



Kent Academic Repository

Liao, Ying Ying, Soltani, Ebrahim, Iqbal, Abdullah and van der Meer, Robert (2023) *Approaches to performance appraisal in TQM-driven organizations: does control vs learning approach matter?* *Production Planning and Control*, 35 (12). pp. 1429-1450. ISSN 0953-7287.

Downloaded from

<https://kar.kent.ac.uk/89969/> The University of Kent's Academic Repository KAR

The version of record is available from

<https://doi.org/10.1080/09537287.2023.2189638>

This document version

Author's Accepted Manuscript

DOI for this version

Licence for this version

CC BY-NC (Attribution-NonCommercial)

Additional information

Versions of research works

Versions of Record

If this version is the version of record, it is the same as the published version available on the publisher's web site. Cite as the published version.

Author Accepted Manuscripts

If this document is identified as the Author Accepted Manuscript it is the version after peer review but before type setting, copy editing or publisher branding. Cite as Surname, Initial. (Year) 'Title of article'. To be published in **Title of Journal**, Volume and issue numbers [peer-reviewed accepted version]. Available at: DOI or URL (Accessed: date).

Enquiries

If you have questions about this document contact ResearchSupport@kent.ac.uk. Please include the URL of the record in KAR. If you believe that your, or a third party's rights have been compromised through this document please see our [Take Down policy](https://www.kent.ac.uk/guides/kar-the-kent-academic-repository#policies) (available from <https://www.kent.ac.uk/guides/kar-the-kent-academic-repository#policies>).

Approaches to performance appraisal in TQM-driven organizations: does control vs learning approach matter?

Abstract

While prior research studies provide insights into how Total Quality Management (TQM) and Performance Appraisal (PA) are incongruent, they rarely offer any compelling evidence that identifies the reasons behind the incongruence. We argue that the ‘why’ of TQM goals (i.e., control and learning) have consequences for the PA processes and purposes. Drawing from attribution theory and the duality inherent in TQM, our aim is to investigate how an organization's preferred approach to TQM could result in different PA processes and purposes particularly in relation to the manager's understanding, diagnosis and attributions of employee performance variation. To reach this purpose, a qualitative, inductively oriented investigation was conducted. Our findings suggest the disutility of a unilateral focus on either control or learning in terms of designing a PA system solely for the purpose of supporting one goal at the expense of the other. Rather, mutual understanding of the causes of performance variation and a recognition of shared responsibility for performance outcomes should become the core of the organisation's approach to TQM – if the PA system is to achieve the aim of continuous quality improvement and learning. We also present several working propositions that not only delineate how each goal of TQM could lead to different PA processes and purposes but also are of value to guide future research.

Keywords: total quality management, performance appraisal, control, learning, attribution theory, qualitative case study