswas, 2010; Kim, Kim & Kim, 2011), employee engagement (for example in Kataria, Rastogi & Garg, 2013a; Rieley, 2014), knowledge management (for example in Pee & Kankanhalli, 2015; Chidambaranathan & Swarooprani, 2015; Zheng, Yang & McLean, 2010; Yang & Wan, 2004), organisational commitment (for example in Angle & Perry, 1981; Kim, Kim & Kim, 2011); organisational affective commitment subscale (for example in Ashraf & Khan, 2013), organisational culture (for example in Gregory et al., 2009; Zheng, Yang & McLean, 2010; Nazi & Lone, 2008; An, Yom & Ruggiero, 2011), organisational citizen behaviour (for example in Braun, Ferreira & Sydow, 2013; Walz & Niehoff, 2000), information culture (for example in Choo, 2013), leadership (for example in Nayak & Mishra, 2005; Santra & Giri, 2008), non-profit OE (for example in Herman & Renz, 1999; Eisenger, 2002; Nobbie & Brudney, 2003; Sowa, Selden & Sandfort, 2004; Shilbury & Moore, 2006; Grabowski et al.,

2015; Liket & Mass, 2015; Journal of Business Management, 2017, No.12 ISSN 1691-5348 9 Willems, 2015), etc

To contextualise the paradigm shift away from organisational performance to OE, it is essential to provide a definition that takes into account the multidimensional aspects of OE. Kataria, Garg & Rastogi (2013) and Mikelstone and Liela (2018) allude to this approach in their offerings. Mikelstone and Liela (2018) provided an extensive citation and the corresponding listing of the disciplines that benefit from OE's expansive nature. The definitions provided for OE have their merit. However, the author believes that the definition provided by Subramaniyam & Rajakumar (2021) is the aptest definition to complement the efforts of this thesis. The author believes that this definition is genuinely representative of the tenets of OE. This was captured as:

Organisational effectiveness is a systematic effort by employers to create and foster an environment that encourages current employees to remain employed by having policies and practices in place that address their diverse needs. Retention of key employees is critical to the long-term health and success of any organisation. It is a known fact that retaining best employees ensures customer satisfaction, increased product sales, satisfied colleagues and reporting staff, effective succession planning and deeply imbedded organisational knowledge and learning" (Subramaniyam & Rajakumar, 2021 p 5783).

Subramaniyam & Rajakumar (2021) contend that OE is an abstract concept that is impractical to measure and infer that OE as a construct cannot be directly measured. Further to this, Subramaniyam & Rajakumar (2021) bring to the fore an interesting and important fact that is not frequently highlighted or even mentioned. They underscore that OE is not measured directly but advocate that proxy measures are assigned that are representative of effectiveness. These proxy measures can be quantified, measured, and extrapolated to discern the shift in OE in an entity. The proxy measures include core competencies, types and sizes of the population segments, and management efficiency. Some of these measures categorised as criteria have been outlined in Table 2 below.

Table 2: Summary of Assessment Approach, Domains and Criteria

Source: Harrison (2005)

Approach and Domains Criteria

<i>Output Goals</i>	Rates of rejects; errors
<i>Quality</i>	
<i>Internal System State</i>	Productivity; wastage
<i>Efficiency and costs</i>	
<i>Systems Resource</i>	Size; sales
<i>Resource, Quantity</i>	
<i>Multiple Stakeholder</i>	Effectiveness
<i>Standards</i>	

2.9 Gaps In The Literature

The definition proffered by Subramaniyam & Rajakumar (2021) provides a foundation for the author's endeavours regarding OE, by changing the focus from organisational performance to OE. This thesis's proxy measures considered crucial are performance management, change management, organisational culture, learning and development, and placement. These have all been discussed. The gap that emerged is the lack of prominence or total absence of focus on placement as a proxy measure. From the literature, placement is a fundamental process that can profoundly affect the organisation's ability to achieve its goals and objectives. The idiomatic expression "square pegs in a round hole" continues to hold to this day. The filling of a vacancy with an individual who does not possess the competency to perform the job function adequately can have a detrimental effect. The position that the individual holds is inconsequential.

Clear examples of this were provided by Stephson (2018), who cited two such instances. In the first case, the procurement officer had to be reassigned for not performing his job functions. He was tasked with ordering tools for the men to use at the job sites, and instead of processing the requests, he allowed them to pile up on his desk. In the meantime, production fell precipitously, and after numerous complaints, it was discovered that his incompetence was responsible for millions of dollars of losses. It was revealed that he did not have the knowledge and experience to locate and procure the often expensive equipment. Rather than run the risk of ordering the wrong part, he felt it was better not to order it at all. The HR department was made aware of this, and after investigations and input from the IR department, it was agreed that his efforts would be better served in his area of competence in the accounting department. An employee who performed similar job functions outlined by the job description and was sidelined in the placement process was eventually selected to fill the position.

The other example included a senior manager who was placed in a position because of her political connections. She did not possess the requisite training, management, and communication skills to perform effectively in the position. Seemingly frequent reports of incidents and outbursts were received by the company's executive, followed by counterproductive workflow disruptions. After some time, she was transferred to another entity, and the position was filled by a competent manager who was promoted from within the organisation.

These are just two examples, but the thesis's focus falls within the ambit of establishing how the senior managers perceive placement as a proxy measure for OE in the oil and gas industry. Like the other proxy measures, it is anticipated that placement can profoundly affect organisational performance and, by extension, OE. However, the extent of the effect would be presented in the discussion. Additionally, the findings would pave the way for more extensive studies on placement and its perceived effect on OE.

The overarching gap is to establish whether placement is a significant indicator. As such, the author has to establish if placement's as a proxy measure for OE can be adequately justified in the scheme of things. There appears to be minimal empirical evidence to support this argument, and the outcome of this study can be instrumental in

determining if the relationship between placement and OE is a positive one and, if so, whether the relationship is strong. Suppose the outcome indicates that a strong positive relationship exists. In that case, this will serve as a platform for future research about the role of placement in enhancing OE.

The next gap that emerged is to establish whether the centrality of performance management is a driver for enhanced organisational business performance or if there has been a paradigm shift to OE. The literature suggests that businesses have transitioned away from organisational business performance to enhanced OE. This research would attempt to justify this argument. Criteria or proxy measures have been identified, which are considered to be the drivers for improved OE.

The next gap that pervades in this research is establishing the extent of support that employee evaluation systems yield to employee placement in Trinidad and Tobago's oil and gas industry. This transitioned out of the unveiled themes, which allude that proper employee placement is contingent on an organisation having a robust employee evaluation system. Employee evaluations are not interchangeable with performance appraisals. Still, employee evaluations are done using at least two performance appraisal techniques or a performance appraisal technique combined with another performance measurement system.

Lastly, the research would seek to guide decision-makers as to the possible ways of streamlining their employee placement systems. This approach's preamble is to identify the challenges and opportunities senior managers encounter with their employee placement systems. Organisations have undergone many changes like downsizing, laying off, restructuring with varied amounts of success. Little focus has been placed on the processes and systems that drive the business, employee evaluation and employee placement. The research focuses on establishing the extent of support that proxy measures yield to OE with specific reference to placement. An in-depth analysis of employee evaluation in tandem with employee placement will be done. This will form the basis for future research in this avenue to develop robust employee placement systems that would lend substantial support to the employee placement process.

2.10 The Conceptual Framework

The conceptual framework for the thesis is based on a theoretical outline designed to produce research knowledge. It is generated from a systematic study of the social world. It is developed to answer the normative question, is OE the key to enhanced business performance? The study employs five significant proxy measures, performance management, change management, organisational culture, learning and development and placement as drivers for enhanced OE. Central to the proxy measures is OE, and each driver's role in enhancing OE from the literature was explored in this review. The study will seek to establish if placement is a significant driver for OE.

Having reviewed the literature on the OE and its calculable proxy measures, the researcher believes that the conceptual model presented in Figure 11 would be the most appropriate schematic. Below is a visual representation of the conceptual model that emerged from the review of the literature.

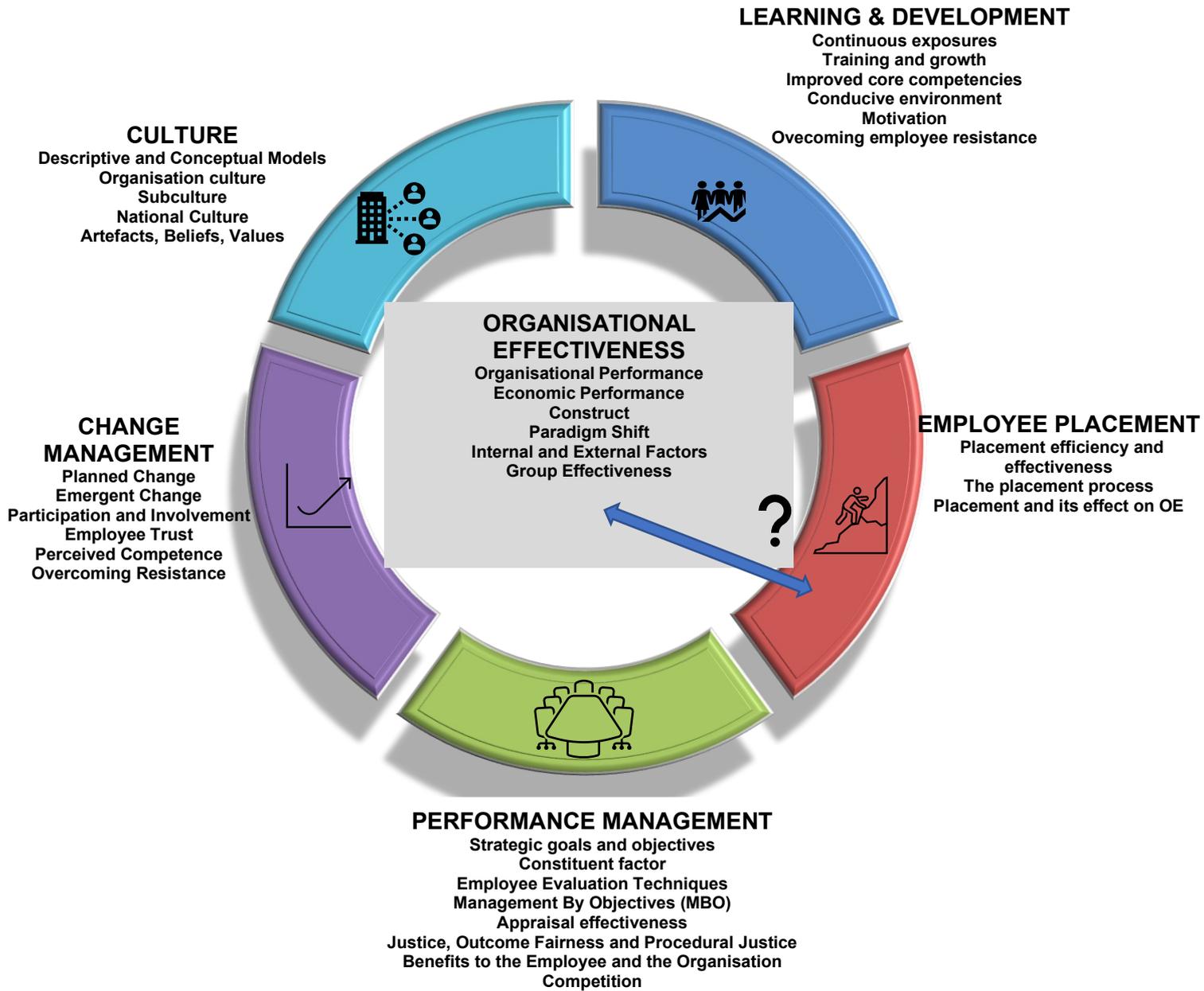


FIGURE 11: The Conceptual Framework

SOURCE: The Author

2.11 Thematic Literature Review Overview and Conclusions

The aim of the study is:

To establish the impact of job placement on organisational effectiveness.

The objectives of the study are:

- To critically review literature related to OE and its proxy measures with a specific focus on employee placement.

- To explore the challenges placement presents from senior managers' perspectives.
- To critically analyse senior managers' responses to ascertain the impact of placement on OE.
- To provide recommendations to enhance employee placement.

Research questions

- *What are the senior managers' perceptions of the challenges associated with employee placement?*
- *How do senior managers manage these challenges?*
- *Is employee placement a key proxy measure for OE?*
- *How can senior managers enhance OE?*

The thematic literature review overview is summarised in Table 3 below. The thesis aimed to explore the extent of the relationship that exists between placement and OE.

Four objectives were identified in chapter one to achieve this aim.

The first objective was to critically review the literature related to OE and its proxy measures, performance management, change management, culture alignment, learning and development, and placement. This involved an extensive review of the literature related to these proxy measures. Three general themes and their respective subthemes emerged from the literature review, which formed the basis of the questions for the structured interview.

The second objective was to establish whether enhanced OE is the centrality of business operations in the oil and gas industry in Trinidad and Tobago. This was accomplished by using a structured interview to capture experiential data from senior managers.

The third objective was to critically analyse the senior managers' perceptions to ascertain the impact of placement on OE. The captured data was collated into themes, and the themes were analysed using thematic analysis and Nvivo12+ software. The data was interpreted to ascertain the impact of placement on OE.

The fourth objective was to provide recommendations about how organisations can enhance their placement processes. The feedback from the interviews was instrumental in guiding this process which is a compilation of the most frequently cited methods to improve placement. This would lay the foundation for presenting this research's contribution to knowledge and practice and provide an avenue for future research.

Table 3: Thematic Literature Overview

Research Aim	Research Objective 1	Gaps in the Literature	Research Objective 2	Theme	Topic for Investigation	Key Authors	Research Objective 3	Research Objective 4
To establish the impact of job placement on organisational effectiveness.	To critically review literature related to OE and its proxy measures with a specific focus on employee placement.	<p>To establish if placement as a proxy measure for enhanced OE</p> <p>Establish if there has been a paradigm shift from business performance to enhanced OE.</p> <p>Establishing the extent of support that employee evaluation systems yield to employee placement</p> <p>Establish how employee placement systems can be streamlined</p>	To explore the challenges placement presents from senior managers' perspectives.	Organisational effectiveness	Are there any linkages between employee placement and organisational effectiveness?	Dessler (2008) Konalkar (2009) Henri (2004) Martz (2008) Mohrman & Lawler (2018) Harrison (2005) Mikelson & Leila (20189)	To critically analyse senior managers' responses to ascertain the impact of placement on OE	To provide recommendations to enhance employee placement.
				Employee Evaluation	How do organisations conduct employee evaluations?	Locke & Latham, (1990)		
					What are the benefits or challenges of the system?	Levy & Williams (2004), Tziner, Murphy & Cleveland, (2001), Bies (2001) Ruthankoon & Ogunlana (2003) Grint (1983) Pritchard (2007)		
					Are there any tools or methods that would add value?	Aggarwal, Sundar, & Thakur 2013		
				Employee Placement	How do organisations conduct employee placement?	Dessler (2008) Rao (2014) Madhav <i>et al.</i> (2015)		
					What are the benefits or challenges of the system?	Cascio & Bernadin (1981)		
					Are there any other tools or methods that could add value to the employee placement process?	Harter <i>et al.</i> , (2002) Macey & Schneider (2008)		

2.12 Summary

The literature review has set the tone for the thesis through the general themes and subthemes which have emerged. Moreover, it subsequently provided a platform for developing the structured interview by the generation of questions based on the themes and subthemes that emerged.

The literature review commenced an insight into the calculable proxy measures for OE. Performance Management, employee appraisals, appraisal effectiveness, and fairness were just some of the explored areas. Change management was then explored as well as resistance to change. Learning and development and employee resistance were presented. This was followed by organisational culture, which included national and organisational culture with an insight into Trinidad and Tobago's culture and the culture. Placement, the major proxy measure, was investigated with an insight into benefits and challenges associated with placement, the principles guiding the placement process and the placement model, and other aspects of placement.

This literature review presented a framework for the study and culminated with the disclosure of the research gap. Identification of the research gap is crucial to substantiate the need to undertake the task. It emanated from a critical summary of published works that reflect current knowledge and trends and material that is, directly and indirectly, related to the subject area in the context of the topic label. The chapter ended with a thematic overview of the literature and a brief summary. The literature review provided a backdrop for the research that would be undertaken and highlighted the salient points related to the topic label that give way to broad themes that would emerge in support of the methodological choice for data collection. The thesis would define the analysed data's contribution to practice and contribution to knowledge.

3 CHAPTER THREE – METHODOLOGY

3.1 Introduction

This chapter provides a detailed account of the intricacies of the processes involved in conducting this scholarly research. It explains how this thesis unfolds and evolves. It includes a comprehensive explanation of the methodological selections employed, the theoretical and philosophical assumptions that informed the decisions, and the rationale for the choices. The chapter also includes a discussion on thematic analysis and its application, the criteria for evaluating qualitative research, an overview of the pilot study's strengths and limitations, and a summary of the activities.

3.2 Philosophical Assumptions and how They Influence Research

Creswell (2014) contends that philosophical assumptions are often residual within the individual, but their influence on research is so significant that they warrant identification. There has been much debate about the terminologies for the respective philosophical assumptions, but a consensus has yet to be reached. Several academics have attached different terminologies to the philosophical assumptions. Creswell (2014) considers them to be worldviews, Crotty (1998) refers to them as epistemologies and ontologies, and Nueman (2009) termed them research methodologies. They are also known as paradigms (Lincoln, Lynham, & Guba, 2011; Mertens, 2010). Regardless of the terminology, it is agreed in principle that philosophical assumption can be described as a basic set of beliefs that guide actions (Guba, 1990).

Creswell (2014) asserts that the researchers' worldview is contingent on their innate beliefs and past experiences. He explains that their beliefs and experiences are instrumental in directing which approach the investigator adopts, whether qualitative, quantitative or mixed. Creswell (2014) offered four dominant worldviews: pragmatism, transformative, constructivism and postpositivism, Table 4 below and their respective attributes. This is a shift from his earlier pronouncement when he named constructivism, naturalism, and interpretivism the dominant philosophical views (Plano – Clark & Creswell, 2008).

Notwithstanding the divergent views on the paradigms or worldviews or epistemologies and ontologies that exist, the rationale for identifying and sharing the researcher's philosophical views is to ensure that the study meets its deliverables by answering the research question and meeting the aim and objectives of the study. As stated earlier, identifying the researchers' philosophical position is integral in informing the direction of the study. It is critical to ensuring that researchers have a comprehensive understanding of the factors that impact their research. The researchers must achieve their aim and objectives as effectively and efficiently as possible. Constructivism is the philosophical approach that will be focused on.

Table 4: Worldviews – Source: Creswell (2014)

Postpositivism	Constructivism
<ul style="list-style-type: none"> - Determination - Reductionism - Empirical observation and measurement - Theory verification 	<ul style="list-style-type: none"> - Understanding - Multiple participant meanings - Social and historical construction - Theory generation
Transformative	Pragmatism
<ul style="list-style-type: none"> - Political - Power and justice-oriented - Collaborative - Change-oriented 	<ul style="list-style-type: none"> - Consequences and actions - Problem-centred - Pluralistic - Real-world practice-oriented

3.2.1 Interpretivism

Interpretivism is a philosophical approach that assumes access to reality (given or socially constructed) is achieved through social constructions such as shared meanings, language, consciousness, and instruments. This philosophical approach, which underscores qualitative over quantitative analysis, focuses on integrating human interest in a study (Myers, 2008).

3.2.2 The Philosophical Assumption of the Researcher

The researchers must divulge their philosophical stance to clarify and justify the pathway chosen to conduct their studies (Grix, 2010). The philosophical view of the researcher is that of interpretivism. This study was conducted through the philosophical lens of the interpretive framework of qualitative research (Creswell, 2014). The researcher seeks to reconstruct the rich data presented by the senior managers (the participants, i.e. engineers, HR personnel) who are intimately involved in the placement process in their organisations. In so doing, the researcher will gain a greater understanding and appreciation of the intricacies involved. Proper analysis and interpretation of the data would ensure that the aim, objectives, and research questions are adequately addressed. This approach defines the integration of human interest in the study as referenced above, a view endorsed by Myers (2009).

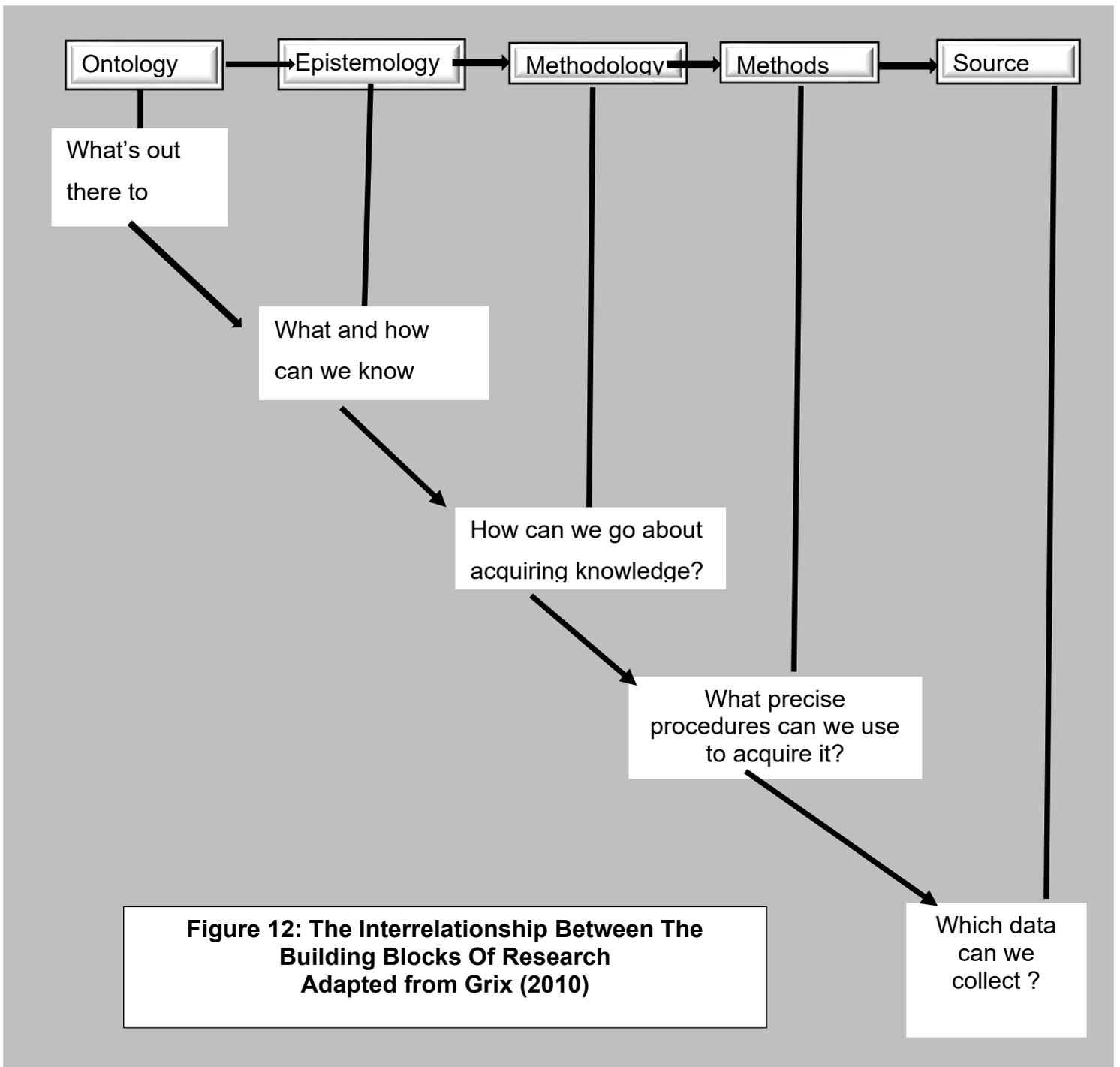
The study aims to establish the impact of job placement on OE and the objectives are focused on exploring the challenges from senior managers perspectives, critically reviewing the literature on OE and its proxy measures, analysing the participants' responses and providing recommendations. The research questions are focused on eliciting from the senior managers the challenges with placement, how the challenges are dealt with, and how OE can be enhanced. The researcher would also seek to establish whether employee placement is a proxy measure for OE. To meet the deliverables of this study, the researcher must delve deep into the values, beliefs, intentions and reasons given by participants (Henning, 2004). This is the remit of the interpretive framework alluded to by Creswell (2014). This researcher believes that this approach is the aptest one for this study. It provides a platform for the investigator to explore the intricate details of the activities and events that senior managers experience. The researcher will attempt to understand the phenomenon by constructing social reality from the responses from the participants.

3.3 Conducting Research

The research onion proffered by Saunders *et al.* (2016) advocates that the research process is a stage by stage approach commencing with identification of the philosophy, deciding on the approach to theory development, selecting the methodical choice, devising the strategy and time horizon and culminates with data collection and data

analysis. The research onion has its place in social research. Still, for this thesis, the building blocks of social research submitted by Grix (2010) proved to be ideal for this undertaking as a foundation for research. The conceptual model by Grix (2010), Figure 12 below, epitomises the generic research process by creatively adopting an incrementally systematic approach to a string of activities. Based on the theoretical standpoint, it accommodates the smooth transition from one stage to another in a stepwise directional order. This approach is supported by Crotty (2012).

Grix (2010) argues that the model provides the 'nuts and bolts' for social research by guiding the process to ensure that the most appropriate tools and methods are employed to deliver the highest quality of research possible. He also contends that the model is centred on a generic approach to social phenomena, which widens its scope in the research sphere. Grix (2010) advocates that a generic social research study commences with establishing the researcher's ontological position followed by their epistemological position. The methodology is determined, followed by the methods and these series of activities terminate with the source, Figure 12 below. This pathway would now be explored in more detail.



.3.4 The Ontological, Epistemological and Axiological Perspectives

Philosophical assumptions are typified by their ontological, epistemological, axiological perspectives (Whitehead & McNiff, 2009). Grix (2010) endorsed this view by asserting that the ontological, epistemological and axiological positions clarify the pathway researcher adopts. This pathway is the foundation for the study and accommodates the

unfolding of the research as it progresses. The researcher will provide a detailed account of how the research was conducted with respect to these perspectives.

3.4.1 The Ontological Perspective

This is the first building block of research as articulated by Grix (2010) in Figure 12 above. There are a variety of definitions for the concept of ontology. Grix (2010) views ontology as the foundation building block for research and considers it to be the initial activity that the researcher conducts to assess the knowledge base, "What is out there to know". Hudson & Ozanne (1988) define it as the nature of reality. The researcher's ontological perspective develops from understanding perceptions and life experiences and indicates the senses and values that the individual acquires over time (Grix, 2010). Blaikie (2000) endorses this viewpoint by stating that an ontological perspective relates to the individual's social reality. Hay (2002), argues that an individual's ontological perspective is the response to the question "What is the nature of social and political reality to be investigated. Benton & Craib (2011) relate ontology as to "What kinds of things are there in the world". Accordingly, Ritchie & Lewis (2003) challenge these definitions by questioning whether there is a mutual, communicated social reality or multiple context-specific realities and if social reality exists objectively of human conceptions and interpretations.

As demonstrated above, there are several different ontological perspectives, and it is essential that the views are acknowledged, understood and defended if necessary. This is of critical importance because the investigator's ontological perspective influences the research questions' determination and structure, the methods used, and the analysis and interpretation of the data. Effectively, the researcher's ontological perspective consciously or subconsciously shapes how the individual interacts with the world (Grix 2010).

Ontological positions are shaped by two main perspectives, objectivism and constructivism, Table 5 below. Objectivism hinges on a social world existing externally and its properties measured by objective methods rather than being inferred to by the researcher by intuition, reflection or sensation. Objectivists assert that reality is devoid of social performers. Anderson (1990) argues that the objectivists view is that of

permanency and absolute rightness. Bryman (2001) contends that objectivism is an ontological position that can be studied impartially and is not represented by external influencers and social phenomena. Constructivism, however, is associated with social phenomena. Researchers using this perspective contend that meanings of a social phenomenon are generated from the continuous actions of social performers which are in a constant state of revision. Bryman (2001) endorses this view and advocates that that information and data that emerge from studies reflect experiences and the researcher's desire to reveal the truth and knowledge that exists. Anderson (1990) maintains that constructivism is an ontological perspective that is divergent from objectivism

Table 5: Perspectives of Ontology, Epistemology and Axiology
Source: Saunders et. al., 2016

	Perspective 1	Perspective 2
Ontology	Objectivism	Constructivism
Epistemology	Positivism	Interpretivism
Axiology	Emancipatory	

Constructivism views the truth as subjective rather than objective (Perry *et al.*, 1997) and is an appropriate method for conducting qualitative research. Constructivism necessitates that the researcher 'interprets' the data collected from the participants. In so doing, they gain an understanding of the phenomenon that can be effectively communicated to the reader.

3.4.1.1 Justification of the Researcher's Ontological position

Academics endorse the paradigm that scholars conducting research can knowingly or unknowingly sway the meanings, interpretations and outcome of a study. Myers (2009) supports this view by stating that every study is centred on the researcher's philosophical assumptions about the reality of nature and how knowledge is obtained. This paradigm is founded on the principle that the researchers possess preconceived ideas, opinions and a knowledge base, making it impossible for the investigator to

detach themselves from the study entirely. Academics address this inevitable situation by advocating that the researchers explicitly declare their ontological, epistemological and axiological perspectives to the readers before the study unfolds (Myers 2009).

The ontological position of the researcher is that of constructivism. Researchers who adopt this paradigm rely upon the participants to share their experiences to provide rich data to address the gap in the literature (Creswell, 2003). Constructionists are cognizant of the impact of their backgrounds and experiences on the study and their understanding of the world human experience (Mackenzie & Knipe 2006). Advocates of this perspective acknowledge that it supports in-depth data collection about phenomena from social actors who provide fluxes of experiences and practices. Multiple meanings would be discerned inductively from the data to develop patterns and trends (Mackenzie & Knipe, 2006; Lee & Lings, 2008, Bryman, 2011 and Singh, 2015). The researcher advocates that reality is a social construct. The participants of the study (engineers and HR personnel) are the informants who assign meaning to phenomena. As typified by this perspective, this study is built on qualitative research supported by qualitative data collection methods. The researcher will propose improvements to the current placement processes in entities and establish the extent of the relationship between placement and OE.

3.4.2 The Epistemological Perspective

This is the second building block of research as proffered by Grix (2010). Knowledge is continuously evolving and expanding, but knowledge generation is inherently linked to epistemology in the context of research. Definitions of epistemology abound. Grix (2010) advocates that epistemology is founded on gathering knowledge that would lead to new theories or models. Bryman & Bell (2011) state that epistemology revolves around the production of adequate knowledge. Blaikie (2000) defines epistemology as the construction of knowledge about how people view themselves. He articulates that it is predicated on exploring the possible ways a researcher gains knowledge of the social reality based on his or her perceptions about phenomena, beliefs, reasons, values and understandings. Benton & Craib (2010) contend that epistemology, as the theoretical analysis of human knowledge's nature and scope, hinges on discerning ability from belief.

Like ontology, there are two main perspectives associated with epistemology, positivism and interpretivism. Positivism is the epistemological perspective that advocates a scientific approach to studying social phenomena and the real world. Postivists assume that knowledge is conjectural and the absolute truth is never found. Research is a process of making claims that are refinabile and researchers collect data on instruments based on measures completed by participants or by observations recorded by participants the researcher. They also assume that research seeks to develop relevant, true statements that can serve to explain the situation of concern or describe the causal relationships of interest. Positivists also assume that being objective is an essential aspect of a competent inquiry to dispel bias (Phillips & Burbles, 2000). Lincoln and Denzin (2002) assert that positivist epistemology is applicable to phenomena that can be scientifically tested based on a cause-and-effect relationship.

On the other hand, Interpretivism was founded on the academic premise of gaining a fuller understanding (*verstehen*) of how and why things happen by exploring cultural and historical diversities amongst participants of the study. It is the epistemological perspective whereby the researcher applies strategies to gain a fuller understanding of the social phenomena and the real world (Bryman, 2001). The interpretive perspective requires that the researcher understands the different responses of the social actors. This is the remit of interpretivism.

According to Collins (2010), interpretivism is an offshoot of idealism. It embodies diverse approaches of phenomenology and social constructivism. Phenomenology is used by researchers who seek to understand the world by learning from the experiential experiences of their participants (Saunders *et al.*, 2016). Symbolic interactionism allows researchers to construct reality by using symbols as culturally derived social objects (Littlejohn, S.W. & Foss, K.A. 2009).

3.4.2.1 Justification of The Researcher's Epistemological Perspective

The researcher's epistemological perspective is that of interpretivism. The advocates of this perspective acknowledge that this focuses on highlighting the avenues that researchers can explore to obtain the required data (Bartlett and Burton, 2009, Wagner and Clark, 2009, Grix, 2010, Mason 2012). Experiential data would be gleaned from interviews with fifteen senior managers from five different oil and gas industry organisations. The various responses would be collated, coded, and analysed using NVivo 12+ to discern trends. The researcher interprets and presents the findings and recommendations. From an interpretive perspective, the outcome of this research would be to present meanings, motivations, social actions, and patterns. The findings would be supplemented with narratives from the interview to justify the interpretations and provide new understanding and world views. (Bryman, 2011, Sanders *et al.*, 2016). The researcher would highlight the study's contribution to theory and practice and recommend improving the placement process. This perspective would be instrumental in ensuring that the aim and objectives are met, and that the research questions are adequately addressed.

3.4.3 The Axiological Perspective

The Grix (2010) model does not pay homage to this perspective, but the author felt it needed to be acknowledged. Its importance cannot be overstated. An axiological perspective embraces the value researchers placed on the study. Axiologically, interpretivism enfolds a set of moral rules of conduct and values representing different cultures and world values (Creswell, 2007). The participants are encouraged to explore their experiential exposures liberally. In so doing, the researcher can gather extensive experiences and knowledge from the participants.

3.4.3.1 Justification of the Researcher's Axiological Perspective

The researcher's axiology is managerialism, a perspective focused on resource optimising to achieve efficiency and effectiveness in businesses (Leys, 2003). Academics share competing views on the value of managerialism and its potential contribution to job performance and organisational effectiveness. Bottery (2000) endorses the view that managerialism contributes to optimal resource allocation and efficiency by stating that it bestows rights on the managers to proactively manage an organisation's resources, human or material, in their role of meeting their deliverables. Chan (2001) asserts that managerialism can positively impact the quality of job

performances. Researchers who offered views that contrasted to this include Davies & Thomas (2002) and Bryson (2004), who inferred that it is counterproductive and reduces job performance. Fitzsimons (2017) opines that it is designed to authenticate manipulated approaches to the allocation of resources. Smeenk, Teelke, Eisinga & Doorewaard (2006) chime into the discourse by coining the phrase 'managerialism contradiction' to encapsulate the disparate views.

The researcher's axiology coincides with proponents of managerialism who advocate that there is merit in entrusting the supervisors to adopt strategies to optimise the allocation of human material resources. This reflects the paradigm of seeking out means to enhance the employee placement process and the necessity of exploring whether a causal relationship exists between employee placement and OE.

3.5 Process of Conducting the Main Study

This thesis embraced the Grix (2010) building blocks of generic social research for the main study. The ontological perspective was constructivism, the epistemological approach was interpretivism, the methodology was phenomenology, and non-probability purposive sampling was used to select fifteen participants from five organisations. The approach used was qualitative research, and the data was collected from primary and secondary sources. The primary data was collected by conducting face-to-face structured interviews with the participants, and the data were analysed using thematic analysis. The themes and patterns that emerged were interpreted and presented. The process will now be discussed in greater detail.

3.5.1 Methodology

The third building block of research is methodology. Bogdan & Biklen (2007) define methodology as the conventional logic and theoretical perspective of undertaking a study. This view was supported by Saunders (2009), who posited that methodology is the theory of how research is conducted. Regardless of the definition, academics have agreed that there are three different research approaches to conducting research. These are quantitative, qualitative, and mixed (Cohen, Manion, & Morrison, 2011; Creswell, 2014).

3.5.1.1 Qualitative, Quantitative and Mixed Methods Approaches

The research question is:

A Study Of The Impact Of Employee Placement On Organisational Effectiveness In The Oil And Gas Industry In Trinidad And Tobago From Senior Managers' Perspective

The main types of approaches are quantitative, qualitative and mixed methods. A quantitative approach is linked to the positivist perspective and is widely used in the natural and social sciences. Research concerning quantitative data primarily involves numerical data, provides a cursory understanding of a topic or research, and facilitates replicating the research process to produce similar results. This type of research is used for hypothesis testing, finding averages and patterns, making predictions, measuring satisfaction levels, attitudes, and commitment. It allows the researcher to generalise results concerning the wider population based on a wide range of data and metrics over time and test causal relationships. Statistical analysis, content analysis and metanalysis are some of the main methods that the researcher can use to analyse quantitative data (Creswell, 2013; McGovern, 2009).

To adequately address the gap consistent with the aim and objectives of this study, the researcher must collect copious detailed descriptive data from the participants. It would be analysed and interpreted into meaningful information backed by verbatim where necessary. Quantitative research does not support the capture of extensive descriptive data and verbatim to understand a topic in-depth. It is inadequate for the provision of explanations about complex research topics like this one. Quantitative research also lacks context. It utilises synthetic situations like laboratories and often fails to consider cultural and historical contexts that impact the data collection process or the outcome. Aside from this, quantitative research has a narrow focus because predetermined variables and measurement procedures can ignore other pertinent observations. It also does not facilitate research on small samples. (Creswell, 2014)

Mixed methods utilise multiple methods and intentionally integrate or combine qualitative and quantitative research to draw on the strength of each approach. Mixed methods can use inductive and deductive approaches. Its behaviour is somewhat predictable, and it has multiple objectives and a multi-lens focus. It studies behaviour in more than one context or condition. It employs multiple forms of data collection. The nature of the data is a mixture of words, variables and images. Data is analysed using quantitative and qualitative methods. The results generally corroborate the findings

(Creswell 2014). This method is very time-consuming, and due to the timeframes that must be adhered to, mixed methods will not be contemplated for this research.

Bogdan & Biklen (2007, p5) postulate that

"Qualitative research studies generate descriptive data collected through qualitative techniques and takes the form of words or pictures from participants rather than numbers. The written results of the research contain verbatim quotations from data to illustrate and substantiate the authenticity of the presentation."

A Qualitative approach involves different interpretation methods with no particularly dominant process and generates theory from participants' views. The sample population is generally small, and data is captured using primary and secondary data collection tools. The data is analysed. Thematic and content analysis are just two of the possible methods that can be used to discern patterns and trends. (Ary. *et al.*, (2009). Qualitative methodology is used to answer questions, explore ideas, meanings, experiences, or study a phenomenon that cannot be described numerically. It is flexible, and the realities and meanings evolve from the research process.

Qualitative researchers assume multiple realities that are reliant on rich data and encompass an ontological perspective that refutes the existence of external reality, a point that was advocated by Searle (1995), cited in Klenke (2008). The existence of an external reality infers that the findings from a study conducted using this approach cannot be extrapolated to generalise in another setting. In effect, qualitative researchers do not hold the view that one reality exists, unlike quantitative researchers who contend that one single reality exists. Qualitative researchers believe that social phenomena are in constant flux and multiple realities exist based on their ontological position. Researchers' ontological position influences how they perceive their environment and the type and content of data they collect to generate knowledge.

3.5.1.2. Justification for Conducting Qualitative Research

This research requires that substantial qualitative data is captured, analysed and interpreted into valuable information manually or through computer-aided software. Qualitative research can yield rich material (Bell, 1993) and generate in-depth data, which affords the reader a better understanding of the thesis (Creswell *et al.*, 2013). Qualitative methodology transforms human experiences and opinions into words (Duffy & Chenail, 2008). Ritchie and Lewis (2010) provided a structured approach to qualitative research from a methodological stance, Table 6 below, capitalising on Kant's works (1998). This simple yet effective presentation supports the researcher's efforts to understand and interpret the social world in which the phenomenon exists using qualitative methodology.

Table 6: Methodological Stances Associated With Qualitative Research

(Source: Ritchie & Lewis, 2010)

<ul style="list-style-type: none">○ Perspective of the researcher and the researched
<ul style="list-style-type: none">▪ Taking the 'emic' perspective, i.e. the perspective of the people being studied by exploring their frames of meaning▪ Viewing social life in terms of processes rather than in static terms▪ Providing a holistic perspective within explained contexts
<ul style="list-style-type: none">○ Nature of research design
<ul style="list-style-type: none">▪ Adopting a flexible research strategy▪ Conducting naturalistic inquiry in real-world rather than experimental or manipulated settings (using varying methods to capture naturally
<ul style="list-style-type: none">○ Nature of data generation
<ul style="list-style-type: none">▪ Main qualitative methods include: observation, in-depth individual interviews, focus groups, biographical methods such as life histories and
<ul style="list-style-type: none">○ Nature of analysis/interpretation
<ul style="list-style-type: none">▪ Based on methods of analysis and explanation building which reflects the complexity, detail and context of the data▪ Identifying emergent categories and theories from the data rather than imposing a priori categories and ideas
<ul style="list-style-type: none">○ Nature of outputs
<ul style="list-style-type: none">▪ Producing detailed descriptions and 'rounded understandings' which are based on, or offer an interpretation of, the perspectives of the participants in the social setting▪ Mapping meanings, processes and contexts▪ Answering 'what is', 'how' and 'why' questions

Several researchers endorse the strengths of qualitative methodology presented by

Ritchie & Lewis, 2010 in Table 6 above, including Johnson & Christensen (2008, p 388) who advocate that:

"Qualitative researchers tend to rely on the inductive mode of the scientific method, and the major objective of this research is exploratory and discovery. This means that qualitative researchers generally study a phenomenon in an open-ended way, without prior expectations and develop theoretical explanations that are based on their interpretations of what they observe, hear and collect."

The aim of this study is to establish the impact of job placement on OE. The first objective is to explore the challenges placement presents from senior managers' perspectives. This would be done by capturing complex experiential data from the participants. The senior managers must be allowed to articulate their positions, share their experiences, offer advice and become intimately involved in the research process. Ideally, they must express themselves and give details of their lived experiences Smith *et al.* (2009). The second objective is to critically review literature related to OE and its proxy measures with a specific focus on employee placement. The third objective would be to critically analyse and interpret the responses to ascertain the impact of placement on OE. The analysis and interpretation would be critical to establishing trends and patterns from the responses. The trends and patterns would be contextualised to provide the study's contribution to practice, theory. The fourth objective would be to provide recommendations to enhance employee placement.

Employee placement is not unique to the oil and gas industry but takes place in every entity. Even though the findings emerged from experiential data in the oil and gas industry, their applicability across any business entity would add value to the placement process. The research questions were designed to elucidate the challenges and opportunities for employee evaluation and placement and the factors that impact employee evaluation and placement. The questions were intended to provide copious descriptive data and establish the perceived impact of placement in OE.

The review of the literature revealed that researchers recommend investigators use a qualitative approach when there is a need to provide a greater understanding of the nature of the phenomenon. This extends to instances when there is a need to delve into the complex, intricate details of a phenomenon experienced by subject matter experts.

The participants are required to reflect upon the issues from a personal perspective to engage in knowledge sharing (Ritchie & Ormston, 2014). This is the approach that the researcher will use in this thesis to capture rich data from the participants about placement issues that they experienced to address the aim and objectives of the study. In this regard, qualitative research would be conducted in preference to quantitative research, which is more suited to the capture of numerical data.

3.6 Research Reasoning

The importance of the researchers identifying and justifying their research approach cannot be overemphasised. It can be argued that the reasoning or research approach adopted by researchers is intrinsically linked to their philosophical approach (Mantere and Ketokivi, 2013). It is the researcher's reasoning that determines the manner in which the output is extrapolated from the data that is collected. In effect, reasoning plays a pivotal role in the research process and underscores the role of using existing knowledge to draw conclusions, make predictions or construct explanations (Mantere and Ketokivi, 2013).

The three main types of research approaches that are arguably the most dominant, deductive, inductive, and abductive reasoning, are etched in the works of Toulmin (1958,2003), and his offerings would be used to expound on these approaches. Three things must be defined. A case is a specific observation that there exists some correlation (condition) between two things. A rule is a declaration that if a particular condition exists, then another particular condition would follow. A result is an observation that a condition holds when a rule is enforced and links the case to the result (Reid, 2010).

3.6.1 Deductive Reasoning

This occurs when a result or conclusion is drawn logically from applying a rule to a case. This activity involves applying rules to general statements, which are hypotheses or arguments to create specific outcomes (general to specific). The specific outcomes are usually reflective of the result that was obtained regarding the hypothesis or argument, Figure 13 below. The outcome is typically classified as true or false. The hypothesis or argument is confirmed once a positive relationship exists when all the

conditions have been satisfied. If one or more of the conditions have not been satisfied, the hypothesis or argument is false (Mantere and Ketokivi, 2013).

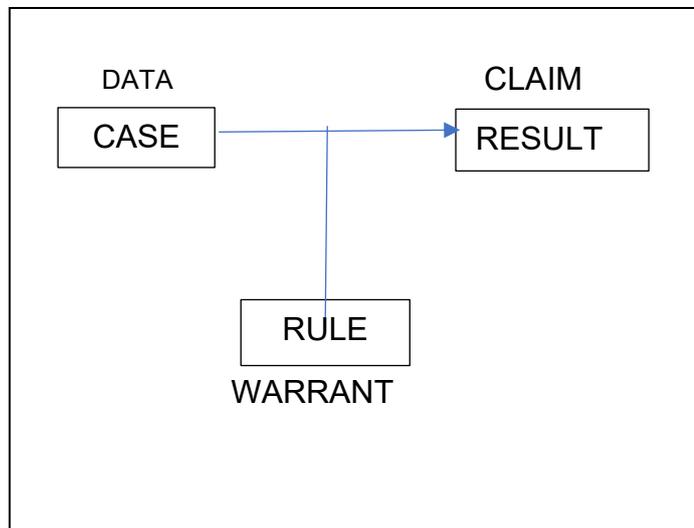


Figure 13: Toulmin-Style Deductive Argument
Source: Conner *et al.* (2014)

In deductive reasoning, the data is the case, and the rule links the case to the result based on the claim. The stages involved in the deduction process are thought to be sequential and emerge due to predefined assumptions. This approach reflects the positivistic paradigm and hinges on scientific influences to determine the outcome of the hypothesis or argument and its adaptation to theory (Byrman, 2012). In reality, the planar approach does not hold for deductive reasoning but makes for easier understanding and appreciation (Conner *et al.*, 2014).

Deductive reasoning has its place in the research sphere as it is used to explain causal relationships between variables using a highly structured methodology. It requires operational concepts to ensure measurability and demands a carefully selected sample to allow for generalisation such, deductive reasoning is used to confirm or reject theory (Saunders *et al.*, 2016)

3.6.2 Inductive Reasoning

Inductive reasoning draws constructs or simplifications from multiple individual observations, thus moving from specific to general. The observations allow the researchers to offer meaningful generalisations by collective consideration of the patterns that emerge (Mantere and Ketokivi, 2013; Reid, 2010). Accordingly, theory materialises from the conclusions or predictions that are made (Bryman, 2012).

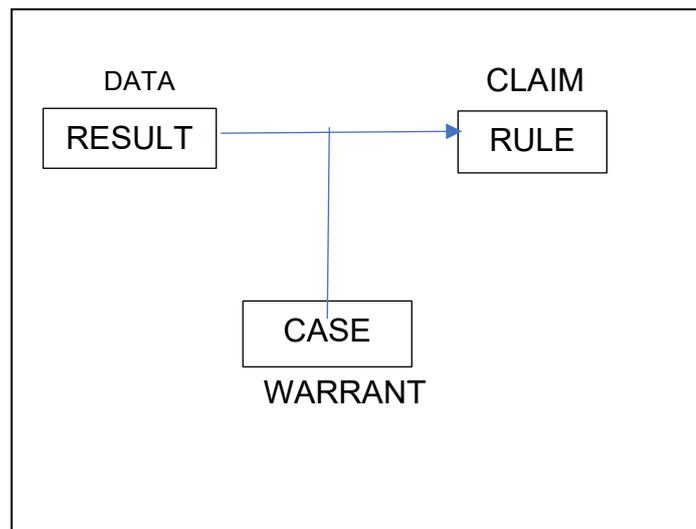


Figure 14: Toulmin-Style Inductive Argument
Source: Conner et al (2014)

In its truest sense, inductive reasoning is a complex process as it can be associated with an assortment of observations or results, Figure 14 above. It is argued that inductive reasoning results in incompleteness as the ability of the researchers to create normative generalisations and predictions in some scenarios is debatable (Mantere and Ketokivi, 2013). The social context and multiple meanings associated with inductive studies do not support scientific interventions, which has always been a point of contention (Bryman, 2012).

Despite this perceived shortcoming, inductive reasoning provides a solid foundation for qualitative research. Its robustness and strength offer a platform for research into a deeper understanding and appreciation of human behaviour and how actors interpret their social environment (Saunders et al., 2016). As such, it must be said that the generalisations created by inductive reasoning do not always result in the development of theory (contribute to knowledge). In many instances, they give rise to informative

patterns and findings (contribute to practice). Inductive reasoning, however, is ideally suited for exploring phenomena and the development of conceptual frameworks and can lead to the development of new theories. The outcome can contribute to practice and contribute to knowledge.

Qualitative research is inductive and may generate theory (Ary *et al.*, 2009). Inductive study is sometimes called a "bottom-up" approach as it moves from explicit annotations to broader generalisations and theories. It begins with data from which patterns are observed. It then transitions to the development of hypotheses that are tested and leads to the design of approaches. (Saunders *et al.*, 2016). This was corroborated by Rubin and Babbie (2009). They infer that the research process is based on inductive logic and concludes with tentative conclusions from the observed patterns. This view was further elucidated to define inductive research as that which commences with collecting empirical data and results in developing theories, concepts and models. (Ghauri & Grønhaug 2005; Trochim, 2006).

3.6.3. Abductive Reasoning

This can be described as an amalgamation of deductive and inductive reasoning whereby movement takes from theory to data and from data to theory within a particular study iteratively and creates a stream of findings and assumptions (Saunders *et al.*, 2016).

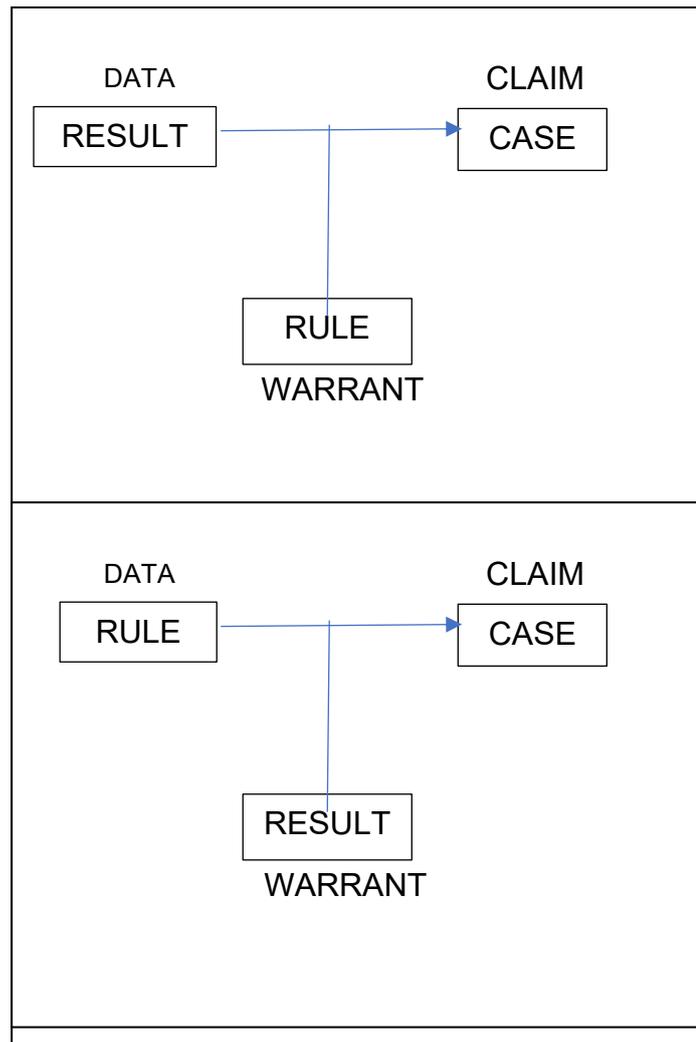


Figure 15: Toulmin-Style Two Abductive Arguments
Source: Conner *et al* (2014)

This is a dynamic approach as the same study done by different researchers would produce radically different conclusions (Figure 15 above). Abductive reasoning is categorised as the least robust reasoning approach than deductive and inductive approaches (Mantere and Ketokivi, 2013).

3.6.4 Choice Of Research Reasoning

Based on the requirements of the study, the most dominant approach that pervades is that of inductive reasoning. This approach accommodates the outflow of copious rich data with multiple meanings and flows from specific to general, whereby theory can

develop and findings, and interesting information can be shared. Deductive and abductive reasoning are not appropriate for this research.

3.7 Methods

The fourth building block of research by Grix (2010), is methods and this would be addressed using the framework submitted by Creswell (2014), data collection, questions, data analysis, interpretation and validation. This section will illustrate the available data collection methods and justify why the specific method was selected. The sampling techniques available and the one that was chosen would be presented and the rationale for selection. This section would close with an explication of the data analysis framework used, thematic analysis. Three types of methods for data collection will now be considered; phenomenology, ethnography and case studies. Details would be provided on the sampling methods and justification for the choice, thematic analysis, the pilot study, criteria for evaluating and the

3.7.1 Phenomenology

Interpretative phenomenology, developed by Heidegger, is the methodology that researchers utilise to interpret and explicate the participants' text or language when sharing their experiences or knowledge in the study (Webb & Pollard, 2006). Heidegger advocates that researchers must embrace the historical and cultural context of the phenomena to understand, observe and appreciate the intricacies and meanings associated with the spectacles (Romanyshyn, 1984).

Its tenets are inherent in our cultural heritage as Trinidad and Tobago are generally very colourful, gregarious and considered prolific storytellers. It undoubtedly accommodates our rich history and dialect to elucidate the true essence of the contributions. This approach supported an in-depth exploration of the collected data, encouraged introspection, and provided an opportunity for reflection of the participants' perceptions and, for these reasons, was considered the most appropriate methodology for this thesis.

Phenomenology is a qualitative approach that focuses on people's discernments of the world or experiences or phenomena (Langdrige, 2007). This is highly infused with philosophical underpinnings and is expressly intended to extrapolate a phenomenon's

"lived" experiences from the participant's perspective. The life experiences that emerge usually bear some semblance to each other and give rise to patterns or trends which form the basis for generating a clear description of the phenomenon. Accordingly, the summary produced reflects the true essence of the experiences divulged by the participants of the study (Moran, 2000; Giorgi, 2009; Moustakas, 1994). The data collected is interpreted based on the experiences of concepts or phenomena that the participant expresses (Creswell, 2007) and focuses on the semantics and linguistic meanings that people attribute to social activities or interactions (van Manen, 1990). Connelly (2010) concedes that several varieties of phenomenology exist. The two most frequently used ones are descriptive phenomenology and interpretive phenomenology, table 7 below.

Table 7: Differences Between Descriptive And Interpretive Phenomenology

Descriptive Phenomenology	Interpretive Phenomenology
Discovered by Husserl	Discovered by Heidegger
Also known as Husserl phenomenology	Also known as Hermeneutic phenomenology
Less complex	More complex
Time is not a factor	Time is a factor
Use is more restrictive	It can be applied over a broader range of scenarios

Smith *et al.* (2009) describe Husserl's approach to cultivating a mindset that encourages the discovery of the fundamental aspects and constructs of human experiences by being more reflective of the perception of the phenomena articulated by the participants. Husserl (1982) advocates that the researchers need to reserve or compartmentalise their understanding of the social world to acquire a deep insight into expressions being relayed. This would present them with the opportunity to candidly communicate the contributors' perceptions of the phenomena, which he termed 'bracket out'. He predicts that the researchers would be able to focus intently on the essence of what the participants are communicating.

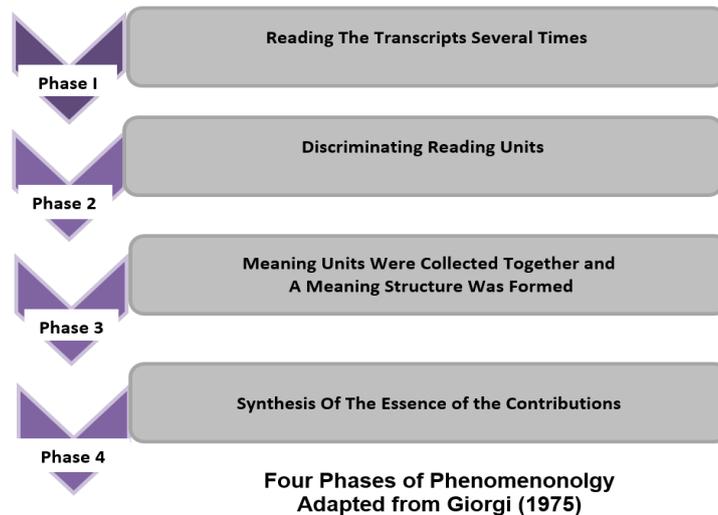


Figure 16: The Four Phases of Phenomenology.

Source: Giorgi (1975)

Giorgi (1975), like Husserl, advocated the compartmentalisation of researchers' experience and knowledge to avoid pre-judging the data. He tendered a four-stage model, Figure 16 above, to guide researchers' efforts which involves reading the transcript of the data several times, discriminating the meaning units, collecting and structuring the meaning units into themes and culminated with the synthesis of the contributions of the participants and the development of remaining themes. This creates a philosophical understanding of the contributions as alluded to by Halling (2008), which is akin to the interactions we all have in the social world daily.

3.7.2 Ethnography

Ethnography is an inductive approach focused on describing and interpreting the research subjects' social world and the way the participant would describe and explain it. Its focus is on a culture-sharing group, and it draws from anthropology. The type of information that is typically collected is participant observations, interviews, artefacts and documents. The data is recorded on field notes, interviews and observational protocols and are usually stored as field notes. The transcriptions are stored on computer files. The study's general structure is an introduction, research procedures, description of the culture, analysis of cultural themes, interpretation, and lessons learned. (Wolcott, 1944b; Saunders *et al.*, 2016). This is a very time-consuming process.

3.7.3 Case Studies

Case Studies focus on developing an in-depth description and analysis of a case or multiple cases which investigate an event, a program or an activity on one or n more than one individual. It draws from disciplines with backgrounds in medicine, law, psychology, and political science.. The data are recorded in field notes, interviews and observational protocols and are stored as field notes, transcriptions and computer files. The typical collection instruments are those associated with interviewing and observing. (Creswell,2007).

3. 7.4 Data Collection Strategies

There are many strategies that researchers have at their disposal to collect qualitative data. The major data collection methods are interviews, observation and document analysis (Gray, 2004; Brenner, 2006 & Yin, 2008). Further to this, Merriam (2009) articulates that qualitative data collection strategies consist of direct quotations from the participants to vividly present their opinions, experiences, feelings and knowledge to the reader. A structured interview was used in this research to capture primary data from the participants. Primary data was also obtained from informal conversations with key stakeholders. The primary data gathered was supplemented with secondary data from organisational and governmental reports and documents.

A considerable amount of secondary data was found on the internet. Google Scholar was particularly resourceful, and it was a source of a wide array of data. Library searches were also done digitally through Edinburgh Napier, and this proved to be very meaningful and informative for the duration of the thesis. The material was easily retrievable, and it was helpful to have access to the citations of the documents in APA Version 6. It merely had to be copied and pasted directly onto the report. Mendeley was a valuable software that permits the saving of pdf files and easy retrieval of them later. The search component of this software was helpful when I recalled reading specific bits of information but did not have the citation or needed to refer to the section for clarification. The software facilitates the input names or information related to the material being sought. This information was retrieved with relative ease: the software allowed the pdf citations to be recovered in APA Version 6. .

3.7.4.1 Contents of the Interview

Fifteen participants (engineers and HR personnel) were each interviewed individually using structured interviews that were generally one hour long. The interview consisted of ten questions which were closed-ended and open-ended questions. The closed-ended questions were used to capture demographic data. The open-ended questions allowed the researcher to explore the phenomenon of placement in detail and discern the perceptions, views, feelings, values and prejudices. Table 8 below. Neuman (2007) identified three types of research: exploratory, descriptive and explanatory, and the objectives, characteristics, and data collection methods associated with each type. An exploratory study is generally used when the researcher has limited experience or knowledge about the research being conducted (Zikmund 2003) and is engaged when finding valuable information about the research subject.

The questions in the interview of this thesis are exploratory as they seek to find out the challenges and opportunities that senior managers face in the oil and gas industry in Trinidad and Tobago. The questions emerged from the literature review with specific reference to the scholarly presentations on employee evaluation and employee placement in the review of the literature (Appendix 1). Before the research instrument was used, it was tested to check its usefulness and ensure that the research's goals and objectives can be met. Pre-testing of the tool was done as a dry run by choosing a few people from the oil and gas industry who would not be part of the research and presenting them with the interview questions. This was done to cross-check that the wording and syntax of the interview questions provided the type and content of the sought data.

The pre-test was performed on a small group of respondents (five respondents) to ensure that they understood the wording and what was being asked.

The pre-test's purpose was explicitly to identify and rectify problems with the interview questions before conducting the actual survey. The pre-test was used to gauge whether the questions would generate reliable, generalisable and valid responses. Pre-testing helped ensure that the interview questions were correctly worded, phrased and appropriate to the topic label and not insensitive. The questions, rationale and comments are provided in Table 8 below.

Table 8: Interview Questions, Rationale And Comments

DATA REQUIRED	RATIONALE FOR ASKING THE QUESTION, TYPE	COMMENTS
1. Demographic question	To gain an appreciation of the different backgrounds of the participants. Close-ended questions.	This was an icebreaker to make the participant feel at ease to readily share their experiences and their motivation for joining the oil and gas sector. <i>General knowledge</i>
2. Challenges in the oil and gas industry	To gain an understanding of the main challenges of the oil and gas industry from a holistic approach. Open-ended.	This is an opportunity for the responder to expound on their knowledge base of the industry and bring to the fore issues that affect the industry in Trinidad and Tobago. This paves the way for more in-depth, open-ended questions. The responses were collated and interpreted, and they contextualised the main issues— <i>contribution to knowledge</i> .
3. Opportunities in the oil and gas industry?	To gain an understanding of the major opportunities that exist in the oil and gas industry from a holistic approach. Open-ended	Like question 2 above, the participant was encouraged to expound on their knowledge base to bring to the fore benefits that can be derived from industry. It followed the paradigm of question 2 by opening the channels of communication for a more in-depth discourse while contextualising the major opportunities that exist— <i>contribution to knowledge</i> .
4. How employee evaluation is done.	To present an insight into how organisations evaluate their employees, how it is done in practice. Open-ended	This will expose the different types of systems and tools that each of the organisations employ to evaluate their workers from a practical aspect, the formal and informal approaches. <i>Contribution to practice</i> .
5. Perceived benefits and challenges of the employee evaluation system.	To provide information that would make the reader more aware of the benefits and challenges of the systems the organisations utilise. Open-ended.	The sharing of intimate information by the responder by divulging the idiosyncrasies within the respective systems that present challenges or add value to the employee evaluation processes in organisations in the industry. <i>Contribution to practice</i> .
6. Tools or Methods to improve the system	To provide options that management of other organisations may adopt to optimise their evaluation systems. Open-ended	Given the participant's expanse of knowledge, their knowledge and experience could embellish the employee evaluation process through simple or complex modifications that could add value. This would be from a practical perspective and could enhance the processes and streamline the evaluation method. The approach may add to the body of knowledge or enhance the practical aspect. <i>Contribution to knowledge and/or contribution to practice</i> .

7. How employee placement is done.	To understand how organisations conduct employee placements, like question 4, transcends from a practical approach. Open-ended	To explore the stages or activities that are involved in employee placement from a practical perspective. <i>Contribution to practice.</i>
8. Perceived benefits and challenges of the placement system	To establish the benefits and challenges associated with each system identified. Open-ended	To explore the main benefits and challenges identified by the participant based on their practical experience. <i>Contribution to knowledge.</i>
9. Methods or tools to improve the placement process.	To provide options that management of other organisations may adopt to optimise their placement systems. Open-ended	Given the expanse of knowledge of the participant, their knowledge and experience could embellish the employee evaluation process through complex or straightforward modifications that could add value. This would be from a practical perspective and could enhance the processes and streamline the evaluation method. The approach may add to the body of knowledge or enhance the practical aspect. <i>Contribution to knowledge and/or contribution to practice.</i>
10. Impact of placement on OE	To establish how placement influences OE	To ascertain whether a strong relationship exists.

Predictions and generalisations would also be made about how companies perform this function. (Welman, Kruger & Mitchell 2005). Data collection took place in five stages outlined in Table 9 below.

TABLE 9: STAGES OF DATA COLLECTION

STAGE	ACTIVITIES
Stage One	- Identification of potential respondents.
Stage Two	- Seek permission/expression of interest.
Stage Three	<ul style="list-style-type: none"> - Schedule appointment. - Explain the purpose of the research. - Respondents agreed to participate. - Respondents signed the consent forms. - Transcribe the interview or upload it into computer-aided software.
Stage Four	<ul style="list-style-type: none"> - Read and re-read the transcripts to discover themes. - Coding of data
Stage Five	<ul style="list-style-type: none"> - Validation of data with other senior managers in the respective organisations. - Transfer data to cloud storage. Password encrypt files.

3.7.4.2. Rationale for using Interviews

The researcher believed that an interview was the most appropriate strategy for collecting copious data for this research project. Interviews were chosen because they allow for two-way communication. The participants can exchange views, concerns and feelings and share knowledge and experience in formal or informal situations.

Interviews are powerful tools for qualitative research (Yin, 2008). Wellington (2007) describes interviews as conversations with a purpose, and the structured approach provides for the investigator to ask direct questions. Qualitative methodology supports

the use of open-ended questions, emerging approaches, texts or image data. It collects participant meanings, focuses on a single concept or phenomenon, brings personal values into the research, studies the participants' context or setting, and validates the findings' accuracy. It makes interpretations of the data, creates a plan for change or reform and collaborates with participants.

The interview was chosen as the strategy because of its ability to address research questions dealing with "who", "what", "why", "when", "how many", and "how much", and focuses on contemporary events. Interviews accommodate the infusion of new ideas and allow the user to probe the concepts' meanings to unveil their significance and depth to the data obtained. The interview is the most widely used technique for collecting data that is reliable, generalisable and valid. The necessity for having reliable, generalisable and accurate data ensures that qualitative research aims and objectives are met (Bryman, 2004: Marchall & Rossman, 1989).

The face-to-face (F-T-F) interviews facilitate two-way communication, especially in a scenario like this thesis when personal contact is of paramount importance. Open-ended questions encourage exploring avenues that were not initially presented in the questionnaire and thus embellished the data's scope. F-T-F interviews accommodate large volumes of complex data and can be collected in a reasonable space of time.

There are three main types of interviews: structured, semi-structured, and unstructured (Sarantakos, 1998). Structured interviews utilise questions that follow a fixed order (Rossman, 2005) and are generally used in quantitative research. Semi-structured interviews are non-standardised interviews in which the interviewer presents a list of questions from which all or some of the questions can be asked of any individual. Unstructured interviews, also known as in-depth interviews, have no fixed list of questions but are conducted using informal questions generated from a list of themes that the researcher uses as an interview guide (Bryman, 2004). Unstructured interviews aim to extract information about systems and processes' attitudes, opinions, and beliefs (Sarantakos, 1998).

A structured interview was used to glean primary data from senior managers. The checklist, Table 10 below, was used to verify that the interview was the most appropriate instrument for primary data collection.

Table 10: Check List for Interviews
Source: Saunders et al. (2016)

	Response
Is your research exploratory or explanatory?	Exploratory
Will it help to be able to probe interviewees' responses to build on or seek an explanation of their answers and meanings?	Yes
Will it help to seek personal contact in terms of gaining access to participants and their data?	Yes
Are your data collection questions large in number, complex or open-ended?	Complex
Will there be a need to vary the order and logic of questioning	Yes
Will the data collection process for each individual involves a relatively lengthy period	Yes
Will interviews allow you to reveal and explore social phenomena that you would not be able to observe in action?	Yes

The data collection method employed was a structured F-T-F interview as the primary data collection method. It facilitates an in-depth understanding of individual participants (Creswell, 2014). The research instrument used an open-ended interview with a close-ended question to capture demographic data. It was felt that it was necessary to use this instrument in this format. It affords greater flexibility and provides a platform whereby the interviewee can expound on his behavioural or social actions and experiences. The F-T-F interview also lends itself to the free flow of rich data that would make up the study's basis.

It has been argued that interviews are robust mechanisms of occasioning narrative data when conducting qualitative research because of the depth of information gleaned. Accordingly, an F-T-F interview provides an ideal tool for the researcher to view the research topic from the interviewee's perspective (Kvale, 1983; Schwandt, 1994).

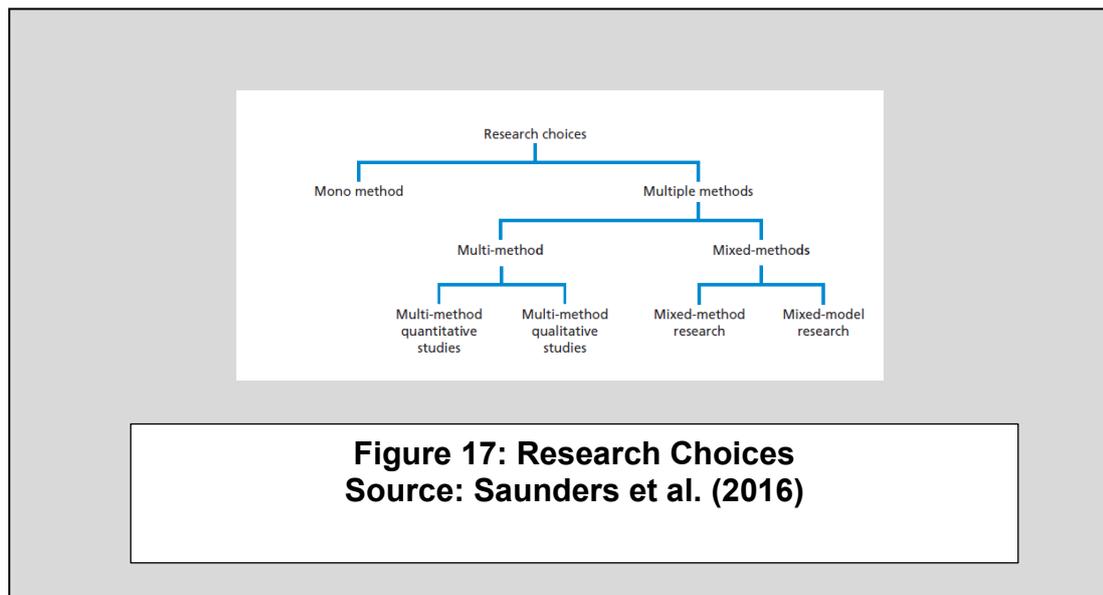
3.7.4.3 The Interview Process

The interview takes more of the form of a conversation between the researcher and the interviewee (Marshall & Rossman, 1989) and allows for exchanging meaningful, rich and complex data. According to Rubin and Rubin (1995), every step of an interview has the prospect of providing new information and enriching experiences. The mono-method that was used in this thesis for the collection of primary qualitative data was the interview. The interview was more than a requirement for the thesis to collect primary data. It was a life-long humbling lesson of what management in practice means for the researcher. This eye-opening experience swung the wheels around and showed the researcher what it meant to lead by example, the importance of delegation, what true team spirit means, and the real challenges senior managers face with staff, declining resources, and political pressures.

A cross-sectional study was done of five different organisations in Trinidad and Tobago's oil and gas industry. This was done to achieve a snapshot of how employees' performances are evaluated and how they are placed in these organisations. The snapshot would give other players in and external to the oil and gas industry an insight into the industry's systems and perhaps provide the impetus to streamline and rationalise their placement processes. Data was collected from fifteen participants was manually recorded by typing on a Microsoft Word document that was later transcribed to information. The transcriptions were verified with the participants before being analysed. The data was cross-referenced with the contributor to ensure that the researcher fully understood the participants' contributions. Audio recordings were not embarked upon as most entities forbid these recordings unless they are directly related to the organisations' work. The transcriptions were stored on cloud storage and will remain there for the next five years.

3.8 Identified and Rejected Methods

There are two research choices, i.e. mono-method and multiple methods. Multi-methods are then divided into multi-methods, quantitative studies and multimethod qualitative studies. Mixed methods are broken down into mixed-method research and mixed-model research, Figure 17 below.



The research approach is dependent on three aspects, ontology, epistemology and methodology. The research method's choice is contingent on whether or not statistical analyses and interpretations are involved and whether the data that is being collected is from a predetermined instrument containing closed-ended questions or open-ended questions. The research method is also dependent on whether the type of information must be collected before the project is embarked upon or whether they will allow it to emerge as the project unfolds. This thesis must focus on interpretations, perceptions, narrative, and stories to understand each organisation's evaluation and placement processes.

Given the time constraints and topic label, a monomethod was selected for the collection of data. The interview using predetermined open-ended questions was used to elucidate how employee evaluations and employee placement were done. The other methods were rejected mostly because time did not permit such an undertaking.

Research conducted using multiple methods would have required considerably more time than was permissible for this DBA.

3.9 About the Research Organisations and the Participants

Trinidad and Tobago's oil and gas sector is very vibrant and dynamic, consisting of small, medium and large enterprises. The entities are owned and managed by local and foreigners alike, operating in various business models, with joint ventures becoming increasingly popular given the rising cost of exploration and production. Five organisations were selected, one large state-owned entity and four privately owned businesses, two medium-sized ones and two small-sized ones. These organisations were chosen for their longevity in the sector, profitability, perceived efficiency and the considerable number of persons they employ compared to other similarly sized players.

Table 11: Information About Participating Organisations

	Number of Participants	Notes About the Organisation/Participants
Organisation One	Six	<ul style="list-style-type: none"> • The largest employer in the oil and gas sector in Trinidad and Tobago. • Two presidents and one vice-president were interviewed.
Organisation Two	Four	<ul style="list-style-type: none"> • Relatively young and ambitious. • Pursuing corporate mobility opportunities in their organisation or another locally or abroad.
Organisation Three	Three	<ul style="list-style-type: none"> • Two possessed global experience. • Eager to share their knowledge and experience.
Organisation Four	One	<ul style="list-style-type: none"> • No formal performance management system. • Word-of-mouth.
Organisation Five	One	<ul style="list-style-type: none"> • Extensive global knowledge, retired President.

3.10 Sampling

A sample is a subset of the population under review representing the whole population to participate in a study (Quinlan, 2011; Sekaran, 2000; Creswell, 2014). The target population in a research project is the total category of subjects (Ticehurst & Veal, 1999). Sampling is used to collect data from a population. It provides the researcher with an option for conducting research, especially when time and budgetary constraints are critical parameters that must be adhered to. The research sample is a sector of all the possible cases from that research population (Sekaran, 2003; Saunders *et al.*, 2009). According to Kumar (1999), it provides the researchers with a mechanism for controlling the volume of data that needs to be collected to answer the research question.

3.10.1 Selecting The Sample Size

The sample size for qualitative data should be adequate to ensure that enough data is obtained to describe the researched phenomenon and answer the research question. Glaser & Strauss (1967) suggest that the appropriate sample size is achieved once saturation is attained. When this point is reached, further increases in the sample size do not affect the outcome.

Scholars have offered varying guidelines for selecting the sample size of qualitative research. Creswell (2014) contends that the sample size for qualitative research should be small, between 1 and 40 participants. His view is based on the fact that maintaining a small number of participants gives the researcher the liberty of delving deeper into the psyche of the participants to obtain valuable detailed data. Accordingly, he explicates that proper qualitative research is time-consuming. Increasing the number of participants beyond a controllable number would extend the research timeframe, which could jeopardise the study's practicality. An increase in the number of participants does not necessarily translate to enhanced data collection. Morse & Richards (2002), recommend thirty to fifty participants for interviews. Creswell (2014) advocates for the inclusion of twenty to thirty participants when conducting interviews. He suggests five to twenty-five participants for phenomenological studies, but Morse & Richards (2002) recommend six. These are guidelines, but samples' actual content would be determined when the saturation level is attained. For this study, a sample size of fifteen senior managers was selected

3.10.2 The Sampling Process

Researchers have two main types of sampling techniques at their disposal, i.e. probability or random selection and non-probability or non-random sampling (Churchill Jr & Iacobucci, 2004; Bryman & Bell, 2007), figure 18 below. Probability sampling is more costly than non-probability sampling, but non-probability sampling is less accurate than probability sampling. Probability sampling is more time consuming than non-probability sampling. Its generalisability is reasonable compared to non-probability sampling, which has poor generalisability (Davis, 2005). Non-probability or non-random sampling is a common qualitative sampling technique whereby the researchers actively select the participants based on their judgment to answer the research question. This study will use non-probability purposive sampling, figure 18 below. The participants are selected for inclusion once they possess specific attributes (Saumure & Given, 2008).

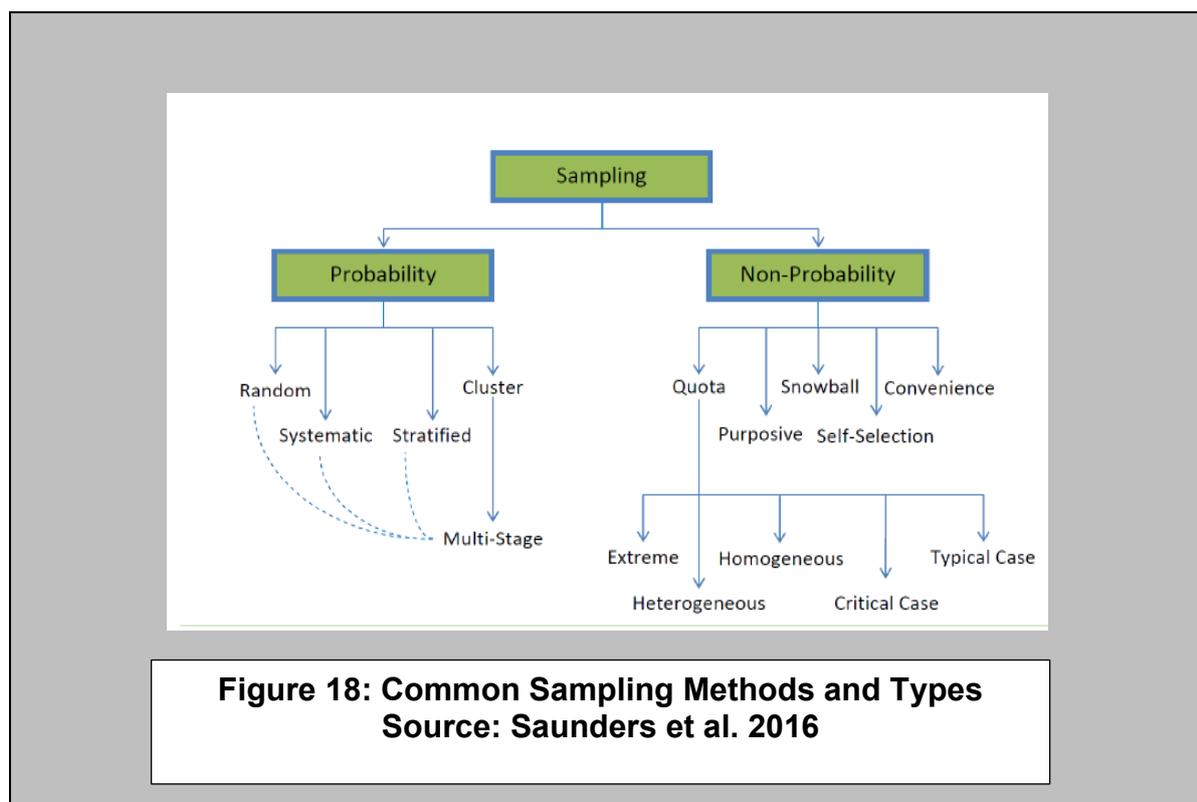


Figure 18: Common Sampling Methods and Types
Source: Saunders et al. 2016

The attributes are the basic criteria outlined by the researcher that the participants must possess. The researcher outlined the specific attributes for inclusion. Participants were

required who possessed a background in engineering, HR or management. They were the participant must be senior managers for at least ten years and possess extensive knowledge. Their experience must span at least twenty years, and they must have started at entry-level positions in their career paths in the sector. The researcher felt it would be beneficial to have participants who served on both ends of the corporate ladder as they would make an invaluable contribution to this thesis. The contributors must also be interested in taking an active role in the study and willing to share their experiences. The contributors chosen were very enthusiastic about sharing their challenges and opportunities. The researcher felt that these attributes possessed by the participants were especially critical to the success of the study. Patterns and trends would emerge that would be presented with the recommendations in fulfilment of the aim and objectives of the study and the necessity to answer the research question. Non-probability purposeful sampling was used as it allowed me to select the managers the researcher felt were competent to provide me with complex, rich data and varied perspectives to meet my aim and objectives.

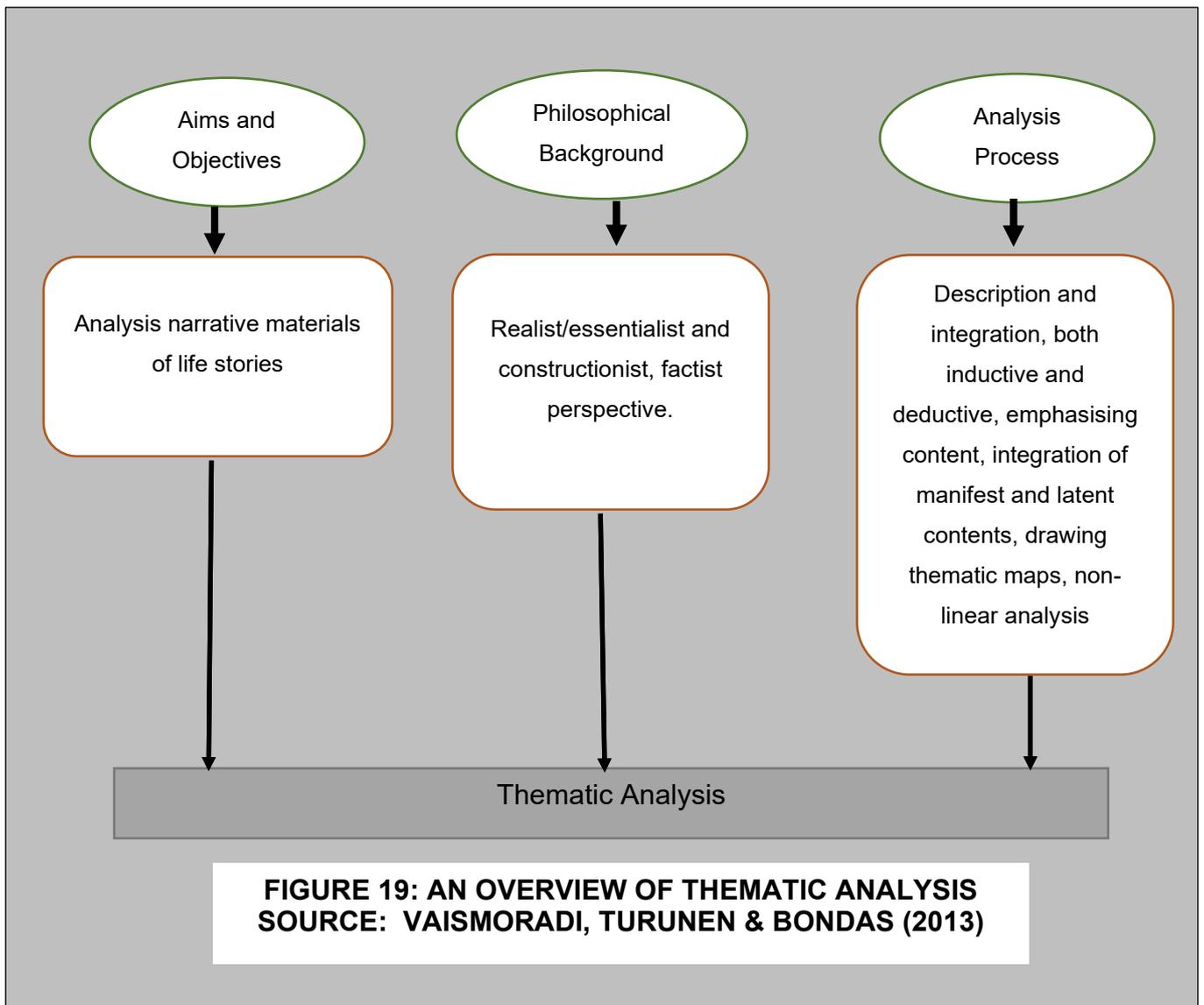
The participants were interviewed in their offices or the organisation's board rooms after lunch or work during the week. The managers tended to have pressing commitments and meetings on mornings and were generally very reluctant to conduct interviews on mornings. The researcher found they were most accommodating between the hours of 3 to 5 p.m. For at least three managers, the interviews lasted well over two hours. The researcher visited the homes of the managers on annual leave and those who were past employees. They were generally at ease with the investigator and the interview process. It was an excellent opportunity to get first-hand information and a deeper appreciation for the level of responsibility, job functions and managerial decision-making.

3.11 Data Analysis

There are many ways of analysing qualitative data (Mahrer, 1988; Spradley, 1979; Taylor & Bogdan, 1984), and Thematic Analysis (TA) is just one such method Aronson (, 1992). Academics have proposed varying definitions of thematic analysis (TA) but generally agree that it is used to ascertain themes that emerge when analysing coded qualitative data. Braun and Clark (2006) define it as a method of identifying, analysing, interpreting and reporting patterns or themes within data. Castleberry & Nolen (2018)

refer to TA as a data analysis strategy, and Aronson (1992) associates the themes or patterns that emerge with living beings' behavioural patterns.

Lear (2010) states that TA involves identifying overarching patterns or relationships that possess commonalities that are allied with theoretical constructs or explanatory principles. These definitions are substantiated by Vaismoradi, Turunen & Bondas (2013). They advance that TA is a descriptive method that seeks to condense large volumes of qualitative data into smaller functional units, facilitating more effective data analysis. These are referred to as active units by Castleberry & Nolen (2018), who caution that special care and attention must be extended to ensure transparency and confidence in the findings.



Vaismoradi, Turunen & Bondas (2013) and Braun & Clark (2006) sought to contextualise thematic analysis, Figure 19 above. They proffer that its aims and objectives focus on analysing historical materials and life stories. The philosophical background revolves around realist/essentialist, which focuses on meanings and realities. The analysis process involves the description and interpretation of both inductive and deductive approaches. It emphasises context, facilitates the integration of manifest and latent contents, utilises thematic maps and non-linear analysis, and does not require peer checking.

Noteworthy is that data analysis is non-linear. There is a dynamic flow back and forth between one phase and the other, with frequent reviews that may result in movement between the phases until the analysis process is complete. The results should reflect the researcher's story about the data and the research question or questions (Vaismoradi, Turunen & Bondas 2013).

Braun and Clark (2006) define a theme as a significant commonality between more than one data set linked to the research question and argue that the commonality gives rise to a pattern that emerges between similar areas of the same data set. They refer to the pattern or theme that emerges as the prevalence of a particular commonality within each data item across the data set.

3.11.1 How Thematic Analysis was Done

There are several techniques for qualitative data analysis. However, there are similarities between each approach's activities, which can be recognised as fundamental processes for achieving the desired output. Suppose one looks at the works of Miles, Huberman & Saldana (1994), for instance. In that case, they quantify data analysis as three current flows of activities, data reduction, data display and conclusion drawing/verification.

They also endorse coding data, sorting and sifting data to establish patterns, themes, relationships between variables, and identifying similar phases and differences between subgroups and common sequences. Generalisations are inferred and compared with a formalised body of knowledge in the form of constructs or theories. Thematic analysis (TA) condenses these processes and broadens the base of this approach to qualitative research. Computer-assisted data analysis software is available, which provides technological support for the analysis of qualitative data. These software tools do not analyse the project data but streamline the analysis process by assisting the coding and organising large volumes of data which affords a more in-depth examination and understanding of the data. They also assist in looking for patterns of codes and links between large data fields based on linguistic and semantic algorithms. Therefore, the software applications provided a very efficient manner of analysing data significantly reducing the time needed to code and/or transcribe data.

One such software is NV12 +, a computer-assisted qualitative data analysis software used in thematic analysis to transcribe data, code themes within digital audio and possess a theory-building capacity. Its features include coding, linking, searching, and model building. It also facilitates rigorous and sophisticated thematic analyses, even for large, unstructured data sets and across sites and research teams. (Lear, 2010, QSR International, 2019). Madison (2005) opines that the data collected can be analysed by categorising the data into salient themes or patterns. This approach involves identifying five to seven general themes and subthemes representing data collected and analysed (Creswell, 2007). The researcher notes themes and patterns (Huberman & Miles, 1994) and identifies pattern regularities (Wolcott, 1994 b).

The analysis of the data is of critical importance to provide answers to research questions in this thesis. The questions included the challenges and opportunities for employee evaluation and employee placement and the tools or methods that could add value to the employee evaluation and placement processes to be achieved more efficiently. The six phases of thematic analysis by Bruan and Clark (2006) are used to analyse my data, Table 11 below.

TABLE 12: PHASES OF THEMATIC ANALYSIS

Source: Braun & Clark (2006) & Lear (2010)

PHASES OF THEMATIC ANALYSIS	
PHASE	ACTIVITIES
Phase One; Identify and Familiarise with data	<ul style="list-style-type: none"> - Data collection from data sources includes research memos, interview transcripts, historical or site documents, field notes, photographs, and verbal and non-verbal interactions. - Transcribe data manually or through the use of computer-aided software.
Phase Two: Identifying Codes	<ul style="list-style-type: none"> - Identifying and documenting interesting elements/features of the data - Collate main codes. - Identification of data into blocks or patterns (Catanzaro, 1988). - Coding takes place iteratively as meanings and interpretations change during the project (Downe-Wambolt, 1992).
Phase Three: Searching and Finding Themes in the Data	<ul style="list-style-type: none"> - Codes are collated and catalogued into potential categories/themes and subcategories/themes. - Similar themes are clustered together based on overarching patterns. - Continuously review themes to make sure they are robust. - Consultation with the interviewee to validate data from the interview.
Phase Four: Finalise the Themes	<ul style="list-style-type: none"> - Create a clear definition of the themes and finalise their names. - Data is broken down into smaller units which can be analysed under one theme. - Iterative process.
Phase Five: Review Themes	<ul style="list-style-type: none"> - Review and check themes for credibility to ensure that there are no omissions. - Generate a thematic map. - The thematic map identifies coherent but distinctive themes.
Phase Six: Producing the Report	<ul style="list-style-type: none"> - Validation of responses. - Final opportunity for analysis and selection of vivid, compelling extract samples. - Report includes a compilation of the inferences and documentation of data to make sure that all data is analysed.

Thematic analysis is used to confirm that the overarching themes that are identified corroborate the verbatim collected during the interviews. It also ensures that the data's

interpretations are in sync with the responder's ideas, experiences, and expressions (Fereday & Muir-Cochrane, 2006). NV12+ is one of the most recent software packages that is used for analysing qualitative data. Like other computer-assisted software packages, it has several inherent properties which are advantageous to its use in qualitative analysis. This package is incapable of interpreting the data. Therefore, the onus of interpretation and report generation rests squarely with the researcher (Kelle, 2000).

3.12 Source

3.12.1 Primary Data Collection

Primary data is data that the researcher collects through experiments, surveys (interviews and questionnaires), case studies, action research, ground theory and ethnography and archival research.

3.12.2 Secondary Data Collection

Secondary data is historical data that is collected from other sources. Secondary data was collected from professional journals, official publications, peer-reviewed journals, reports, organisational documents, newspaper articles, the internet and books and magazines.

3.13 Ethical Considerations

Several principles of ethics have been instrumental in guiding social research that involves humans over the years (Varkey, 2021; Vanclay, Baines, & Taylor, 2013), but it can be argued that most approaches encompass a few basic principles. These principles have been identified as informed consent, Nonmaleficence, beneficence, anonymity, confidentiality and participation (Agunloye, 2019; Varkey, 2021).

3.13.1. Informed Consent

Informed consent gives the participants information on the scope of the study and other pertinent information to make an informed decision about accepting or rejecting the offer to be part of a social research study. (Vanclay. *et al.*, 2013, Artal, Rubinfeld, 2017; Agunloye, 2019). Informed consent extends beyond attaining the written or oral consent of the participants. It encompasses the provision of full disclosure and sufficient information regarding the processes and activities and the benefits and risks associated with the study clearly and concisely. Any anticipated risks must be clearly articulated to

ensure that the participants have an adequate understanding of the possible consequences of their involvement (Vanclay, F. *et al.* 2013 & Agunloye, O. 2019).

In effect, the informed consent forms and the initial interactions and debriefings by the researcher allow the potential contributors to assess the request by the researcher before agreeing or rejecting to participate in the study. The consent forms are signed by the researcher and the contributor before the data collection is embarked upon. Agunloye (2019). This helps to minimise harm to participants and sensitises them about the processes and activities that would take during the study. (Vanclay, *et al.*, 2013, Artal & Rubinfeld, 2017: Agunloye, 2019).

The researcher designed a consent form, Appendix 1, that provided information about the scope of the study, the anticipated benefits and risks of participation and provided information about Nonmaleficence, beneficence, confidentiality and anonymity. The researcher conducted an introductory session with the contributors giving an overview of the study, its aims and objectives and the benefits and risks. The consent form was presented, which reinforced the study's approach and provided contributors with a greater understanding of the intricacies of the study. The participants were encouraged to provide feedback about any concerns or reservations that they had regarding the study. Any concerns or reservations that came to the fore were ventilated, and the researcher sought to address them and provide clarity.

The researcher ensured that the participants were comfortable about embarking on the process and reiterated that participation was voluntary and if the participant wanted to cease being part of the research at any point in time during the data collection process, they were well within their right to so do. Once the contributors expressed willingness to participate in the study, the participants and the researcher signed the forms and commenced the data collection process. A copy of the signed form was sent to the participants by email for their records.

3.13.2 Purpose of the study

The purpose of the study was defined. The research was being conducted to explore the experiential undertakings involved in employee placement in the oil and gas industry to establish the impact of job placement on organisational effectiveness.

3.13.3 Beneficence

Fundamentally, beneficence is the principle that the researcher is obligated to exert due diligence to protect human participants from harm or danger. The researcher must also ensure that any study conducted maximises the potential benefits to its participants and the larger society. As such, the research must conform to positive reinforcement of moral rules by protecting the participants from pain, danger or ill effects, defending their rights and promoting their welfare (Protection of Human Subjects, 2009, Agunloye, 2019; Varkey, 2021).

This research did not expose any of the participants to any harm, danger, pain or ill effects. It involved capturing the experiential issues senior managers encountered, noting how they were resolved, analysing the data and presenting the findings and recommendations. Meaningful recommendations were presented that were beneficial to the participants and the wider community. They reflected the study's contribution to knowledge and contribution to practice in the oil and gas industry. Accordingly, the research provided a platform for future research on placement and organisational effectiveness. In essence, the research encompassed the tenets of beneficence, including positive reinforcement.

3.13.4 Nonmaleficence

This is based on the principle offered by Beauchamp & Childress (2013). They argue that, like beneficence, Nonmaleficence is centered on doing good for the participants or society. In contrast, Nonmaleficence concentrates on ensuring that the researcher does not intentionally or unintentionally inflict evil or harm (prevent harm or evil) on the participants or society by commission or omission. The researchers must avoid needless harm or injury and ensure that they do not impose a careless or unreasonable risk of harm on the participants or society as a result of having conducted any research. In effect, the potential benefits that would be achieved must outweigh any possible risks of harm that may exist Agunloye (2019).

The researcher did not intentionally or unintentionally inflict evil or harm. There were no anticipated risks. The overall goal of this research was to provide company personnel, researchers and interested persons with oversight of the challenges and benefits of placement and ascertain how employee placement influences organisational effectiveness. The risks associated with the study were minimal, and the benefits that were gained by conducting the study far outweighed the risks. The benefits included the presentation of the experiential activities from senior managers' perspectives and the presentation of meaningful recommendations resulting from the study's outcome. Efforts were taken to minimise the risks as far as possible, and the potential benefits that were identified appeared to be very promising, contributing to knowledge and contributing to practice.

3.13.5. Anonymity

Researchers must ensure that the contributors' identity is protected unless permission is sought to reveal the participants' true identity. Generally, contributors participate in studies with the understanding that their identity would not be disclosed. This is extremely important, especially when the contributors share their opinions or beliefs about a particular subject matter that could be contentious or when the contributor is a public figure in society or within the organisation. Should the researcher be desirous of making public the name of the person who made a particular contribution or is associated with a particular dataset, then expressed permission would have to be sought to divulge the same. (Vanclay, *et al.*,2013, Agunloye (2019).

The interviewees must be assured that their responses are anonymous stated categorically, in writing, and reinforced before the start of the interview. All names and events offered during the interview must not be included in the research report. It must be understood that the identity of the persons referred to in the interview would be protected at all costs (Beauchamp & Childress, 2013). In this research, senior managers were asked to share their experiential exposures and provide feedback on placement and employee evaluations. The views expressed were sometimes in contrast to the organisational norms and practices. For example, a Vice-President of a leading national corporation opined that performance appraisals conducted using management by objectives are ineffective methods of assessing employees'

competence. The researcher had to ensure that the senior managers' identity was protected and that there was no way that the feedback could be traced to the participant. The organisation in which the contributor was employed uses performance appraisals for employee assessment and placement. If his opinion was publicised, it would have created considerable conflict and discord for the senior manager, and the participant would have run the risk of possible disciplinary action. The contributors' were assigned numbers from 1 to 15. This approach was extremely useful, especially in instances when the researcher cited data that was presented as verbatim. Verbatim was used to substantiate the findings and gave the reader a greater insight into the fundamental issues that were being discussed.

3.13.6. Confidentiality

Privacy and confidentiality are two major aspects of informed consent that are important and must be understood and respected. Privacy is concerned with participants' rights to expect that information that is divulged to the researcher be kept under controlled conditions. Accordingly, confidentiality implies the extent or degree of discretion that needs to be exercised to guard against the seepage of information or data obtained, the non-disclosure of data collected. (Agunloye, 2019 & Varkey, 2021).

Confidentiality and privacy are other issues the researcher encountered. The works of Richards & Schwartz (2002) treat privacy and confidentiality in interviews by suggesting the use of pseudonyms or initials to protect the identity of persons being interviewed and events and persons featured in the interview. On the other end of the spectrum, the works of Kidd, & Finlayson, (2006) and Cowburn, (2005) provide more rigorous control for privacy and confidentiality by endorsing continuous or process consent along stages of the interview process. The findings from the research should be communicated in a manner that protects the confidentiality of the participants.

Confidentiality and privacy issues came to the fore when the researcher was conducting the interviews. The first interviewee displayed a level of discomfort when the researcher attempted to record the interview. The participant appeared uncomfortable and reluctant to speak openly. The researcher halted the interview temporarily to ascertain the source of apprehension.

Mr. F was apprehensive about the researcher and felt inhibited to speak freely as he was fully cognizant that the researcher possessed intimate knowledge of the company and the persons to whom he was referring. He was fearful that any sensitive information provided would be shared with his up-line. This could have jeopardised his promotional process that was already in train. The researcher was able to alleviate his fears by reinforcing that all data is treated with the strictest confidence. The researcher shared the ethical permission granted by the university and reinforced the fact that the researcher was not permitted to include names and events. The researcher also made it known that the university has stringent guidelines and policies for conducting research that must be adhered to. The university's endorsement certainly provided credence for the researcher's explanation, and the interview proceeded with full disclosure and compliance.

3.13.7 . Participation

3.13.7.1 Voluntary Participation

Participants must be aware that participation is voluntary and that they can choose to discontinue the data collection process at any point in time during the interview if they so desire (Vanclay, *et al.*,2013, Agunloye, (2019). The researcher addressed voluntary participation during the introductory session and on the consent form. The consent form stated that participation in the study was voluntary, and the participants could choose whether they wanted to participate or not. The participants were informed that they could discuss their apprehensions with the researcher if they were uncomfortable with any question or any part of the interview process. The researcher highlighted the fact that the participants could halt the interview at any time to address any concerns. If the participant required further clarification about any of the questions in the interview, the researcher was prepared to provide a more extensive explanation and the rationale for asking the question. If the participants were uncomfortable after receiving the explanations, the participants could skip the question. The participants could also choose to rescind their consent. The consent form would be withdrawn and destroyed, and the interview aborted. All data collected from the interviews would be destroyed.

3.13.7.2 Respect for Participants

The researcher must demonstrate respect for the participants and their points of view in their endeavours and ensure that they do not discredit or misrepresent the contributors' opinions. All opinions must be given due consideration during the analysis phase. Also, in line with respecting participants, permission must be sought for photographing and audio recording in advance (Agunloye, 2019; Varkey, 2021).

The researcher encountered a few ethical issues during the interview. However, perhaps the most glaring one was that advance permission was not sought to save audio recordings of the interviews. The first interview commenced with the introductory session when the researcher thanked the participant for taking time off his busy schedule to facilitate the research. The participant also highlighted the fact that participation was purely voluntary. The researcher informed the participant that an audio recording of the interview would be saved and kept under lock and key for two years, and then it would be destroyed. At that juncture, the researcher learnt that all state-owned companies banned persons from making audio or video recordings on the company's premises unless such activities were directly related to the day's business. Permission would have to be sought from the Corporate Communications Department for audio-recording to take place.

The researcher inadvertently overlooked this important point. As simple an issue as this may seem, the plethora of audio and video recordings of prominent politicians and businessmen that have reached into the public domain on Facebook and WhatsApp messages have dramatically changed the corporate landscape. Ensign (2003) alludes to the necessity of ensuring permission is received for recorded contributions whether written, or through audio or video recording. The researcher apologised and resorted to using a laptop to make salient notes of the interview. This was an adequate approach as the transcriptions took place on the same night as the interview. This method was used for the duration of all the interviews.

3.13.7.3 Data integrity and safety monitoring

The importance of data integrity and safety monitoring of the data collected cannot be overemphasised. The researcher must ensure that all data collected is kept in the strictest confidence under lock and key safe from unauthorised access for a stipulated time after the research has been conducted. This is necessary should there be any infringements or fraudulent activities after the data has been collected. After the time has elapsed, it may be discarded Agunloye (2019). The researcher will store the data collected on a removable drive in a locked drawer at home for two years after the study is completed. Access to the data can only be had by the researcher who will lodge the in a secure area. Once two years have elapsed, the researcher will discard the data.

3. 14 Criteria for Evaluating Qualitative Research

Validity, reliability, and generalisability are three criteria used to evaluate the authenticity, trustworthiness, and applicability of data collected in this research project. Validity is a requirement for both quantitative and qualitative research, as invalid research is worthless. Validity establishes that a specific instrument and processes used in the research measure what they are supposed to measure. According to Cohen *et al.* (2007), qualitative data validity can be achieved through honesty, depth, richness and scope of the data collected. The data collected for this thesis was valid by consultation with the participants to ensure that the data was interpreted correctly. Checks were also done by collaborating with senior managers of the organisations who were not participants to corroborate the information received by posing some of the questions in the semi-structured interview. These activities took place in the analysis of phases three and five. Comparisons were made between the data collected and the feedback provided to ensure that the responses were consistent with the data collected.

According to Lincoln and Guba (1995), reliability in qualitative research refers to credibility, neutrality, and confirmability. It also encompasses consistency, applicability, trustworthiness, transferability as well as dependability. Reliability relates to the accuracy and consistency of the instruments or processes used. If the tool is reliable, it must produce the same information later, under similar conditions. According to Roberts, Priest, & Traynor (2006), reliability reveals how far a particular test, procedure

or tool, will produce similar results in different circumstances, given that everything else remains the same.

Structured interviews were used in this thesis because of their robustness, reliability, dependability and trustworthiness. It was felt that this instrument was capable of providing data that was dependable and trustworthy. Noteworthy is the fact that if the data collection process is repeated under different circumstances, everything else remains the same. The outcome would be very similar to this thesis. This fact adds credence to the use of a structured interview.

According to Arber (1993), generalisability is a precondition for the successful completion of quantitative studies. A statistical sampling process usually provides confidence about the sample's representativeness, enabling inference to be more credible. Flick (2002) claims that qualitative research has restricted transferability to different settings but has no generalisability, but its application in qualitative studies remains legitimate. It has been described as being accepted, congruent with and relevant to the perspective of nursing. Its applicability transcends to many specialities and research areas, including performance appraisal and evidence-based practice (Morse, 2007). The generalisability of qualitative research in this thesis is of great importance to the outcome of the project. This feature accommodates the identification and rationalising of themes and patterns applied to specific organisations and organisations within the oil and gas industry.

3.15 Strengths and Limitations of the Research

The thesis delivered an in-depth view of the challenges and prospects experienced by the senior managers in the oil and gas sector. The descriptions were very vivid, and the information gleaned would add value to any industrial establishment, even if the scenarios vary. It would be valuable for the senior managers to have an introspective look at how their support teams adapt to the challenges and embrace the prospects associated with employee placement as this project contributes to knowledge and practice. The senior managers can learn how to approach things differently or be stimulated to implement a change, no matter how slight it may be. That may translate to a positive change or even increased efficiency or productivity and profitability, directly or indirectly.

The closure of the leading organisation in Trinidad and Tobago's oil and gas sector also impacted the quantity of research data that could have been acquired. Fortunately, purposeful sampling did bring to the fore, persons who were ideally suited for the study. They were on top of their game and had most of the information at their fingertips. The information that they did not have they presented to me at a later date.

3.16 The Pilot Study

A pilot study is an opportunity to pre-test a research instrument (Baker, 1994) to identify potential practical problems associated with the research procedure (van Teijlingen, & Hundley, 2001) and the feasibility of methods and strategies before embarking on a large scale study (Everitt, 2006). In this context, the pilot study was done before embarking on the study. Two participants were selected to be part of the pilot study by purposeful sampling, a President of a company and a senior Informations Systems Manager. The pilot study was instrumental in shaping the final research, and great care was taken to ensure that the selected participants met the criteria for selection. Due diligence needed to be done to ensure that any issues with the interview or transcription process that emerged could be addressed and resolved before the study commenced. The criteria for selecting participants included tenure in the oil and gas industry over twenty years and HR or engineering experience. Global experience considered to be an asset.

Manager A, supervised more than two thousand employees and had extensive knowledge of Trinidad and Tobago's oil and gas industry for over thirty years. Manager A also had in-depth knowledge of HR, having spent ten years in that department at a senior level. He acquired international experience through several training opportunities and global postings when he was seconded to a multination corporation in the United States. The second manager, Manager B, supervised less than one hundred employees. He possessed a strong engineering background and worked in the industry for over twenty years. Managers A and B were very articulate. Both contributors had good interpersonal communication skills and commanded the respect of their direct reports and upline.

The pilot study brought to the fore several deficiencies exposed in RD5, which warranted urgent attention. Informed consent was presumed to have been sought, but the actual process of presenting a cover page and a consent form for signing and sitting and discussing this with the interviewee was not done. This was to be done for the primary interviews. The topic was very vague and did not provide the reader with the exact nature of the project, and as such, from the beginning, it failed to capture interest or stimulate the reader to want to delve deeper into it. It is necessary to provide quality and valuable research. This was due in part to the use of terminology, "automate" in one instance and to poor sentence structure in the other instance, as this topic seemed to confuse the interviewee at the pilot study somehow.

The topic label changed entirely, as did the interview questions. Four themes and six subthemes were identified. These were tested on three random individuals by asking them to read the topic label and the questions and explain what they inferred from each question. The chosen individuals did not work in the oil and gas industry and were not going to be interviewed for the main project. Each one was able to understand, appreciate and describe briefly what the project and questions related to. One person expressed interest in finding out more about the project.

Provisions had to be made for the participant's right to be fully informed, and participant's right to privacy, participant's right to the processing and storing of the individual's data, participant's right to confidentiality/anonymity and the organisational rights to confidentiality/anonymity. These were accommodated in the informed consent form. The data analysis using coding was somewhat confusing and subjective. This method did not seem to be the most appropriate one for this project. After reading around, I felt that thematic analysis offered a more precise and meaningful approach, and this would be used in the main task for data analysis. My supervisors accepted the alterations, and I was then able to apply for ethical permission to conduct my research. Ethical approval was sought from the University, and potential ethical issues were highlighted and mitigation measures outlined.

3.17 The Mind Map

The Mind Map contextualises the thesis and brings to the fore the activities, linkages, themes and subthemes associated with undertaking the study. These are captured in

figure below. The mind map is the basis of thematic analysis and is the platform on which the six stages of thematic analysis were undertaken. The mind map had to be designed before the thematic analysis process was embarked upon.

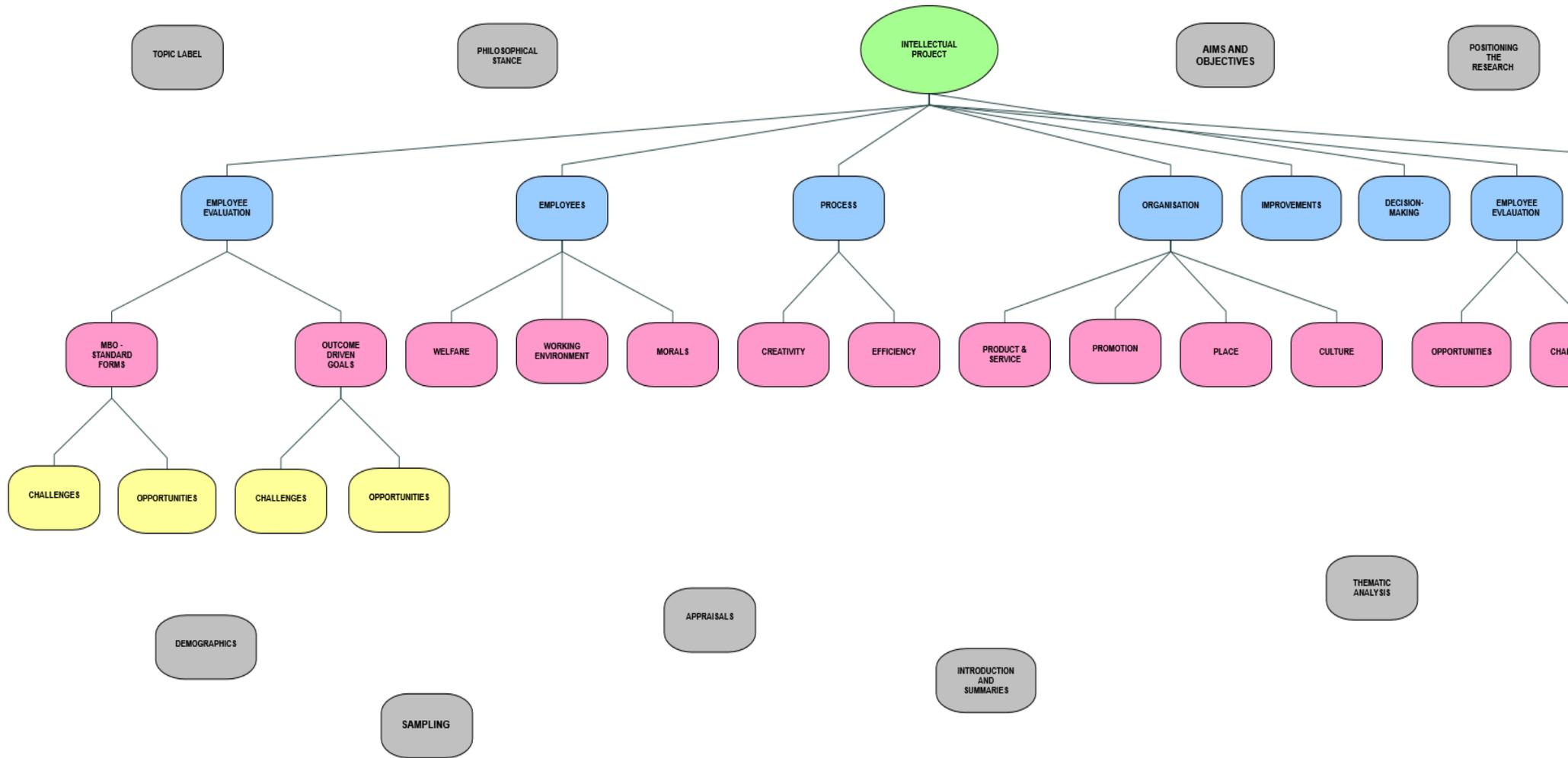


Figure 20: Mind Map Of The Research Project

3.18 Summary

This chapter gave a comprehensive insight into the way the research was conducted, including the available choices to the investigator and the rationale for the choices made. These were explored in the context of addressing the aim, objectives and answering the research questions. It commenced with an overview of philosophical assumptions, how they influence research and the philosophical assumptions of the investigator. This was followed by an explanation of how research is conducted with respect to the ontological, epistemological and axiological perspectives and a discussion into the perspectives adopted by the investigator and the rationale for their use. The methodology, quantitative, qualitative and mixed methods were then explored, and the approach chosen by the researcher and the justification were provided. Research reasoning techniques were then explored and the technique chosen, and the justification presented.

This was followed by a discussion on the methods available to researchers and the one chosen by the investigator and support for the decision made. Phenomenology, ethnography and case studies were then explored. This was followed by sampling techniques, the choice and justification, and the discussion focused on data analysis with an overview of the thematic analysis. Ethical considerations were explored in detail with an insight into the ethical challenges that the investigator faced and how they were overcome. The strengths and limitations of the study were presented as well as an overview of the activities and issues that surrounded the pilot study. A mind map was presented to contextualise the research process, and the chapter culminated with a brief summary.

This chapter is pivotal in the delivery of the remainder of the research project. Grix's (2010) building block concept was instrumental in laying the foundation for the unfolding of how the research was conducted and how the data was collected and analysed to prepare for an extensive discussion. The incremental approach was the point of reference for attaining and maintaining the momentum and ensuring clarity and correctness. A phenomenological qualitative approach proved to be the most appropriate methodology to generate a wealth of data from the senior managers who were inherently articulate and knowledgeable. The interview processes were

transformed into vibrant and compelling professional exchanges that enhanced personal managerial data offloading, which augmented the thesis. The mind map was instrumental in creating the foundation for the themes in the NV12+. Once the methodology was completed, the thesis flowed into the analysis phase, chapter 4.

4. CHAPTER FOUR: FINDINGS

4.1 Introduction

The chapter commenced with an introduction of each of the fifteen participants. It gave an insight into their backgrounds and the motivational factors for joining the industry. The data was collected by conducting interviews with the senior managers, and their responses were collated. The chapter then explored the themes and subthemes that emerged when the data was analysed and interpreted. The information gleaned was the basis for answering the research questions and addressing the aim and objectives. The verbatim of the participants corroborated the findings.

4.2 Introducing the participants

This section summarises the responses from the senior managers about their background, years of service and motivation for joining the oil and gas sector.

Most participants had over twenty years of experience in the oil and gas industry. Jobs in the industry were considered very lucrative. The pay scale of the employees in the petrochemical sector was generally two to three times higher than that of employees in the non-petrochemical industry. As such, most opted to spend most if not all their working life serving one organisation. Their increased disposable income translated to more opportunities for the participants and their beneficiaries and generally a higher standard of living. Many chose to join the industry to follow in the footsteps of their parents. Some were attracted to the industry for the job security, and others were genuinely interested in the petrochemical sector. This is captured in Table 13 below. A fuller explanation of the background of the participants and motivation for joining the industry was presented in Appendix 2.

TABLE 13: ABOUT THE PARTICIPANTS

Participant	Background	No. of years of service	Motivation for joining
Participant 1	Electrical Engineer	15	Mentored the patriarch. Desire to earn a competitive salary.
Participant 2	Environmental engineering	20	Mentored the patriarch. Attracted by high pay scale and opportunity for developing core competencies
Participant 3	Electrical Engineering	31	Mentored the patriarch. Passion to repair equipment and expand my technological competence.
Participant 4	Chemical and Petroleum Engineering	37	Parental support. Interest in the sector.
Participant 5	HR Manager	38	Well-paying job
Participant 6	Engineering/ HR	39	Parental support. Lucrative opportunity
Participant 7	Petroleum Engineer	40	Passion for the sector
Participant 8	HR Manager	40	Opportunity to expand my core competencies. Afforded one a high standard of living.
Participant 9	Engineer	40	Lucrative job opportunities.
Participant 10	Mechanical Design Engineer/Project Manager	45	Mentored the patriarch. Desire to earn a competitive salary.
Participant 11	Civil Engineer	45	Hefty pay packages
Participant 12	HR Manager	48	Lucrative job opportunities Well-paying jobs
Participant 13	Petroleum Engineer	45	Lucrative job opportunities
Participant 14	Petroleum Engineer	40	Parental support. Well-paying job
Participant 15	Petroleum Engineer	46	Parental support. Lucrative opportunity

Most of the participants came from humble beginnings. They took advantage of the local and international scholarships and academic support provided by their organisations. This was an avenue for them to develop their core competencies and knowledge base to move up the corporate ladder and provide a higher living standard for their families. Of special mention was the apprenticeship programmes, which were instrumental in building a cadre of employees who possessed a wide range of industrial skills. This provided young men and women with paid employment and the opportunity to purchase homes, provide tertiary learning for their offspring. It also allowed them to engage in sporting, social and cultural activities. These opportunities were not readily available to persons employed in the non-petrochemical sector. The trainee programmes have since been disbanded, making it more challenging for persons to access this standard of living.

4.2.1 Key Themes And Subthemes From Analysing The Findings

The findings from the research were arranged into four general categories. Category one emerged from the participants' feedback whilst categories two, three and four were identified in the literature review overview; the table in Chapter two. Subthemes appear from all the themes except performance management from the participants' responses, which are clearly defined in Appendix 3 below in the following sections. The most significant subthemes were extracted in Table 14 below. The findings related to each category, theme and significant subtheme are discussed in detail below.

TABLE 14 THEMES AND SUBTHEMES

No.	Category	Themes and Subthemes
1	<i>Feedback on the oil and gas industry</i>	<p>Theme 1: Challenges in the oil and gas industry Subtheme 1.1: Dwindling natural reserves Subtheme 1.2: Aged assets and infrastructure Subtheme 1.3: Staffing Issues Subtheme 1.4: Reduced Production</p> <p>Theme 2: Opportunities in the oil and gas industry Subtheme 2.1: Talent management Subtheme 2.2: Invest in technology Subtheme 2.3: Diversification Subtheme 2.4: Joint venture</p>
2	<i>Process of employee evaluation</i>	<p>Theme 3: The system of employee evaluation Subtheme 3.1: Performance appraisal Subtheme 3.2: Balanced scorecard Subtheme 3.3: Project-oriented performance Subtheme 3.4: Word-of-mouth</p> <p>Theme 4: Perceived benefits Subtheme 4.1: Measure performance Subtheme 4.2: Encourages growth and development Subtheme 4.3: Identifies training needs Subtheme 4.4: Easy to administer and execute</p> <p>Theme 5: Perceived challenges Subtheme 5.1: Times not adhered to Subtheme 5.2: Employees become angry or hostile Subtheme 5.3: Supervisors reluctant or unwilling Subtheme 5.4: Controversial process</p> <p>Theme 6: Methods or tools to improve employee evaluation Subtheme 6.1: Providing training opportunities Subtheme 6.2: Computer-assisted software Subtheme 6.3: 10-minute weekly meetings Subtheme 6.4: Selecting the right person for the right job</p>
3	<i>Process of employee placement</i>	<p>Theme 7: The system of employee placement Subtheme 7.1: Performance appraisals Subtheme 7.2: Recommendations for supervisors Subtheme 7.3 Balanced Scorecard Subtheme 7.4: External agency</p> <p>Theme 8: Perceived benefits Subtheme 8.1: Selection of the most suitable candidate Subtheme 8.2: Flexibility with hiring</p> <p>Theme 9: Perceived challenges Subtheme 9.1: The wrong person selected Subtheme 9.2: Problems attracting and retaining the right people Subtheme 9.3: Applicants may try to impress the panel Subtheme 9.4: Nepotism and favouritism.</p> <p>Theme 10: Methods or tools to improve employee placement Subtheme 10.1: Adopt a structured approach Subtheme 10.2: Continuous planning and monitoring Subtheme 10.3: In-depth analysis of project outcomes Subtheme 10.4: Effective communication</p>
4	<i>Performance management</i>	<p>Theme 11: Contribution of employee placement to organisational effectiveness</p>

4.3 Category one: Feedback on the Oil and Gas industry in Trinidad and Tobago

There are two themes associated with this category, challenges in the oil and gas industry and opportunities in the oil and gas industry. This category summarises the responses provided by the participants about the oil and gas industry in Trinidad and Tobago. It gives specific reference to the sector's challenges and the opportunities that exist that can be explored.

4.3.1 Theme 1: Challenges in the oil and gas industry.

The oil and gas industry is plagued by several challenges that have impacted its ability to remain sustainable and for organisations to maintain their competitive edge. Several challenges were identified, and these formed the basis of the subthemes.

4.3.1.1 Subtheme 1.1: Dwindling of natural resources

The dwindling of natural resources was proffered to be the most dominant subtheme for senior managers throughout the oil and gas industry. Participant 1 noted that

“After years of extraction of petroleum products onshore and offshore from the same wells, the supply of natural resources diminishes. It becomes increasingly difficult and costly to extract further natural resources from existing wells”.

To overcome this challenge it was suggested that new reservoirs be explored or innovative technology be employed to extract more products from existing reservoirs. Participant 5 shared:

“Management and the state have to find new reservoirs or employ innovative technology to extract products from seemingly exhausted shallow reservoirs. Steam, carbon dioxide, natural gas, thermal recovery, water injection, air and gas are just some of the avenues that may be used to assist in the extraction of oil and gas products.”

Energy derived from non-renewable resources like petrochemical compounds depletes the natural resource. As time passes, continued extraction of natural resources becomes unsustainable, and the powers that be would have to explore different modes of extraction or seek other means of generating energy.

Aged assets and infrastructure, staffing issues, reduced production, increased production cost, fluctuating oil prices, closure of the refinery and political interference are challenges that were cited by Participant 12:

“The history of the oil and gas industry in Trinidad and Tobago spans over one hundred years. The industry was a key provider of wealth, contributing to over thirty per cent (30%) of our GDP for several years. Unfortunately, inadequate capital injection into maintaining and upgrading assets has led to a proliferation of aged infrastructure, which is oftentimes costly or uneconomical to maintain. Management and the state have to find new reservoirs or employ innovative technology to extract different products from seemingly exhausted sources”.

Participant 12

This is compounded by the need for organisations to reduce their carbon footprints by investing in renewable energy sources like wind and water. This opinion was articulated by Participant 13, who stated:

“Organisations have to adapt to changing environmental conditions. The market is experiencing a metamorphosis with the impact of heavy environmental standards to provide clean energy.”

4.3.1.2. Subtheme 1.2: Aged assets and infrastructure

It was revealed that there was an insufficient capital investment into new assets and infrastructure and maintaining the resources, and this directly affected asset integrity. The result was a proliferation of costly oil spills, which has had severe environmental and economic implications. This was endorsed by Participant 4, who maintained:

“These assets have been heavily exploited, and the wells have almost reached the end of their productive life. Some companies have neglected to invest in the maintenance of their infrastructure and have allowed them to deteriorate. Much of the equipment is dated as there has been little or no investment into technically sound equipment.”

Participant 4

4.3.1.3 Subtheme 1.3: Staffing Issues

Staffing issues were high up on the list as it was alleged that some staff were incompetent, had poor timekeeping and work ethics, and the more effective employees had a high turnover rate and were harder to retain. Manpower incompetence and or unavailability also had severe repercussions for most organisations and resulted in low or reduced production levels. Acquiring and retaining a competent workforce and low productivity rates have plagued the industry for several years. Employees have been insulated from being disciplined, and this has compounded these issues.

Participant 11 was very expressive on this issue:

“The oil and gas industry in Trinidad and Tobago is straddled with high turnover rates, and the lack of ability to attract dedicated and competent individuals to fill the existing vacancies poses real challenges. There is a proliferation of poor work ethics. For this reason, we, as ex-pats, have been brought in to perform the jobs that locals are qualified to do but are not performing well.”

Participant 11

4.3.1.4 Subtheme 1.4 Reduced Production

Frequent work stoppages, poor asset integrity, and chronic industrial relations disputes were thought to be the key reasons for reduced production levels. Industrial work stoppages were frequently encountered during the last four years mainly to protest lack of salary increases, inadequate or unsafe working conditions or equipment. Participant 15, who experienced this often during his tenure, added:

“The bargaining union undoubtedly have a major role to play in the oil and gas sector, but frequent work stoppages are compromising the industry’s ability to remain viable. Some employees perform at suboptimal levels knowing that the likelihood of them being harshly disciplined is very remote. “It has become a challenge to get employees to perform at their true potential.”

Organisational culture has also impacted considerably on productivity levels. The main bargaining union was very influential and commanded workers to abscond from duty when they felt it was necessary, which negatively impacted production levels. Low production levels have been tolerated and condoned over the years at all strata of the

organisations, and it has become increasingly difficult to encourage employees to change their mindsets.

4.3.2 Theme 2 Opportunities in the Oil and Gas Industry

Seven main opportunities were identified in the oil and gas industry in Trinidad and Tobago. There were talent management, investment in technology, diversification, joint venture, private sector investment, stock exchange, and corporate social responsibility (CSR) activities. According to Participant 13,

“Past reports from the industry suggest that there are significant opportunities for energy discoveries”.

4.3.2.1 Subtheme 2.1 Talent Management

Talent management was the most frequent opportunity acknowledged by all the respondents. It was felt that it was imperative that the HR practitioners appreciate and understand talent management. This was shared by the Participant 6 as:

“Another opportunity that exists for the industry is the exportation of skills currently being experienced globally. There is a large cadre of skilled Trinidad and Tobago nationals who have been employed in the global oil and gas sector. The basis of talent management lies in identifying the right people for the correct positions in the corporate structure and hinges on identifying the most competent successors for critical people through effective succession planning.”

Talent management was expressed as an approach to developing competent persons who can perform optimally locally or abroad. For several decades, this has been an ongoing process as programmes and scholarships were offered to persons desirous of improving their skillset and moving up the corporate ladder. The apprenticeship programme and other skills programmes exposed potential employees to hands-on learning opportunities to hone their respective areas' skills, a point of view shared by

With its long tradition in the oil and gas sector, Trinidad and Tobago have been known to produce employees who are keenly sought after regionally and internationally as expats to provide highly specialised engineering and other support services. This was supported by Participant 7:

“Countries such as Nigeria, Saudi Arabia, Ghana, Qatar, United Arab Emirates and more recently, Guyana and Barbados have a high demand for our nationals We have a team of employees working in Guyana as part of the exploration and production team”.

4.3.2.2 Subtheme 2.2: Invest in Technology

Respondents indicated that there is a need to invest in technology. They endorsed the need for capital injection into technology to extract reserves from fields that did not reach their end-of-life as a means of improving production. Several techniques were advanced by the participants, which are new or improved methods of increasing production levels. The methods included floating tank farms, enhance oil recovery, seismic and deep-water drilling, onshore drilling and fracking, to name a few. It was articulated that there are new advances in seismic and deepwater drilling that can predict the presence of crude with greater accuracy. These approaches would be instrumental in optimising the exploration and production processes. It was revealed that the initial extraction of crude and gas from wells is about 7 to 14 %. Enhanced oil recovery techniques that are relatively new have expanded the percentage of extraction to upwards of fifty per cent in some instances. These were shared by Participant 8:

“There are considerable opportunities to expand oil and gas production, which can be driven by the exploration of onshore and offshore activities. Floating tank farms eliminate the need for costly enormous storage tanks. Secondary and tertiary oil recovery techniques have extended the lifecycles of wells incrementally to twenty to thirty per cent and up to fifty per cent in other instances.”

Investing in technology that would fractionate fuel oil into marketable products was another suggestion that could add value to the refining process. This was maintained by Participant 10:

“Investing in improved technology can result in the production of by-products that add to the value chain like aviation fuel, diesel, gasoline, lubricants, which effectively increase the return on investment per barrel of oil.”

Participant 10

4.3.2.3. Subtheme 2.3: Diversification

The findings revealed that most participants favoured diversification as a means of enhancing the performance of the economy. This is especially valid for the major players in the oil and gas industry. This organisation has a very extensive asset base that could be explored to extend its lifecycle. Another approach that was revealed was that of inviting companies to bid on blocks. Crude or gas finds a stream of revenue in the form of royalties to the country and contributes to its GDP. Participant 9 shared:

“Low-cost operators can extend the life of the wells at an economically competitive rate. The company has thousands of wells that are at varying stages of exploration which can be managed by other companies in the oil and gas sector. The company can engage in farm-out agreements for wells in blocks that can produce crude and gas but are not a high priority.

Participant 9

Some felt a need for organisations to invest more heavily in renewable forms of energy like solar and wind energy to reduce their carbon footprints.

One must be mindful of the increased demand for renewable energy with little or no environmental effects.

Participant 11

4.3.2.4 Subtheme 2.4: Joint venture

It was revealed that the low prices of crude and gas present an opportunity for companies to come together and share their expertise, lower their risks and optimise their financial resources in the form of joint ventures. Companies can minimise costs and risks by forming joint ventures, especially for deepwater provinces, where the costs can be prohibitive. This was expressed by Participant 14

“There are several opportunities which exist in the oil and gas industry at this time. The prospect of increasing onshore and offshore drilling through joint ventures to realise increased levels of petrochemical products is a prime

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example. Joint ventures are a lucrative way of sharing the risks and capital investment as these expand exponentially when deepwater provinces are being explored.

Participant 14

The LNG plant located in the southwest peninsular is a classic example of a joint venture undertaken by Trinidad and Tobago's government through its wholly-owned group National Gas Company and Shell, British Petroleum (BP), and Chinese Investor Company (CIC) for Trains 1 to 4. The paradigm shift from crude to natural gas as an environmentally friendly energy source spurred this strategic joint venture, and it has paid off handsomely.

The joint venture between the partners has resulted in creating the largest natural gas processing plant in the world, earning significant revenue for the country.

Participant 8

4.4 Category Two: Process of Employee Evaluation

There are four themes associated with employee evaluation, the system of employee evaluation, perceived benefits, perceived challenges and methods or tools to improve employee evaluation. These will be discussed in greater detail with their corresponding subthemes.

4.4.1 Theme 3: The System Of Employee Evaluation

Four main techniques were identified for the evaluation of employees in the oil and gas sector. They were traditional performance appraisals, balanced scorecards, project-oriented performance and word-of-mouth or recommendations by the supervisor. The majority of organisations use traditional performance appraisal as a standalone approach or in combination with another technique.

4.4.1.1 Subtheme 3.1: Performance Appraisals

The respondents generally agreed that companies designed their performance appraisal systems to evaluate employee performance based on targets aligned to the company's overall strategic plan. Ideally, it was felt that the appraisal process is akin to a two-way communicative session between the supervisor and the direct report for sharing and feedback from both sides. A sample PA form, Appendix 4, provides a greater insight into the employee appraisal process.

Participant 15 revealed:

“Employee evaluation is very informal as crews move around from one job site to another. Generally, the crews are chosen by the supervisor who has had experience working directly with the employees. As the work is short term, there is no formal evaluation system. Mobility is dictated by the supervisor who recommends the individual for more permanent posting based on past performances and ability to meet deliverables. Most systems are similar, requiring the employee to read/review/comment upon an appraisal of the employee's annual performance by the direct supervisor.”

Participant 15

In support of alignment with the strategic plan, Participant 7 revealed:

“They must be mindful of the values of the company and understand and appreciate their role and job functions and how their performance ties into the strategic objectives of the company.”

The consensus was that performance appraisals provide an opportunity for the supervisor to identify and stress the employee's positive development and highlight accomplishments. It was also articulated that the appraisal system offers the chance to identify negatives that impacted the employee's performance. Accordingly, these gaps provide introspection opportunities and review processes and provide alternate means of conducting job functions. It was also shared that it allows supervisors the opportunity to enhance employee performance. A sample appraisal form is found as Exhibit 1 in the Appendices. Participant 12 stated:

“Introduced in the second half of the 20th century by business consultancy gurus, most larger companies use performance appraisals as a necessary sign of “enlightened employment practice” and democratic idealism etc. Most systems are similar, requiring the employee to read/review/comment upon an appraisal of the annual performance of the employee by the direct supervisor. Planning also

takes place to accommodate future changes or targets identified by joint agreement between the employee and the appraiser.”

Even though performance appraisals are commonly used in practice, some senior managers expressed reservations about their use. Participants 4 and 13 added to the discourse by saying:

“We have always used performance appraisals for employee evaluation. I do not particularly like them, but we do not have a choice. We must use them.”

Participant 4

“The benefit of this system is that it allows the employer to capture and measure workers’ performance. In ideal situations, this information can be used for decision-making to fill vacancies, promote staff, and remunerate staff for performance. Additionally, it facilitates the growth and development of the individual by identifying areas for improvement, behavioural shortcomings and training needs. If used correctly, it can be a valuable tool. It is a two-way system that managers can use to gain feedback of systems and their performance as it stimulates two-way communication.”

Participant 6

Twenty-five percent (25%) of the senior managers stated that employee evaluations communicate between the supervisor and the employee. Sixteen and two-thirds percent (16.67%) of them indicated that employee evaluation is a method of closing the gaps.

The views were given as:

“These systems are used by companies for several benefits:

- They help to strengthen the boss/subordinate relationship if used properly.*
- They can be used to identify pressing issues.*
- A formal record of employee competence is created.*
- They can lead to defusing of negative feelings on a single or group basis.”*

Participant 1

“The benefits of such a system are it facilitates interactive collaboration between the varying levels of reporting. The direct reports are empowered to apply themselves effectively to achieve their stated goals and objectives. Once the goals are clearly defined and articulated, this contributes to improved efficiency and production. A benefit of this system is that managers must ensure that their downline is productive for the realisation of overall goals and objectives as shortcomings reflect poorly on the managers.”

Participant 3

“There are several challenges associated with this system. In the first instance, the majority of supervisors do not conduct the planning report and mid-year review at the stipulated time. Instead, the form is usually completed in its entirety at the end of the fiscal period. This defeats the purpose for which the system was originally designed, i.e. planning and execution of activities that would ensure that expected results are realised.”

Participant 2

“There are several approaches that could be embarked upon that would add value to the employee performance process. Due diligence should be done to ensure that the KPIs designed and agreed upon are limited to part of the pyramid of activities, and the targets should be clearly defined to avoid any misperceptions.”

Participant 5

“10 mins verbal discussion held weekly between the employee and their supervisor so that progress on goals can be reviewed.”

Participant 9

4.4.1.2 Subtheme 3.2 The Balanced Scorecard

This is an iterative process for each successive layer within the organisational chart where direct reports are given four or five outcome-driven goals, which feed upwards from each layer, eventually providing into those of the MD. There is, therefore, a symbiotic relationship between the MD and his or her direct or indirect reports whereby

outcome-driven goals are generated from those of the MD, and the actions of the direct and indirect reports ultimately feedback into those of the MD and align with those of the MD.

4.4.1.3 Subtheme 3.3: Project-Oriented Performance

The managing director has his or her specific set of outcome-driven goals and objectives. The direct reports are given four to five outcome-driven goals and objectives, which feedback into the managing director's. This is an iterative process for each successive layer within the organisational chart, but all the efforts are synchronised with those of the managing director. Participant 1 refers to this as

“Direct reports are given four or five outcome-driven goals which feed upwards from each layer eventually feeding into those of the managing director. This method encourages A symbiotic relationship between the managing director and his or her direct and indirect reports.

Participant 1

4.4.1.4 Subtheme 3.4: Word-of-Mouth

This is very informal, supported by Participant 11 “as the work is short term, there is no formal evaluation system.” Crews move around from one job site to another, and their performance is gauged by their supervisors, whose inputs are crucial for selecting employees when specific jobs have done. The supervisors are generally knowledgeable about most of the men's competency and aptitude as the work is cyclic, and so they can readily recommend crews.

“Mobility is dictated by the supervisor, who recommends the individual for more permanent posting based on past performances and ability to meet deliverables.”

Participant 11

4.4.2. Theme 4: Perceived Benefits of Employee evaluation

Participants shared the perceived benefits they derive from conducting employee evaluations. These included encouraging growth and development, identifying training needs, measuring performance, being easy to administer and a communication tool between the employees and their supervisors. It was also cited that they are methods that could be used for closing the gaps, and they are also communication tools between the supervisor and the employees.

4.4.2.1 Subtheme 4.1 Measure Performance

Employee evaluations provide a benchmark for measuring employee's performance over a stated period. Participant 6 shared:

“The benefit of this system is that it allows the employer to capture and measure workers' performance. In ideal situations, this information can be used for decision-making aimed at filling vacancies, promoting staff and remunerating staff for their performance.”

The performance planning and mid-year reviews allow the senior managers to plan and review the employees' progress over a stated period. Participant 9 said that “through planning and goal setting, the appraisal process allows the employee to be measured objectively.” The feedback regarding the employees' performance is instrumental in guiding decision-making in terms of promotions, issuance of rewards, filling vacancies and remunerating staff.

4.4.4.2 Subtheme 4.2 Encourages Growth and Development

Performance appraisals are a mechanism for the supervisors to provide helpful feedback for their employees, empowering them to be proactive and seek ways of improving themselves. In so doing, the employee will grow and develop. This was shared by Participant 9 “meaningful feedback can encourage employees to grow and develop by expanding their skillsets.” The feedback would identify areas for improvement and shortcomings that can be overcome. Performance appraisals allow the employees to mentor and demonstrate their progress under supervision, facilitating growth and development. This was supported by Participants 8, 12, 15 and 2 as:

“It facilitates the growth and development of the individual by identifying areas for improvement and behavioural deficiencies.

Participant 8

“Individuals are supervised and allowed to demonstrate what they have learnt. This contributes to their overall development.”

Participant 12

“They provide a chance for the employee to improve their core competencies and thus allow them to showcase their talents for possible upward mobility.

Participant 15.

“It also provides critical feedback for the assessor to address the areas of weaknesses and improve morale.”

Participant 2

4.4.2.3 Subtheme 4.3 Identifies Training Needs

The supervisors can provide meaningful feedback to the employees when reviewing their performance. Areas of inadequacies are brought to the fore, and training opportunities can be identified to help the employees overcome these deficiencies. Training requirements are essential to ensure that the employees perform at their full potential. During the appraisal process, these are generally agreed upon when the employees' shortcomings for meeting their deliverables are revealed. This was highlighted by Participant 8:

‘If a positive attitude is adopted, this can expose training needs and allow management to explore future training for exposures for future jobs. Employee evaluation facilitates the unveiling of training needs and, if used correctly, can be a valuable tool.

Participant 8

4.4.2.4 Subtheme 4.4 Easy to Administer and Execute

Participants shared that employee evaluations are easy to administer and execute. They felt that they could be conducted with relative ease, and the outcomes can contribute to the organisation's strategic plans. This view was shared by Participants 15 and 11.

“Performance appraisals are beneficial to an organisation because they are a fairly easy way to assess an employee. Our performance appraisal system is not perfect, but it is simple to use, understand, and execute. It serves the purpose of collectively helping the organisation achieve its strategic goals and objectives.

Participant 15

“Employee evaluation is a tried and tested approach that systematically guides companies to plan effectively for future endeavours and steer them in a particular direction.”

Participant 11

4.4.3 Theme 5: Employee Evaluations – Challenges

Five main challenges associated with employee evaluations were presented. These timelines are not adhered to. Employees can become angry or hostile, supervisors are reluctant or unwilling to conduct assessments, it is a controversial process, and the appraisers may be incompetent.

4.4.3.1 Subtheme 5.1: Timelines are not Adhered to

Senior managers lamented that their direct reports did not conduct performance appraisals promptly. It was articulated that most chose to conduct them at the end of the fiscal period. Participants stated that employee evaluation is a very time-consuming process and that their direct reports cite varying reasons why it cannot be completed on time. This was corroborated by Participants 6,14 and 4.

“The majority of supervisors do not complete the planning report and mid-year review at the stipulated time. Instead, the form is usually completed in its entirety at the end of the fiscal period.”

Participant 6

“My direct reports often tell me that the demands of meeting their deliverables prohibit them from conducting employee evaluations on time.”

Participant 14

“The supervisor said that employee evaluations are time-consuming processes that require deep thought and meticulous attention. “

Participant 4

4.4.3.2 Employees Become Angry or Hostile

Participants shared that employees often become angry or hostile when their performance evaluations are done. Some employees do not readily accept constructive criticism and become offended. This was stated by Participants 9 and 12

“Some employees are opposed to being corrected or being told of their shortcomings. There is a strong possibility that the employee could react negatively to the comments made.”

Participant 9

“Employees may be resistant to the supervisor's efforts to close the gaps and may not be receptive to their views.”

Participant 12

4.4.3.3 Supervisors are Reluctant or Unwilling

Supervisors revealed that they were sometimes unwilling to conduct the employee evaluation process unless necessary, as in the case of mobility within or external to the organisation. This was articulated by Participants 6 and 7:

“Supervisors tend to shy away from conducting employee evaluations.”

Participant 6

“Very often, the supervisors are reluctant or unwilling to conduct the performance appraisals. Yet others use the evaluation process as an opportunity to spite their direct reports for something they did or said during the review period.”

Participant 7

4.4.3.4 It is a Controversial Process

Employee evaluations are subjective and rely on the appraiser demonstrating sound judgement and impartiality in his or her endeavours. The employees are then assessed on the deliverables, and their inability to meet them based on prevailing factors is not always considered. Participant 1 refers to this in describing the challenges with project-oriented performance

“The team leaders are responsible for the outcomes even though they may not necessarily have complete control over the parameters or persons associated with the task. Some employees allege favouritism by those conducting the reviews. Calibration of the weighted average is also a point of contention. The scores are subjective, as in the behavioural aspect, and there is no metric for it. Personalities and other environmental influences impact the outcome of the process.”

Participant 4

In the case of project-oriented performance:

“Employees frequently make comparisons between themselves and their peers and believe that appraisees prefer another employee if they receive a higher average score. Individuals may get rewarded for poor performance once an average is taken. The weakest performer also receives an average score.”

Participant 13

4.4.4 Theme 6: Tools Or Methods To Improve Employee Evaluation

The participants offered five main tools or methods to improve employee evaluation. They provided training opportunities, computer-assisted software, selecting the right person for the right job and due diligence for KPIs.

4.4.4.1 Subtheme 6.1 Providing Training Opportunities

The majority of respondents declared that training opportunities are a valuable method for enhancing employee appraisals. It was revealed that supervisors should have greater exposure to managerial training.

Participant 3 revealed that

“Supervisors should pay closer attention to developing the line managers' softer skills. Mandatory management courses should be provided for supervisors as this would be instrumental in honing the skills of their managers. Training of potential supervisors can add value to the employee evaluation process, and prospective supervisors would benefit from such exposures, making the process more seamless in the future.”

Participant 3

4.4.4.2 Subtheme 6.2: Computer-Assisted Software

Some senior managers declared that computer-assisted software would add value to the employee evaluation process. Participant 14 stated:

“There are many new products on the market to assist in employee evaluation. It would be prudent to invest in one. As VP of our company, we have been exploring extending our SAP licence to include an employee evaluation module. The time has come for us to move away from the manual system for employee evaluation as it is too tedious.

Participant 14

4.4.4.3 Subtheme 6.3:10-Minute Weekly Meetings

Some responders revealed that they favoured ten-minute weekly meetings to improve the employee evaluation process. Participant 9 expressed the view :

“ Management needs to have conversations with its employees and engage in meaningful two-way exchanges on a continuous weekly basis. 10-minute verbal discussion held every week between the employee and their supervisor allows the supervisor to review the employees progress.”

4.4.4.4 Subtheme 6.4: Selecting the Right Person for the Right Job

Respondents asserted that selecting the right person for the right job would motivate employees and increase morale. This was alluded to by Participant 14:

“Management must select the most competent person to perform the job functions – the right person for the right job. Choosing the right person for the job in the first instance would reduce the likelihood of discord developing between the employee and his or her supervisor.”

Participant 14

4.5 Category Three: Process of Employee Placement

There are four themes associated with this category, the system of employee placement, perceived benefits, perceived challenges and methods or tools to improve employee placement.

4.5 1 Theme 7: The System of Employee Placement

The respondents provided five techniques that are used for employee placement. Performance appraisals were the most frequently used technique. It was revealed that the weighted scores for the past three years were compared for the contenders, and then the highest scorers were shortlisted and then interviewed. Other techniques included supervisors recommendations or word-of-mouth, balanced scorecard, external agencies, and project-oriented performance (Figure 21 below).

“Based on attrition data and succession planning, management has to select an individual who has the requisite skill and competence, core training, and technical background. The individual may be chosen from within the company or external to the company. There may be a shortlist from which the victor is chosen. Once the person is chosen, the employee is then prepared for the next level of work. The work of the individual should not impact on the work of the new individuals or vice versa and should not impact on the efficiency of the organisation. The employee will endeavour to maintain a work-life and ensure that challenges are minimised as far as possible.”

Participant 15

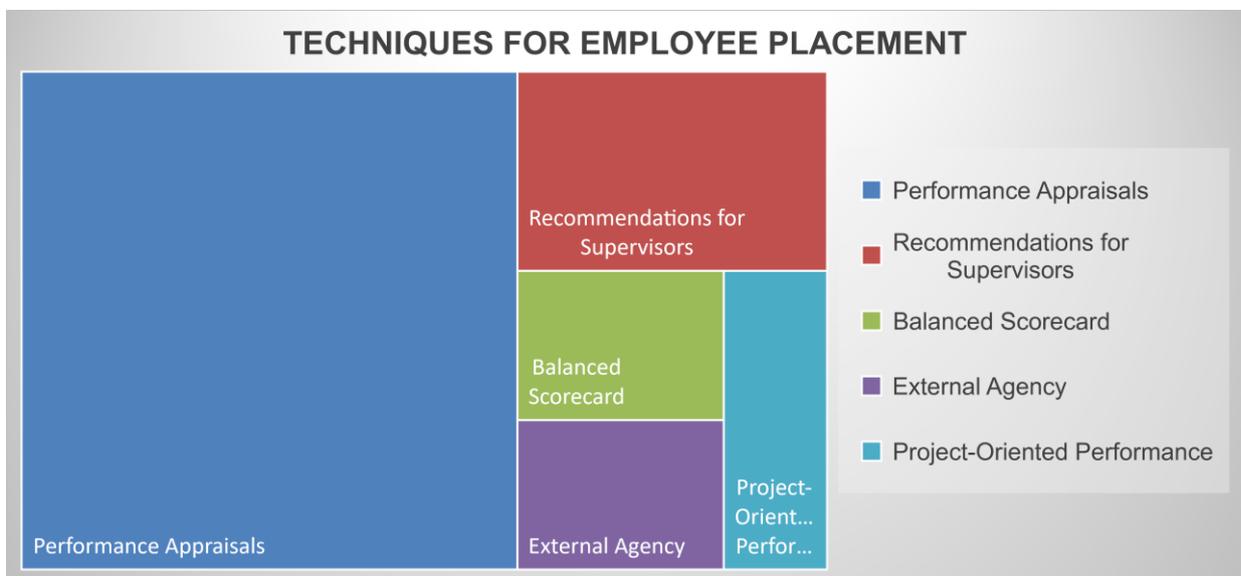


FIGURE 21: TREEMAP OF THE TECHNIQUES FOR EMPLOYEE PLACEMENT

4.5.1.1 Subtheme 7.1: Performance Appraisals

In some instances, a hybrid system is used for employee placement. Others argued to using one system, performance appraisals. This was asserted by Participant 4:

“Employee placements are done using a hybrid system of the employees’ performance appraisals and their balanced scorecards.”

Participant 4

“The performance appraisal is used for employee placement to ascertain whether the individual has the requisite skill and competence, core training, and technical background. Their overall weighted score on their performance appraisals for three years prior are compared with other contenders on the shortlist.”

Participant 6

4.5.1.2 Subtheme 7.2 Recommendations of Supervisors (Word-of-Mouth)

Recommendations of supervisors (word-of-mouth) was another method that is used for employee placement. Participant 7 noted,

“Supervisors recommend the names of persons they want to fill the vacancy to HR, and HR confirms them. A person is selected from outside the crew based on historical performance in another job or from word-of-mouth.”

Participant 7

4.5.1.3 Subtheme 7.3: Balanced Scorecard

It was stated that the balanced scorecard was utilised for the placement of senior officials in the organisation. This was shared by Participants 3 and 5.

“The balanced scorecard is handy for evaluating the performance of supervisors and senior managers in the industry. This system has the ability to establish the technical and soft skills of the individual and it allows management to chart a career path for the employee and identify training gaps. Once this process is done honestly, it helps the organisation to develop their manpower based on the strategic plans and helps your bottom line.”

“A challenge with this system is the proliferation of qualitative data that may not be interpreted correctly and may be subject to manipulation, especially if external head hunters are used. The applicants may also modify their responses to impress the interviewing panel.”

Participant 3

“This system affords the manager flexibility with hiring as the supervisor is allowed to select the ones he wants and release the ones who are not suited to the job with little or no external influences. Changes can be made in a short space of time if the wrong person is selected without having to consult with a union or without having to engage in lengthy or complex bureaucratic processes. The challenges are in identifying the most suitable candidates correctly and then attracting them. For our company, we compete against major oil companies that offer remuneration packages and career prospects that are beyond what our company can afford.”

Participant 5

4.5.7.4 Subtheme 7.4 External agency

It was claimed that external agencies' services are engaged after the organisation advertises a vacant post internally, and no one with the requisite competence is available to fill the post. This was claimed by Participant 1:

“Positions are advertised internally and then externally if the jobs remain vacant. Once there is no one within the organisation to fill the vacant position, external agencies are hired to conduct this function. “

Participant 1

4.5.2 Theme 8: Perceived Benefits of Employee Placement

Respondents provided three main benefits of employee placement. The ability to select the most suitable candidate to fill the vacancy was the most frequent response. Eighty per cent of the senior managers attested to this as being the main benefit. They were selecting the most suitable candidate, flexibility with hiring and an opportunity for growth and development of the employees, figure 22 below.

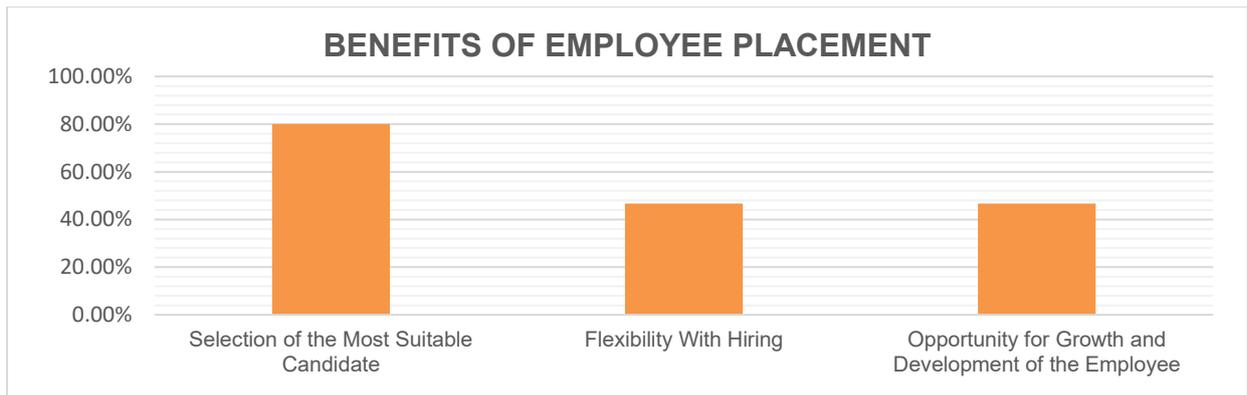


FIGURE 22: BENEFITS OF EMPLOYEE PLACEMENT

4.5.2.1 Subtheme 8.1: Selection of the Most Suitable Candidate

Employee placement was claimed to allow managers to select the most suitable candidate to fill a vacancy. This was alluded to by Participant 6 “A perceived benefit is the ability to identify the performers in a department and perhaps the most suitable persons to fill vacancies.” It was articulated that if due process is adhered to and strict guidelines are followed, there is the chance that the most suitable candidate would be selected.

“There is a need to adopt a structured approach for the placement of workers. There must be a base programme in place to manage workers’ personal development and prepare them for future opportunities that may arise. Continuous planning and monitoring are essential, and the outcomes must feed into the overall developmental plan if the plan is to achieve its goals and objectives.”

Participant 15

4.5.2.3 Subtheme 8.2 Flexibility With Hiring

Senior managers also identified flexibility with hiring as another benefit.

They noted that vacancies could be filled promptly, and this approach provides a mechanism whereby they can select the employees they need and thus maintain an efficient workforce

“Changes can be made in a short space of time if the wrong person is selected without having to consult with a union or without having to engage in lengthy or complex bureaucratic processes. Hiring workers on a probationary or contractual basis in the first instance rather than as a permanent employee is essential when engaging new appointments. This allows management to assess their core competencies before they become permanent members of staff.”

Participant 12

“The emphasis on qualification was overdone and experienced persons who did not possess top qualifications were often sidestepped. The qualification as criteria was given too much weight in the selection process, and so there is a need to review the weights attached to these important areas if one is to get the right candidate for the right job. More emphasis should be placed on soft skills like people skills, leadership qualities and experience. There should be a balance between qualification and experience.”

Participant 13

4.5.2.4 Subtheme 8.3: Opportunity for Growth and Development of the Employee

Placement provides an opportunity for growth and development of the employee, as described by some of the participants. It was stated that management could establish and develop the technical and soft skills of the individuals and therefore chart a career path for the employee. Training needs can be assessed, and employees can be exposed to learning opportunities to qualify them for higher-grade positions within the organisation.

“Placement helps the organisation develop its workforce based on the strategic plans, which in turn enhances the organisation's bottom line. Placement also facilitates promoting employees from within the organisation, fostering employee morale and cohesiveness within the departments. This augurs well for the organisation's corporate image.”

“This system has the ability to establish the technical and soft skills of the individual, and it allows management to chart a career path for the employee and identify training gaps.”

Participant 4

4.5.3 Theme 9: Challenges with employee placement

The respondents offered four challenges associated with employee placement. They were the right person may not be selected, attracting and retaining the right person may be problematic, applicants may try to impress the panel and nepotism and favouritism may occur, figure 23 below

“Implementation of a RACI chart would add value and clarity to the roles and responsibilities of employees. It is a matrix that is used to assign roles and responsibilities for each task, milestone or decision on a project. In so doing, it avoids duplication and gives the employee a clear indication of what is expected of them. RACI is the acronym for Responsible – what each team member is responsible for. Accountable – the employee who would be held accountable for ensuring the deliverables are met based on input from the team. Consulted- deliverables are reviewed and cross-referenced by consultation with key team members. Informed – individuals that have to be kept in the loop but not necessarily intimately involved.” (ASN Senior Manager)

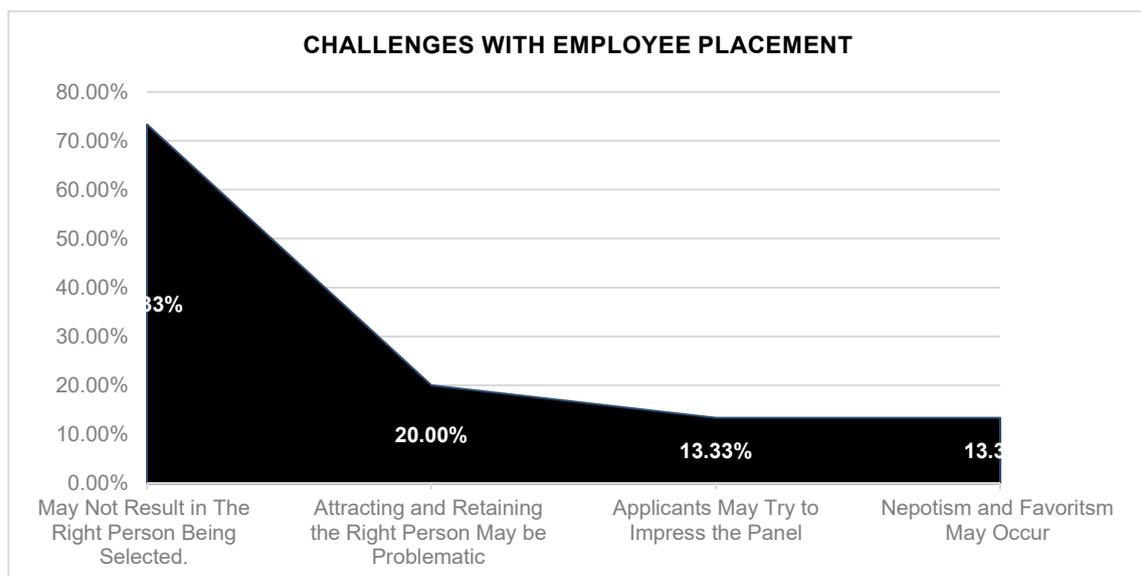


FIGURE 23: CHALLENGES WITH EMPLOYEE PLACEMENT

4.5.3.1 Subtheme 9.1 The Wrong Person May be Selected

Even though placement has been deemed a mechanism for selecting the right person for the job, senior managers were very mindful that this approach can result in the wrong person being selected. This was articulated by Participant 9 “it may be challenging to identify the most suitable candidate.”

4.5.3.2 Subtheme 9.2: Attracting and Retaining the Right Person May be Problematic

Respondents also indicated that they experience challenges attracting and retaining the right person. This was particularly true for state-owned organisations, which tend to be more constrained in their payment schedules and packages. They also have high turnover rates and may not get the most suited persons when they need them. The privately-owned organisations tend to offer more lucrative remuneration packages and thus are better able to attract and retain competent persons

“We compete against major oil companies that offer remuneration packages and career prospects beyond what our company can afford.”

Participant 9

4.5.3.3 Subtheme 9.3: Applicants may Try to Impress the Panel

Respondent noted that applicants might try to impress the selection panel and modify their behaviour and responses accordingly. Participant 4 states, “Applicants have been known to alter their behaviour to impress the selection panel.”

4.7.9.4 Subtheme 9.4: Nepotism and favouritism

Nepotism and favouritism were challenges cited by the participants.

In some state-owned organisations, political interference may influence hiring practices. In other organisations, managerial decisions may influence hiring practices. When external services are sought for head-hunters, the staff may also affect the selection process favouring a particular candidate.

The placement process's subjective nature was cited as a contributing factor for the divergence from due process. Participant 5 supported this as

“Not all supervisors can separate personal from work issues and demonstrate the level of maturity required for the efficient dispensing of this appraisal process. Generally, the person with the highest score is selected to fill the vacancy, but other factors may come into play. They may skew in favour of a candidate who does not necessarily have the highest score or may have the lowest score.”

Participant 5

4.5.4 Theme 10: Methods or tools to improve placement

Senior managers offered several meaningful suggestions to improve the placement process within their organisations, figure X below. Seven methods or tools were offered: hiring on probation or a contractual basis, implementation of a RACI chart, training opportunities, Effective communication, in-depth analysis of project outcomes, continuous planning and monitoring, and adopt a structured approach.

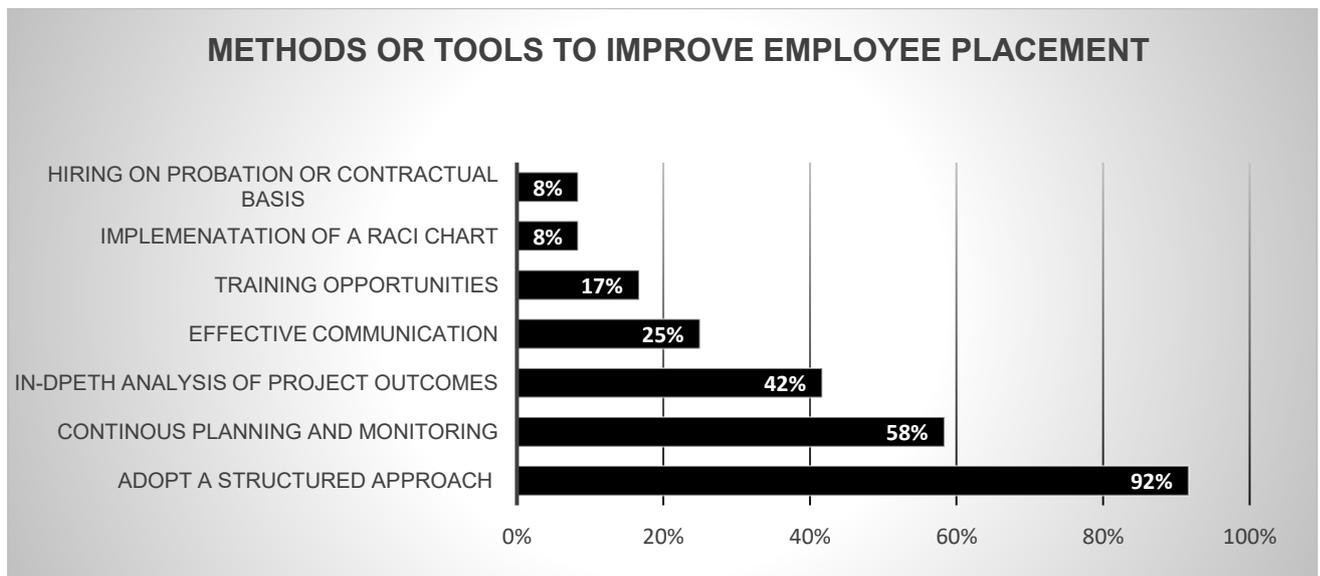


FIGURE 24: METHODS OR TOOLS TO IMPROVE EMPLOYEE PLACEMENT

4.5.4.1 Subtheme 10.1: Adopt a Structured Approach

The most frequently cited method was the adoption of a structured approach to employee placement. The process would include the use of interviews during which the applicant would be requested to provide examples of instances when they achieved stated targets or performance measures as a means of supporting their claims. There must be the inclusion of clearly defined actionable steps which quantify the improvement strategy, smart targets to be achieved and methods of measuring to ascertain whether the goals were attained or not. Participant 6 disclosed, “There is a need to adopt a structured approach for the placement of workers”.

4.5.4.2 Subtheme 10.2: Continuous Planning and Monitoring

Respondents indicated that continuous planning and monitoring are essential. The outcomes achieved must feed into the overall developmental plan if the plan is to achieve its goals and objectives. Participant 6 stated, “There must be a base programme in place to manage workers’ personal development and prepare them for future opportunities that may arise.

4.5.4.3 Subtheme 10.3: In-depth Analysis of Project Outcomes

Participants noted a need to conduct an in-depth analysis of the project outcomes to ascertain the applicants' roles and responsibilities. There is a need to measure their performance achievements and contributions based on the applicant's experience as a meaningful way of assessing the competence of the individual.

4.5.4.4 Subtheme 10.4 Effective Communication

Some interviewees noted that there was a need for effective communication between the supervisor and the employees. This is necessary to ensure that they are acquainted with the processes and criteria for mobility. This may improve the level of motivation and make the employees more committed to their work duties. Participant 8 disclosed, “There is a need to communicate effectively with employees and keep them motivated for upward mobility and working towards filling openings.”

4.6. Category Four: Performance Management

This category consists of one theme, the contribution of employee placement to organisational effectiveness.

4.6.1 Theme 11: Contribution of Employee Evaluation And Placement Contribution To Organisational Effectiveness

All the participants agreed that employee evaluation and placement contribute to organisational effectiveness. The consensus was that there is a need to ensure that the correct employee is selected to fill the specific job. Regardless of the method employed for employee evaluation or placement, this sentiment was the same. Participant 1 stated,

4.7 Summary

The chapter commenced with introducing the participants and then flowed into presenting the themes and subthemes in their respective categories. This approach reflected the analysis of the participants' feedback, which was intricately married with the crucial aspects offered in the literature review. The chapter eased into a presentation of the information gleaned from the interviews, the themes and subthemes. These were indicative of the topics for investigation, as presented in chapter two. The information gleaned bore a close semblance to some of the sections of the literature review.

This chapter sought to achieve the third objective, analyse, interpret, identify themes and collate relevant responses into meaningful information that would add value to the placement processes. The evidence that was revealed provided an in-depth look at the experiential feedback from the senior managers. The experiences and information shared provided a wealth of knowledge that would add value to this report. This evidence is the fundamental basis for cementing this thesis's perceived contribution to knowledge and assistance to practice which would be explained to a fuller extent later on.

5 CHAPTER FIVE - DISCUSSION

5.1 Introduction

This chapter expounds on chapter four's findings by explaining in detail the experiential issues divulged by the senior managers. It addresses the second and third objectives. The chapter is subdivided into six sections commencing with an overview of the thesis's purpose and objectives. A brief insight is provided into how some of the goals were achieved. The discussion then expands to accommodate an extensive disclosure of information gleaned from the four categories. The categories are a backdrop of the oil and gas industry, the process of employee evaluation, the process of employee placement, and performance management.

The oil and gas industry backdrop provides a synopsis of Trinidad and Tobago's oil and gas industry from an economic, social, and geopolitical perspective. This approach is instrumental in setting the platform for the in-depth discussion. This would be useful for readers who lack knowledge of the oil and gas sector or who are unfamiliar with Trinidad and Tobago's petrochemical landscape. The chapter then transitions into a detailed discourse on research findings from the topics for investigation based on the categories. These would be discussed with respect to the works of key authors found in the literature review in Chapter Two. The discourse then zones into the perceived role of employee placement in organisational effectiveness in the oil and gas industry. The chapter concludes with a summary.

5.2 Purpose of the Thesis and Objectives

The topic for the research is:

A Study of the impact of employee placement on organisational effectiveness in the oil and gas industry in Trinidad and Tobago from Senior Managers' perspectives

The research aim of the thesis is:

To establish the impact of job placement on organisational effectiveness.

The senior managers possessed extensive knowledge and experience in the oil and gas sector, locally and abroad. Their feedback, presented in chapter four, provided valuable insight into the processes at their respective organisations and laid the foundation for the researcher to interpret and develop the critical underpinnings of the

garnered responses. Computer-aided software NVivo12+ was instrumental in guiding the analysis process by identifying trends given by the respondents.

The thesis presented four objectives in chapter one, and these were achieved to varying extents throughout the research process. The first objective was:

To critically review literature related to OE and its proxy measures with a specific focus on employee placement.

Chapter two of the literature review provided a critical analysis of pertinent current literature on these two processes. It places OE at the centrality of business performance and profitability. OE is fundamentally linked to five core calculable proxy measures that provide considerable support.

The second objective was:

To explore the challenges placement presents from senior managers' perspectives.

The data collected from the interviews were analysed using NV12+ and interpreted to discern the themes. The main challenges associated with placement were identified. The challenges were presented in Chapter Four's findings and would be explored in greater detail in this chapter.

The third objective was:

To critically analyse senior managers' responses to ascertain the impact of placement on OE.

This objective was met by analysing and interpreting the responses provided by the participants. Chapter Four, Findings, laid the foundation for this objective, and it would be explored in greater detail in this chapter.

The fourth objective was

To provide recommendations to enhance employee placement.

This objective would be addressed during this discussion based on Chapter Four, Findings.

5.3 The Backdrop – An Insight Into The Oil And Gas Industry

The largest organisation in Trinidad and Tobago's oil and gas industry is a wholly-owned state enterprise amalgamation of ten predecessor companies. It employs over five thousand permanent employees and just under five thousand contract and temporary workers. Each company had its operational quirks and anomalies, and corporate culture. When these were merged into one melting pot, incompatibilities took place, which presented real challenges for managing the organisation as a whole to this day. Other operational and managerial problems were also identified in the various organisations. Despite this, the findings from the data collected from the participants of the five organisations demonstrated that the issues faced by the senior managers were similar.

From the data, approximately ninety-five per cent of the respondents spent all of their working life in one organisation in this sector. In Trinidad and Tobago, the oil and gas industry has traditionally contributed thirty-five to forty per cent of the GDP. The decline in global oil prices dramatically reduced production levels, and the stock market crash in 2008 significantly marginalised the GDP. From the years 2010 to 2014, the GDP rose appreciably and then declined drastically from US\$ 24.92 billion in 2015 to US\$ 21.53 billion in 2020. Tradingeconomics(2020), Figure 25 below.

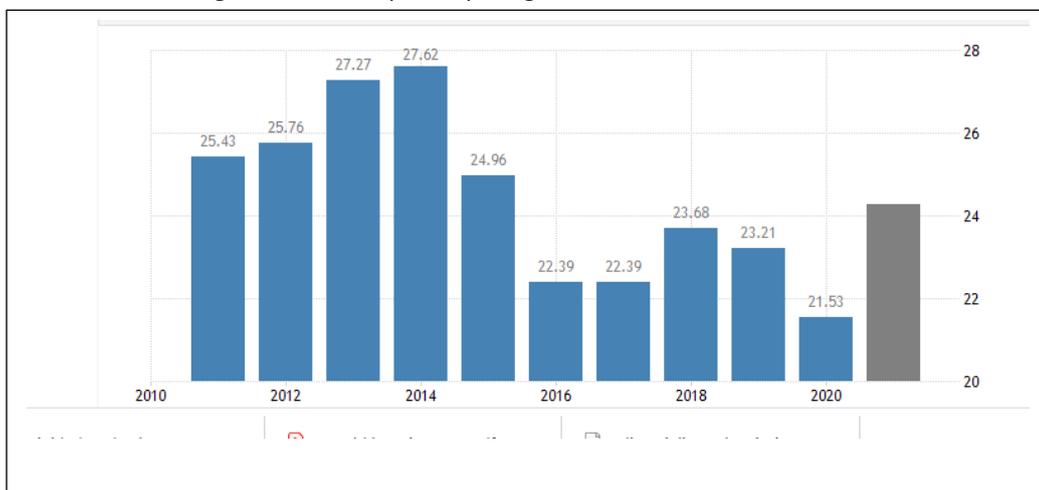


FIGURE 25: T&T GDP FOR 2011 TO 2020

Source: Tradingeconomics.com

<https://tradingeconomics.com/trinidad-and-tobago/gdp>

Several factors have been cited for these fluctuations. The decrease in demand for petrochemical products because of excess production in 2016 depressed oil and gas prices for almost 24 months. This caused a plummet in the GDP as businesses and trade came to a grinding halt when the lockdowns took effect during the first and second waves. Additionally, the emergence of Covid-19 has had a deleterious effect on the global and local economies. The Senior managers advanced several challenges in the oil and gas industry. However, the five leading ones would be explored in greater detail. These are dwindling natural reserves, aged assets and infrastructure, staffing issues, reduced production, and increased cost of production.

5.3.1 Challenges of the Oil and Gas Industry

The issue of dwindling natural reserves was by far the most prominent challenge noted by almost all the participants. Trinidad and Tobago has a relatively large repository of oilfields at varying stages of development and decline. It is intrinsically linked to aged assets and infrastructure. As a non-renewable resource, continued extraction of petrochemical products results in the depletion of the resource. This point was highlighted by Participant 15.

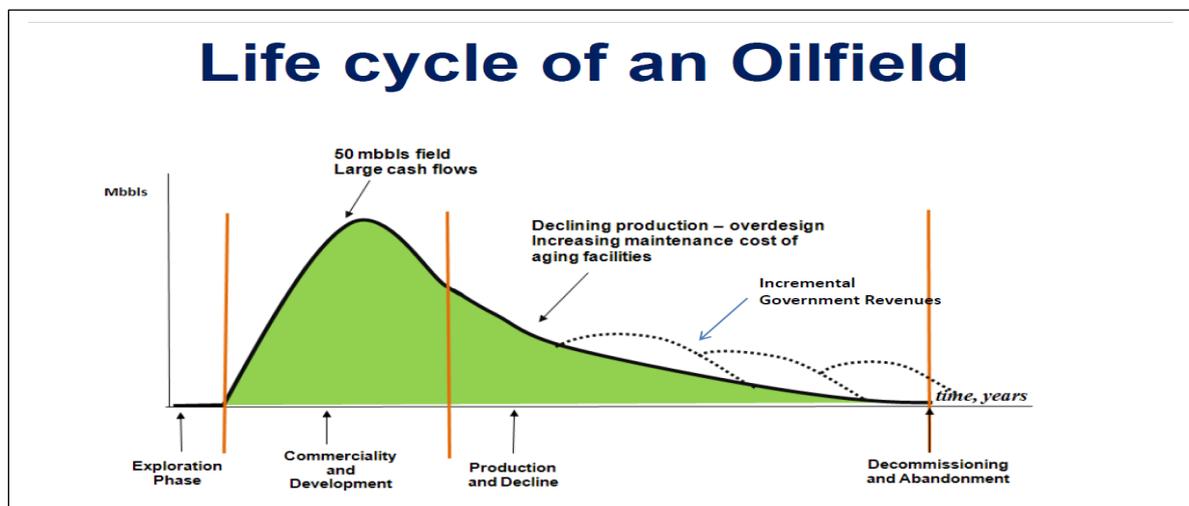


Figure 26: The Life Cycle Of An Oilfield
Source: Bertrand & Russell (2012)

A close examination of the lifecycle of an oilfield Bertrand and Russell (2012), Figure 26 above, revealed three distinct phases, exploration, commerciality and development, and production and decline. Once this cycle is completed, some petrochemical organisations decommission their oilfields. Decommissioned oilfields and those in production and decline are only one aspect of aged assets and infrastructure. Ageing assets and infrastructure are problematic because insufficient expenditure is spent on maintaining their integrity. This came to the fore when Participant 11 explained that the organisation ceased to include asset maintenance in its budgeting cycle within the last twenty years. As such, the servicing of non-recurring debts was given budgetary priority over asset maintenance.

Another source of challenges is the development of complex HR/IR issues, which have resulted in friction, and some have even resulted in litigious outcomes. The problems revealed were staffing issues like poor or lack of succession planning, high turnover rates, incompetent staff, and poor work ethics. The organisations with poorly defined policies and procedures or inefficient PMSs tended to be most affected by these issues. Several possible approaches could be used to address these issues. An extrapolation from the literature review infers that sound performance management systems, concerted efforts to enhance OE and change management are three critical ways to overcome these challenges. PM appears marginalised compared to OE in the view of some of the authors but still has a role to play. Lawler *et al.* (2012) and MacBryde *et al.* (2014) contend that PM provides a platform for supervisors to effectively manage employees' efforts with the organisation's strategic goals and objectives. Accordingly, Chubb *et al.* (2011) maintain that any deficiency in PM would impact the level of efficiency. Armstrong (2006) views PM as a team approach to building harmonious working conditions by encouraging regular communication and feedback between supervisors and their direct reports, enhancing morale, productivity and ultimately organisational performance.

From the perspective of OE, Subramaniam & Rajakumar (2021) credit OE as a mechanism to create and foster an environment conducive to work. They contend that it encourages employee retention through sound policies and practices, ensures customer satisfaction and caters for effective succession planning. The functional model of OE advocated by Pors (2008) and Amagoh (2015) focuses on social consequences analysis and need-satisfaction analysis to generate social

benefits and needs satisfaction. This approach adds credence to the argument that OE can be used to address the articulated staffing issues. In the context of change management, the discussion by Wiley (2012) asserts that change management is a systematic process for the management of people. As such, change management also has a part to play in the way organisations treat these issues.

Participant 15 opined that the discontinuation of developmental and training programmes was responsible for a proliferation of staff that lacked the competence to perform specific job functions. This view was shared by some scholars who posit that organisations must adopt a continuous approach to sustain learning and development and encourage employees to excel at their job functions (Erasmus *et al.* 2015; Forsyth 2012, Swanson & Creed, 2014). They argue that employees in companies that actively engage in L & D appear to be more conscientious and results-oriented. This leads to a point articulated by Participant 11, which somewhat contradicts the argument put forward by Participant 15. Participant 15 alludes to the lack of training and development programmes. In contrast, Participant 11 infers that managers appear to be reliant on expatriates to perform jobs that locals can do. However, without the necessary training and development, the locals would not perform efficiently.

Evidence suggests that corporate culture in state-owned companies was a source of concern for organisations' efficient functioning in the industry. Employees have their own inherent cultures that they bring with them to the work environment. Owusu & Louw (2019) maintain that national culture has strong influences on numerous organisational activities. Huczynski and Buchanan (2010) state that national culture influences the way employees think, feel and act towards others inside and outside the organisation.

Senior managers alluded to this when they expressed that organisational culture was too lax and tolerant of poor timekeeping and absenteeism. The behavioural patterns appear to be entrenched in the operational practices. This point was articulated by Participant 11. From a Trinidad and Tobago perspective, it can be stated that national culture has impinged on the work culture. The general impression of the country's culture is that of a very laid back and happy people. A review of the World Happiness

Report, 2018, stated that Trinidad and Tobago is the happiest Caribbean island to live in and is ranked 38th globally as the happiest place to live (Helliwell, Layard, & Sachs (2012). Timeliness is generally not a strong point from a social perspective. For some time, employees have translated this practice to their places of employment. Some senior managers expressed frustration about not resolving poor timekeeping and absenteeism because of a lack of support from management and the bargaining union. In other instances, the managers said they felt they were being chastised if they addressed these issues.

The increased cost of production posed real challenges for senior managers. Gary and Handwerk (2001) describe the Fluidized Catalytic Cracking Unit (FCCU) as the stack in the refinery responsible for partitioning crude oil into its constituent parts. High heat, pressure, and dry catalyst powder facilitate the separation of feedstock elements along varying column portions, captured and treated further or sold on the domestic or global market. Participant 10 disclosed that there must be adequate feedstock for the FCCU to ensure that the refining process is economically sustainable. He further explained that if there is a shortfall in the feedstock, the organisation would have to purchase crude to accommodate the spare capacity. He illustrated this by a simple arithmetic calculation of the potential losses sustained if the organisation purchased crude instead of utilising indigenous crude. It was evident from the rough estimate generated by Participant 10 that purchasing crude from an external vendor would drive up the cost of production by at least twenty per cent. This estimate was substantiated by an informal conversation with the internal auditor about the 2018 annual report.

Pangarkar (2015) promotes change management as a mechanism organisations use to govern and support implementation and execution pathways. The notion of change management in this context suggests some degree of planning.

5.3.2 Opportunities in the Oil and Gas Industry

There are abundant opportunities in Trinidad and Tobago's oil and gas sector, and seven critical ones emerged from the thesis. There were talent management, investment in technology, diversification, joint venture, private sector investment, stock exchange, and CSR activities. The discourse will zone in on talent management, investment in technology, diversification, and joint venture.

Trinidad and Tobago has a long history in the oil and gas industry that spans over one century. The country has created a niche by churning out a cadre of competent and well-respected individuals keenly sought after by multinational companies. From the participants' feedback, the sector continues to churn out highly skilled employees, some of whom earned government scholarships through their academic performance or by the goodwill of petroleum companies. They have been fortunate to work their way up the corporate ladder and secure high-paying responsible positions. Opportunities such as these are continuously forthcoming for employees to improve their skill-base. Some authors argue that organisations that prioritise training and development are more likely to out-perform their competitors and attain higher levels of OE (Crossan & Bedrow, 2003; Ferreria & Leite 2013). Subramaniam & Rajakumar (2021) contend that retaining the best employees is highly beneficial to the organisation. (Khan, 2017). Participant 14 revealed that seasoned professionals actively contribute to multinational organisations beyond our shores. He cited the host of currently employed persons in countries such as the United States, United Kingdom, Nigeria, Saudi Arabia, Ghana, Qatar, United Arab Emirates, and, more recently, Guyana and Barbados. This was corroborated by Participant 12.

The main techniques responsible for enhanced oil recovery are thermal steam, gas and chemical injection, fracking, and seismic imaging technology. These are some of the potential methods that could be employed to assist in the extraction of oil and gas products. In combination or on their own, these processes can lift upward of 50 % of petrochemical products from the wells (Lee, 2019). Participant 15 revealed that the primary efforts of drilling wells onshore and offshore generally facilitate 7 to 14% of the crude and natural gas reserves. The balance remains untapped. He suggested that organisations could engage in more aggressive exploration and production strategies to realise higher yields of petrochemical products. Respondents also noted that opportunities exist for the strategic alignment of technology with competent people to hone their critical thinking skills and meet their deliverables. Bouckenooghe (2012), Jaros (2010), and Choi (2011) assert that employee willingness and openness to change are critical for the implementation and success of change initiatives. According to Lines *et al.* (2005), continuous participation in the decision-making process increases

employee trust and declines when employees experience emotional discomfort through a lack of participation. Frazer *et al.* (2010).

The consensus was that declining oil reserves necessitated investment in more expensive extraction techniques. Participant 10 said that failure to invest in more promising technology has made Trinidad and Tobago less competitive internationally. He mentioned several new and emerging methods and secondary and tertiary processes capable of extending the wells' lifecycle in decline. Participant 11 revealed a need for organisations to invest more heavily in renewable forms of energy like solar and wind energy to reduce their carbon footprints. In reviewing the Environmental Management Agency (EMA) communique of 2018 compared to that issued in 2015, the regulations have mandated more stringent control of the quality of emissions. The increased environmental regulations have made it more challenging to produce crude oil. However, LNG production, a cleaner source of energy, has been taking up traction. Investment in alternate energy sources like solar and wind energy, coupled with tax-free benefits, is another lucrative approach.

Participant 15 cited an instance in England where organisations sell their excess production to the government to service their grids. This is a new model that countries are now embarking on. It serves to effectively diversify the economy and ensure that energy prices remain within reach of the masses. Additionally, countries have become more forward-thinking and have reaped real rewards from their new energy sources. The government, in return, gains more disposable funds to invest in smaller organisations. Accordingly, other academics assert that new technology, environmental, cultural, and societal impacts, collectively with financial viability, give entities a competitive edge, significantly contributing to OE.

Participant 4 shared that companies in the industry engage in joint ventures to form strategic alliances that effectively share risks, competent manpower, capital expenditure and, ultimately, profits. It was stated that organisations in the industry engage in these types of strategic alliances to expand their business portfolio without securing all the necessary capital. Smaller players are very willing to partner with the big players to share in the rewards as their limited financial resources do not allow them to engage in capital-intensive projects independently. As part of a conglomerate in the joint venture, the opportunity arises for them to be part of the undertaking without having exposure to

the potentially substantial financial risk. Additionally, their partners can provide competent employees and access to the asset for development. Once the venture is a success, the partners each stand to gain a share in the profits. Respondents maintained that joint venture projects like lease operatorship with neighbouring countries like Guyana, Barbados and Grenada could be a meaningful avenue for revenue earning.

5.4 Employee Evaluation Systems

The systems used by organisations in the oil and gas industry to evaluate their employees were performance appraisals, balanced scorecards, project-oriented performance, and word-of-mouth. Each has its benefits and challenges. Academic luminaries attest that a multipronged approach to employee evaluation is advantageous as it facilitates increased opportunities for feedback to correct deficiencies and address developmental needs (Drogmyretska 2014)

5.4.1 The Performance Appraisal Process

Recent literature on performance management cited from Noe *et al.* (2016) subscribes to an iterative performance management model as outlined in Figure 3 in the Literature Review. This approach was very evident in the feedback from the participants about how they conduct performance appraisals. The model proffered by Participant 8 epitomises the perceptions of other senior managers. The basis of the performance appraisal process is the facilitation of monitoring and reviewing iteratively. The system was not a closed system like that presented by Noe *et al.* (2016). Still, it bore a close semblance to the underpinnings of processes and activities sanctioned in completing the appraisal process. Like De Nisi & Griffen (2008), the participants viewed this process as a dynamic series of activities backed by other activities as genuinely representative of the employees' performance under the umbrella of a performance management system.

The respondents in this thesis concurred that the performance appraisal system was the most frequently used method to measure employee performance in Trinidad and Tobago's oil and gas sector. There was also consensus that the performance appraisal was not solely used to measure employee performance. It was supported to provide feedback on a host of interrelated HR functions like coaching, compensation, professional development, and staffing decisions. This paradigm falls well within the

ambits of the roles articulated by Coens & Jenkins (2000) and Dusterhoff, Cunningham & MacGregor (2014). Accordingly, Schuler and Jackson (1996) endorse its use for optimising employee performance.

The feedback supported an online or manual system to input the data (Figure 27). The standardised forms aim to capture and facilitate monitoring employees' performances, strengths, weaknesses, and training needs. In the critical player in the energy sector, input is sought from the powerful bargaining union. Information is garnered for the layout and content of the forms and the system's design and implementation. There was a consensus about the timeframes and how the documents were completed.

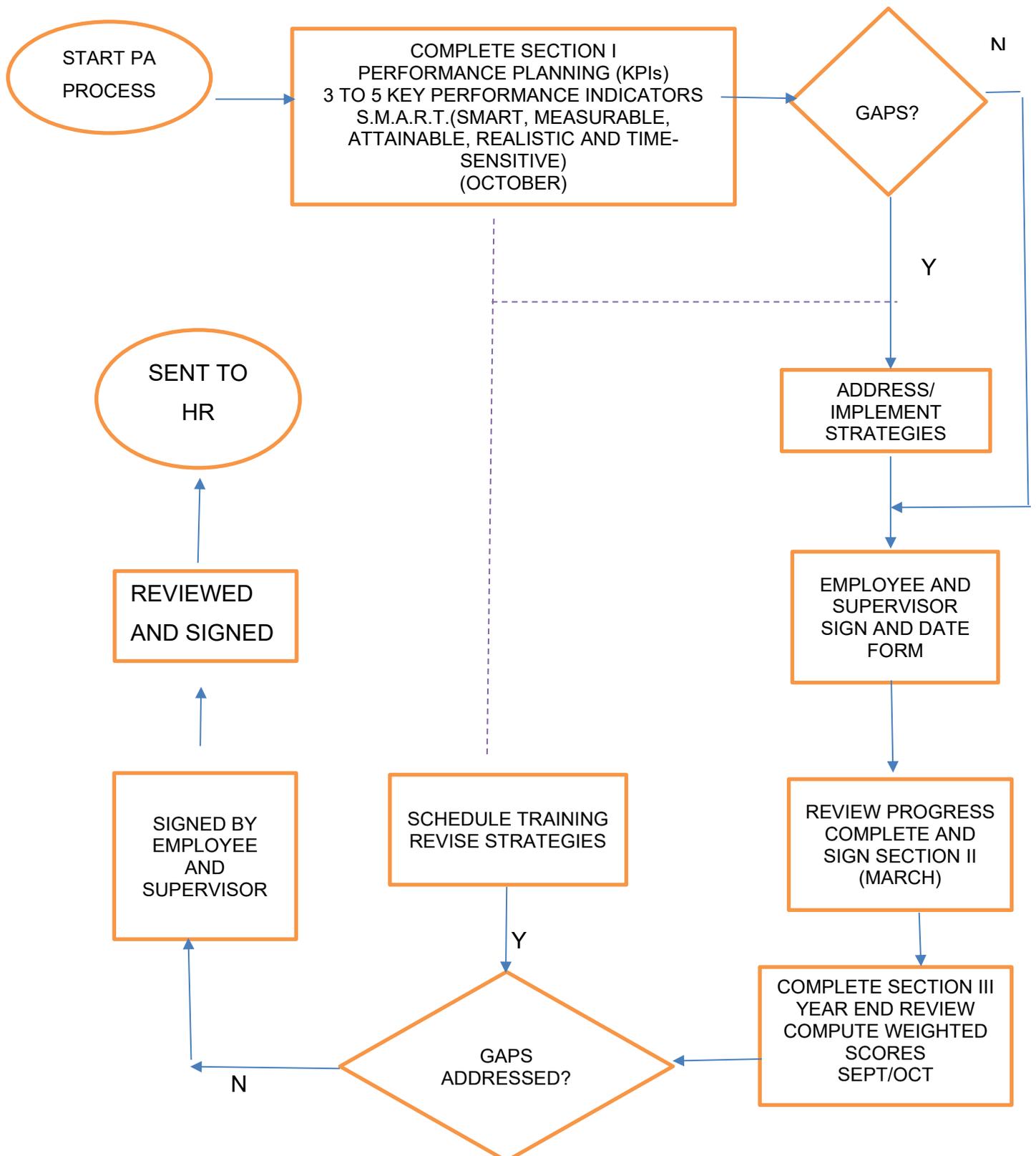


FIGURE 27: FLOWCHART OF THE PERFORMANCE APPRAISAL PROCESS

Source: Participant 6 (2019)

The immediate supervisors conduct the appraisals. A manager two ranks higher than the appraisee, the skip-level manager, would review and sign off on the completed form. Also, the appraisals were conducted at basically the same time during the fiscal period. Permanent employees are assessed annually, and employees on probation are evaluated on a semi-annual basis. The overarching position by the participants was that there is a two-way street between the employee and the organisation. The employee, on the one hand, has expectations about the job and career development. On the other hand, the organisation expects to receive value for its investments in the employee's progress. The senior managers illustrated that it was imperative that the supervisors demonstrate strong leadership qualities, leading from the front and encouraging teams to work cohesively to achieve stated goals and objectives. Implicit in this position is the perception that there must be a common ground where the employees and supervisors respect and understand the other's limitations and agree on realistic terms and conditions to fulfil the expectations. Therefore, the participants shared that employees must be mindful of the organisation's values and understand and appreciate their roles and job functions in the context of the organisation's strategic objectives.

It was extended that the onus was on the supervisors to ensure that the employees were provided with necessary training tailored to their developmental needs. The training should include management, leadership, problem-solving, and other soft skills and technical training. The company must devise and implement strategies to retain employees, like professional plans aimed at retraining staff. This hinges on the works of Hunt (2004), who advocates that motivational aspects are contingent on employees striving for improved performance. Most oil and gas sector organisations have a basic form like that described above with minor alterations for assessing their employees. Senior managers are evaluated by a system aligned to the 360-system in the leading organisation. In contrast, other organisations use performance appraisals or a balanced scorecard.

5.4.1.1 Contextualising Performance Appraisals

Coens & Jenkins (2000) literature supports the view that performance appraisals are instrumental in performing several essential HR functions. One key function is its ability to serve as an avenue for feedback and communication between the employees and their supervisors for sharing and problem-solving. They allow interactions between the employees and the supervisors to rationalise expectations, especially those connected with remuneration. This was articulated by Participant 13, who stated that the interactive nature of employee appraisals foster communication networks between the employees and their supervisors and most considered this feature to be a valuable asset of the system.

From an organisational perspective, employee appraisals collectively quantify how an organisation's performance achieves its stated goals and objectives (Hronec1993). It was articulated by Participant 12 and supported by many that employee appraisals can also enhance the organisation's performance management system. He noted that they facilitate the opportunity to monitor and supervise individuals and provide a mechanism whereby employees can demonstrate what they have learnt. Additionally, they allow for the application of knowledge and development of core competencies so that employees can effectively contribute to achieving the organisation's strategic goals. Neeley et al. (1997) and Landy & Farr (1983) take this approach further to contextualise it as an opportunity for introspection and measure an organisation's degree of efficiency and effectiveness. This was corroborated by Amaratunga and Baldry (2001).

It was generally agreed that employee appraisals allow the employer to capture and measure performance from an individual perspective. It was clearly articulated that any information gleaned can be used for decision-making to fill vacancies, promote staff, and remunerate staff. Respondents highlighted the view that employee appraisals serve as a mechanism for establishing which employees deserve compensation and the quantum or percentage of pay they should receive.

Participant 13 noted that they could be used to justify staffing decisions and identify areas of professional development that would be of value to the employees in their job functions. Several participants supported this paradigm, who further mentioned that the employees must be presented with positive reinforcement and varied learning

opportunities in a conducive environment to perform well. This is reflective of the works of Byrne and Cropanzano (2011) and Noe et al. (2016), who subscribe to the use of fair practices in the workplace. This borders on Mullins (2002) work and Ruthankoon and Ogunlana (2003) about identifying and enforcing motivational aspects and improving employee morale.

Participant 6 signalled that employee appraisals serve as a mechanism for offering coaching and guidance to employees. The participants also voiced that the appraisal system provides an opportunity to identify gaps, including negative behaviours and practices that adversely affect the employee's performance. Accordingly, these gaps offer chances for introspection and reviewing processes and providing alternate means of enhancing employee performance or modifying job functions. It was agreed that if used correctly, appraisals could be a valuable tool for closing performance gaps, building competencies, and improving skills and capabilities, a view that was endorsed by Noe *et al.* (2016).

There are several challenges associated with using performance appraisals when used to evaluate employees' performance. Almost all of the participants alluded to the challenges they faced by supervisors who do not conduct the planning report and mid-year review at the scheduled time or the employee appraisal. Some expressed frustration that employee appraisals were not completed for years regardless of attempts they made to encourage the supervisors to complete them in many instances. It was discovered that failure to complete appraisals was endemic at certain levels of the organisations in the oil and gas industry. In some cases, it had become the accepted behaviour and was quickly embedded in the organisational culture. Scheider & Macey (2014) and Gochhayat, Giri & Suar (2017) extend this concept as a pattern of thoughts and actions embraced by organisational members accepted and supported. The behaviour may not necessarily be correct, but it is not frowned upon through custom and time, and supervisors are not chastised.

Participant 14 shared that the form is usually completed in its entirety at the end of the fiscal period. This defeats the purpose of the form as planning, execution, and monitoring do not occur. As such, the expected results are often not realised. This was supported by many of the respondents. Participant 9 expressed the firm view that supervisors were often targeted during employee appraisals. He shared that some employees become hostile, and yet others become violent. He opined that supervisor/employee appraisals were contentious because supervisors sometimes let their personalities guide the process. On the other hand, employees see themselves as high performers when they have not met the set targets, which leads to discord. Participant 15 shared that some employees do not take advice well. This was backed by Participant 8, who voiced that some employees become offended when they are corrected.

This was supported by most supervisors who collectively shared that employee evaluations are the most controversial HR activity. Supervisors consider this activity potentially confrontational and seek to delay or avoid doing appraisals for months or even years. However, others allow the employees to have the upper hand and influence the outcome of their evaluations. Participant 5 stated that supervisors might not be honest and mature enough to conduct appraisals. A few others sanctioned this view and went on further to note that it is subjective and personalities and other environmental influences impact the process's outcome. There is also the probability of a lack of consistency in the approach to employee evaluations. Supervisors also tend to shy away from conducting employee evaluations on time for fear of confrontation. Additionally, some supervisors do not possess the competence to conduct assessments. They may not have been adequately trained or cannot understand the system and their roles and responsibilities.

It was suggested that nepotism or favouritism might also influence the outcome of the assessments. These do not augur well for growth and development and negatively impact the evaluation process and the ability of managers to close the gaps. Cardy & Dobbins (1994) and Keeping & Levy (2000) alluded to this about employees' need to trust and embrace the appraisal system. They opined that the system is doomed to fail if the employees do not embrace it because they perceive it as unfair or inaccurate.

Levy and Williams (2004) noted that special attention needs to be focused on perceived fairness and motivational aspects associated with the process.

In some cases, some evaluation systems do not accommodate charting the employees' soft skills. It was also asserted that assessments are time-consuming, and confidentiality and applicability after they are completed are debatable. Opportunities for growth and development may not be identified or embraced. The halo effect may skew the manager/worker's efforts. The managers tend to focus on recency issues, and other essential activities are overlooked in the process. As a consequence, the actual benefits may not be measured or may be mismeasured. This falls within the ambit of rater errors presented by Levy & Williams (2004) and lends support to including psychometric testing as a cognitive approach to treating rater errors, an approach endorsed by Walsh (2003).

5.4.2 The Balanced Scorecard

Participant 6 revealed that the balanced scorecard is used in his organisation to evaluate senior managers' performance. He articulated that the process usually involves four key performance indicators, which are agreed upon by the assessor and assessee, and the targets must be met. The key performance indicators are segregated into the financial perspective, the customer perspective, the learning and growth perspective and the business process perspective (Kaplan and Norton 1992). The highest-ranked supervisor's targets trickle down to their direct report moving from one tier to the next person down the chain of command.

As a subset of performance management, the balanced scorecard teaches a system of ongoing processes to achieve the set goals and objectives that streamline employees' inputs (Figure 28). This point was argued by Armstrong (2006). Participant 6 alluded that the targets are fashioned along descriptive lines rather than numerical, for example, a specific rate of return, a minimum number of accidents, or a particular production level per year. These are measurable targets, and the results achieved can then be compared with the expected results so that the employee can be accurately assessed. Budget execution applies to each level of personnel, and their roles and responsibilities and needs are considered and catered for. This is an extension of

Evangelidis (1992) work, which endorses measuring the extent of achievement of the targets indicates the individual's success and, by extension, the organisation.

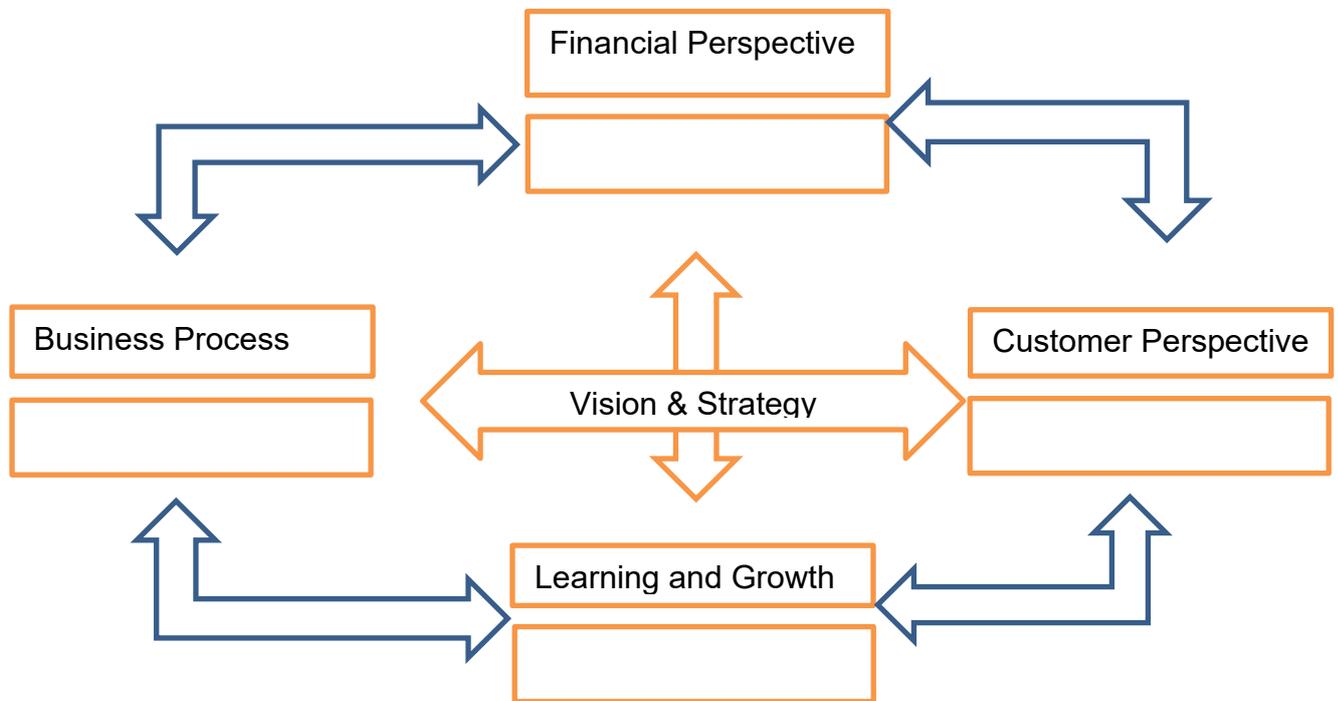


FIGURE 28: THE BALANCED SCORECARD

5.4.2.1 Contextualising the Balanced Scorecard

This system allows for recognition for the achievement of expected targets by providing a mechanism for managers to understand the cross-functional relationships that exist in the context of problem-solving and decision-making (Kaplan & Norton 1992). This enables improvements in employee performance by translating strategic objectives into actionable steps (Kaplan & Norton 2000). Accordingly, once the targets are achieved, the employee can attain maximum performance ratings. Its subjectivity allows for gains to be tied back to the KPIs that were identified and agreed upon. Participant 6 highlighted that the system enables the employees to know beforehand what is expected of them. It allows the supervisor to plan more effectively to fill the gaps that can be readily identified. He advocated that balance scorecards support the supervisor's initiatives in filling gaps, be it in soft skills, interpersonal communication skills or technical and professional areas.

It was opined that this approach reduces the likelihood of contentious exchanges between the assessor and the assailable. Interestingly it also provides critical feedback for the assessor to address the areas of weaknesses and improve morale. It helps the company to plan for future endeavours and steer the organisation in a particular direction. Participant 6 was resolute that despite the benefits derived from using a balanced scorecard, it is highly likely that crucial information would be inadvertently left out. He associated this shortcoming with the planar approach to populating a balanced scorecard instead of a tier level. Therefore, a tier-level approach is a more comprehensive method of achieving company goals and objectives and is less individualistic. Ideally, a balanced scorecard should have at least three levels, synonymous with a three-dimensional approach. Employees are rewarded and accountable for activities and tasks they have complete control over. This view was articulated by Spackbacher & Bischof (2003).

Participant 6 opined that the divisional targets are broken down into specific actions assigned to team leaders responsible for the outcomes in such a system. The supervisors may not necessarily have complete control over the parameter or persons associated with the task. The actual benefits derived from the perspectives are debatable (Neeley *et al.*, 2010). Generally, the balanced scorecard is a demanding and time-consuming process requiring deep thought and meticulous attention.

5.4.3 Project-oriented Performance

Participant 1 outlined the process of employee evaluation using project-oriented performance. The Managing Director (MD) has his or her specific set of outcome-driven goals and objectives. The direct reports are given four to five outcome-driven goals and objectives, which feedback into the MD's. This is an iterative process for each successive layer within the organisational chart. The projects that are assigned to the respective employee are usually linked to achieving a particular goal or objective in keeping with the overall strategic direction of the organisation (Kodama, 2007)

As projects are assigned to team members simultaneously, they are couched so that they begin and are completed simultaneously, thereby creating a synergistic relationship between the projects. This conjures a dynamic flow of information and processes that ensure that the organisation's sustainability is maintained (Thiry, 2008; Gareis, 2010). Participant 1 shared that a final review, Annual Performance Review (APR), is conducted around March or April. This is done to determine the employees' ability to meet the stated goals and objectives. The employees' behaviour and training needs are also assessed. The outcome determines whether the employee will receive a bonus or not. The result is generated by plotting a graph, which gives a host of annual scores obtained by a department.

All employees have an individual development plan (IDP) which is synonymous with an interactive reporting card. The information it captures requires input from the supervisors and their direct reports. The IDP is a valuable tool that promotes a structured approach to personal growth, career development and improved performance. It charts the employees' career paths and tracks their personal development in the short and long term. Aside from these roles, it is also used to enhance employees' current job performance. It helps manage expectations from the supervisors' and employees' perspectives. Performance scores are attached to these parameters. The IDP gives an up-to-date, realistic and in-depth overview of the employees' competence, education, technical and training needs (current and future). It serves as a critical tool in identifying employees within the organisation suited to fill specific vacancies. Thus, using the IDP complements the internal search for suitable applicants and makes shortlisting more efficient (Figure 29 below).

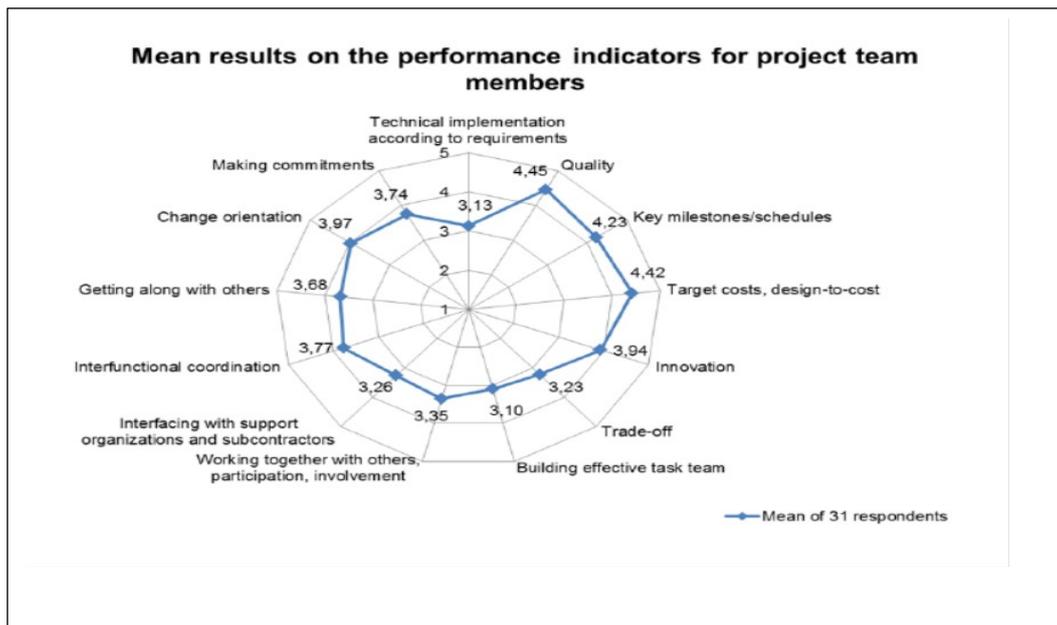


FIGURE 29: MEAN RESULTS OBTAINED FOR PROJECT-ORIENTED PERFORMANCE.

SOURCE: GRIGOROIU (2012)

Suppose the due process is adhered to and strict guidelines are followed. Employees from within the company are allowed to have the first preference at filling the vacancy if they are eligible applicants. In that case, there is the chance that the most suitable candidate would be selected. Promoting from within demonstrates responsibility and commitment by management. It encourages and motivates others to become proactive and strive for upward mobility. It fosters transparency, manages expectations from the supervisors and employees' perspectives, and fosters mobility. The challenges associated with project-oriented performance are that the employees may become disenchanted if they are not selected and disrupt the workforce. Also, more competent and experienced employees may fill the post external to the company but are not allowed to apply due process. Additionally, employees may not be aware of internal vacancies if they do not regularly comb the internal resources and miss lucrative opportunities. Moreover, this system also lends itself to favouritism and back door politics. There is the possibility that supervisors may manipulate situations in favour of a preferred candidate. Once this is done, the mean score is computed. This provides a general indication of the magnitude of the bonus that individuals will receive.

5.4.3.1 Contextualising Project-Oriented Performance

Participant 1 provided an overview of project-oriented performance in the context of the benefits and challenges of the appraisal system. The system facilitates interactive collaboration between the varying reporting levels. The direct reports are empowered to apply themselves effectively to achieve their stated goals and objectives. Once the goals are clearly defined and articulated, this contributes to improved efficiency and production and, in many cases, increased profitability. He mentioned that the system allows managers to monitor their downlines to ensure that they are industrious and realise the overall goals and objectives. Shortcomings are taken seriously, and they reflect poorly on the competence and performance of the supervisors.

Participant 1 considers project-oriented performance to be a valuable tool and a relatively easy way to assess employees. He shared that It allows the employer to capture and measure employees' performance. In ideal situations, this information can be used for decision-making to fill vacancies, promote staff, and remunerate staff. Additionally, he considers it helpful in facilitating the individual's growth and development by identifying areas for improvement, behavioural shortcomings, and training needs. The system provides adequate feedback for managers and opportunities for employees to be empowered to improve themselves by being responsive to the feedback provided. Employees are also encouraged to be proactive by seeking training opportunities based on the identified requirements for specific jobs that they may be interested in applying for in the future.

This is based on an honour system. Suppose the supervisors are not mature and honest enough to give an accurate and fair assessment of the employees' performance. In that case, this will compromise the system's integrity. There have been instances where the goals were not clearly articulated, and this was problematic. Also, the use of averages accommodates individuals who may not be deserving of receiving rewards. If an average is calculated, employees may be rewarded for poor performance. The weakest performer also gets an average score. The scores are subjective, and in the case of behaviour, there is no metric for it. Another challenge is that October to February is a non-productive or dead space. Much time is wasted as employees are not assigned to any jobs. Another challenge is that the employees could react negatively to

the comments made and allege favouritism by those conducting the reviews. One senior manager indicated that the organisation he has employed mandates that two reviewers be present when the performance assessment is being done to temper challenging situations that may arise. Project-Oriented Performance is also a time-consuming process as it takes time for the managers to conduct the reviews and time for the employees to respond.

In organisations that use Project-Oriented Performance, employees may resist the supervisor's efforts to close the gaps. They may not be receptive to the recommendations and comments made by the manager. In the worst-case scenario, the employee's service may no longer be required. He or she may have to be separated from the organisation, which may be very difficult in an environment with a dominant bargaining union. Industrial breaches often end up in litigation, often relayed in print and electronic media like social media, transmitting messages almost real-time when something adverse occurs. This may impact the organisation's reputation and may deter shareholder investments.

5.4.4 Word-of-Mouth – Recommendations From the Supervisors

One organisation in the oil and gas sector employs an informal method for evaluating employee performance. In this organisation, employee evaluation is done by word-of-mouth, as most job postings are short-term. Employee evaluation is very relaxed as crews move around from one job site to another. Generally, the teams are chosen by the supervisor who has had experience working directly with the men or women who have the requisite skill or experience. The supervisor or foreman may be asked to recommend an employee who is skilled in a particular trade. The supervisor or foreman would be able to make an informed decision regarding the individual's performance based on past experiences on previous jobs, the interactions he or she had with the worker, and how the employee worked. The supervisor will assess if the employee has the competence, skills, and knowledge to perform a particular job function and meet the stated deliverables. There is insufficient empirical evidence to support this method, but its merit cannot be disputed.

5.4.4.1. Contextualising Word-of-Mouth

This approach allows employees to be selected for a job based on their experiences and past performances. This is especially advantageous for employees who do not have academic qualifications but have the technical expertise to perform the job. This is a straightforward approach to recruiting and placement of employees and tends to foster camaraderie. It is a relatively easy way of filling vacancies, especially at short notice. Informal employee evaluations can give rise to nepotism and favouritism on the part of the supervisor. The onus is on the direct supervisor to assess the employee's performance over a stated period, and his pronouncement would determine future engagements. Mobility is dictated by the supervisor, who recommends the individual for more permanent posting based on past performances and ability to meet deliverables. The supervisor may not be mature enough to separate personal issues from work issues when making recommendations.

One main benefit of supervisors' recommendations for employee placement is the flexibility it affords management and HR when hiring. The supervisors can select the employee they want and release the ones they are no longer interested in with little or no intervention. Changes can be made in a short space of time if the wrong person is selected. The changes can be made immediately as there are no union or bureaucratic processes to follow. The challenges associated with recommendations from supervisors is that the system is somewhat crude and subject to legal contest. Other methods like interviewing may be a fairer way of selecting a person for placement. This method is associated with a high turnover rate. The organisation may not get the most suitable persons when this system is used for placement.

5.4.5 How To Improve Employee Evaluation

Training and development was the most frequent suggestion for improving employee evaluation. Five methods were advanced for improving employee evaluation. They provided training opportunities, using computer-assisted software, conducting 10-minute weekly meetings, selecting the right person for the right job and due diligence for KPIs.

5.4.5.1. The Provision of Training Opportunities

Several academics advocate the necessity for training supervisors to conduct employee evaluations. Davis & Mount (1982) and Zedeck and Cascio (1982), and others pronounce that training supervisors in the rudiments for employee evaluations are valuable for many reasons. They argue that this nature's training improves attitudes towards and motivates performance appraisals, reduces the likelihood of rating errors like halo, leniency, latency and recency and builds competence and managerial skills of the supervisors conducting the evaluations. Although Davis & Mount argue about the necessity of training, they categorically state that training cannot prevent rater leniency or halo tendencies, providing food for thought.

Participants 5 and 15 encourage the provision of training opportunities to enlighten and supplement learning. The consensus was that it seemed that supervisors were not exposed to training opportunities specifically aimed at guiding the employee evaluation process. Nevertheless, others felt that the provided training opportunities were inadequate to add value to the evaluation process. Instead, such exposures tend to frustrate and complicate the process. Accordingly, the findings support the view that when supervisors are exposed to proper training, this will equip them with the necessary skills to conduct evaluations fairly. The supervisors will also be better able to manage and mitigate confrontations by fostering more meaningful exchanges between themselves and their direct reports. There are several software packages on the market that support employee evaluations. These vary in the level of support they offer, and some have extensive features. A few examples were mentioned, like SAP. This is an Enterprise Resource Planning (ERP) software that can be used for effective business operations. Its features include supply chain management, product lifecycle management, and HR, supporting the employee evaluation process. Participant 6, in his capacity as Vice-President, shared that his direct reports were actively engaging in discussions with their SAP providers to extend the licences to include the HR component of the platform.

5.4.5.2 Using Computer-Assisted Software

Participant 15 revealed that the time had come to move away from manual processing of employee evaluations and cited the need to invest in database packages that could seamlessly provide support for this function. They also cited that several benefits can be derived from investing in these packages, including timely and correct feedback, automatic performance review reporting, fostering and re-enforcing communication and lines of reporting, accurate assessment of training and development needs, a hierarchical view of performance levels and improved performance tracking.

Another software that was identified that can add value to the employee evaluation process is Saba TalentLink software. This is a cloud-based learning and talent management application that has a performance management component. Clear Company HRM software is a talent management platform similar to Saba TalentLink but focuses on recruiting and performance management. Performance Pro software was hyped as having the most traction in the HR landscape with a 4.49/5 rating. It is a specialised cloud-based performance appraisal software that can automate the entire performance appraisal process. Trakstar, like Performance Pro, is highly rated, 4.40/5, and is a cloud-based HRM solution with an appraisal management feature. Despite the range of software applications available on the market, SAP is the most practical and widely used package in Trinidad and Tobago's oil and gas industry. The HR component that complements the performance appraisal process is gradually becoming more extensively used in the sector. (Private Conversation, JL, 2018).

5.4.5.3 10-Minute Weekly Meetings

The literature review gleaned that regular dialogue between the supervisors and the employees fosters harmonious working conditions and improves employee morale and productivity. This was advocated by Armstrong (2006), who maintained that a team approach to completing job functions was the ideal strategy for organisational effectiveness. This approach was non-existent in the past and is an about-turn to employee relations. Meetings of this nature were scheduled to occur mainly during employee evaluations when discussions of issues and the presentation of suggestions would occur. This approach was criticised as counterproductive. The forum's value was

often lost because the timeframe for treating or discussing the particular issue would have been long gone.

In this vein, participants felt that 10-minute weekly meetings between the supervisor and the employees should be encouraged, a point put forward by Participant 10. He shared that regular meetings would keep communication channels open and ensure that the supervisors and the staff communicate effectively and that decision-making would be done expeditiously.

5.4.5.4 Selecting the Right Person for the Right Job

Participants 14 and 15 maintained that choosing the right person for the job would reduce the likelihood of contentious issues arising because the incumbent was not suited to the position. They also shared that this would enhance the evaluation process, making it almost seamless and effectively contributing to increased productivity. Snee (2006) pronounces that selecting the right person for the right job depends on measuring the employee's performance. He proffers that organisations must have robust performance management systems that facilitate sound performance measurement to nurture interconnectedness. Accordingly, critical areas of operation can be better managed and monitored, like customer satisfaction, enhancing business performance and ensuring the quality of products and services are maintained. This paradigm was ratified by Wolf (2016), who views measuring as a way of harnessing astute business performance and implementing metrics that provide decision-makers with timely and accurate information in a dynamic and aggressive operating environment. This echoes the underpinning of employee measurement as a means of establishing a worker's competence to perform a particular job function. This would add credence to the choice of the particular employee to perform the desired job function.

5.5 Employee Placement

Employee placement is founded on the principle that the right person is identified and installed into a particular job posting commensurate with his or her competencies and experience (Dessler, 2008). Sonnenfeld (2002) supported this view by stating that it was imperative that a profile is created of the core competencies and attributes that the successful candidate must possess. From the findings in chapter four, it is evident that the methods used for employee evaluation overlap with those used for employee

placement. The main methods were performance appraisals, supervisors' recommendations, the balanced scorecard, external agencies and project-oriented performance. The main arguments regarding these techniques have been extensively ventilated in the previous section of employee evaluations. The information that came to the fore and the methods that enhance the placement process would also be explored.

5.5.1 Performance Appraisals in the Context of the Employee Placement

Participant 6 provided an overview of the placement process when performance appraisals are used (Figure 30 below). Once a placement position becomes available, the HR department advertises the position internally. Employees who would like to be considered to fill the vacancy are invited to submit their curriculum vitae to the HR department.

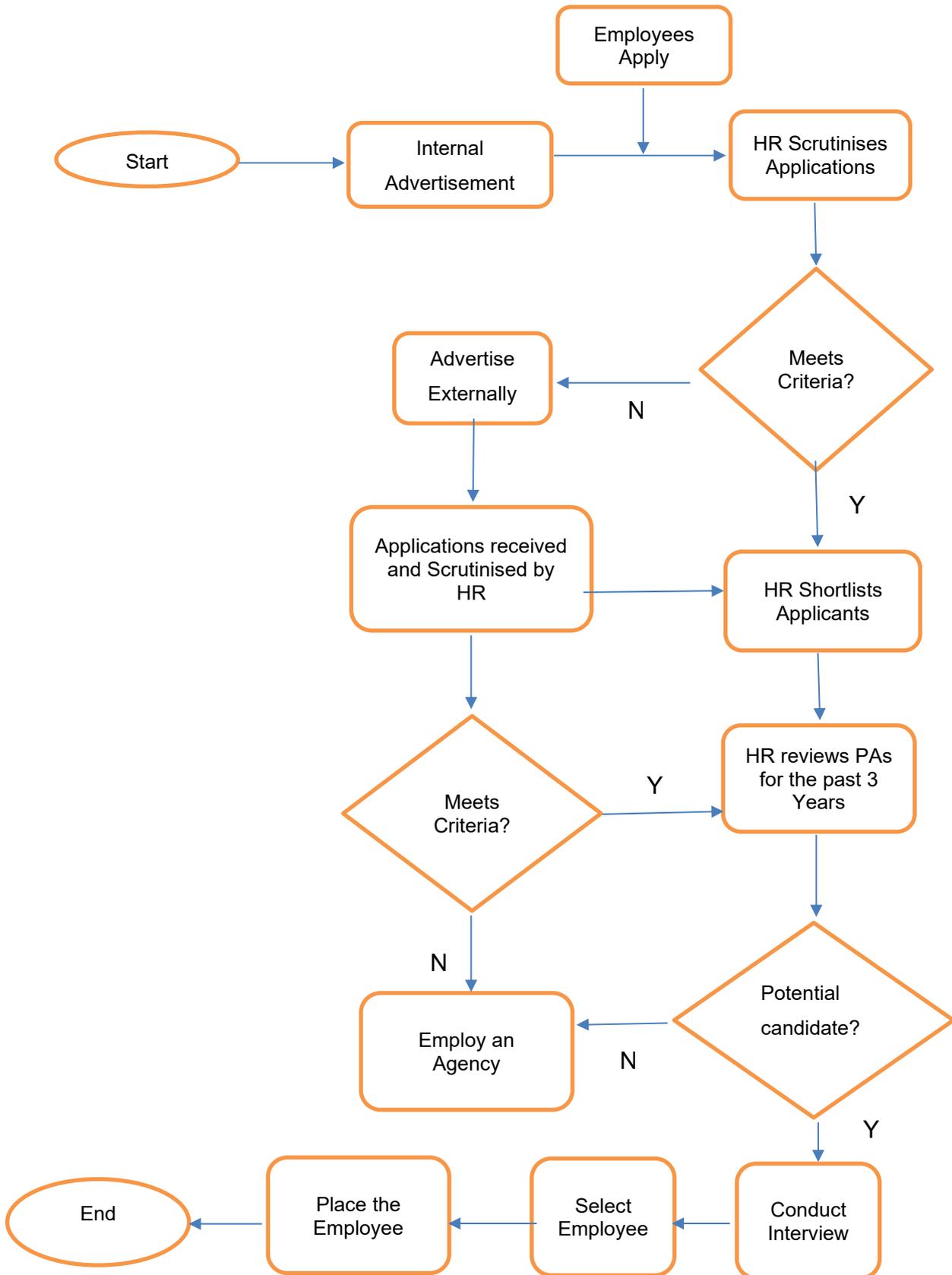


FIGURE 30: FLOWCHART OF THE PLACEMENT PROCESS USING PAs

Participant 6 then disclosed that the HR department scrutinises the documents to establish whether the employee has the requisite competencies to fill the position. Once they meet the criteria, their PAs for the past three years are examined. If an employee excels beyond the rest of the applicants, they are considered to fill the vacancy. The interview process is engaged if more than one person has been identified who is competent to fill the vacancy. This was corroborated by Participant 5. Participant 5 noted that if the skill set is not available internally, it would have to be sought externally by advertising or headhunting and interviewing for the position. In recent times, psychometric testing has been conducted to establish the extent of the applicant's soft skills, like leadership and managerial competence. These tests were introduced to complement the interview process to select the most suitable candidate and plan the career path for the employee.

5.5.2 Recommendations From The Supervisors as a method of Employee Placement

A smaller percentage of organisations use recommendations from supervisors for employee placement. Suppose an employee can perform at a higher grade based on the individual's historical performance. In that case, representation is made by the supervisor to appoint the employee to fill the vacancy. If an employee is unavailable from within the organisation, efforts would be made to seek external persons who may be a correct fit to fill the vacancy.

Participant 11 mentioned that management would have to assess each vacancy as it arises, define the job roles and responsibilities, and evaluate whether the competence is available internally or externally. They must outline the deliverables and the tasks and activities associated with the job. He also noted that one would also have to identify the person's competencies required to fill the vacancy in terms of the relevant work experience and academic qualifications. Participant 14 added to this discourse by maintaining that there must be some flexibility when choosing a person to fill a posting. He cited that in his experience, there have been instances where the employee did not have the requisite expertise or academic skills. He further shared that training and developmental exposures could prepare an individual to fill the posting adequately. Participant 1 complained about being sidelined for a political appointee who did not have the requisite knowledge and experience to fill a posting. Unfortunately, this has

become an acceptable practice at the management level. He stated that this would continue into the foreseeable future. This was reflective of Cascio & Bernadin (1981) argument's which maintains that they expect such practices to continue unabated regardless of the legal and social implications. They expressed the view that this practice has infiltrated the HR landscape's realms from time immemorial. This practice has had deleterious effects on organisations and their employees.

5.5.3 The Balance Scorecard

Employee placements are also done using a hybrid system of the employees' job descriptions. A balanced scorecard is used to appraise some senior managers. Traditionally the performance appraisal was used to assess senior managers, but this has since changed. Placements are contingent on the skill and manpower requirements of the department. They are linked to the strategic plan, which lays out the HR department's goals and objectives. This method increases the likelihood that the organisation would select the right individual for the correct position the first time around. The challenges associated with this method are creating the right environment and ensuring that the employee knows their roles and responsibilities. This process is also very time-consuming.

5.5.4 An External Agency in the Context of Employee Placement

An external agency can be used for the placement of employees. The company's organisational chart is updated on an annual basis. This is done to assess changes in the company's workload, personnel changes and review any significant incidents such as plant breakdowns or start-ups. Once vacant positions are identified, they are advertised externally through agencies and sometimes directly with the daily newspapers. If there may be interested and suitable candidates within the existing personnel, internal advertisements are done. The benefit of using external agencies is that there is less likelihood of favouritism and unfair appointments. This approach frequently results in hiring employees who are ideally suited to perform in the job functions. The agencies are usually fair in their endeavours and not influenced by managerial persuasion. On the other hand, government controls, policies, and demands must be adhered to, especially in state-owned companies. The absence of an effective HRM and straightforward strategies and plans regarding placement result in unclear

and random frameworks which are not in sync with the efforts expended by the external agency's.

5.5.5 Project-Oriented Performance in the Context of Employee Placement

Participant 1 gave an in-depth view of project-oriented performance in the context of placement. A privately owned organisation uses the target operating model. The company uses a ring-fenced target operation model (TOM), a high-level depiction of its optimal configuration to effectively and efficiently achieve its goals and objectives. It allows employees at all strata to envisage the organisation's structure and function from various perspectives across the value chain in terms of three major components being people, processes and technology. In the first instance, recruitment is done through internal advertisements for suitably qualified and competent persons on the organisation's website. This model provides an outlook of the vacancies within the company. Suppose an employee's job scope increases by thirty per cent or more. In that case, the employee can move to a higher vacant job in which he or she is performing in the company. Ideally, such an individual would be the preferred candidate to fill the vacancy. They must perform well and possess the required competence. If this proves futile, then the position is advertised externally on the organisation's website so that expatriates who are desirous of being considered and possess the competence may apply for such a posting. If this does not bear fruit, an external recruitment agency would be sought to fill the vacancy.

5.5.6 Methods or Tools to Improve Employee Placement

A few methods were recommended to improve the employee placement process. The most frequent one was adopting a structured approach, followed by continuous planning and monitoring, in-depth analysis of project outcomes, effective communication, training opportunities, implementation of RACI, and hiring on probation or contract.

5.5.6.1 Adoption of a Structured Approach

Participant 6 maintained that management needed to adopt a structured approach, and from the findings, there was consensus on this point. They felt that there must be a base programme to manage employees' personal development and prepare them for future opportunities. The transition from one job placement to another would be a more

formal process whereby the supervisor articulates, plans and coordinates activities. This is intended to groom employees to be promoted to higher job positions within the organisation as part of the succession plan or to assume a position that unexpectedly becomes vacant. From the employee's perspective, they are aware of the anticipated performance. The employee is fully conscious of the level of performance that meets or exceeds the supervisor's expectations. Their output would influence decisions that managers have to fill vacancies if their performance meets or exceeds expectations.

Shuck & Wollard (2010) and States (2008) identified employee engagement as a structured approach for employee placement. They believe that this approach increasing in many spheres of the HR domain has the impetus to drive robust performance management systems. Saks (2006) adds to the discourse by stating that this method accommodates employees' cognitive and emotional elements and focuses more directly on the personal attributes of the potential candidate as a more intelligent way of assessing the individual's suitability for the posting. Many of the smaller companies engage in informal placement processes, especially when lucrative sub-contracting opportunities emerge. Mobilisation may be required at short notice, so adopting a structured approach though ideal, may not be practical. Economic decisions that would secure meaningful financial returns would take precedence over costly administrative decisions (Steph, 2019).

5.5.6.2 Continuous Planning and Monitoring

Participant 6 theorised that continuous planning and monitoring are essential. The outcomes must feed into the overall developmental plan if the plan is to achieve its goals and objectives. The evaluation process allows for the assignment of tasks and measuring competence through the meeting of deliverables. This is critical, especially for new employees, to teach good work ethics and high productivity levels. In so doing, the employee can hit the ground running and remain focused on the tasks that need to be completed. Measurable performance achievements and contributions based on experiences are also meaningful ways of assessing the applicants' competence. Supervisors must demonstrate exceptional managerial skills and transparency in their endeavours to select the most suitable person for placement.

5.5.6.3 An In-depth Analysis of Project Outcomes

An in-depth analysis of the project outcomes is another favoured method for enhancing employee placement—in-depth analysis of the project outcomes, the applicant's roles and responsibilities in achieving these outcomes (Figure 31 below).

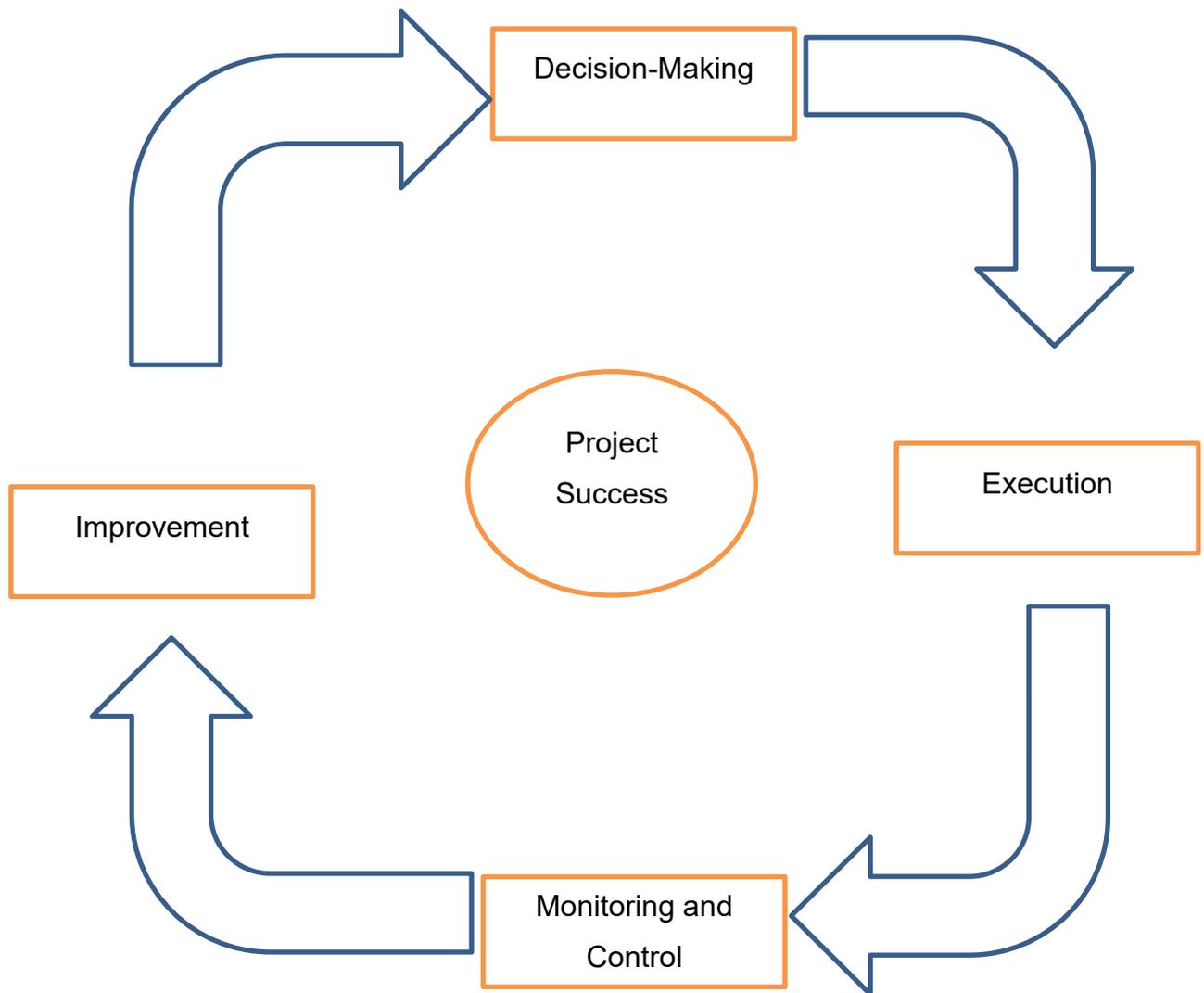


Figure 31: Organisational Processes In Project Execution
Source: Rolstadas *Et Al.* (2014)

An in-depth reflection of the project outcomes would necessitate identifying the critical success factors (CSFs). Müller & Jugdev (2012) underscore the need for identifying CSFs when assessing project outcomes. The contribution of Christenson and Walker (2008) adds to this view by advocating that a well-communicated and sound project vision positively influences project outcomes.

5.5.6.4 Effective Communication

Senior managers also advanced effective communication as a method to augment the employee placement process. Effective communication involves the supervisor conducting meaningful exchanges with the worker. This approach will manage the expectations of the organisation and the staff. The employee will have honest mutual expectations of what is required of them and what the organisation is committed to providing. This may mitigate the placing or hiring of personnel who are not suited to the particular job posting and the attendant challenges of workers having unrealistic expectations about their mobility in the organisation. This may also reduce employee turnover. Effective communication keeps employees motivated for upward mobility and prepares them for filling openings. This was articulated by Participant 8. Effective communication also ensures, as far as possible, that the teams work together cohesively, efficiently and effectively to achieve set targets and objectives. From the methods used to improve employee evaluation, regular meetings were cited to improve communication, foster harmonious working conditions, and improve employee morale and productivity. Regular meetings ensure that the lines of communication remain open for either party to make suggestions or resolve issues promptly. These benefits that can be accrued apply to the placement process, given that employee appraisals are the most frequently used tools for placement. Teamwork was another critical aspect of enhancing the placement process, highlighted by Schmutz, Meier, & Manser (2019). They infer that regular meetings, team training and systems improvements are critical for teamwork.

5.5.6.5. The Provision of Training Opportunities

The senior managers felt that there should be a balance between qualification and experience, with more emphasis on soft skills like people skills, leadership qualities and experience. They advocated that workers need proper coaching and mentoring to orient and develop themselves. Opportunities must exist to gain valuable feedback about where they are going wrong and how they can improve.

Several academics advocate that training supervisors to conduct employee evaluations would add value to the placement process. This is consistent with the literature review that cited Nankervis, Compton & Morrissey (2009), stating that placement is the first stage of learning and development. In this vein, the work of Kavoo-Linge & Kiruri (2013) contends that the placement process can only be successful if management designs

and implements a composite induction plan. They infer that induction in this context is synonymous with training and developing the individual to assume a particular job posting and become an active part of an organisation. Kavoo-Linge & Kiruri (2013) contend that induction provides an avenue for the employees to become familiar with the organisation's vision, mission, values, and philosophy. At the same time, induction supports inculcating individuals about rules and regulations, safety and health issues, and other pertinent things related to the job and the organisation.

Additionally, from the perspective of appraisals being a significant element of the placement process, participants articulated that they felt that supervisors were not receiving adequate training. Specific reference was made to the lack of training for supervisors, especially regarding completing employee appraisals for the placement of employees (Participants 5 and 15). Nevertheless, others felt that the training opportunities provided were inadequate to add value to the evaluation process. Instead, such exposures tend to frustrate and complicate the process. Accordingly, the findings support the view that when supervisors are exposed to proper training, this will equip them with the necessary skills to conduct evaluations fairly. The supervisors will also be better able to manage and mitigate confrontations by fostering more meaningful exchanges between themselves and their direct reports, enhancing the placement process.

5.5.6.6 Selecting the Right Person for the Right Job

Participants 14 and 15 maintained that choosing the right person for the job would reduce the likelihood of contentious issues arising because the incumbent was not suited to the position. They also shared that this would enhance the evaluation process, making it almost seamless and effectively contributing to increased productivity. Snee (2006) asserts that selecting the right person for the right job relies on ensuring that the individual performance can be accurately measured. He proffers that organisations must have robust performance management systems that facilitate sound performance measurement to nurture interconnectedness. Accordingly, critical areas of operation can be better managed and monitored, like customer satisfaction, enhancing business performance and ensuring the quality of products and services are maintained. This paradigm was ratified by Wolf (2016), who views measuring as a way of harnessing astute business performance and implementing metrics that provide decision-makers with timely and accurate information in a dynamic and aggressive

operating environment. This echoes the underpinning of employee measurement as a means of establishing a worker's competence to perform a particular job function. This would add credence to the choice of the particular employee to perform the desired job function.

5.5.6.7 Implementation of a RACI

Implementation of a RACI chart would add value and clarity to the roles and responsibilities of employees. It is a matrix used to assign roles and responsibilities for each task, milestone or decision on a project. In so doing, it avoids duplication and gives the employee a clear indication of what is expected of them. RACI is the acronym for *Responsible* – what each team member is responsible for. *Accountable* – the employee who would be held accountable for ensuring the deliverables are met based on input from the team. *Consulted*- deliverables are reviewed and cross-referenced by consultation with key team members and *Informed* – individuals who must be kept in the loop but not necessarily intimately involved.

5.5.6.8 Hiring on Probation or a contractual basis.

Hiring personnel initially on a probationary or contractual basis rather than confirming them as permanent employees was advisable for organisations making new appointments. Screening by HR and the supervisors in the department with a vacancy is also essential. The interview panel can seek examples of scenarios that would support the claims made by the applicant of performances and targets met. This point is consistent with the principles of placement presented in the literature review (Gembu, Nandes, Williams, & Abiodun, 2019). They advocate that initial placement be done temporarily so that the individuals' performance and training needs can be reviewed and their competency assessed.

5.5.6.9 Other Methods

Other methods that could add value include middle and upper management interviewing and the skip level and peer interviews. Peer interviews are another approach that encourages cooperation with the incoming employee and could reduce the level of friction that may arise when filling vacancies. Other equally meaningful approaches for persons who do not interview well are situational assessments or skill tests/ skills reviews, work critique, and performance evaluations. These provide

candidates with opportunities to demonstrate their competencies and skill. Emersion in the workplace exposes the successful candidate to the work scenario before he or she assumes duty and indicates how the candidate would fare when assuming duty. Psychometric testing is another fundamental approach that explores the candidate's soft skills. It may help to identify the most suitable candidate.

5.6. Employee Placement and Organisational Effectiveness

The concept of OE is distinct from organisational performance. In this thesis, OE is considered the focal point of business activities anchored by the proxy measures of change management, culture, learning and development, placement and performance management. The paradigm shift from enhanced profit margins to streamlined business activities is very evident. The literature review references the work of Shuler and Jackson (2014). They allude to the external global and internal environments as indicators for successful OE. These indicators, which are referred to as calculable proxy measures, are significant contributors to OE. The participants corroborate that proper placement brings to the fore weaknesses and deficiencies in skills that the company can address to close these gaps, thereby enhancing OE. There was consensus that enhanced OE can be effectively achieved if employees placed in vacant positions were selected based on their ability to perform optimally. OE in this context involves a holistic approach to optimising business activities by acknowledging and factoring in the vital proxy measures. This reflects the multidimensional aspects of OE asserted by Kataria, Garg & Rastogi (2013) and Mikelstone & Liela (2018). This synchronises with the paradigm shift alluded to by Subramaniam & Rajakumar (2021) and endorses the findings of this thesis.

The participants further support this view by expressing that staffing an organisation with employees with the correct qualifications and experience is fundamental to enhancing OE. Reference is made to the contribution of Steph (2018), who cited clear examples of instances when the principles of OE were breached. These principles were explored in the literature review and the possible deleterious effects that organisations may face. The review of the literature proposes new technology, environmental, cultural and societal impacts and financial viability as critical aspects required for entities to gain a competitive edge. Accordingly, a competitive edge is a significant

contributor to OE (Jacobson & Anderson,2015; Juvekar & Pandey, 2017; Mikelsone & Leila, 2016) and Warren,2016). The necessity for maintaining a competitive edge was mentioned in the participants' responses to the opportunities and challenges the oil and gas industry faces.

Emanating out of the literature review is the paradigm that the extent of support that employee placement yields to OE in the oil and gas sector is perpetually overlooked. This section of the thesis seeks to examine the impact of employee placement on OE to discern whether this claim can be substantiated. Performance appraisals were the most favoured technique for employee placement. From the findings, it was evident that all participants supported the argument that employee placement exerts a net positive effect on OE. Participant 4 asserted that if employee placements were done methodically and in keeping with industry best practices, both aspects would effectively close the gaps. Through employee evaluation, the supervisors can assess the employees' weaknesses and the gaps in their skillset to close them and prepare them for future placements. Identification and exposure to the necessary training through proper employee evaluation moulds and develops employees, highlights their shortcomings, and presents opportunities for fulfilling their hierarchical needs. This would depend on designing and implementing a structured approach to accommodate incremental fixes that would potentially translate to overall strategic goals and objectives.

Additionally, team members must be mindful that they play a pivotal role in the organisation achieving its strategic goals and objectives. Regardless of where an employee is in the organisational structure, each can make a valuable contribution. This was echoed by Armstrong (2006), who maintains that a team approach to completing job functions was the ideal strategy for organisational effectiveness. The synergistic output of individual achievements is reflective of the combined input of all employees in the company. Participant 1 attributed this approach's success to employee motivation. Participant 9 asserts that staffing an organisation with employees with the requisite competencies and experiences is essential to increasing OE. In the context of employee motivation, Mullins (2002) pronounces that this plays a significant role in any organisation's success. This was backed by Ruthankoon & Ogunlana (2003), who stated that employees' motivation certainly enhances their level of productivity. It

encourages them to perform optimally, and by extension, increases organisational performance. The work of Gochhayat et al. (2017), Schein (1982) and Nguyen & Aoyama (2014) on organisational culture epitomises the contribution of PAs to organisational effectiveness. This was also palpable in the works of Noe *et al.* (2016), Bryne & Cropanzano (2001), Greenberg (1990) and Mc Dowall & Fletcher (2004) on justice, outcome fairness, procedural and interactional justice.

5.7 Summary

The chapter explored the themes and three of the most frequently cited subthemes. The discussion included detailed explanations about the participants' experiential exposures. It was followed by a focus on how employee evaluation and placement impacts organisational effectiveness. The dialogue brought to the fore experiential activities and suggestions that form the basis for contribution to practice and knowledge. The expansive knowledge and experience that the senior managers shared contextualised the employee placement process and provided the reader with a sound understanding and appreciation for the thesis. Emerging out of this chapter would be the recommendations that would be fully presented in chapter six and their role in practice and knowledge.

6 CHAPTER SIX - CONCLUSION AND RECOMMENDATIONS

6.1 Introduction

This chapter would present an introspective view of the offerings of Table 2, the Thematic Literature Overview, from chapter two. The introspection will bring together the aim and objectives stated with the findings to the degree of achievement of the aim and objectives in the context of the themes that emerged and the topics that were investigated.

The contributions to knowledge and practice would then be highlighted, followed by the thesis's limitations. The recommendations that came to the fore would add value to the oil and gas sector placement process. This was followed by a brief discourse on the DBA experience and a summary.

6.2 Research Aim and Objectives

The research aim of the thesis was

To establish the impact of job placement on organisational effectiveness.

This was established from the findings and revealed in the discussion. Job placement was found to be a critical calculable proxy measure of OE. The placement process was found to have a net positive effect on OE. In effect, if the principles of job placement were adhered to, OE would be enhanced. Profit margins would be optimised, and employee motivation, productivity and performance have been argued to be positively influenced by effective job placement. This was also discussed in the literature review, where placement efficiency was distinguished from placement effectiveness.

6.2.1 Research Objective One

The first objective was:

To critically review literature related to OE and its proxy measures with a specific focus on employee placement.

This was achieved by reviewing literature related to OE from printed and digital media, supplemented by informal private conversations with subject matter experts. OE was the focal point with its five calculable proxy measures performance management, change management, culture alignment, learning and development and placement.

Chapter two of the literature review provided a critical analysis of these proxy measures and OE. The research themes and subthemes emerged, which were fundamental for the design of the interview questions. This provided a pathway for the research and a conduit for the gaps in the research. The gaps were identified as well as a conceptual framework

6.2.2 Research Objective Two

The second objective was:

To explore the challenges placement presents from senior managers' perspectives.

This was achieved through face-to-face structured interviews with senior managers who had extensive knowledge and experience locally and abroad in the oil and gas sector. The interview data was presented in chapter four, and chapter five offered a detailed explanation of responses that were garnered. Structured interviews and informal discussions were used to collect primary data. Secondary data was gleaned from the internet, print and digital media, books and other sources.

6.2.3 Research Objective Three

The third objective was:

To critically analyse senior managers' responses to ascertain the impact of placement on OE.

This was achieved by using computer-aided software NVivo12+ to analyse the collated data. NVivo 12+ provided immeasurable support for the analysis of the data by identification of trends and patterns. The data was interpreted based on the themes and subthemes that emerged. The findings revealed that placement has a net positive effect on OE.

6.2.4 Research Objective Four

The fourth objective was

To provide recommendations to enhance employee placement.

These were presented in the findings and considered in detail in the discussion.

6.3. Contextualising Contribution to Practice and Contribution to Knowledge

The findings of this thesis revealed a few approaches that could contribute to practice. In this context, the contribution to practice can improve organisational performance and hence enhance organisational effectiveness. Accordingly, the findings that could contribute to knowledge can expand the current knowledge and facilitate learning and development. Contribution to practice, therefore, applies to business performance operations at the macro-perspective of the organisation. Contribution to knowledge applies more specifically to learning and development and expanding the body of knowledge from an individual perspective.

6.3.1 Contribution to Practice

The discussion arising from data captured from the interviews on placement and OE are fundamental for this thesis's contribution to practice. Notably, the ways to enhance OE, placement and the discussion on the four other calculable proxy measures yielded valuable information. Other points derived from the thesis that contribute to practice are providing training opportunities and automating the performance appraisal system using software packages. Other approaches can include complementing PAs with other appraisal techniques like 360⁰ reviews, interviews or project-oriented performance, adopting a structured approach to performance management and enhancing the placement process. These approaches can improve the organisations' profit margins by ensuring a robust performance management system is in place to provide sound support for the organisation's business performance. Accordingly, these aspects must be done cohesively to ensure that optimal performance is realised. They apply to performance appraisal and placement systems that enhance organisational effectiveness once they are conducted correctly.

From an industry perspective, the results of the thesis infer that it would be good business acumen to invest capital into maintaining and upgrading asset integrity. It was categorically stated that there is a dire need for radical fiscal modification to achieve this target. Concerning increasing enhanced oil recovery and increasing oil production levels, investment in new and improved technology would undoubtedly facilitate the recovery of sizeable volumes of petroleum products in an economical manner. This is especially true when the price of oil is low. Organisations in the oil and gas sector must

engage in more aggressive and innovative strategies to increase productivity as the extraction price would be relatively low.

6.3.2. Contribution to Knowledge

This thesis unveiled a body of knowledge that expands the individual's knowledge base of Trinidad and Tobago's oil and gas industry. The aspects that have been notable contributors to individual knowledge base include providing training opportunities at the micro-level. It was noted that there were insufficient opportunities for both parties to become familiar and proficient with employee evaluation, and it was articulated that training opportunities would add value and supplement their learning exposures. This would embellish the supervisors' and employees' knowledge of the placement processes to be conducted more thoroughly. Training in employee evaluation and placement would also motivate employees to become empowered and seek opportunities for self-development and growth. From the industry perspective at the micro-level, 10-minute weekly meetings and due diligence with KPIs enhance the placement processes. These aspects would foster growth and development from an individual industry perspective and support OE.

6.4 Limitations

There are areas of deficiency in the thesis. I was hopeful that I could build an argument around the haemorrhage of organisational finances to fund court proceedings and compensations ordered by the court. This could have been a justified approach, but the feedback from the interviews did not support this approach. It was mentioned in passing by one manager but did not warrant in-depth discussion. There appeared to be no correlation between the responses received and the degree of litigation that organisations in the oil and gas sector in Trinidad and Tobago engage in. Time did not permit a more extensive thesis. If time permitted, increasing the number of participants and increasing the time frame would have resulted in a more complex delivery.

6.5 Recommendations

Several meaningful approaches came to the fore, and these have been extrapolated to recommendations that can provide a valuable approach to employee evaluation and employee placement. Training

6.5.1 Recommendation One – Engage in Radical Fiscal Modification

Radical fiscal modification should entail making significant budgetary accommodations to maintain organisational assets like plants and machinery. Maintenance of plant and machinery must take precedence over the payment of non-recurring debts. If the assets are prevented from deteriorating, then their value would be enhanced in the short and long term. It may be necessary to seek funding from external stakeholders like financial institutes. Additionally, organisations may partner with local or foreign stakeholders in joint ventures as suggested by the oil and gas industry opportunities as a source of funding and reduce the risks. This is especially beneficial in cases when large financial outlays are required for new oil and gas explorations and enhanced oil recovery efforts.

Assets that cannot be salvaged should be decommissioned to minimised hazardous environmental effects like oil seepages into the land and watercourses. Machinery that can be repaired and still have utility should be repaired and put to use or leased to other companies for much-needed revenue. Asset integrity appears to be the most pressing problem experienced by organisations in Trinidad and Tobago's oil and gas sector. It has negatively impacted OE in the larger organisations, but this approach can profoundly affect OE.

6.5.2 Recommendation Two – Adopt More Aggressive Strategies

Adopting more aggressive strategies is an important activity. Of even greater importance is ensuring that the most competent and experienced personnel are placed in critical job postings to drive these efforts. It would be futile to adopt potentially valuable aggressive strategies if the personnel to lead the change process cannot perform adequately. In such an instance, it would be imperative that the critical positions be reviewed and the placement process to ensure that the principles of sound placement are adhered to. Suppose persons are in critical positions and do not possess the requisite competence and skill. In that case, it may be necessary to expose them to training opportunities to equip them to handle the job effectively. In other instances

when training opportunities would not make a significant impact and other strategies to mould the individuals are not appropriate, it may be necessary to reassign the individuals to another job function for which they are better suited.

There is no need for organisations to adopt more aggressive strategies for enhanced oil recovery at a competitive rate. The depressed oil prices currently exist present managers with an ideal opportunity to invest in strategies that could improve productivity and profit margins when the price of oil and gas increases. Investment into seismic technology, exposing key personnel to training opportunities and hiring skilled staff are some strategies that could yield phenomenal rewards.

6.5.3 Recommendation Three – Adoption of a Structured Approach

From the feedback received, organisations had an overwhelming desire to adopt a more structured approach to employee evaluation and employee placement. This is an overlap from recommendation two. The systems currently in place for employee placement lack clarity and consistency, resulting in friction, work stoppages, and legal proceedings that have impacted businesses negatively and affected OE. It is generally advisable to have buy-in from the primary bargaining representatives to support and accept employee placement decisions.

6.6 Future Research

Opportunities for future research exist by exploring the topic area in greater depth with additional participants to unveil other significant information and more extensive recommendations. Concerning the litigation approach, this area is virtually untouched in Trinidad and Tobago's oil and gas industry. Information is emerging at a slow speed, and this presents an opportunity for more in-depth research.

An overview of the financial outlay organisations are mandated to pay due to litigation and IR infractions is startling, and this is certainly an avenue worth exploring.

Managers can benefit from a body of knowledge such an undertaking can produce, especially when they seem to have exhausted all the usual strategies to reduce expenditure like downsizing, organisational modifications and pay reductions without addressing the main culprit – legal and HR infringements.

6.7 The DBA Experience

The DBA journey has been an extremely humbling experience and one that has radically changed my mindset. This programme has revolutionised the way I think in a short space of time. It has impacted my ability to think critically, respond effectively, and listen intently, confirming transformational learning Mezirow (, 2000) and Cranston (2000). My daily journals have provided me with opportunities for introspection, growth and development and maturity symbolic of the reconstruction of experiences alluded to by Holly (1989)

My philosophy in life is that we are always on the learning curve. There is always room for growth and development, and this short exposure has been instrumental in stimulating positive changes in my life. With great anticipation, I look forward to future changes as I explore new learning experiences and face the job market with renewed confidence, competence, and motivation. Exposure to employee evaluation and employee placement are HR competencies that certainly bode well for my thesis. This echoes the sentiments of the Gibbs model of reflection whereby the outcome changed previous perspectives, Boyd and Fales (1989).

6.8 Summary

This body of knowledge and recommendations are useful for managers in the oil and gas industry who are, undoubtedly, struggling to meet stakeholders' expectations in the current world crisis. The advice can wholly or in part impact positively on organisations' operations in the oil and gas industry and add value to their performance and profitability.

Undertaking this thesis has been a gratifying experience for me. Taking all the shortcomings into account, I am still very proud of the final presentation. I sincerely believe there is much room for further study in employee evaluation and employee placement concerning organisational effectiveness. I am sure would be of interest and value to research delegates in the future.

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APPENDICES

APPENDIX 1: CONSENT FORM

INFORMATION SHEET FOR POTENTIAL PARTICIPANTS

RESEARCH TOPIC: A Study of the impact of employee placement on organisational effectiveness in the oil and gas industry in Trinidad and Tobago from Senior Managers' perspectives

About this consent form

Please read this form carefully as it provides important information about your participation in my research study. You have the right to take time in making decisions about participating in this research. If you have any questions about the research or any portion of this form, please feel free to ask me. If you agree to participate in this research, you will be asked to sign this form. A copy of the signed form will be provided to you for your records. Thank you for your time.

Introduction

My name is Diane Julien and I am pursuing my Doctor of Business Administration (DBA) at Edinburgh Napier University. I am desirous of interviewing you and should you accede to my request, I will be asking you open-ended questions related to your job, work experience and how employee placement is conducted in your organisation.

I would be interviewing fifteen-to-twenty senior managers like yourself who are employed in the several private and public sectors companies in Trinidad and Tobago.

so that I can gain a fundamental understanding of the systems and procedures that are used by your organisation.

Should you have any concerns, recommendations or experience any discomfort about any of the questions in the interview, please feel free to ask me to explain.

If you are still uncomfortable, you can feel free to ask me to skip the question or you may also choose to rescind your consent before or during the interview. If you decide to rescind your consent before the interview, you can feel free to contact me at 18687885314 or at dijulien@hotmail.com to inform me of the same.

1. Purpose of the Study

The purpose of the study would be to gain an understanding of the general challenges and benefits of employee placement in the oil and gas industry from your perspective.

2. Procedure

The interview would take approximately one hour to complete, and the location would be determined according to your preference. The questions would be based on your experience in the oil and gas sector and you would be asked for possible solutions for challenges identified.

3. Potential Risks and Discomforts

There are no anticipated risks to your participation in this research, but you may experience have some ethical concern about any question that will be or is being asked. If you feel any discomfort or perceive the question to be associated with information that may be regarded as confidential or of a sensitive nature, please feel free to ask for an explanation. If you are still uncomfortable with any question, please feel free to ask me to skip the question.

4. Potential Benefits to Society

The overall goal of this research is to provide company personnel, researchers and interested persons with an oversight of the challenges and benefits of employee evaluation for the placement of employees. It is hoped that the outcome would provide researchers with the impetus to conduct future research in this area.

5. Confidentiality

Any data that is obtained from you in connection with this study, i.e. feedback from the interview questions, or information, data obtained from our interview that has been transcribed, coded and analysed, will remain confidential. The information would be recorded in a word document which would be encrypted on a memory stick and stored in a locked file cabinet. Your name and the name of your organisation or any other information that may be related to you would not be used in the dissertation or made public in any way. The data obtained from the interviews and the information garnered would be stored for seven (7) years after the study has been completed and then destroyed.

6. Participation

Participation in this study is voluntary and you can choose whether you want to participate or not. You can agree to take participate in the interview. If you experience discomfort with any of the questions, you can ask me to explain the nature of the question and the rationale for inclusion and I would be happy to explain same. If you are still uncomfortable or have any reservations after my explanation, you can feel free to ask to have that question omitted and I would be obliged to so do.

If, for any reason, you have reservations about participating in the interview to the point that you would rather not participate in the interview process, you can choose to rescind your consent to participate in the interview and I would be obliged to cancel the interview if was already scheduled. If you choose to rescind your consent during the interview, the interview would cease, and all data collected from our discussions and the consent form would be destroyed.

STATEMENT OF CONSENT

RESEARCH TOPIC: A Study of the impact of employee placement on organisational effectiveness in the oil and gas industry in Trinidad and Tobago from Senior Managers' perspectives

I have read the information provided above. I have been given a chance to ask questions. All my questions have been answered. By signing this form, I am agreeing to take part in this study.

Name of Research Participant	Signature	Date Signed (and Time)
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Researcher Consent

I have personally explained the research to the participant. I have answered all the participant's questions. I believe that he/she understands the information described in this informed consent and freely consents to participate.

Diane Julien	Signature	Date Signed (and Time)
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The Interview Questions

1. Please, can you share your background in the Oil and Gas industry? How many years have you worked in it? What prompted you to join the industry
- 2 As a senior executive and expert in the industry, please can you share the challenges faced by the industry in Trinidad and Tobago?
3. What do you think are some of the opportunities that exist in the industry for our country?
4. Please guide me through the process of how your organisation evaluates employee performance?
5. Please identify the perceived benefits and challenges with this system?
6. Are there any other methods or tools that you think would add value to the employee performance process? If Yes, Please give details. .
7. Please guide me through the process your organisation uses to handle employee placements?
8. Please highlight the perceived benefits and challenges with this system?
9. Are there any other methods or tools that you think would add value to the employee placement process? If Yes, Please give details.
10. Do you think that employee evaluation and placement contribute to organisational effectiveness? Please explain.

APPENDIX 2: INTRODUCTION TO THE PARTICIPANTS

Participant 1

Participant 1 is a young electrical engineer with over fifteen years of service in the oil and gas industry.

Background in the Oil and gas industry

“I studied electrical engineering at university and was employed with the major oil and gas company for seven years. I worked in the refinery with a multinational corporation and gained extensive exposure and quickly moved up the ranks to supervisor when the vacancies presented themselves through attrition. I found the job was becoming too monotonous, and I decided to expand my core competencies. I enrolled in the master's programme in electrical engineering then started to explore more lucrative options in the industry, external to the company I was employed with.”

“I applied for the position of electrical engineer in a multinational corporation and was able to secure a much-coveted job that provided me with options to work globally.”

Motivation for joining the industry

“My father was gainfully employed in the industry for several decades, and he always convinced me to study hard and get a good job in the industry. I was interested in following in my father's footsteps, and the remuneration in comparison to the other industries certainly captivated me for I wanted to earn a decent living to purchase my own property and make sound investments.”

Participant 2

Participant 2 works in the sector and has extensive knowledge of HR, project management and engineering.

Background in the Oil and gas industry

“I have been working in the industry for over twenty years now. I have a background in environmental engineering and have had extensive exposure to several facets of the industry. I worked as the general manager of an extractive company in the sector and also with several multinational corporations over the years.”

Motivation for joining the industry

“My father was an engineer in the industry, and his wish was for me to follow in his footsteps. The industry paid well, and jobs were relatively easy to come by. I saw this as an opportunity to develop my core competencies in a dynamic setting.”

Participant 3

Participant 3 is a well-respected member of the chamber of industry and commerce with expansive knowledge and experience in the oil and gas sector. He is a part-time lecturer at the university in faculty of engineering.

Background in the Oil and gas industry

“I have been working in the industry for the past thirty-one years, having graduated with my degree in electrical engineering. I spent many of years working in the south of Trinidad in the largest company. I gained considerable experience and then moved on to another company in Point Lisas for a couple of years. I applied for the job as president of a large company and was successful and was instrumental in turning around the company and generating a profit for the first time in years. This is something I am very proud of.”

Motivation for joining the industry

“My father worked in the industry, and he convinced me to join the company in my formative years. I was very intrigued by the sector and have always been interesting in giving back to the company, which allowed my family to enjoy a better quality of life. I have always been interested in engineering, fixing things and technical stuff, and this allowed me to fulfil my passion.”

Participant 4

Participant 4 is a well-respected engineer who has a long history in the oil and gas sector in one organisation. He has represented his company overseas on several occasions at conferences and closed-door meetings on matters related to the petrochemical industry and finance. Over the years he attained the position of VP a major company in Trinidad and Tobago.

Background in the industry

“I worked in the oil and gas sector for thirty-seven years. I received a scholarship to pursue chemical engineering overseas. Still, when I returned home, the job market was very depressed, the oil and gas industry was in an economic slump, and the price per barrel of oil remained weak at \$U.S. 1 for the better part of one year. With little choices available for becoming gainfully employed, I entered the classroom where the rewarding profession of teaching allowed me to impart valuable knowledge into my students, many of whom went on to become highly successful professionals.”

“A year on and the price of oil surpassed the U.S. \$2 maker, and this spelt renewed investment opportunities in Trinidad and Tobago’s economy, an upswing in economic activity and a corresponding rejuvenation of the oil and gas sector. This spurred employment levels and created an increased demand for petroleum engineers. This would provide me with an ideal opportunity to retool myself as a petroleum engineer and become gainfully employed in a company that would afford me a high standard of living for my entire working life until retirement.”

“Having received another scholarship from the oil and gas company would see me attend University to pursue my master’s degree in petroleum and natural gas engineering. This exposure honed his technical skills and competencies to escalate the corporate ladder to that of a VP.”

Motivation for joining the industry

“My father passed on when I was very young, and my mother encouraged me to study hard and look for a good-paying job to support my family. I have always been interested in the oil and gas sector, and my friends encouraged me to join the company.”

Participant 5

Participant 5 was employed in the sector for all of her working life in the same organisation. She moved through the ranks from administrative assistant and retired as a senior manager. She worked at several outposts and gained extensive knowledge and experience of the industry, which she willingly shared.

Background in the industry

“I started off as an administrative assistant to a manager in the fields. I was young and inexperienced, but a fast learner and supervisors saw me as dependable, ambitious, and professional. These attributes, as well as my ability to produce high-quality work on time and to communicate effectively with my seniors, saw me move up the corporate ladder very quickly. I was a keen learner and quickly picked up key information and techniques related to the efficient functioning of the company, something most women were unwilling to learn. I moved around different outfields and performed well at each posting and then retired as a senior manager in HR after thirty-eight years of service.”

Motivation for joining the industry

“I followed in the footsteps of my father, who also worked in the oil and gas industry. After finishing school, Dad found a job for me before I was due to go off to university. Unfortunately, his untimely passing meant that I had to shelve my plans for further studies and remain grounded to become the breadwinner and help my mother look after my family as my siblings were still young and attending school.”

Participant 6

He is a highly accomplished unassuming professional who has worked in the industry for the past thirty-nine years having entered as a trainee technician and worked his way up to the level of VP. He has a broad skillset and competence in several areas.

Background in the industry

“I have achieved several academic accolades in a wide range of disciplines from mechanical, electrical, and petroleum engineering to strategic management/planning, HR and IR, to name a few.”

“These attributes have earned me the respect and trust of many from all social and economic strata throughout the country. I have the innate ability to draw on my wealth of experience to treat with crisis or non-crisis situations as they present themselves, having been employed in the oil industry for an extensive period.”

Motivation to join the industry

“My patriarch also worked in the industry, and as a young man growing up in the South of Trinidad and Tobago, like most other men my age, it was expected that I would fulfil the dream of my parents by following in the footsteps of my father and seeking employment in the company. A job in the oil and gas industry was and is still considered to be a very lucrative one which presents one with opportunities for growth and development, upward mobility and improved quality of life through hard work and dedication.”

Participant 7.

He worked in the industry for over forty years, joining as a trainee technician and moving to the rank of senior engineer.

Background in the industry

“I joined the company as a trainee driller technician and gained extensive experience in several areas of the field. I also gained experience in electrical, drilling, field maintenance, rig work and other aspects. After five years on the job, my performance was assessed, and I progressed to a higher level that allowed me to work alongside top drilling personnel. I also studied to improve myself. Over the years, I progressed to become a toolpusher, a senior tool pusher and then the team leader of workover until I retired.”

Motivation to join the industry

“I always had a passion for the industry, to learn and to give back to the company. I became an exemplar in my field. The compensation was also good, but the many years of shift work and being away from my family did take a toll on my personal life.”

Participant 8

He had over forty years in the oil and gas industry. He left after a few years to pursue his academic goals and then returned to the industry in his capacity of a senior manager.

Background in the industry

“My background in the oil and gas industry spans over forty years. At age 18, in 1979, I left high school started working with a major oil company as an accounts clerk. I also worked at its Forest Reserve field as a Class B mechanic until March 1983. On April 2nd of that year, I migrated to Canada to pursue further studies and work opportunities.”

“I returned to Trinidad in April 2000, and in March 2001, I was engaged as a Manager with the largest state-owned company. I was in charge of 5 Clubs in the fields until more managers were hired, and then my portfolio changed.”

“In July 2006, I was given sole responsibility for the largest flagship Club which had its attendant challenges and numerous managerial and fiduciary duties that provided me with a wealth of knowledge and experience and further developed my core competencies.”

Motivation to join the industry

“My initial exposure to the industry whetted my appetite, and I knew when I returned, I wanted to be employed in the sector. The remuneration in the sector was particularly good, and it afforded me a high standard of living.”

Participant 9

He worked at several global facilities and gained extensive knowledge of the industry over the past forty-four years.

Background in the industry

“I worked in the industry for the past forty-four years, and the majority of my time was spent in the oil and gas industry.”

Motivation to join the industry

“As a schoolboy, I was enthralled by new technology, and at the time, nuclear power was at the forefront of energy technology in England. I initially chose a career in Nuclear Engineering. Later owing to cold war détente and a slowdown in nuclear power station construction, I transferred to the oil and gas upstream and downstream industry.”

Participant 10

He has over forty-five years in the oil and gas industry.

Background in the oil and gas industry

“I grew up in south, and my father and sister worked in the company. We grew up next to the refinery, and after graduating from high school, I went to England. My desire was not to become a petroleum engineer, so I became a mechanical design engineer and worked as a project engineer for the next thirty years onshore and offshore. I was exposed to all aspects of the field, and at Galeota, I spent a lot of time in Houston managing projects for the company.”

“I then returned to work in the refinery as a project manager in the construction of new plants for another company and then left the state-owned company to join another company as the Chief Operating Officer for the next ten years. Then I retired and became a project management consultant in the energy industry. I am also a lecturer in project management at the university, and I am currently managing a project in the energy sector.”

Motivation to join the industry

“I was motivated to join the industry to please my father as he felt that a job with the national company was a fix for life. I realised that the remuneration was very lucrative, and it would afford me the opportunity to provide a high standard of living for my family.”

Participant 11

He worked at several installations globally from India to Brazil to South Korea to Trinidad and Tobago for forty-five years.

Background in the oil and gas industry

“I have been in the construction industry for 45 years, of which I spent over 20 in the oil and gas industry. I graduated with a BSc (Civ. Eng), and opportunities to be employed in the oil and gas arose when there was a need to build stacks in the refinery, construct plants and design drainage and runoffs in crucial areas. As such, my involvement came out of necessity for civil engineering skills in the oil and gas sector.”

Motivation for joining the industry

“The industry offered very hefty pay packages, and this allowed me to work and send money to my family to have a good quality of life.”

Participant 12

He worked in the industry for forty-eight years at the same company. He started off as a trainee and worked his way up to a senior manager.

Background in the industry

“At the age of 16 years, after leaving form 5, I became an apprentice student trainee under the supervision and mentorship of a skilled craftsman and was exposed to civil construction, instrumentation and electrical engineering in the oil and gas industry. The expatriates in the company designed these programmes to create opportunities for youths in the fenceline communities in which they operated for them to become gainfully employed and for them to learn and develop positive attitudes and good work ethics.”

“I worked in operations for at least 20 years and was then appointed Industrial relations leader of one of the staff associations. This provided me with the impetus to change my career path.”

“I opted to move from an engineering background in the field of HR and pursue undergraduate and graduate studies. His background in working closely with the union provided him with a wealth of knowledge and skill of problem resolution and would see him transitioning to management level. Consequently, he would be elevated to one of the highest level managers in the field of HR within the company after several acting stints.”

Motivation to join the industry

“The apprentices were enticed to join the oil and gas industry as a job in the oil and gas industry was seen as a major accomplishment. The lucrative pay packages and negotiated terms and conditions would allow us to attain a higher than normal standard of living. Our children would also be exposed to social and academic opportunities through the sporting facilities and potential scholarships that were not readily accessible to individuals whose parents were not employed in the oil and gas industry.”

Participant 13

He has over forty-five years in the industry and worked at several global installations.

Background in the industry

“I have been working in the sector for over forty-five years in the UK, New Zealand, Saudi Arabia, and then Trinidad and Tobago. I studied at Leeds University UK and joined the industry as a trainee production manager. I specialised in the building, and commissioning/start-up of large-scale Industrial investments, including hiring, training and management of new production facilities until successful and profitable outcomes were realised.”

“During my career, I have been exposed to and familiar with negotiation at intracompany and govt level, recruitment/training/placement/promotion of employees, labour deals unionised and non-unionised and strike breaking.”

Motivation for joining the industry

“The industry offered very lucrative pay packages which allowed me to provide a high standard of living for my family.”

Participant 14

Participant 14 is a past president of a major company in the oil and gas industry. With almost forty years of service to the industry, he started off a trainee engineer and worked his way up to management level.

Background of the industry

“Having graduated from university with my degree in engineering, I joined the sector and worked in many departments in the fields and gained extensive experience. I was then seconded to another company as the CEO, and this prepared me for assuming the ranks as president of our company. I always wanted to have a legal background, and I began to pursue my studies to attain my LLB.”

“When I returned to our company, I was appointed President, and this took on a new dimension to my work life. There were many sacrifices to be made, many times the telephone rang at 2 a.m. and sometimes I had to go to the job, but most times it was the supervisor informing me of the happenings.”

“Despite all the exposure I had in previous years, this position was more challenging than I could have ever imagined. The bargaining unions did not make it any easier, nor did the political climate, but I did my best, and the company performed well under my leadership. I would do it all over again.’ Oil and gas is my pet peeve.”

Motivation for joining the industry

“My father always wanted me to be an engineer or a lawyer like himself. When I had to make a career choice, my friends were also entering the sector, but more than that, I was intrigued by the engineering aspects. The industry was highly receptive to young engineers who were well-compensated in comparison to the field of law. I was young and ambitious, and I wanted to make money, travel the world and enjoy life before settling down.”

“Joining the sector allowed me to fulfil these goals, but my passion for oil and gas grew, and it was no longer about financial rewards. Working in the sector gave me a sense of purpose, it challenged my intellect, and I had supervisors who liked me and encouraged me to pursue my masters and widen my academic portfolio. They were preparing me for my future leadership role.”

Participant 15

Participant 15 was employed in the industry for forty-six years. He worked at the same company for this duration, mainly in the fields as a petroleum engineer and retired as a team leader.

Background in the industry

“I received a scholarship to study petroleum engineering. In fulfilment of the terms and conditions for receipt of the scholarship, I had to promise to work for five years in the industry or repay the scholarship money to the government of Trinidad and Tobago. I was very comforted by this arrangement for it meant that I had guaranteed employment for at least five years, and if I performed well, it was highly likely they would retain me.”

“Having completed my studies, I was placed in the fields to work where I gained valuable experience onshore and offshore, and I quickly moved up the ranks from being a junior petroleum engineer to a senior engineer and then worked at different postings throughout the company at varied localities. In my last ten years before retirement, I was appointed team leader and played a major role in ensuring that the production

levels were maintained. I was also instrumental in working with the crews for exploration and production in the land and northeast area. I met many good friends, and we shared some memorable moments.”

“I thoroughly enjoyed my job, and I felt that I had made a significant contribution to the company and the country. This seemed to auger well with management as they re-hired me on contract for six years after having retired and served in the capacity as a mentor for young and upcoming petroleum engineers. This was just as rewarding as I was able to inculcate professional and ethical standards in my understudies and expose them to a host of new and challenging experiences for which they expressed their gratitude. I am still in contact with a bunch of them to this day, and we regularly meet up and go on fishing excursions or just meet to talk and share ideas. For me, being a mentor was the pinnacle of my career.”

Motivation for joining the industry

“My parents had eight children, and they struggled financially to provide for us. They taught us to value education and work towards a pensionable job so that we could have a better life than they did. Living close to the oil and gas fields, I would see the employees going to or coming from work. Some became regular patrons of our store, and so I had the opportunity to talk to them when my parents were not paying attention. They would ask me what I wanted to become, and most times, I was unsure. They shared with me the benefits of working in a stable, well-compensating environment and being able to provide for families and live a life not enjoyed by many other citizens.”

“I paid close attention to this, and as time passed, I figured I would try the oil and gas industry.”

“I sat the scholarship exam and was successful, and this paved my way to beginning my career. My parents were elated, and they encouraged me to study hard and get a good job. The rest is history.”

APPENDIX 3: THEMES AND SUBTHEMES

No.	Category	Themes and Subthemes
1	<i>Feedback on the oil and gas industry</i>	<p>Theme 1: Challenges in the oil and gas industry Subtheme 1.1: Dwindling natural reserves Subtheme 1.2: Aged assets and infrastructure Subtheme 1.3: Staffing Issues Subtheme 1.4: Reduced Production Subtheme 1.5 Increased cost of production Subtheme 1.6: Fluctuating oil prices Subtheme 1.7: Closure of the refinery Subtheme 1.8: Political interference</p> <p>Theme 2: Opportunities in the oil and gas industry Subtheme 2.1: Talent management Subtheme 2.2: Invest in technology Subtheme 2.3: Diversification Subtheme 2.4: Joint venture Subtheme 2.5: Private sector investment Subtheme 2.6: Stock exchange Subtheme 2.7: CSR activities</p>
2	<i>Process of employee evaluation</i>	<p>Theme 3: The system of employee evaluation Subtheme 3.1: Performance appraisal Subtheme 3.2: Balanced scorecard Subtheme 3.3: Project-oriented performance Subtheme 3.4: Word-of-mouth</p> <p>Theme 4: Perceived benefits Subtheme 4.1: Measure performance Subtheme 4.2: Encourages growth and development Subtheme 4.3: Identifies training needs Subtheme 4.4: Easy to administer and execute Subtheme 4.5: Method of closing the gaps Subtheme 4.6: Communication tool between supervisor and employee.</p> <p>Theme 5: Perceived challenges Subtheme 5.1: Times not adhered to Subtheme 5.2: Employees become angry or hostile Subtheme 5.3: Supervisors reluctant or unwilling Subtheme 5.4: Controversial process Subtheme 5.5: Appraisers incompetent.</p> <p>Theme 6: Methods or tools to improve employee evaluation Subtheme 6.1: Providing training opportunities Subtheme 6.2: Computer-assisted software Subtheme 6.3: 10-minute weekly meetings Subtheme 6.4: Selecting the right person for the right job Subtheme 6.5: Due diligence for KPIs</p>

APPENDIX 3: THEMES AND SUBTHEMES (Continued)

No.	Category	Themes and Subthemes
3	<i>Process of employee placement</i>	<p>Theme 7: The system of employee placement Subtheme 7.1: Performance appraisals Subtheme 7.2: Recommendations for supervisors Subtheme 7.3 Balanced Scorecard Subtheme 7.4: External agency Subtheme 7.5: Project-oriented performance</p> <p>Theme 8: Perceived benefits Subtheme 8.1: Selection of the most suitable candidate Subtheme 8.2: Flexibility with hiring Subtheme 8.3 Opportunity for growth and development of employees.</p> <p>Theme 9: Perceived challenges Subtheme 9.1: The wrong person selected Subtheme 9.2: Problems attracting and retaining the right people Subtheme 9.3: Applicants may try to impress the panel Subtheme 9.4: Nepotism and favouritism.</p> <p>Theme 10: Methods or tools to improve employee placement Subtheme 10.1: Adopt a structured approach Subtheme 10.2: Continuous planning and monitoring Subtheme 10.3: In-depth analysis of project outcomes Subtheme 10.4: Effective communication Subtheme 10.5: Training opportunities Subtheme 10.6: Implementation of a RACI chart Subtheme 10.7: Hiring on probation or contractual basis</p>
4	<i>Performance management</i>	<p>Theme 11: Contribution of employee evaluation and placement to organisational effectiveness</p>

APPENDIX 4: SAMPLE PERFORMANCE APPRAISAL FORM

PART A PERFORMANCE PLANNING AND MID YEAR/PERIOD REVIEW REPORT

SECTION [I] -PERFORMANCE PLANNING REPORT			
For Period From: To:			
Priority	KEY RESULTS IN ORDER OF PRIORITY (Four [4] minimum)	PERFORMANCE EXPECTED (State the outputs, results and/or standards which the employee is expected to achieve a score of 3)	Weights
1			
2			
3			
4			
5			

Signature of Supervisor (Planning Report)	Signature of Employee (Planning Report)
Date	Date

SECTION [II] -MID YEAR/PERIOD REVIEW		
For Period From ----- to-----		
Priority	MID YEAR/PERIOD RESULTS	IMPROVEMENT STRATEGIES
1		
2		
3		
4		
5		
Signature of Supervisor (Mid-Year Review)	Signature of Employee (Mid-Year Review)	
Date	Date	

APPENDIX 4: SAMPLE PERFORMANCE APPRAISAL FORM

PART A PERFORMANCE PLANNING AND MID YEAR/PERIOD REVIEW REPORT

SECTION [I] -PERFORMANCE PLANNING REPORT			
For Period From: To:			
Priority	KEY RESULTS IN ORDER OF PRIORITY (Four [4] minimum)	PERFORMANCE EXPECTED (State the outputs, results and/or standards which the employee is expected to achieve a score of 3)	Weights
1			
2			
3			
4			
5			

Signature of Supervisor (Planning Report)	Signature of Employee (Planning Report)
Date	Date

SECTION [II] -MID YEAR/PERIOD REVIEW		
For Period From ----- to-----		
Priority	MID YEAR/PERIOD RESULTS	IMPROVEMENT STRATEGIES
1		
2		
3		
4		
5		
Signature of Supervisor (Mid-Year Review)	Signature of Employee (Mid-Year Review)	
Date	Date	

APPENDIX 4: SAMPLE PERFORMANCE APPRAISAL FORM

YEAR END/PERIOD REVIEW				
For Period:		To:		
Priority	REVIEW	Weights (W) (%)	Rating (R)	Weighted Score (W*R)
1				[]
2				[]
3				[]
4				[]
5				[]
		TOTAL WEIGHTS	100%	
		TOTAL PERFORMANCE SCORE		

PART B YEAR END / PERIOD REVIEW

Priority	AREAS FOR IMPROVEMENT
1	
2	
3	
4	
5	

<p><u>PERFORMANCE RATING</u></p> <p>5 – Performance consistently exceeds standards/is a model for others (Excellent)</p> <p>4 – Performance meets and often exceeds standards</p>
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APPENDIX 4: SAMPLE PERFORMANCE APPRAISAL FORM
PART C BEHAVIOURAL ASSESSMENT (Part 1 of 2)

a. SUPERVISORY: Assumes or assigns responsibility and authority for tasks, monitors progress and delivers timely and objective feedback. Consider extent to which objectives are met by planning, delegating and coordinating with direct reports. **(To be completed for Supervisors with direct reports ONLY.)**

- Frequently achieves objectives by full utilization of planning, delegating and coordinating skills to produce the desired results. Closely monitors work progress and gives timely and objective feedback.
- Has the ability and versatility to manage most situations. Objectives of direct reports are clearly defined and discussed with them, timely and objective feedback is given and required resources are made available.
- Does not meet objectives, due to poor planning and inability to motivate others.
- Usually achieves all objectives by use of planning, delegating and coordinating skills to produce the desired results.
- Meets some objectives, however, does not delegate sufficiently so the incumbent completes a disproportionate amount of the work. Requires improvement in this area.

b. INITIATIVE: Ability to work independently and achieve goals. Consider ability to complete job assignments without being told each detail and ability to identify and/or develop new approaches to complete assignments effectively and efficiently.

- Achieves goals as set out in the Performance Planning Report and is skillful at identifying and/or developing new approaches to complete work assignments efficiently and effectively.
- Rarely shows initiative and never identifies new approaches to complete work assignments.
- Carries out job responsibilities and makes suggestions for improvement in work methods.
- Initiates job assignments and frequently identifies new approaches to complete work assignments.
- Requires constant prodding and rarely identifies new approaches to completing work assignments.
- Not Applicable

c. COMMUNICATION: Ability to communicate effectively (written and oral) with all levels of the organisation. Consider ability to represent the department/section/shift/team, give and receive feedback, maintain confidentiality and resolve conflict.

- Rarely acts in ways to promote and sustain a favourable relationship with any level of the organisation.
- Maintains effective communication networks with all levels. Expresses ideas (written and oral) clearly and concisely; solicits feedback, listens attentively to others and handles conflict in a professional manner. Confidential information is used with discretion.
- Receives and acts on feedback and/or criticism in a positive manner and has adequate writing skills.
- Sometimes communicates effectively with all levels of the organisation.
- Communicates effectively with all levels of the organisation, using diplomacy and tact, writes and speaks in a clear and concise manner and receives and acts on feedback in a positive manner.

APPENDIX 4: SAMPLE PERFORMANCE APPRAISAL FORM

PART C BEHAVIOURAL ASSESSMENT (Part 2 of 2)

d. GROUP WORK: Ability and willingness to work with others as a group member. Consider the ability to work in a cooperative manner with other employees in order to achieve objectives.

- Exceptional group member whose contribution is significant. Seeks to arrive at mutually beneficial solutions and actively promotes and supports group work. Has leadership potential.
- Involved in frequent conflict with Supervisor and co-workers, which adversely affects the achievement of group objectives.
- Often disruptive and antagonistic when working with others and never functions in a cooperative manner
- Works effectively as a team/group member. Consistently contributes to work group when deadlines are critical. Actions complement efforts of others.
- Works well with others. Responds well to supervision and direction.
- Not Applicable

e. DECISION MAKING: Extent to which sound decisions are made in routine work and in difficult and challenging situations. Consider ability to analyse all the facts before arriving at a decision.

- Sometimes makes hasty decisions without properly analysing or examining the situation/available information.
- Exercises sound judgement and common sense when making recommendations and resolving problems.
- Makes decisions without considering the facts and neglects to take appropriate action.
- Displays an exceptional ability to analyse and deal with a variety of challenging and difficult situations.
- Usually demonstrates logical thinking and makes sound decisions after considering available facts.
- Not Applicable

f. SAFETY CONSCIOUSNESS: The degree to which an employee adheres to safety standards in the performance of their job. Consider whether safety polices and procedures are followed, housekeeping techniques are applied and there is participation in Company safety programmes (including inputs/ideas for improvement in general safety performance).

- Shows disregard for safety polices/procedures and is uninterested in learning about safety.
- Coordinates with other employees to reduce risk of accidents by keeping work area clean and hazard free and making sure that others are not endangered.
- Does not apply principles of accident prevention on a daily basis and work area is usually disorganised.
- Aware of safety responsibilities and acts to prevent hazardous conditions.
- Adheres to all safety policies and procedures and ensures that all tools and equipment are in good repair or reports all defects/potential hazards to the correct authorities. Encourages others to practice safety.

TO BE COMPUTED BY HR

Part C – Behavioural Assessment Computation	
Total Behavioural Score	<input type="text"/>

1. Total Performance Score (Part B) * 0.75	<input type="text"/>
2. Average Behavioural Score (Part C) * 0.25	<input type="text"/>
OVERALL WEIGHTED RATING (%)	
	<input type="text"/>

APPENDIX 4: SAMPLE PERFORMANCE APPRAISAL FORM

PART D COMPETENCY DEVELOPMENT

Employee Name **Employee No.**

Determining the causes of performance problems (usually related to a lack of job or general work skills, attitudes or resources) is necessary in order to correct them. Part B identifies performance-related areas for improvement. In Part C, Behavioural Assessment, other gaps are identified. Competencies that the employee should acquire to contribute to new projects can also be considered.

Table 1 shows areas for developmental opportunities that would address both employee and Department/Section needs. Table 2 shows the types of Development Interventions (D.I.) for closing performance gaps. To create the Development Plan:

1. List the specific competency required in column 1 of Table 1.
2. Review Table 2 and select applicable intervention(s), and
3. Place its corresponding number in column two [11] of Table 1.
4. Set specific target date

Table 1

[I] Specific Areas for Employee's Development	[II] D.I. No.	[III] Target Date
Management/Supervisory		
Technical		
Other		

Table 2

Development Intervention (D.I.) Within Company	Development Intervention (D.I.) Outside Company
1. Staff or Special Assignments.	7. External Seminars and Workshops
2. Job Rotation.	8. Research/Writing Assignments
3. Participation on teams, task forces, committees	9. Membership in Professional or Business Societies
4. Company Training Programs.	10. Other Programmes or Activities
5. Computer based training.	11. Web Based Training
6. Other Programmes or Activities	

APPENDIX 4: SAMPLE PERFORMANCE APPRAISAL FORM

PART E SUPERVISOR COMMENTS AND SIGNATURE

Reviewer's Comments: Write any additional comments, use additional sheets if necessary

Name Of Reviewer (Block Letters):	Position:	
Signature	Employee Badge No:	Date:

PART F EMPLOYEE COMMENTS AND SIGNATURE

Employee's Comments: My Performance Appraisal has been discussed with me. I wish to add the following comments (Optional). Use additional sheets if necessary.

Employee (The signature does not necessarily mean concurrence with the appraisal)	Name of Employee (Block Letters):	Position:	
	Signature	Employee Badge No:	Date:

PART G EMPLOYEE COMMENTS AND SIGNATURE

Skip Level's Comments (Comment on this person's potential and suitability for promotion.):

Name Of Skip Level Reviewer (Block Letters):	Position:	
Name Of Reviewer (Block Letters):		
Signature	Employee Badge No.	Date: