

PERFORMANCE MANAGEMENT IN THE NORTH WEST COMMUNICATION SERVICE

NORTH WEST UNIVERSITY



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Without the prayers of my wife and family to the Almighty God, to help me with wisdom I could not have completed this work.

The dissertation is dedicated to my wife Tebogo, my daughter, Bathalefi, my two sons Katlego and Thuto , the respondents and my acquaintances who participated in this study and the Northwest Communication Service for allowing participation in this study.

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“ We must be impatient with those in the Public Service who see themselves as pen-pushers and guardians of rubber stamps, thieves on self enrichment, bureaucrats who think they have a right to ignore the vision of “Batho Pele”, who come to work as late as possible and knock off as early as possible” [President of the Republic of South Africa, Mr. Thabo Mbeki, 6 February 2004, State of the Nation Address]

ABSTRACT

The researcher is motivated by the numerous concerns raised by public officials in South Africa for an answer to performance management in the public service. There are numerous misconceptions in regard to performance management in public institutions.

The objective of writing on this topic is to enlighten both the employer and employee of their obligations, rights and legal framework in the management of performance.

The focus of the study is on the impact of performance management systems, the existence of training and development of staff as well as the availability of the physical resources on performance management. Poor management of performance translates into lost productivity, increased absenteeism, lower morale of employees and it further hampers service delivery.

The study comprises of five chapters, containing the orientation of the study; literature review; research design and methodology; data analysis and results and summary, findings and recommendation, respectively.

The instrument employed to gather data was applied in five divisions, and data was gathered from a sample of 39 out of a target population of 66 employees.

DECLARATION

I, Enoch Tuelo Legalamitloa, declare that this dissertation for the Degree of Master of Administration in the Faculty of Commerce and Administration of the North West University hereby submitted, has not previously been submitted by me for a degree at this or any other university, that is my own work in design and execution, and that all material contain herein has been duly acknowledged.

Enoch Tuelo Legalamitloa

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CHAPTER 1

ORIENTATION OF THE STUDY

1.1 INTRODUCTION

This study aims to examine performance management in the Northwest Communication Service with a view to assist management to improve economy, efficiency and effectiveness. Individual work performance needs to be managed to ensure that employees' performance excellence is maintained. According to the White Paper on Human Resources Management in the Public Service (Notice 2011 of 1997) the success of the Public Service in delivering its operational goals depends primarily on the efficiency and effectiveness with which employees carry out their duties. Managing performance is therefore a key human resource management tool.

The conceptual basis for performance management will be addressed by defining the domain of performance management, describing a systems model of performance management and outlining emerging roles of performance management. The domain of performance management is described in a definition by Bevan and Thompson (1991). The elements include shared vision, individual performance management, the review process and evaluation of the whole process. In a sense performance management could be considered as a system that provides a link between strategic planning and employee appraisal (Addams & Embley : 1988).

The systems model of performance management will, according to Spangenberg (1997) comprise of inputs, processes, outputs and linkages to other systems. Systems and processes as well as training and development are contextual variables that could have a significant effect on the performance of an organisation such as the Northwest Communication Service. A systems model of performance management will be used to come to grips with these variables

1.2 BACKGROUND OF THE STUDY

The Northwest Communication Service (NWCS) evolved from the Information Service of Bophuthatswana (ISOB). ISOB was an organisation offering communication services to the erstwhile Bophuthatswana Government until 1994 when the new democratic government of the Northwest Province was established after the general elections of 27 April 1994. The ISOB Act No. 10 of 1992 was revised as a result of change in government's strategy and objectives. The Northwest Communication Service Act of 1994 (Act 30 of 1994) was promulgated to give effect to the NWCS, which is commonly known as a "parastatal". A definition of a parastatal is important in order to determine as to whether the NWCS is indeed a parastatal. According to Gildenhys, Fox and Wissink (1991) a parastatal is: "a public institution in which services are delivered following the methods of business rather than the non-profit and total government control." Some of the objectives and functions of NWCS include, inter alia, the following:

- (a) To establish, operate and carry out information and communication services in the province
- (b) in general, to take such steps as are necessary to manage and disseminate information in order to keep the population of the Northwest Province, the Republic of South Africa and the international community effectively informed of provincial policies, goals, initiatives and achievements
- (c) to acquire and establish information offices outside of the Northwest Province with the approval of the responsible member who shall act in consultation with the Premier.

1.2.1 Vision for Government communication in South Africa

Prior to 1994, the NWCS comprised of a staff complement of 118 with a budget of over R22 million. In the meantime, a task group was established in 1996 by the then

Deputy President to come up with "a vision for government communication in South Africa". The recommendations of the task group are contained in a document called the COMTASK Report. The findings of that document are framed in the context of the new constitutional democracy and the political imperatives of social and economic development. They seek to reflect the thinking and best communication practice of successful democracies in the developed and developing world and also to take into account the legacy of Apartheid, the poverty of its communication systems and the need to open up channels of access.

In the same year, 1996, the Provincial Government of the Northwest Commissioned Simeka TWS Communication (STWS), a communication consultancy firm to examine the effectiveness of the NWCS in fulfilling its purpose as communicator of the Northwest Government to the public. In the main, the STWS focused on the following:

- existing structures and capacity for the performance of communication
- possible duplication between functions performed in different institutions
- future options within the context of reduced provincial budgets.

Following a transparent and an inclusive approach involving the development and administration of a questionnaire, a report was tabled detailing specific recommendations. In brief the recommendations entailed the following:

- creating a willingness to change
- acceptance of a new direction
- skills and capacity building
- policies and procedures
- reward and recognition strategies
- utilisation of available resources
- structure and function

1.2.2 The need to examine management of performance in the NWCS

In view of the above, the need to examine performance management in the NWCS becomes apparent. This will assist in understanding as to what factors are likely to influence performance management in an organisation such as the NWCS. Van der Merwe (1992:2) maintains that any general assessment or review of the performance of an organisation is an extremely complex matter, for it requires careful and balanced quantitative and qualitative judgments, based on detailed information about the resources at its disposal in relation to all of the services delivered by the organisation concerned as well as its policy and legislative fields.

The Community Liaison division of the NWCS has already undergone a strategic role definition workshop, which clearly pointed out the direction this unit should take. The situation around the remaining divisions is, however, different. These divisions feel that their roles are already clear but there were other issues preventing them from fulfilling their potential. It has also been mentioned by members of the Northwest Provincial Legislature that the NWCS is not effectively delivering communication services to the public. This state of affairs could imply that either systems or processes are inadequate or there are training and development needs which hamper effective performance in the NWCS or a combination of both.

1.3 STATEMENT OF THE PROBLEM

1.3.1 Main problem

Although a performance management system is in place in the NWCS, it is not being implemented, and there is lack of proper internal communication. This result in employees feeling uncertain about decisions taken on issues that may affect their future and that of the organisation. According to the Public Service Handbook on Performance Management (2000), a key factor in the performance management system is the commitment and skill of those who use the system. If the poor

performers can carry out their tasks but do not do so because they are receiving improper, inadequate or badly timed inputs, in other words someone else in the performance chain is at fault, or because their interaction with the NWCS management is creating a situation in which they are not motivated to carry out the task, most likely the system itself needs revision rather than the individuals. It may be that the NWCS does not create an environment in which the poor performers are motivated to meet the required standard

Essentially, attitude change is a matter of system revision, including the revision of the communication process which takes place between the poor performers and their peers or supervisors as well as of reward structure of wages, salary and fringe benefits. It may be that the performance problem can be solved by the establishment of a recognition system or other similar changes in the reward structure for the NWCS.

Performance management in the NWCS is seriously impaired due to the improper implementation of the performance management system and lack of feedback mechanisms on employee' performance.

1.3.2 Causes

There is lack of commitment and skill for those who are supposed to use the system. The role of the organization in relation to other government communicators is unclear, making the staff of the NWCS feel threatened by possible retrenchments. Staff also feel that there needs to be a common set of values, especially with regards to "work ethics". There are those who feel that they are doing all the work, while others are just taking things easy. While basic procedural systems are in place, these are not documented and are rather ad hoc, making monitoring impossible.

1.3.3 Effects

The general low morale impacts on productivity, efficiency and commitment of staff. Delivery of services is delayed as a result of centralized decision-making. The issue around inadequate skills development is apparent and staff members do not have all the skills required of them to confidently deliver a professional service.

1.3.4 Sub-problems

Part of the problem in the lack of implementation of the performance management system in the NWCS is due to a lack of training. In its mission statement, the NWCS commits itself to being a "learning organisation", that is, to foster a culture of continuous learning and development, with the aim to empower all employees within the organisation. Empowerment is, however something that each individual has to achieve for him or herself. The organisational culture and leadership can only provide the necessary support. Training and development at the NWCS occur in a haphazard manner without prior needs analysis having taken place. If the poor performers in the NWCS do not have the required knowledge and skills to perform their jobs, it is likely to be a training problem

Another problem is that no particular person has been made responsible to drive the system because performance is not being managed and the emphasis is rather on controlling. While basic procedural systems are in place, these are not documented and are rather ad hoc, making monitoring impossible. Further, discussions about performance in the NWCS is a sensitive matter because employees feel overworked and lack resources such as vehicles, mobile video film units, word processors and other support systems to do the job. This puts heavy pressure on the organisational leadership to turn the organisation around.

Borgstrom (1993) explains that there are three general causes of sub-standard performance in organisation which are:

- (a) a system problem such as "the way things are done around here" encompassing management style, organisational development and the reward system
- (b) lack of physical resources which entails lack of tools and equipment, and
- (c) a training problem such as knowledge, attitude and skills

The situation in the NWCS may be exacerbated by the following:

- No clear organizational role definition, what role does the NWCS play in the bigger picture of government communication.
- The NWCS needs a common set of values for the whole organization. These values relate to issues around empowerment, health and safety, environment and excellence. The values should encompass the fundamental ideas on which the organization is built.
- A centralized and authoritative management style
- No clear stakeholder identification for the organization and individual units, especially the relationship to the external government environment is not clear. This results in "supply chain" problems and political influence.
- Staff members do not have all the skills required and continuous upgrading of the basic skills is a key issue for both management and staff
- Lack of financial resources. There are budgetary constraints when it come to money available for training and delivery of service.
- Lack of physical resources which entails lack of tools.

1.4 HYPOTHESES

Based upon problems:

- the implementation of a performance management system is likely to motivate employees to work hard for better results and facilitate proper management styles, organizational culture, organizational development and the reward system.
- The existence of training and development of staff will likely motivate staff to perform better.

- The availability of the physical resources which entails tools and equipment will improve performance.

1.5 OBJECTIVES OF THE STUDY

In this study, systems, processes and training in the NWCS will be examined in relation to the effects they have on the NWCS' performance.

The specific objectives of this study are therefore, the following:

1.5.1 to examine the performance management policies, processes and procedures at the NWCS

1.5.2 to examine factors which are likely to affect performance, such as a lack of training and development

1.5.3 The extent to which the above affect performance management

1.6 RESEARCH METHODOLOGY

The descriptive survey method will be used to look at the research problem. According to Bless and Higson-Smith (1995) this method looks with intense accuracy at the phenomenon of the moment and then describes precisely what the researcher sees.

1.6.1 Literacy study

A review of literature will be used to put the research problem into context, taking into account the fact that performance management is an integral part of strategic human resource management and skills development strategy.

1.6.2 Sampling Procedure

Since four main divisions of the NWCS will be treated as cases, it may be necessary to sample managers and middle managers of divisions as prospective respondents to a set of questions that will be put to them. In this instance the stratified random sampling techniques will be preferred and the NWCS divisions such as Community Liaison, Publications, Media as well as Finances and Human Resources would form the different strata. Spiegel (1999) asserts that random sampling is one process which can result in a representative sample being obtained. Otherwise, a judgmental sampling technique will be used, because one does not have prior knowledge of some of the key specialists of performance management in the Province who might be interviewed for the purposes of this study.

1.6.3 Empirical investigation

1.6.3.1 Questionnaire

A questionnaire will be developed and pre-tested. The aim of the questionnaire will be to gather information from employees of the NWCS to establish the status of performance management. The questionnaire will include some open-ended questions to allow respondents to express their perceptions of performance management as well as some forced-choice questions.

1.6.3.2 Review of Existing Data

Data will be gleaned from NWCS documents and reports in order to scrutinise systems, processes and the training and development situation. Documentation about current policies, procedures, and legislation will also be perused. Data that will be collected will be used to supplement and confirm data collected from other sources and by other means. This will help to develop a clear picture of the three scenarios, namely; system requirements, process requirements and training and development needs.

1.6.3.3 Interviews

Semi-structured interviews will be conducted with specialists in performance management or human resource management in the Northwest to gain an understanding of performance management in practice. The aim of the interviews will be to gather information from people with experience in performance management in order to get a picture of the dynamics of the process of performance management. This will also be the preferred method of data collection from senior management of NWCS.

1.6.3.4 Analysis techniques

The data will be both qualitative and quantitative in nature. In view of this, both qualitative and quantitative analysis techniques will be employed. Specific categorical data analysis techniques will be used. Results will also be presented in tables, charts and graphs depending on the outcome of the study. With the assistance of the Department of Statistics in the University of Northwest, appropriate inferential statistical techniques will be used to infer some properties of the population from the sample results. The nature of the data collected will also suggest further analysis techniques that may be used.

1.6.3.5 Population and Sample

A representative sample of 39 employees will be drawn from the population. The following occupational groups will be covered:

Table 1: Occupational Strata and Sample Numbers

Occupational Groups	Population	Sample	Percentage of Population
Managers of Divisions	4	2	50
Heads of Sections	6	4	67
District Coordinators	7	4	57
Journalists	6	5	83
Community Liaison Officers	24	15	63
Administrative/ Clerical Staff	5	3	60
Freelance Journalists	5	3	60
Temporary Employees (Maintenance)	7	2	29
Photographers	2	1	50
Total	66	39	58 (Mean)

1.7 LIMITATIONS OF THE STUDY

The study is confined to the Northwest Province and covers one organisation only. The sample is also limited. In line with Bless and Higson (1995) the results of this study could be generalised to a larger population such as a state department, reflecting some unique properties of the target population. The final conclusions will be integrated within a theoretical framework to find out whether they consolidate a certain theory or finding. Other organisations might find this study useful, inspite of its limitations

1.8 CONCLUSION

By studying performance management, policies, processes and procedures and the NWCS as well as factors which are likely to affect performance in the NWCS recommendations to this effect will be made and these recommendations will assist management to address the problem. Once conclusions have been drawn, detailed recommendations to management will be made.

In Chapter 2, the literature on performance management will be examined.

CHAPTER 2

LITERATURE REVIEW

2.1 PURPOSE AND INTENT

The aim of this section is to examine the literature on performance management and to put the research problem into context.

2.2 KEY CONCEPTS

2.2.1 Meaning of Performance Management, Performance Appraisal, Performance Agreement, Performance Standards, Training, Development and Learning

Whenever figures in regard to expenditures and employment in an organisation such as the Northwest Communication Service organisations are published, there is usually an outcry from several quarters that the share of the workforce is too large and that it is growing too fast. This statement is usually made without reference to any reliable and defined standard. There is a mistaken believe that good or poor performance is to be measured simply and purely in terms of decreases or increases in total numbers and total expenditure, thus turning a blind eye to the complex composition of the organisation (Van der Merwe, 1992).

Efforts to develop and introduce effective performance management and development in organisations internationally have proved difficult and on occasion, produced more problems than they have solved. Video (2000) however points out that it is critical that all individuals work towards the same objectives and goals. They must know what they are expected to do and when it must be done.

2.2.1.1 Performance Management

Performance Management is defined as a systematic, data-oriented approach to managing people by providing recognition and reinforcement for individual and group performance (<http://www.pmezine.com>). Since 1982, Performance Management Magazine, published by Aubrey Daniels International, has highlighted the successes of companies that use PM. Performance Management is all those processes and systems designed to manage and develop performance at the level of the public service, organisation, components, teams and individuals (Public Service Handbook or Performance Management, 2000).

In its narrow definition, it is used to refer to specific systems for managing and developing individual performance, especially performance appraisal. In a sense P.M. could be considered as a system that provides a link between strategic planning and employee performance appraisal (Addams & Embley, 1988). In this work, the wider meaning is used.

Some empirical research has however been conducted in the area of Performance Management. Literature is limited to descriptions of actual implementation experiences (Addams & Embley; 1988, Mumford & Buley; 1988; O'Neal & Plladino, 1992; Schneir, 1989), articles on creating or revamping performance management systems (Guinn & Corona, 1991, Schneier, Beatty & Baird, 1986, Sheard, 1992), descriptive articles on conditions for making Performance Management more effective (Day, 1989; English, 1991; Fowler, 1990; Pratt, 1991; Romonoff, 1989) and two reports on surveys of the effective ness of Performance Management Systems in the United Kingdom (Bevan & Thompson:1991, Fletcher and Williams, 1992). Performance Management includes performance appraisal, Human Resources Development, Training, Development and Learning. Thus, it constitute all those processes designed to manage performance supported by effective, streamlined, developmentally focused systems which are aligned to the vision and strategic objectives of an organisation.

2.2.1.2 Performance Appraisal

Schuler (1981) sees Performance Appraisal (PA) as a formal, structured system of measuring and evaluating an employee's job related behaviours and outcomes to discover how the employee is presently performing on the job. Performance appraisal is also used to refer specifically to the annual process of assessing performance. It is one aspect of managing and developing the performance of individuals. Employees will always assert that their jobs are not clearly defined. Therefore priority should be given to setting up job descriptions, standard of performance and key performance areas where these do not exist. Organisational goals are more likely to be achieved if employees understand exactly what their objectives are and how to accomplish them.

Video (2000) maintains that performance appraisals keep the organisation's vision in place, set standards and objectives, offer two-way feedback and identify training and development needs. All vital issues for a successful organisation.

2.2.1.3 Performance Standards

The Performance Standards are mutually agreed criteria used to describe how well work must be done. They may be used to clarify the key performance areas of a job by describing what doing them well mean. Performance Standards may be used instead of, or in conjunction with objectives. They may attempt to define levels of expected performance precisely, or they may be used to inspire and challenge and as a basis for dialogue and learning ([http://intranet.nwpg/depart.../ Performance%20 Management%20 and %20Development.ht](http://intranet.nwpg/depart.../Performance%20Management%20and%20Development.ht)).

Outstanding performance can only be achieved if the difference between good work and poor work is known. To establish this knowledge we need to establish a standard, that is, what are we aiming at. Managers often avoid setting standards because they are afraid their own deficiencies will be revealed. Little are they aware

however, that vigorous actions on these deficiencies are springboards to personal development and growth (Van der Merwe, 1992).

Performance standards may also be defined as a statement of conditions that must be met for a job to be satisfactorily done (Borgstrom:1993). Terms used in merit reports like "well done", "above average", "good" are extremely subjective and can cause considerable disagreement. By contrast the definition of performance standards: "a statement of conditions" and "satisfactory" is objective and precise. The former explains what the job entails and the latter is defined as fully adequate performance. (Performance Rating Module of Department of Internal Affairs: 1985).

2.2.1.4 Performance Agreement

Performance agreement is the outcome of a process of linking Individual performance plans to organisational goals and of the analysis of what will be required to achieve effective performance. It often includes supervisors and employees agreeing on objectives and standards of performance to guide performance and performance assessment (<http://intranet.nwng/depart.../Performance%20Management%20and%20Development.ht>).

2.2.1.5 Training

Van Dyk, Nel, Loedolff and Haasbroek (1997) see training as a systematic process of changing the behaviour and/or attitudes of people in a certain direction to increase goal achievement within the organisation. Training inculcates the necessary skills into the performance of the worker. The organisation's selection procedure ideally ensure that the new employees have sufficient intelligence, aptitude and attitude to learn the job. But once hired, the organisation must then properly train these employees in the specific skills for successful performance on the job. This training is certainly as important as proper selection in the delicate relationship of placing the

right person in the right job. The two activities are complementary and one cannot succeed fully without the other.

The best potential journalist for example will not be able to realise his or her potential without adequate formal training. On the other hand the most sophisticated training programme is of no value if used to train persons who possess little ability to be journalist. Since people are the most important resource in an organisation, it is important that employees' behaviours are changed to enhance the effectiveness of the organisation.

2.2.1.6 Development

According to Van Dyk et al. (1993) development is a process of which managers obtain the necessary experience, skills and attitudes to become or remain successful leaders in their organisation. It is in fact aimed at employees serving in a managerial capacity or preparing for managerial posts within the organisation. Development is future oriented. In an organisation such as the Northwest Communication Service (NWCS) the development of employees must meet two important needs, namely:

- a) the first arises from skill manpower shortage and will impact on the strategies followed
- b) the second major contribution of management development is to assist managers to anticipate forces of change and to provide the necessary skills to cope.

According to Schultz and Schultz (1986) development of a career is a lifelong learning approach oriented toward job skills and abilities and personal development. Personal development plan is a general but realistic plan based on an employee's aspirations and the longer-term needs of an organisation. It generally reflects specific actions to be taken by the employee and the organisation to assist the employee develop his or her capacity and potential.

2.2.1.7 Learning

Organisational learning is defined by Meyers (1990) as quoted by Willcocks and Harrow (1992) as the ability of an organisation to observe, assess and act upon stimuli which are either internal or external to the organisation. The goals of organisational learning are said to be organisational survival and development as well as expansion.

Handly (1990) cited in Willocks and Harrow (1992) characterises the learning organisation as not only clear about its role, goals and future but "properly selfish". This is exacerbated by inter organisational competition.

2.3 THE OBJECTIVES OF PERFORMANCE MANAGEMENT

They serve as a basis for clarifying intentions for planning, for guiding activity towards the desired result, and for assessing achievement (<http://intranet.nwpg/depart./Performance%20Management%20and%20Development.ht>).

Watson (1996) points out that the objectives of the performance management system should be to develop systems for performance management at:

- a) the individual level
- b) the group level and
- c) the organisational level

A key challenge is that of ensuring coordinated, mutually reinforcing, effective and strategic thinking and action across the organisation in line with the policy of the organisation. A focus on Performance Management is intended to help in the following:

- Clarifying goals and intended achievements in the organisation

- Linking all decisions and activities effectively to those goals through developing widespread understanding of goals and the strategic and operational issues
- Ensuring that resources are directed at achieving those goals in the most efficient and effective manner
- Assessing what is being achieved, not only what has been done like activities and outputs but also whether these outputs have achieved the outcomes and impact intended
- Learning effectively from the experience so that capacity can continuously improved to contribute to the effective development and implementation of policy and strategy (Watson, 1996).

2.3.1 The individual level

The following criteria should be included in performance management at the individual level:

- i) Performance measurement must be linked to clearly identify and negotiate key results areas and performance standards for each job function.
- ii) There must be a clear relationship between individual performance and reward/recognition
- iii) Line management's reward should be linked to measurable performance in each of the following areas:
 - human resources development
 - affirmative action
 - productivity and throughput
 - cost control and
 - continuous improvement

2.3.2 The group level

Appropriate structures must be put in place to support an effective teamwork culture. These would include the following:

(a) Functional teams

Such teams should according to Watson (1996) establish their own targets in the following areas:

- effective teamwork
- contribution to bottom line
- productivity and quality targets
- customer service levels
- multi skilling or multi tasking
- performance and continuous improvement measures which are compatible with organisational needs
- learning

Once these targets have been identified and agreed, appropriate system of rewarding teams for performance against these targets should be negotiated.

(b) Cross Functional teams

These teams would establish targets with regard to organisational congruency and coordination as follows:

- Interdepartmental and cross-functional cooperation
- Structural and cultural change processes
- Information technology requirements
- Monitoring the implementation of overall corporate strategic goals.

2.3.3 The organisational level

Appropriate performance measures at the organisational level would be linked to:

- the development of core competence areas within the organisation
- continuous improvement and learning strategies
- appropriate benchmarking measures link to
 - a) overall equipment effectiveness
 - b) customer service levels
 - c) quality standards
 - d) research and development
 - e) cost and process control.

Performance Management is therefore part of an integrated framework of Systems and processes for:

- aligning strategic intentions, decisions and activities across and within organisations
- aligning the organisation and management framework of individual divisions of organisations towards achieving improved effectiveness

2.4 KEY PRINCIPLES

According to Morris (1977) (as cited in the Social Research Consulting North West Tender Project of (1997) the following principles are important in the performance management process:

2.4.1 Acceptance of the measurement process

This is essential to its success as a performance improvement tool. Like strategic and Business Planning, the process by which you determine what to measure, how to measure, and how to utilise the measures, is often more important than the actual product itself.

2.4.2 The user and purpose must be clearly defined

Who are the customers and end-users for the measurement system? What are their requirements? What do they feel they need from measurement to help them do a better job managing, problem solving, and decision-making.

2.4.3 The participation in the process

The greater the participation in the process of creating a performance measurement system, the greater the resulting performance change, and the greater the ease of implementation of future changes based upon performance measurement (Morris,1997), as cited in the Social Research Consulting North West Tender Project of 1997. Measures must be seen to have value well beyond the task performance level. Performance measurement and reporting thus becomes advocacy tool (Allen,1985).

2.4.4 Measurement is hard and complex

Once we accept this measurement, it will become less difficult. A complete and effective system of performance measurement will require years of consistent, incremental work to achieve. One of the reasons performance measurement is difficult is that these measures were not available historically and the resulting uncertainty dampens enthusiasm for some individuals and groups (Allen,1985).

2.4.5 Measure what is important strategically

Measuring what is of value to customers and not just what is easy to measure or already being measured is very important. Individual performance cannot be measured except over the very long run.

2.5 THE SYSTEMS MODEL OF PERFORMANCE MANAGEMENT

According to Spangenberg and Theron, (1994) as cited in Spangenberg (1997) the systems model of performance management comprises inputs, processes, outputs and linkages to other systems.

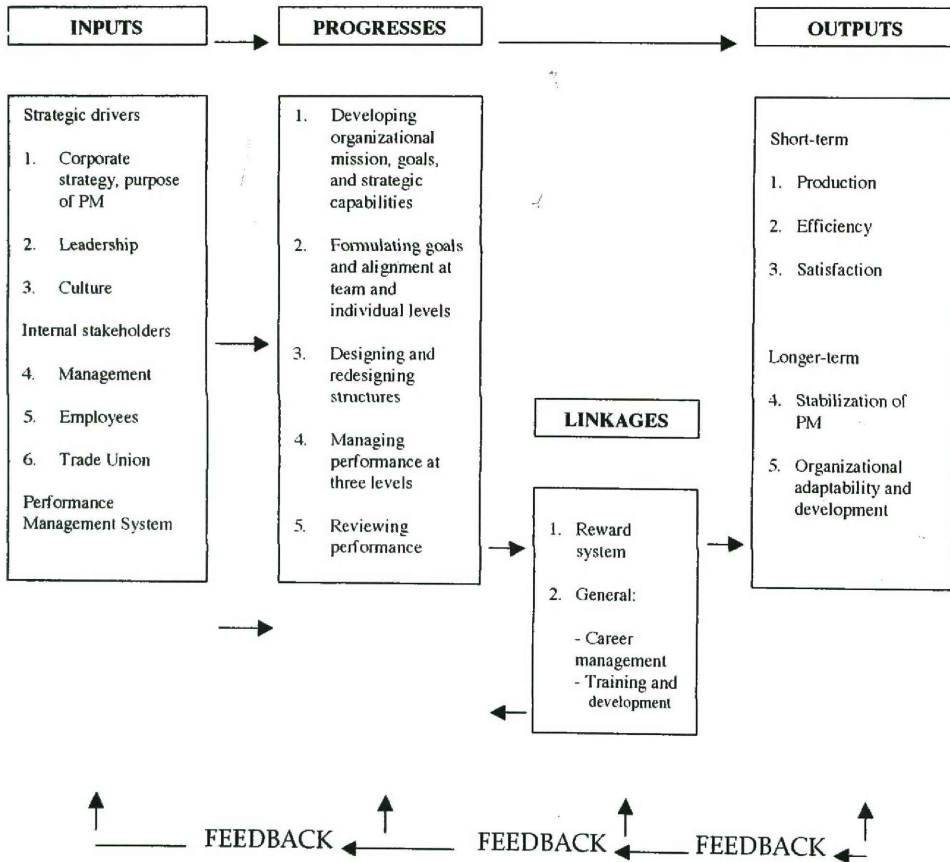


Figure 1: SYSTEMS MODEL OF PERFORMANCE MANAGEMENT

2.5.1 Inputs

The effectiveness of Performance Management is greatly influenced by inputs into the system. Strategic drivers comprise, firstly, the purpose of Performance Management which should be determined beforehand. Involvement of trade unions from the outset and a productive working relationship with them is essential. Management and employees should understand and apply the principles and procedures of Performance Management.

2.5.2. Processes

The processes comprise the core of the Performance Management domain and require that the following elements be in position:

- (a) An organisational mission goals and strategic capabilities communicated to all employees
- (b) Goals negotiated for teams and individuals related to wider organisational goals
- (c) Expertise and aids available for redesigning structures at organisational, process and team/ individual levels
- (d) Performance measured, feedback provided and problem-solving mechanisms utilised at organisational and process levels
- (e) Performance tracked against goals in regular performance reviews, training and development needs and coaching conducted at team/individual levels

The reward issue should be separated from the annual review as it often has a negative effect if it is discussed during the annual review. Separating the developmental discussion from the reward discussion is in line with the current practice. Instead rewards should be considered as a linkage.

2.5.3 Outputs

Outputs spell out criteria for short-term and long-term individual and organisational effectiveness (Gibson, Ivancevich and Donnely:1991). Short term criteria include production, efficiency and satisfaction. Production refers to the degree to which the organisation produces the quantity and quality of output demanded by the market-place, namely products or services. Efficiency or productivity is the ratio of outputs to inputs. Longer term outputs comprise of Performance Management and organisational adaptability and development (Gibson et al.1991).

2.5.4 Linkage to other systems

Spangenberg (1997) maintains that Performance Management is related to human resources and other organisational systems and processes such as strategic planning and the reward system. It affects some systems and, in turn, is affected by others and with some systems such as reward it has a strong reciprocal relationship.

2.6 ROLE OF PERFORMANCE MANAGEMENT

According to Schneier, Shaw and Beatty (1991) the traditional role and positioning of Performance Management is being challenged by demands of the external environment. In this demanding environment, the implementation of strategy is as important as the business strategy itself. Facilitating the strategy has, therefore, become a challenging new role for performance Management.

2.6.1 Facilitation of the implementation of the Business Strategy

According to Schneier et al (1991) Performance Management facilitates the implementation of business strategy by indicating what to measure that, is, the critical success factors, determining appropriate ways to measure and fixing accountability for performance according to these measures.

Twomey and Twomey (1992) consider the purpose of "transformational performance appraisal" as progress towards the strategic intent of the organisation. In this process performance evaluation and development are not ends in themselves in a transformational appraisal, but means to the accomplishment of the strategic intent. Mohrman and Mohrman (1995) echo the same sentiment by stating that all Performance Management practices should focus on the common goal of running the business.

2.6.2 Improvement of Organisational Processes

A team approach to Performance Management and the impact of teams on improving performance is addressed by Lawler (1994) and Boudreaux (1994). While admitting that a team approach to Performance Management is difficult for employees in the United States of America to accept because of their individualistic culture, Lawler (1994) contends that a team approach makes particular sense in organisations that rely heavily on self-management teams.

Lane (1994) suggests continuous improvement of employee performance, while Egan (1995) states that appraisals add value only if they are rooted in a performance improvement process and mindset. To bring about improvement in practice, top management are increasingly realising that they have to challenge and empower teams to actually implement work improvements on a daily basis (Boudreaux: 1994).

2.6.3 Development of desired organisational culture

The notion of the role of Performance Management as a major instrument in changing organisational culture is supported by McLagan (1993) who consider it as a driving force in creating a participative culture. According to the author, this is attributable to employees' interaction with the organisation in the key performance management events, that is sharing information about the big picture, goal-setting, budgeting, day to day decisions about priorities and performance feedback. If the

discussions take place in an autocratic way, the culture will be autocratic or paternalistic. If the discussions are participative then the culture will be participative. Likewise a team culture or individualistic culture could be developed. In a real sense, how an organisation manages performance is its culture (Mclagan,1993).

2.6.4 Provide inputs into human resources systems and decisions

The fourth and traditional role of Performance Management is to provide inputs into human resources systems and decisions. Its increasingly strategic role in culture and performance improvement requires that its human resources ties be weakened, relative to the more strategic roles. A good example is the reward system which may even have a detrimental effect on Performance Management (Le Roux, 1995; Spangenberg, 1997).

The positioning of Performance Management has become extremely important because it is expanded to impact on teams, management functions, key organisational processes and organisational goals and strategies.

Burke and Lutwin (1992) maintain that in order to effectively impact on the larger organisation, it has to be aligned with the overall strategy of the organisation as depicted, for instance, by the leadership-strategy-culture level. Such a positioning and real support from leadership at the top may enable Performance Management to play the key role in the implementation of strategy as proposed by Schneier et al. (1991).

2.7 THE PERFORMANCE APPRAISAL PROCESS

The performance appraisal process provides timely information on both successful performance and needed improvement. For areas of strength, people can examine why they have been effective and look at ways to enhance performance. For areas in

which they are falling short of expectations they can assess the causes and make needed adjustments while there is still time to improve.

The studies on the aim of performance appraisal by Milkovich and Boudreau (1988) as quoted by Gerber et al (1996) indicate that performance appraisal helps to satisfy the needs of both employers and employees by:

- (a) Offering employees the opportunity to indicate the level and direction of their ambition
- (b) Offering managers the opportunity to show an interest in employee development
- (c) Identifying areas where specific training is needed
- (d) Encouraging employees who have tried hard to perform well
- (e) Communicating dissatisfaction on the part of employee and employee performance that is unacceptable to the employer

Beach (1980) agrees that it concerns the obtaining of evaluative data on employees for decision making for various personnel actions such as pay increases, promotions, transfers, discharges and for selection test validation. The other main use is for employee improvement including training , coaching and counselling.

In the Public Service, it is required that a record be kept of facts observed and the impressions made from time to time on the subordinate. This record is kept on form Z.250. The requirement that the findings of and remarks by supervising officers should in each case be brought to the attention of the employee concern provides a valuable opportunity in training and development of subordinates. By knowing how their work is regarded by those who exercise authority over them and who are in a position to influence their future, they are impelled to consider their own position in order to determine whether they are lacking in any respect and what respect they can improve.

2.7.1 Techniques of the Performance Appraisal Process

Gerber et al. (1996) distinguish three categories of performance appraisal methods or techniques:

- (a) Individual appraisal methods
- (b) Multiple performance appraisal and
- (c) Other methods that cannot be classified under the two categories

2.7.2 Individual Appraisal Methods

In this method, employees are individually appraised without being compared with other employees. The most important methods are:

2.7.2.1 Graphic Rating Scale

A list of characteristics according to which the evaluator must appraise employees is given. These characteristics could be cited as quantity of work, quality of work, knowledge of job, personal qualities, cooperation, dependability and initiative. These factors are assessed on a five point rating scale from unsatisfactory to outstanding.

2.7.2.2 The Forced Choice Method

Here it implies that the evaluator must choose between statements that best describe the employee being evaluated. The items cover the learning ability, performance and interpersonal relations.

2.7.2.3 The Critical Incident Method

A list of very effective and effective behaviour of the employee is prepared. These critical incidents are then combined in categories that may vary depending on the job. All these incidents are evaluated at the end of the appraisal process. Specific

examples of behaviour leads to a positive or negative appraisal. This method also eliminates prejudice with regard to the most recent behaviour.

2.7.2.4 The Essay Appraisal

The good and bad points of the employee's behaviour is written down. Another version of the method is a checklist in which the performance evaluator chooses words or statements that, in his or her opinion best describe the employee's performance. Weights to the various items on the checklist is used to quantify the appraisal to arrive at a performance score for each employee.

2.7.2.5 Management By Objectives

Once objectives have been set with the subordinates, the performance of the subordinates is measured against these objectives. Management holds employee accountable for the achievement of the results to which they have committed themselves. The following shortcomings have been noted by Ivancevich and Glueck (1986) as cited in Gerber et al. (1996).

- (a) Too many objectives are set which may cause confusion
- (b) Management by objectives may be forced on organisations where objective goals are difficult to determine
- (c) Too much emphasis on the short term
- (d) The failure to train supervisors in the management by objective process
- (e) Adaptation of the initial objectives is frequently neglected
- (f) Management by objectives is used as a rigid control mechanism that intimidates rather than motivates.

2.7.2.6 Behaviourally Anchored Scales

This technique was developed to reduce or eliminate bias of subjective performance measures. It uses critical incidents to serve as anchor statements on a scale.

2.7.3 Multiple Performance Appraisal Methods

This involves the comparison of an employee's performance with that of others, as opposed to individual performance methods which rate each employee individually. This includes:

2.7.3.1 Ranking Order Determination

Employees are ranked from the highest to the lowest in terms of a global criterion. More than twenty people are very difficult to handle in this manner. It is difficult to place average employees into a ranking order. This could however be bridged by using the so called alternative ranking method in which the evaluator first chooses the best and the worst employees and then systematically works towards the middle employees in the ranking.

2.7.3.2 Paired comparison

The names of the people being evaluated appear on the sheet of paper in a determined order and each person can be compared with each other person on the list. The overall ability of an employee is what determines whether he or she can carry out a task. All valuable information such as time is recorded to show how the person is preferred to other comparable persons and their ranking order of appraisal.

2.7.3.3 Forced distribution

The evaluator is asked to rate employees in fixed categories. For example, by placing 10 percent of employees in the weakest group, 20 percent in a low average 40 percent in an average , 20 percent in a high average and 10 percent in the highest group. This helps to overcome problems with high appraisals and to eliminate the central tendency problem. The point allocation is a variation of forced distribution. Each evaluator is given a number of points per employee in the group to be evaluated.

2.7. 4 Other performance appraisal methods

2.7.4.1 Performance test

The test is designed according to the context of the work. An example are tests taken by artisans who have to take apart and reassemble a gearbox within a given time.

2.7.4.2 The field review method

The human resources specialist obtains specific information about the performance of the employee to be evaluated from his or her immediate supervisor and then prepares an appraisal based on this information. This appraisal is then sent to the supervisor for his or her changes and approval and for discussion with the employee who was evaluated. This appraisal aims at achieving more activity through the mediation of a person who is not daily and directly involved with the employee whose performance is being evaluated.

2.7.4.3 Self-appraisal

Employees assess their own performance with the aim of the promotion of self development. The danger is that employees tend to overestimate their own performance higher than an objective evaluator would. This requires good judgment.

2.7.4.4 Assessment centers

Selected employees are subjected to in depth interviews, psychological test, personal background studies, appraisal by other employee who attended the assessment centre, group discussions, appraisal by psychologists in-basket exercises, case studies, leadership exercises and other related aspects of management.

2.7.5 Problem experienced with performance appraisal

Schultz and Schultz (1986) maintain that the performance appraisal process remains a subjective process. This means that human frailties and prejudices link such problems to the performance appraisal system as well. The aforesaid writers cited the following sources of error

2.7.5.1 The design of the performance appraisal system

The system may be poorly designed and cause operational problems. This may mean that the system has more form than substance in that the criteria for appraisal have been poorly constructed. It is recommended that the criteria should be based on output results and not on personality. Many systems also take a long time to create a comprehensive analysis.

2.7.5.2 The evaluator

A poorly trained performance evaluator may lead to failure in its application. Poor training of evaluators leads to various problems in the process of performance appraisal. These include:

(a) Halo effect

This involves the familiar tendency to judge all aspects of a person's behaviour on the basis of a single attribute or characteristic. If we find a person to be extremely likeable, friendly and easy going to get along with, we tend to evaluate that person favourably on all other personality characteristics. A supervisor who finds an employee high on one factor of a rating scale may tend to rate that person high on all other factors. To control the halo effect there has to be more than one person to rate a worker on the assumption that the biases and prejudices of different raters will tend to cancel each other out.

(b) Constant or systematic bias

This has its basis in the standards or criteria used by the raters. Some supervisors may expect more than others from their employees. A similar phenomenon exists in university, some lecturers have reputations as easy graders and others are known as hard graders.

(c) Strictness or leniency

Performance appraisal requires from the performance evaluator an objective decision based on performance criteria. Without a criteria, it is difficult to make an objective judgment and to consistently maintain it.

(d) Personal prejudice

The prejudice of performance evaluators may influence their appraisal of employees. Technique such as forced choice and management by objectives, do however partially eliminate this problem. By clearly defining the dimensions that are evaluated and defining what is meant by terms such as "good" and "excellent", the problem can also be overcome to a large extent.

(e) The recency of an event

Evaluators tend to forget old events and remember more recent behaviour. The employee can therefore be actually appraised on his or her behaviour during the month instead of on the average of six months. Use the critical incident method, management by objectives or irregular but scheduled sessions.

(f) The central tendency problem

Evaluators often tend to avoid high and low appraisals and to group their appraisals around the average on a scale. This may be due to lack of detailed performance data or because it is easier to evaluate around the middle of the scale than to explain extreme standards.

(g) Performance appraisal standards

Words that can be interpreted in various ways are "good", "adequate", "satisfactory", "excellent" etc. it is important that the meaning of each term used by evaluators in appraising performance is exactly defined.

2.8 THE IMPORTANCE OF THE FEEDBACK PROCESS

A programme of review on the performance appraisal has to be scheduled so that the employee can receive guidance on performance and progress. As Byham (1977) puts it, practice does not make perfect... without feedback relative to the success of quality of performance, a person cannot improve. Whatever the frequency of feedback, it is important to agree on when to provide it. This agreement can reduce resistance and increase the likelihood that feedback will be well received. Gerber and Nel (1996) maintain that feedback may be negative or positive and each type of feedback requires a specific approach.

2.8.1 Negative feedback

If performance does not meet the expectations feedback may be thankless. However if negative feedback is not correctly handled, it may be counter productive and may lead to poorer rather than better performance in future Schuler (1981) confirms this by quoting the findings of a study carried out at General Electric where a clear distinction is made between criticism and feedback.

2.8.2 Effective or positive feedback

Effective or positive feedback

Effective or positive feedback has various characteristics such as the following:

- i) Effective feedback is specific rather than general
- ii) It focuses on behaviour rather than on the person
- iii) It takes the needs of the receiver of the feedback into account

- iv) It is aimed at the behaviour about which the receiver can work on.
- v) Feedback is more effective when it is requested than when forced.
- vi) Feedback which is effective involves the sharing of information.
- vii) It involves effective timing.
- viii) It contains only the amount of information the receiver can use, rather than the amount the evaluator could impart.
- ix) Effective feedback involves what was said or done and how, but not why.
- x) It is checked to ensure clear communication.

Poor job performance may be a manifestation of problems in the application of human resources management and this may require the reevaluation of the management style and the policies of the organisation. Open discussions about needed improvement also prevent "unpleasant surprises" during subsequent progress review.

2.9 MANAGING POOR PERFORMANCE

The process of managing performance whether poor or good should be within the context of Schedule 8 of the Labour Relations Act No. 66 of 1995. In managing poor performance, the following remedial or developmental support may be implemented, subsequent to the determination of the cause of poor performance (Northwest Provincial Performance Management and Development Guide; 2002):

2.9.1 Training and Development

Training and development interventions should be employed in the case where an employee lacks the necessary inherent competencies in order to carry out the job. If a particular training programme is identified as a result of alleged poor performance, the supervisor must ensure that training is relevant in addressing the poor performance. If the poor performers involved do not have the required knowledge and skills necessary to perform their jobs, it is likely to be a training problem.

2.9.2 Employee Assistance Programme

Services of Employee Assistance Programme should be applied where an employee encounters social and work related problems such as alcohol abuse, life threatening diseases and stress. The employee can either make self-referral or be referred by the supervisor.

2.9.3 Incapacity

If the performance is unsatisfactory or poor and the desired improvement cannot be effected due to an employee's unfitness or incapacity to carry out his or her duties, application of the Incapacity Code may be consulted in which the poor performer may be discharged.

2.9.4 Disciplinary Code

If after suggested performance improvement mechanisms and several warnings, consistent poor performance on the part of the employees may require consideration of disciplinary actions in terms of the Labour Relations Act No. 66 of 1995. However such a disciplinary action should be preceded by the consideration of the following factors:

2.9.4.1 Procedural Fairness

A formal enquiry is not necessary, however, the employer should ensure the following:

- (a) Employee has the opportunity to defend himself
- (b) Investigation of facts
- (c) Notification of allegations
- (d) Opportunity to respond and state his case
- (e) Reasonable time to prepare a response.
- (f) Entitlement to assistance by a fellow employee

- (g) Communicate decision to the employee
- (h) Remind employee of his rights to refer dispute to the Commission for Conciliation, Mediation and Arbitration (CCMA) or other procedures of dismissal.

It is important that the employer must keep disciplinary records noting:

- The nature of the transgression
- The action taken and
- The reason for the action

A probationer must be given sufficient instruction or counseling. If a probationer fails to meet the requirements, he may be dismissed without a formal investigation (Tokiso Dispute Settlement, 2002). The procedures for a full time employee are:

- i) Appropriate instructions
- ii) Warnings
- iii) Investigation to establish reasons
- iv) Establish steps to achieve standards
- v) Right of representation in any pre-dismissal process.

2.9.4.2 Substantive Fairness

In essence this requirement seeks to ensure that performance assessment of the employees is based on fair reasons. The 2002 Labour Relations Amendment Act explicitly provides that the reasons for dismissing a probationer would be less compelling than would be the case in dismissal effected after the completion of the probationary period. The first question will be whether there was an agreed performance standard that would normally be established during performance planning. If the answer is yes, the second question is whether the employee was aware, or could reasonably be expected to have been aware of the standard.

The following question will be whether the standard was reasonable and whether the employee has failed to meet the standard. Suppose the answer to the above questions are yes, and the employee was dismissed after the disciplinary hearing, the last "important question" should be whether dismissal was an appropriate sanction. To the end, the law encourage the presiding officer to consider all kinds of penalties short of dismissal such as alternative placement, suspension without pay, demotion or counseling. In doing so the notion of corrective/progressive discipline will be satisfied rather than punitive nature of disciplinary procedures (Deale: 2002).

2.10 DISSATISFACTION OF AN EMPLOYEE WITH PERFORMANCE ASSESSMENT

According to Deale(2002) any dissatisfaction pertaining to assessment is referred to as "Unfair labour practice". The definition of unfair labour practice means any unfair act or omission that arises between an employer and employee involving:

- (a) Unfair discrimination, either directly or indirectly against an employee on arbitrary ground, including but not limited to race, gender, sex, ethnic or social origin, colour, sexual orientation, age, disability, sex, religion, conscience, belief, political opinion, culture, language, marital status or family responsibility.
- (b) The unfair conduct of the employer relating to the promotion, demotion, training of an employee, relating to provisioning of benefits to an employee or probation.
- (c) The unfair suspension of an employee or any other unfair disciplinary action short of dismissal.

The employee who believes that the supervisor is unfair in his or her assessment, must inform the very same office in writing. Based on the supervisor's response the employee will exhaust all the internal remedies by way of categorically stating the areas of dissatisfaction and the desired state of affairs. If the employee in question is a trade union official, the supervisor must inform the concerned trade union of all instances/dealings. The process of performance management should benefit all the stakeholders from the employer to the employees as well as the external customers.

2.11 LINKING REWARD TO PERFORMANCE

According to Byars and Rue (1992) one of the most effective motivation tools that manager has at their disposal is the reward system. Employees often interpret the design and use of the organisational reward system as a reflection of management attitudes, intentions and the entire organisational climate.

Rewards cover a broad range of mechanisms beyond purely financial ones. It is important not to assume that employees only value financial rewards. (<http://intranet.nwpg/depart.../Performance%20Management%20and%20Developmentht>). The following are few example used in other contents. All may be usefully applied to individual or teams. However, if handled badly, all these mechanism for singling out individuals or groups can lead to resentment.

2.11.1 Organisational Rewards

Organisational rewards result from employment with the organisation and includes both intrinsic and extrinsic rewards such as Job Rewards, Performance rewards and membership rewards.

2.11.2 Job Rewards

Those attached to a particular job and include many economic and non-economic payoffs to employees.

2.11.3 Performance Rewards

These are economic and non-economic payoffs allocated on the basis of differential performance in a job or position. They stimulate performance motivation or the will to work effectively and efficiently.

2.11.4 Membership Rewards

Those economic and non-economic advantages that an individual receives simply because he or she is a member of the organisation. They tend to provide other forms of income that are useful for security in times when the employees is not or cannot be at work

2.11.5 Design and Management of the Reward System

The design and management of reward systems presents the organisation with one of its most difficult Human Resources Management tasks. Both motivation and satisfaction can be eroded by perceptions of inequity in pay system administration.

2.11.5.1 Selection of Rewards

Selection of rewards to be offered is critical if the reward system is to function effectively:

- (a) managers must recognise what employees perceive as meaningful rewards for example, office location, assignment of preferred work tasks
- (b) false assumption to be avoided that all employees perceive the same mix of rewards as good because differences exists in age, sex, marital status with regard to preference of certain rewards.
- (c) selection should also consider intrinsic benefits that might accrue as a result of reward.
- (d) the reward must benefit the performance that has occurred and the scores obtained in the assessment should confirm this.

2.11.5.2 Relate Rewards to Performance

Rewards should depend on performance because of the underlying theory that employees will be motivated when they believe that such motivation will lead to desired rewards. Relating rewards to performance also requires that performance be

accurately measured and this is often not easily accomplished due to the following reasons:

- (i) Many union contracts require that certain rewards be based on totally objective variables such as seniority.
- (ii) Relating rewards to performance requires discipline to actually match rewards to performance

2.11.5.3 Desirable Precondition to Relate Rewards to Performance

According to Pfeffer (1980) the following conditions must be met before any rewards system is implemented:

- (a) Trust in Management
- (b) Absence of Performance Constraints
- (c) Trained Supervisors and Managers
- (d) Good Measurement System
- (e) Ability to Pay
- (f) Clear Distinction Between Cost of Living, Seniority and Merit
- (g) Well Communicated Total Pay Policy
- (h) Flexible Reward Schedule

2.12 PERFORMANCE MANAGEMENT - A PROCESS NOT A SYSTEM

De Coning (2000) maintains that performance management is a relationship game and not an objective measurement. It is building individual competence, then team competence and then the high performance organisation. Because it is a building process, the building never stops. It is a 360 degree process because it forms part of the greater process strategic organisational objectives and promotes the following:

- i) Behaviour required to improve organisational effectiveness
- ii) More focused development activities
- iii) Increases involvement of more people at all levels in the organisation

- iv) Increased individual involvement for self development and life long learning and self awareness
- (v) Increased familiarity with the implication for cultural and strategic change

2.13 AFFORDABILITY: IT IS A MONEY GAME

According to (De Coning, 2000) people work to have fun and make money and not the one or the other but the one and the other. Therefore the process must be simple and aligned to the business in terms of affordability.

2.14 VEHICLE AND INSTRUMENTS

The methods, vehicles and instruments must facilitate the process. Beaucroatic avoidance which is usually blamed on this aspect must be understood by all and used by all as a matter of rhythm (De Coning, 2000). If the training is good and the system is sound, then the cause of the substandard performance could be tools such as vehicles. It may be that the task sequence was not designed to bring about the desired performance. Here particular attention must be given to human machine relations within task system in order to determine whether the tools and instruments used by the poor performer will obtain the desired results, given that the poor performer has all the necessary skills and knowledge to carry out the task. The cause of poor performance can of cause be a combination of these factors, as well as to any particular one (De Coning, 2000).

2.15 ALIGNING PERFORMANCE MANAGEMENT TO THE ORGANISATIONAL STRATEGIC PLAN

According to Ungerer (2001) the strategic plan is a document produced owing to strategic planning process of the organisation. This document includes the vision, mission, strategic goals and strategic objectives of the organisation.

2.15.1 Vision

The vision of the organisation is the ultimate aim of the organisation. It is the desired state of the organisation which serves to provide guidance for the organisation. It is the organisation long term direction or goal.

2.15.2 Mission

The mission of the organisation sets out the strategic intent of the organisation. It sets out the purpose for which the organisation exists. The mission statement would explain how the organisation intends to achieve its vision.

2.15.3 Strategic Goals

Strategic goal are areas of organizational performance that are critical to the achievement of the mission. They are statements that describe the strategic direction of the organization (Generic Strategic Plan, 2003). It is useful to think of strategic goals as outcomes to be achieved by the organizations. Strategic objectives are specifications on how the organisation intends to achieve its vision and mission. They are the results the organisation intends to achieve. Objectives must be specific, measurable, agreed, realistic and time related. Objectives setting is required by all managers. Every component in an organisation needs concrete, measurable performance targets that contribute meaningfully towards achieving the overall organisational objectives. With a clear, well-conceived strategic objective a manager has a beacon to truly guide strategic decision making, chart the course for the component to follow and to shape key organisational strategies. Strategic goals should focus on:

- i) Service delivery
- ii) Management/organization
- iii) Financial management
- iv) Training and learning

Organisations need to focus on setting goals that they will have to play a major role in achieving. Or stated in the negative: organizations should not set goals that fall outside their area of activity. Secondly, while goals should certainly have a general character, they also need to be sufficiently specific to direct the development of strategic objectives within the organization.

2.15.4 Strategic Objectives

Strategic objectives are more concrete and specific than strategic goals. They should give a clear indication of what the organization intends doing or producing in order to achieve the strategic goals it has set for itself. As such strategic objectives would normally describe high-level outputs or results of actions that the organization intends taking. Strategic objectives should link directly to the strategic goals. Therefore the organization will describe strategic goals for each of the following areas:

- a) Service delivery
- b) Management/organization
- c) Financial management
- d) Training and learning

Thomson and Strickland (1999) as cited in Ungerer (2001) also identify five tasks of strategic management:

- (a) Developing a strategic vision and business mission
- (b) Setting objectives/ converting the strategic vision into specific performance outcomes for the organisation to achieve
- (c) Crafting a strategy to achieve objectives
- (d) Implementing and executing the strategy
- (e) Evaluating performance , monitoring new developments and initiating adjustment.

The meaningfulness and usefulness of a strategic plan is to a large extent determined by the extent and depth of staff involvement in its development. Staff that have played a meaningful role in developing a strategic plan are more likely to take ownership of it and thus actively work towards its implementation. For this reason it is recommended that organizations describe the processes they followed to develop their strategic plans. This will enable the public to evaluate the quality of the organization's commitment to the strategic plan and therefore the likelihood of it actually being implemented.

This would be an appropriate place to supply information on the processes that the organization followed to get input into its planning process from partners and stakeholders.

2.16 FROM PLANNING TO INDIVIDUAL PERFORMANCE CONTRACTING

The most important part is to integrate the responsibilities of individuals with the performance management contracts of the respective employees. Ungerer (2001) mentions that this line of action assist in the following:

- (a) Ensure effective execution of strategy
- (b) Embark on actions to progress towards the strategic goals
- (c) Eliminate actions which do not contribute towards the strategic goals

The building blocks of this process are according to Ungerer (2001) key performance areas which are generic categories of value-adding that are essential to effective performance in a particular role. Key performance areas are not derived from or directly linked to the strategic goals of an organisation and will cover approximately 80 - 85% of an employees's activities. A maximum of 8 key performance areas can be assigned to a particular employees and they must include 1 compulsory key performance area, namely self development. The key performance areas are weighted to reflect the priorities in an individual's role. These weights will change as the priorities of the individual change.

2.17 STRATEGY TRANSLATION

The building blocks of this process are the key performance areas and the key performance indicators. The key performance indicators are measurements indicate to what degree expected performance on the respective key performance areas were achieved. The final steps should always be done with the "big picture", the strategy Map and vision of the organisation in mind. Individuals should not be allowed to establish their individual contract with only their own preferences, paradigms and interests in mind. The question is always: what is in the best interest of the organisation in total, given the vision and intent from the strategy "Map". This does not mean that there is no room for individuals creativity and innovation. These local perspectives are however, always within the overall strategic intent of the organisation. Strategy should not be undone at the bottom.

2.18 THE STRATEGY IMPLEMENTATION PARADOX

Ungere (2001) points out that the more we focus on implementation, the more we should open ourselves and our organisations to feedback on a continuous basis and the following consequences can emerge from this:

- a) The implementation of strategic choices gives organisations a competitive advantage
- b) Implementation of strategic plans can never be done in a vacuum. Feedback from the competitive landscape (external topography) and from the internal implementation teams should always be part of the process. This implies that we should not be rigid about the implementation of strategic plans. It has to be informed and reshaped continuously as new information is fed back from the external and internal landscapes.
- c) The excellent implementation of wrong ideas will create organisational death sooner and more efficiently. This is the phenomenon of a vicious reinforcing loop in action

- d) The dynamic world of today requires from leaders to execute their plans and ideas skillfully, without losing sight of a changing world and markets

2.19 LEADERSHIP: THE CRITICAL INGREDIENT

Welch (2001) maintains that leadership creates both the context and the content for performance contracting, execution and feedback. Leaders create alignment through the application of organisational processes. We learned the hard way that we could have the greatest strategies in the world. Without the right leaders developing and owning them, we get good looking presentations and so-so results.

Van der Merwe (1992) is of the view that the answers to performance management in any organization must not in the first place be sought in sophisticated strategies, structures, controls and systems but in the exercise of leadership. Systems, structures, controls, rules and procedures are not of overriding importance and they are also not unimportant. But the crucial factors in performance management are leadership, morale and motivation of employees.

Above all, what makes individual organizations perform in the complex and very demanding environment in which they operate, is their personnel and not sophisticated strategic plans, programmes, equipment or techniques. What makes personnel perform is the exercise of leadership from top down, and the ability of the organizational leaders at all levels to instill fundamental philosophical principles of responsible and ethical behaviour; to motivate and channel individual and group effort; to communicate objectives; and to promote an understanding of the organization's role and purpose among all the employees.

The example set by the manager of any individual department inevitably sets the standards that will prevail elsewhere within the organization. Leadership is a function and not a position. It is more than policy formulation, advice, financial

control, administration in accordance with prescribed standards and provisioning administration (Van der Merwe: 1992).

2.20 ANALYSING PERFORMANCE MANAGEMENT USING THE MCKINSEY'S SEVEN S'S

Peters and Waterman jr (1982) explain that any intelligent approach to organising has to encompass, and treat as interdependent, at least seven variables known as the Mckinsey (1977)'s 7-s framework which are; Staff, Shared Values, Strategy, Style, Systems, Skills and Structure. Managers in successful American companies got more done because they could pay attention to the following seven S's.

2.20.1 Staff

Staff concerns may be addressed through organisational development techniques such as:

- a) Organisational role definition outlining what role does the organisation play in the bigger picture
- b) Implementation of an appropriate performance management system to provide individual goals and a sense of achievement

2.20.2 Shared Values

Organisations need a common set of value. These values relate to issues around empowerment, health and safety, environment, integrity and excellence. The values should encompass the fundamental ideas on which the organisation is built. Another key issue is the management empathy when dealing with customers, standards, quality and professionalism. Managers are always looked upon for leadership in this regard. Managers must take leadership of the organisation by aligning all their actions to the shared values.

2.20.3 Strategy

On the basis of the business plan, key performance areas may be identified, allowing for effective performance appraisal. This in turn will result in better performance management and thus build confidence of the organisation customers. Key performance areas are those areas that are critical in terms of making an effective contribution to the achievement of the organisational goal ([http://intranet.nwpg/depart... Performance%20Management%20and %20Department.ht](http://intranet.nwpg/depart... Performance%20Management%20and%20Department.ht)).

2.20.4 Style

Centralised decision making is usually the result of an unstructured environment. Delegation of authority and decision making can only take place within a well regulated policy framework. In the absence of such policies, the manager would be forced to take final responsibility for even minor issues. A proper policy framework must be developed to allow for a devolution of responsibility, thereby contributing to a participative management style.

2.20.5 Systems

The McKinsey's 7-S evaluation would show if an organisation is not implementing a proper performance management system. Another system based problem is related to instances where there is low productivity as a result of centralised decision making. Based on the key performance areas for the organisation as a whole, a systems audit will be helpful, followed by the design and implementation of appropriate systems to ensure consistent output. Policies and procedures must also be developed.

2.20.6 Skills

A comprehensive training programme based on organisational strategy and individual needs assessment, must be included in the business plan. Training should be linked to each individual's key performance areas and career

development plan, so that ad hoc training is avoided and the effectiveness of training is monitored.

The organisation should commit itself to being a learning organisation by fostering a culture of continuous learning and development with the aim to empower all employees within the organisation. Once the key performance areas for each position within the organisation have been identified, an individual training needs assessment should be done and career development plan drafted for each employee.

2.20.7 Structure

As part of the overall strategic planning in the organisation, the identification of the key performance areas for each individual should address some of the structural shortcomings and adjustments should also be made where necessary. Based on the outcome, a final management decision should be taken on the formalisation of new gradings for specific positions and possible appointments. As Peters and Waterman (1982) assert, there is no such a thing as a good structural answer apart from people considerations, and vice and versa. Therefore the organisation has to shift and adjust and adapt to the fact there is a new person in the spot. An inflexible organisation chart which assumes that anyone in a given position will perform exactly the same way as his or her predecessor is ridiculous. Peters and Waterman (1982) argue that he or she would not.

2.21 KEY ELEMENTS OF THE PERFORMANCE MANAGEMENT PROCESS

2.21.1 It is a business process

It is about the everyday actions and behaviours people use to deliver the goals of the organization to meet customer needs, improve performance and themselves. It cannot be divorce from the management and business process that pervade the organization. Performance Management is not about a set of forms, annual appraisal ritual, or merit or bonus scheme. It creates a shared understanding about what is to

be achieved and how it is achieved. Individuals and teams need to have a common understanding of how their roles connect to the business mission and goals of the organization. To improve performance they also need to know what superior performance looks like, and how to achieve it.

2.21.2 It is an approach to managing people

The focus of Performance Management is on connecting people to one another and to the larger organization and its values. The main emphasis is on how to get people to work together and support one another to achieve shared aims. In particular it puts the responsibility on managers to work effectively through coaching and motivating and with those for whom they are accountable.

2.21.3 It increases the probability of organization health and durability

Performance Management has a clear purpose. It is about delivering success for individuals, teams, and the organization. By establishing a continuous management process that delivers clarity, support, feedback, and recognition to all, leaders take a major steps in sustaining performance, the performance management process, and organizational life span.

2.22. TRAINING AND DEVELOPMENT

The literature survey on this subject is meant to gather information about training need analysis. A large volume of work that consists of various perspective and models of training needs analysis has been consulted. However, only a few of those are discussed below.

2.22.1 Human Resources Planning

The Human Resources Planning Model strongly advocates the carrying out of training needs analysis. The point of departure is that human resources planning deals with issues such as hiring and promotion practices, placement plans, employee growth and development as well as legal considerations. However, it

becomes difficult, if not impossible to carry out some of these functions when no training has been conducted. For example, new employees need training to be able to perform and more experienced employees need to be prepared for further growth and development.

Accordingly, the human resources planning perspective holds the employees should be involved in the training needs analysis process from start to finish. They should be made to feel part of the process. Freeman (1993) who is the pioneer of this model believes that employee participation will dispel notions of mistrust and enhance cooperation. In the process of training needs analysis, jobs should be reviewed and employees be interviewed. The position review should cover all positions and each job should be investigated thoroughly.

Employees may then be given a performance assessment questionnaire to rate job skill performance. Thereafter a questionnaire on training needs and expectations should follow. The results from these questionnaires should be used to address both training and development needs.

2.22.2 On the Benefits of Training Needs Analysis

The perspective centres on benefits of training needs analysis. It also emphasises on individual responsibilities with regard to training needs analysis (Rae,1997).

- a) Training needs analysis confirms the suspicion about the existence of a problem. It can also reveal covert problems relating to work performance.
- b) Training needs analysis identifies the problem of training. After conducting training needs analysis it will be crystal clear if training would be the appropriate solution or not.

- c) Other than identifying the commission of training, training needs, analysis also gives specific direction to training. In this way areas in which training should be allowed are clearly specified.
- d) Ensuring appropriate action saves a lot of money. With the use of appropriate action there is no need for fumbling on trial and error methods, which may be costly. Haphazard approaches are completely avoided and thereby saving money on fruitless expenses.
- e) Training needs analysis gives exact size about the nature of the problem. At the same time the actual size of the problem is also identified.
- f) It determines the scale of the need across departments in an organisation. The application of training need analysis will indicate whether the problem is applicable to different divisions or particular to a specific division. Out of training needs analysis one will be able to determine whether it is a general problem or a specific problem.
- g) Training needs analysis gives an indication as to the type of solution relevant to the problem. For example, getting an Information Technology specialist to conduct an in-house training on that problem may solve a problem arising from a new computer programme.
- h) Training objectives are formulated out of training needs analysis.

2.22.3 Responsibility for Training Needs Analysis

The following stakeholders play a pivotal role in training needs analysis as far as responsibility is concerned.

a) Senior Management

Senior Management should be involved in discussions in the early stage of training needs analysis so that they can support the process in a practical manner. They should be informed when new programmes that require training are introduced or when existing programmes are no longer relevant.

Again senior management may require that training needs analysis be conducted because they have decided that new tasks or operations be introduced. Another reason is that they might have observed that some kind of problem exist in the line operation and may need detailed facts about it.

It is the responsibility of senior management to authorise the use of resources for purpose of training needs analysis. They may at any given point in time require the results of training needs analysis be presented to them. They may also show keen interest in studying the recommendations of the training needs analysis report.

b) The Training Manager

The overall responsibility of the training manager is to act as a driving force and a catalyst in the process of training needs analysis. He serves as a link between senior management and trainers. It is the responsibility of the training manager to analyse training needs analysis reports before the actual training commences.

He should ensure that training materials and equipment are available to trainers for them to do their job effectively. Finally the training manager should prepare and present training needs analysis reports to senior management.

c) The Line Manager

One of the main responsibilities of the line manager is to participate in training needs analysis programme that involves his subordinate. He should be involved in the initial identification of the problem that has a training solution.

It is also the responsibility of the training manager to participate in the broad training needs analysis to make a contribution. He should make provision for the resolution of problems that have non-training solution, for example, counselling.

d) The Trainer

The trainer has the responsibility to advise other stakeholders, like line managers, on matters of training and development.

He supports line manager in training needs analysis projects as well as in non-training solutions. The trainer takes responsibility to start the actual training that result from training needs analysis.

It is also the responsibility of the trainer to produce and receive training needs analysis reports.

e) The Learner

The most important role of the learner in the training needs analysis process is to learn. Employees should therefore cooperate fully with people conducting training needs analysis.

2.22.4 Performance Appraisal and the Training Needs Analysis

The proponents of this model, namely, Herbert and Doverspike (1990) insist that only accurate performance appraisal information can be used in the training needs analysis process.

When an appraisal on the particular individual's performance has been done, the appraiser should be able to do a comparison between the actual and the ideal performance. Once a comparison has been done then the gap and its cause must be identified. The information obtained from this exercise should then be used for identifying training needs.

On the other hand, these authors caution that performance appraisal data alone is not enough to reach conclusions for training needs analysis. This is supported by the view then expressed. Much of the existing literature stops short of detailing how the manager or decision maker is to utilize the performance appraisal information once it has been collected (Herbert & Doverspike, 1990, p.9).

They add that there may be potential problems with the system and not enough attention has been reserved for that.

It is however, suggested that in future more emphasis should be placed on determining the most appropriate performance appraisal system for training needs analysis. The system envisaged should be able to consider the constraints alluded to.

2.22.5 The Conventional Approach

According to Leat and Lovell (1977), needs analysis at this level should examine factors like goals of the organisation, skills resources, indices of effectiveness as well as organisational climate. Indices of these factors are listed and briefly discussed hereunder:

a) Goal Achievement

With respect to goals of the organisation, goal achievement refers to quality standard of the product or service, increased output and the levels of productivity improvements.

b) Increased Resourcefulness

It refers to increased employee versatility and the establishment of new markets.

c) Customer Satisfaction

It means the improvement of the organisation's image, the maximisation of timeous deliveries and the minimisation of complaints.

d) Indices of Effectiveness

Indices of effectiveness, *inter alia*, refer to material wastage, late deliveries, labour cost, material cost and machine downtime.

e) Indices of organisational Climate

These are labour turnover, absenteeism, grievance and short-term sickness.

Shortfalls in performance should be assessed to determine whether they could be improved by way of appropriate training.

At organisational level negative aspects like labour turnover and absenteeism may indicate a need for further training or modification of work tasks.

2.22.6 Needs Analysis at the Task Level

When needs analysis are being undertaken at this level, it is to assess the demands of job task with a view to enhance them.

A considerable amount of information about a particular job or a group thereof needs to be examined. Such examination should consider standards required, skills, knowledge and attitude.

he advantages of focus groups are that they create an open atmosphere for discussion and participants react to suggestions by others. A number of ideas and information can be generated (Erasmus & Van Dyk, 1999:128)

.22.12 Questionnaires and Surveys

These rank among the most used methods. Questionnaires and surveys provide employees with ample opportunity to complete in spare time. A much wider scope of employees can be covered in a relatively cheap way. Employees are most likely to indicate their training needs in details as a reasonable degree of confidentiality is guaranteed.

2.22.13 Document Analysis

As the name indicates, document analysis refers to studying relevant material on the job at hand. Training needs to be analyzed and compared to those available on existing documents. Some of the documents used are the job descriptions and work reports.

2.22.14 Observation

Most supervisors use the art of supervision. In this method employees are observed continuously in the performance of their duties. Over a period of time, it becomes crystal clear of what specific training do employees or work groups need. If used properly, it can be the most reliable and objective method. The method is fairly cheap, as it does not need extra paper work and more personnel to perform it.

2.22.15 Sales Training Perspective

According to this view, training needs analysis should be initiated as a result of poor performance. Salisbury (1988) holds that for poor performance to improve, employees should change the way in which they operate. The change referred to

goes through a number of stages, namely; denial, anger, bargaining, depression and acceptance. The model goes on to emphasize that there is no way in which performance can be improved when these psychological stages are not satisfied.

The model further indicates that knowledge, skill and attitude form an integral part of training needs analysis. Whoever is responsible for the analysis of training needs should strive to create a balance of these factors. Undue influence on one may create an imbalance on the other two. This may negatively affect the whole process.

2.22.16 Training Needs Analysis of the Position of Lecturer

The University Teaching Development Centre (UTDC) at the Victoria University of Wellington decided on training needs analysis study after it became apparent that there were no clear guidelines for teaching development. Furthermore, there were not clear defined roles and expectations for lecturers' work. As a result, training needs analysis was meant to define performance requirements of lecturer's job and to indicate boundaries of lecturer's work.

A two-day workshop was organised to hammer out key performance roles expected from lecturers. A broadband population that stretched from student representatives to deans attended. The workshop produced a working document that was presented to the broader university community for further comment and review. A draft report was then compiled and incorporated into a university policy.

In evaluating progress and possible problems in the implementation of training needs analysis, the university identified two main areas of concern. According to Hall (1996), there are key roles which academics felt least confident about in respect of their own skills and knowledge. The other refers to those roles which academics felt strongly about and believed should be emphasised in the UTDC teaching development programmes.

2.22.17 Evaluation of Training

The primary purpose of training needs analysis is to evaluate training needs already identified. The process itself should take place before the training programme is designed.

One is tempted to go with the articulate view as expressed by Pettinger (2002:28). The purpose of training needs analysis is to assess organisational, departmental, divisional, group, occupational and individual performance from the point of view of:

- a) Identifying gaps and shortfalls in performance in each of these areas.
- b) Identifying which of these can be addressed and overcome through organisational and employee development activities, and which cannot.

From this view one can deduce that the process of training needs analysis is given its initial impetus by the problem of poor performance, although not always. This problem will then lead to an investigation into the causes and possible solutions to the problem. Training often becomes a common denominator and training needs analysis is the way leading to problem resolution. In a particular scenario (that is, the NWES) people tend to use training to meet their own ends. This practice has gained momentum to such an extent that everybody nominates himself or herself not to improve work quality standards but to bolster their curriculum vitae. It has become a recurring problem because the training division cannot put an end to this problem.

In clear and certain terms this wrongful tendency is defeating the purpose training has been designed for. According to Buckley and Caple (2000), the benefits that could be derived from training are briefly outlined below:

- a) Individual employees may experience intrinsic job satisfaction by virtue of being able to display a new repertoire of skills. They may also experience the same satisfaction out of performing tasks exquisitely.

- b) Similarly, individual employees may also experience extrinsic job satisfaction by way of financial raise in salary that goes along with promotion, performance related bonus and better career enhancement.
- c) The organisation on the other hand stands to share greater benefits than individuals. Benefits to the organisation are: efficiency and improved productivity, fewer accidents, low turnover, decreased absenteeism, decreased wastage of working materials and improved customer satisfaction.
- d) Training can also benefit the organisation by contributing to its long-term role of leadership development.
- e) Training seeks to solve organisational problems and at the same time developing individual skills.
- f) Training also plays a pivotal role in influencing an organisation's culture by way of cascading information.

The department is being denied to enjoy these benefits by selfish people who are geared at enriching themselves at the expense of its costs.

For the department to begin to realise the benefits of training the training division should do its work properly. They should as a matter of priority begin to analyse training needs out of requests already submitted. The Training division must draw a programme of action and send to training the people who deserve such a training.

The Training division should also make follow up on people who have been trained, to check whether they have been provided with the necessary equipment and material. Trained people should be allowed to practice what they have learned and be offered necessary support.

Training should be need driven and be directed to all those who need it to perform better. Training is a key feature in delivering quality health services to the public. Freeman (1993) sums it up quite adequately by saying; “If an organisation’s greatest asset is its people, then the development of this asset is critical to the continued health of the organisation.

Training needs analysis will benefit the department in a number of ways. These will be discussed in the next section dealing with evaluation of the case study.

2.22.18 Establishing Training Needs in Terms of Best Practice and Law

Training needs analysis is a process that is usually initiated by a number of factors. Among others, these include the desire to improve productivity in the workplace or the desire to upgrade skills, which may have become outdated due to organisational development. These factors may call for some form of training. As Rae (1997:19) puts it: “Before a training and development programme is developed a training need must be established, otherwise a considerable amount of resource and money can be wasted”.

Training becomes a solution to the problem where inconsistencies exist between role expectation and existing role behaviours. Training then serves the essential task of narrowing the gap between those inconsistencies.

Training is again the answer when there is a problem in terms of the level or type of performance. A training need exists or develops when an employee is new to the position or when the role requirements of a job have been changed (Miner, 1992).

It is difficult to identify training needs of experienced employees who have done the same job for a long period of time. These employees may cover up that need, as it is likely to dent their egos when they are being singled out for re-training.

Whether training needs analysis is directed towards individuals who are just starting on a job or those who have been there for some time, it remains a very important factor in the firm's total effort to utilize human resources effectively, and it may well become even more important in the future (Campbell and Campbell, 1988 as cited by Miner 1992: 532).

Literature on training needs analysis does not favour certain group of individuals at the expense of others. From the literature on establishing training needs, it is clear that the determining factor is the job. When job roles change or when performance standards are not achieved, then there is a need for training. At the beginning of every financial year, the Training division invites other directorates to indicate their training needs. The thinking behind this is that managers and subordinates would have long agreed or established who needs training on what. Based on that the process sounds fair and reasonable enough.

2.22.18.1 What Competencies are Required?

The quest for higher productivity and excellence call for the acquisition of new skills. Sometimes to achieve higher levels of performance one needs to acquire new competencies in a specific area of work. Based on the information at its disposal, it is the work of the Training division and line manager establish what competencies may be required.

2.22.18.2 What are the Expected Benefits ?

These benefits must be seen in terms of solutions to the problems that beset the organisation. The envisaged benefits could be to reinforce competency or improve worker efficiency. Training needs analysis should focus in depth on the positive results expected. The existence of benefits in sight should serve as a valid rationale for training.

2.22.18.3 How Many People are involved

A number of people to be training play a significant role in this respect. The Training Division needs to know how many people are expected to attend so that proper arrangement could be made in advance. In the even where training is to be conducted by external service providers number of attendants and financial resources play a decisive role in training needs analysis.

Duration of training also serve another important function. Concerted efforts should be made not to disturb the flow of work. Should any disturbance occur, then it should be kept to the minimum, long duration of training may impact negatively on the workflow, where large-scale training is expected than groups groups should be decided upon and follow each other sequentially.

In chapter 3 a description of empirical research which was undertaken to investigate factors which influence performance management in the NWCS will be outlined. An exposition of the rationale behind the type of methodology employed will be demonstrated and how the investigation was carried out and what steps were followed in the design of the data instrument as an attempt to validate the research study.

3.2.1 Questionnaire

According to Cooper & Schindler. (1998) self-administered questionnaire has become ubiquitous in modern living. Usually a short questionnaire is left to be completed by the respondent in a convenient location.

Postal services, facsimile or courier services can be used to deliver the questionnaires. Computer-delivered self-administered questionnaires use organizational intranets, internet or online services to reach their respondents. Self-administered surveys also have their advantages and limitations which are discussed below (Cooper et al. 1998):

3.2.1.1 Advantages of the self-administered questionnaire

- Mail surveys typically cost less than personal interviews, the costs are generally in the same range as telephone, although either may be lower in specific cases.
- The more geographically dispersed the sample, the more likely that mail will be the low-cost method because it is often a one-person job.
- Respondents who might otherwise be inaccessible can be contacted when the researcher has no specific person to contact – say in the study corporations – the mail survey will often be routed to the appropriate respondent.
- Respondents can take more time to collect facts: talk with others or consider replies at length than is possible with the telephone, personal interviewing or intercept studies. These are typically perceived as more impersonal, providing more anonymity than the other communication modes, including other methods for distribution of the self-administered questionnaires.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 INTRODUCTION

Chapter 3 outlines the method of research of this study. It explains the rationale behind the methodology employed, how the research was conducted, and what steps were taken to ensure the validity of the study. The theoretical framework was provided in Chapter 2 and the objectives of the study as stated in Chapter 1 were the guiding force in this investigation.

An exposition of the rationale behind the type of methodology employed, how the investigation was carried out and what steps were followed in the design of the data instruments will be highlighted as an attempt to validate the research study. An empirical investigation is therefore needed to examine performance management policies, processes, procedures, training and development as factors which are likely to affect performance management in an organization such as the NWCS.

3.2 EMPIRICAL INVESTIGATION

There are many methods by which the needed data can be obtained (Berenson & Levine, 1996:13). Firstly we may seek data that is already published by government or other sources, secondly an experiment may be designed to obtain the necessary data, thirdly a survey may be conducted and fourthly observations of the behaviour, opinions and attitudes of individuals we are interested in may be made.

In this study a survey research was conducted and a self administered questionnaire was used as the data gathering instrument.

Dixon (1989:19) also points out that information from many respondents can be obtained within a short space of time through the self-administered questionnaires.

3.2.1.2 Limitations of the questionnaire

Limitations of the questionnaire cannot be overlooked. Dixon (1989) maintains that like all the other techniques for data collection the self-administered questionnaire has some disadvantages:

- Representativeness: a high non-response rate is quite common.
- Impersonal: impersonality may cause frustrations to some respondents.
- Negative attitudes towards the questionnaire: questionnaires are commonly used today and some respondents could have negative attitudes towards them.

Despite these limitations the questionnaire is still commonly used in the collection of data. With great care taken in the construction of the questionnaire and its administration, more favourable responses could be obtained (Dixon, 1989).

Self-administered questionnaires were also administered in this study.

3.2.1.3 Questionnaire as a research tool

The measuring instrument has the greatest influence on the reliability of collected data, hence great care was taken in the construction of the questionnaire. The questionnaire focused on carefully laying out each phase of the research problem and on the information needed to answer each question or test the hypotheses.

Research tools are the means by which different approaches to research are operationalised (Johnson, 1994:37). According to Dixon (1989:13) the method of data collection is to some extent guided by the purpose of the study. In this investigation,

the hand-delivered questionnaire is employed as a means of data collection. The essence of a questionnaire as a research tool is that it is in the hands of the respondent and completed by him or her, usually not under the supervision of the researcher, like it was the case in this study (Johnson, 1994:37; Kamil et al 1985: 48-49; Wiersma, 1985:146; Cohen and Manion 1989:106).

In this study survey, only the questionnaire as a research tool will be used for the purpose of data collection.

3.2.1.4 Questionnaire Construction

According to Schnetter (1989:44) a well designed questionnaire boosts the reliability and validity of the data to acceptance and tolerance levels. This implies that the content of the formulated questions must cover the field of study and the researcher must be very careful with the construction of a questionnaire.

In the construction of a questionnaire, the following guidelines were taken into account:

- (a) Only items that relate directly to the objectives of the research should be included (Gay, 1990:186).
- (b) Questions should be simple and easy to respond to and dealing specifically with simple concepts and be worded as clearly as possible (Cohen and Manion 1994:93).
- (c) Questions should be presented in a definite order; simple questions should precede complex questions.
- (d) Double-barreled items which require the subject to respond to two separated ideas with a single answer should be avoided (Borg & Gall, 1989: 430-431).

3.2.1.5 Development of the Questionnaire Items

Three important strategies were employed in the development of the questionnaire:

- First, issues raised in the literature review on the factors which are likely to affect performance management were examined.
- Second, interviews were conducted with managers at the NWCS and specialists in performance management in the North West to gain an understanding of performance management in practice.
- Third, tools employed in the gathering of data in similar studies like those of Daresh & Playko (1922c), Janson (1989), Parkay (1992) and Weinding of Early (1992) were also examined.

A 45 item questionnaire covering performance punishing, non-performance rewarding, commitment to perform, obstacles to performance and support for employee performance was adopted from the work of Saunders et al. (1992). The statement on this scale reflected the employee perception on the extent to which lack of performance management systems, physical resources, training and development are likely to affect effective performance management. Employees answered each of these items on a five point Likert Scale (1 = Strongly disagree to 5 = Strongly agree). Saunders et al. (1992:241-259) maintain that the scale was reliable. In addition to the scale, twenty three service dimension questions that established the following were included:

- (a) The perception of the current service quality of the NWCS
- (b) The current and required communication services or activities that do or could add value.
- (c) The current level of interaction of staff with the various departments.

In this regard the respondents had to indicate in the listed services, those that the respondents require from the NWCS on column (1) and those the respondents are currently providing on column (2) Of the questionnaire.

The data that has been collected was used to develop a clear picture of two scenarios. One, the communication requirements of the NWCS and two, the current activities of the NWCS. The aim of the two suggestions that will be made is to align these two scenarios, thereby increase the perceived impact of the NWCS.

3.2.1.6 Pre-Testing the Questionnaire

According to Treece and Treece (1986) a pilot study is a small-scale preliminary investigation designed to acquaint the researcher with flaws and problems that need attention before the actual study is conducted. Most of flaws of the measuring instrument are detected during the pilot study (Schnetter, 1989). In order to determine any ambiguity, flaws and problems, the questionnaire was pretested using a sample of (n = 5) employees from the population under study. In all instances, the respondents were requested to complete the questionnaire and to indicate whether some items were ambiguous to them and to comment on the language, phrasing and the length of the questionnaire.

3.3 POPULATION AND SAMPLING TECHNIQUE

After the pilot study, the researcher employed the following strategies for data collection and sampling.

3.3.1 Final Questionnaire

Thereafter, the final questionnaire was administered to a sample of 39 employees of the NWCS (See Table 1, p11). All the 39 questionnaires were returned and made a final survey analysis.

3.3.2 Population

According to Cohen and Manion (1994:86) population is readily identifiable and given sufficient resources to be contacted. The researcher is dealing with a sample of a population group of employees from the various occupational groups such as managers of divisions, heads of sections, district co-ordinators, journalists, community liaison officers, administrative clerical staff, freelance journalists, temporary employees and photographers. The fact that the population is comprised of different occupational groups, old and new employees in the NWCS is a very essential point to the researcher. The accessible population in this regard is 39 employees from different occupational groups in the NWCS.

3.3.3 Random Sample

Mulder (1989:57) asserts that in random Sampling, each member of the identified population has an equal chance of being selected. For the purpose of this research project the stratified random sampling technique of the NWCS divisions such as Community Liaison, Publications, Media Relations as well as Finance and Human Resources form the different strata.

According to Mazivhondila (1992) as cited in Social Research Consulting (1997) random sampling is often necessary because some populations are too large that all their subjects cannot be observed or subjected to any level of treatment. This requires a representative and manageable group of subjects to be randomly selected for scientific study.

Once the divisions and occupational groups is identified, a random sampling was employed within each division until all the occupational groups had a fair representation of the NWCS. Finally, 39 random sample of employees in the NWCS were selected to maximize the external validity of the results of the study.

3.4 ADMINISTRATION OF THE QUESTIONNAIRE

This is devoted to the logistical aspects of the administration part of the study. This also refers to the administration of the questionnaire.

3.4.1 Request for Permission

Permission was obtained from the Chief Executive of the NWCS to conduct the research in the organization. The subjects were requested to complete the questionnaire.

They were told that the questionnaire is part of the author's study programme to examine performance management in the NWCS and that strict confidentiality and anonymity will be maintained. After completing the questionnaire, employees were thanked for their participation.

3.4.2 Covering Letter

The covering letter is a tool employed to introduce the questionnaire to the respondents within the aim of getting them to respond to the questionnaire. It gives respondents direction in the completion of the questionnaire, directions about returning the questionnaire and it also guarantees anonymity (Wiersma, 1985; Treece & Treece, 1986; Borg and Gall (1987). A simple and short covering letter accompanied each and every questionnaire.

3.5 STATISTICAL TECHNIQUES

3.5.1 Descriptive Statistics

A computer-aided statistical analysis was applied. SAS was used for the data analysis. SAS is a statistical software that is used in the analysis of data whether it be quantitative or qualitative in nature. Some statistical analysis includes frequency analysis, correlation analysis and chi-square tests.

3.5.2 Frequency Analysis

Frequency analysis was conducted by use of a frequency distribution table. A frequency distribution table is a summary table in which the data are arranged into conveniently established numerically ordered class groupings (Berenson & Levine, 1996:62). Frequencies are generally obtained for nominal and demographic variables such as age, years of service, gender, educational level and others. For this study, frequencies of the respondents' biographical data will be depicted in a summary table.

3.5.3 The t-Test

The t-test is used to compare the mean of one variable with a known or hypothesized value (Berenson & Levine, 1996:472). In other words, the One-sample t-test procedure tests whether the mean of a single variable differs from a specified constant. In using the t-test it is assumed that the data has been derived from a population with normal distribution and equal variance. With moderate violation of the assumption, you can still proceed to use the t-test provided the following is adhered to:

- i) The samples are not too small
- ii) The samples do not contain outliers
- iii) The samples are of equal or nearly equal size.

However, if the sample seriously violates the assumption then Nonparametric Tests should be used. Nonparametric tests do not carry specific assumptions about population distributions and variance. In the interpretation of the t statistics, we will be looking at its p-value. Generally, there are three situations where you will need to interpret the p-value:

- a) If the p-value is greater than 0.05, the null hypothesis is accepted and the result is not significant.

- b) If the p-value is less than 0.05 but greater than 0.01, the null hypothesis is rejected and the result is significant beyond the 5 per cent level.
- c) If the p-value is smaller than 0.01, the null hypothesis is rejected and the result is significant beyond the 1 percent level.

3.5.4 Anova Tests

Statistical method for making simultaneous comparisons between two or more means; a statistical method that yields values that can be tested to determine whether a significant relation exists between variables (Berenson & Levine, 1996: 532). When one carries out an ANOVA test a p-value is calculated. The p-value is the probability that the variation between conditions may have occurred by chance, so samples with smaller p-values are varying more significantly.

3.6 CONCLUSION

The research methodology for this study was discussed in this chapter. A self administered questionnaire was employed to collect the data. Data analysis techniques discussed include frequency analysis, correlation analysis and chi-square tests.

In chapter 4 the results of the analysis of the data will be presented and interpreted.

CHAPTER 4

DATA ANALYSIS AND RESULTS

4.1 INTRODUCTION

This study was an exploratory examination of the perceptions and attitudes of employees on the factors which affect the management of performance in the NWCS. The results of the study are presented in this chapter. The study had a response rate of 59 percent (%) as seen in table 4.1 below. The Cronbach alpha statistic was computed to be 0.8383 indicating strong internal consistency within the data. This is indicated in table 4.2.

Table 4.1 Response Rate

Total Number of Questionnaires Distributed	Completed Questionnaires Distributed	Response Rate
39	39	100%

Table 4.2 Cronbach Coefficient Alpha

Variables	Alpha
Raw	0.8383
Standardized	0.8629

4.2 RELIABILITY ANALYSIS

Reliability analysis is done in survey research involving Likert scale variables. An Alpha coefficient of more than 0.7 indicates high reliability of the data. The reliability of the data in this research needs to be checked so that the research findings are not questionable. The Alpha Chronbach test of internal consistency of data is used in this analysis (Carmines et al. 1979). A minimum overall value

of between 0.65 and 0.70 coefficient alpha is generally accepted as indicative of a strong internal consistency (Alpha Chronbach Carmines et al, (1979).

4.3 DEMOGRAPHIC AND ORGANISATIONAL CHARACTERISTICS OF RESPONDENTS

4.3.1 Age and Years of service

4.3.1.1 Age

Table 4.3 below displays the distribution of the age of the respondents. An estimated 10.3 percent is between 20 and 30 years of age while 87 percent is between 31 and 50. These results indicate that the majority of the respondents are older people and will find it difficult to change their old work habits. They also need to be orientated on the new policy objectives of the NWCS since the paradigm has shifted from the old NWCS to the new one.

Table 4.3 AGE

Age	Frequency	Percentage
20-30	4	10
31-40	16	41
41-50	18	46
51-60	1	3
Total	39	100

4.3.2 Years Of Service

More than half (53%) of the respondents have been with the organization for the period 6 to 15 years. This shows that the organization has a balance of old and new employees and older people without experience are appointed.

Table 4.4 Years Of Service

Years	Frequency	Percentage
1-5	10	26
6-10	9	23
11-15	12	31
16-20	8	20
Total	39	100

4.3.3 Gender and Marital Status of Respondents.

As displayed in table 4.5 below, of the 33 female respondents most respondents (77%) were married while only (10.3%) of the male respondents were married. It can then be said that the organization employs more married females than males. This means that most of the female employees are responsible employees who do not need a lot of guidance in their work.

Table 4.5 Gender and Marital Status of Respondents

Marital Status/Gender	Female		Male		Total	
Single	3	(8%)	2	(5.1%)	5	(13%)
Married	30	(77%)	4	(10%)	34	(87%)
Total	33	(85%)	6	(15%)	39	(100%)

4.3.4 Period Under Supervision

Table 4.6 displays the respondents' period under supervision. The majority of respondents (74%) have been under supervision for more than six years. Only (26%) have been under supervision for less than six years. This indicates that the majority of the employees have many years of experience and are also older people.

Table 4.6 Period under Supervision

Years	Frequency	Percentage
1-5	10	26
6-10	9	23
11-15	12	31
16- 20	8	20
Total	39	100

4.3.5 Divisions

The publications division employs most (48.7%) of the respondents followed by the finance department with (25.6%) of the employees. The human Resource and the Media Relations employ only (5%) each. This indicates that most of the activities in the NWCS are centered on the publication of their newspaper and media relations and human resources are not their core business. With the human resource division it is understandable since it is a supporting function. Media relations seem to be neglected in the NWCS. This can be seen in figure 4.1

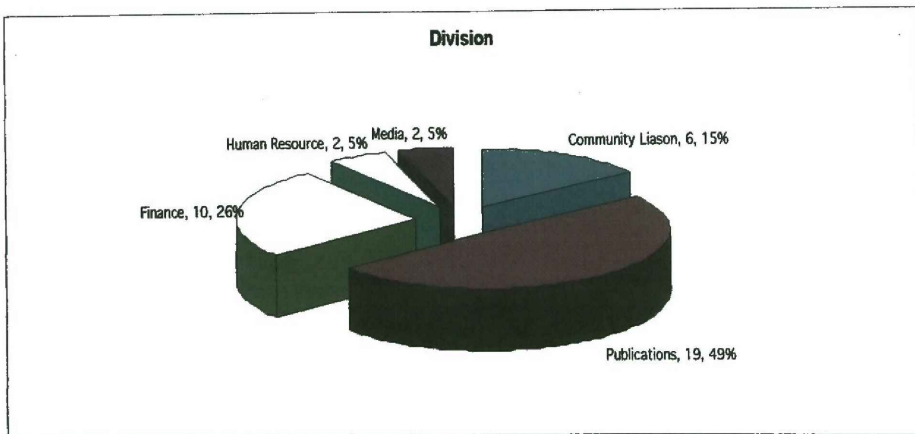


Figure 4.1 Divisions

4.4 EMPLOYEE ATTITUDES REGARDING PERFORMANCE

All respondents answered the Likert items. A review of the percentage distribution for the questionnaire items contained in Appendix D revealed that the responses were, in general, moderately positive. The conclusion is supported by the item means in Appendix D. After recording all items to conform to a scale ranging from 1(very negative) or strongly disagree to 5 (very positive) or strongly agree, about 99% had a mean greater than 3. Items recorded using 1 (very positive) and 2 (very negative) also revealed that the responses were positive. All the respondents had means greater than 1 for each item. Among the items which produced the most positive responses were ones concerning non performance rewarding and commitment to perform. This implies that while the employees are committed to carry out their mandate, the management does not support them and their good performance is not rewarded by the NWCS. The difference between a good performance and mediocre performance is not recognised

4.4.1 Factor Analysis of the Performance Management Section

The Likert items were divided into five sets – Performance Punishing (PP) items (1-10), Non Performance Rewarding (NPR) items (11-15), Commitment to Perform (CTP) items (16-25), Obstacles to Perform (OTP) items (26-35) and Support for Performance (SFP) items (36-45). Correlations among the items within each of these sets were carefully examined. These are shown in Appendix D Tables D1, D2, D3, D4, D5 and D6. This examination indicated that many items within each set were correlated with one another.

4.4.1.1 Performance Punishing (PP) (items 1-10 see appendix B)

The number of factors to be considered in a factor analysis is given to be the number of the eigenvalues greater than or equal to unity (one) (Manly, 1994). In table 4.7 the eigenvalues greater than one are shown in bold and therefore three factors have to be extracted.

Table 4.6 Period under Supervision

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1-5	10	26
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11-15	12	31
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Total	39	100

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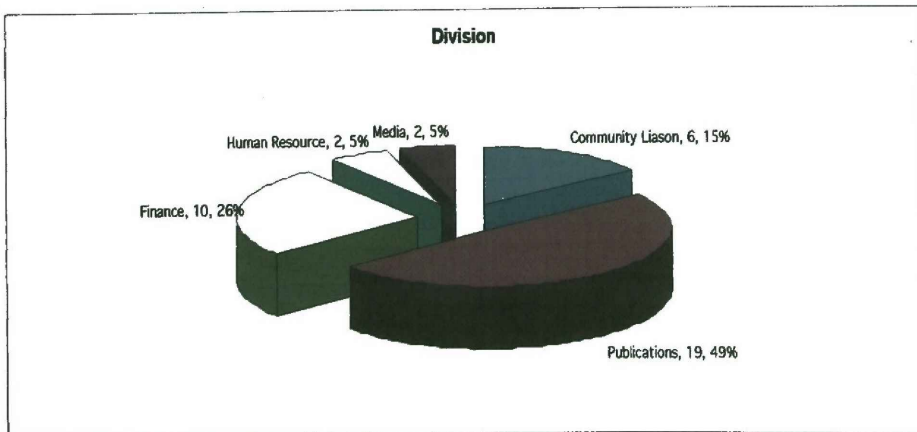


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Ignoring the sign, factor loadings that are greater than 0.5 are given in bold. Table 4.8 displays the factor loadings for the performance punishing item. The initial factor analysis of the performance punishing items produced three factors accounting for 71.6% of variation in the items. All items in factor one loaded more than 0.5 except for QBQ3=*poor interpersonal relationship* and QBQ10=*management is highly indecisive on critical issues* which loaded on factor two. Item QBQ7=*My responsibilities overlap with those of others* and QBQ9=*Levels of reporting are not clearly defined* also loaded on factor three (3). This means that factor one and factor three are strongly related to one another.

Table 4.7 Eigen analysis of the Correlation Matrix

Eigenvalue	3.8706	1.7660	1.3243	0.9629	0.6417	0.4868
Proportion	0.387	0.177	0.132	0.096	0.064	0.049
Cumulative	0.387	0.564	0.696	0.792	0.857	0.905
Eigenvalue	0.3087	0.2741	0.2007	0.1644		
Proportion	0.031	0.027	0.020	0.016		
Cumulative	0.936	0.963	0.984	1.000		

Table 4.8 Unrotated factor loadings for Performance Punishing

Variable	Item	Factor1	Factor2	Factor3	Communality
QBQ1	1	0.813	-0.134	-0.337	0.792
QBQ2	2	0.726	-0.094	0.254	0.600
QBQ3	3	0.353-	-0.828	-0.135	0.828
QBQ4	4	0.655	-0.359	-0.221	0.606
QBQ5	5	0.644	0.499	-0.269	0.736
QBQ6	6	0.715	0.264	-0.425	0.762
QBQ7	7	0.503	-0.109	0.604	0.630
QBQ8	8	0.784	0.313	0.089	0.721
QBQ9	9	0.528	-0.287	0.566	0.682
QBQ10	10	0.240-	0.643	0.364	0.604
Variance		3.8706	1.7660	1.3243	6.9609
% Var		0.387	0.177	0.132	0.696

Three factors were extracted namely; lack of staff development, poor management in the work place and the unregulated work environment.

a) Lack of Staff Development

The QBQ1, QBQ2, QBQ4, QBQ5, QBQ6, QBQ8 and QBQ9 are questions reflecting the variables which indicate a factor of more than 0,5 and are closely related and show lack of staff development in the NWCS. These questions addressed the following;

QBQ1 = Present Supervision, QBQ2 = Management does not encourage good performance, QBQ4 = No adequate feedback on my job, QBQ5 = Promotion based on management discretion, QBQ6 = No identification of training needs and QBQ8 = No guidance from Supervisors. Lack of staff development may be that there is no comprehensive output-linked training programme in the work place. The management will possibly be in a difficult situation when it comes to deciding on what training to approve, even though there may be money available in the budget.

b) Poor Management in the Work Place

Poor management reflects lack of control and poor interpersonal relations. This is addressed by QBQ3 = Poor interpersonal relations hampers my performance and QBQ10 = No control. This may be the result of a lack of a proper internal communication. Basic systems such as a proper management style, the reward system, organizational development and organizational culture seem not be operating satisfactorily in the NWCS.

c) Unregulated Work Environment

Lack of Job Descriptions and no level of reporting are an indication of an unregulated work environment. These are addressed by QBQ7 and QBQ9 where QBQ7 = No Job description and QBQ9 = No level of reporting. These variables are closely related. The variables indicated are highly related. Centralised

decision-making is usually the result of an unstructured environment. Delegation of authority and decision-making can only take place within a well regulated policy framework. It seems such a policy is lacking in the NWCS.

4.4.1.2 Non Performance Rewarding (NPR) items (11-15)

There is only one factor to be extracted for this item as there is only one eigenvalue greater than one. This is shown in table 4.9.

Table 4.9 Eigen analysis of the Correlation Matrix

Eigenvalue	2.7899	0.8346	0.7621	0.3716	0.2417
Proportion	0.558	0.167	0.152	0.074	0.048
Cumulative	0.558	0.725	0.877	0.952	1.000

The results in table 4.10 show that all the questions in this item loaded more than 0.5 ignoring the sign. The questions are significant for this item and account for 55.8% of the variation.

Table 4.10 Unrotated factor loadings for Non Performance Rewarding

Variable	Factor1	Communality
QBQ11	-0.573	0.329
QBQ12	-0.842	0.710
QBQ13	-0.821	0.674
QBQ14	-0.902	0.814
QBQ15	-0.514	0.264
Variance	2.7899	2.7899
% Var	0.558	0.558

4.4.1.3 Commitment to Perform (CTP) items (16-25)

Four factors are to be extracted for this item as there are four eigenvalues greater than one. This is shown in table 4.11.

Table 4.11 Eigen analysis of the Correlation Matrix

Eigenvalue	2.5118	1.6633	1.3444	1.1453	0.9228	0.7601
Proportion	0.251	0.166	0.134	0.115	0.092	0.076
Cumulative	0.251	0.418	0.552	0.666	0.759	0.835
Eigenvalue	0.5796	0.5033	0.3742	0.1951		
Proportion	0.058	0.050	0.037	0.020		
Cumulative	0.893	0.943	0.980	1.000		

Table 4.12 Factor loadings for Commitment to Perform

Unrotated Factor Loadings and Communalities						
Variable	Factor1	Factor2	Factor3	Factor4	Communality	
QBQ16	-0.648	-0.549	-0.272	-0.057	0.798	
QBQ17	-0.662	-0.606	-0.166	0.122	0.848	
QBQ18	-0.528	0.455	-0.049	-0.017	0.489	
QBQ19	-0.330	0.105	0.438	-0.511	0.573	
QBQ20	-0.630	0.540	-0.041	-0.162	0.716	
QBQ21	-0.455	0.390	0.255	0.006	0.424	
QBQ22	0.117	0.254	-0.076	0.759	0.660	
QBQ23	-0.095	-0.039	0.799	0.368	0.783	
QBQ24	-0.681	-0.274	0.298	0.293	0.713	
QBQ25	-0.421	0.438	-0.500	0.207	0.661	
Variance	2.5118	1.6633	1.3444	1.1453	6.6648	
% Var	0.251	0.166	0.134	0.115	0.666	
Rotated Factor Loadings and Communalities						
Varimax Rotation						
Variable	Factor1	Factor2	Factor3	Factor4	Communality	
QBQ16	0.063	-0.870	-0.148	-0.127	0.798	
QBQ17	0.020	-0.920	0.024	-0.014	0.848	
QBQ18	0.695	-0.072	0.008	-0.013	0.489	
QBQ19	0.286	0.001	0.236	-0.660	0.573	
QBQ20	0.830	-0.064	-0.031	-0.151	0.716	
QBQ21	0.577	-0.005	0.284	-0.102	0.424	
QBQ22	0.090	0.132	0.206	0.769	0.660	
QBQ23	-0.025	0.024	0.884	0.018	0.783	
QBQ24	0.238	-0.637	0.499	0.013	0.713	
QBQ25	0.633	-0.132	-0.325	0.370	0.661	

The initial factor analysis of the *Commitment to Perform* items produced four factors. Both the unrotated and the rotated varimax factor analysis were examined and the results for the varimax presented in table 4.12 provided the most interpretable factors. These factors accounted for 66.6% of the variation. The first factor identified items QBQ18=*I experience satisfaction of personal needs from the job I do*, QBQ20=*I often work overtime voluntarily without being paid for*, QBQ21=*employee plan their own, daily routine work*, QBQ25=*I derive fulfillment in my duties*. The second factor consists of questions QBQ16=*I experience satisfaction when performing well*, QBQ17=*I take pride in excellent performance* and QBQ24=*I perform my task without being prodded by my supervisor*. Factor three consists of question QBQ23=*performance standards are not clear*. The last factor consists of QBQ19=*management expectations are clear* and QBQ22=*punctuality is forced on employees*.

4.4.1.4 Obstacles to Perform (OTP) items (26-35)

Two factors are to be extracted for this item as there are two eigen values greater than one. This is shown in table 4.13. The two factors account for 75.1 % of the variation in this item.

Table 4.13 Eigen analysis of the Correlation Matrix

Eigenvalue	6.1536	1.3621	0.8269	0.5321	0.3788	0.2984
Proportion	0.615	0.136	0.083	0.053	0.038	0.030
Cumulative	0.615	0.752	0.834	0.887	0.925	0.955
Eigenvalue	0.1723	0.1355	0.1120	0.0283		
Proportion	0.017	0.014	0.011	0.003		
Cumulative	0.972	0.986	0.997	1.000		

Table 4.14 Unrotated factor loadings for Obstacles to Perform

Variable	Factor1	Factor2	Communality
QBQ26	-0.904	0.027	0.818
QBQ27	-0.867	0.149	0.774
QBQ28	-0.662	-0.497	0.685
QBQ29	-0.867	0.092	0.760
QBQ30	-0.377	0.807	0.793
QBQ31	-0.788	0.499	0.870
QBQ32	-0.895	-0.090	0.809
QBQ33	-0.797	-0.092	0.643
QBQ34	-0.789	-0.299	0.712
QBQ35	-0.757	-0.280	0.652
Variance	6.1536	1.3621	7.5157
% Var	0.615	0.136	0.752

The first factor has most of the high loadings and only one question has a high loading in the second factor as indicated in table 4.14. The first factor consists of questions which indicate that the work environment is not regulated and hence performance is impeded. The second factor concerns policies that enhance performance.

4.4.1.5 Support for Performance (SFP) items (36-45).

Two factors are to be extracted for this item as there are two eigen values greater than one. This is shown in table 4.15.

Table 4.15 Eigen analysis of the Correlation Matrix

Eigenvalue	6.6456	1.1399	0.7785	0.4166	0.3047	0.2500
Proportion	0.665	0.114	0.078	0.042	0.030	0.025
Cumulative	0.665	0.779	0.856	0.898	0.929	0.954
Eigenvalue	0.1528	0.1384	0.0977	0.0759		
Proportion	0.015	0.014	0.010	0.008		
Cumulative	0.969	0.983	0.992	1.000		

Table 4.16 Unrotated factor loadings for Support for Performance

Variable	Factor1	Factor2	Communality
QBQ36	-0.722	0.647	0.940
QBQ37	-0.762	0.536	0.868
QBQ38	-0.898	0.241	0.865
QBQ39	-0.903	0.045	0.817
QBQ40	-0.838	-0.100	0.712
QBQ41	-0.809	-0.218	0.703
QBQ42	-0.827	-0.271	0.758
QBQ43	-0.834	-0.365	0.829
QBQ44	-0.813	-0.171	0.691
QBQ45	-0.723	-0.284	0.603
Variance	6.6456	1.1399	7.7855
% Var	0.665	0.114	0.779

The factor analysis of this item produced two factors accounting for 77.9% of the variation. Factor loaded on all the questions on this item. This factor is concerned with activities that support performance and as an example training of employees, management support to employees and unclear performance objectives. The second factor is nearly the same as the first factor since it has high loadings on QBQ36=*There is no adequate and relevant training* and QBQ37=*policies and systems do not support performance as well*.

4.5 t-TESTS

The t-test results reported in table 4.8 show that both male and female respondents do not differ significantly in their perceptions towards performance management in the NWCS since the prob-values of the t-statistics are all greater than 5%=0.05. Similarly with regards age of respondent, marital status and period under present supervision their perceptions towards performance management in the NWCS do not differ significantly.

Table 4.17 t-Tests

The TTEST Procedure					
T-Tests					
Variable	Method	Variances	DF	t Value	Pr > t
QBQ1	Pooled	Equal	37	-1.26	0.2154
QBQ1	Satterthwaite	Unequal	7.08	-1.29	0.2379
QBQ2	Pooled	Equal	37	-1.00	0.3245
QBQ2	Satterthwaite	Unequal	12.4	-1.50	0.1589
QBQ3	Pooled	Equal	37	-1.12	0.2682
QBQ3	Satterthwaite	Unequal	7.35	-1.20	0.2683
QBQ4	Pooled	Equal	37	0.29	0.7716
QBQ4	Satterthwaite	Unequal	14.9	0.47	0.6434
QBQ5	Pooled	Equal	37	0.25	0.8057
QBQ5	Satterthwaite	Unequal	11.7	0.36	0.7233
QBQ6	Pooled	Equal	37	-0.04	0.9676
QBQ6	Satterthwaite	Unequal	15.4	-0.07	0.9476
QBQ7	Pooled	Equal	37	-0.44	0.6604
QBQ7	Satterthwaite	Unequal	5.79	-0.33	0.7548
QBQ8	Pooled	Equal	37	0.31	0.7608
QBQ8	Satterthwaite	Unequal	13.1	0.47	0.6452
QBQ9	Pooled	Equal	37	0.04	0.9658
QBQ9	Satterthwaite	Unequal	14.2	0.07	0.9463
QBQ10	Pooled	Equal	37	1.39	0.1723
QBQ10	Satterthwaite	Unequal	6.08	1.14	0.2971
QBQ11	Pooled	Equal	37	-0.16	0.8744
QBQ11	Satterthwaite	Unequal	7.2	-0.17	0.8729
QBQ12	Pooled	Equal	37	1.78	0.0840
QBQ12	Satterthwaite	Unequal	6.33	1.56	0.1664
QBQ13	Pooled	Equal	37	1.98	0.0554
QBQ13	Satterthwaite	Unequal	8.03	2.29	0.0514
QBQ14	Pooled	Equal	37	1.91	0.0637
QBQ14	Satterthwaite	Unequal	6.58	1.78	0.1209
QBQ15	Pooled	Equal	37	1.19	0.2434
QBQ15	Satterthwaite	Unequal	5.67	0.83	0.4393
QBQ16	Pooled	Equal	37	-0.30	0.7623
QBQ16	Satterthwaite	Unequal	7.26	-0.32	0.7578
QBQ17	Pooled	Equal	37	-0.54	0.5890
QBQ17	Satterthwaite	Unequal	7.96	-0.63	0.5493
QBQ18	Pooled	Equal	37	-0.97	0.3360
QBQ18	Satterthwaite	Unequal	6.37	-0.86	0.4185
QBQ19	Pooled	Equal	37	-2.14	0.0394
QBQ19	Satterthwaite	Unequal	5.01	-0.87	0.4232
QBQ20	Pooled	Equal	37	-0.35	0.7290
QBQ20	Satterthwaite	Unequal	7.43	-0.38	0.7178
QBQ21	Pooled	Equal	37	-0.83	0.4112
QBQ21	Satterthwaite	Unequal	8.65	-1.02	0.3358
QBQ22	Pooled	Equal	37	-0.08	0.9403
QBQ22	Satterthwaite	Unequal	7.5	-0.08	0.9368
QBQ23	Pooled	Equal	37	1.92	0.0632
QBQ23	Satterthwaite	Unequal	6.03	1.55	0.1723
QBQ24	Pooled	Equal	37	-0.11	0.9151
QBQ24	Satterthwaite	Unequal	7.68	-0.12	0.9081
QBQ25	Pooled	Equal	37	0.07	0.9482
QBQ25	Satterthwaite	Unequal	7	0.07	0.9492
QBQ26	Pooled	Equal	37	-0.80	0.4290
QBQ26	Satterthwaite	Unequal	14.7	-1.29	0.2180

4.5.1 Bias towards performance by Age

The chi-square results of question QAQ3=Age of respondent against other three important questions, QBQ40='no work plans are in place, QBQ41=tasks are not equally distributed and QBQ23=performance standards are not clear are reported in

table 4.24 below. The prob-values of the Mantel-Haenszel chi-square statistic (0.3338, 0.5441, 0.4723) are all greater than 0.05 level of significance, and so one can conclude that there is no evidence that respondents opinions about performance is biased to the age of the respondent.

Table 4.18 Bias towards performance by Age

Statistics for Table of QAQ3 by QBQ40			
Statistic	DF	Value	Prob
Chi-Square	12	20.7070	0.0548
Likelihood Ratio Chi-Square	12	17.0558	0.1475
Mantel-Haenszel Chi-Square	1	0.9340	0.3338

Statistics for Table of QAQ3 by QBQ41			
Statistic	DF	Value	Prob
Chi-Square	9	7.5077	0.5844
Likelihood Ratio Chi-Square	9	7.9453	0.5397
Mantel-Haenszel Chi-Square	1	0.3679	0.5441

Statistics for Table of QAQ3 by QBQ23			
Statistic	DF	Value	Prob
Chi-Square	9	8.1040	0.5237
Likelihood Ratio Chi-Square	9	9.7023	0.3751
Mantel-Haenszel Chi-Square	1	0.5166	0.4723

4.6 SERVICE DELIVERY

Responses to questions on the levels of service delivery showed that respondents are satisfied with service delivery as they gave positive responses to questions in this section as indicated in figure 4.3 and in table 4.19. Satisfactory service delivery was high in the areas of strategy formulation, communication planning, costing and budgeting, monitoring and evaluation, cooperate relations, investor relations, research, NGO and traditional authorities, event management, promotional campaigns, financial communication, issue management, exhibition management, speech writing, product marketing, training and image building. All the dimensions above received high value of between 97 percent (%) and 79 percent (%) as shown in Table 4.19.

However respondents also indicated that there was unsatisfactory service delivery regarding the aspects of media relations, community relations, government relations and publication management. These areas received an average rating of between 28.2 percent (%) to 53 percent (%). Areas that are of critical importance to the vision and mission of the NWCS are the relationships between government departments and the improved effectiveness of media relations as well as the management of publication. The required changes need to be initiated to address this deficiency. The process of change will need to be seen by people as inclusive and fair. The recommendations that will be made in chapter 5 follow these principles.

Figure 4.3 Service Delivery

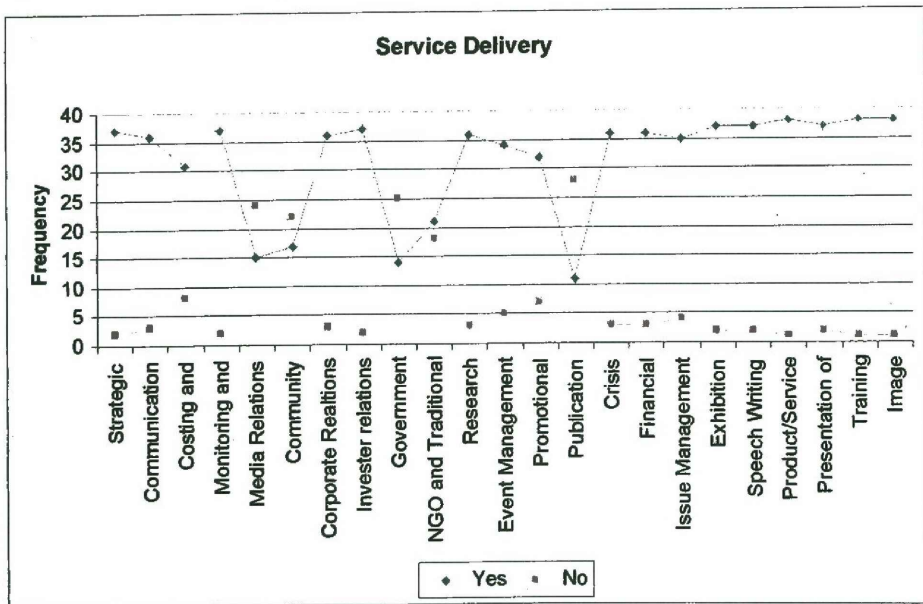


Table 4.19 Service Delivery

Variable	Yes	%	No	%
Strategic Formulation	37	94.9	2	5.1
Communication Planning	36	92.3	3	7.7
Costing and Budgeting	31	79.5	8	21
Monitoring and Evaluation	37	94.9	2	5.1
Media Relations	15	38.5	24	62
Community Relations ¹⁷	17	43.6	22	56
Corporate Relations	36	92.3	3	7.7
Investor relations	37	94.9	2	5.1
Government Relations	14	35.9	25	64
NGO and Traditional Authorities	21	53.8	18	46
Research	36	92.3	3	7.7
Event Management	34	87.2	5	13
Promotional Campaigns	32	82.1	7	18
Publication Management	11	28.2	28	72
Crisis Communication	36	92.3	3	7.7
Financial Communication	36	92.3	3	7.7
Issue Management	35	89.7	4	10
Exhibition Management	37	94.9	2	5.1
Speech Writing	37	94.9	2	5.1
Product/Service Marketing	38	97.4	1	2.6
Presentation of Information	37	94.9	2	5.1
Training	38	97.4	1	2.6
Image Building/Positioning	38	97.4	1	2.6

On average 80.9 percent of the respondents agree that there is satisfactory service delivery as opposed to only 19 percent who are against this claim.

4.6.1 Bias to service delivery by Age

The chi-square results of question QAQ3=Age of respondent against other three important questions QCQ1=Strategy formulation, QCQ2=Training and QCQ23=Image building are reported in table 4.20 below. The prob-values of the Mantel-Haenszel chi-square statistic (0.4049, 0.5611) are all greater than 0.05 level of significance, and so one can conclude that there is no evidence that respondents opinions about service delivery is biased to the age of the respondent.

Table 4.20 Bias to service delivery by Age

Statistics for Table of QAQ3 by QCQ1			
Statistic	DF	Value	Prob
Chi-Square	3	4.1723	0.2435
Likelihood Ratio Chi-Square	3	3.5545	0.3138
Mantel-Haenszel Chi-Square	1	0.6937	0.4049

Statistics for Table of QAQ3 by QCQ22			
Statistic	DF	Value	Prob
Chi-Square	3	1.4753	0.6880
Likelihood Ratio Chi-Square	3	1.8199	0.6106
Mantel-Haenszel Chi-Square	1	0.3377	0.5611

Statistics for Table of QAQ3 by QCQ23			
Statistic	DF	Value	Prob
Chi-Square	3	1.4753	0.6880
Likelihood Ratio Chi-Square	3	1.8199	0.6106
Mantel-Haenszel Chi-Square	1	0.3377	0.5611

4.7 RESEARCH QUESTIONS

The research questions posed in chapter 1 will be addressed.

4.7.1 Research question 1

Is the implementation of a performance management system likely to motivate employees to work harder for better results and facilitate proper management styles, organizational culture, organizational development and the reward system?

Table 4.13 displays the correlation among performance variables and the significant correlations are in bold. There seems to be a high correlation between *QBQ41=tasks are not equally distributed* and *QBQ42=potential of employees is not determined* ($r=0.837$). This indicates that if tasks are distributed to employees with the necessary potential then these tasks are more likely to be executed effectively and efficiently. *QBQ32=no work standards are maintained* is correlated with *QBQ40=no work plans are in place for job performance* ($r=0.726$). Having work plans and performance standards in place, is

likely to motivate employees to perform better since their output is recognized. QBQ41=tasks are not equally distributed is correlated with QBQ40=no work plans are in place for job performance ($r=0.738$). Having work plans in place will enable an equal distribution of tasks and hence an improvement in performance and job satisfaction.

Table 4.21 Correlation analysis

Correlations (Pearson)					
	QBQ23	QBQ26	QBQ32	QBQ40	QBQ42
QBQ26	0.335				
QBQ32	0.562	0.761			
QBQ40	0.523	0.699	0.726		
QBQ42	0.372	0.619	0.611	0.694	
QBQ41	0.199	0.536	0.461	0.738	0.837

Table 4.22 Multivariate model for explaining performance

Regression Analysis					
The regression equation is					
$OTP = 0.67 + 2.74 QAQ1 - 0.527 QAQ2 + 0.607 QAQ3 - 1.85 QAQ4 + 0.280 QAQ5 - 0.317 QAQ6 + 0.367 PP - 0.116 CFP + 0.0852 NPR + 0.0499 CTP$					
Predictor	Coef	StDev	T	P	VIF
Constant	0.670	3.689	0.18	0.857	
QAQ1	2.738	1.286	2.13	0.042	1.8
QAQ2	-0.5271	0.3508	-1.50	0.144	1.1
QAQ3	0.6071	0.5956	1.02	0.317	1.7
QAQ4	-1.849	1.022	-1.81	0.081	1.3
QAQ5	0.2799	0.5396	0.52	0.608	3.3
QAQ6	-0.3169	0.7964	-0.40	0.694	2.9
PP	0.36699	0.09668	3.80	0.001	2.0
CFP	-0.11597	0.08640	-1.34	0.190	3.2
NPR	0.08523	0.08116	1.05	0.303	2.5
CTP	0.04995	0.05547	0.90	0.376	1.3
S = 2.005 R-Sq = 67.1% R-Sq(adj) = 55.4%					
Analysis of Variance					
Source	DF	SS	MS	F	P
Regression	10	229.746	22.975	5.71	0.000
Error	28	112.562	4.020		
Total	38	342.308			
Durbin-Watson statistic = 2.09					

From the results in table 4.14 the variables QAQ1=marital status and Performance Punishing (PP) items (1-10) are significant in the model i.e their p-values are less

than 0.05 level of significance. The overall regression is also significant with a p-value of 0.000. With OTP=

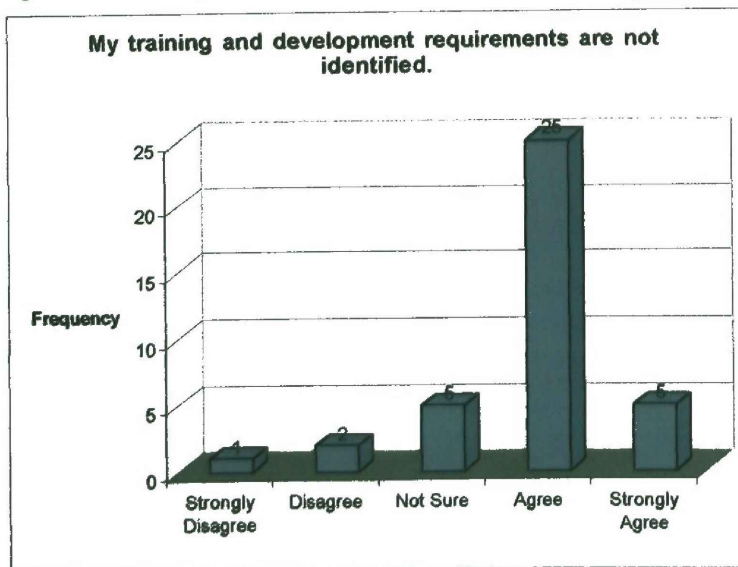
Obstacles to perform, as the dependent variable it is evident that marital status will influence the performance of an individual. With regards the variable (PP) =performance punishing, good interpersonal relations, feedback, training, supervisor guidance and a clearly defined management style will motivate employees to work harder in their tasks.

4.7.2 Research question 2

Is the existence of training and development of staff likely to motivate staff to perform better?

As indicated in figure 4.4 most 31 (79.4%) of the respondents agree that their training and development requirements are not identified and hence employees may not be able to perform optimally. Training of employees makes to in control their work and inculcates a positive attitude to their work. They become interested in their work and learn better ways of executing their tasks.

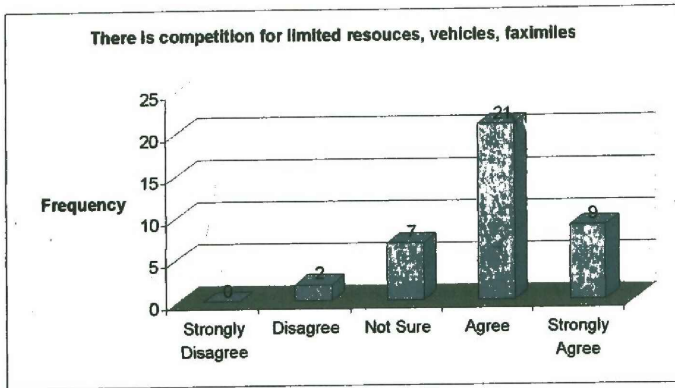
Figure 4.4 Training and development requirements



4.7.3 Research question 3

Will the availability of physical resources which entails tools and equipment improve performance?

Figure 4.5 Limited Resources



As indicated in figure 4.5 the majority 30 (76.9%) of respondents agree that there is competition for limited resources. The unavailability of resources may hamper performance and demotivate employees. Table 4.23 displays the correlations of selected variables. QBQ32=no work standards are maintained, QBQ33=management is autocratic, QBQ35=there is competition for limited resources and QBQ45=the role of HRM in performance is unclear, are highly correlated. There is a strong relationship between these variables. There is need for proper planning of work activities and the acquiring of the necessary resources to enable employees to complete their tasks timely and effectively.

Table 4.23

Correlations (Pearson)			
	QBQ32	QBQ33	QBQ35
QBQ33	0.700		
QBQ35	0.774	0.663	
QBQ45	0.694	0.534	0.627

Chapter 5 covers the conclusion and recommendations

CHAPTER 5

CONCLUSION AND RECOMMENDATIONS

5.1 INTRODUCTION

The study clearly indicates that performance management in an organization such as the NWCS is likely to be influenced by systems such management styles, organizational culture, organizational development and the reward system, processes such as tools and equipment as well as training and development which entails skills, attitude and knowledge.

Essentially, three general causes of substandard performance have been identified in the NWCS:

- a) A system problem such as the way things are done there and procedures in place
- b) A process problem such as lack of tools and equipment
- c) A training problem such as lack of knowledge and skills

Attitude change is a matter of system revision, including the revision of the communication process which takes place between the poor performers and their supervisors as well as of the reward structure of wages, salary or fringe benefits. The human - machine relations within a task system can also determine whether tools and equipment used in the NWCS will obtain the desired results. Training and development problems also play a significant part in the management of performance in the NWCS. When concerns or changes regarding systems, processes and training and development arise, management needs to re align existing policies and practices to accommodate these new changes.

The aim of the following recommendations is to align these three scenarios and thereby increase the perceived impact and value of the NWCS to its clients.

5.2 RECOMMENDATIONS

5.2.1 Creating a willingness to change

The results indicate that the NWCS has to take steps to ensure that systems, processes and training and development factors are given adequate attention. The process that has followed should be communicated to staff with an emphasis on the following principles:

- Inclusivity and participation of all relevant stake holders
- Transparency of findings
- The need to increase the effectiveness of the NWCS

- fairness of recommendations and process
- objectivity of implementation

5.2.2 Acknowledgement of the context in which the NWCS operate

- Inaccurate recruitment and selection
- The need to professionalise communication practices
- The need to reduce the costs because of budget constraints throughout government and the need to redirect spending to vital issues

5.2.3 Acceptance of a new direction

Clarify the future in terms of actions, processes, systems and training. Develop a reorganization plan for each person to identify:

- Desired future direction or career stream
- Options for achieving that future
- Contingency plans if that future does not materialize

5.2.4 Skills and capacity building

It will be important to the NWCS to develop competency profiles for each of the identified positions and use assessment technology to identify existing and potential competency.

- Technology must be behaviour based
- Recognized as a sound methodology
- Any testing material must be validated according to the South African norms
- Recommend computer based assessment of learning that complies to the above
- Recommend the construction of simulations to assess existing and suitability for post

The NWCS should also implement an on-going performance management system with quarterly reviews for a period of twelve months and include the following:

- Performance management system that is competency based and allow for multiple (360 degree) ratings
- Performance management system must facilitate the construction of plans for each individual that can be monitored and tracked
- Identify appropriate and cost effective developmental resources that can be at different levels
- Monitor and track Return on Investment (ROI) of training

5.2.5 Policies and Procedures

Policies and procedures as well as monitoring and sanctioning mechanisms, need to be developed for each of the following areas:

(a) Performance Management

- i) Required competency/behaviours
- ii) Quantitative deliverables
- iii) Timing review
- iv) Identify recourse in case of dissatisfaction with review process
- v) Performance contract and service level agreements
- vi) Training of people in performance process

(b) Recruitment and Selection

- i) Authorization procedure for new posts or movements
- ii) Profiling of posts according to competency based model/s
- iii) Procedure for locating of possible candidates and advertising of posts
- iv) Screening procedure for initial candidates
- v) Selection process and criteria for post

d) Employment and Occupational Equity Policy

- i) Review of existing policies and practices to remove discriminatory practices
- ii) Development of procedures for managing issues of discrimination
- iii) Establishment of a participative forum including management, unionized and non unionized staff.

e) Disciplinary and Grievance Procedures

- i) Procedures for dealing with issues related to poor attendance and inappropriate behaviour and misconduct.

- f) Reward and Recognition Policies
 - i) Identification of market related salary bands.
 - ii) Linking of reward to performance management system.
 - iii) Linking of reward to level and value of competence.
 - iv) Recognizing issues of supply and demand of competencies and ability to attract these competencies to the NWCS.
 - v) Developing acceptable non-monetary recognition structures that will increase personal job satisfaction and recognized qualities such as initiative, creativity and commitment.
- g) Reward and Recognition Strategies.
 - i) Strategies may have to be developed to attract particular competencies that may be scarce or non-existent with the NWCS.
 - ii) Recognising demonstrable qualities such as commitment and initiative will need to be developed.
- h) Utilisation of available resources (other than human)

A resource audit should be conducted in order to establish the extent of all resources. These would include:

 - i) Physical resources such as office space, office equipment and furniture, motor vehicle and office supplies
 - ii) Financial resources - all budget costs
- j) Structure and Function

A suitable organizational structure which will assign the head of the organization to deal with strategy formulation, relationship building and overall management of the NWCS should be developed. A strategic Work Team headed by a Chief Executive is recommended. A multi-disciplined team could add significant value to the users of the NWCS. It would ensure effective internal coordination of activities and encourage multifaceted communication strategies that could leverage one another.

Specific competency profiles for all positions should still be constructed once a structure has been agreed upon. There should be structured team building sessions held for people who need to work together to build the higher level of trust between people.

5.2.6 Resources (Other than Human)

These resources could be depicted as other factors of production that is, finance, assets and technology or the “know how”.

There is an urgent need to align the budget with the strategy formulation process to ensure that incentive schemes are introduced to enhance the morale of the employees and to ensure that there are no unbudgeted mandates.

A resource audit should be conducted in order to establish the extent of all existing resources. These would include:

- a) Physical Resources:
 - i) Office space
 - ii) Office equipment and furniture
 - iii) All motor vehicles and forms of transport
 - iv) Office supplies

- b) Financial Resources
 - i) All budgeted costs

The challenge, therefore is, and given the vision and mission of the NWCS, how can the available resources be combine in an efficient and effective manner that achieves the outputs desired given the objectives and functions of the NWCS, namely:

- to establish, operate and carry out information and communication services in the North West Province
- to take such steps as are necessary to manage and disseminate information in order to keep the population of the North West Province, the Republic of South

Africa and the international community effectively informed of the policies, goals, initiatives and achievements

- to acquire and establish information offices outside of the North West Province

5.2.7 Training and Development

There would appear to be a critical shortage of skills and competencies at an implementation level to cope with the communications demands of various departments. The following measures need to be applied.

- a) Develop competency profiles for each of the identified positions
- b) Use assessment technology to identify existing and potential competence in line with the following:
 - technology must be behaviour-based
 - recognised as a sound methodology
 - any testing material must be validated according to the South African norms
 - recommend a computer based assessment of learning potential that complies to the above
 - recommend the construction of simulations to assess existing
 - competency levels and suitability for post
- c) Implement an on-going performance management system with quarterly reviews for a period of twelve months as follows:
 - performance management system must be competency-based and allow for multiple (360 degree) ratings.
 - performance management system must facilitate the construction of "learning plans" for each individual that can be monitored and tracked.
 - identify appropriate and cost-effective development of resources that can be used at different levels.
 - monitor and track return on investment of training.

5.2.7.1 Needs Analysis Process

The following recommendations need to be addressed by the functionaries involved in the training needs analysis process:

i) Consulting with Stakeholders

The basic thing to do in the process of conducting training needs analysis is to call for the understanding and cooperation of all stakeholders, to elicit their views so that they can be included in the programme. They need to be informed in clear and unequivocal terms of the aims and objectives of training need analysis and what benefits it will provide to them. According to Reid and Barrington (2000; 217): "Consulting and involving people at the outset also ensures a better chance of commitment to any training programme which might result and constitutes the first step in a training intervention". With regard to the NWCS, no effort is being made to consult with stakeholders as indicated in Table 4.19. It is therefore important that the NWCS should begin to roll out the process of training needs by consulting with different stakeholders. These stakeholders are as identified by Rae (1997) Senior Management, Human Resource Manager, Line Managers, employees' representatives, government departments, NGO,s and traditional authorities.

ii) Assume full Responsibility.

The next important measure that should be done to remedy the situation is for the Human Resource Management Unit to take full control and assume full responsibility and provide a back-up service to the line managers.

iii) Job-related Training

It should be borne in mind that training need analysis seeks to identify those areas where the individual needs training to achieve their own objectives and organisational objective (Chiu and Thompson, 1999). The

human resource management should have a programme of their own that stretches over a period of years to prepare designated employees for higher responsibility. Training for the sake of it can never be justified in anyway. The resources spent on it should be seen in the quality of work produced by employees. There should be a return on investment of training.

6. AREAS FOR FURTHER RESEARCH

In this study management systems, physical resources and training and development have been identified as the main factors enhancing performance. There is need to investigate the impact of the income variable on performance management. There is also a need to distinguish between the roles of different categories of personnel within the NWCS since their perception of factors which impact on performance management differ.

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APPENDIX A:

COVER LETTER:

TO ALL STAFF MEMBERS OF NORTH-WEST COMMUNICATION SERVICE

Sir/Madam

The enclosed questionnaire is aimed at gathering information from all employees of the North West Communication Service, to obtain their views on the management of performance in the Organisation.

This is part of a study to examine performance management in the North West Communication Service, on which the author is conducting a survey towards a dissertation.

Strict CONFIDENTIALITY and Anonymity will be maintained.

Your kind cooperation in completing this questionnaire as soon as possible will be appreciated.

Thank you for your cooperation in completing this questionnaire.

Sincerely yours

-

Enoch Tuelo Legalamitloa

APPENDIX B:

QUESTIONNAIRE:

YEARS OF SERVICE

PERIOD UNDER PRESENT SUPERVISION

(Please indicate with an X the extent to which you agree with the following statements)

Performance Punishing

	Strongly Disagree	Disagree	Not Sure	Agreed	Strongly Agreed
1. I experience negative consequences for performing as desired	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
2. Management does not encourage good performance	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
3. Poor interpersonal relationships hamper my performance	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
4. I do not receive adequate and useful feedback on my job	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
5. Promotions decisions are based on management discretion.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
6. My training and development requirements are not identified.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
7. My responsibilities overlap with those of others.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
8. I do not receive any supervisory guidance in the course of my duty	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
9. Levels of reporting are not clearly defined	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
10. Management is highly indecisive on critical issues	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

Non Performance Rewarding

11. Undesired ways of behaving have been rewarded.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
12. More attention is given to behaving in the "wrong" than the right way	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

- | | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 13. Behaviors irrelevant to getting the job done are rewarded | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | 1 | 2 | 3 | 4 | 5 |
| 14. Less work is done because it is mentally less tiring | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | 1 | 2 | 3 | 4 | 5 |
| 15. Performing well does not matter | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | 1 | 2 | 3 | 4 | 5 |

Commitment to perform

- | | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 16. I experience satisfaction when performing well | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | 1 | 2 | 3 | 4 | 5 |
| 17. I take pride in excellent performance. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | 1 | 2 | 3 | 4 | 5 |
| 18. I experience satisfaction of personal needs from the jobs I do | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | 1 | 2 | 3 | 4 | 5 |
| 19. Management expectations of my performance are clear | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | 1 | 2 | 3 | 4 | 5 |
| 20. I often work overtime voluntarily without being paid for it | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | 1 | 2 | 3 | 4 | 5 |
| 21. Employees plan their own daily routine work | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | 1 | 2 | 3 | 4 | 5 |
| 22. Punctuality is forced on employees | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | 1 | 2 | 3 | 4 | 5 |
| 23. Performance standards are not clear | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | 1 | 2 | 3 | 4 | 5 |
| 24. I perform my tasks without being prodded by my supervisor. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | 1 | 2 | 3 | 4 | 5 |
| 25. I derive fulfillment in my duties | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | 1 | 2 | 3 | 4 | 5 |

Obstacles to performance

- | | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 26. There are no clear job descriptions for employees | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | 1 | 2 | 3 | 4 | 5 |
| 27. It is not clear when to do what is expected | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | 1 | 2 | 3 | 4 | 5 |
| 28. There are conflicting demands on my time | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | 1 | 2 | 3 | 4 | 5 |
| 29. Supervisors show little understanding of employees' jobs | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | 1 | 2 | 3 | 4 | 5 |

- | | | | | | |
|---|-------------------------------|-------------------------------|-------------------------------|-------------------------------|-------------------------------|
| 30. There are no restrictive policies that prevent performance | <input type="checkbox"/>
1 | <input type="checkbox"/>
2 | <input type="checkbox"/>
3 | <input type="checkbox"/>
4 | <input type="checkbox"/>
5 |
| 31. My performance does not fully conform to normal requirements | <input type="checkbox"/>
1 | <input type="checkbox"/>
2 | <input type="checkbox"/>
3 | <input type="checkbox"/>
4 | <input type="checkbox"/>
5 |
| 32. No work standards are maintained | <input type="checkbox"/>
1 | <input type="checkbox"/>
2 | <input type="checkbox"/>
3 | <input type="checkbox"/>
4 | <input type="checkbox"/>
5 |
| 33. Management is autocratic | <input type="checkbox"/>
1 | <input type="checkbox"/>
2 | <input type="checkbox"/>
3 | <input type="checkbox"/>
4 | <input type="checkbox"/>
5 |
| 34. Task sequence is not designed to bring about better performance | <input type="checkbox"/>
1 | <input type="checkbox"/>
2 | <input type="checkbox"/>
3 | <input type="checkbox"/>
4 | <input type="checkbox"/>
5 |
| 35. There is competition for limited resources e.g. vehicles, faximiles etc | <input type="checkbox"/>
1 | <input type="checkbox"/>
2 | <input type="checkbox"/>
3 | <input type="checkbox"/>
4 | <input type="checkbox"/>
5 |

Support for performance

- | | | | | | |
|--|-------------------------------|-------------------------------|-------------------------------|-------------------------------|-------------------------------|
| 36. There is no adequate and relevant training | <input type="checkbox"/>
1 | <input type="checkbox"/>
2 | <input type="checkbox"/>
3 | <input type="checkbox"/>
4 | <input type="checkbox"/>
5 |
| 37. Policies and systems do not support performance e.g. reward | <input type="checkbox"/>
1 | <input type="checkbox"/>
2 | <input type="checkbox"/>
3 | <input type="checkbox"/>
4 | <input type="checkbox"/>
5 |
| 38. Management behaviour do not demonstrate required performance | <input type="checkbox"/>
1 | <input type="checkbox"/>
2 | <input type="checkbox"/>
3 | <input type="checkbox"/>
4 | <input type="checkbox"/>
5 |
| 39. Ability of employees are not considered when allocating tasks | <input type="checkbox"/>
1 | <input type="checkbox"/>
2 | <input type="checkbox"/>
3 | <input type="checkbox"/>
4 | <input type="checkbox"/>
5 |
| 40. No work plans are in place for job performance | <input type="checkbox"/>
1 | <input type="checkbox"/>
2 | <input type="checkbox"/>
3 | <input type="checkbox"/>
4 | <input type="checkbox"/>
5 |
| 41. Tasks are not equally distributed | <input type="checkbox"/>
1 | <input type="checkbox"/>
2 | <input type="checkbox"/>
3 | <input type="checkbox"/>
4 | <input type="checkbox"/>
5 |
| 42. Potential t of employees is not determined | <input type="checkbox"/>
1 | <input type="checkbox"/>
2 | <input type="checkbox"/>
3 | <input type="checkbox"/>
4 | <input type="checkbox"/>
5 |
| 43. Even if I work hard, my performance is not appreciated by management | <input type="checkbox"/>
1 | <input type="checkbox"/>
2 | <input type="checkbox"/>
3 | <input type="checkbox"/>
4 | <input type="checkbox"/>
5 |
| 44. Employees do not get chance to discuss problems candidly | <input type="checkbox"/>
1 | <input type="checkbox"/>
2 | <input type="checkbox"/>
3 | <input type="checkbox"/>
4 | <input type="checkbox"/>
5 |
| 45. The role of the Human Resources Management in performance is unclear | <input type="checkbox"/>
1 | <input type="checkbox"/>
2 | <input type="checkbox"/>
3 | <input type="checkbox"/>
4 | <input type="checkbox"/>
5 |

Indicate the services below according to:			
1. The services you require from the NWCS			
2. Those that you are currently providing			
✓ Indicates a positive response			
	SERVICES		
1	Strategy Formulation Identifying the role of communication in achieving its goals	1	2
2	Communication Planning Setting communication objectives and determining processes		
3	Costing and Budgeting Determining the cost of activities and financial administration and control		
4	Monitoring and Evaluation of Activities Monitoring the effectiveness of activities against set deliverables continuous evaluation of progress		
5	Media Relations The development and maintenance of a positive on going between various communities and government		
6	Community Relations The development and maintenance of a positive on going between various communities and government		
7	Corporate Relations The development and maintenance of a positive, on going between business and government		
8	Investor Relations The development and maintenance of a positive, on going between potential investors and government		
9	Government Relations The development and maintenance of a positive, on going between various government departments		
10	NGO and Traditional Authorities Relations The development and maintenance of a positive, on going between NGO, Traditional Authorities and government		
11	Research Collection and analysis of information		
12	Event Management Planning and co-ordination of events		
13	Promotional Campaigns Planning and management of promotional activities		
14	Publication Management Completion, production and distribution of publications		
15	Crisis Communication Planning and communication during crisis situations		

16	Financial Communication Compilation, production and distribution of financial material		
17	Issue Management Proactive communication of public policies to relevant stakeholders		
18	Exhibition Management Planning and co-ordination of exhibitions		
19	Speech Writing Writing of speeches and press statement		
20	Product/Service Marketing Management of marketing related communication activities		
21	Presentation of Information Packaging and presenting of information		
22	Training Transfer of various communication skills to individual's in government		
23	Image building/Positioning Building a positive public image of government officials/departments		

Thank you for your co-operation in completing this questionnaire

APPENDIX C:

DATA ANALYSIS:

Marital Status

QAQ1	Frequency	Cumulative Percent	Cumulative Frequency	Cumulative Percent
Single	5	12.82	5	12.82
Married	34	87.18	39	100.00

Division

QAQ2	Frequency	Cumulative Percent	Cumulative Frequency	Cumulative Percent
Community liaison	6	15.38	6	15.38
Publications	19	48.72	25	64.10
Finance	10	25.64	35	89.74
Human Resource	2	5.13	37	94.87
Media	2	5.13	39	100.00

The FREQ Procedure

Age

QAQ3	Frequency	Cumulative Percent	Cumulative Frequency	Cumulative Percent
20-30years	4	10.26	4	10.26
31-40years	16	41.03	20	51.28
41-50years	18	46.15	38	97.44
51-60years	1	2.56	39	100.00

Gender

QAQ4	Frequency	Cumulative Percent	Cumulative Frequency	Cumulative Percent
Female	33	84.62	33	84.62
Male	6	15.38	39	100.00

The FREQ Procedure

Years of Service

QAQ5	Frequency	Cumulative Percent	Cumulative Frequency	Cumulative Percent
1-5years	10	25.64	10	25.64
6-10years	9	23.08	19	48.72
11-15years	12	30.77	31	79.49
16-20years	8	20.51	39	100.00

Period Under Present Supervision

QAQ6	Frequency	Cumulative Percent	Cumulative Frequency	Cumulative Percent
1-5years	12	30.77	12	30.77
6-10years	20	51.28	32	82.05
11-15years	7	17.95	39	100.00

The FREQ Procedure

I experience negative consequences for performing as desired

QBQ1	Frequency	Cumulative Percent	Cumulative Frequency	Cumulative Percent
Disagree	3	7.69	3	7.69
Not sure	7	17.95	10	25.64
Agree	28	71.79	38	97.44
Strongly Agree	1	2.56	39	100.00

Management does not encourage good performance

QBQ2	Frequency	Cumulative Percent	Cumulative Frequency	Cumulative Percent
Strongly Disagree	1	2.56	1	2.56
Disagree	1	2.56	2	5.13
Not sure	3	7.69	5	12.82
Agree	30	76.92	35	89.74
Strongly Agree	4	10.26	39	100.00

The FREQ Procedure

Poor interpersonal relationships hamper my performance

QBQ3	Frequency	Cumulative Percent	Cumulative Frequency	Cumulative Percent
Strongly Disagree	2	5.13	2	5.13
Disagree	9	23.08	11	28.21
Not sure	2	5.13	13	33.33
Agree	24	61.54	37	94.87
Strongly Agree	2	5.13	39	100.00

I do not receive adequate and useful feedback from my job

QBQ4	Frequency	Cumulative Percent	Cumulative Frequency	Cumulative Percent
Strongly Disagree	2	5.13	2	5.13
Not sure	2	5.13	4	10.26
Agree	30	76.92	34	87.18
Strongly Agree	5	12.82	39	100.00

The FREQ Procedure

Promotions decisions are based on management discretion

QBQ5	Frequency	Cumulative Percent	Cumulative Frequency	Percent
Strongly Disagree	1	2.56	1	2.56
Not sure	5	12.82	6	15.38
Agree	29	74.36	35	89.74
Strongly Agree	4	10.26	39	100.00

My training and development requirements are not identified

QBQ6	Frequency	Cumulative Percent	Cumulative Frequency	Percent
Strongly Disagree	1	2.56	1	2.56
Disagree	2	5.13	3	7.69
Not sure	5	12.82	8	20.51
Agree	26	66.67	34	87.18
Strongly Agree	5	12.82	39	100.00

The FREQ Procedure

My responsibilities overlap with those of others

QBQ7	Frequency	Cumulative Percent	Cumulative Frequency	Percent
Disagree	3	7.69	3	7.69
Not sure	7	17.95	10	25.64
Agree	27	69.23	37	94.87
Strongly Agree	2	5.13	39	100.00

I do not receive any supervisory guidance in the course of my duty

QBQ8	Frequency	Cumulative Percent	Cumulative Frequency	Percent
Strongly Disagree	1	2.56	1	2.56
Disagree	6	15.38	7	17.95
Not sure	5	12.82	12	30.77
Agree	22	56.41	34	87.18
Strongly Agree	5	12.82	39	100.00

The FREQ Procedure

Levels of reporting are not clearly defined

QBQ9	Frequency	Cumulative Percent	Cumulative Frequency	Percent
Strongly Disagree	1	2.56	1	2.56
Disagree	2	5.13	3	7.69
Not sure	3	7.69	6	15.38
Agree	29	74.36	35	89.74

Strongly Agree 4 10.26 39 100.00

Management is highly indecisive on critical issues

QBQ10	Frequency	Cumulative Percent	Cumulative Frequency	Cumulative Percent
Disagree	1	2.56	1	2.56
Not sure	9	23.08	10	25.64
Agree	24	61.54	34	87.18
Strongly Agree	5	12.82	39	100.00

The FREQ Procedure

Undesired ways of behaving have been rewarded

QBQ11	Frequency	Cumulative Percent	Cumulative Frequency	Cumulative Percent
Strongly Disagree	1	2.56	1	2.56
Disagree	4	10.26	5	12.82
Not sure	6	15.38	11	28.21
Agree	26	66.67	37	94.87
Strongly Agree	2	5.13	39	100.00

More attention is given to behaving in the wrong

QBQ12	Frequency	Cumulative Percent	Cumulative Frequency	Cumulative Percent
Disagree	4	10.26	4	10.26
Not sure	14	35.90	18	46.15
Agree	18	46.15	36	92.31
Strongly Agree	3	7.69	39	100.00

The FREQ Procedure

Behaviors irrelevant to getting the job done are rewarded

QBQ13	Frequency	Cumulative Percent	Cumulative Frequency	Cumulative Percent
Disagree	4	10.26	4	10.26
Not sure	12	30.77	16	41.03
Agree	20	51.28	36	92.31
Strongly Agree	3	7.69	39	100.00

Less work is done because it is mentally less tiring

QBQ14	Frequency	Cumulative Percent	Cumulative Frequency	Cumulative Percent
Disagree	4	10.26	4	10.26
Not sure	13	33.33	17	43.59
Agree	17	43.59	34	87.18
Strongly Agree	5	12.82	39	100.00

The FREQ Procedure

Performing well does not matter

QBQ15	Frequency	Cumulative Percent	Cumulative Frequency	Cumulative Percent
Disagree	2	5.13	2	5.13
Not sure	6	15.38	8	20.51
Agree	20	51.28	28	71.79
Strongly Agree	11	28.21	39	100.00

I experience satisfaction when performing well

QBQ16	Frequency	Cumulative Percent	Cumulative Frequency	Cumulative Percent
Disagree	2	5.13	2	5.13
Not sure	4	10.26	6	15.38
Agree	28	71.79	34	87.18
Strongly Agree	5	12.82	39	100.00

The FREQ Procedure

I take pride in excellent performance

QBQ17	Frequency	Cumulative Percent	Cumulative Frequency	Cumulative Percent
Disagree	3	7.69	3	7.69
Not sure	5	12.82	8	20.51
Agree	26	66.67	34	87.18
Strongly Agree	5	12.82	39	100.00

I experience satisfaction of personal needs from the job i do

QBQ18	Frequency	Cumulative Percent	Cumulative Frequency	Cumulative Percent
Disagree	19	48.72	19	48.72
Not sure	6	15.38	25	64.10
Agree	11	28.21	36	92.31
Strongly Agree	3	7.69	39	100.00

The FREQ Procedure

Management expectations of my performance are clear

QBQ19	Frequency	Cumulative Percent	Cumulative Frequency	Cumulative Percent
Disagree	11	28.21	11	28.21
Not sure	9	23.08	20	51.28
Agree	12	30.77	32	82.05
Strongly Agree	6	15.38	38	97.44
	33	1	39	100.00

I often work overtime voluntarily without being paid for

QBQ20	Frequency	Cumulative Percent	Cumulative Frequency	Cumulative Percent
Disagree	17	43.59	17	43.59
Not sure	8	20.51	25	64.10
Agree	10	25.64	35	89.74
Strongly Agree	4	10.26	39	100.00

The FREQ Procedure

Employees plan their own, daily routine work

QBQ21	Frequency	Cumulative Percent	Cumulative Frequency	Cumulative Percent
Disagree	4	10.26	4	10.26
Not sure	7	17.95	11	28.21
Agree	23	58.97	34	87.18
Strongly Agree	5	12.82	39	100.00

Punctuality is forced on employees

QBQ22	Frequency	Cumulative Percent	Cumulative Frequency	Cumulative Percent
Disagree	9	23.08	9	23.08
Not sure	11	28.21	20	51.28
Agree	17	43.59	37	94.87
Strongly Agree	2	5.13	39	100.00

The FREQ Procedure

Performance standards are not clear

QBQ23	Frequency	Cumulative Percent	Cumulative Frequency	Cumulative Percent
Disagree	4	10.26	4	10.26
Not sure	7	17.95	11	28.21
Agree	24	61.54	35	89.74
Strongly Agree	4	10.26	39	100.00

I perform my tasks without being prodded by my supervisor

QBQ24	Frequency	Cumulative Percent	Cumulative Frequency	Cumulative Percent
Disagree	9	23.08	9	23.08
Not sure	6	15.38	15	38.46
Agree	21	53.85	36	92.31
Strongly Agree	3	7.69	39	100.00

The FREQ Procedure

I derive fulfillment in my duties

QBQ25	Frequency	Cumulative Percent	Cumulative Frequency	Cumulative Percent
Disagree	25	64.10	25	64.10
Not sure	4	10.26	29	74.36
Agree	7	17.95	36	92.31
Strongly Agree	3	7.69	39	100.00

There are no clear job descriptions from employees

QBQ26	Frequency	Cumulative Percent	Cumulative Frequency	Cumulative Percent
Strongly Disagree	1	2.56	1	2.56
Disagree	2	5.13	3	7.69
Not sure	2	5.13	5	12.82
Agree	28	71.79	33	84.62
Strongly Agree	6	15.38	39	100.00

The FREQ Procedure

It is not clear when to do what is expected

QBQ27	Frequency	Cumulative Percent	Cumulative Frequency	Cumulative Percent
Strongly Disagree	1	2.56	1	2.56
Disagree	2	5.13	3	7.69
Not sure	4	10.26	7	17.95
Agree	25	64.10	32	82.05
Strongly Agree	7	17.95	39	100.00

There are conflicting demands on my time

QBQ28	Frequency	Cumulative Percent	Cumulative Frequency	Cumulative Percent
Disagree	3	7.69	3	7.69
Not sure	12	30.77	15	38.46
Agree	20	51.28	35	89.74
Strongly Agree	4	10.26	39	100.00

The FREQ Procedure

Supervisors show little understanding of employees jobs

QBQ29	Frequency	Cumulative Percent	Cumulative Frequency	Cumulative Percent
Strongly Disagree	2	5.13	2	5.13
Disagree	2	5.13	4	10.26
Not sure	1	2.56	5	12.82
Agree	24	61.54	29	74.36
Strongly Agree	10	25.64	39	100.00

There are no restrictive policies that prevent performance

QBQ30	Frequency	Cumulative Percent	Cumulative Frequency	Cumulative Percent
Strongly Disagree	1	2.56	1	2.56
Disagree	1	2.56	2	5.13
Not sure	6	15.38	8	20.51
Agree	27	69.23	35	89.74
Strongly Agree	4	10.26	39	100.00

The FREQ Procedure

My performance does not fully conform to normal requirements

QBQ31	Frequency	Cumulative Percent	Cumulative Frequency	Cumulative Percent
Strongly Disagree	3	7.69	3	7.69
Disagree	1	2.56	4	10.26
Not sure	8	20.51	12	30.77
Agree	22	56.41	34	87.18
Strongly Agree	5	12.82	39	100.00

No work standards are maintained

QBQ32	Frequency	Cumulative Percent	Cumulative Frequency	Cumulative Percent
Strongly Disagree	1	2.56	1	2.56
Disagree	2	5.13	3	7.69
Not sure	3	7.69	6	15.38
Agree	22	56.41	28	71.79
Strongly Agree	11	28.21	39	100.00

The FREQ Procedure

Management is autocratic

QBQ33	Frequency	Cumulative Percent	Cumulative Frequency	Cumulative Percent
Disagree	2	5.13	2	5.13
Not sure	8	20.51	10	25.64
Agree	13	33.33	23	58.97
Strongly Agree	16	41.03	39	100.00

Task sequence is not designed to bring about better performance

QBQ34	Frequency	Cumulative Percent	Cumulative Frequency	Cumulative Percent
Strongly Disagree	1	2.56	1	2.56
Disagree	1	2.56	2	5.13
Not sure	15	38.46	17	43.59
Agree	16	41.03	33	84.62
Strongly Agree	6	15.38	39	100.00

The FREQ Procedure

There is competition for limited resources, vehicles, faximiles

QBQ35	Frequency	Cumulative Percent	Cumulative Frequency	Percent
Disagree	2	5.13	2	5.13
Not sure	7	17.95	9	23.08
Agree	21	53.85	30	76.92
Strongly Agree	9	23.08	39	100.00

There is no adequate and relevant training

QBQ36	Frequency	Cumulative Percent	Cumulative Frequency	Percent
Strongly Disagree	1	2.56	1	2.56
Not sure	3	7.69	4	10.26
Agree	25	64.10	29	74.36
Strongly Agree	10	25.64	39	100.00

The FREQ Procedure

Policies and systems do not support performance eg reward

QBQ37	Frequency	Cumulative Percent	Cumulative Frequency	Percent
Disagree	1	2.56	1	2.56
Not sure	4	10.26	5	12.82
Agree	26	66.67	31	79.49
Strongly Agree	8	20.51	39	100.00

Management behaviour do not demonstrate required performance

QBQ38	Frequency	Cumulative Percent	Cumulative Frequency	Percent
Strongly Disagree	1	2.56	1	2.56
Disagree	1	2.56	2	5.13
Not sure	4	10.26	6	15.38
Agree	27	69.23	33	84.62
Strongly Agree	6	15.38	39	100.00

The FREQ Procedure

Ability of employees are not considered when allocating tasks

QBQ39	Frequency	Cumulative Percent	Cumulative Frequency	Percent
Strongly Disagree	1	2.56	1	2.56
Disagree	1	2.56	2	5.13
Not sure	9	23.08	11	28.21
Agree	21	53.85	32	82.05
Strongly Agree	7	17.95	39	100.00

No work plans are in place for job performance

QBQ40	Frequency	Cumulative Percent	Cumulative Frequency	Cumulative Percent
Strongly Disagree	1	2.56	1	2.56
Disagree	1	2.56	2	5.13
Not sure	4	10.26	6	15.38
Agree	23	58.97	29	74.36
Strongly Agree	10	25.64	39	100.00

The FREQ Procedure

Tasks are not equally distributed

QBQ41	Frequency	Cumulative Percent	Cumulative Frequency	Cumulative Percent
Disagree	2	5.13	2	5.13
Not sure	8	20.51	10	25.64
Agree	22	56.41	32	82.05
Strongly Agree	7	17.95	39	100.00

Potential of employees is not determined

QBQ42	Frequency	Cumulative Percent	Cumulative Frequency	Cumulative Percent
Strongly Disagree	1	2.56	1	2.56
Disagree	1	2.56	2	5.13
Not sure	13	33.33	15	38.46
Agree	21	53.85	36	92.31
Strongly Agree	3	7.69	39	100.00

The FREQ Procedure

Even if i work hard, my performance is not appreciated by management

QBQ43	Frequency	Cumulative Percent	Cumulative Frequency	Cumulative Percent
Disagree	2	5.13	2	5.13
Not sure	14	35.90	16	41.03
Agree	17	43.59	33	84.62
Strongly Agree	6	15.38	39	100.00

Employees do not get a chance to discuss problems candidly

QBQ44	Frequency	Cumulative Percent	Cumulative Frequency	Cumulative Percent
Strongly Disagree	1	2.56	1	2.56
Not sure	13	33.33	14	35.90
Agree	19	48.72	33	84.62
Strongly Agree	6	15.38	39	100.00

The FREQ Procedure

The role of HRM in performance is unclear

QBQ45	Frequency	Cumulative Percent	Cumulative Frequency	Cumulative Percent
Strongly Disagree	1	2.56	1	2.56
Disagree	1	2.56	2	5.13
Not sure	22	56.41	24	61.54
Agree	12	30.77	36	92.31
Strongly Agree	3	7.69	39	100.00

Strategy formulation

QCQ1	Frequency	Cumulative Percent	Cumulative Frequency	Cumulative Percent
Yes	37	94.87	37	94.87
No	2	5.13	39	100.00

The FREQ Procedure

Communication planning

QCQ2	Frequency	Cumulative Percent	Cumulative Frequency	Cumulative Percent
Yes	36	92.31	36	92.31
No	3	7.69	39	100.00

Costing and budgeting

QCQ3	Frequency	Cumulative Percent	Cumulative Frequency	Cumulative Percent
Yes	31	79.49	31	79.49
No	8	20.51	39	100.00

The FREQ Procedure

Monitoring and evaluation of activities

QCQ4	Frequency	Cumulative Percent	Cumulative Frequency	Cumulative Percent
Yes	37	94.87	37	94.87
No	2	5.13	39	100.00

Media relations

QCQ5	Frequency	Cumulative Percent	Cumulative Frequency	Cumulative Percent
Yes	15	38.46	15	38.46
No	24	61.54	39	100.00

The FREQ Procedure

Community relations

QCQ6	Frequency	Cumulative Percent	Cumulative Frequency	Cumulative Percent
Yes	17	43.59	17	43.59
No	22	56.41	39	100.00

Corporate relations

QCQ7	Frequency	Cumulative Percent	Cumulative Frequency	Cumulative Percent
Yes	36	92.31	36	92.31
No	3	7.69	39	100.00

The FREQ Procedure

Invester relations

QCQ8	Frequency	Cumulative Percent	Cumulative Frequency	Cumulative Percent
Yes	37	94.87	37	94.87
No	2	5.13	39	100.00

Government relations

QCQ9	Frequency	Cumulative Percent	Cumulative Frequency	Cumulative Percent
Yes	14	35.90	14	35.90
No	25	64.10	39	100.00

The FREQ Procedure

NGO and Traditional authorities relations

QCQ10	Frequency	Cumulative Percent	Cumulative Frequency	Cumulative Percent
Yes	21	53.85	21	53.85
No	18	46.15	39	100.00

research

QCQ11	Frequency	Cumulative Percent	Cumulative Frequency	Cumulative Percent
Yes	36	92.31	36	92.31
No	3	7.69	39	100.00

The FREQ Procedure

Event management

QCQ12	Frequency	Cumulative Percent	Cumulative Frequency	Percent
Yes	34	87.18	34	87.18
No	5	12.82	39	100.00

Promotional campaigns

QCQ13	Frequency	Cumulative Percent	Cumulative Frequency	Percent
Yes	32	82.05	32	82.05
No	7	17.95	39	100.00

The FREQ Procedure

Publication management

QCQ14	Frequency	Cumulative Percent	Cumulative Frequency	Percent
Yes	11	28.21	11	28.21
No	28	71.79	39	100.00

Crisis communication

QCQ15	Frequency	Cumulative Percent	Cumulative Frequency	Percent
Yes	36	92.31	36	92.31
No	3	7.69	39	100.00

The FREQ Procedure

Financial communication

QCQ16	Frequency	Cumulative Percent	Cumulative Frequency	Percent
Yes	36	92.31	36	92.31
No	3	7.69	39	100.00

Issue management

QCQ17	Frequency	Cumulative Percent	Cumulative Frequency	Percent
Yes	35	89.74	35	89.74
No	4	10.26	39	100.00

The FREQ Procedure

Exhibition management

QCQ18	Frequency	Cumulative Percent	Cumulative Frequency	Cumulative Percent
Yes	37	94.87	37	94.87
No	2	5.13	39	100.00

Speech writing

QCQ19	Frequency	Cumulative Percent	Cumulative Frequency	Cumulative Percent
Yes	37	94.87	37	94.87
No	2	5.13	39	100.00

The FREQ Procedure

Product/service marketing

QCQ20	Frequency	Cumulative Percent	Cumulative Frequency	Cumulative Percent
Yes	38	97.44	38	97.44
No	1	2.56	39	100.00

Presentation of information

QCQ21	Frequency	Cumulative Percent	Cumulative Frequency	Cumulative Percent
Yes	37	94.87	37	94.87
No	2	5.13	39	100.00

The FREQ Procedure

Training

QCQ22	Frequency	Cumulative Percent	Cumulative Frequency	Cumulative Percent
Yes	38	97.44	38	97.44
No	1	2.56	39	100.00

Image building/Positioning

QCQ23	Frequency	Cumulative Percent	Cumulative Frequency	Cumulative Percent
Yes	38	97.44	38	97.44
No	1	2.56	39	100.00

APPENDIX D

TABLE D1

The MEANS Procedure

Variable	Mean	Std Dev	Range
QBQ1	3.6923077	0.6550953	3.0000000
QBQ2	3.8974359	0.7179969	4.0000000
QBQ3	3.3846154	1.0666076	4.0000000
QBQ4	3.9230769	0.8073549	4.0000000
QBQ5	3.8974359	0.6803587	4.0000000
QBQ6	3.8205128	0.8230813	4.0000000
QBQ7	3.7179487	0.6862836	3.0000000
QBQ8	3.6153846	0.9898268	4.0000000
QBQ9	3.8461538	0.7792865	4.0000000
QBQ10	3.8461538	0.6703676	3.0000000
QBQ11	3.6153846	0.8465218	4.0000000
QBQ12	3.5128205	0.7904627	3.0000000
QBQ13	3.5641026	0.7878977	3.0000000
QBQ14	3.5897436	0.8497042	3.0000000
QBQ15	4.0256410	0.8106910	3.0000000
QBQ16	3.9230769	0.6643008	3.0000000
QBQ17	3.8461538	0.7447522	3.0000000
QBQ18	2.9487179	1.0500305	3.0000000
QBQ19	4.1025641	4.8655333	31.0000000
QBQ20	3.0256410	1.0634398	3.0000000
QBQ21	3.7435897	0.8181477	3.0000000
QBQ22	3.3076923	0.8930682	3.0000000
QBQ23	3.7179487	0.7930195	3.0000000
QBQ24	3.4615385	0.9416155	3.0000000
QBQ25	2.6923077	1.0299169	3.0000000
QBQ26	3.9230769	0.8073549	4.0000000
QBQ27	3.8974359	0.8520833	4.0000000
QBQ28	3.6410256	0.7775528	3.0000000
QBQ29	3.9743590	0.9864124	4.0000000
QBQ30	3.8205128	0.7564388	4.0000000
QBQ31	3.6410256	1.0127394	4.0000000
QBQ32	4.0256410	0.9028370	4.0000000
QBQ33	4.1025641	0.9117615	3.0000000
QBQ34	3.6410256	0.8732028	4.0000000
QBQ35	3.9487179	0.7930195	3.0000000
QBQ36	4.1025641	0.7537580	4.0000000
QBQ37	4.0512821	0.6468026	3.0000000
QBQ38	3.9230769	0.7740738	4.0000000

The MEANS Procedure

Variable	Mean	Std Dev	Range
QBQ39	3.8205128	0.8544557	4.0000000
QBQ40	4.0256410	0.8425269	4.0000000
QBQ41	3.8717949	0.7670685	3.0000000
QBQ42	3.6153846	0.7818798	4.0000000
QBQ43	3.6923077	0.7997975	3.0000000
QBQ44	3.7435897	0.8181477	4.0000000
QBQ45	3.3846154	0.7818798	4.0000000
QCQ1	1.0512821	0.2234559	1.0000000
QCQ2	1.0769231	0.2699528	1.0000000
QCQ3	1.2051282	0.4090739	1.0000000
QCQ4	1.0512821	0.2234559	1.0000000
QCQ5	1.6153846	0.4928641	1.0000000
QCQ6	1.5641026	0.5023561	1.0000000
QCQ7	1.0769231	0.2699528	1.0000000
QCQ8	1.0512821	0.2234559	1.0000000
QCQ9	1.6410256	0.4859705	1.0000000
QCQ10	1.4615385	0.5050354	1.0000000
QCQ11	1.0769231	0.2699528	1.0000000
QCQ12	1.1282051	0.3386884	1.0000000
QCQ13	1.1794872	0.3887764	1.0000000
QCQ14	1.7179487	0.4558808	1.0000000
QCQ15	1.0769231	0.2699528	1.0000000
QCQ16	1.0769231	0.2699528	1.0000000
QCQ17	1.1025641	0.3073547	1.0000000
QCQ18	1.0512821	0.2234559	1.0000000
QCQ19	1.0512821	0.2234559	1.0000000
QCQ20	1.0256410	0.1601282	1.0000000
QCQ21	1.0512821	0.2234559	1.0000000
QCQ22	1.0256410	0.1601282	1.0000000
QCQ23	1.0256410	0.1601282	1.0000000

Table D2 Correlations for Performance Punishing

Correlations (Pearson)								
	QBQ1	QBQ2	QBQ3	QBQ4	QBQ5	QBQ6	QBQ7	QBQ8
QBQ2	0.491							
QBQ3	0.400	0.190						
QBQ4	0.551	0.485	0.494					
QBQ5	0.577	0.193	-0.089	0.177				
QBQ6	0.578	0.369	0.111	0.454	0.624			
QBQ7	0.270	0.367	0.188	0.150	0.275	0.001		
QBQ8	0.543	0.573	0.019	0.291	0.604	0.527	0.456	
QBQ9	0.266	0.441	0.358	0.273	0.069	0.202	0.458	0.262
QBQ10	-0.051	0.185	-0.394	0.075	0.253	0.235	0.075	0.265

Table D4 Correlations for Commitment to Perform

Correlations (Pearson)								
	QBQ16	QBQ17	QBQ18	QBQ19	QBQ20	QBQ21	QBQ22	QBQ23
QBQ17	0.720							
QBQ18	0.107	0.124						
QBQ19	0.092	0.070	0.238					
QBQ20	0.077	0.105	0.402	0.223				
QBQ21	0.108	0.020	0.229	0.113	0.401			
QBQ22	-0.181	-0.046	0.101	-0.129	-0.092	0.003		
QBQ23	-0.092	-0.031	-0.018	0.110	-0.022	0.129	0.051	
QBQ24	0.353	0.517	0.158	0.127	0.251	0.192	-0.048	0.320
QBQ25	0.157	0.040	0.277	-0.088	0.440	0.123	0.106	-0.141

Table D5 Correlations for Obstacles to Performance

Correlations (Pearson)								
	QBQ26	QBQ27	QBQ28	QBQ29	QBQ30	QBQ31	QBQ32	QBQ33
QBQ27	0.945							
QBQ28	0.626	0.578						
QBQ29	0.791	0.686	0.434					
QBQ30	0.235	0.338	-0.068	0.346				
QBQ31	0.770	0.810	0.300	0.675	0.601			
QBQ32	0.761	0.688	0.501	0.799	0.238	0.644		
QBQ33	0.547	0.522	0.573	0.676	0.371	0.497	0.700	
QBQ34	0.632	0.586	0.580	0.631	0.099	0.475	0.713	0.675
QBQ35	0.569	0.498	0.524	0.604	0.160	0.402	0.774	0.663

Table D6 Correlations for Support for Performance

Correlations (Pearson)								
	QBQ36	QBQ37	QBQ38	QBQ39	QBQ40	QBQ41	QBQ42	QBQ43
QBQ37	0.853							
QBQ38	0.781	0.744						
QBQ39	0.642	0.684	0.854					
QBQ40	0.576	0.529	0.689	0.665				
QBQ41	0.478	0.491	0.648	0.647	0.738			
QBQ42	0.426	0.508	0.689	0.682	0.694	0.837		
QBQ43	0.359	0.489	0.641	0.764	0.637	0.749	0.774	
QBQ44	0.470	0.523	0.674	0.723	0.697	0.533	0.541	0.721
QBQ45	0.333	0.428	0.572	0.658	0.584	0.435	0.550	0.615