

The Influence of Performance Assessment And Career Development on Employee's Commitment

Ami Pujiwati
Faculty of Economic Universitas Terbuka Indonesia

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ABSTRACT

In the era of globalization, competition occurs in all aspects, including competition for qualified human resources. To anticipate this situation, companies need to implement a system that can maintain the existence of human resources. Application of the performance assessment and career development is to maintain and enhance employee's commitment. This study aims to analyze the influence of performance assessment and career development on employee's commitment working in the company. The study is conducted by giving questionnaire to 119 employees SBU (Strategic Business Unit) 1 PT. PGN, which is present in three areas, namely Hosbu region (Jakarta), Bogor, and Banten. Hypothesis testing method using the model *Structural Equation Model (SEM) with PLS*. The results showed that the performance assessment has a positive and significant impact on the career development. However, the performance assessment has a positive but not significant effect to employee's commitment.

Keywords : performance assessment, career development, employee's commitment.

INTRODUCTION

Human resources (HR) is a major asset to achieve the vision and mission of a company. Therefore, companies must be able to maintain its existence. According to Sharif, Ashraf, and Khan (2013), human resource practices have a positive impact on the performance of the employee. The emphasis on human resources as a valuable capital in Organizations Reviews their expectations to reflect more stress on the intangible resources rather than tangible ones (Muda and Rafiki, 2014). A goal of performance assessment and career development applied in a company is to keep the existence of the human resources. When both are applied, the commitment of employees is expected to be improved.

Fletcher (1993) found that the concept of performance is related to an approach of creating vision and common purpose in the organization, which helps each employee understand and recognize their part of contribution to them, and thereby increases the performance of each other for the individual and the organization as well. Furthermore, Rotundo and Sackett (2002) define the work performance and behavior as an indicator that helps achieving the objectives of the organization, rather than alternative ways suggested by managers for improving behavior such as providing development opportunities, training courses. This helps employees to improve and encourages them to work because their needs are identified and assessed for development and advancement. In addition, according to Waal (2007), assessment criteria and rewards are linked to the strategic objectives of the organization as they are tools that support realization of the organization. Aslam (2010) defined that stresses in the organizations

can resolve issues unsatisfied in work by implementing steps towards performance management process: setting goals, training, and review of performances and application of the system of remuneration. Chirtoc (2010), considers them primary sources, since "human resource planning and management is exceptionally important for the organization of economic activity." Performance evaluation system considers-successful companies as the processes of change, therefore continuously is dedicated to improve and adapt changes according to the circumstances and needs of the organization, departments or organizational units to adjust economic activity and market competition.

There is a general consensus that, the success and survival of business organization depends on the qualities, abilities, and talents of its employees, officers, and executives who run its operations. The quality, abilities, and talents in turn depend on the development activities and career development programs provided by organization, to improve the abilities of employees and prepare them for future jobs or positions in the organization (Rawashdeh, 2013). Career development of employees plays an important role in enriching the human capital component of a company. It is being strategically used to leverage organizational talent, and to attract and retain a competent workforce (Ulrich, 2014).

Modern organizations need their employees to adapt to constant changes with a minimal amount of disruption, and they turn to constant employee development (Okurame, 2014). In addition, this creates opportunity for employees to grow in their profession and to achieve a distinguished career (Okurame & Balogun, 2005). Empirical investigations have also shown that organizational career development for employees reinforces optimism in employees to perform their jobs more effectively (Avey, Nimnicht, & Pigeon, 2010). A good career development program can reduce costs of high employee turnover (Byars & Leslie, 2011). Sanjeev Kumar (2011) also argued that many career development programs are rarely evaluated in terms of their effectiveness on the behavior or job performance of participants.

Careers in organizations have undergone a transformation to meet the demand of fast changing business environments. Job security has become a non-existent in many organizations and many firms emphasize developing employability of employees as a people management strategy (Khan, Rajasekar, Al-Asfour, 2015). Many researchers have identified that an effective employee development program helps retain employees and build their morale (Ababneh, 2013).

Employee's commitment is a form of loyalty given by the employees of the company. With this commitment, the employees who work in a company is expected to contribute to the optimum so that both sides can realize its objectives simultaneously. This is important, because without a commitment to self employee productivity feared that contributed to the company was not optimal, resulting in each party's objectives are not achieved (Boxall et al. 2011). Meyer et al. (1993) added that affective commitment would be a better predictor of performance than normative commitment. For example, in a study's of Appelbaum et al. (2001) found positively linked the opportunity-to-participate scale to commitment in the steel and medical industries, but not in the apparel industry. Therefore, it is reasonable to predict that the role and importance of commitment is contingent to context. According to Meyer et al. (2002), affective commitment is shaped by employees' work and organizational experiences and relate strongly and consistently to desired work outcomes, and organizational citizenship behaviors.

According to theory, normative commitment may also arise from a sense of unfulfilled obligation to reciprocate unusually good treatment by the employer (Meyer & Allen, 1993). Employees may see implementation as commendable or deficient in terms of supportiveness (Culpepper, Gamble, Blubaugh, 2004). Based on the background, this study aims to analyze the performance assessment, career development, employee's commitment, and other types of commitments.

Based on the exposure in the background, the questions in this article were translated in several hypotheses:

- H1 : the influence of performance assessment on the career development
 H2 : the influence of performance assessment on career development
 H3 : the influence of employee's commitment on career development

METHOD

The location study performed in three regions of the SBU (Strategic Business Unit) 1 PT PGN, Tbk namely Hosbu region (Jakarta), Bogor and Banten. PT. PGN, Tbk is one of the state-owned enterprises in Indonesia. The study population is an employee of the SBU 1 PT PGN, Tbk. SBU 1 PT PGN, Tbk there are ten (10) districts. In this study selected 3 District, namely: Bogor, Banten and Hosbu (Jakarta). The number of samples using the Partial Least Square (PLS) 30 - 100. The number of samples was 100. Election of three (3) regions are taken based on the ability of researchers. Sampling in each region is done by proportional sampling (Table 1).

Table 1. Total Sample by Region Research

No	District	Total Population	Total Sample	Number of samples drawn
1	Hosbu (Jakarta)	143	52	60
2	Bogor	60	22	20
3	Banten	71	26	39
	TOTAL	274	100	119

Processing Methods and Data Analysis

1. Descriptive Analysis

Descriptive analysis performed using SPSS software for testing 17:00 Anova, in order to determine differences in the perception of the level of the performance assessment, career development, and employee's commitment based on the characteristics of respondents.

2. Analysis SEM *SmartPLS*

Analysis of the effect of the performance assessment and career development employee's commitment using the model structural Equation Model (SEM) with PLS. SEM method using two kinds of variables: exogenous and endogenous variables (Table 2).

Table 2. Construct Second Order, First Order and Indicators judging Performance Assessment, Career Development and Employee’s Commitment

Construct Second Order	Construct First Order	Indicators
Performance Assessment (PA/X1)	Understanding (X1.1) Assessor (X1.2) Guideline of Performance Assessment (X1.3) Claims (X1.4) Planned (X1.5) Objective (X1.6) Feedback (X1.7)	X1.1.1= the purpose of performance assessment X1.1.2= elements assessed X1.1.3= system of performance assessment X1.1.4= overall understanding of the system X1.2.1= knowing the person assessing X1.2.2= scoring objectively X1.2.3= there is no discrimination in the assessment X1.2.4= assessment X1.3.1= knowledge and understanding of the guidelines of performance assessment X1.3.2= guidelines applied have good and clear X1.3.3= Assessor officers provide appropriate assessment guidelines X1.3.4= The value is written in accordance with the elements in the guidelines of performance assessment X1.4.1= clerk assessor provides the opportunity for employees X1.4.2= Assessor officer responded X1.5.1= Performance assessment of schedule settings X1.5.2= the determination of the valuation object X1.5.3= notification of implementation schedule of performance assessment X1.6.1= Performance assessment is done honestly X1.6.2= Performance appraisal is done professionally X1.7.1= The Company provides rapid response X1.7.2= reward X1.7.3= there are differences of reward
Career Development (CD/X2)	Individual Career Planning (ICP/X2.1) Career Management (CM/X2.2)	X2.1.1= Thinking about career plans X2.1.2= achieve the highest career X2.1.3= expertise of the employees concerned X2.1.4= interests of employees X2.1.5= support for career development X2.1.6= employees are more actively seeking career opportunities X2.1.7= strengthen relationships with influential people X2.2.1= the company has plans and procedures in the recruitment, selection and evaluation of employees X2.2.2= companies have plans and procedures in the delivery X2.2.3= reward companies provide career opportunities X2.2.4= no discrimination in providing career opportunities X2.2.5= urge the company to the employee's career X2.2.6= boost the company in the form of education and training X2.2.7= enterprise system provides accurate and comprehensive data today X2.2.8= system accurate and comprehensive data in the future X2.2.9= career development plan has been patterned and purposeful
Employee’s Commitment (EC/Y1)	Affective Commitment (AC/Y1.1) Continuous Commitment (CC/Y1.2) Normative Commitment (NC/Y1.3)	Y1.1.1= meaning the company for employees Y1.1.2= pride of employees at the company Y1.1.3= become part of the company Y1.1.4= happiness Y1.2.1= employee concerns Y1.2.2= decision to leave the company Y1.2.3= feelings of loss when leaving the company Y1.2.4= work is a necessity Y1.3.1= loyalty Y1.3.2= loyalty is important Y1.3.3= feeling loyal to the company Y1.3.4=feeling unethical if the moving company

DISCUSSION

1. Descriptive Analysis of Results

Respondents in this study employees of the SBU 1 PT PGN, Tbk some 119 employees. Based on the results of the ANOVA showed that there are differences in the perception of employees regarding the performance evaluation system based on education level. This is indicated by $P < 0.05$. Similarly, on the level of commitment of the employees, there are differences based on age of the respondents. But the career development system, there are differences in the perception of employees based around the characteristics of the respondents (Table 3).

Tabel 3. F Count of analysis of variance (ANOVA) Job Satisfaction and Employee's commitment Based on Characteristics of Respondents

Characteristics of respondent	Performance Appraisal		Career Development		Commitment of employees	
	F _{count}	Sig.			F _{count}	Sig.
Gender	0.476	0.492	0.165	0.685	2.266	0.135
Age	0.878	0.455	0.154	0.927	3.281	0.023
Education	3.724	0.007	1.527	0.199	1.959	0.105
Work Period	2.029	0.095	0.224	0.924	2.099	0.085
Status	0.204	0.654	0.041	0.841	0.475	0.492

2. Analysis SmartPLS of Results

In this study the relationship between variables is multi dimensional, where there are two kinds of latent constructs are second order and first order. Latent constructs first order clarified with indicators that are reflective. Construct a second order system implementation judging the performance reflected the understanding, assessors, guidelines for performance assessment, objection, planned, objective, and feedback. Construct a second order system is reflected by the career development of individual career planning and career management. The second order construct of employee's commitment is reflected in three forms, namely commitment affective commitment, continuity, and normative. The relationship between the constructs of second order, first-order constructs and indicators can be seen in Figure 1.

Once the model is formed by using SmartPLS, testing the feasibility of the model. Tests conducted on the feasibility of the model outer and inner models models. According Ghozaly (2008) that for the evaluation outer reflection model is based on three (3) criteria: convergent validity, discriminat validity, and composite reliability. Testing the feasibility of the inner workings of the model according to Ghozaly (2008) based on two criteria: based on the R-square in order to identify the second construct categories and path coefisien models for testing hypotheses. In the research that is multidimensional, iiner evaluation of the model is done through two phases between constructs a model to evaluate the second order to construct a model to evaluate the first order and second order inter constructs.

2.1. Outer Evaluation Model Between Latent Constructs First Order with Indicators

Reflective Outer Evaluation Model is based on three (3) criteria: convergent validity, discriminat validity, and composite reliability (Table 4).

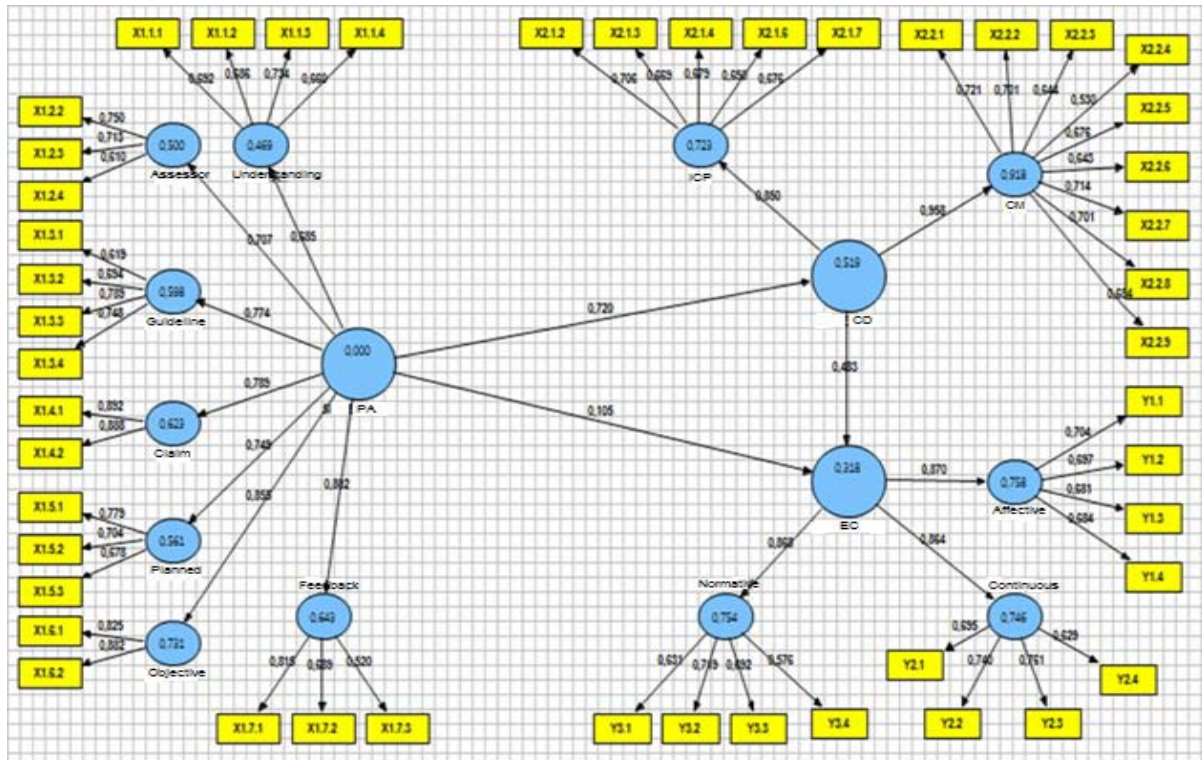


Figure 1. Effect Model Application Performance Assessment, Career Development and Employee's commitment

Table 4. Criteria and Standards for Evaluation Outer Model - Reflections

Criteria	Standards	Konstruk Secon order		
		Performance Assessment	Career Development	Employee's Commitment
<i>Convergent validity</i>	<i>Loading value > 0.50</i>	understanding = 4 indicators Assesor = 3 indicators Guideline = 4 indicators Claim = 2 indicators Planned = 3 indicators Objective = 2 indicators Feedback = 3 indicators	Individual Career Planning = 5 indicators Individual Career Management = 9 indicators	AC = 4 indicators CC = 4 indicators NC = 4 indicators
		Of the overall indicator at each construct first order meets the standards and criteria and meet Convergent validity indicator means to have strength in reflecting constructs first order		
<i>Discriminat validity</i>	<i>cross loading value</i>	Fulfilled	Fulfilled	Fulfilled
		the whole correlation indicators on the construct of first orders have a greater value than other oerder first construct means that all indicators can measure the accuracy of a model of reflection		
<i>Composite reliability (ρc)</i>	$\rho_c > 0,6$	Fulfilled	Fulfilled	Fulfilled
		Twelve first-order construct standard compliant Composite reliability (ρc) means stability and a good indicator of internal consistency		

Validity coverage value is used to measure the level of reflection interrelation of indicators to construct first order. Based on the analysis, in Table 5 (on next page),

shows indicators that provide the greatest value and the lowest interrelation in describing the construct of first order.

Tabel 5. Reflection value interrelation indicators to Construct First Order

Konstruk Second Order	Konstruk First Order	Indicators	
		Value Reflection highest interrelation	Value Reflection lowest interrelation
Performance Assessment (PA)	Understanding	X1.1.3	X1.1.4
	Assessor	X1.2.4	X1.2.2
	Guideline of performance assessment	X1.3.3	X1.3.1
	Claims	X1.4.2	X1.4.1
	Planned	X1.5.3	X1.5.1
	Objective	X1.6.2	X1.6.1
	Feedback	X1.7.1	X1.7.3
Career Development (CD)	Individual Career Planning (ICP)	X2.1.1	X2.1.6
	Career Management (CM)	X2.2.1.	X2.2.4
Employee's Commitment (EC)	Affective	Y1.1	Y1.3
	Continous	Y2.3	Y2.4
	Normative	Y3.1	Y3.4

2.2. Hypothesis Testing with Structural Model Evaluation (Inner Model)

2.2.1. Inner Evaluation Model - Construct first order to construct a second order

In this study, the construct of second order consists of a performance assessment, career development, and employee's commitment are reflected through multiple constructs first order. This evaluation aims to look at the power constructs first order reflects interrelations in describing the construct secon orders.

- a. Performance Assessment reflected through the construct of first order that understanding, assessors, guidelines, filing objections, planned, objective, and feedback. The results showed that the objective has the greatest degree of interrelation reflection in describing the performance evaluation system in PT. PGN, Tbk loading factor with a value of 0858. Followed by feedback (0.802), claim (0.789), guidelines (0.774), planned (0.749), assessor (0.707), and understanding (0.685).
- b. Career Development reflected through first order construct individual career management and career planning. Results of the study to construct a second order shows that career management has the greatest degree of interrelation reflection in describing the application of the career development system indicated by the loading factor of 0.958 followed by Individual Career Planning for 0.850.
- c. Employee's commitment is reflected through the first-order construct affective commitment, normative, and sustainability. The results showed that affective commitment has the greatest degree of interrelation reflection in describing the commitment of employees as evidenced by the value of loading factor of 0.870, followed by normative (0.868), and sustainability (0.864).

2.2.2. Inner Evaluation of Second Order Delivery Model

Based on the results of the analysis showed that R-Square performance assessment to career development at 0.5162. It means that the performance assessment

has a positive contribution to the career development at 51.62% and 48.38% influenced by other factors such as the final decision taken by the top management level.

The results of further research shows that employee's commitment is positively influenced by the career development. R-Square on the employee's commitment amounted to 0.3334. That is, the contribution of the performance assessment and career development to changes in the level employee's commitment is 33.34% and the remaining 66.66% influenced by other factors, among others, influenced by the work environment, employment status and reputation of the company that cause employees to feel proud to work in the company.

According to Chin (1998) in Ghazali (2008) that the results of R-Square of 0.67, 0:33 and 0:19 for endogenous latent constructs in the structural model, each indicating that the model of "good", "moderate", and "weak". Based on the theory and the value of R-Square in the latent constructs showed that the models described categories included in the model are moderate. Hypothesis testing is done by looking at the bootstrapping on the path coefficients, by comparing t_{count} with t_{table} (Table 6).

Tabel 6. *Path Coefficient Antar Konstruk Second Order*

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	Standard Error (STERR)	T Statistics (O/STERR)
Performance assessment → career development	0,7185	0,7321	0,0471	0,0471	15,2513
Performance assessment → employee's commitment	0,0741	0,0911	0,1477	0,1477	0,5021
Career development → employee's commitment	0,5218	0,506	0,1393	0,1393	3,7464

Hypothesis 1: Performance Assessment affect the Career Development

Based on the path coefficients showed that the performance assessment in a positive effect on the career development, where the value of the parameter coefficient of 0.7185. That is, the performance assessment is better in the company, the system of all development would be a good career. Path coefficients analysis results show that the performance assessment sit(t_{count}) of 15.2513 greater than t_{table} (1.96) with α 5%. Based on path coefficients value shown hypothesis 1 is accepted. This study related with Fetahu (2013) identified training and staff development is made through performance evaluation. Further more, Rawashdeh (2013) found that there is a significant positive effect of performance assessment practices on attitudes toward career development programs.

Hypothesis 2: Performance Assessment affect the Employee's Commitment

In addition to the performance assessment has a positive influence on career development, performance assessment was relatively low impact on employee's commitment. Based on the path coefficients, indicating that the parameter coefficients between constructs the performance assessment to construct the employee's commitment amounted to 0.0741. Testing this hypothesis to-two rejected because the results of the analysis showed that $t = 0.5162$ is smaller than the $t_{table} = 1.96$. This indicates that the employee's commitment are not affected by performance assessment.

Hypothesis 3: Career Development affect the Employee's Commitment

Employee's commitment is positively influenced by the career development, in which the parameter coefficient between the two constructs in the amount of 0.5218. Testing of the third hypothesis is accepted because the results of the analysis showed that $t = 3.7464$ is greater than the table=1.96. This shows that career development at the PT. PGN, Tbk significantly positive effect on employee's commitment. Employees are mostly unhappy with the present career development and find absence of clarity and transparency in its implementation. There was a gap between the employees and their managers in their perceptions of the career development. Employees' views were quite different from those of their managers. Employees indicated that the present career development program adopted in the organization is poor. Managers need to better communicate and involve employees in adopting these career development plans. This study related with the study's Khan, Rajasekar, and Al-Asfour (2015) found the employees get demotivated when they are assigned to programs, which they do not find relevant and useful.

Overall the performance assessment and career development of employees at PT. PGN Tbk has gone well. Based on the frequency distribution analysis there are several factors that are considered less than satisfactory berkaitan with employee performance assessment is the understanding, the filing of an objection, and the feedback and the career development showed employees tend to be passive in seeking career opportunities.

On exposure to the results of partial least square (PLS), the objective is able to reflect on the interrelation of the largest in describing the performance assessment employee. On the other hand, employees' understanding of the performance assessment that shows the interrelation low reflection. Employee's commitment is reflected in three kinds of commitments that affective commitment, continuous commitment and normative commitment. Affective commitment reflects the interrelation of the largest in the commitment of employees with a value loading 0.904, followed by normative commitment (0.868) and continuous commitment (0.787).

Affective commitment can be nurtured by a personal-structural characteristics related to the duties and work experience (Mowday, in Meyer, Allen and Smith, 1993). based on interviews, obtained information that the majority of respondents have a desire to maintain membership in PT PGN Tbk. This was due to an emotional relationship with the work, where the suitability of expertise, work experience and education with employment. In addition, due also pride employees against the company's reputation as well as a supportive work environment.

CONCLUSIONS

From the above results it can be concluded that performance assessment and career development is able to maintain the level of employee's commitment. Another factor that can maintain employee's commitment is the company's reputation and convenience that is formed on the employee in question works at the company. However, there are some things that need management attention in order to avoid conflicts that can occur in the internal environment of the company. These factors include understanding the performance assessment that needs to be well understood by

employees so that there is no information at the crux of the elements of performance assessment, goals, and objectives synergized with the vision and mission of the company. For that, the company needs to conduct socialization process as the initial stage of the introduction of the system in force in the company

The process of socialization is not just related to performance assessment, but in enforcing other systems including career development implemented by the company. In this process, the role of manager of both the top-level managers and middle level is very important.

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