

## Performance Management Dynamics of Short-Term Employees in A Non-Profit Educational Organization: A Study of *Indonesia Teaches Movement*

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Departing from their roots in private-sector organizations, studies on performance management have extended to non-profit sector. However, most research comes from Western and/or developed countries with more emphasis on permanent employees. This study outlined the performance management system in Indonesia Teaches Movement (ITM), a non-profit educational organization in Indonesia. It explored how performance management was implemented to “young teachers”, graduates from highly ranked universities who were recruited to work as teachers in remote and impoverished areas in Indonesia for one year. Data were collected through performance management-related archival data and semi-structured interviews with six “young teachers” and three ITM officers. Thematic analysis indicated that performance management cycle had been adopted by the organization despite a short tenure of the job. Results also revealed the roles of organizational vision and culture in harnessing performance and the strength of outcome mapping as strategic tools closely aligned with performance management. Ultimately, this study confirms that Performance Management is a dynamic and adaptive system that can be applied to non-profit organizations, particularly to non-permanent jobs with unconventional work arrangements.

*Keywords:* performance management, performance appraisal, non-profit organizations, outcome mapping, organizational culture, human resource management

Penelitian tentang manajemen kinerja telah berkembang dari konteks organisasi swasta, yang merupakan cikal bakal konsep ini, ke organisasi nirlaba. Akan tetapi sebagian besar penelitian ini terbatas pada konteks negara Barat dan/atau negara maju, dengan fokus pada pekerja permanen. Studi ini menguraikan praktik manajemen kinerja di Gerakan Indonesia Mengajar, sebuah organisasi nirlaba di Indonesia yang bergerak di bidang pendidikan. Aspek yang dibahas adalah bagaimana manajemen kinerja diimplementasikan pada Pengajar Muda, sarjana-sarjana terbaik yang direkrut untuk bekerja sebagai guru di sebuah desa terpencil selama satu tahun. Kajian terhadap dokumen terkait manajemen kinerja dan wawancara semi-terstruktur pada Pengajar Muda dan staf Gerakan Indonesia Mengajar dilakukan untuk menggali data. Analisis tematik dari data menunjukkan bahwa siklus manajemen kinerja telah diadopsi oleh organisasi, walau durasi kerja Pengajar Muda tergolong singkat. Penelitian juga mengungkap peran visi dan budaya organisasi dalam mengelola kinerja dan kekuatan *outcome mapping* (pemetaan hasil) sebagai sebuah perangkat strategis yang selaras dengan kegiatan manajemen kinerja. Hasil studi membuktikan bahwa manajemen kinerja adalah sebuah sistem yang dinamis dan adaptif serta dapat diterapkan di organisasi nirlaba, juga pada pekerjaan non-permanen dengan pengaturan kerja yang tidak konvensional.

*Kata kunci:* manajemen kinerja, penilaian kinerja, organisasi nirlaba, pemetaan hasil, budaya organisasi, manajemen sumber daya manusia

The concept of performance management was first discussed more than 40 years ago, and was based on

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a case study from a consumer-products company named Questor. Questor was a corporation that implemented a system that built personnel performance reinforcement into a series of programs with several functions (Warren, 1972). The evolution of perfor-

mance appraisal has improved the understanding of performance management (Folan & Browne, 2005). However, the performance evaluation tend to be past-oriented, bureaucratic, and non-continuous, the characteristics that hinder the effectiveness of the evaluation (Aguinis, Joo, & Gottfredson, 2011; Lebas, 1995). To overcome the hindrance, evaluation activities, along with planning and feedback, are woven into an integrated framework called performance management (Amaratunga & Baldry, 2002; Folan & Browne, 2005). The system has gained popularity since the late 1990s when organizations started to identify it as one of the key practices used to manage people, along with other activities such as work design and training (Chartered Institute of Personnel Development, 2015).

As performance management has gained popularity in business practices, it has also gained the interest of business authors. Some authors have explored the potential association between the implementation of performance management system and the improvement of organizational performance; the results vary and are often rather descriptive and anecdotal (Verbeeten, 2008; Mulvaney, Zwahr, & Baranowski, 2006; Kagaari, Munene, & MpeeraNtayi, 2010). This leads to a question about the context that mediates performance management and company's outcome, especially at times when the system becomes pervasive (Rejc, 2004; Bititci et al., 2011). Aguinis, Gottfredson, and Joo (2012) propose culture as one aspect that needs to be considered when implementing performance management system because for every performance issue, there are both universal and cultural-specific principles to be considered.

Departing from their roots in private-sector organizations, studies on performance management have extended to public sector (Boland & Fowler, 2000; Brignall & Modell, 2000; Mwitwa, 2000; Sanderson, 2001). Unfortunately, performance management studies in non-profit sectors are still not adequate. The number of studies is comparably small, and the guiding models and tools developed for for-profit and public sectors have faced some challenges when they are implemented in non-profit organizations (Ospina, Diaz, & O'Sullivan, 2002). The shortage of performance management studies in the non-profit context is contraproductive, because there has been a dramatic increase in the number of non-profit organizations recently along with their roles in society: non-profit organizations do not only operate as social-environmental institutions, but also act as service providers and employers (Salamon & Anheier, 1996).

Many strategies employed by for-profit Human Resources team have been applied to non-profit organizations, showing a clear intention from the management, donors, and stakeholders to create accountability within the organizations (Akingbola, 2006; Taylor & McGraw, 2006; Hunter & Ranwick, 2009; Akingbola, 2013; Ridder, Baluch, & Piening, 2012).

In recent times, there is an immediate interest in researching performance management implementation in non-profits. Most previous studies on performance management in non-profits agree upon two ideas. First, the appropriate methods to examine the performance management practices in non-profits are exploratory and case-based which suit the vast array of business models in non-profits (Becker, Antuar, & Everett, 2011; Sales, 2013; Ramasamy, 2015). Second, as most of the studies come from the United States and United Kingdom (Abdel-Kader & Wadongo, 2011), more studies from other countries, especially developing and non-western countries are needed. This is the rationale behind this study, which primarily focused on exploring the practice of performance management in a non-profit organization in a developing world; in this case, Indonesia.

Despite having the fourth largest population and being hailed as a country with fast-growing economy projected as the world's seventh biggest economy in 2030, Indonesia has been one of the least known countries to management authors from English-speaking countries (McKinsey & Company, 2012). Business and management research about Indonesia that is reported in English is few and far between (Bennington & Habir, 2003). Some articles about Human Resource (HR) practice in Indonesia imply that the HR function has been largely overlooked by organizations, and traditionally regarded as an administrative personnel function (Rowley & Abdul Rahman, 2007). In spite of that, Mamman and Somantri (2014) found that there is a growing interest from some organizations to implement strategic HR practices, such as Ulrich's Model of HR Roles.

The non-profit organization in this study is Indonesia Teaches Movement (ITM), a foundation and prominent social movement founded in 2009 by Anies Baswedan, the former chancellor of Paramadina University. ITM aims to encourage Indonesia's civil society to get involved directly in tackling educational problems in the country. ITM's approach is to recruit and train graduates from highly ranked universities to work as teachers in a remote, impoverished province of Indonesia for one year. The works of these young people, called "young teachers", are

expected to inspire Indonesians to get involved in overcoming education challenges in their own way. After five years running the program, hundreds of “young teachers” have finished their one year tenure and another hundred are on duty now.

There are a couple of reasons why a study on ITM is significant:

(a) The organization represents an Indonesian-based non-profit that has a widely acclaimed reputation. It successfully has triggered a social movement, a citizen-initiated educational program and behavioral changes of local education stakeholders to an unprecedented degree. The appointment of Mr Baswedan as the Minister of Education was a clear indicator that the government acknowledged the impacts of the program. At the international level, ITM has not only been covered by some international media, but it has also built a network with similar teaching movements, such as Teach for America and Teach for All.

(b) The status of “young teachers” as the main employees in the organization is interesting because this status can be considered as semi-volunteer work with only one-year tenure. Since research on performance management in non-profits encourages more study in the case of non-permanent employees (Becker, et al., 2011), a discussion on how ITM manages young teacher’s performances becomes critical.

(c) Some non-profits in other countries share a similar business model as ITM, such as Teach First and Teach for America. However, there are no studies on performance management in these types of non-profits, despite the growing popularity of the organizations in the employment market.

There are currently no similar studies on educational non-profits with non-permanent employees in non-Western countries. Hence, this research explored

the topic through a case study. Three research questions were used as guidance with details as follow:

(a) What performance management tools are used by “young teachers” who work in the one-year ITM program?

(b) How does the organizational strategic goal cascade into the performance management practices of the “young teachers”?

(c) What are the dynamics of and common challenges in the process of implementing performance management?

To answer these questions, this article presents a literature review that builds a critical framework around the topic. Thematic analysis then was used to analyze data collected. Subsequently, a conclusion about the findings is provided. This piece is closed with a personal reflection from the author.

## Performance Management Approach and Framework

As an integrative management practice that involves all members of an organization, various methods of performance management that can lead to rigorous organizational performance have been presented in many publications. Some of them will be discussed in the following section.

One of the acceptable approaches in performance management is using a cycle in setting activities into a motion. A twelve-month cyclical approach is common to many organizations as it aligns a business plan with individual goals which can increase the value of performance management in the organization (Olsen et al., 2007; Shields, 2007).

Aguinis (2014) creates a useful cyclical model that depicts all necessary activities in the performance management, as shown in Figure 1.

The following describes in details the steps of the model.

(a) Prerequisites. This initial state comprises employee knowledge about organizational mission and strategic goals, and individual job descriptions.

(b) Performance planning. The plan is formulated into three aspects: the outcome of the job (including accountabilities, objectives, and performance standards), behaviors (the competencies to carry out the job), self-developmental plan.

(c) Performance execution. The activity involves the interrelation works between employees and management. Employees are expected to commit to the goal and closely communicate with their supervisor,

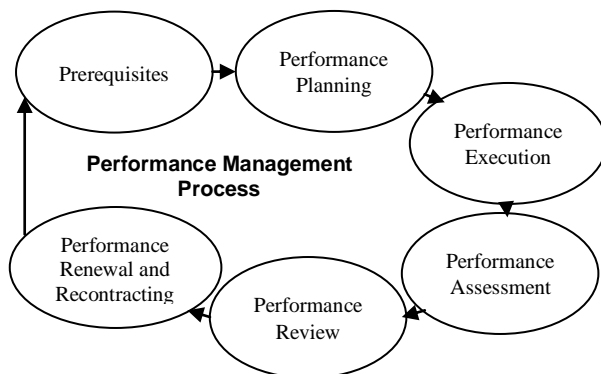


Figure 1. Performance management cycle.

while managers are expected to monitor closely their subordinates' performances.

(d) Performance assessment. There are several forms of assessments, such as manager's appraisal, self or peer assessment, or other measurable indicators. A well-designed tool that can serve the purpose to assess objectively employee performances is highly valued.

(e) Performance review. This includes meetings that are set to allow managers and employees to discuss the employees' previous performances, rewards for the performances, and plans as a follow-up for employees' current performances. Skills, such as coaching or conducting appraisal meeting, are beneficial in this step.

(f) Performance renewal and contracting. This is the final step where the result of performances in the current period is used as a stepping stone to the next performance management.

To ensure the effectiveness of the system, one approach proposed by several authors is bottom-up feedback. This method examines employee perception towards the performance management system (Cawley, Keeping, & Levy, 1998; Nishii & Wright, 2007; Pichler, 2012; Jewoola, 2014; Sumelius, Björkman, Ehrnrooth, Mäkelä, & Smale, 2014). Biron, Farndale, & Paauwe (2011) use the signalling theory as the fundamental concept to ensure that the performance management practice is able to facilitate organizational effectiveness and therefore harness positive employee perception. The theory suggests that an organizational mission directs people in organization through several direct actions. In regards to performance management, there are several aspects that need to be taken into account:

(a) Performance management should be designed to achieve both strategic and tactical goals. Strategic goals are reached by aligning organizational goals and individual goals, while tactical goals are attained when employees are aware of and well informed about the reasons behind every performance-related managerial actions; (b) Senior management should be involved in the process; (c) It requires a clear communication about the performance expectation; (d) Sufficient trainings for performance raters should be provided.

As the concept that is continuously evolved, performance management practice in the organization has some variations. Morgan (2006) suggests an integration between performance management and holistic talent management systems. The bundling process should start with setting goals around talent, con-

sidering required traits, skills, and strategies to acquire them. After the goal setting, there are some other activities that are followed, such as recruitment, selection, succession planning, career management and rewards.

Buckingham and Goodall (2015) propose a contemporary approach taking on the system that is favour less bureaucratic and more independent working conditions. The system has reduced the number of appraisers, hence abolishes the 360-degree feedback. The team leaders are given appraisal responsibility with well-designed appraisal questions that enable them to conduct a more in-depth and sensible evaluation. Besides applying some tweaks to other activities, the system focuses on making the frequency of performance appraisal and feedback in line with the timeline of work, i.e. at the end of a project, and the system also allows for more informal feedback, for instance, a daily check-in conversation between manager and employees. However, this fluid system still needs a strong managerial support, a clear initial goal, and a clear rewarding communication (Lawler III & Boudreau, 2015).

## **Performance Management in Non-Profit Organizations**

The non-profit organization term is usually used interchangeably with "non-governmental organization" or "third party". These terms are used to differentiate this type of structure with a government agency and privately driven company. Similar to most institutions, there is no single business model that could describe all forms of non-profit organizations. The organizations vary in visions, values, sizes, work ethics, and modes of operation. To draw a fine line between non-profits and private or public organizations, Moxham (2009) has stressed on the moral obligation of non-profits to create public benefits from their activities.

Due to value differences between non-profit and profit oriented organization, a distinction is also appeared in people's management practices. Employees in a non-profit organization are mostly motivated internally and work based on the same values as the organization. The value alignment is powerful and becomes the core for employee retention, even in the condition where employees have an opportunity to get a bigger compensation and benefit when working with other organization (Cheverton, 2007; Schepers, et al., 2005).

As non-profits currently play a more important

role in the constellation of economics and politics (Meyer, Boli, Thomas, & Ramirez, 1997; Salamon, Sokolowski, & List, 1999), there is a growing trend to transfer organizational practices from profit organizations into non-profits. This includes executive rewards (Brickley & Van Horn, 2002), knowledge management (Lettieri, Borga, & Savoldelli, 2004), and career planning (Devaro & Brookshire, 2007).

One important element in non-profits is the primary cause that makes them work. Drucker (1990) indicated that the first principle in managing non-profits is "the mission comes first". The mission, according to him, is a long-range goal that requires short-range efforts and very often, short-range results. Hence, "every managerial action in the organization needs to be adjusted to the original mission" (Drucker, 1990 p.34). Cheverton (2007) supported this idea with his assertion on the centrality of value in harnessing non-profits performance. This notion becomes the most fundamental aspect that should be considered in analysing the performance of organization rather than the "business-like" practice.

Although substantial differences exist between non-profits and other sectors, a dominant practice of performance management in non-profits still directly adopts and applies the private-sector's framework into the organization. The first and foremost reason for this assertion is a more mature performance management practice in private sector which is also supported by research around its implementation. The other reason is that non-profits have a great concern of maintaining the accountability of their organization and ensuring that rigorous performance measurement has taken place (Kaplan, 2001; Costa, Ramus, & Andreus, 2011).

One of the core models of performance management in private sector used by non-profits is the cyclical approach that assembles the performance management related activities into an integrative and iterative cycle (Becker, Antuar, & Everett, 2011, Woerrlein & Scheck, 2016). The cycle can be framed into a specific timeline, such as a traditional twelve-month period in private sector that follows a fiscal year, or in a more relaxed manner according to the organizational characteristics. The core of this cycle model, which also embodies performance management framework in general, is the spirit of performance improvement (Cairns, Harris, Hutchison, & Tricker, 2005) that is manifested in organizational strategies. That is why some performance management models discussed in this section are taken from strategic management or organizational theory literature.

Kong (2007) indicated five leading strategic management: industrial organization (I/O), resource-based view (RBV), knowledge-based view (KBV), balanced score card (BSC) and intellectual capital (IC). From these concepts, Kong (2010) focused on BSC and IC as strategies that can accommodate intellectual resources in the context of knowledge economy with which non-profits are mostly associated. The system has two different approaches: BSC is more structured and widely prevalent in private sector, while IC is more fluid, philosophical, and practiced differently by each organization (Roos & Jacobsen, 1999; Kaplan and Norton, 2004).

While BSC is seen as a comprehensive system that suits many kinds of organizations, IC has a strength in knowledge intensive organization. IC can be defined as organizational resources that enhance the organizational values by harnessing the organization's knowledge related possession (Stewart, 1997; Petty & Guthrie, 2000). Some of the possessions are knowledge, applied experiences, organizational technology, customer relationships and professional skills (Edvinsson & Malone, 1997). The other important thing to note about IC is that its practice varies from one type of non-profits to another (Sillanpää et al., 2010). Hence, the role of IC in every kind of organizations is dynamic and therefore, further discussion is necessary (Kong, Jenkins, & Ardagh, 2009). To ensure that the process of implementing IC in non-profits for performance management purpose is on track, Kong (2010) suggested some actions to do. Firstly, it is emphasized the interaction among the IC components, which would be better if they are combined with one mindset. Secondly, it is important to employ resources for future-oriented purposes rather than to dwell on what happens in the past and present time.

The other performance management model in non-profits is chosen because stakeholders play a significant part in non-profits' efforts to achieve their mission (Moore, 2000). In non-profits, there is no interest group with relatively a single goal and tangible objectives (usually seen from the performance indicators) which can profoundly influence the organization. Instead, the stakeholders become the satellite around the missions, and the organizational goals and are more heterogeneous than the other sectors (Sales, 2013).

Despite the comprehensive explanation on the types of performance management in non-profits, empirical research investigating the effectiveness of the systems on organizational performance still falls short,

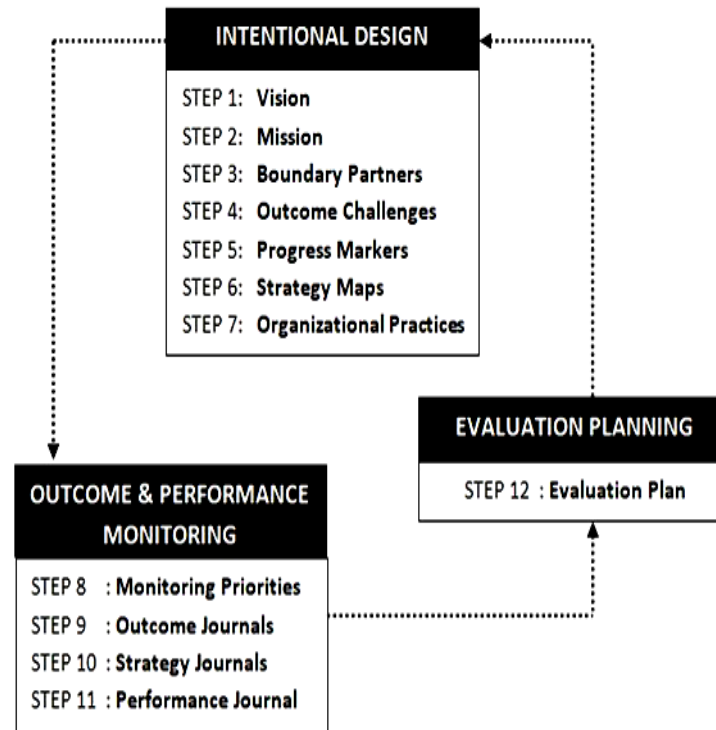


Figure 2. Three stages of outcome mapping.

and their findings are sometimes not complement one another (Buckmaster, 1999; Taylor, 2009). The investigations of most studies are still in the surface, not encompass the whole territory (Pollit, 2005).

Based on the above review, some conclusions can be drawn: (1) No single system has been proved reliable for all types of non-profits. Hence, an exploratory and a case study on the system implementation in this sector are needed; (2) Rather than focusing on particular performance indicators, such as Key Performance Indicator (KPI), performance management in non-profits should focus more on the outcome of key players in an organization; (3) The system in every organization is contingent on some important internal and external factors, such as culture and stakeholders.

The following section will discuss strategic management that focuses on the outcome, the contingency approach to performance management, and the impact of culture on organizational practices.

## Outcome Mapping

The following section will focus on the concept of outcome as the primary performance indicator in non-profits and the strategic method related to it. In recent years, there is a perpetual discussion about

differences between outputs and outcomes. Outputs are the immediate results of organization's activities, while outcomes are the degree of organizational goal attainment (Berman, 2015).

Outcome mapping is a concept and practical framework developed by the International Development Research Centre (IDRC) that seeks to identify and assess changes in the behavior of people, groups and organizations which are the organization that they work with. This framework does not aim to prove the causality or attribution to the changes, but draws the relations between the changes of activities in an organization. As a consequence, the significance of a program or an activity and its modification can be thoroughly understood (Earl & Carden, 2002). This model, which is still considered as a sophisticated system, is initially associated with a development program. The implementation of this model is currently tested with many types of programs, projects, or organizations (Smutylo, 2005).

The system gives much attention to the role of boundary partners. Boundary partners are any parties (individuals or groups) with whom the organization interacts with and seeks opportunities to influence (Earl, Carden, & Smutylo, 2001). The changes in behavior are controlled by boundary partners, while the organizations "only" play the role as facilitators

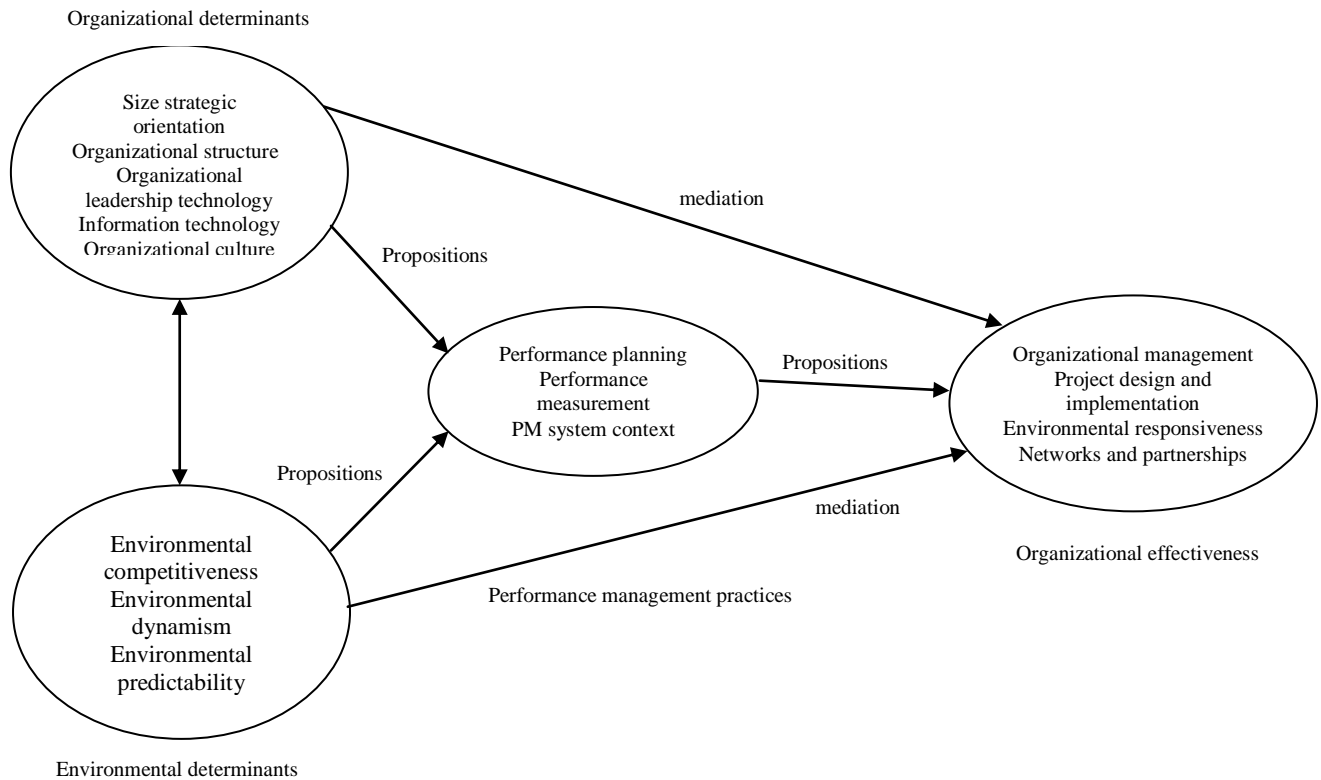


Figure 3. The model of Contingency Theory, performance management, and organizational effectiveness in non-profits (Wadongo 2014, p. 693).

by supplying necessary resources for their partners, or in the most common words: “stakeholders” (Earl et al., p.2). Therefore, it can be concluded that the focus of Outcome Mapping is on the people, and not solely on the impact, but focusing more on the contribution.

Outcome mapping is divided into three stages that build the integrative model. The model is illustrated in Figure 2. The explanation of each stage is as follows:

**The first stage.** Intentional Design, it helps a program establish a consensus about the outcome and plan the strategies that will be used.

**The second stage.** Outcome and Performance Monitoring, it provides a framework for the ongoing monitoring of the programe actions and the progress made by the boundary partners toward the achievement of ‘outcomes’. Monitoring is based largely on self-assessment.

**The third stage.** Evaluation Planning, it helps the program identify evaluation priorities and develop an assessment plan.

Outcome mapping is considered as a tool that empowers participation. Tsasis, Evans, Forrest, & Jones

(2013), found that outcome mapping creates an alignment between stakeholders and organization’s vision, roles, and internal process. The alignment can be achieved by intensive participation through continuous dialogues between employees, management, beneficiaries, and other stakeholders.

### Contingency Approach to Performance Management

The contingency theory (see Figure 3) asserts that the relationship between variables (an independent and a dependent variable) will have “different results in different levels of critical contingency variable” (Delery & Doty, 1996, p. 807). Wadongo (2014) conducted a literature review on contingent variables that mediated the performance management and organizational effectiveness in non-profits, and then created a theoretical model based on that. The following figure illustrates the framework (Figure 3).

The model can be explained as follows: (a) Three key factors: performance management practices, organizational effectiveness, and contingent factors

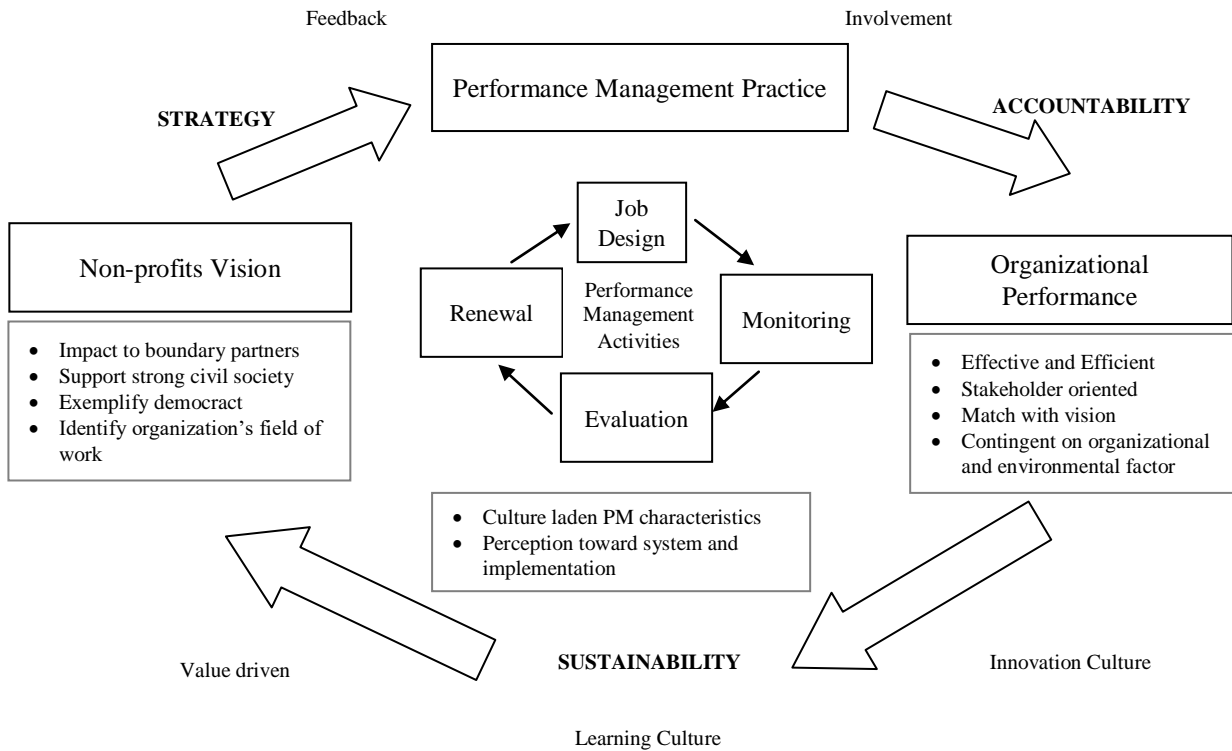


Figure 4. Theoretical framework of performance management in non-profits.

are related each other; (b) The contingent factors comprise internal (organizational determinants) and external (environmental determinants) factors. All factors describe the model; (c) The factors influence the performance management either independently or in a collective way.

**Culture and Performance Management**

There are two levels of culture that shape the performance management practice in non-profits. The first level is the national culture, which is a broad-brush approach to discuss culture. According to Hofstede (2011), Indonesian culture is characterized by high power distance and collectivism along with low uncertainty avoidance and masculinity. With the characteristics in place, it is sensible that supervisors use directive style of leadership expecting obedience from their subordinates. Individuals working in an organization need to avoid conflicts and conform to the norms in the group/society, create patterns of indirect communication, show “save face” actions, and in some cases, maintain uncompetitive climate.

When it is translated into performance management, some of the following features could occur:

(a) Bureaucratic organizational structure naturally creates a one-way performance measurement. Supervisor will not confront any fairness issues; (b) Peer evaluation tends to fall into social desirability fallacies as teammates are unlikely to provide bad evaluation that could damage the relationships; (c) The performance indicator needs to be spelled out in a very precise manner as employees are complacent about the thoroughness of measurement; (d) Constructive feedback should be conveyed with a proper preparation and conducive atmosphere, as it is not common to give critical opinions to others directly.

The next level is the organizational culture, which is defined as values, underlying assumptions, beliefs, and norms that shape the behavior of individuals in an organization, which manifest through artefacts (the organization’s visible features/routines; Schein, 1995; Poole, Davis, Reisman, & Nelson, 2001). Some researchers argue that a strong organizational culture combined with supportive leadership may dominate the national culture and influence the implementation of performance management (Chenhall & Langfield-Smith, 2007; Berry, Coad, Harris, Otley, & Stringer, 2009). The organizational culture is influenced by the organizational practices and beliefs/experiences from



the leaders and members of the organization (Jaskyte, 2004).

Studies on the relationship between organizational culture and performance management has two important topics: innovation and learning cultures. The innovation culture, which is needed to keep non-profits agile in an unpredictable field of work, can be gained through several steps suggested by a number of research. First, several cultural consensus, such as stability, security, low levels of conflicts, predictability, and rule orientation, are contra productive with the innovation culture (Jaskyte & Dressler, 2005). Second, non-profits' mission is highly influential in creating an innovation, as it spells out the innovation focus and the implementation process. Third, there is a strong relationship between innovation culture and the existence of learning culture (Škerlavaj, Song, & Lee, 2010).

The learning culture is deemed essential to ensure the successful implementation of evaluative inquiry within an organization, which enables the members of an organization to seek measurement results and use them for program development (Mayne, 2009). A learning culture encourages risk taking and learning from mistake, fosters a climate of trust and courage, and increases the adaptive capacity of the members of an organization (Botcheva, White, & Huffman, 2002, Strichman, Bickel, & Marshood, 2007).

## Review Summary

Based on the above literature reviews, a theoretical model of performance management in non-profits is proposed and explained in Figure 4.

The framework shows the relationships between non-profits' vision, performance management practices, and organizational performances. The vision embodies non-profits' particular role in Indonesia: as a pillar of civil society and democracy, through a delivery of impact to boundary partners. The vision articulates in a set of strategies that includes performance management practices. This study used a cyclical model in describing comprehensive performance management activities and underscoring the impact of culture for a consideration when designing the practice. A rigorous performance management will create accountability which becomes the cornerstone of organizational performance. Several aspects need to be taken into account in determining success indicators, such as a balance between effectiveness and efficiency, a representation of share-holder interests, an alignment with vision, and some contingent factors. The performance shall maintain through a sustainability

plan. In addition, two main activities, that is, feedback and involvement practices, need to be adopted in every part of the organization process; while the culture of innovation and learning, and the shared value are expected to radiate throughout the organization.

## Method

### Data Collection

The qualitative data in this study came from two primary sources: organizational documents related to performance management (Table 1) and interviews with the director, officers, and former "young teachers" (Table 2). The details of research subject are also provided in the two tables (Table 1 and 2).

The five documents for archival data analysis were chosen because they were general documents used for performance management process (Aguinis et al., 2011). The researcher sent the document specifications to the ITM office and allowed them to determine the documents that met the researcher's request. The researcher then collected the documents during the site visit.

The researcher attempted to have a proportional sample of participants that could represent all related stakeholders in the organization. However, due to time limitation, the researcher decided to limit the number of participants to nine by involving the ITM director, officers, and the "young teacher" alumni across several batches.

### Data Analysis

The first step in data analysis was preparing the raw data from archive review and semi-structured interview. Data were in the forms of transcribed interviews and document summaries. Thematic analysis method was used with the assistance of NVivo software. The process of doing the analysis (Braun & Clarke, 2006, pp. 15-23) was as follows:

1. Familiarizing self with data by reading through the transcripts and available documents.
2. Generating initial codes. In this phase, the author listed interesting findings and their meanings. The coding process was conducted manually due to limited number of data sets.
3. Searching for themes. This phase involved sorting different codes into potential themes and collated all the relevant coded data extracts within the identified themes.

Table 1

*Subject of Archival Data*

No.	Names of Documents
1.	Vision, mission, values as written in the induction material
2.	Performance appraisal forms
3.	Strategic roadmap of the organization (if any)
4.	Sample of performance appraisal forms that have been completed
5.	Sample of performance reports / personal portfolios

Table 2

*Interview Participants*

No.	Interview Participants
1.	Executive Director
2.	Volunteer and Internal Engagement Manager
3.	Partner Engagement Manager
4.	“Young teacher” Batch 2
5.	“Young teacher” Batch 4
6.	“Young teacher” Batch 6
7.	“Young teacher” Batch 8
8.	“Young teacher” Batch 10
9.	“Young teacher” Batch 9

4. Reviewing themes. Two levels of analyses were carried out in this phase. The level one included reviewing coded data extracts, while the level two was refining the themes by assembling data into the whole context.
5. Defining and naming themes. In this phase, the author defined and further refined the themes that would be presented as analysis results.
6. Producing the report. In this phase, the themes had been fully worked out, the final analysis was generated and the results were written as a report.

To ensure that the thematic analysis had produced rigorous results, the author applied the flexibility principle in scrutinizing data, while maintaining the coherence and consistency of the themes.

## Results

### Findings – Research Question 1

Based on the document review and interviews, it occurred that the organization had not created a formal performance management framework, but they stressed the importance of goal clarity and selecting people who shared similar visions and were able to carry out the job, and used these as the foundation to

navigate the performance in the company. ITM had two primary goals: to raise education awareness of people in remote areas and people from middle-class backgrounds residing in cities, and to prepare future leaders with robust understanding of grass-root problems. “Young teachers” were the main target of the goals. They were expected to create a proper educational ecosystem in the ‘in-service’ areas, and also develop their leadership skills through overcoming the challenges during the assignment. The goal was reflected in the organizational design. “Young teachers” worked closely with two departments in ITM: Volunteer and Internal Engagement Department that developed and monitored the leadership skills of “young teachers”; and Partner and Area Engagement Department that maintained the development of ‘in-service’ area. Additionally, the goal was clearly articulated in the indicators that were socialised in the seven-week induction training. It was used as the yardstick in the evaluation form and also become the indicator in “young teacher” final report. The details of the indicators can be seen in Table 3 and 4.

The aforementioned indicators were deemed to be the guideline of “Young Teachers” to perform in *in-service* area and for the officers to manage their performances. To ensure that the “young teachers” could perform in accordance to the indicators, ITM used selection tools that contained both leadership dimension and desired outcomes.

“Well, the question is more to how we ensure that every performance is on track. We learn a lot from Mr. Mardi, the Nutrifood CEO. I remember he said that the important thing is the entrance door because I don’t want to invest so many times and spend money to manage motivation. So I need to ensure I have the people that share the same spirit, so that when they come into the organization they are manageable. We only need to manage the most well performed employees and underperformers. That is why he is not busy in calculating whether your performance is like this or whatever. He does not need employees that should be constantly motivated. If they need to be motivated all the time, why on Earth he recruits the person?” (ET)

One of the tools that should be highlighted is Performance Journal. The tool worked similarly to appraisal forms in the typical performance management system. During a one-year assignment, “young teachers” needed to submit the forms twice, in the third and the ninth month. The journal contained a perso-

Table 3  
*Indicators of Leadership Development of “Young Teacher”*

Dimensions of Leadership	Definitions
Initiating Actions	Ability to perform quick actions to reach goal; carrying out activities that exceed initial goals; being proactive.
Gaining Commitments	Ability to show appropriate techniques and interpersonal styles that make others accept ideas or plans; adjusting behavior to meet the characteristics of task and surrounding circumstances.
Adaptability	Ability to maintain effectiveness when experiencing major changes in the tasks or work environment; adapt effectively to the structure, processes, requirements, or new work culture.
Building Positive Working Relationships	Ability to develop and use collaborative relationships to facilitate the achievement of business objectives.
Decision Making	The ability to identify and understand the issues, problems and opportunities; comparing data from different sources to draw conclusions; using effective approaches to choose a set of actions or find appropriate solutions; taking actions that are consistent with the facts, existing consequences, and limitations.
Managing Work	Ability to manage time and resources effectively to ensure the efficiency of work.
Applied Learning	The ability to digest and implement new work-related information in a timely manner.
Communication	The ability to clearly communicate information and ideas through a variety of media to individuals or groups in a way that involves the audience and helps them understand and remember the message.
Impact	The ability to create a good first impression; showing attention and respect; exuding confidence.
Facilitating Changes	The ability to encourage others to take innovative approaches in dealing with problems and opportunities, to apply different approaches, and to facilitate the implementation and acceptance of changes in the workplace.
Coaching	Ability to provide guidance and feedback at the right time to help others to improve their skills/specialized knowledge that are required to complete the tasks or solve problems.

nal reflection about individuals' work in developing personal leadership and behavioral changes of direct partners (students, teachers, principals, society, and educational authorities). Peer evaluation was also carried out in the second journal with the intention to gather an objective input about young teachers' development. Since young teachers' work in highly dispersed areas, ITM required the journal to be submitted on the group basis. The strategy aimed to devolve the task of reminding the sub-mission schedule to the regency group (a group of “young teachers” that were assigned to work in some villages under the same regency). To ensure its effectiveness, ITM also included a session about Performance Journal in the induction training.

Notably, the performance journal constantly changed every year, with the most significant change hap-

pened in the recent year. The journal used to include a behavioral checklist to enable the responses to be quantified. The new version of journal removed the checklist and replaced it with open questions which triggered narrative answers. The current layout was rather informal for an appraisal form. The reason for this modification according to the ITM officer was to ‘serve the purpose’ more effectively.

“The current journal has already changed, if in the past years we used the A,B,C Journals, it is now turned to reflection. The latest version is more focused on how “young teachers” reflect their experiences only by reading the summary of the journal. On the bottom line, we want them to not only put the marks on every ‘Progress Markers’ but also to reflect on the Progress Markers. Why?

Because we need sufficient information about what happened in the area. In the old time, the journal only contained a series of checklists, well, we really can't interpret those. That is why we guide them now with some questions that enable them to write more descriptions. It gives us more clarity.” (HM)

“The point is that I think we can't measure people with the scores. I am never confident to do that. My next question is this: is 3.5 different from 3? Could we do something differently if the person gets 3? Is there any different treatment? What are the differences between 3, 4, or 5? The important thing is that we have a safe, normal curve. If we believe that ITM is the school of leadership, the most important thing is that they know their personal achievement in a year. What is the lesson learned? For me, ITM doesn't have an interest anymore because the work relation is already over. If they don't perform anymore, it's not our problem. Hence, what important to “young teacher” is not the score, but the personal development.” (ET)

To keep the performance of “young teachers” that work in a separate location with the ITM Officers, a

face-to-face meeting is suggested. Therefore, once a year, an officer would do a Site Visit, where they traveled to one regency and met all “young teachers” that worked in the regency. The agenda during the visit was not only to monitor the individuals’ performances, but also to meet local stakeholders. This supports the concept that the work of “young teachers” is aligned with the collaborative work of ITM and local partners.

The other feature of performance management for “young teachers” is personal portfolio. The portfolio presented the record of “young teachers” during their one-year service: their scores on leadership dimension, their prominent achievement in generating behavioral changes of direct partners in their “in-service” areas.

**Findings – Research Question 2**

The second research question investigated the way ITM cascaded its strategy to performance management practices. In ITM, a strategic tool used was Outcome Mapping that underlined behavioral changes as the organizational outcomes. One of the primary element of this system is Progress Marker, which is defined as “set of graduated indicators of the beha-

Table 4  
*Indicators of Area Development of “Young Teacher”*

Direct Partners	Expected Outcomes
Students	Students have the passion and excitement of learning as indicated by the increased of presence and active participation in activities inside and outside the classroom, and enthusiasm in learning. Students show increased comprehension, creative abilities, critical and analytical thinking, and able to recall the materials from various media. Students have also shown good behavior, positive relationships with teachers and friends, and awareness that they are parts of the Indonesian nation.
Teachers	Teachers utilize teaching tools creatively and use them to create fun learning experiences for their students. Teachers implement discipline strategies and prepare/develop lesson plans. Teachers also do profiling of students, encourage students to excel, and actively develop extracurricular activities at school. Teachers also show a desire to learn independently and to share their knowledge. In the classroom, teachers manage the class with other forms of positive appreciation and implement the tasks with high integrity.
Principals	Principals have a vision to improve the performances of potential of students and teachers. Principals manage school administration and finance responsibly, and involve the school committee / parents in developing school potentials. Principals also actively develop themselves, and actively coordinate with educational authorities and officers.
Education Stakeholders in Regency	Education stakeholders in regency consisting of parents, community, and education department staffs have a discussion regularly and incidentally, followed by distributing information about development of the school and students using accountable and useful media. Stakeholders actively encourage and carry out programs and activities to improve education in the region.

Table 5  
*Key Elements in “Young Teacher” Performance Management Practice*

Elements	Key Issues
Job Design	Tools in outcome mapping as a major reference (desired outcomes and progress markers) Four scopes of works as guidelines Goals are opened for adjustment according to local circumstances
Monitoring	Challenges lie on the geographical dispersion of “Young Teacher” placement Site visit during a half period of assignment Indirect method for communication through a blog and other communication channels
Evaluation	Performance journal as a performance appraisal tool More narrative, less quantitative Used as a knowledge management tool
Renewal	Performance management result is used as a source of feedback at the end of period The whole assignment as the springboard to Young Teachers’ future career

vioral changes identified in the intentional design stage” — to clarify directions with boundary partners and to monitor outcomes (Earl et al., 2001, p.22). In the “young teacher” context, the progress marker became the primary indicator of performance evaluation, in addition to leadership dimension. Because ITM evaluated the impact of their program using similar progress markers, the results of young teachers’ work was automatically related to the result of ITM work in the Regency.

Since the progress markers consisted of many change indicators related to each direct partners, ITM created a simplified version of work agenda by creating four scopes of “young teachers’ work”. The “young teachers” then created a work plan in the beginning of their work, which is a plan for every area related to all direct partners. Due to the importance of this concept to ensure the alignment between organization and individual work, this had been socialized intensively during young teachers’ induction training.

“The first that ITM did is making a breakthrough. It wants to cut the shortage of teachers in the remote areas by sending “young teachers”. The interesting thing is that it opens an opportunity to the young graduates from different educational backgrounds. To make these amateur teachers turn into qualified teachers, ITM gives us a two-month intensive training with various materials, including both physical and mental trainings because we will have to work in challenging areas. It also provides us with a professional pedagogical training, microteaching, and even teaching practice at school. I think the trainings were quite comprehensive in a sense that they facilitated us to be a proper teacher.” (DP)

The other finding related to the strategy aligning the organizational with individual purposes is the clarity of a vision, culture, and selection criteria. The ITM Director explained about the ‘start-up culture’ that was adopted by the organization. The culture defines the way of doing things and also the people who would be recruited, both as officers and “young teachers”.

“Individuals who fit with the job are the persons who love to work in a start-up like organization. If you work in a start-up, you don’t follow the path; you create the path. So if you are the type of person who likes just to follow the prepared guideline, you don’t belong here. You have to be adamant in pursuing your goal, and along the way, smart enough to read the situation.” (ET)

“Well, before we departed to ‘in-service’ areas, we underwent the ITM selection, which required us to know about ITM, having at least general knowledge about that.” (AU)

### Findings – Research Question 3

The third and final research question is about the dynamics and issues around the implementation of the performance management system. Specific questions about this were mainly addressed only to “young teacher” participants and based on their answers, some main themes emerged.

The first issue arised was the technical challenge during the implementation, due to a distant location and limited access to electricity and internet. It affected the submission of performance journal and also limited the process of site visit in some villages

of “young teachers”.

“I see there are two challenges: the first is technical. Sometimes electricity only runs for a couple of hours in a day, making the laptop rarely operate. We cannot do the work properly unless we go to the city. The second is the workload, be it in the town or village, we always have a work to do. This makes the process of completing journal go slowly.” (ST)

The second issue was the diversity of contexts in young teachers’ deployment. Beside variations in the access to basic facilities, such as electricity or mobile network, there were also differences between the period of services, sociological conditions in the village, supports from local authorities, and so on. To overcome the differences, ITM decided to not impose uniformity in ‘young teachers’ work. This policy was reflected in the performance journal that removed the quantitative aspect in the evaluation section. “Young teachers” also encouraged to adjust their work plan to match the real situation in the area.

“But the desired outcome is not a fixed price. Instead, it can be adjusted to the placement area, so there is still some freedom to determine a desired outcome that is tailored to the most urgent interests in the area, because each area is totally different.” (SA)

Another concern from “young teachers” was that there were some drawbacks from Performance Management system that were “quite loose”. Some participants thought that it would be better if there were some forms of formal feedback and review processes to balance the autonomy that they had got. Participants even explained that they started to become sceptical when consulted with the ITM officers because they received no direct answer, the officers used coaching and facilitating approach that were nondirective based.

“Well, I think it would be better if the performance journal is not only filled by “young teachers”, but for the sake of data comparison, the written input from teachers, principals, and even students will be valuable.” (AU)

“I think there should be guidance, communication, coaching from the ITM officers during our service. I hope there will be regular advice sessions,

for instance, per two months. ITM gives us freedom to initiate something, while not leave our primary task. The control process is limited to the site visit. Although there are discussion groups via a communication network with a mentor to whom the PM can ask, ask for considerations, ask for permissions, but in reality, its role is less efficient as it is only used a means to provide regular reports and to ask for permissions.” (SA)

The other thing that should be noted is the role of culture in shaping Performance Management. Based on the theoretical framework used in this research, culture becomes the overarching aspect of the entire performance management system. While culture is an abstract concept that is not easily defined, the answers from participants suggest several themes that could describe the organizational culture of ITM.

The first theme is the culture of collectivism. This is interesting as one of the key characteristics of young teachers’ job is that they work alone in a village. Apparently, the intention behind placing one “young teacher” in one village is to sharpen their decision-making and problem-solving skills, and to develop their resilience. By undertaking the assignment alone, it is assumed that “young teachers” could develop their leadership skills exponentially.

Apart from the assignment, however, the ITM’s central tenets revolve around partnership and movement. The Director expressed this eloquently when he stated that the ITM’s mission and work or the “story of us” is the collection of the “story of I” from many people: “young teachers”, officers, local partners, and people who feel involved in the organization (Trisna, 2016). The culture is evident in some of the organizational general practices, such as peer group evaluations, group reflections, and job descriptions that encourage cooperation.

The other theme is dynamic culture. As stated in the findings, the Director defined his working culture as “start-up culture”, where a constant change is expected due to the dynamic condition of boundary partners. From a managerial point of view, the culture enables the organization to make quick decisions, and also to be responsive in any event of crisis. One clear example of this is when one “young teacher” died during his service in 2013. The organization decided to recruit a new “young teacher” as a replacement two months after the loss. This dynamic approach that was consistently applied in a daily basis would shape “young teachers” performances. They would make swift decisions and adapt to deviations

based on the pre-determined goals.

The dynamic culture also relates to the learning curve of the organization. The cycle of learning prevalent across the entire organization is develop-execute-learn-reflect (Trisna, 2016). From a performance management perspective, ITM facilitated learning and development by providing a platform for “young teachers” to reflect. This was achieved through site visits, implementation of trustees, blogs, and also performance journal. In terms of performance evaluation, the culture also made “every single progress count”. The evaluation was relied on the progress made, and not only on the final outcome.

Ultimately, the culture could be viewed as a blend of Indonesia’s national culture and ITM’s organizational cultures. The collectivism culture, which is already embedded in the society, is endorsed, whereas other aspects of Indonesia’s national culture, such as power, distance, and masculinity, are rejected. ITM manages to create an atmosphere of equality within the organization, which is reflected in the performance management practices. As discussed above, there was no supervisor-subordinate relationships within the young teachers’ scheme nor was there a formal system for comparing young teachers’ performances. The Director’s involvement played a large part in creating this culture. This practice is concurrent with some of the literature that emphasises the role of senior management in the successful implementation of performance management system.

The last aspect of Indonesia’s national culture, which is adopted and supported by ITM, is its uncertainty avoidance. This suggests that Indonesians are comfortable working with unclear indicators. In ITM’s cultural context, this is reflected in the performance evaluation, which is essentially narrative. “Young teachers” assimilate easily within the system, since the central tenets are already inherent in the national culture.

## Discussion

### **The ‘ideals’ as an alternate version of vision.**

From a management perspective, performance management needs to begin with the establishment of a vision, mission and strategy (Dresner, 2008). In the non-profit context, the purpose of the organization is even more important since it serves as a source of motivation to the employees (Phills, 2005). It motivates people to invest their time working in an organization that does not provide significant finan-

cial compensation.

Indonesia Teaches Movement (ITM) formulates its vision in a way that is beyond the organization itself. It is articulated as follows:

“The ideals rest on the involvement of all elements of society in a collective effort to enlighten the nation, which is the promise of our independence. We want to be a nation that has a vast number of leaders with global competences and grass-roots understanding.” (Indonesiamengajar.org, 2016)

Based on the critical evaluation of the interviews, we understand the importance of ‘ideals’ as the ultimate direction underlying the performance management for short-term staff in a non-profit organization that is similar to “young teachers”. Through expressing the ‘ideals’, ITM is able to create a compelling vision that attracts highly qualified graduates to be “young teachers” who work in remote areas with challenging contexts.

In the practical note, this study also revealed the importance of a robust strategy in order to translate the ideals into performance management practices. This study indicated that the outcome mapping approach could be one of the alternative tools. A remarkable feature of this tool is that three stages of implementation: intentional design, performance monitoring, and evaluation planning. The stages bear a close similarity to those within the performance management cycle (Aguinis, 2014), which generally consists of a prerequisite, performance planning, execution, assessment, review, and renewal. Therefore, by implementing the Outcome mapping approach, to some degree, the organization has conducted the performance management.

Besides serving as motivational tools, the ideals are also continually used as a basis on which any policy or goal within the organization develops. The Director of ITM explained that ‘the whole organization is just a tool to reach the ideals’ (Trisna, 2016). This principle has two main implications. Firstly, it allows for more improvisation when an employee’s responsibilities or daily job is concerned. Secondly, a carefully considered and an effective orientation program becomes important to help employees understand the organization’s ideals, along with its historical development, values, long-term goals, and immediate strategies.

**The performance management cycle.** In most organizations, a twelve-month cyclical approach is

adopted. The cycle includes performance planning in the beginning of year, scheduled evaluations and feedback at amid point and at the end of the period, and other related activities in between. The question is how the cycle applies within the “young teacher” context, since “young teachers” only work for one year. This study found that ITM attempted to strike a balance between autonomy in work and scheduled performance management activity. There are some performance management-related activities that are mandatory for every “young teacher”. They were required to define a goal in the beginning of an assignment, came together with the regency group for a site visit, completed a performance journal twice a year, and attended a post-assignment orientation. “Young teachers” are given some independence to complete each of those steps in order to foster a sense of autonomy.

After gaining insights from the “young teachers” in this study, it can be inferred that the overall performance management cycle is vitally important as it encourages participants to be aware of their current condition at each stage of the assignment. This can also be seen as parts of the management process, ensuring that all “young teachers” work at a similar pace.

**Performance management activities.** Based on the results, we conclude that the ‘classic’ performance management activities that are generally used in profit organizations are also applicable in the context of short-term employees in a non-profit organization, but in a slightly different form. The four main activities mapped are:

(a) **Job design.** In the “young teacher” context, there is no exact job description due to distinct needs and challenges in each cultural context. Nevertheless, some degrees of standardisation are needed for evaluation purposes; hence several aspects are created to develop job design. These aspects are the scopes of work, direction related to the expectations of the quality of relationship with stakeholders, and collective goal setting where individuals’ goals for the year ahead is set in an initial training with the assistance and input from the group and facilitator.

(b) **Monitoring.** Armstrong (2006) described the monitoring process as a means to check one’s progress in order to achieve certain objectives. The process involves reviewing performance agreement and actions required to maintain the level of performance, such as in coaching or counselling. In the non-profit context where the employees could be deployed

to the remote areas, the monitoring process is regarded as an effort to maintain motivation and encourage self-reflection on the progress toward individual goal achievement. The monitoring tools used are site visit, where an officer facilitates a group evaluation in the *in-service* area. When conducting site visits, an officer can also meet local stakeholders to gain feedback about employees’ performances. In addition to site visit, some other work arrangements can be done. The arrangement to work in a group has enabled peer support and also peer control. Network and communication portals that are available to all employees are also beneficial. In this case, they have the contact person (an ITM officer who becomes the point of contact of every “young teacher” in one regency), a blog on the ITM website, and other channel of communication, such as a Whatsapp group. This makes the group of employees feel engaged with the organization’s vision, despite their working at a distance.

(c) **Evaluation.** Performance evaluation or appraisal is widely accepted as the most important part of performance management. In non-profit organizations, the form of appraisal can be varied depending on the context of work arrangement, it is not limited to the quantitative appraisal that is usually applied in the profit organizations. In the context of “young teachers”, the principle held is that good performance appraisal should not burden the person being evaluated. For this reason, performance journal has undergone a continuous process of simplification with the latest version exhibiting a radical change by eliminating a questionnaire section, favouring a journal that is entirely narrative. As for the appraisers, some non-profit organizations operate similar to ITM, in which a supervisory role is non-existent. Hence, the organizations are relied on self-evaluation with the beliefs that “young teachers” who join the organization with the intention of developing themselves while contributing to the society should be allowed to evaluate themselves. As a control mechanism, peer evaluation is undertaken. The tool used by ITM, Performance Journal, is a good alternative for the organizations. Additionally, performance journal benefits the organization by serving as knowledge management apparatus. In the ITM context, because ITM works in one village and regency for a duration of five years with five different “young teachers”, performance journal becomes an important record for the process in program implementation. It also facilitates the transition between “young teachers” from one year to the next.

(d) **Renewal.** The concept of performance re-



renewal supports the notion that performance management reiterates, where the performance result in the current period is used as a reference for developing reward schemes and acting as the basis of program in the next period. This study found that renewal could work in a slightly different way. It is believed that “young teacher” would receive benefits from a one-year “young teacher” assignment. The organization uses the term ‘Leadership School’ to express the opportunity to develop leadership skills during a work assignment. In this sense, it is expected that young teachers’ development throughout the year will primarily benefit the subsequent career of young teacher rather than the organization. To support this, ITM prepares a performance portfolio at the end of the assignment. Additionally, the performance evaluation could be used by ITM as a form of feedback. The information gathered from “young teachers” during a year of assignment might be useful for the evaluation and development of programs, particularly because they are context-specific.

### Limitations of the study

There are several limitations of this study. Firstly, this study is only focused on ITM. Thus, the results might not necessarily represent other type of organizations. It is too premature to use the results to represent the practice of performance management within the Indonesian non-profit context. ITM has a distinctive business model that might not suit to all cultures. Secondly, this study involved a small number of “young teacher” participants. It was not possible to interview participants from the latest batch. It should be noted, however, since there is a fundamental change in the performance management system recently, input from “young teacher” in the latest batch may, in some ways, invalidate certain aspects of the analysis. Finally, the analysis in this study would be richer if semi-structured interviews were supported with questionnaires completed by broader range of participants. While the results of the study may contain comprehensive information about the organization and its performance management practices, its scope in providing a critical view of the prevailing system may be limited.

### Conclusions

This study aimed to explore the practices of performance management with “young teachers” in Indonesia Teaches Movement. The study sheds a light

on the implementation of performance management in a non-conventional job such as “young teachers”, where young teachers work at the front line level or be a non-permanent worker for one year only. The result revealed several distinctiveness in the system, although a general assumption about performance management was still applied.

The study underscores the notion that performance management should be the focus for harnessing performances. In the ITM context, the biggest insight is the definite role of organizational vision and culture in managing performance. ITM vision goes beyond the scope of organization, as it emphasizes the ideal state where the civil society are aware of and actively involve in tackling education issues. This ‘larger than life’ vision is able to attract high-rank graduates to work as “young teachers” since they like to be a part of something important. The overarching vision is supported by a strong culture. The culture expressed as “startup culture” where all members of the organization, including “young teachers”, are encouraged to work independently and consistently to provide solutions rather than adhere to prevailing rules. The combination of vision and culture become the heart of young teachers’ performance management.

To concretize the abstract concept of organizational ideals and culture, ITM adopts the outcome mapping, a strategic tool focused on creating behavioral changes in all related stakeholders. The primary activity resembles the performance management activities proposed by Aguinis et al. (2011). ITM adopts not only the common performance management related activities but also the cycle system. Table 5 summarises the elements of performance management practices used in the “young teacher” context.

This case generates some input that is beneficial for the performance management field of study. First, Outcome Mapping has been confirmed as a useful strategic tool that can seamlessly link to performance management activities. Further application and examination of the system can be an alternative strategy to the already popular Balanced Scorecard. Second, “young teachers” duration of assignment can leverage their working motivation. A single year tenure make them more motivated to maximize their experiences. Third, in the “young teacher” context, performance journal is used not only as an evaluation tool but also as a knowledge management tool. It helps the organization in the succession from one batch to another and also enables the outcome monitoring with the local partners.

In the final analysis, the result of this study confirms that Performance Management is a dynamic and adaptive system that can be applied to non-profit organizations, and further, to a non-permanent job with unconventional work arrangements. With the right dose of contextualization and ability to align with organizational vision and culture, performance management becomes a powerful tool to create an agile organization.

This study provides the groundwork for researching specific roles, such as “young teachers” where the nature of their role and assignment are very specific and unique within a specific cultural context. An exploratory study with similar organizations might be beneficial in providing more insights about the characteristics of performance management with unconventional roles. This might be relevant due to the existence of similar organizations in other countries, such as Teach for America (USA), Teach First (UK), Teach for India (India), and so on. By accumulating evidence from similar studies, the implementation of performance management in such organizations could be adopted more broadly, and eventually, might be used to produce and implement models of best practice for performance management.

In the context of non-profit organizations in Indonesia, a comparative study with a prominent organization in the country could be useful. By compiling data from non-profit organizations in different sectors, we may learn more about the common challenges met by non-profit organizations in Indonesia when implementing performance management systems. It is also important to note that ITM is a relatively small organization; hence, further research with large-scale non-profit organization in Indonesia might affect the reliability of the findings.

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