

## **Appraising coach performance: A qualitative analysis of coaches' perceptions**

J. Surujlal

*Faculty of Economic Sciences and Information Technology, North West University, South Africa.  
E-mail: Babs.Surujlal@nwu.ac.za /bsurujlal@gmail.com.*

*(Received: 4 February 2013; Revision Accepted: 12 February 2013)*

### **Abstract**

As a result of the proliferation of international competition, increased participation in sport, increased sponsorship, increased visibility of sport and greater levels spectatorship, the management of human resources in sport organisations has become an increasingly important factor in organisational success. Among the important human resources practices is performance appraisal. The current study examines the perceptions of sport coaches regarding their performance appraisal. A qualitative approach using in depth interviews was adopted for the study. The sample comprised eleven sport coaches who were selected through a purposive sampling technique. Five themes, namely *criteria, feedback, purpose, appraiser* and *expectations* emerged through the analysis of the data. Evident from the findings are concerns regarding the appraisal of sport coaches. Sport organisations need to take into account these concerns when implementing performance appraisal at their organisations. The performance of sport coaches should be appraised by a knowledgeable appraiser using sound appraisal techniques which considers all factors contributing to the overall performance of a coach. Furthermore clear guidelines regarding the criteria and purpose of the appraisal should be made available to both coaches and appraisers.

**Keywords:** Sport coaches, human resources, performance appraisal, feedback, appraiser, expectations, criteria.

### ***How to cite this article:***

Surujlal, J. (2013). Appraising coach performance: A qualitative analysis of coaches' perceptions. *African Journal for Physical, Health Education, Recreation and Dance*, 19(1), 30-43.

### **Introduction**

The management of human resources in sport organisations has become an increasingly important factor in organisational success. This is as a result of the proliferation of international competition, an increase in participation in sport, increased sponsorship, increased visibility of sport and greater levels of spectatorship. Human resources managers at sport organisations are required to continually assess situations and events that reflect the dynamic nature of their operations as they are interrelated with those of an increasingly complex global business environment (Gubbins & Garavan, 2009; Jogulu & Wood, 2008). In a sport organisation the human resources function comprises a range of practices which include recruitment and selection, training and development, compensation and

performance appraisal (Surujlal, 2004). Among these practices, performance appraisal has received increased attention because of the controversy and debate associated with it. Indeed, it is increasingly considered as one of the most important human resource practices (Boswell & Boudreau 2002).

Performance appraisal is an assessment and discussion of an employee's performance of assigned duties and responsibilities. It focuses on outcomes obtained by the employee in his/her job. It is expected to measure an employee's skills and accomplishments with reasonable accuracy and uniformity (Worcester Polytechnic Institute, 2013) thereby providing ways to help identify areas for performance enhancement and to help promote professional growth. Furthermore, it often directs an organisation's future (Chelladurai, 1999; Barber & Eckrich, 1998; MacLean & Zakrajsek, 1996), contributes to an organisation's objectives and is central to the field of organisational behaviour.

The important function that performance appraisal fulfils in an organisation should not be underestimated. The Worcester Polytechnic Institute (2013) posits that periodic appraisals of an employee's performance assists the organisation in gaining a better understanding of each employee's abilities so that achievement is recognised, job progress is evaluated and training programmes to develop further skills and strengths are identified and designed. Performance appraisal contributes to improved communication at all levels in an organization and provides a basis for feedback (Armstrong, 2006). Furthermore it: i) provides an indication of the extent to which the employee is contributing to the overall goals and objectives of the sport organisation, (Swanepoel, Erasmus, Van Wyk & Skenk, 2003); ii) assists in identifying employees who are not performing to the required standard (Slack, 1997); iii) provides valuable information to assist employees with their career decisions and professional growth (Cornelius, 2001); and iv) assists in the development of valid data for compensation, promotion decisions and other forms of reward (Swanepoel *et al.*, 2003; Findlay, 2002).

### **Sport coaching**

Chelladurai (1999) posits that the human resources in sport organisations comprise three divergent groups of people, namely the paid professional employees, the volunteers and the clients. Amongst the paid professional employees are the professional sports coach, technical officials and administrators who collectively contribute towards the provision of sport services. The professional sports coach provides an important service, namely coaching. The important role that of sport coaches play in a sport organisation is being increasingly realized (Cushion, Armour & Jones, 2003). The service that coaches provide cannot be produced without the participation of the clients such as athletes or players. In order to ensure the retention and satisfaction of clients, who make the survival of the sport organisation possible,

it is important for sport organisations to take cognisance of the importance of the coach's role in the organisation.

The role of the coach has evolved to such an extent that sport organisations have begun to view sport coaches as business managers who are required to perform several functions (Fizel & D'itri, 1996) that are critical to the performance of the sport organisation. Their role has become much more critical since to a very real extent the coach is the service, given the absence of any tangible artefact. According to Goslin (1996), as a global shift to the information age occurs, the traditional paradigm of sport services is challenged. The emphasis, in the emerging paradigm, is on products and services that meet social and economic needs rather than being generated from a set list of activities. Thus the job of the coach involves acting as a facilitator, community organizer, catalyst and product initiator. Sport coaches thus carry the responsibility of projecting the image of the organisation and it is in their hands that the ultimate satisfaction of the consumer rests (Kelliher & Perrett, 2001).

### **Performance appraisal in sport organisations**

Performance appraisal has been adopted and implemented differently in different organisations (Surujlal, 2004). Its diverse nature warrants that it be defined by giving substance to the specific criteria needed in the appraisal process, since there is very little value in accurately measuring job performance if the criteria measured are unrelated to the job (Surujlal & Singh, 2006). Armstrong and Baron (2005) argue that if one cannot define performance one cannot measure or manage it. In the context of sport, there is an ongoing debate whether performance appraisal entails behaviour, results, or both. Chelladurai (1999) argues that an employee's domain of performance includes both the job-specific task (written and oral communication, supervision and leadership, and management and administration) as well as non-job-specific tasks (effort, personal discipline, and involvement in and the facilitation of peer and workgroup tasks). On the other hand, MacLean (2001) suggests that performance appraisal criteria should be job-specific, measurable components of a job. Murphy and Cleveland (1995), however, opine that an employee's performance is highly context dependent and should also be considered in the performance appraisal process. The current study views performance as a complex and multidimensional construct which consists of the process and outcomes of an occupation, which, in the context of sport coaching would be dependent on factors such as resources, personal attributes of the coach, the team, situational factors and strategic goals of the sport organisation (Surujlal, 2004).

### **Problem statement**

Armstrong and Baron (2005) argue that performance appraisal is the most important element of the management process that enables an organisation to take advantage of its most important asset - its employees so that human capital is gained, improved and retained. Unlike many other assets which can be replicated it is almost

impossible to replicate the human factor. Therefore, this important resource should be treated with sensitivity and caution. A performance appraisal system requires careful thinking in terms of its design and implementation (Caruth & Humphreys, 2006) and should be integrated with the strategic objectives of an organisation. It is important that both the appraiser and the employee are fully aware of the purpose of the process as well as the factors that will be considered in the appraisal process.

In a sport organisation the assessment of the coach's work is complex and unique as there are numerous intangible factors which need to be considered. The multifaceted nature of the coach's job poses difficulty in constructing or reaching consensus regarding the actual boundaries of a coach's job. As a result sport organisations and their administrators will continue to grapple to create the ideal "recipe" to appraise their employees (Surujlal, Singh & MacLean, 2009).

Mooney (2009) reported that there is an abundance of research which suggests that performance appraisal is not well practiced or welcomed in some organisations. It develops anxiety, dread and apprehension in many employees regardless of their position or level of performance (Roberts & Pregitzer, 2007). A study by St-Onge, Morin, Bellehumeur and Dupuis (2009) citing the responses of about 50000 responses revealed that only 13% of employees considered their organisation's performance appraisal process to be beneficial. This raises huge concern regarding performance appraisal.

### **Purpose of study**

It is evident from the fore-going that there exist challenges regarding the appraisal of coach performance. Hence, the purpose of the study was to examine the perceptions of coaches with regard to performance appraisal at their respective sport organisations.

### **Methodology**

A qualitative approach utilizing in-depth interviews with semi-structured questions developed through a comprehensive literature search to evoke coaches' responses that are meaningful and applicable to performance appraisal, was adopted for the study. This approach focuses on the significance of meanings and interpretations derived from the data, (Rasmussen, Ostergaard & Beckman, 2006). It allows the interviewer to control the general direction of the interview while encouraging the respondent to talk freely about whatever seems important to them regarding the phenomenon being investigated. This approach also provides participants the opportunity to respond in their own words, rather than limiting them to select from fixed responses which is required in a quantitative approach.

### *Sample*

The participants in the study were selected using a purposive sampling strategy. Purposive sampling allows researchers to deliberate on people or phenomena critical for the research being conducted (Dane, 1990). Eleven participants were selected based on the following criteria: they possess a body of knowledge in a particular sport and derive their main income by imparting this knowledge, he/she coaches in either soccer, cricket or rugby in South Africa (these sports were chosen because of the high coach turnover that they experience (Surujlal, 2004) as well as to standardise the sport context in which the coaches coached) and they have a minimum of five years experience coaching at the organisation where they are presently employed. These participants were predicted to stimulate the greatest amount of theoretical return with regard to the topic being investigated (Gordon & Lavalee, 2004).

### *Interview schedule and procedure*

Based on the literature study an interview schedule was developed to elicit responses relating to coaches' perceptions of the performance appraisal process at their respective sport organisations. Content validity of the questions in the interview schedule was ascertained by pre-testing the questionnaire with two experienced researchers who were familiar with the phenomenon. Based on their suggestions minor changes to the interview schedule were implemented. Although a standardised question format was used, the sequence of the questions sometimes varied depending on the responses of the respondents. This ensured flexibility and a smooth flow of the conversation. The interview schedule comprised questions on participants' experiences with the performance appraisal process, concerns related to performance appraisal and recommendations they had regarding the process. In addition, biographical data of the participant were obtained.

### *Procedure*

As most ethical issues in social research are related to the treatment of human participants, potential participants who fit the set criteria were personally approached by the researcher to participate in the study. Each potential participant was given an explanation regarding the objective of the study, what was expected of them and how the data collected via the interview would be treated. Their anonymity was assured as well as the confidentiality of the information that they provided. Their right to withdraw from the study at any stage without any further expectations of them was also explained and guaranteed. All interviews with respondents who gave their consent to be interviewed were conducted face-to-face at a pre-determined venue. At the outset participants were informed that their responses would be transcribed. The researcher and a research assistant took notes during the interview. Technical saturation of information was observed during the eleventh interview when it was established that contributions by the respondents

were exhausted as no new information was forthcoming (Cote, Salmela, & Russell, 1995). Each interview lasted between 30 and 40 minutes.

### *Data Analysis*

Immediately after each interview the notes of the researcher and the research assistant were compared. Each interview transcript was perused through an interactive and recursive process which involved reading the transcripts and summarizing the raw data to draw salient aspects relating to the study. Thematic analysis (Ezzy, 2002) was used to construct common themes in the data. These themes were then assigned descriptive titles.

### *Trustworthiness*

Similar to quantitative research which strives for validity and reliability, qualitative research strives to reduce the possibility for misinterpretation of data to enhance trustworthiness (Golafshani, 2003; Lincoln & Guba, 1985). The researcher sought to maximise the credibility by ensuring that the transcripts were an accurate reflection of the contribution of the respondents. Furthermore, to enhance the rigor and quality of the findings, the researcher disregarded his own experience and perceptions of the phenomenon being researched.

In this study trustworthiness was ensured in two ways. Firstly the transcripts and emergent themes were provided to the researchers who initially did the pre-test of the interview schedule to ensure that the themes accurately reflected the content of the original data set. Secondly member validation was used to ensure the accuracy of the findings. Member checking consisted of making transcripts available to three respondents who were within easy access to the researcher to check whether they were representative of their respective interviews. In both instances there was consensus regarding the capturing and interpretation of the data.

## **Results**

### *Demographics*

The sample comprised five (5) soccer coaches, three (3) cricket coaches and three (3) rugby coaches. Their total coaching experience ranged from 9 years to sixteen years.

### *In-depth interviews*

Content analysis of the transcripts pertaining to the performance appraisal of sport coaches yielded 5 themes, namely *criteria*, *feedback*, *purpose*, *appraiser* and *expectations*. The themes and their operational descriptions are provided in Table 1.

**Table 1:** Themes and operational definitions

<b>Theme</b>	<b>Operational description</b>
<i>Criteria</i>	This theme encompassed the different criteria employed by sport organisations to appraise their coaches
<i>Feedback</i>	This theme is concerned with the way feedback was provided to coaches, the type of feedback and the timeliness of the feedback
<i>Purpose</i>	This theme involves the reasons why sport organisations conduct performance appraisals
<i>Appraiser (knowledge and bias)</i>	This theme is concerned with the competence of the appraiser and the impartiality of the appraiser
<i>Expectations</i>	This theme takes into account the expectations participants had of the appraisal process

## Discussion

The responses from the interviewees appeared to suggest that there were serious concerns regarding the performance appraisal at sport organisations.

### *Criteria*

Most of the respondents expressed concern that the criteria used to appraise their performance were limited in terms of the different aspects which were appraised. In most instances, they were appraised based on the results of their teams. Very rarely were the limited resources (players, facilities and finance) were taken into consideration when they were appraised. This approach is flawed in that it, by looking only at the outputs of the coach, ignores the efforts that the coach puts into his/ her coaching; the talents of the athletes/players and the strength of the opponents. One of the soccer coaches commented:

*“Technically I did everything right – selected the best team. But two key players were injured in the match and we lost at the semi-finals and I was targeted”*

Another coach commented:

*“I have a bunch of very enthusiastic players but they are not top quality players and the club does not want to spend in the transfer market – how do they expect good results from me”*

MacLean and Zakrajsek (1994) found that in many of the sport organisations in the US the criteria used for performance appraisal were both narrow and undocumented. MacLean (2001) argued that the services sport coaches deliver are often in the form of services and not always tangible. As a result, the manner in which they are appraised ought to be different from other employees in the organisation. There are a myriad of factors besides winning and losing that contribute to successful coaching performance. A loss may result not only from poor coaching, but from circumstances outside the coach’s control, such as injuries, a close call by the referee, inclement weather or just a bad bounce of the ball (Surujlal & Singh, 2006; MacLean & Chelladurai, 1995). Cunningham and

Dixon (2003) are of the view that a heavy focus on results-oriented criteria often misleads the coach being appraised to concentrate on results thereby ignoring other important factors in coaching. Williams (2002) argued that over-concentration on results ignores the ways and means of achievement. This may eventually “cloud” the judgement of the appraiser.

### *Feedback*

With the exception of four participants (two from soccer, one from cricket and one from rugby) who expressed satisfaction with the feedback that they received, the other participants either did not get feedback or received feedback which was either not meaningful (n=3) or not beneficial (n=4). Some of the responses from the participant included the following:

*“Satisfactory – what does this mean?”*

*“I was told to focus on my areas of weakness but not told which areas and how”*

*“This was just one of the tasks the manager had to complete”*

The lack of feedback is a serious concern as feedback has been suggested as an important factor in the performance appraisal process which provides the coach as well as the manager with critical, formal information (Worcester Polytechnic Institute, 2013). Feedback, according to Armstrong and Baron (2005) provides the employee with an indication of his/her strengths and weaknesses, how their performance is perceived, identify development areas, and make them more aware of their contribution to the organization. O’Reilly and Anderson (2006), in agreement, posit that performance appraisal feedback is a critical communication activity in organisations which should be provided with the intention of creating an understanding between the manager and subordinates regarding the effectiveness of the subordinate’s performance. The concerns expressed by coaches are not unfounded. Swan (1991) posited that one of the problems associated with performance appraisal is an absence of post appraisal discussion and follow-up. The results of this study corroborate those of Daonis (2012) who reported that results of performance appraisal are often not discussed or communicated with the employees. Cornelius (2001) suggests that feedback from the performance appraisal process could lead to better information exchange, more open communication between employee and manager; can help greatly to clarify organisational, managerial and employee expectations and highlight actual and potential shortfalls in performance as well as to strengthen manager/ employee relations.

### *Purpose*

The majority of participants perceived that performance appraisal was conducted on an *ad hoc* basis to satisfy the requirements of the manager’s job. This finding is in strong contrast to MacLean’s (2001) assertion that performance appraisal

should be a structured formal interaction between the employee and supervisor. Furthermore, the respondents were of the opinion that performance appraisal should serve the purpose of identifying their strengths and weaknesses and they would be provided with feedback which would help them capitalize on their strengths and improve on their weaknesses. Excerpts from the in-depth interviews in this regard include the following:

*“If we do not get feedback - what is the purpose?”*

*“He only does it because it is in his diary”*

The results are in agreement with Armstrong and Baron's (2005) assertion that performance appraisal is a limited process in which managers adopt a top-down approach to assess the performance of their employees annually. Apart from four respondents who expressed satisfaction with the manner and reason for which performance appraisal was conducted, all other respondents were not satisfied with the procedure. Slack (1997) argued that performance appraisal is instrumental in identifying employees who are not performing to the required standard so that they can be either disciplined, provided training or warned about their unsatisfactory performance. In agreement, Cornelius (2001) and Chelladurai (1999) commented that performance appraisal should contribute to the professional growth of employees.

#### *Appraiser (knowledge and bias)*

This theme focused on the appraiser in the performance appraisal process. Two key issues emerged during the in-depth interviews – knowledge of the appraiser of both the appraisal process and the job requirements and appraisal bias. Appraisers without adequate knowledge of the organization or the appraisal process may undermine the process. Whereas two respondents expressed that they perceived the person who appraised them to be fair and competent, all other respondents were of the opinion that the appraiser should be independent of the organisation and should have the relevant qualifications and competency to carry out this task. When probing questions in this regard were posed to respondents aspects such as knowledge of the sport environment, knowledge of the organisation and an awareness of individual differences among different coaches were crucial in performance appraisal. These sentiments are aptly encapsulated in the following excerpts:

*“I don't feel comfortable that a manager who knows all my moves evaluating my performance”*

*“I feel I know more than him about the players and the club”*

*“He does not know the culture here”*

MacLean (2001) is of the view that appraisers should guard against a tendency to attribute failure to the coach and success to the situation, or to rate coaches similar to themselves higher than others. Pigott-Irvine (2003) suggests that the appraiser should develop an interpersonal relationship that contributes to trust and openness between him/her and the employee and create a conducive environment which allows him to contribute meaningfully to the process. They should also guard against ignoring individual differences and generalizing findings across all groups of employees. Skarlicki and Folger (1997) argue that the appraisal process could result in dissatisfaction if the system is biased or irrelevant. Because performance appraisal involves human perception, human behaviour and decision-making; bias, subjectivity and stereotyping may creep in resulting in the assessment and feedback being skewed (Lond, 2010). Due to the subjective nature of performance appraisals, bias, inaccuracy and inherent unfairness often interferes with the effective implementation of the process (De Nisi, 1996), thereby producing distorted results.

### *Expectations*

Seven of the participants were unsure what was expected of them during the appraisal process. They were also unsure of what the performance appraisal process would lead to. This was because in many instances they were not warned or given timely notice that their performance evaluation would take place. As a result they were unprepared for the performance appraisal. Some excerpts which capture the afore-mentioned concerns are:

*“I came to know two days before that my performance was going to be evaluated”*

*“When I asked what I should do – I was told ‘don’t worry you will cope’”*

The findings regarding expectations are in strong agreement with those of Cunningham and Dixon (2003) who reported that most performance evaluations were informal. Staurowsky (2004) also criticised sport organisations for bending the ‘rules’ by providing inappropriate measures to appraise coaches. Cook and Crossman (2004) found that the discrepancy between expectations and results was the major cause of dissatisfaction with the performance appraisal process.

### **Strengths, limitations and implications for further research**

A notable strength of the study was the purposive sample from which first hand information regarding the phenomenon was collected. A limitation of the study was the small sample size. As a result the findings may not be generalized to the larger population. A quantitative approach could be adopted by future researchers to investigate the phenomenon further. It would be interesting to compare the appraisal process among the different sports.

## **Recommendations**

Arising from the findings of the study are a few recommendations. It is recommended that the performance of sport coaches should be appraised by a knowledgeable appraiser using sound appraisal techniques which considers all factors contributing to the overall performance of a coach. The appraiser should also have a good knowledge of the organization as well as the sport.

With regard to feedback it is important that a feedback meeting should be scheduled as soon after the appraisal as possible. At the feedback meeting both verbal as well as written feedback should be provided. Proper feedbacks should be done with proper documentation which employees can use for future reference. Included in the feedback should be aspects such as career planning which the employee could use for future development. It should also highlight the strengths and areas for development for the employee. It could also include future goals expectations of the employee.

It is important that the coaches participate in the formulation of the appraisal tool. The tool should be designed in a way that in addition to encompassing the core requirements of the job, it should take into account the resources available to the coach. It should consider the conditions under which the coach performs. The criteria included in the appraisal too should be in sync with the organizational goals as well as the goals set for the coach. It should be clear, meaningful and understood by both the coach as well as the appraiser. The criteria should be both specific to the job of the coach and measurable. There should be a clear sense of direction and purpose for the appraisal. A well-designed performance appraisal tool should be able to recognize the coach's efforts and contribution as well as be used to defend decisions regarding compensation, promotion, demotion or dismissal.

An important concern regarding performance appraisal is who appraises. It is recommended a multi-pronged approach which includes a self-evaluation by the coach, a peer-evaluation and an evaluation by an independent expert be implemented. The results of such a process should then be compared and consensus should be reached regarding the final outcome.

## **Conclusion**

It is evident from the findings that there are concerns regarding the appraisal of sport coaches. The gap between the study's results and practices and processes recommended by the participants appears vast. The study found the expectations of appraisers and what is actually appraised and reported on are also vastly different. There should therefore be collective agreement between managers and coaches at sport organizations about what specific performance appraisal criteria would be considered at the outset and both parties should adhere to those criteria.

Results of the study point strongly to a need to review and revise the performance appraisal process at sport organizations. Sport organisations need to take into account these concerns when implementing performance appraisal at their organisations.

## References

- Armstrong, M. (2006). *A Handbook of Human Resource Management Practice*. London: Kogan Page.
- Armstrong, M. & Baron, A. (2005). *Managing Performance: Performance Management in Action*. London: CIPD.
- Barber, H. & Eckrich, J. (1998). Methods and criteria employed in the evaluation of intercollegiate coaches. *Journal of Sport Management*, 12, 301-322.
- Boswell, W.R. & Boudreau, J.W. (2002). Separating the development and evaluative performance appraisal uses. *Journal of Business and Psychology*, 16, 391-412.
- Caruth, D.L. & Humphreys, J.H. (2008). Performance appraisal; essential characteristics for strategic control. *Measuring Business Excellence*, 12(3), 24-32.
- Chelladurai, P. (1999). *Human Resource Management in Sport and Recreation*. Champaign, IL: Human Kinetics.
- Cook, J. & Crossman, A. (2004). Satisfaction with performance appraisal systems: A study of role perceptions. *Journal of Managerial Psychology*, 19(5), 526-541.
- Cornelius, N. (2001). *Human Resource Management: A Managerial Perspective*. Cornwall: Thomson Learning.
- Cote, J., Salmela, J.H., Baria, A. & Russell, S. (1995). Organizing and interpreting unstructured qualitative data. *The Sport Psychologist*, 10, 247-260.
- Cunningham, G. & Dixon, M. (2003). New perspectives concerning performance appraisals of intercollegiate coaches. *Quest*, 55, 177-192.
- Cushion, C., Armour, K. & Jones, R. (2003). Coach education and continuing professional development: experience and learning. *Quest*, 55, 215-230.
- Dane, F. (1990). *Research Methods*. Pacific Grove: Brooks/Cole.
- Daoanis, L.E. (2012). Performance appraisal system: It's implication to employee performance. *International Journal of Economics and Management Sciences*, 2(3), 55-62.
- De Nisi, A.S. (1996). *Cognitive Approach to Performance Appraisal*. London: Routledge.
- Ezzy, D. (2002). *Qualitative analysis: Practice and innovation*. Crows Nest, NSW: Allen & Unwin.
- Findlay, H.A. (2002). Performance appraisal for sport and recreation managers – book review. *Centre for Sport and Law*. Available at: <http://www.sportlaw.ca/articles/coach/coach34.html>. Accessed on 2005/05/24.

Fizel, J.L. & D'itri, M. (1996). Estimating managerial efficiency. *Journal of Sport Management*, 10(4), 435-445.

Golafshani, N. (2003). Understanding reliability and validity in qualitative research. *The Qualitative Report*, 8(4), 597-607.

Goslin, A.E. (1996). Changing paradigms in the leisure industry: Implications for entrepreneurial orientation in sport and leisure management in Africa. *SA Journal for Research in Sport, Physical Education and Recreation*, 19(1&2), 49-56.

Gordon, S. & Lavallee, D. (2004). Career transitions in competitive sport. In T. Morris & J. Summer (Eds.), *Sport Psychology: Theory, Applications and Issues* (2<sup>nd</sup> ed.) (pp. 584-610). Brisbane: Wiley.

Gubbins, C. & Garavan, T.N. (2009). Understanding the HRD Role in MNCs: The Imperatives of Social Capital and Networking. *Human Resource Development Review*, 8(2), 245-275.

Kelliher, C. & Perrett, G. (2001). Business strategy and approaches to HRM – a case study of new developments in the United Kingdom restaurant industry. *Personnel Review*, 30(4), 421-437.

Lincoln, Y. & Guba, E. (1985). *Naturalistic Inquiry*. New York: Sage.

Lond, B. (2010). A quantitative and qualitative exploration of performance appraisal in financial services. Unpublished Doctoral thesis. London: University of East London.

Jogulu, U.D. & Wood, G. J. (2008). A cross-cultural study into peer evaluations of women's leadership effectiveness. *Leadership & Organisation Development Journal*, 29(7), 600-616.

MacLean, J. (2001). *Performance Appraisal for Sport and Recreation Managers*. Champaign, IL: Human Kinetics.

MacLean, J.C. & Chelladurai, P. (1995). Dimensions of coaching performance: Development of a scale. *Journal of Sport Management*, 9, 194-207.

MacLean, J.C. & Zakrajsek, D. (1996). Factors considered important for evaluating Canadian University athletic coaches. *Journal of Sport Management*, 10, 446-462.

Mooney, J. (2009). A case study of performance appraisal in a small public sector organisation: The gaps between expectations and experience. Unpublished Masters Dissertation. Chester: Chester Business School.

Murphy, K.R. & Cleveland, J.N. (1995). *Understanding Performance Appraisal; Social, Organisational and Goal Based Perspectives*. California: Sage Publications.

O'Reilly, C.A. & Anderson, J.C. (1980). Trust and the communication of performance appraisal information: The effect of feedback on performance and job satisfaction. *Human Communication Research*, 6(4), 290-298.

Piggot-Irvine, E. (2003). Key features of appraisal effectiveness. *The International Journal of Education Management*, 17(4), 170-178.

- Rasmussen, E.S., Ostergaard, P. & Beckman, S.C. (2006). *Essentials of Social Science Research Methodology*. Odense: University Press.
- Roberts, G. & Pregitzer, M. (2007). Why employees dislike performance appraisals. *Regent Global Business Review*, 1(1), 14-21.
- Slack.T. (1997). *Understanding Sport Organizations – The Application of Organization Theory*. Champaign: Human Kinetics.
- Starlicki, D.P. & Folger, R. (1997). Retaliation in the workplace: The roles of distributive, procedural, and interactional justice. *Journal of Applied Psychology*, 82, 434-443.
- Staurowsky, E. (2004). Piercing the veil of amateurism: Commercialisation, corruption, and US college sport. In T. Slack (Ed.), *The Commercialization of Sport* (pp 229-265). London, UK: Frank Cass.
- St-Onge, S., Morin, D., Bellehumeur, M. & Dupuis, F. (2009). Manager's Motivation to evaluate subordinate performance. *Qualitative Research in Organizations and Management: An International Journal*, 4(3), 273-293.
- Surujlal, J. (2004). Human resources management of professional sports coaches in South Africa. Unpublished PhD Dissertation. Johannesburg: Rand Afrikaans University.
- Surujlal, J. & Singh, P.C. (2006). Critical factors in appraising performance of sport coaches. *African Journal for Physical, Health Education, Recreation and Dance*, 12(1), 15-29.
- Surujlal, J. Singh, P.C. & MacLean, J.C. (2009). Performance appraisal of coaches: An international comparison between Canada and South Africa. *African Journal for Physical, Health Education, Recreation and Dance*, 15(1), 74-90.
- Swan, W.S. (1991). *How to do a Superior Performance Appraisal*. New York: John Wiley & Sons.
- Swanepoel, B., Erasmus, B., Van Wyk, M. & Schenk, H. (2003). *South African Human Resource Management: Theory and Practice*. Lansdowne: Juta & Co Ltd.
- Worcester Polytechnic Institute (2013). Performance appraisal process. Available at: <http://www.wpi.edu/Admin/HR/performance-appraisal.html>. Accessed 2013/01/03.
- Williams, R.S. (2002) *Managing Employee Performance*. London: Thomson Learning.