

**ENHANCING PERFORMANCE MANAGEMENT AND
DEVELOPMENT SYSTEM AT SOUTH AFRICAN SOCIAL
SECURITY AGENCY, NORTHERN CAPE**

by

Tebogo Johannes Seikaneng

(25765019)

Mini-dissertation submitted in partial fulfilment of the
requirements for the degree

Master of Business Administration

(MBA)

at the

School of Business and Governance

North-West University

Supervisor: Professor Collins Miruka

April 2017

DECLARATION

I, Tebogo Johannes Seikaneng, hereby declare that this research dissertation on ***ENHANCING PERFORMANCE MANAGEMENT AND DEVELOPMENT SYSTEM AT SOUTH AFRICAN SOCIAL SECURITY AGENCY, NORTHERN CAPE*** is my own unaided work apart from the normal guidance I received from my supervisor. All the reference sources that I used in this study have been accurately reported and acknowledged. I declare that this dissertation with contents thereof has not previously been submitted to any institution of higher learning in order to obtain an academic qualification.

Signature

November2015

Date

ACKNOWLEDGEMENTS

The process I have taken to complete this research has provided me with a platform to better understand my capabilities and skills both personally and academically. This journey of self-actualisation would not have been fulfilled without the guidance, support and cooperation of other people. I wish to express my greatest gratitude and sincere appreciation to the following people and organisation for their valuable contributions to this research project:

I wish to express my sincere gratitude to The Lord, our Father, who gave me the determination and the aptitude during hard times to ensure that I complete this enormous task.

I also wish to express my heartfelt appreciation to the following people for their contributions in the successful completion of this study. Without their guidance, encouragement, support and motivation, I would not have been able to complete this study.

- ✓ Professor Collins Miruka, for being very persistent, helpful and considerate throughout the entire project. Professor's proficiency and intelligence provided me with inspiration, comprehensive guidance and exceptional thoughts about my project.
- ✓ Prof Annette Combrink for assisting in editing the research.
- ✓ The SASSA Management Team for giving me an opportunity to conduct my research project in their organisation.
- ✓ The SASSA employees, for the cooperation, sincerity and willingness to respond to the questionnaire.
- ✓ My family for their love, support and encouragement.
- ✓ My kids for their understanding when I was busy with my school work.
- ✓ Lastly, but not least, Polycarpe Feussi My fellow classmate, best friend and brother for being there for me since I first met him in June 2008 during my undergraduate enrolment in UFS until now.

ABSTRACT

What makes some businesses more successful than others? What is today's key competitive advantage? The answer is people. Organisations with motivated and talented employees offering outstanding service to customers are likely to get ahead of the competition, even if the products offered are similar to those offered by the competitors. Customers want to get the right answers at the right time, and they want to receive their products or services promptly and accurately. Only people can make these things happen. Only people can produce a sustainable competitive advantage.

Performance management systems are the key tools to transform people's talent and motivation into a strategic business advantage. Performance management is a continuous process of identifying, measuring and developing performance in organisations by linking each individual's performance and objectives to the organisation's overall mission and goals. Performance management is critical to small and large organisations—for-profit and not-for-profit, domestic and global – and to industries. After all, the performance of an organisation depends on the performance of its people, regardless of the organisation's size, purpose or other characteristics. Unfortunately, however, if they do have one, few organisations use their existing performance management systems in productive ways.

Performance management is usually vilified as an 'HR department requirement'. In many organisations, performance management means that managers must comply with their HR departments' request and fill out tedious, and often useless, evaluation forms. These evaluation forms are often completed because it is a requirement from the 'HR cops'. Unfortunately, the only tangible consequence of the evaluation process is that the manager has to spend time away from his or her duties.

This study investigated ways to enhance a Performance Management and Development System (PMDS) at South African Social Security Agency (SASSA). The study looked at the general understanding of employees regarding PMDS, planning prior to implementation of the system, challenges encountered during implementation and employees perceptions.

The researcher has drawn conclusions summarised above on the study based on the findings from the collected data and by reference to existing literature on PMDS. The main recommendations are for management to consider implementing change management and to roll out adequate training to all employees as soon as possible. Existing communication gaps should also be addressed to ensure that information is disseminated throughout at all times to lower level employees.

TABLE OF CONTENTS

DECLARATION	i
ACKNOWLEDGEMENTS	ii
ABSTRACT.....	iii
TABLE OF CONTENTS	v
LIST OF TABLES	x
LIST OF FIGURES.....	xv
1 CHAPTER ONE: INTRODUCTION.....	1
1.1 An overview of performance management.....	1
1.2 Background and reason for the study.....	2
1.3 Formulation of the research problem.....	4
1.4 Research objectives	4
1.5 Research questions.....	5
1.6 Aim of the research.....	5
1.7 Research methodology	5
1.8 Definition of key concepts.....	6
1.9 Chapters outline	10
1.10 Conclusion.....	12
2 CHAPTER TWO: LITERATURE REVIEW	13
2.1 Introduction	13
2.2 The South African policy framework for performance management	13
2.2.1 Overview	13
2.2.2 The South African public sector performance management development system.....	14
2.2.3 Service coordinating bargaining council resolution 13 of 1998.....	15

2.3	Public Service Act of 1994 (Proclamation 103 Published in Government Gazette 15791 of 3 June 1994).....	16
2.3.1	Public Service Regulations of 2001.....	16
2.3.2	White Paper on Human Resource Management in the Public Service of 1997.....	17
2.4	Employee performance management and development system.....	17
2.4.1	Objectives of the Employee Performance Management and Development System.....	18
2.4.2	Principles of Employee Performance Management and Development System.....	19
2.5	Guidelines for the development of departmental performance management systems	20
2.6	The SASSA performance management development system	20
2.6.1	The objectives of the SASSA Performance Management and Development System	21
2.6.2	The link between the SASSA Performance Management and Government Performance Management	23
2.6.3	Performance Management.....	25
2.6.4	Performance assessment.....	26
2.6.5	Rewarding Performance	26
2.7	Management of poor performance.....	27
2.8	Performance Management best practices and key models	28
2.11	Change Management.....	30
2.9	Performance Management practices.....	31
2.9.1	Organisation Vision, Division and Department Goals.....	33
2.10	Implementation Challenges of PMDS	34
2.10.1	Senior and Line Management commitment.....	35

2.10.2	Lack of knowledge and skill.....	36
2.10.3	Resistance to Change	37
2.11	Understanding of available literature on existing perceptions regarding PMDS... ..	38
2.12	Conclusion.....	43
3	CHAPTER THREE: RESEARCH METHODOLOGY AND DATA ANALYSIS.....	45
3.1	Introduction	45
3.2	Research design	46
3.3	Methodology	47
3.3.1	Qualitative Approach.....	47
3.3.2	Target population.....	49
3.3.3	Sampling technique.....	50
3.3.4	Data-collection methods	53
3.4	Challenges in data collection	58
3.5	Data processing and analysis	59
3.6	Conclusion	62
4	CHAPTER FOUR: RESEARCH FINDINGS AND RESULTS.....	63
4.1	Overview.....	63
4.2	Data preparation	63
4.2.1	Capturing of responses.....	64
4.2.2	Verification of captured responses	64
4.2.3	Frequency counting.....	64
4.2.4	Verification of frequency of responses	64
4.3	Data display	65
4.4	Presentation of the results and findings	65
4.4.1	Awareness results and findings.....	65

4.4.2	Performance planning results and findings	71
4.5	Performance management results and findings	80
4.5.1	Performance assessment.....	92
4.5.2	Performance rewards results and findings	105
4.5.3	Poor performance Management results and findings.....	111
4.5.4	Performance management Challenges results and findings.....	120
4.5.5	Other performance management challenges.....	137
4.5.6	Recommendations to improve the SASSA PMDS to ensure it achieves and its objective of harnessing employee performance results and findings	137
4.5.7	Other recommendations results and findings	149
4.6	Conclusion	149
5	CHAPTER FIVE: DISCUSSION OF FINDINGS.....	150
5.1	Overview.....	150
5.2	Interpretation of findings	150
5.2.1	Awareness	151
5.2.2	Performance Planning	152
5.2.3	Performance Management.....	154
5.2.4	Performance Assessment	156
5.2.5	Performance Rewards	157
5.2.6	Management of Poor Performance.....	158
5.3	Challenges	159
5.4	Conclusion	160
6	CHAPTER SIX: CONCLUSION AND RECOMMENDATIONS	162
6.1	Introduction	162
6.2	Conclusion of the studies.....	163
6.3	Summary of the Study.....	163

6.3.1	Understanding of PMDS.....	163
6.3.2	Planning prior to implementation.....	164
6.3.3	Implementation Challenges	164
6.3.4	Employees' perceptions	164
6.4	Recommendations.....	165
6.4.1	Awareness	165
6.4.2	Performance Planning	166
6.4.3	Performance Management.....	166
6.4.4	Performance Assessment	167
6.4.5	Performance Rewards	169
6.4.6	Managing Poor Performance.....	170
6.5	PMDS role-players and their responsibilities.....	170
6.5.1	Roles and responsibilities of top management.....	170
6.5.2	Roles and responsibilities of the HCM Unit.....	171
6.5.3	Supervisors and Managers	172
6.5.4	Roles and responsibilities of employees.....	172
6.6	Limitations of the study	173
6.7	Conclusion	173
7.	BIBLIOGRAPHY.....	174
	ANNEXURES'	186

LIST OF TABLES

TABLE 1: I HAVE AN UNDERSTANDING OF WHAT PMDS IS “RESULTS”	66
TABLE 2: I AM AWARE THAT SASSA IMPLEMENTS A PERFORMANCE MANAGEMENT AND DEVELOPMENT SYSTEM RESULTS	67
TABLE 3: I WAS INFORMED ABOUT SASSA PMDS WITHIN A MONTH OF EMPLOYMENT RESULTS	68
TABLE 4: HCM INFORMED ME ABOUT THE PMDS IMPLEMENTATION IN SASSA RESULT	69
TABLE 5: OVERALL AWARENESS OF THE PMDS RESULTS	70
TABLE 6: MY SUPERVISOR ASSISTS ME WITH THE DEVELOPMENT OF MY PERFORMANCE AGREEMENT RESULTS	71
TABLE 7: MY PERFORMANCE AGREEMENT IS DEVELOPED WITHIN THE FIRST MONTH OF THE FINANCIAL YEAR RESULTS	72
TABLE 8: THE PERFORMANCE AGREEMENT HAS MEASURABLE OBJECTIVES RESULTS	73
TABLE 9: THE PERFORMANCE AGREEMENT INCLUDES CLEAR TIME LINES FOR THE ACHIEVEMENT OF TARGETS RESULTS	74
TABLE 10: THE PERFORMANCE AGREEMENT IS ALIGNED TO THE OPERATIONAL PLAN OF THE UNIT RESULTS	75
TABLE 11: THE PERFORMANCE AGREEMENT CLEARLY OUTLINES THE ACTIVITIES TO BE PERFORMED RESULTS	76
TABLE 13: THE PERFORMANCE AGREEMENT IS AMENDED WHEN THE OPERATIONAL PLAN OF THE UNIT IS REVIEWED, RESULTING IN MY RESPONSIBILITIES CHANGING	78
TABLE 14: OVERALL PERFORMANCE PLANNING	79
TABLE 15: MY SUPERVISOR HAS A GOOD UNDERSTANDING OF PMDS	80
TABLE 16: MY SUPERVISOR HAS A GOOD UNDERSTANDING OF THE SKILLS REQUIRED TO PERFORM MY JOB	81
TABLE 17: I AM PROVIDED WITH ALL THE NECESSARY RESOURCES TO PERFORM MY DUTIES AS OUTLINED IN MY PERFORMANCE AGREEMENT	82
TABLE 18: MY SKILLS GAP ARE ADDRESSED TO ENSURE I AM ABLE TO PERFORM MY DUTIES	83
TABLE 19: MY SUPERVISOR GIVES REGULAR FEEDBACK ON MY PERFORMANCE	84
TABLE 20: MY SUPERVISOR PROVIDES ENABLING CONDITIONS FOR ME TO PERFORM MY DUTIES	85

TABLE 21: THE SASSA PMDS SUCCEEDS IN ENCOURAGING EXCELLENT PERFORMANCE	86
TABLE 22: THE APPLICATION OF PMDS IS CONSISTENT THROUGHOUT THE AGENCY.....	87
TABLE 23: THE SASSA PMDS ENSURES THAT ALL JOBHOLDERS ARE AT ALL TIMES FULLY INFORMED OF WHAT IS EXPECTED OF THEM IN TERMS OF APPLICABLE WORK STANDARDS.....	88
TABLE 24: PERFORMANCE MANAGEMENT DIRECTLY SUPPORTS THE STRATEGIC OBJECTIVES OF SASSA.....	89
TABLE 25: THE SASSA PMDS IS SUCCESSFUL IN ACHIEVING ITS OBJECTIVE OF ENHANCING EMPLOYEE BEHAVIOUR.....	90
TABLE 26: OVERALL PERFORMANCE MANAGEMENT.....	91
TABLE 27: PERFORMANCE ASSESSMENT IS A ONCE-OFF ACTIVITY PERFORMED ONLY DURING FORMAL PERFORMANCE ASSESSMENT PERIODS.....	92
TABLE 28: FORMAL PERFORMANCE ASSESSMENTS ARE CONDUCTED TIMEOUSLY (WITH ONE MONTH AT THE END OF EACH QUARTER).....	93
TABLE 29: PERFORMANCE IS MEASURED AGAINST THE SIGNED PERFORMANCE AGREEMENT	94
TABLE 30: MY SUPERVISOR IS OBJECTIVE WHEN ASSESSING PERFORMANCE.....	95
TABLE 31: MY SUPERVISOR IS CONSISTENT WHEN ASSESSING PERFORMANCE.....	96
TABLE 32: I AM GIVEN AN OPPORTUNITY TO CLARIFY ISSUES AFFECTING MY PERFORMANCE, DURING PERFORMANCE ASSESSMENT.....	97
TABLE 33: FEEDBACK IS GIVEN ON HOW PERFORMANCE CAN BE IMPROVED.....	98
TABLE 34: DURING ASSESSMENT, PROGRESS IS DETERMINED AND OBSTACLES IDENTIFIED IN ACHIEVING SET OBJECTIVES AND TARGETS.....	99
TABLE 35: OUTSTANDING PERFORMANCE IS ACKNOWLEDGED BY THE SUPERVISOR.....	100
TABLE 36: PERFORMANCE ASSESSMENT TAKES INTO ACCOUNT ENABLING CONDITIONS..	101
TABLE 37: THE SASSA PMDS ENSURES CONTINUOUS FEEDBACK AND IMPLEMENTATION OF CORRECTIVE ACTION WHERE REQUIRED.....	102
TABLE 38: SASSA PMDS ENSURES THAT ALL EMPLOYEES ARE EVALUATED OBJECTIVELY	103
TABLE 39: OVERALL PERFORMANCE ASSESSMENT.....	104
TABLE 40: PERFORMANCE BONUSES ARE FAIRLY DISTRIBUTED TO DESERVING OFFICIALS	105

TABLE 41: PERFORMANCE BONUSES ARE PAID WITHIN SET TIME FRAMES TO THOSE QUALIFYING.....	106
TABLE 42: PERFORMANCE BONUSES ARE PAID IN LINE WITH THE AGREED UPON SCORES DURING ASSESSMENT.....	107
TABLE 43: PERFORMANCE BONUSES ARE THE ONLY INCENTIVE USED BY THE SASSA TO REWARD EXCELLENT PERFORMANCE.....	108
TABLE 44: PERFORMANCE BONUSES ARE SUFFICIENT TO ENHANCE EMPLOYEE PERFORMANCE.....	109
TABLE 45: OVERALL PERFORMANCE REWARD.....	110
TABLE 46: DURING ASSESSMENT, REASONS FOR UNDER-ACHIEVEMENT ARE DISCUSSED	111
TABLE 47: UNDER-ACHIEVEMENT IS DISCUSSED IN A NON-ACCUSING MANNER.....	112
TABLE 48: THE SPECIFIC COMPETENCIES THAT LEAD TO UNDER-PERFORMANCE ARE DISCUSSED.....	113
TABLE 49: COMPETENCY IMPROVEMENT INTERVENTIONS REQUIRED TO IMPROVE PERFORMANCE ARE DISCUSSED.....	114
TABLE 50: UN-ADDRESSED SKILLS GAPS ARE ACKNOWLEDGED AS LEADING TO UNDER-ACHIEVEMENT.....	115
TABLE 51: RESOURCE SHORTAGES ARE ACKNOWLEDGED AS LEADING TO UNDER-ACHIEVEMENT.....	116
TABLE 52: COACHING AND MENTORING ARE USED TO IMPROVE PERFORMANCE.....	117
TABLE 53: MY SUPERVISOR TAKES PART OF THE RESPONSIBILITY FOR MY NON ACHIEVEMENTS.....	118
TABLE 54: OVERALL POOR PERFORMANCE MANAGEMENT EFFICIENCY.....	119
TABLE 55: EMPLOYEES LACK THE UNDERSTANDING OF PERFORMANCE MANAGEMENT, ITS PURPOSES AND BENEFITS.....	120
TABLE 56: SUPERVISORS ARE UNABLE OR UNWILLING TO MONITOR AND MANAGE THE PERFORMANCE OF OFFICIALS UNDER THEIR SUPERVISION, AND SHIFT THIS RESPONSIBILITY TO HCM UNIT.....	121
TABLE 57: STRATEGY IMPLEMENTATION AND PERFORMANCE MANAGEMENT ARE TREATED AS TWO SEPARATE AND DISTINCT OPERATIONS.....	122
TABLE 58: DURING PERFORMANCE CONTRACTING, PERFORMANCE GOALS ARE HASTILY SET TO MEET HUMAN CAPITAL MANAGEMENT (HCM) UNIT DEADLINES WITHOUT COMPLYING WITH PERFORMANCE CONTRACTING STANDARDS.....	123

TABLE 59: SKEWED PERFORMANCE AGREEMENTS WITH UNREALISTIC AND IMPRACTICAL TARGETS THAT ARE DIFFICULT TO ASSESS ARE DEVELOPED.....	124
TABLE 60: ONCE DEVELOPED AND SUBMITTED, PERFORMANCE AGREEMENTS ARE FILED AND ONLY REFERRED TO DURING PERFORMANCE REVIEWS.....	125
TABLE 61: THE ACTIVITIES IN THE PERFORMANCE AGREEMENT AND THE ACTUAL PERFORMANCE ARE NOT ALWAYS CORRESPONDING.....	126
TABLE 62: PERFORMANCE MANAGEMENT IS NOT TREATED AS A CONTINUOUS PROCESS, BUT AS AN ACTIVITY PERFORMED ONLY TO COMPLY WITH PMDS REGULATIONS.....	127
TABLE 63: SUPERVISORS ARE NOT CONSISTENT IN THEIR APPLICATION OF PMDS.....	128
TABLE 64: PERFORMANCE MANAGEMENT IS TREATED SOLELY AS A PERFORMANCE APPRAISAL TOOL WITH THE PURPOSE OF PAYING OUT PERFORMANCE BONUSES, INSTEAD OF A TOOL TO HARNESS INDIVIDUAL'S PERFORMANCE TOWARDS THE REALIZATION OF THE GOALS OF THE AGENCY.....	129
TABLE 65: PERSONAL DEVELOPMENT PLANS, INDICATING THE SKILLS THE EMPLOYEE REQUIRES TO ACHIEVE THE SET TARGETS, ARE NOT ADDRESSED TO ENSURE OFFICIALS HAVE THE NECESSARY SKILLS TO SUCCESSFULLY IMPLEMENT THEIR WORK PLANS..	130
TABLE 66: THERE IS A LACK OF TRUST BETWEEN EMPLOYEES AND SUPERVISORS WITH REGARD TO PERFORMANCE MANAGEMENT.....	131
TABLE 67: EMPLOYEES PERCEIVE SUPERVISORS AS BEING UNABLE TO RECOGNIZE AND REWARD EXCELLENT PERFORMANCE.....	132
TABLE 68: SUPERVISORS ARE OF THE OPINION THE EMPLOYEES' PERFORMANCE IS UN- DESERVING OF THE SCORES ALLOCATED BY THE OFFICIALS.....	133
TABLE 69: PERFORMANCE REVIEWS ARE FILLED WITH TENSION AND CONFLICT, CAUSING DISHARMONY BETWEEN EMPLOYEES AND SUPERVISORS.....	134
TABLE 70: THE ROLES OF THE SUPPORTING PERFORMANCE MANAGEMENT STRUCTURES E.G. MODERATING COMMITTEE ARE NOT CLEAR, RESULTING IN UNDER-UTILIZATION OF THESE STRUCTURES.....	135
TABLE 71: OVERALL PERFORMANCE MANAGEMENT CHALLENGES.....	136
TABLE 72: CREATING AWARENESS WOULD ENSURE EMPLOYEES NOT ONLY COMPLY WITH THE REGULATIONS BUT WILL WORK TOWARDS ENHANCING EMPLOYEE PERFORMANCE	138
TABLE 73: TRAINING ALL EMPLOYEES ON PMDS.....	139

TABLE 74: PROMOTING PMDS AS A PERFORMANCE MANAGEMENT TOOL INSTEAD OF SOLELY AS AN APPRAISAL TOOL.....	140
TABLE 75: ACTIVE INVOLVEMENT OF HCM IN PERFORMANCE MANAGEMENT.....	141
TABLE 76: CLARIFYING ROLES OF VARIOUS PERFORMANCE MANAGEMENT STRUCTURES E.G. THE MODERATING COMMITTEE.....	142
TABLE 77: INTRODUCING ALTERNATIVE INCENTIVES TO ENCOURAGE EXCELLENT PERFORMANCE.....	143
TABLE 78: TREATING PERFORMANCE MANAGEMENT AS A HOLISTIC HUMAN RESOURCE MANAGEMENT SYSTEM THAT ADDS VALUE TO THE ORGANIZATION INSTEAD OF AS A STAND-ALONE PROCESS.....	144
TABLE 79: MANAGING PERFORMANCE WITHIN AN AGREED FRAMEWORK OF PLANNED GOALS, STANDARDS AND ATTRIBUTES/COMPETENCE REQUIREMENTS.....	145
TABLE 80: ADDRESSING EMPLOYEE DEVELOPMENT TO EQUIP EMPLOYEES WITH SKILLS REQUIRED TO PERFORM THEIR JOB.....	146
TABLE 81: TREATING PERFORMANCE MANAGEMENT AS A CONTINUOUS PROCESS TO KEEP THE EMPLOYEE AWARE OF WHETHER HIS/HER PERFORMANCE MEETS THE REQUIRED STANDARD.....	147
TABLE 82: OVERALL RECOMMENDATION SUGGESTIONS BY THE RESPONDENTS.....	148

LIST OF FIGURES

Figure 1: Performance Management Cycle.....	32
Figure 2: The Performance Management Process.....	33

1 CHAPTER ONE: INTRODUCTION.

1.1 An overview of performance management

Performance management is a human resource management function, used by organizations to manage the performance of their employees towards the achievement of organizational strategic goals. It comprises a set of practices used by managers to plan, direct and improve the performance of employees in line with achieving the overall strategic objectives of the organization. Performance management is about translating the business overall strategic objectives into clear objectives for each individual employee; reviewing performance against the objectives; and providing the employee with feedback as a means of motivating the employee to achieve his/her full potential, to experience satisfaction and commitment, and to contribute to the organisational success. Performance management is critical in every business and needs to be efficiently implemented to enhance and improve the performance of employees.

Despite the value added by performance management to businesses, there are challenges with the way it is administered and managed. Businesses have guiding documents on performance management, but still fail to implement these documents effectively and efficiently, to harness the performance of their employees towards the achievement of their goals. Organizations continue to treat performance management as a stand-alone process instead of a holistic human resource management system that adds value to the organization. The existence of negative perceptions about performance management, insufficient line management and human resource unit support, lack of understanding of performance management and its purposes and the subjective implementation of Performance Management Systems are some of the problems experienced by businesses in their implementation of performance management. Performance management cannot be ignored with the hope that it will emerge naturally, but needs to be facilitated and managed.

The purpose of the study is to investigate performance management in the SASSA, Northern Cape, to assess whether it achieves the objective of harnessing employee performance. This will be achieved through:

- conducting a literature review of secondary data on performance management, to understand what performance management is, what it attempts to achieve, and the value it adds to businesses;
- gathering data about the South African framework of performance management that guides public servants and comparing it with the performance management system offered by the SASSA in the Northern Cape;
- gathering data from the SASSA employees about the performance management system offered by the SASSA to investigate their perceptions about performance management;
- analysing the results of the findings from the gathered information to assess whether the SASSA performance management system is aligned to published literature on performance management and the South African framework of performance management in the public sector; and
- Drawing conclusions from the collected data to assess whether the SASSA performance management system is achieving its objectives, and making recommendations on how to improve the programme, if necessary.

1.2 Background and reason for the study

The business world is changing at an ever increasing pace (Nel, Werner, Poisat, Sono, du Plessis & Ngalo, 2011:406). Just maintaining the current performance of the business is not enough to survive in the 21st century. According to Bourne, Mills, Wilcox, Neely and Platts, (2000; 2003); Kaplan and Norton, (1992) there has been considerable academic and business interest invested in the subject of performance measurement in recent years as evidenced by the many academic papers and articles on the subject in recent times. Bourne et al., (2003) further stated that there is evidence that many an organisation's attempts to implement performance management systems (PMDS) have not been successful. Companies must consistently and critically review their performance management systems and take drastic action when necessary to address the identified deficiencies. Success within an organisation stems from implementing best practice PMDS.

Michael Armstrong (1994:23) as cited in Boninelli and Meyer (2004:205) defines performance management as a means of getting better results from organizations,

teams and individuals by understanding and managing performance within an agreed framework of planned goals, standards and attributes/competence requirements. Performance management became popular in the 1980s as Total Quality Management (TQM) programmes emphasized using all the management tools, including performance appraisal, to ensure the achievement of organizational goals. According to Decenzo and Robbins (2007:256) approximately three decades ago performance evaluations were designed primarily to tell employees how they had performed over a period of time and to inform them what pay raise they would receive. This feedback mechanism might have served its purpose then, but today performance management needs to measure employee performance against set goals and also address employee development. According to a recent study in the United States of America, the number one desire of Human Resource executives is to design Performance Management Systems to achieve business goals (Grobler, Warnich, Carrell, Elbert & Hatfield 2006:262). Companies are interested in finding ways to get their strategic goals implemented at lower levels in the organization. Performance management in an organization speaks to the essence of what business is about. To get people to perform effectively, organizations have to set the stage for this performance and then facilitate it in ways that the unique individuals find acceptable and appealing (Boninelli & Meyer, 2004:203). Managing employee performance is a crucial management tool that has to be efficiently utilized towards the achievement of the organisational goals. The value of performance management in any organization cannot be over-emphasized in working towards achieving organizational goals.

Despite the enthusiasm regarding performance management, Grobler *et al.* (2006:264) reported that a comprehensive survey of nine leading South African organizations undertaken by the University of Stellenbosch Business School revealed a rather bleak picture of the way employee performance is managed and rewarded in South Africa. Major problems that were identified during the survey included the existence of a rather negative working culture; changes in corporate strategy did not result in corresponding behavioural changes; and insufficient line management support for performance management. In a separate study among companies in South Africa recently, it appears that more than 60% of the organizations interviewed did not have a formal performance management system. Despite these problems, the existence of a good performance management system can be of great value to the organization (Grobler

et al., 2006:264). The effective management of individual performance is critical to the execution of the strategy, and the organization achieving its strategic objectives (Amos, Ristow, Ristow & Pearse 2008:285).

The value of the study is that it will:

- Investigate if the performance management system offered by the SASSA, Northern Cape to its employees is effective in harnessing employee performance;
- Investigate the SASSA employees' perceptions about the programme and the implications to its implementation;
- Identify weaknesses in the programme with the intention of making recommendations as to how the programme can be improved, to ensure that performance management is implemented effectively and efficiently according to the objectives of the policy.

1.3 Formulation of the research problem

The SASSA in the Northern Cape offers performance management to its employees, to harness their performance. However, the Performance Management System appears to be failing in harnessing employee performance, because it is not implemented effectively and efficiently to achieve its purpose.

1.4 Research objectives

The main objective of this research is to review the performance management system in SASSA Northern Cape and explore how it can be enhanced for an optimal productivity. This study achieves the above by:

- Establishing the level of awareness of the performance management by the employees,
- Evaluating the effectiveness of the current performance planning,
- Evaluating the effectiveness of the current performance implementation,
- Evaluating the effectiveness of the current performance assessment,
- Evaluating the effectiveness of the current performance rewards,

- Evaluating the effectiveness of the current Poor performance handling,
- Identifying the current performance management challenges,

1.5 Research questions

The objectives cited above are achieved by answering the below questions:

- What is the employee level of awareness with regards to the performance management process?
- How effective is the current performance management planning?
- How well is the current performance management system implemented?
- How well is the current performance assessment conducted?
- What is the impact of reward on the current performance management system?
- What are the challenges facing the performance management in SASSA Northern Cape?

1.6 Aim of the research

The aim of the study is to assess whether the performance management system offered by the SASSA in the Northern Cape is achieving its objective of harnessing the performance of employees.

1.7 Research methodology

The study takes the form of a qualitative approach. Exploratory research design in the form of questionnaires is being utilized to collect data with the intention of developing an understanding of the meaning imparted by the respondents on the performance management system offered by the SASSA in the Northern Cape. The purpose for the selected research approach is to attempt to collect descriptive data in respect of the SASSA Performance Management System, with the intention of developing an understanding of the perceptions held by the SASSA employees about performance management. The study focuses on how the SASSA employees view and understand performance management, and then construct meaning to their experiences.

The participants in the research were selected according to specific characteristics. The characteristics included employment location covering the five districts; and level of employment covering all employment levels. The sample size was determined by the population size of 495 employees in the Northern Cape. The selection of the participants was random in terms of those meeting the identified characteristics.

A search of secondary data from diverse sources was conducted to get in-depth knowledge; review the available body of knowledge to see how other researchers have investigated the research problem; and become acquainted with the discussion in performance management. The literature review has assisted in ascertaining the most widely accepted definitions of key concepts in performance management; and finding out what the most widely accepted empirical findings are in the field of performance management.

The respondents responded by marking the number that best identified their responses to each corresponding statement. The questionnaires were be e-mailed to the selected sample, giving the participants an option to either e-mailing them back or dropping them off at the researcher's office. Questionnaires were selected as a data-collection method because they allow confidentiality to be maintained, and also speed up the process, because their completion is not dependent on the availability of the researcher.

The findings from the collected data were presented, analysed and discussed. Some forms of explanation, understanding and interpretation from the collected data were extracted to establish how the participants make meaning of the SASSA performance management system. Their knowledge, attitude, feelings and experiences about performance management were analysed to approximate their construction of the program.

1.8 Definition of key concepts

Performance Management topic always brings forth with several concepts that will need to be clarified before prior to further discussion on the subject. The following

definitions are provided to ensure uniformity and understanding of the key concepts used by the researcher throughout the study:

- **Performance** – Armstrong (2006) defines performance as is often defined simply in output terms – the achievement of quantified objectives. Whereas the English Oxford dictionary defines it as how well or badly you do something or how well or badly something works.
- **Performance Management** – John Woods (2006) defines performance management (PM) as an on-going communication process, undertaken in partnership, between an employee and his or her immediate supervisor that involves establishing clear expectations and understanding about:
 - The essential job functions the employee is expected to do
 - How the employee's job contributes to the goals of the organization
 - What “doing the job well” means in concrete terms
 - How employee and supervisor will work together to sustain, improve, or build on existing employee performance
 - How job performance will be measured
 - Identifying barriers to performance and removing them
- **Performance Management** is defined by Aguinis (2009) cited in Smither & London (2009:5) as a continuous process of identifying, measuring and developing the performance of individuals and teams and aligning performance with strategic goals of the organisation.

Whilst on the other hand, Grobler, Warnich, Carrell, Elbert and Hatfield (2011:293) defines performance management as a process which significantly affects organisational success by having managers and employees work together to set expectations, review results and reward performance. Unlike the performance appraisal which is an event, a performance management is a process, a mini project which requires continuous checks and corrections when necessary. Coaching should therefore focus on recognising the area where the employee is doing well and encourage, and identify barriers and take action to remove them. This clear the way

about the assumptions that performance management is all about managing poor performance, instead it is a monitoring process, to ascertain that the plan still working. This view is shared by Mannheim (2013) who reported that one of the problems for the effective implementation of performance management is the assumption that it means managing underperformance and, even where there is an attempt to discuss the management of the majority of skilled and effective performers, the usual reaction is still to focus on the underperformance story.

Performance Management as defined by (SASSA) is a comprehensive, cyclical process which seeks to align each role with the strategic objectives of the company and to maximise the effectiveness of employee's performance in their current role. It links people to performance and results by ensuring everyone in the organisation works effectively to achieve success. It also ensures that managers assess and develop their subordinates to enable them to realise their full potential in contributing towards achieving the company vision. The effective implementation of performance management system is critical to the execution of institutional strategy and the achievement of strategic objectives. Munzhedzi (2011:01) researched that the organisations tend to put more focus on the formulation of strategies than on the good strategic implementation of PMDS which requires good buy-in, acceptance and execution by all employees (from junior employees to senior management) within the organisation.

According to Chubb, Reilly and Brown (2011), the performance management has the purposes as follow:

- The evaluative purpose which includes appraisal for salary administration, promotion decision, retention or termination of employment and addressing performance management gap.
- The developmental purpose, which entails identifying individual training needs, by assessing individuals strengths and weaknesses.

According to Armstrong & Baron (2006:142), performance management is about aligning individual objectives to organisational objectives and ensuring that individuals uphold corporate core values. It provides for expectations to be defined and agreed in

terms of role responsibilities and accountabilities, skills and behaviours. The aim is to develop the capacity of people to meet and exceed expectations and to achieve their full potential to the benefit of themselves and the organisation. Importantly, performance management is concerned with ensuring that the support and guidance people need to develop and improve is readily available. Markus (2004:2) suggest that many organisations view PMDS as organisational wallpaper, meaning that they only exist in the background and are not expected to add value. On the contrary, he further states that surveys of organisations clearly show that the PMDS, if well designed and implemented, have a positive impact on individual and organisational productivity.

- **Performance Management System** is a system which ensures maximum performance in an organisation to reach the desired goals and results. (Simeka Management Consulting, 2004: 11).
- **Performance Planning** is the very first staged of any performance management process. At this stage goals are set; job expectation and performance are agreed upon. Yadav and Dabhade (2013:50) assert that performance planning is the first crucial component of any performance management process which forms the basis of performance appraisals, which it should be jointly done by the appraisee and also the appraiser in the beginning of a performance session.
- **Performance Indicators** – Artley & Stroh (2001) defines performance indicators as a particular value or characteristic used to measure output or outcome. That is, yardsticks used to measure achievement of results.
- **Performance Standards** Is the agreed standard of performance.
- **Performance Appraisals** – Can be defined as the formal assessment and rating of individuals by their manager at usually, an annual review meeting (Armstrong & Murlis: 2007)
- **Performance Gap** - McNamara (2008) defines the gap as the difference between the desired performance outcomes and the actual performance outcomes. He further asserts that, in employee performance management efforts, this performance gap is often described in terms of needed knowledge and skills which become training and development goals for the employee.

While the use of performance appraisals and performance indicators has been a commonplace within SASSA for many years, the implementation of performance management system is a new phenomenon to employees. From the researcher's perspective, it is imperative to critically study implementation challenges of performance management system as encountered by SASSA. The need to conduct this assessment study about the implementation challenges encountered by SASSA cannot be overly emphasised, because there is a need to ascertain areas of shortcomings and improvement.

- **South African Social Security Agency (SASSA)** - is a national entity established to ensure the provision of a comprehensive social security services against vulnerability and poverty within the constitutional and legislative framework (South African Social Security Agency Strategic Plan, 2011/12 – 2013/2014).
- **The Performance Management Challenge** - This is one of the most important concepts in performance management. It is not all about the system but the people who implements it. West and Blackman (2015) found that there are few human resource management topics that continue to challenge managers and the leaders of public service organizations more than the question of how to best manage employee performance.

1.9 Chapters outline

This study used qualitative research methods in order to gain understanding of research participant's concepts regarding PMDS challenges encountered during implementation, shortcomings and any gaps that has been identified. The emphasis will be more on employee's views of the PMDS of the Agency. This study is outlined in total of six chapters as follows:

Chapter One: Introduction: This chapter gives the overview of the whole study. It starts by introducing the research, gives the research background, formulate the research problem, objectives, questions, and lays out the methodology, research outline and definition of concept used in the report.

Chapter Two: Literature Review: This chapter explores the available literature on performance management. The researcher tries to gather as much information as possible and critically synthesises the literature in order to address points as discussed above. This chapter will provide background in terms of PMDS, implementation process, common challenges that can be encountered during implementation, general perception and experiences available from published literature. This will assist the researcher to gain more knowledge and understanding into the subject matter which will be used to address any gaps or shortcoming that has been identified in the system. This chapter forms the basis for theoretical framework against which the research findings will be evaluated.

Chapter Three: Research Methodology: Describes steps by steps, the tools and the method use to conduct this research and how the results were found. The sample size, sampling techniques and the criteria used in the choice of sample size will be explained. Full details will be explored in relation to the data collection process, including data collection techniques and procedures which will be used. Validity, reliability and ethical issues will also be addressed.

Chapter Four: Analysis and interpretation of the research results: The chapter will present and summarise the research findings obtained from the study. What was gathered from the data collection? What factors are on the ground?

Chapter Five: Discussion of findings: This chapter is mainly content analysis of results from the collected data and findings that has emerged from the investigation. Main findings will be interpreted, analysed and the deliberations will be drawn together.

Chapter Six: Conclusions and Recommendations: This chapter summarises and conclude the study, recommend necessary actions that should be taken should the organisation opt to achieve the objectives lays out in this study.

1.10 Conclusion

This chapter serves as the blue print for the entire research. It details the steps that will be taken in order to achieve the objectives set out in this study. This chapter has presented the focus and background to the study. It deliberated on the problem statement, objectives, aims and research questions, design and methodology, scope, of the study and definition of the key concepts used. Finally, the chapter briefly described the structure of the remaining chapters.

2 CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

The purpose of this chapter is to provide a platform for the researcher to comprehensively review literature related to performance management system PMS implementation challenges, which is the basis of this study. This will allow the researcher to expand on what has been presented in chapter 1, with specific reference to the research objectives and questions raised. The main areas of interest to the researcher which will be explored in detail are PMDS models (best practices and key models), PMDS implementation resources required and challenges that can be encountered, perceptions and possible shortcomings identified and areas of development.

This chapter lays out the theoretical framework for the study, inspired from previous academic writing on the field of talent management in general and performance management in particular. It explores possible relevant and meaningful writing on performance management. Given the plurality of role player in the process, it is therefore important that most aspect should be assess and evaluated timeously to ensure that corrective measure are taken to prevent any misalignment to the desire goal. This chapter explores the performance management cycles, the purposes, benefits and advantages of the performance management, the performance management enhancers and the legislatives framework for the performance management in the South Africa public services. Stanton and Nankervis (2011:68) view performance management as a crucial aspect of Human Resource Management and business imperative, as a linkage between individuals, sections, divisions and is perceived as the key to effectiveness and global competitiveness, which gives certain level of objectivity, transparency and integrity and the acceptable level of fairness.

2.2 The South African policy framework for performance management

2.2.1 Overview

The South African government has a responsibility to improve the quality of life for all citizens in the country, to fulfil the promises made in The Constitution of the Republic of South Africa, Act No 108 of 1996, herein later referred to as the Constitution. The

Constitution states that public administration must be governed by the democratic values and principles enshrined in the Constitution, including the following principle: good human-resource management and career-development practices, to maximize human potential, must be cultivated. Government translates the political vision of the country into policies and regulations that provide guidance and support to public officials, when initiating specific work processes that will culminate in the achievement of the desired results. The public servants are a vehicle through which government can deliver on its objectives therefore enabling mechanisms have to be put in place to support the performance of public servants. Performance management is one mechanism that can be utilized to support and manage the performance of employees towards the achievement of government objectives. According to Meyer and Botha (2004:361) the main purpose of performance management is to harness organizational resources in order to realize the organizational and individual goals.

Since the performance of every employee contributes to the overall delivery of the organization's objectives, it follows that the performance of every employee should be supported and managed. It is with a single and focused desire on delivery of government's mandate to the people of South Africa that government has introduced performance management as a human resource management tool to harness employee performance. The previous chapter gave an introduction to performance management as a subject. The current chapter focuses on discussing the framework guiding the performance management of public servants in South Africa, relating the framework to existing literature on performance management. The chapter will further assess how the SASSA manages the performance of its employees, in line with the governmental framework.

2.2.2 The South African public sector performance management development system

A performance management system should be design to support the attainment of organizational strategy and outcomes by enabling individual, team, and organizational alignment, as well as ensuring employee accountability as advocates by Cho and Lee (2012). This implies that the success does not revolve just around the system that we have in place, but more importantly the people and the leadership in place. Employees

are in fact the determining factors of any success and system success in achieving the organisational goal. After all their behaviour is what defined the success or failure as they might resist the system or buy in depending on whether or not they approve or resist the change or the system

Before 1994 there existed different performance management systems and procedures in the public service. From 1 July 1999 a new public service management framework came into being, hence all departmental activities are informed by legislations such as the Public Service Act of 1994 and the Public Service Regulations of 1999 and 2001. A need for employee performance management to become an integral part of an effective human resource management and development strategy, to develop, support and manage employee performance was identified. According to Grobler, Warnich, Carrell, Elbert and Hatfield (2006:263) performance management is a key element in the use and development of an organization's most vital resource, its employees. Different forms of legislation supporting performance management have been promulgated in South Africa to support implementation, and collectively they form the regulatory framework in terms of which performance is managed.

2.2.3 Service coordinating bargaining council resolution 13 of 1998

The mandate to implement performance management for Senior Managers comes from Resolution 13 of 1998 of the Public Service Coordinating Bargaining Council. The resolution sets the framework for Senior Managers to agree to individual performance agreements that will determine their annual increments. The performance agreement aims to:

- Assist the employee define key responsibilities and priorities, and provide measure for assessing success;
- encourage improved communication between the employee and the supervisor;
- Enable the supervisor to assess the employee's work and provide the appropriate support.

2.3 Public Service Act of 1994 (Proclamation 103 Published in Government Gazette 15791 of 3 June 1994)

Chapter II, Section 3(7) of the Public Service Act, 1994 assigns powers and duties to an executive authority concerning the internal organization of a department, including its organizational structure and establishment as well as career incidents of employees of that department, such as performance management. Each department is expected to develop its own performance management policy within a framework of uniform norms and standards set by the Department of Public Service and Administration, herein later referred to as the DPSA.

2.3.1 Public Service Regulations of 2001

The Public Service Regulations, 2001 No. R. 1 of 5 January 2001, herein later referred to as the Public Service Regulations of 2001, serve as a guide to departments in developing and implementing departmental performance management systems. Paragraph B.1 of Part VIII, Chapter 1 indicates that an executive authority shall determine a system for performance management of employees in his/her department consistent with the principles in the Regulations. The principles of the Regulations state that departments shall manage performance in a consultative, supportive and non-discriminatory manner in order to enhance organizational efficiency and effectiveness, accountability for the use of resources and the achievement of results. The Regulations further state that performance management processes shall link to broad and consistent plans for staff development and align with the department's strategic goals. The effective management of individual performance is critical to the execution of the strategy, and the organization achieving its strategic objectives (Amos *et al.*, 2008:285). The primary orientation of performance management shall be developmental but shall allow for effective response to consistent inadequate performance and for recognizing outstanding performance. The Regulations provide that:

- Each employee must have a written performance agreement;
- The supervisor must meet on a regular basis with the employee to discuss the employee's performance and employee role in the success or failure in achieving unit's objectives;

- Before the commencement of the assessment cycle or within one month after appointment or promotion, the supervisor must explain the performance assessment procedure to the employee;
- The supervisor must inform the employee of the criteria used for performance assessment; and
- Employee performance must be monitored on a continuous basis and the employee given feedback on his/her performance.

2.3.2 White Paper on Human Resource Management in the Public Service of 1997

The White Paper on Human Resource Management in the Public Service of 1997 Act No 13594, herein later referred to as the White Paper on Human Resource Management, indicates that the success of the Public Service in delivering its operational and developmental 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 to ensure that:

- Employees know what is expected of them.
- Managers know whether the employee's performance is delivering the required objectives or not.
- Poor performance is identified and improved.
- Good performance is recognized and rewarded.

2.4 Employee performance management and development system

According to Aguinis (2009:9) wrote that many employees are not satisfied with the performance appraisal system because of their minimal participation in the design and the implementation. Often when the managers do not involve their employees, it creates a low self-esteem and resentment from the employee. On 1 April 2007, the DPSA developed an Employee Performance Management and Development System, herein later referred to as the EPMDS, as a framework for use by the different departments, to assist with performance management on salary levels 1 to 12, for employees appointed in terms of the Public Service Act of 1994. The aim of the EPMDS is to optimize every employee's output in terms of quality and quantity, thereby

improving the department's overall performance and service delivery. The EPMDS identifies three levels involved in performance management:

- At the organizational level the executive authority and the Head of the Department determine the strategic priorities and overall key result areas of the department, while objectives are identified for the priorities and assigned to components within the department.
- At the component level, components undertake the execution of projects and activities that lead to the achievement of the integrated business plans.
- At the employee level each employee develops a performance agreement jointly with his or her supervisor.

The key requirements for the successful implementation of the EPMDS framework are two-fold:

- First, each department must be able to identify high-level priorities and specific objectives to be achieved by business units with the strategic plan as a basis; and
- Second, training on the system is a key requirement that must be met.

The EPMDS enables departments to translate overall strategic priorities as captured in the relevant policy statements and strategic plans into performance measures for various levels of employees. In developing departmental objectives, departments must utilize the medium-strategic and annual business plans to outline objectives for the key result areas to provide strategic focus and direction for the other activities in the department.

2.4.1 Objectives of the Employee Performance Management and Development System

Aguinis (2009:31) advises on the two most important prerequisites required before a Performance management system is implemented: Knowledge of the organisation's mission and strategic goals and knowledge of the job in question that should be undertaken through Job Analysis. Pulakos (2009:20) states that many organisations use their Performance Management System as a tool for making decisions about

remuneration, bonuses, promotions, assignments, and reductions in force, but fewer organisations use their performance management system to guide employee development. The EPMDS identifies the following objectives in order to achieve excellence in a department:

- To improve service delivery;
- To establish a performance and learning culture in the public service;
- To ensure all job-holders know and understand what is expected of them;
- To evaluate performance fairly and objectively;
- To identify, manage and promote jobholders' development needs;
- To recognize categories of performance that are fully effective and better; and
- To manage categories of performance that are not fully effective and lower than expected

2.4.2 Principles of Employee Performance Management and Development System

The key principles underpinning the effective performance management are outlined in the Public Service Act, 1994 Chapter 1 Part V11:

- Departments shall manage performance in a consultative, supportive and non-discriminatory manner to enhance organizational efficiency and effectiveness, accountability for the use of resources and the achievement of results;
- Performance management processes shall link to broad and consistent staff development plans and align with the department's strategic goals;
- Performance management processes shall be developmental and shall allow for recognizing fully effective performance, and for an effective response to performance that is consistently not fully effective and lower; and
- Performance management procedures should minimize the administrative burden on supervisors while maintaining transparency and administrative justice.

2.5 Guidelines for the development of departmental performance management systems

The Government management framework gives executive authorities the final discretion to select a performance management system for their departments, within the following regulatory requirements and key considerations:

- 1 All executive authorities must implement a performance management system for their departments;
- 2 Employee performance should be managed in accordance with prescribed principles;
- 3 Performance assessment tools should be developed to measure employee performance;
- 4 Performance management should be linked to other organizational and human resource practices, such as strategic planning, talent management and training and development;
- 5 Performance management should be treated as a continuous process;
- 6 A supervisor must be allocated to each employee;
- 7 There should be continuous communication and feedback between an employee and supervisor;
- 8 Poor performance must be managed; and
- 9 Incentives must be provided for good performance.

2.6 The SASSA performance management development system

The SASSA is a public entity with a mandate of ensuring the provision of comprehensive social security services against vulnerability and poverty within the constitutional and legislative framework (SASSA Strategic plan 2010/11 – 2012/13:14). The SASSA was established to improve efficiency and effectiveness in the administration and payment of social grants to qualifying individuals. In response to Government's call to manage performance, and as a way to improve employee performance, the SASSA introduced a performance management and development policy as an attempt to establish an integrated system and processes that define and improve the best job-related outputs. The aim of the PMDS as a management tool is to harness individual and team performance towards realization of the strategic

objectives of the SASSA in order to provide a world class social security service (SASSA Performance Management Policy for Employees on Salary Level 1-12, 2008:5).

2.6.1 The objectives of the SASSA Performance Management and Development System

The objectives of the performance management program offered by the SASSA are aligned to the different legislations guiding the implementation of performance management in government. The objectives as outlined in the SASSA Performance management policy (2008:7) are to:

- Establish a performance and learning culture directly supporting the strategic objectives of the SASSA. This objective is linked to the principle of Public Service Regulations of 2001 that states that each department must link performance management processes to broad and consistent plans for staff development and align with the department's strategic goals. The EPMDS also identifies that at the organizational level of a department the executive authority and the Head of the Department determine the strategic priorities and overall key result areas of the department, while objectives are identified for the priorities and assigned to components within the department. The EPMDS enables departments to translate overall strategic priorities as captured in the relevant policy statements and strategic plans into performance measures for all employees. In developing departmental objectives, departments must utilize the medium-term strategic and annual business plans to outline the objectives for the key result areas to provide strategic focus and direction for other activities in the department.
- Ensure that all job-holders are at all times fully informed of what is expected of them and the applicable work standards. The White Paper on Human Resource Management in the Public Service of 1997 states that managing performance is a key human resource management tool to ensure that employees know what is expected of them and that managers know whether the employee's performance is delivering the required objectives or not.

- Promote contact, trust, interaction and collective planning of work programs between job-holders and their supervisors. The principle of the Public Service Regulations of 2001 is that performance must be managed in a consultative, supportive and non-discriminatory manner, in order to enhance organizational efficiency and effectiveness, accountability for the use of resources and the achievement of results. The Public Service Coordinating Bargaining Council Resolution 13 of 1998 encourages improved communication between the employee and the supervisor and requires that the supervisor assess the work of the employee and provides appropriate support.
- Identify the development needs of job-holders and to collectively plan, implement and monitor relevant intervention activities. The objective of the EPMDS is that in order to achieve excellence, performance management must identify, manage and promote job-holders' development needs. The purpose is to capacitate the employees with skills required to perform their responsibilities efficiently towards the achievement of organizational goals.
- Monitor performance on an on-going basis and ensure continuous feedback and implementation of corrective action where required. The Public Service Regulations of 2001 provide that performance management must be performed on a continuous basis instead of as a once-off activity performed during formal performance assessment periods, and that employees are given regular feedback on their performance. The Supervisor must also discuss the employee's role in the success or failure of achieving the objectives of the unit.
- Recognize categories of performance that are fully effective and better, and manage categories of performance that are not fully effective and lower. The objective is endorsed by the White Paper on Human Resource Management in the Public Service of 1997 that managing performance is a key human resource management tool to ensure that managers know whether the employee's performance is delivering the required objectives or not; poor performance is identified and improved; and good performance is recognized and rewarded. The key principle underpinning the effective performance management as outlined in the Public service Act of 1994 states that performance management processes shall be developmental and shall allow for recognizing fully effective

performance, and for an effective response to performance that is consistently not fully effective and lower.

- Ensure that all job-holders are treated and evaluated fairly and objectively. The EPMDS requires that employee performance be evaluated fairly and objectively and that supervisors be consistent when assessing the performance of employees. This gives the employees the confidence that credit will be given when due and that excellent performance will be recognized and rewarded.

2.6.2 The link between the SASSA Performance Management and Government Performance Management

The Department of National Treasury developed a framework for Strategic Plans and Annual Performance Plans (APPs) in 2010, for departments to identify strategically important outcome-oriented goals and objectives against which the medium-term results of departments can be measured and evaluated by Parliament and the Public. The document sets out a framework to align strategic and annual performance planning with emphasis on the outcomes oriented monitoring and evaluation approach led by the Presidency. As part of the policy development process to achieve better service delivery for the South African people, government identifies broad strategic outcomes which require high quality planning to accomplish. Government has the responsibility to ensure responsible spending, given the limited nature of public funds. Thus the costs of initiatives must be linked with results to ensure value for money. Every department in government has a mandate to translate into clear sets of outcomes and crucial output, measures that will help the department deliver on its mandate. This mandate is then translated into a strategic document whereby outcomes, outputs, indicators and targets are unambiguously stated and clearly measurable. The National Treasury has revised Treasury Regulations 5 and 30 issued in terms of the Public Finance Management Act (PFMA) to provide the necessary legal basis for the implementation of this Framework and to support the implementation of the Framework for Managing Program Performance Information. The regulations require institutions to:

- Produce and table a Strategic Plan with a five-year planning horizon, outlining the planned sequencing of projects and program implementation and associated resource implications and other prescribed information;
- Produce and table an APP including forward projections for a further two years, consistent with the medium-term expenditure framework (MTEF) period, with annual and quarterly performance targets, where appropriate, for the current financial year and the MTEF;
- Identify a core set of indicators needed to monitor institutional performance;
- Adopt a quarterly reporting system including submission of agreed information to executive authorities, the Presidency or Premier's Offices, the relevant Treasury and Parliamentary portfolio committees. Public entities are encouraged to submit the reports to their executive authorities and responsible departments.
- Ensure that there is alignment of reporting between the Strategic Plans, Annual Performance Plans, budget documents and annual and quarterly reports.

The Minister and the Deputy Minister of Social Development and the top management of the SASSA, that is, the Chief Executive Officer and the Executive Managers participate in a Lekgotla to develop a draft strategic document based on the strategic risks, baseline information and available budget. A Strategic Plan is a broad high-level document that is developed every five years to guide the SASSA operations towards the achievement of its goals. The Strategic Plan identifies strategically important outcomes orientated goals and objectives against which the SASSA medium-term results can be measured and evaluated.

An annual performance plan is then developed to identify the performance indicators and targets that the institution will seek to achieve in the upcoming budget year. The performance indicators and targets are aligned across the SASSA annual plans, budgets, In-Year and annual reports. The process for the production of the APP is aligned to the budget process. The SASSA receives two kinds of transfers from the Department of Social Development, transfers in respect of the social grants and an administration budget (SASSA Annual Performance Plan for the fiscal years 2012/13 – 2014/15). The administration budget is utilized to support the administration of social grants, for personnel expenditure and operational expenses.

From the APP the different branches develop operational plans for implementation by the different units. Operational plans are developed annually and are amended during the financial year when there are changes impacting on the plan. Amendments could be as a result of policy changes, budget issues or leadership changes, to name but a few. Units that fall within a branch are allocated specific objectives and all contribute towards the achievement of the objectives of the Agency. Each unit develops a work-plan to outline the activities to be performed to achieve the objectives in the operational plan. Every individual within a unit is allocated responsibilities that will contribute towards the achievement of the unit objectives. These responsibilities are included in a performance agreement each individual has to develop and sign with his/her supervisor. The performance agreement serves as a tool to guide and measure the performance of an individual. The different units have to compile performance reports on a quarterly basis to measure performance against the set targets. Also, individual performance is formally measured against an individual performance agreement on a quarterly basis to ascertain that individual performance meets the expected standard and that the unit will achieve the set targets.

- **Performance Management Process:** To align individual performance to the organizational goals the following activities are performed:
- **Performance planning:** During this phase the performance objectives of an employee are jointly discussed during a one-on-one meeting between the employee and the supervisor. This activity is performed at the beginning of each financial year, i.e. in April of each year. The employee is then expected to develop a performance agreement that outlines what needs to be done, how and by when. The performance agreement includes a personal development plan that indicates the skills the employee requires to be able to perform his/her job optimally. The documents are then signed by both the employee and the supervisor as a sign of commitment to meeting the set performance standards.

2.6.3 Performance Management

During the performance cycle the employee executes the agreed upon objectives and manage his/her performance with the assistance and support of the Supervisor. It is the responsibility of the Supervisor to provide the employee with the necessary

resources, training to address skills gaps; coaching, leadership, regular feedback and support to be able to perform his/her job. When performance is not up to standard, the supervisor must provide corrective action to ensure the employee is equipped to achieve the set objectives.

2.6.4 Performance assessment

Formal performance assessments are conducted on a quarterly basis to measure the employee's performance against the signed performance agreement. The performance agreement indicates the activities to be performed and the time frames for performing the activities. During the quarterly assessment the employee and the supervisor assess whether the set targets have been achieved. The employee is expected to bring evidence to prove that the set targets have been achieved as outlined in the performance agreement. The evidence can be in a form of system reports or any document that can prove that the jobholder has performed the activities in the performance agreement and has achieved the results. If the performance does not meet the required standard, feedback is given to the employee on how performance can be improved. The performance assessment session provides the employee and supervisor with an opportunity to determine progress and identify obstacles in achieving objectives and targets. It enables the employee and supervisor to deal with performance-related problems and provide the support required to meet the set targets.

2.6.5 Rewarding Performance

Performance above the set standard is rewarded through cash bonuses and pay progression or notch increment. Performance bonuses are informed by the employee's overall performance over a period of 9 to 12 months. Performance is rewarded as follows:

Category	Performance percentage	Pay Progression	Cash Bonus
Poor performance	66% and lower	Not available	Not available
Need substantial improvement	67% - 99%	Not available	Not available
Satisfactory	100% - 129%	1 Notch	Not available
Commendable	130% - 137%	1 Notch	10%
	138% - 145%	1 Notch	11%
	146% - 153%	1 Notch	12%
	154% - 161%	1 Notch	13%
Highly commendable	162% - 169%	2 Notches	14%
	170% - 177%	2 Notches	15%
	178% - 185%	2 Notches	16%
	186% - 193%	2 Notches	17%
Exceptional	194% and above	3 Notches	18%

2.7 Management of poor performance

The following steps are followed when poor performance is identified:

- Step 1: Identify reason(s) for under-performance;
- Step 2: Ask questions and listen to explanations as to why targets are not met;
- Step 3: Identify the specific competencies that lead to under-performance;
- Step 4: Identify competency improvement interventions required, for an example, training, coaching and mentoring, and attach timeframes;
- Step 5: Ensure that the identified competency improvement interventions are added to the employee's personal development plan;
- Step 6: Give continuous feedback in terms of the employee's performance;
- Step 7: Follow incapacity code if all the above has been exhausted with no improvement.

2.8 Performance Management best practices and key models

Many scholars have contributed immensely to the concepts of performance appraisals and management over the years. According to Johns (2010:1), Daniels (1970) is frequently referred to as the father of performance management, as he is one of the first to make extensive use of two of the science of behaviour analysis in business. Johns further articulate that performance management is coined by Daniels in the late 1970s to describe a technology for managing behaviour and results, the two critical elements of what is known as performance.

PMDS have become more important in recent years because managers, be they in the public or private sector, are under constant pressure to improve the performance of their organisations (Holloway, Francis & Hinton, 1999: 351). This is further supported by Pulakos (2009:9) as he pointed out that, today's performance management best practices are the result of on-going efforts to address key challenges that plagued performance management and measurement since inception.

Managing employee performance is an integral part of the work that companies need to monitor continuously (U.S Department of the interior, 2004: 4). Employee performance or the lack thereof, is very much important because it has a profound effect on both the achievements of strategic objectives/goals and the overall performance results of any organisation. Many studies have revealed that performance management can assists organisations to discover gaps in their system and to take corrective actions when the need arises to address identified deficiencies. According to Jetson (2008:34), poor performance results in the destruction of shareholder value than it was lost through compliance scandals. This was earlier revealed by Armstrong (2006:2) that PMDS exists to align employee performance with company's needs and to ensure that the effort is not only sustained and improved, but that it also provides the results required at every level to fulfil the company strategy and objectives, thus safeguarding and increasing shareholder value.

Performance of the company / organisation as a whole depends largely on the performance of an individual of employee, hence it is critical for its effective

management. For this to occur, organisations must create an environment that allows its employees to perform to a high standard, deliver on the organisations strategy and to continuously monitor and manage performance. It is true that high performing organisations contributes immensely to the development of its employees which subsequently leads to increased motivation and productivity among employees. According to Herhold & Ungerer (2000:3), performance management that is seen and appreciated as a means for personal growth, and where honesty, openness and sound relationships are the norm, will create an environment where morale flourishes and achievement is assured. This is further supported by Rao (2008:6) that various scholars have proved that performance management plays a decisive role in the development and motivation of employees which impacts positively on general performance.

According to Thomas (2007:67) Performance Management also gives an employee basis for assessing their personal strengths and weaknesses and provides basis for individual development planning. PMDS succeed when the company's strategy and performance measures are in alignment and when managers convey the organisation's mission, vision, values and strategic direction to employees and external stakeholders. The performance management give life to the mission, vision, and strategy by providing a focus that lets each employee know how they contribute to the success of the company and its stakeholders' measurable expectations. Once the system is implemented, it must go hand in hand with the setting of performance standards and objectives. Latham & Locke (1991) cited in Brand & Pretorius, (2003: 577) states that the correct implementation and application of PMDS and its accompanying objective-setting process, should lead to improved performance in an organisation.

Smither & London (2009:30-31) highlighted the following characteristics which they suggest are likely to enable successful implementation of PMDS.

- Strategic Congruence – PMDS should be congruent with the organisation's strategy.

- Thoroughness – PMDS should be thorough in terms of the following dimensions: Evaluation processes, responsibilities, review period and feedback.
- Practicality – Good and use friendly system
- Meaningfulness – in terms of the system's purpose and expectations
- Specificity – Should be specific
- Ability to identify effective and ineffective performance
- Reliable – Free of errors
- Validity – Relevant and valid
- Acceptability and fairness – Perceived as such by all
- Inclusiveness – All those who will be affected by the system should be included during the development
- Openness – No hidden agendas
- Correctability – Mechanism should be in place to allow correction of errors made
- Standardisation – Consistency across all employees
- Ethicality – Compliance to ethical standards by supervisors and or managers

2.11 Change Management

According to Rao *et al* (1996), cited in Mitchel (2006:27), the only constant business in life is change that could be large or small, rapid or slow, planned or unplanned, controlled or not controlled from implementation of a new system. Change in an organisation can be introduced by internal forces like new strategy, new technology, employee attitude and behaviours and external forces like technological environment, the economic environment, the political and legal environment, social conditions, and competitive environment.

Developing and implementing the new PMDS is major organisational intervention and change strategy. It requires adjustments in other management activities and practices. The impact of these changes can be a cause for resistance to implement the system. To deal with the resistance and facilitate the change process commitment of managers and staff are basic issues. It is also critical to the development, implementation and

overall success of the PMDS that it is treated as a key change program that requires dedicated resourcing and senior management support (Armstrong & Baron, 2005). Therefore, implementing the PMDS has introduced change in SASSA and this is a case for organisational change. In order to implement PMDS successfully, this organisational change should be managed properly by educating employees and communicating about the change and by participation and involvement of all employees in the process.

2.9 Performance Management practices

There is a view that an effective implementation of performance management requires best performance management implementation model and practice, which will assist an organisation and or managers to deal effectively with implementation challenges should the need arise. However, performance management models and best practices depends largely on the management, employees and all the role players unequivocally showing support and commitment for the implementation of the PMDS. According to Armstrong & Baron (2005:10), most employees want direction, freedom to get their work done and encouragement and not to be controlled. However they further state that, PMDS should be a control system only by exception. Best performance management practice generally include performance planning, that is, goal setting, on-going coaching and development of subordinates, formally reviewing and rewarding performance (Spansberg & Theron, 2001:35).

Performance management is a continuous natural process of management, as defined by the total quality expert William Deming (1986), it consists of these basic activities:

- Plan – decide what to do and how to do it.
- Act – carry out the work needed to implement the plan.
- Monitor – carry out continuous checks on what is being done
- Review - and measure outcomes in order to assess progress in implementing the plan

Figure 1: Performance Management Cycle



FIGURE 1: PERFORMANCE MANAGEMENT CYCLE – SOURCE: PM E-BOOK DEMING (1986)

Pulakos (2005:9) view today's PM best practices as the results of an on-going efforts to address two key challenges that have plagued performance management since its inception:

- What type of performance should be managed and measured?
- How can performance be managed and measured in a most reliably way?

Pulakos (2005:37) describes the most common element of effective systems that contains well-articulated process and roles for accomplishing performance management, with clear accountabilities for managers and employees. Figure 1 depicts variations of eight steps that are regarded as essential to all PMDS.

Figure 2: The Performance Management Process:

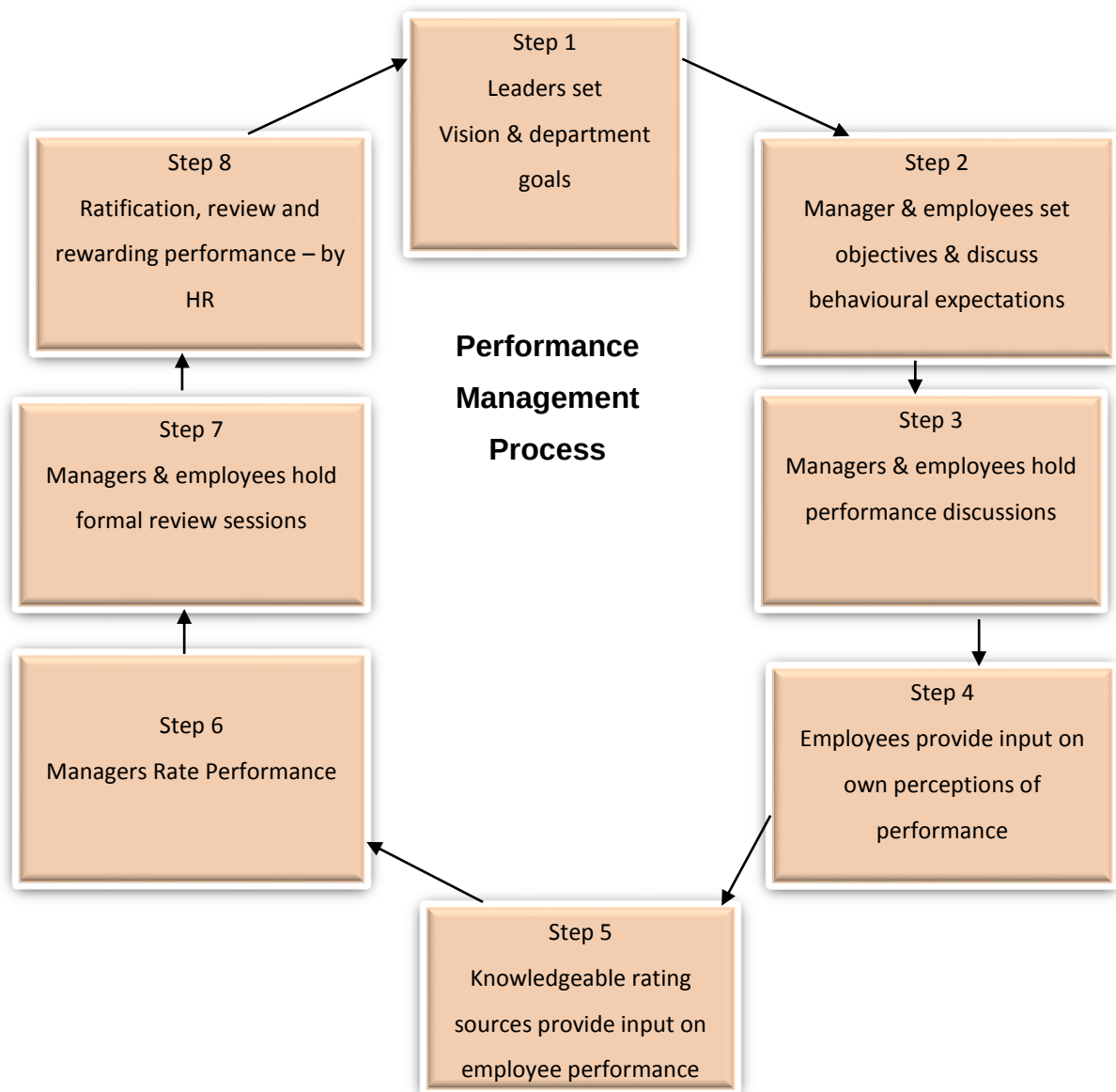


FIGURE 2: THE PERFORMANCE MANAGEMENT PROCESS: SOURCE – PULAKOS (2005:38)

2.9.1 Organisation Vision, Division and Department Goals

According to Smither & London (2009:12) there is an important prerequisite that is needed before a performance management system is developed, that is, knowledge of the organisation's vision, mission and strategic goals. It is about organisation's reason of existence and its future aspirations. Vision cascades down to strategic

planning process (Cooper, 2008:6). Furthermore, it is the generation of specific goals from the strategic planning process. Pulakos (2005:41) argues that, every level in each step needs to support the next higher level, e.g., Goals supports strategic planning process, and strategic planning supports vision and mission statements. However, Pulakos (2005:42) further states that, one of the challenges in setting cascading goals is that it can be difficult to see relationships between high level and sometimes lofty organisational goals and the work done by employee at a lower level.

Otely & Berry (1980) cited in Ferreira & Otely (2009:267) state that performance management begins with purposes and objectives. This is supported by Schraeder & Jordan (2011:6) argument that, establishing goals is an important activity for managing employee performance. Furthermore, they stated that goals have a positive effect on employee motivation, driving individuals to accomplish them. It is worth noting that the potential influence of goals on employee performance is predicated on the quality of those requisite goals. In summary, the plan cascades down from organisational, departmental, functional and operational/individual level.

2.10 Implementation Challenges of PMDS

Implementing a well-designed performance management system has many advantages. Cooper (2008:1) state that, from the perspective of employees, a good system increases motivation and self-esteem, helps improve performance, clarifies job tasks and duties, provides self-insight and development opportunities, and clarifies supervisors' expectations. From the perspective of managers, good systems allow them to gain insight about employees, allow for more fair and appropriate personnel actions, help them to communicate organisational goals more clearly, let them differentiate good and poor performers, and help drive organisational change. Finally, from the perspective of the HR function, a good system provides protection from litigation.

The subject of performance management has attracted a lot of attention, mainly from academics. According to Ammons (2001:18) various factors can constitute a drawback in the implementation of PMDS. Cooper state that poorly designed and

implemented performance management systems can have disastrous consequences for all those involved. Therefore it is imperative that all role players ensure effective and successful implementation of the system for the betterment and benefit of the organisation.

2.10.1 Senior and Line Management commitment

It is utterly useless to have a well-developed PMDS without commitment from the management team. If senior and line management does not show commitment to the implemented PMDS, the employees will also not take it serious as discussed in previous sections. Line managers needs to show a real sense of ownership during implementation of PMDS. According to Pace (2011:12) most critical performance management implementation challenges are related to poor executive engagement. Pace further state that organisations will have better business results when senior leaders hold direct reports responsible for supporting their employees.

According to Ngcelwane's study (2008:38), there is a widespread perception that PMDS implementation is owned by Human Resources Department, with line managers excluded from the process. However, Nel et al (2001:516) contends that in order to ensure effective implementation of PMDS, this must be line driven rather HR department driven. This is further supported by Armstrong & Baron (2005:17) that performance management is owned and delivered by line managers. It is not a personnel technique run by the HR department. Armstrong & Baron (2005) refers to research conducted by Purcell and his colleagues who underlined the importance of line management commitment and capability as the means by which HR policies are brought to life. An important consideration in designing and implementing performance management is how this commitment and capability can be developed. As discussed earlier in the chapter, to ensure effective PMDS implementation, line managers need to take a leading role throughout the entire process.

If line management buy-in and commitment is not dealt with, performance management implementation is doomed to fail. Armstrong & Baron (2005) recommends few approaches to achieve commitment and capability:

- Senior management to provide leadership from the top
- Line management should be involved in the design and development of performance management system
- Provision of systematic training in the performance management skills managers need to use.

2.10.2 Lack of knowledge and skill

Watkins & Leigh (2012:310) contends that the weakness in a performance management system arise primarily because the PMDS is poorly designed or training on the PMDS has not transferred into the organisation to support its implementation. Continuous communication and feedback to employees is very important to make sure that they know what is happening in the organisation, what is expected from them and how they should perform. As can be derived from one of the listed definitions in chapter 1, performance management according to John Woods refers to an on-going communication process, undertaken in partnership between individual employees and immediate supervisors that involves establishing clear expectations and understanding of performance management. It is important for employees to know exactly **WHAT** must be done and **HOW** they are performing.

Should this information not be communicated to them, they will either resist implementation of the new system or not be committed in ensuring that the new system is a success. Regular rather than a once off communication should be driven from the highest offices and supported by the communications department using every possible vehicle within the organisation's communication infrastructure. The organisation also has the responsibility to ensure that employee have the necessary knowledge and skills to render the required services. Not knowing how employees' performance impacts on the organisation's strategic goals could result in a "never-mind attitude," which could have a negative impact on their actual performance. All employees should therefore know what is expected of them and how they would be compensated and rewarded for the services that they render. Davis & Rogers (2006:02) argues that it is critical that the organisation develop a pre-launch, launch, and post-launch communication plan. They further continue to state that multiple communication

vehicles should be used, such as newsletters, Internet information flashes, posters, letters from the CEO and other executives, voice mails, e-mails, videos, brochures, user handbooks, reminders attached to pay stubs, Q & A hotlines, mandatory training, refresher training, etc. Communications should be crafted to build enthusiasm, understanding, and commitment by continually explaining the benefits of using the system to employees, to leaders, and to the organisations.

In any implementation of a process intended to change behaviour, like with PMDS, it is crucial to develop both the confidence and the competence of all key role players around fulfilling their roles. An effective performance management system actively involves employees throughout the performance cycle. Hence Kotter (2007:8) asserts that continuous communication is very much important to reinforce the message so that there is no delusion as to what brought about the need for PMDS.

2.10.3 Resistance to Change

According to de Waal & Counet (2009:371) implementing a PMS, which makes performance of everybody in the organisation much more transparent, can cause resistance amongst organizational members because they feel threatened by the new system. Various authors acknowledge resistance in any change initiative as a normal human behaviour that must be overcome for the PMDS initiative to succeed. The most critical and frequently experienced challenge in the development, implementation and maintenance of performance management system within organisations is probably organisational culture (Markus, 2004:12). The traditional organisational culture is a significant obstacle to effective performance management. Performance management requires a fundamental change to the culture of any organisation, where measuring increases the accountability of services delivered and resources used. This further supported by de Waal & Counet (2009:371) as they argue that if the organization does not have a culture which is focused at all times on achieving results and continuous improvement, the PMDS will not be used (enough) by organisational members for achieving better performance.

When implementing PMDS, there is typically some form of cultural or attitudinal resistance during the process of trying to achieve organisation wide buy-in for the system. This needs to be addressed, as organisational buy-in is the difference between the success and failure of the PMDS implementation. Cultural challenges are typically the result of people's inherent resistance to change. Employees may feel threatened by new system being implemented, or may have become paranoid as a result of the failure of previous system. Dealing with cultural challenges effectively necessitates buy-in from the very top management of the organisation. If instruction and drive for the new initiative do not come from the top, the project will fail.

Furthermore organisations may be apprehensive about implementing performance management systems due to fears of the unknown on how the results will be interpreted, what it may indicate about the organisation's performance, and/or a lack of clarity of how it will affect the departments and its employees . Similar to organisational fears, line managers or employees may have similar fears about how the performance data will be used, analysed or interpreted by the top management.

Communication plays a vital role at every point during the implementation phase, from inception to completion. People working within the organisation need to understand the objectives of PMDS, why they need to do this, how it will benefit them and the organisation, and so on. In addition, people need to be trained to enable them to have enough information and knowledge, leading to better understanding. This argument is supported by Watkins & Leigh (2012:311) that careful attention should be paid to communicate the benefits of the performance management system to employees when it is introduced to counter any resistance to change.

2.11 Understanding of available literature on existing perceptions regarding PMDS

The question seeks to identify frontline staff's perceptions about performance management, draw conclusions concerning where disparities may exist in these perceptions and what this may mean for SASSA management team. If the frontline staff perceive the implementation process of the system to be fair, this is likely to be

important to the success of an SASSA's PMDS and therefore should play a central role in the examination of performance management systems.

Rousseau & Greller (1994:385) cited in Nyembezi (2009:2) stated that PMDS practices can be seen as indicators of an organisation's intentions toward its employees, and are interpreted as such by individual employees. However, employees do not necessarily perceive such indicators similarly or react to them in a similar manner. The impact of PM practices on employee's obligations and performance depends on employee's perception and evaluation of these practices (Guest, 1999: 5). Perceptions and attitudes may intervene and moderate the relationship between PMDS practices and employee's performance-related behaviour.

According to Nyembezi (2009:3) variation may exist in employee's perceptions of PMDS practices even when, in objective terms, what is offered to different employees is very similar. Individual differences in perceptions and reactions to what the organisation has to offer might, for instance, follow from an employee's previous experience as well as his/her beliefs. Krell (2011:99) suggest that the way PMDS is perceived by the employees, especially if there is an element of biasness during the implementation process, can degrade the effectiveness of a crucial business process, one directly related to employee performance management.

The cognitive perceptions employees might have about PMDS are a key determinant of a system's long-term success or failure (Varma, Budhwar & DeNisi, 2008:360). If employees are not happy about the system, they are likely to be unwilling to take an active part in the process because they do not see any value in it, which in turn creates low morale and inevitably affects productivity.

The process of measuring and subsequently actively managing organisational and employee performance in order to improve organisational effectiveness is currently seen as critical to the development and survival of organisations (Heinrich, 2002). It may be positively dangerous simply to copy schemes used in other organisations, and worse still to introduce a scheme simply because it is the managerial fashion (Rees &

Porter, 2002:229). Employee perceptions and attitudes affect employee performance, which in turn affects organisational performance and productivity.

While organisations may have performance management systems in place, the practice and meaning of those systems may not resonate with staff. As those systems have a significant impact on staff development and overall practice, management should be attentive to ensuring that employees understand the system and what that system should produce for them. Therefore, employees must be kept informed about the whole implementation process throughout, management should educate employees as to the importance of performance management so that employees view this as a constructive process rather than simply another management activity.

In terms of Armstrong & Baron (2005), perception of an effective PMDS, this is where the area of integrating individual and organisational goals, whilst communicating the core values that the organisation intends to uphold is vital.

Suazo, Martinez & Sandoval (2009:155) stated that performance management processes are key factors in the development of psychological contracts. They cited the following example that, employees may have implicit or explicit expectations that the organisation at which they work will allow them to set goals that incorporate their individuality and coach them along the path to their goals. According to Schaufeli & Salanova (2007:135) failure on the side of the management or of an organisation to live up to its end of the contract constitutes a contract violation and may produce numerous undesirable outcomes including a reduction of employee engagement. To the extent that employees expect personal engagement at work but find the conditions necessary to produce engagement absent in the work environment, a contract violation can occur and result in disengagement.

Parzefall and Hakanen (2010) cited in Gruman & Saks (2011:129) found that perceived psychological contract fulfilment was positively associated with work engagement, and that engagement fully mediated the relationship between perceived contract fulfilment and affective commitment.

Gruman & Saks (2011:130) stated that when assigning employees to tasks, managers must also ensure that there is a good fit between employee skills, needs, and values. According to Kahn (1990) cited in Gruman & Saks (2011), employees who are sure of their fit with a social system are more likely to derive greater meaning from it and to become more productive. Furthermore, people are also likely to feel insecure and less psychologically available when they are unsure of their fit with an organisation.

As stated by Gruman & Saks 2011:130, “it is difficult for people to engage personally in fulfilling work processes when organisational ends do not fit their own values”. Thus, employees are more likely to engage themselves when they perceive a good fit between themselves and their job and organization. This argument is further supported by Latham et.al (2006) that work role fit is significantly correlated to work engagement.

Latham et al. (2006) stated that effective performance management systems must be perceived as fair, and that the factors contributing to fairness include distributive fairness, procedural fairness and voice. Distributive and procedural fairness are associated with both task and contextual performance (Cropanzano, Bowen, & Gilliland, 2007). The final factor, involves employee’s belief that their views are taken into account (Latham et al, 2006) and can involve participation in the performance management implementation process.

Latham et al, (2005) suggest that employees often believe that they PMDS is implemented for all the wrong reasons, by the management, that is, the management is trying to use this process as a way to hold them account and subsequently much easier to discipline them, hence the perception that it is not fair. This perceived lack of procedural fairness can have ranging negative implications for organisations. According to Cawley, Keeping & Levy (1998) cited in Aguinis (2005) did discover that participation by employees in the performance management process is associated with higher perceived fairness, satisfaction and motivation to perform better.

Performance management tools in use sometimes evaluate employees on criteria that is irrelevant, or over which they have no control. Such tools are not useful and are perceived by employees as unfair. In order for employees to feel comfortable

employing and expressing themselves fully during role performances they must trust that their organisation and line managers will treat them fairly and justly. If the relationship between a manager and subordinate lacks trust, they are unlikely to have productive performance conversations that generate positive results (Pulakos, Mueller-Hanson, & O'Leary, 2008). According to Macey and Schneider (2008), trust has a central role in the engagement process as employees trust that their investment of energy, time, and personal resources will be rewarded. Macey, Schneider, Barbera & Young (2009) concurs that engagement cannot exist without trust as trust and fairness are the foundation for employees to feel and act engaged.

Guest (1999) cited in Selden & Sowa (2011:252) argues that the impact of performance management, depends upon the employee's perception and evaluation, prompting the need for the management to recognise the crucial role of employee perceptions and to incorporate them into the analysis and construction of performance management in these organisations.

In terms of Brand & Pretorius (2003:577-590) there seems to be a strong relation between employee's perceptions regarding the following aspects:

- The degree to which management communicates with employees regarding the organisation's vision and objectives and employee's perception of their involvement in PMDS development and implementation in the organisation. It is an attempt to change emotions, beliefs, values and attitudes by increasing the information flow to people, a task accomplished by explaining policies, instituting staff meetings, keeping an open door and other such communication mechanisms.
- The extent to which training in the organisation empowers employees to effectively define jobs and performance standards in relation to PMDS.
- The level at which training assist supervisors to provide the right feedback on performance areas that need improvement and perceptions of management's commitment to and involvement in the successful implementation of the PMDS.

- The degree to which training enables supervisors to address performance management problems and how well supervisors utilise the system of performance management as an aid to development in the organisation.
- The extent to which supervisors, during training, are given the opportunity to exercise their skills and their perceived ability to address performance problems.
- The scope to which supervisors, during training, are given the opportunity to exercise their skills and employee's perceptions of the extent to which supervisors learn to determine how well they (employees) apply their skills in the workplace.

According to Buckland (2011:65) good practice in PMDS focuses not only on what people have achieved, but also on how they have achieved it. Therefore it is more demanding to ensure successful implementation of PMDS than simply considering whether or not an objective was achieved, as it calls for an additional emphasis on what behaviours were demonstrated to achieve that objective.

When the system is implemented, measures should be put in place to understand the extent to which it is working the way it should and producing the results that were expected. Such measures include confidential employee surveys assessing perceptions and attitudes about the system and whether there is an upward trend in performance scores over time. According to the overall discussion above, perceived usefulness and perceived ease of use of PMDS determines attitude towards acceptance.

2.12 Conclusion

This chapter presented information pertaining to PMDS best practices, key models and change management. In addition, PMDS implementation processes, challenges and perceptions were also discussed. It is evident from the above discussions that successful PMDS implementation is a very complex process which doesn't rest only with senior management or HR, but requires unequivocal inclusion of all stake holders, i.e., line managers, employees organised labour. Performance management cannot

be implemented in isolation but as an integral part of a holistic PMDS that adds value to the organisation as a whole. This chapter has assisted the researcher in gaining a comprehensive understanding of performance management system topic.

Chapter three will focus on research design and methodology used in this study. It will also look at instrumentation, research type, population, sampling method and data gathering methods.

3 CHAPTER THREE: RESEARCH METHODOLOGY AND DATA ANALYSIS

3.1 Introduction

According to Brynard & Hanekom (2006:35) research methodology is the “how” of collecting and processing data within the framework of the research process. This chapter describes the research methodology used to investigate research problem introduced in chapter one with subsequent detailed discussion of relevant literature in chapter 2. The core of discussion in chapter two was based on the four research questions formulated in chapter 1. The topics covered in this chapter focus mainly on the theoretical aspects pertaining to research methodology utilised by the researcher to achieve aims and objectives as discussed in earlier chapters.

The purpose of this investigation was to obtain as much information as possible in order to establish implementation challenges encountered by SASSA during implementation of its PMDS. Baron (2010:11) asserts that, the information regarding methodology should be comprehensive and detailed enough to permit replication of the study by other researchers. According to Fox & Bayatt (2010:145), the discipline within which the research is being done will often determine the research design. Research design is plan or blue print of how the researcher intend conducting his research within the framework of the research process. Research methodology focuses on the research process and the kind of tools and procedures to be used (Babbie & Mouton, 2011:74-75). They further argue that, for a research process to be deemed objective, the researcher needs to focus on individual steps that are deployed to conduct the study. These individual steps will be guided by the research problem and the kind of answers required addressing the problem.

The quality of research is gauged by the validity and reliability of results. Validity refers to the degree to which a study measures what it purports to measure, whereas reliability is an estimate of the accuracy and internal consistency of a measurement instrument. Validity and reliability often suffer when a researcher selects views and arguments that support personal views, provide insufficient supporting evidence and reasons for final conclusion and are prejudiced (Bless, Higson- Smith & Kagee, 2006: 156-157).

This chapter will present the research methodology of the study in detail, followed by description and discussion of research design, population and sampling, method used to collect data, how data will be analysed and ethical considerations. The current chapter focuses on giving a report on the research methods and procedures by means of which the stated problem will be investigated. The chapter looks at the plan according to which research participants are obtained, information collected from them and how the information will be presented, analysed and interpreted. The discussion on research methodology and procedures describes:

- the population from which the participants were obtained;
- the sample size, how the sample is selected and how it represents the population;
- the methods used to gather information from available literature on performance management and from the selected sample;
- the data collection methods utilized and an explanation of why the data collection methods were selected;
- the challenges experienced with data collection and how those challenges might affect the findings of the research; and
- The methods utilized to analyse and interpret the collected data.

Each one of the above research procedures is discussed in detail to enable the reader to understand how the study was conducted to test the research question and provide an answer to it.

3.2 Research design

Kumar (1996:74) defines a research design as a procedural plan, structure and strategy of investigation so conceived as to obtain valid, objective and accurate answers to research questions or problems. Huysames in de Vos (1998:123) supports the definition by specifying that this plan offers the framework according to which data are to be collected to investigate the research question in the most economical manner. A research design therefore outlines how the study must be conducted. Kumar (1996:74) lists the following functions of a research design:

- To conceptualize an operational plan to undertake the various procedures and tasks required to complete a study.
- To ensure that the procedures are adequate to obtain valid, objective and accurate answers to the research questions.

The study took the form of an anti-positivist research philosophy, which is a qualitative approach, focusing on the meaning the participants attach to the topic under investigation. According to de Vos (1998:240) the term qualitative research can mean different things to different people due to the different perspectives held by researchers based on their world-view of what scientific truth entails. Denzin and Lincoln in de Vos (1998:240) define qualitative research as a multi-perspective approach utilizing different qualitative techniques and data collection methods to social interaction, aimed at describing, making sense of, interpreting or reconstructing this interaction in terms of the meanings that the subjects attach to it. The purpose for selecting the qualitative research design is so that the researcher can understand and interpret the meanings that the SASSA employees attach to the SASSA performance management.

Exploratory research design in the form of questionnaires was administered to collect data with the intention of developing an understanding of the meaning imparted by the respondents on the performance management system offered by the SASSA in the Northern Cape. According to Maree (2010:267) an exploratory research design is used when a researcher needs to explore a topic using qualitative data. This design is appropriate when studying a topic where no theory exists or when a researcher does not know which constructs are appropriate or how to measure important variables. The purpose of the selected research approach was to attempt to collect descriptive data in respect of the SASSA performance management system, with the intention of developing an understanding of the perceptions held by the SASSA employees about the SASSA performance management.

3.3 Methodology

3.3.1 Qualitative Approach

McNabb (2010:41) refers to research methodology as ways in which data is collected. As indicated above, the researcher used qualitative explanatory research methodology

primarily for gaining broader understanding of the implementation challenges encountered by SASSA during implementation of their PMDS. According to Clarke (2011:15), the goal of explanatory research is to explain why things are the way they are, that is, looking for causes and reasons. This is further supported by Schwandt (1997) cited in MacNabb (2010:41) in his description of explanatory research, as studies that are conducted to develop a casual explanation of some social phenomenon.

Maree, Creswell, Ebersohn, Elof, Ferreira, Ivankova, Jansen, Niewenhuis, Pietersen, Plano-Clark & Van der Westhuizen (2009:51) view qualitative research as a research methodology concerned with understanding the process, social and cultural contexts which underlie various behavioural patterns. According to Clarke (2011:130) qualitative research focuses on the interpretation of the action of, or representation of meaning created by individuals. This means that qualitative designs are more concerned with interpretation of action rather than on variables like in a quantitative design.

Struwig and Stead (2010:4) explain quantitative research as a form of conclusive research involving large representative samples and fairly structured data collection procedures. In this study, a qualitative research design was used in order to explain challenges encountered by SASSA during the implementation of their PMDS. Struwig and Stead (2010:12) further warns that as qualitative research may mean many things, as a result, a researcher has to be more specific in a description of how qualitative research was used in a research project. Hence Blummer (1969) and Bruyn (1966) cited in Taylor and Bodgan (1998:7) suggested that qualitative researchers attempt to suspend, or set aside their own perspectives and taken for granted views of the world. They further advise the researcher to view things as though they were happening for the first time. Nothing should be taken for granted.

Maree et al. (2009:257) asserts that qualitative research is the approach through which data is collected from people immersed in the setting of everyday life in which the study is framed. According to Maxwell (1996:17) the strengths of qualitative research draw primarily from its inductive approach, its focus is on a specific situation or people and its emphasis on words rather than numbers. Taylor and Bodgan (1996:7) agrees that qualitative researchers develop concepts, insights and understanding from patterns in the data rather than collecting data to assess preconceived ideas models, hypothesis

or theories. Maree et al. (2009:51) concur with this statement and point out that the importance in qualitative research is on the quality and depth of information and not on the scope or breadth of the information provided.

It may be construed from the above discussion that, in qualitative research, the researcher has tried to see through the eyes of the participants. The qualitative research approach has been applied in the process of conducting this study. The emphasis is thus placed on the participants' frame of reference and how they see things. The next section considers the population and sample size collection methods used in the study.

3.3.2 Target population

To investigate the research question, data was collected qualitatively from objects of enquiry or population in order to solve the problem concerned by means of questionnaire survey. Welman, Kruger and Mitchell (2012:52) define the population as the total collection of all units of analysis about which the researcher wishes to make specific conclusions. The objects of enquiry or the population in this case are all the employees of the SASSA in the Northern Cape, including employees in the Regional, Districts, Local and Service offices. The SASSA is a public entity that was established in 2006 in terms of the South African Social Security Agency Act (Act 9 of 2004). The mandate of the SASSA is to contribute towards poverty alleviation through efficient and effective administration of social grants to the poorest and most vulnerable members of society. The SASSA has a responsibility of ensuring the provision of comprehensive social security services against vulnerability and poverty within the constitutional and legislative framework (SASSA Strategic plan 2010/11 – 2012/13:14). The establishment of the SASSA was aimed at creating uniform standards and eliminating fraud and corruption in social assistance provision in South Africa.

The SASSA in the Northern Cape has a total of 495 officials in its employment. The population includes employees employed at different levels, from Level 5 to Level 15. The staff complement consists of Support staff at Level 5, Supervisors at Levels 7 and 8, Middle Managers at Levels 9 to 12 and Senior Managers from Levels 13 to 15. The employees are spread over the region with officials based at the Regional office and

in the 5 District offices, namely, Frances Baard, Namakwa, Siyanda, Pixley Ka Seme and John Taolo Gaetsewe Districts. 88 officials are based at the Regional office; 102 are at Frances Baard; 74 in Namakwa; 89 in Siyanda; 74 in Pixley Ka Seme and; 68 in the John Taolo Gaetsewe District. The 495 officials are divided among the three branches, namely Grants Administration; Corporate Services and Finance. It is expected that the results of the study will give an indication on whether the research should be accepted or rejected and shed light on the tenability of the research.

3.3.3 Sampling technique

A fractional part of the population was selected as a sample for the study, because it was not practical or feasible to study the entire population. Sampling is the selection of research participants from an entire population, and involves decisions about which people, settings, events, behaviours and/or social processes to study (Terre Blanche, Durrheim & Painter 2011:49). The basic idea for selecting some of the elements in a population and focusing research attention on this finite group means the findings of the study would be applied to the whole population of interest. To ascertain that the findings of the research are generalizable, probability sampling design based on the concept of random selection was selected. Probability sampling means that each element of the population is given an equal and independent chance of selection (Kumar, 1996:154). Kumar further explains that equal implies that the probability of selection of each element in the population is the same and is not influenced by other considerations such as personal preference.

The sample was selected in such a way that ensured that the sample has the exact properties in the exact same proportion as the population from which it was drawn, but in smaller numbers. The sample was therefore selected according to specific characteristics, including employment location covering the regional office and the five district offices, the levels of employment from levels 5 to 15 and officials from the different Branches. The approach assisted in ensuring that the sample obtained was representative of the population from which it was drawn, to ensure that every element in the population had an equal probability of being chosen once they were included in the sampling frame. This also ensured that the results can be generalized from the sample to the population and that the results have meaning beyond the limited setting

in which they were originally obtained. This is important because if the selected sample is not an accurate representation of the population, the results are only applicable to the people who participated in the research.

The sample size was random in terms of those meeting the identified characteristics and determined by the population size of 495 employees. Due to the large number of the population, the researcher sampled 125 respondents, taking into account the theory of Welman *et al.* (2012:70) that the larger the sample size, the lower the likely error in generalising to the population. From the 125 sample, 83 responded completed and return the questionnaire, giving a response rate of 66.4% The 125 employees were divided between the following offices; 25 at the Regional office, 25 in Namakwa, 25 in John Taolo Gaetsewe, 25 in Siyanda, 12 in Frances Baard and 13 in Pixley Ka Seme Districts. The following factors suggested by Kumar (1996:164) were taken into consideration when determining the sample size;

- the level of certainty that the characteristics of the data collected would represent the characteristics of the total population;
- the accuracy required for estimates to be made from the sample;
- the analysis to be undertaken, the size of the population from which the sample is being drawn; and
- The non-responses that are likely to occur and the ineligible and incomplete responses that cannot be utilized in the study.

A combination of simple random and stratified random sampling was used to select the sample. In simple random sampling, each member of the population has the same chance of being included in the sample and each sample of a particular size has the same probability of being chosen (Welman, *et al.* 2012:59). In simple random sampling there is no bias or predetermination in the selection process. The shortcoming with simple random is that it does not guarantee that all sub-groups in the population will be represented in the proportion to their number in the population itself. The effects of the shortcoming were therefore minimized by combining simple random with stratified random sampling. Stratified random sampling is used when the population is composed of clearly recognizable, non-overlapping subpopulations that differ from one another in terms of a specific variable. The division in groups may be based on a single

variable and may also involve a combination of more than one variable (Welman *et al.*, 2012:61). In stratified random sampling the profile of the sample matches the profile of the population and overcomes the problem of some members of the population being significantly under or over-represented. The population was therefore split according to the different offices; then according to the different Branches and finally according to the different employment levels. The sample was then selected randomly from these groups, targeting the different characteristics. Probability sampling ascertains that a sample representing the population with clearly distinguishable strata is selected.

The sample was divided into three specific sub-components, namely the invited sample, the accepting sample and the data-producing sample. The invited sample included the 125 employees who were sent questionnaires to participate in the research. Selecting the same number of participants in the different branches and employment levels proved difficult because the staff complement in the different branches is not the same. Grants Administration as the core business branch has the most number of officials; therefore a large number of the sample came from Grants Administration Branch. Also, Level 5 as the lowest employment level has the largest number of officials, and the number of officials decrease with the higher levels, therefore the largest number of officials sampled would be in the lower levels.

The accepting sample is all the invited officials that participated through completing the questionnaires. Not all those that are sent questionnaires will participate in the study. Welman *et al* (2012:73) gives the following reasons for non-response:

- refusal to respond
- ineligibility to respond
- inability to locate respondent

The data-producing sample is all the respondents whose data was utilized to draw conclusions for the study.

3.3.4 Data-collection methods

The purpose for the data-gathering exercise is to get an understanding of performance management as a subject and assess the SASSA employees' perceptions about the performance management system offered by the SASSA in the Northern Cape.

3.3.4.1 Secondary data

Zikmund et. al (2010:171) state that secondary data can be classified as either internal to the organisation or external. They further defined internal data as data that originated within the organisation or data created, recorded, or generated by the organisation. The researcher's secondary data sources included review of official documents, policies and procedures, review of related literature and publications on performance management and related issues.

Terre Blanche *et al.* (2011:19) confirm that a research project does not exist in isolation but must build upon what has been done previously. Therefore before embarking on a project, a researcher should review previous work in the field, like recently published research and review of historical material. An in-depth search of existing literature in performance management was conducted, and out of the diverse sources of information the researcher began to piece together the details about the real nature of the topic under investigation. Information searching involved a search of diverse sources like published books, policy documents, and electronic sources of information and government documents to get in-depth knowledge about the topic under investigation, review the available body of knowledge and become acquainted with the discussion in performance management. Secondary data was gathered from published books, government documents, electronic sources of information and policy documents to identify literature relevant to the topic of research. The secondary data formed part of a larger empirical study and focused on discussing the South African government framework guiding the performance management of public servants, relating the framework to existing literature on performance management.

According to Welman, *et al* (2012:38) the aims of literature review can be summarized as follows: A review of related literature can provide the researcher with important facts and background information about the subject under study.

- The review enables the researcher to avoid duplicating previous research.
- If a study on the same topic has been conducted before, a review provides the researcher with information about aspects of the problem which have not been investigated or explored before.
- A review can help a researcher develop various parts of the study.
- In relation to exploratory studies the review provides the researcher with a basis in order to determine variable relationships and measurements.

Exploring existing literature ascertains what has been written and published on the chosen research topic to increase the researcher's knowledge of the subject area and the application of different research methodologies. It also helps determine whether the intended project is feasible and to explore what others have contributed to the area of interest. The literature review assists in ascertaining the most widely accepted definitions of key concepts in performance management and finding out what the most widely accepted empirical findings are in the field of performance management. It also helps in finding out what is already known in the topic, identify any gaps, see how the researcher's ideas compare with what has gone before and develop existing ideas or create new ones.

Mouton (2009:90) provides the following recommendations that were taken into consideration during the review of the literature:

- Literature should be exhaustive in its treatment of authors;
- A good review is fair in its treatment of authors;
- A literature review should be topical and not dated; and
- A good literature review should be well organized.

3.3.4.2 Primary data

The design of the questionnaire was then amended and the open-ended questionnaire replaced by a questionnaire with close-ended questions that circumscribed the respondents' range of responses and readily lent themselves to coding and analysis. The questions were formatted to allow the respondents to choose the answer that best describes their responses to the questions. The researcher took care to avoid ambiguous questions that might confuse the participants. The questions were simple

and clear to ensure the same meaning was imparted by the questions. The following meaning was attached to the 5-point agreement scale:

1 - Strongly disagree

2 - Disagree

3 - Undecided

4 - Agree

5 - Strongly agree

The questionnaire contained a cover page outlining the objectives and purpose of the study. It gave an explanation that participation was of the individual's free will and also gave the assurance that confidentiality would be maintained. The questionnaire was designed to individually and collectively provide data required for the successful achievement of the research objectives. The respondents had to respond by marking the number that best identified their responses to each corresponding statement.

A questionnaire was selected as a data-collection method because:

- it is inexpensive and can be completed in the absence of the researcher;
- a questionnaire also allows confidentiality to be maintained;
- it speeds up the process because its completion is not dependent on the availability of the researcher;
- A questionnaire gives the respondent privacy and the freedom to respond freely without fear of victimization as a result of the responses given.

Since the sample included officials scattered across the region, questionnaires could be electronically sent to the sample without the researcher being physically where the sample was. The questionnaires were therefore mailed through the SASSA e-mail giving the participants an option to either e-mail them back, or drop them off at the researcher's office. De Vos (1996:153) lists the following advantages to using mailed questionnaires:

- Costs are relatively low and the extension of the geographical area to be covered by the researcher does not increase the cost level.
- The respondent enjoys a high degree of freedom in completing the questionnaire. This is important because the questionnaire requires participants to respond to questions about their supervisors, therefore this form of data collection enables the respondents to answer honestly and freely.
- Information can be obtained from a large number of respondents within a brief period of time.
- The same stimuli are offered to all respondents and the possible “contaminator” influence of a fieldworker is eliminated.

On the other hand, mailed questionnaires have limitations that can impact negatively on the study. De Vos (1996:153) lists the following shortcomings of a mailed questionnaire:

- Non-response rate may be high.
- Complex questionnaires requiring in-depth thought might show a low response rate.
- Missing data may occur.
- Participation is limited to those with access to computers.

To reduce the effects of the limitations, the researcher resorted to sending reminders to those who failed to submit the completed questionnaires. Incomplete questionnaires submitted by individuals to the researcher were also followed up by calls to the participants informing them of the missing information and requesting that the questionnaire be completed in full. The researcher also printed questionnaires and circulated them to those without access to computers.

Given the importance and the large size of the study, a pilot study was initiated to determine the feasibility of the study. To remain critical and more conservative, respondents in the pilot study were managers with a busy time schedule and a good understanding of performance management. The questionnaire was administered by email to twelve managers and the response revealed that they were happy with the area tested, it took them less than fifteen minutes to complete those questionnaires

even though the length initially gave the impression of been time consuming. The pilot study was therefore conducted successfully and reveals to be feasible before the research was conducted.

A comprehensive questionnaire with mostly open-ended questions was designed and administered to eight officials in the Regional office as a pilot study. Kumar (1996:110) defines a questionnaire as a written list of questions, the answers to which are recorded by respondents. The questionnaire was administered to a limited number of subjects from the same population as that for which the eventual project is intended, to detect flaws in the instrument and to identify unclear or ambiguously formulated items. The purpose for the preliminary survey was to test the instrument before administering it to the actual sample. According to de Vos (1996:181) it is necessary to obtain a picture of the real practical situation where the prospective investigation will be executed. The preliminary study can alert the researcher to possible unforeseen problems which may emerge during the main investigation. Thus, by undertaking a careful exploratory study, the researcher can ascertain facts that might impact on the study. The purpose for the comprehensive questionnaire was to avoid limiting participants in their responses, but letting them think through their answers instead of the researcher giving them answers to choose from.

The participants of the pilot study were interviewed for their inputs into the research instrument. The most common input from the participants was the time and effort it took to complete the questionnaire. All the participants complained that completing the questionnaire was time-consuming and required effort from the participant. They predicted that a large number of officials would either refuse to participate in the research or submit incomplete questionnaires, due to the time required to complete the questionnaire. The participants suggested a shorter questionnaire that would give participants a choice to select their responses instead of requiring essay responses. The pilot study assisted the researcher by revealing flaws in the questionnaire, the questions and the approach used. The study suggested possible improvements and supplied a range of possible answers to closed questions. As a result of the study, the researcher managed to make amendments necessary to maximize returns and reduce the error rate on the questionnaires. The inputs from the pilot study were analysed and incorporated into the final questionnaire. From the inputs it became evident that an

agreement scale questionnaire would be most suitable to answer the research question and to encourage participation.

3.4 Challenges in data collection

The researcher experienced the following challenges in designing a data-collection tool and collecting primary data:

- Using a questionnaire as a data-collection instrument does not give respondents an opportunity to seek clarity, because they are completed in the absence of the researcher. Despite the researcher's efforts to design a simple and clear questionnaire, it is possible for participants to submit incomplete questionnaires or not submit at all because certain questions are not clear to them. This challenge might increase the rate of errors in submitted questionnaires, incomplete questionnaires and a large number of non-submitted questionnaires.
- Using e-mail to send and receive questionnaires from respondents interferes with confidentiality because respondents outside the location of the researcher are forced to e-mail their completed questionnaires instead of sending them anonymously. This knowledge might cause respondents not to be free when completing the questionnaires for fear the researcher might discuss their responses with their supervisors.
- Designing a questionnaire in English could be a limitation to some officials who are not comfortable with the language, resulting in non-participation and incomplete questionnaires.
- Designing a comprehensive yet clear and simple questionnaire that would capture the interest of the respondents while addressing all the questions the research is attempting to answer, proved to be a challenge. Whilst it is important to design a short questionnaire to encourage participation, the researcher had the dilemma of ensuring the questionnaire addresses all the questions the study is attempting to answer.
- Not being able to include all the SASSA employees in the research resulting in selecting a sample to participate in the study and deciding on a sample size that will represent the population against which inferences will be made. The

challenge with regard to the sample size is that the research literature consulted does not give a clear guideline on how big a sample must be for the results to be generalizable to the population. The decision was therefore left to the discretion of the researcher.

- Selecting a sample from the population that would cover a fair distribution of all the characteristics that would ensure the sample represented the population in order for the results to be generalized to the population instead of only to the chosen participants, was difficult due to the unfair distribution of the number of officials between the different branches, locations and employment levels. The challenge resulted in the sample favouring one branch and level of employment.
- The fact that some employees have no access to computers or connectivity in their offices means these officials are unintentionally excluded from the study.
- The study also unintentionally excludes new employees who have not yet gone through the complete performance management process, due to the fact that they would not be able to respond to the questions that relate to performance management processes they have not experienced.
- Fitting the research into the schedule and work demands of the researcher and the participants proved to be a challenge resulting in the study taking longer than expected and requiring the researcher to send constant reminders to the sample to complete and send the completed questionnaires.
- Checking all submitted questionnaires for completion and eligibility in order to communicate with the respondent proved impossible for respondents who submitted their completed questionnaires anonymously.

3.5 Data processing and analysis

After the primary data had been collected according to the planned design, the obtained results had to be presented, analysed and discussed to make sense of the collected data. The results obtained in the study provide feedback on the tenability or un-tenability of the originally formulated research question and consequently on the theory if deduced from one. Some form of explanation, understanding and interpretation from the collected data had to be extracted to establish how the participants made meaning of the SASSA performance management system. Their knowledge, attitude, feelings and experiences about performance management were

analysed to approximate their construction of the programme. This is supported by Maree (2010:99) who maintains that literature on qualitative data analysis documents a range of approaches, processes and procedures whereby researchers extract some form of explanation, understanding or interpretation from the qualitative data collected of the people and situations that they are investigating. Maree (2010) further states that qualitative data analysis tries to establish how participants make meaning of a specific phenomenon by analysing their perceptions, attitudes, understanding, knowledge, values, feelings and experiences in an attempt to approximate their construction of the phenomenon.

Data analysis is an on-going process, with data collection, processing and analysis being intertwined, instead of being merely a number of successive steps. The first step of analysing the collected data would involve checking the submitted questionnaires for completion and legibility. This was done during data collection to enable the researcher to follow up with the respondents for missing information. The follow-ups were only possible with questionnaires submitted directly to the researcher by the individuals. Questionnaires submitted anonymously or in groups would not be discussed with the respondents and will be set aside. Each questionnaire was numbered upon receipt, for the researcher to be able to go back to the specific questionnaire if certain information was left out or was not clear. This method is supported by Devlin (2006:178) when stating that every questionnaire must be labelled by writing the number on the questionnaire itself. This approach is more suitable in experimental designs in which the conditions under which the questionnaires were completed are different. In this study, labelling was critical for the researcher to be able to revert to the specific questionnaire for unclear or missing information.

After cleaning the data, the next step was to code it. Maree (2010:105) defines coding as the process of reading carefully though the transcribed data, line by line, and dividing it into meaningful analytical units. Coding can therefore be described as marking the segments of data with symbols, descriptive words or unique identifying names. The purpose for data coding is to enable the researcher to quickly retrieve and collect together all the text and other data that they have associated with some thematic idea so that the sorted bits can be examined together and different cases compared in that respect. Coding also helps the researcher make sense and analyse

the collected data. According to Welman *et al.* (2012:213) the problem with qualitative research is that the data is words and not numbers as in quantitative research and words have multiple meanings complicating analysis. The solution is therefore to convert words into numbers or symbols. Since the questionnaire used in the study required participants to choose the answer that best describes their responses to the questions in a 5-point agreement scale, items in the questionnaire were coded as follows:

1 - Strongly disagree

2 - Disagree

3 - Undecided

4 - Agree

5 - Strongly agree

The numerical codes for the responses in each questionnaire were loaded in an excel spread sheet and the frequencies counted to establish the number of similar responses, for an example, the number of employees that “agree” on the five-point questionnaire item for the question “The performance agreement is aligned to the operational plan of the unit”. This form of coding assisted the researcher in quantifying the responses to the different questions to determine how the majority of the respondents responded to the question. When analysing data, it is important for the researcher to clean the data to ensure no errors have been made. The process of analysing data is tedious and labour-intensive and errors can easily be made. The labelling of questionnaires is critical at this point because the researcher can easily refer to a questionnaire for incorrect or missing information. To ascertain that data is captured correctly, the researcher quality-checked the captured information and corrected any mistakes that occurred during capturing. If the data sets contained errors, the results of the study would be invalid, therefore cleaning and quality assuring the data were critical.

Simple percentages imbedded in graphs are used to the results of the research. Each result is in a table which is followed by the findings or inferences for better and clear

understanding. After every section, a summary of the whole section is given in the same format.

The next task would then be to present findings effectively to readers (de Vos, 1996:226). The findings are presented in a frequency table that indicates how many respondents responded in what manner to each question and the percentages for each response given to determine the percentage of the responses to each statement. The purpose for using data display techniques is to make the findings clear and understandable.

3.6 Conclusion

The purpose for this chapter was to explain the process to be followed in conducting the study, the methods to be utilized to gather information and the justification on the methods utilized. There are various methods and techniques that can be utilized to investigate and answer a research problem, but the aim of a specific research project determines which of these methods and techniques are most suitable and appropriate for the study that is being conducted. The chapter therefore explains the logic behind the research methodology utilized in the study.

4 CHAPTER FOUR: RESEARCH FINDINGS AND RESULTS

4.1 Overview

Once data has been gathered from the respondents, the researcher must display the findings in order to be able to draw conclusions from the gathered data. Data display involves the systematic arrangement of the responses to each question in the data collection instrument. The data can be displayed in tables or graphs to enable the researcher to see a reduced set of data as a basis for thinking about its meaning. Data display allows the researcher to obtain a complete view of the full data set.

The sample was divided into three specific sub-components, namely the invited sample, the accepting sample and the data-producing sample. The invited sample included the 125 employees who were sent questionnaires to participate in the research. Selecting the same number of participants in the different branches and employment levels proved difficult because the staff complement in the different branches is not the same. Grants Administration as the core business branch has the most number of officials; therefore a large number of the sample came from Grants Administration Branch. Also, Level 5 as the lowest employment level has the largest number of officials, and the number of officials decrease with the higher levels, therefore the largest number of officials sampled would be in the lower levels. The respondents returned completed questionnaires through e-mails and some were delivered to the researcher's office either individually or in groups.

The current chapter explains the process followed to prepare the data for display. The findings as depicted in the 83 completed questionnaires are presented. The frequency of each response is presented for all 76 statements in the questionnaires. The responses have been translated into percentages to determine the perceptions of the majority of the respondents for each statement.

4.2 Data preparation

To avoid being overwhelmed by the collected data, it is imperative to organize and sort the data. The statement is supported by Maree (2010:104) who states that "moving from a mass of words and heaps of paper to a final report requires a method for

organizing and keeping track of the text. In preparing the data it must be coded and divided into meaningful analytical units. Maree (2010:105) defines coding as “marking the segments of data with symbols, descriptive words or unique identifying names”. Coding enables the researcher to quickly retrieve and collect together all the text so that the sorted data can be examined together and different cases compared in that respect.

After collection, data are run on an excel spread sheet, using the most appropriate functions and graph for processing. The table from excel are there after exported to the word documents to be included in the research.

4.2.1 Capturing of responses

- The responses to each statement in all questionnaires were loaded on an excel spread sheet.
- Missing responses were coded as “no response”.

4.2.2 Verification of captured responses

- The captured data was thoroughly checked to ensure that there were no blank spaces.
- In cases where blank spaces were discovered, the researcher referred back to the questionnaires to check and capture the response.

4.2.3 Frequency counting

- The same responses to each question were counted to determine the frequency and a code allocated for each response.

4.2.4 Verification of frequency of responses

- Verification was done to ensure that the number of responses for each statement adds up to 83, including the non-responses.
- For cases where the responses did not add up to 83 the researcher reverted to the excel spread sheet to verify the data.
- The exercise was repeated until all the totals added up to 83.

Since the data preparation process was completed manually it was critical for the researcher to perform quality checks to ensure the data captured was complete and accurate. The numbering of questionnaires made it easy for the researcher to verify unclear or missing data from the relevant questionnaires.

4.3 Data display

Once the data had been prepared and all quality checks were done to ascertain that the data was captured as depicted in the completed questionnaires, the data was then displayed. Welman *et al.* (2012:219) define a data display as a systematic, visual representation of information which enables the user to draw conclusions about qualitative material collected. De Vos (1998:340) defines data display as an organized, concise assembly of information that permits conclusions drawing and/or action taking as a second integral part of analysis.

4.4 Presentation of the results and findings

The results are presented in a table form in which the statement as well as the percentages is embedded for a clear and better understanding.

4.4.1 Awareness results and findings

To test the awareness of respondents with regards to the PMDS, five statements were distributed, on a likert scale of five dimensions, ranging from strongly disagree to strongly agree, the middle been undecided. The below results were obtained as presented in table 1 to 4 and summarise in table 5.

Table 1: I have an understanding of what PMDS is “Results”

		1	2	3	4	5	
		Strongly disagree	somewhat disagree	Neither agree or disagree	Somewhat agree	Strongly agree	Total
A1	the overall compe	0	1	0	57	25	83
	Percentage	0.00	1.20	0.00	68.67	30.12	

I have an understanding of what PMDS

Response Category	Count
Strongly agree	25
Somewhat agree	57
Neither agree or disagree	0
somewhat disagree	1
Strongly disagree	0

		1.20	%	Disagree		
		0.00	% =	Neutral		
		98.80	% =	Agree		

Findings

Out of the 83 respondents, an overwhelming majority, 98.88% reported to have an understanding of the Performance Management Development System against 1. 2% disagree only. This seems rather controversial to the poor results of the PMDS. It might also imply that the respondents know about the PMDS, but do not understand.

Table 2: I am aware that SASSA implements a performance management and development system results.

		1	2	3	4	5	
		Strongly disagree	somewhat disagree	Neither agree or disagree	Somewhat agree	Strongly agree	Total
A2	the overall compe	0	46	2	0	35	83
	Percentage	0.00	55.42	2.41	0.00	42.17	

I am aware that SASSA implements a performance management and development system

Response	Count
Strongly agree	35
Somewhat agree	0
Neither agree or disagree	2
somewhat disagree	46
Strongly disagree	0

		55.42	%	Disagree		
		2.41	% =	Neutral		
		42.17	% =	Agree		

Findings

Out of the 83 valid counts, a fairly majority of 55.42% claim not to be aware that SASSA implements a PMDS, 2.41% neutral and only 42.17% agree. This come as a surprise, because having almost everyone claim to understand the PMDS and more than the majority who reported not to be aware is not congruent.

Table 3: I was informed about SASSA PMDS within a month of employment results

		1	2	3	4	5	
		Strongly disagree	somewhat disagree	Neither agree or disagree	Somewhat agree	Strongly agree	Total
A3	the overall compe	6	25	15	24	13	83
	Percentage	7.23	30.12	18.07	28.92	15.66	

I was informed about SASSA PMDS within a month of employment

Response Category	Count
Strongly agree	13
Somewhat agree	24
Neither agree or disagree	15
somewhat disagree	25
Strongly disagree	6

		37.35	%	Disagree		
		18.07	% =	Neutral		
		44.58	% =	Agree		

Findings

Out of the 83 valid counts, Up to 37.35% disagree, 44.58% agrees that they were informed about the SASSA PMDS the first month of their employment, 18.07% are neutral; this might swing to agree, given the result on table 1. This might imply that people might have indeed be aware of the PMDS but did not pay enough attention to understand.

Table 4: HCM informed me about the PMDS implementation in SASSA results

		1	2	3	4	5	
		Strongly disagree	somewhat disagree	Neither agree or disagree	Somewhat agree	Strongly agree	Total
A4	the overall compe	0	11	14	43	15	83
	Percentage	0.00	13.25	16.87	51.81	18.07	

HCM informed me about the PMDS implementation in SASSA

Response Category	Count
Strongly agree	15
Somewhat agree	43
Neither agree or disagree	14
somewhat disagree	11
Strongly disagree	0

		13.25	%	Disagree		
		16.87	% =	Neutral		
		69.88	% =	Agree		

Findings

Out of the 83 respondents, 69, 88% of respondents reported that the HCM informed them about the implementation of the PMDS. 16.87% neither agree nor disagree, this should be considered a swing to agree, and hence the first table indicates that almost all the respondents understood the PMDS. This implies that they are told even if they did not fully comprehend. Only 13.25% disagree.

Table 5: Overall awareness of the PMDS results

		1	2	3	4	5	
		Strongly disagree	somewhat disagree	Neither agree or disagree	Somewhat agree	Strongly agree	Total
A0	the overall compe	6	83	31	124	88	332
	Percentage	1.81	25.00	9.34	37.35	26.51	

Overall awareness of the PMDS

Response Category	Count
Strongly agree	88
Somewhat agree	124
Neither agree or disagree	31
somewhat disagree	83
Strongly disagree	6

		26.81	%	Disagree		
		9.34	% =	Neutral		
		63.86	% =	Agree		

Findings

The above result shows that 63, 86% are aware of the PMDS. The 9.34% should actually mean agree, taking from the response from table 1. It should be mentioned that most of the respondent did not correctly differentiate between understand and aware, reason why the results of table 1 and table 2 who are mean to be aligned has portray some discrepancies.

4.4.2 Performance planning results and findings

To test the performance planning of respondents with regards to the PMDS, five statements were distributed, on a likert scale of five dimensions, ranging from strongly disagree to strongly agree, the middle been undecided.

Table 6: My supervisor assists me with the development of my performance agreement results.

		1	2	3	4	5	
		Strongly Disagree	disagree	undecided	Agree	Strongly Agree	Total
PP1	Counts	7	19	5	48	4	83
	Percentage	8.43	22.89	6.02	57.83	4.82	

Supervisor assisting in developping performance agreement

Response	Count
Strongly Agree	4
Agree	48
undecided	5
disagree	19
Strongly Disagree	7

		31.33	%	Disagree			
		6.02	%=	Neutral			
		62.65	%=	Agree			

Findings

The above table shows that 62.65% declared that the supervisor assisted them in developing agreements and only 6.2% are neutral. In fact this come without a surprise hence the agreement should be between the supervisor and the employee. It is therefore obvious that both should agree upon the deliverables and of course the supervisor should help in making challenging but achievable targets.

Table 7: My performance agreement is developed within the first month of the financial year results

		1	2	3	4	5	
		Strongly Disagree	disagree	undecided	Agree	Strongly Agree	Total
PP2	Counts	18	36	9	18	2	83
	Percentage	21.69	43.37	10.84	21.69	2.41	

Performance agreement develop within the 1st month of the financial year

Response Category	Count
Strongly Agree	2
Agree	18
undecided	9
disagree	36
Strongly Disagree	18

		65.06	%	Disagree			
		10.84	%=	Neutral			
		24.10	%=	Agree			

Findings

Table 7 shows that up to 65.06% reported that their performance agreement is not developed within the first month of the financial year. This sound alarming because the right tone and direction should be given from the start of the financial year.

Table 8: The performance agreement has measurable objectives results

		1	2	3	4	5	
		Strongly Disagree	disagree	undecided	Agree	Strongly Agree	Total
PP3	Counts	2	3	15	53	10	83
	Percentage	2.41	3.61	18.07	63.86	12.05	

Performance agreement has measurable objectives

Response	Count
Strongly Agree	10
Agree	53
undecided	15
disagree	3
Strongly Disagree	2

		6.02	%	Disagree			
		18.07	%=	Neutral			
		75.90	%=	Agree			

Findings

As presented in table 8, more than 75% believe that the performance agreement has measurable objectives; it is a good indication of the performance system well receives by the employee. In fact only 6% are of the opposite view, which is very negligible.

Table 9: The performance agreement includes clear time lines for the achievement of targets results

		1	2	3	4	5	
		Strongly Disagree	somewh at disagree	Neither agree or Disagree	Somewhat Agree	Strongly A	Total
PP4	the overall compe	0	8	10	56	9	83
	Percentage	0.00	9.64	12.05	67.47	10.84	

The performance agreement include clear time line for achievement of targets

Response Category	Count
Strongly Agree	9
Somewhat Agree	56
Neither agree or Disagree	10
somewhat disagree	8
Strongly Disagree	0

		9.64	%	Disagree		
		12.05	%=	Neutral		
		78.31	%=	Agree		

Findings

An overwhelming majority, 78.31% are fully aware of the lead time attached to the targets achievement. This is a step toward defining SMART goals, good tools that assist the management in been effective and efficient, 12.05 % neutral and 9.64% disagree.

Table 10: The performance agreement is aligned to the operational plan of the unit results

		1	2	3	4	5	
		Strongly Disagree	somewh at disagree	Neither agree or Disagree	Somewhat Agree	Strongly Agree	Total
PP5	the overall compe	0	5	8	50	20	83
	Percentage	0.00	6.02	9.64	60.24	24.10	

The performance agreement is aligned to the operational plan of the unit

Response Category	Count
Strongly Agree	20
Somewhat Agree	50
Neither agree or Disagree	8
somewhat disagree	5
Strongly Disagree	0

		6.02	%	Disagree		
		9.64	%=	Neutral		
		84.34	%=	Agree		

Findings

The large majority, 84.34% agree that the performance agreement is aligned to the operational plan unit. Only 6% somewhat disagree, this is an indication of a good strategic management design for the organisation.

Table 11: The performance agreement clearly outlines the activities to be performed results

		1	2	3	4	5	
		Strongly Disagree	somewh at disagree	Neither agree or Disagree	Somewhat Agree	Strongly Agree	Total
PP6	the overall compe	0	4	2	65	12	83
	Percentage	0.00	4.82	2.41	78.31	14.46	

The performance agreement clearly outline the activities to be performed

Response Category	Count
Strongly Agree	12
Somewhat Agree	65
Neither agree or Disagree	2
somewhat disagree	4
Strongly Disagree	0

		4.82	%	Disagree		
		2.41	%=	Neutral		
		92.77	%=	Agree		

Findings

With 92.77% reporting that the performance agreement clearly outlines the activities to be performed, 4.82 % of the respondents were not in agreement with the statement, 2.4% were undecided and 93% of the respondents were in agreement with the statement, it can be concluded that the system is well understood by employees.

Table 12: My supervisor explains how my responsibilities fit into the bigger picture of the organizational goals results

		1	2	3	4	5	
		Strongly Disagree	somewh at disagree	Neither agree or Disagree	Somewhat Agree	Strongly Agree	Total
PP7	the overall compe	8	19	15	35	6	83
	Percentage	9.64	22.89	18.07	42.17	7.23	

My supervisor explains how my responsibilities fit into the bigger picture of the organizational goals

Response Category	Count
Strongly Agree	6
Somewhat Agree	35
Neither agree or Disagree	15
somewhat disagree	19
Strongly Disagree	8

		32.53	%	Disagree		
		18.07	%=	Neutral		
		49.40	%=	Agree		

Findings

The above table (12) reveals that 33% of the respondents disagreed, 18% were undecided and 49% of the respondents were in agreement with the statement.

Table 13: The performance agreement is amended when the operational plan of the unit is reviewed, resulting in my responsibilities changing

		1	2	3	4	5	
		Strongly Disagree	somewh at disagree	Neither agree or Disagree	Somewhat Agree	Strongly Agree	Total
PP8	the overall compe	6	27	8	34	8	83
	Percentage	7.23	32.53	9.64	40.96	9.64	

The performance agreement is amended when the operational plan of the unit is reviewed, resulting in my responsibilities changing

Response Category	Count
Strongly Agree	8
Somewhat Agree	34
Neither agree or Disagree	8
somewhat disagree	27
Strongly Disagree	6

		39.76	%	Disagree		
		9.64	%=	Neutral		
		50.60	%=	Agree		

Findings

39.76% of the respondents disagreed, 9.64% were undecided and 50.60% of the respondents agreed with the statement.

Table 14: Overall performance planning

		1	2	3	4	5	
		Strongly Disagree	somewh at disagree	Neither agree or Disagree	Somewhat Agree	Strongly Agree	Total
PPO	the overall compe	41	121	72	359	71	664
	Percentage	6.17	18.22	10.84	54.07	10.69	

Overall performance planning

Response Category	Count
Strongly Agree	71
Somewhat Agree	359
Neither agree or Disagree	72
somewhat disagree	121
Strongly Disagree	41

		24.40	%	Disagree		
		10.84	% =	Neutral		
		64.76	% =	Agree		

Findings

The overall performance planning is applauded by 64.76% of the respondents, 10.84% neutral and 24.40% disagreements.

4.5 Performance management results and findings

To test the performance management of respondents with regards to the PMDS, statements were distributed, on a Likert scale of five dimensions, ranging from strongly disagree to strongly agree, the middle been undecided.

Table 15: My supervisor has a good understanding of PMDS

		1	2	3	4	5	
		Strongly Disagree	somewh at disagree	Neither agree or Disagree	Somewhat Agree	Strongly Agree	Total
PM1	the overall compe	4	4	23	45	7	83
	Percentage	4.82	4.82	27.71	54.22	8.43	

My supervisor has a good understanding of PMDS

Response Category	Count
Strongly Agree	7
Somewhat Agree	45
Neither agree or Disagree	23
somewhat disagree	4
Strongly Disagree	4

		9.64	%	Disagree		
		27.71	%=	Neutral		
		62.65	%=	Agree		

Findings

10% of the respondents only disagreed with the statement, 28% were undecided and 62% agreed with the statement. It can therefore be said that the majority of employees are of the opinion that their supervisors has a good understanding of their PMDS.

Table 16: My supervisor has a good understanding of the skills required to perform my job

		1	2	3	4	5	
		Strongly Disagree	somewh at disagree	Neither agree or Disagree	Somewhat Agree	Strongly Agree	Total
PM2	the overall compe	4	7	23	41	8	83
	Percentage	4.82	8.43	27.71	49.40	9.64	

My supervisor has a good understanding of the skills required to perform my job

Response Category	Count
Strongly Agree	8
Somewhat Agree	41
Neither agree or Disagree	23
somewhat disagree	7
Strongly Disagree	4

		13.25	%	Disagree		
		27.71	%=	Neutral		
		59.04	%=	Agree		

Findings

The above table indicates that only 13.25% of the respondents disagreed with the statement, 27.71% were undecided, 59% agreed. In fact this does not come as a surprise hence it is somehow difficult for subordinates to judge the skill of their supervisors.

Table 17: I am provided with all the necessary resources to perform my duties as outlined in my performance agreement

		1	2	3	4	5	
		Strongly Disagree	somewh at disagree	Neither agree or Disagree	Somewhat Agree	Strongly Agree	Total
PM3	the overall compe	10	31	17	22	3	83
	Percentage	12.05	37.35	20.48	26.51	3.61	

I am provided with all the necessary resources to perform my duties as outlined in my performance agreement

Response Category	Count
Strongly Agree	3
Somewhat Agree	22
Neither agree or Disagree	17
somewhat disagree	31
Strongly Disagree	10

		49.40	%	Disagree		
		20.48	%=	Neutral		
		30.12	%=	Agree		

Findings

As illustrated on the above table, 49.40% of the respondents disagreed with the fact that they are provided with all the necessary resources to perform the set performance agreement. While 20.48% were undecided and 30.12 % agreed that they were provided with all the necessary resources to perform their duties, this finding justifies the problem this research aim to address.

Table 18: My skills gap are addressed to ensure I am able to perform my duties

		1	2	3	4	5	
		Strongly Disagree	somewh at disagree	Neither agree or Disagree	Somewhat Agree	Strongly Agree	Total
PM4	the overall compe	7	33	19	23	1	83
	Percentage	8.43	39.76	22.89	27.71	1.20	

My skills gaps are addressed to ensure I am able to perform my duties

Response Category	Count
Strongly Agree	1
Somewhat Agree	23
Neither agree or Disagree	19
somewhat disagree	33
Strongly Disagree	7

		48.19	%	Disagree		
		22.89	% =	Neutral		
		28.92	% =	Agree		

Findings

With up to 48.19 % of the respondents are in disagreement with the statement that their skills gap is addressed to ensure they perform their duties, this is in line with the findings of table 16. The 20% abstention actually means disagree hence if one believes his gap has been addressed, it cannot be forgotten or doubted.

Table 19: My supervisor gives regular feedback on my performance

		1	2	3	4	5	
		Strongly Disagree	somewh at disagree	Neither agree or Disagree	Somewhat Agree	Strongly Agree	Total
PM5	the overall compe	11	31	19	20	2	83
	Percentage	13.25	37.35	22.89	24.10	2.41	

My supervisor gives regular feedback on my performance

Response Category	Count
Strongly Agree	2
Somewhat Agree	20
Neither agree or Disagree	19
somewhat disagree	31
Strongly Disagree	11

		50.60	%	Disagree		
		22.89	% =	Neutral		
		26.51	% =	Agree		

Findings

A relative majority 50.6% of the respondents claim not to receive feedback from their supervisors. Again the 22.89% abstention should be assimilated to disagreement hence one cannot forget easily what has been received. This might also imply that the coaching exercise is not taking place or subordinates are provided with negative feedback.

Table 20: My supervisor provides enabling conditions for me to perform my duties

		1	2	3	4	5	
		Strongly Disagree	somewh at disagree	Neither agree or Disagree	Somewhat Agree	Strongly Agree	Total
PM6	the overall compe	6	17	19	40	1	83
	Percentage	7.23	20.48	22.89	48.19	1.20	

My supervisor provides enabling conditions for me to perform my duties

Response Category	Count
Strongly Agree	1
Somewhat Agree	40
Neither agree or Disagree	19
somewhat disagree	17
Strongly Disagree	6

		27.71	%=	Disagree		
		22.89	%=	Neutral		
		49.40	%=	Agree		

Findings

As shown on the above table (18), only 49.40% reported that their supervisors provide enabling conditions for them to perform their duties. The 22.89% abstention should be regarded as disagreed. This again justifies the title and the 27.71% should be seen as outspoken once that is not afraid of voicing out their opinions.

Table 21: The SASSA PMDS succeeds in encouraging excellent performance

		1	2	3	4	5	
		Strongly Disagree	somewh at disagree	Neither agree or Disagree	Somewhat Agree	Strongly Agree	Total
PM7	the overall compe	4	25	30	23	1	83
	Percentage	4.82	30.12	36.14	27.71	1.20	

The SASSA PMDS succeeds in encouraging excellent performance

Response Category	Count
Strongly Agree	1
Somewhat Agree	23
Neither agree or Disagree	30
somewhat disagree	25
Strongly Disagree	4

		34.94	%=	Disagree		
		36.14	%=	Neutral		
		28.92	%=	Agree		

Findings

With only 28.92% believing that the SASSA PMDS efficiently encourage excellent performance, it gives a lot of doubt about the PMDS planning and design. This PMDS has not received the buy-in of most of workers; this is the main barrier to its implementation.

Table 22: The application of PMDS is consistent throughout the Agency

		1	2	3	4	5	
		Strongly Disagree	somewh at disagree	Neither agree or Disagree	Somewhat Agree	Strongly Agree	Total
PM8	the overall compe	15	30	21	11	6	83
	Percentage	18.07	36.14	25.30	13.25	7.23	

The application of PMDS is consistent throughout the Agency

Response Category	Count
Strongly Agree	6
Somewhat Agree	11
Neither agree or Disagree	21
somewhat disagree	30
Strongly Disagree	15

		54.22	%=	Disagree		
		25.30	%=	Neutral		
		20.48	%=	Agree		

Findings

The above table reveals that 54.22% of respondents affirmed that the application of the PMDS is inconsistent throughout the Agency. 25% respondents were undecided with the statement and 21% agreed that the application of PMDS was consistent throughout the Agency.

Table 23: The SASSA PMDS ensures that all jobholders are at all times fully informed of what is expected of them in terms of applicable work standards

		1	2	3	4	5	
		Strongly Disagree	somewh at disagree	Neither agree or Disagree	Somewhat Agree	Strongly Agree	Total
PM9	the overall compe	4	21	19	35	4	83
	Percentage	4.82	25.30	22.89	42.17	4.82	

The SASSA PMDS ensures that all jobholders are at all times fully informed of what is expected of them in terms of applicable work standards

Response Category	Count
Strongly Agree	4
Somewhat Agree	35
Neither agree or Disagree	19
somewhat disagree	21
Strongly Disagree	4

		30.12	%=	Disagree		
		22.89	%=	Neutral		
		46.99	%=	Agree		

Findings

The above table shows that 30.12% of the respondents think that the SASSA PMDS does not ensure that all jobholders are at all times fully informed of what is expected of them in terms of applicable work standards, however close to 50% agrees whilst about 23% is undecided.

Table 24: Performance management directly supports the strategic objectives of SASSA

		1	2	3	4	5	
		Strongly Disagree	somewh at disagree	Neither agree or Disagree	Somewhat Agree	Strongly Agree	Total
PM10	the overall compe	3	8	19	48	5	83
	Percentage	3.61	9.64	22.89	57.83	6.02	

Performance management directly supports the strategic objectives of the SASSA

Response Category	Count
Strongly Agree	5
Somewhat Agree	48
Neither agree or Disagree	19
somewhat disagree	8
Strongly Disagree	3

		13.25	%=	Disagree		
		22.89	%=	Neutral		
		63.86	%=	Agree		

Findings

The table above shows that 63.86% have no doubt about the performance management directly supporting the strategic objectives of SASSA. This shows the good design of the balance score card at SASSA.

Table 25: The SASSA PMDS is successful in achieving its objective of enhancing employee behavior

		1	2	3	4	5	
		Strongly Disagree	somewh at disagree	Neither agree or Disagree	Somewhat Agree	Strongly Agree	Total
PM11	the overall compe	9	35	18	21	0	83
	Percentage	10.84	42.17	21.69	25.30	0.00	

The SASSA PMDS is successful in achieving its objective of enhancing employee behaviour

Response Category	Count
Strongly Agree	0
Somewhat Agree	21
Neither agree or Disagree	18
somewhat disagree	35
Strongly Disagree	9

		53.01	%=	Disagree		
		21.69	%=	Neutral		
		25.30	%=	Agree		

Findings

Table 25 shows that, 53% of the respondents disagreed with fact that the SASSA PMDS is successfully achieving its objective of enhancing employee behaviour. Looking into the result of table 24, it can be said that the problem lies with the implementation.

Table 26: Overall Performance Management

		1	2	3	4	5	
		Strongly Disagree	somewh at disagree	Neither agree or Disagree	Somewhat Agree	Strongly Agree	Total
PMO	the overall compe	77	242	227	329	38	913
	Percentage	8.43	26.51	24.86	36.04	4.16	

The overall Performance Management

Response Category	Count
Strongly Agree	38
Somewhat Agree	329
Neither agree or Disagree	227
somewhat disagree	242
Strongly Disagree	77

		34.94	%=	Disagree		
		24.86	%=	Neutral		
		40.20	%=	Agree		

Findings

As inferred from the above table, the design does not seem to be the issue, but the implementation. This is owing to the fact that most of the employees are not involved in the planning phase and therefore feel that this system is imposed on them, have a poor understanding of it and resisting its implementation thereof. Surely, the reason why this good PMDS does not yield the expected results is not due to the involvements of the respondents.

4.5.1 Performance assessment

Table 27: Performance assessment is a once-off activity performed only during formal performance assessment periods

		1	2	3	4	5	
		Strongly Disagree	somewh at disagree	Neither agree or Disagree	Somewhat Agree	Strongly Agree	Total
PA1	the overall compe	7	26	2	35	13	83
	Percentage	8.43	31.33	2.41	42.17	15.66	

Performance assessment is a once-off activity performed only during formal performance assessment periods

Response Category	Count
Strongly Agree	13
Somewhat Agree	35
Neither agree or Disagree	2
somewhat disagree	26
Strongly Disagree	7

		39.76	%=	Disagree		
		2.41	%=	Neutral		
		57.83	%=	Agree		

Findings

As reported on the above table, 57.83% share the view that the performance assessment is a once-off activity performed only during formal performance assessment periods. Those who were in disagreement with the statement represented 39.76% of the respondents, 2.41% were undecided.

Table 28: Formal performance assessments are conducted timeously (with one month at the end of each quarter)

		1	2	3	4	5	
		Strongly Disagree	somewh at disagree	Neither agree or Disagree	Somewhat Agree	Strongly Agree	Total
PA2	the overall compe	15	30	11	25	2	83
	Percentage	18.07	36.14	13.25	30.12	2.41	

**Formal performance assessments are conducted timeously
(with one month at the end of each quarter)**

Response Category	Count
Strongly Agree	2
Somewhat Agree	25
Neither agree or Disagree	11
somewhat disagree	30
Strongly Disagree	15

		54.22	%=	Disagree		
		13.25	%=	Neutral		
		32.53	%=	Agree		

Findings

The above table shows that 54.22% declared that formal performance assessments are conducted timeously with one month at the end of each quarter against 32.53% who agreed and 13.25% abstentions. This does not imply that corrective measure are not often taken to address the skills gap or training and development which should compliments the PMDS.

Table 29: Performance is measured against the signed performance agreement

		1	2	3	4	5	
		Strongly Disagree	somewh at disagree	Neither agree or Disagree	Somewhat Agree	Strongly Agree	Total
PA3	the overall compe	9	0	7	61	6	83
	Percentage	10.84	0.00	8.43	73.49	7.23	

Performance is measured against the signed performance agreement

Response Category	Count
Strongly Agree	6
Somewhat Agree	61
Neither agree or Disagree	7
somewhat disagree	0
Strongly Disagree	9

		10.84	%=	Disagree		
		8.43	%=	Neutral		
		80.72	%=	Agree		

Findings

With more than 80% acknowledging that performance is measured against the signed performance agreement, this is to be appreciated.

Table 30: My supervisor is objective when assessing performance

		1	2	3	4	5	
		Strongly Disagree	somewh at disagree	Neither agree or Disagree	Somewhat Agree	Strongly Agree	Total
PA4	the overall compe	0	15	28	35	5	83
	Percentage	0.00	18.07	33.73	42.17	6.02	

My supervisor is objective when assessing performance

Response Category	Count
Strongly Agree	5
Somewhat Agree	35
Neither agree or Disagree	28
somewhat disagree	15
Strongly Disagree	0

		18.07	%=	Disagree		
		33.73	%=	Neutral		
		48.19	%=	Agree		

Findings

The above table shows only 48.19% who agree that their supervisor is objective when assessing performance, 33.73% abstentions and 18.07% who disagree. This finding is in line with the one of table 29 where 10.84% do not agree that the performance is measured against the set agreements. This highlights the misunderstanding of the PMDS by the employees.

Table 31: My supervisor is consistent when assessing performance

		1	2	3	4	5	
		Strongly Disagree	somewh at disagree	Neither agree or Disagree	Somewhat Agree	Strongly Agree	Total
PA5	the overall compe	1	21	22	35	4	83
	Percentage	1.20	25.30	26.51	42.17	4.82	

My supervisor is consistent when assessing performance

Response Category	Count
Strongly Agree	4
Somewhat Agree	35
Neither agree or Disagree	22
somewhat disagree	21
Strongly Disagree	1

		26.51	%=	Disagree		
		26.51	%=	Neutral		
		46.99	%=	Agree		

Findings

As shown on the above table, less than 50% agree that their supervisor is consistent in assessing their performances, 26.51% abstentions and 26.51% in disagreement. This finding is obvious given the fact that most of the employees do not have a clear understanding of the PMDS, partially because they might not have been involved in the planning and design processes.

Table 32: I am given an opportunity to clarify issues affecting my performance, during performance assessment

		1	2	3	4	5	
		Strongly Disagree	somewh at disagree	Neither agree or Disagree	Somewhat Agree	Strongly Agree	Total
PA6	the overall compe	2	15	20	43	3	83
	Percentage	2.41	18.07	24.10	51.81	3.61	

I am given an opportunity to clarify issues affecting my performance, during performance assessment

Response Category	Count
Strongly Agree	3
Somewhat Agree	43
Neither agree or Disagree	20
somewhat disagree	15
Strongly Disagree	2

		20.48	%=	Disagree		
		24.10	%=	Neutral		
		55.42	%=	Agree		

Findings

Table 32 reveals that only 55.42% reported to be given the opportunity to clarify issues affecting their performance, during performance assessment, 24.10% abstentions and up to 20.48% disagreements. This is obvious for a system that people have little understanding, their participation is deemed to be minimal.

Table 33: Feedback is given on how performance can be improved

		1	2	3	4	5	
		Strongly Disagree	somewh at disagree	Neither agree or Disagree	Somewhat Agree	Strongly Agree	Total
PA7	the overall compe	6	31	31	11	4	83
	Percentage	7.23	37.35	37.35	13.25	4.82	

Feedback is given on how performance can be improved

Response Category	Count
Strongly Agree	4
Somewhat Agree	11
Neither agree or Disagree	31
somewhat disagree	31
Strongly Disagree	6

		44.58	%=	Disagree		
		37.35	%=	Neutral		
		18.07	%=	Agree		

Findings

With only 18% who agree to receive feedback on how to improve their performance, 37.45% abstentions, 44.58% disagreements, can be improved, it witnesses the non-mutuality of the design and the implementation of the PMDS.

Table 34: During assessment, progress is determined and obstacles identified in achieving set objectives and targets

		1	2	3	4	5	
		Strongly Disagree	somewh at disagree	Neither agree or Disagree	Somewhat Agree	Strongly Agree	Total
PA8	the overall compe	0	29	26	25	3	83
	Percentage	0.00	34.94	31.33	30.12	3.61	

During assessment, progress is determined and obstacles identified in achieving set objectives and targets

Response Category	Count
Strongly Agree	3
Somewhat Agree	25
Neither agree or Disagree	26
somewhat disagree	29
Strongly Disagree	0

		34.94	%=	Disagree		
		31.33	%=	Neutral		
		33.73	%=	Agree		

Findings

The above table of results shows that up to 33.73% acknowledged that during the assessment, progress is determined and obstacles identified in achieving set objectives and targets, 31.33% abstentions and 34.94% disagreements. This is higher and even controversial taking into consideration the previous findings on performance appraisal where less than 20% agreed to have a clear involvement and understanding of the process.

Table 35: Outstanding performance is acknowledged by the supervisor

		1	2	3	4	5	
		Strongly Disagree	somewh at disagree	Neither agree or Disagree	Somewhat Agree	Strongly Agree	Total
PA9	the overall compe	4	22	24	25	8	83
	Percentage	4.82	26.51	28.92	30.12	9.64	

Outstanding performance is acknowledged by the supervisor

Response Category	Count
Strongly Agree	8
Somewhat Agree	25
Neither agree or Disagree	24
somewhat disagree	22
Strongly Disagree	4

		31.33	%=	Disagree		
		28.92	%=	Neutral		
		39.76	%=	Agree		

Findings

Table 35 shows that 39.76% of respondents reported that outstanding performance is acknowledged by the supervisor, 28.92% abstentions against 31.33% disagreements. Given the poor understanding of the PMDS which translates into a poor implementation, it is no surprising that if indeed rewards are given out, it will be for mediocrity or favouritism.

Table 36: Performance assessment takes into account enabling conditions

		1	2	3	4	5	
		Strongly Disagree	somewh at disagree	Neither agree or Disagree	Somewhat Agree	Strongly Agree	Total
PA10	the overall compe	4	29	16	31	3	83
	Percentage	4.82	34.94	19.28	37.35	3.61	

: Performance assessment takes into account enabling conditions

Response Category	Count
Strongly Agree	3
Somewhat Agree	31
Neither agree or Disagree	16
somewhat disagree	29
Strongly Disagree	4

		39.76	%=	Disagree		
		19.28	%=	Neutral		
		40.96	%=	Agree		

Findings

The above table shows that 40.96% of respondents agree that their performance assessment takes into account their enabling conditions, 19.28% abstentions versus 39.76% disagreements. This is in line with the poor involvement of respondents in the PMDS process.

Table 37: The SASSA PMDS ensures continuous feedback and implementation of corrective action where required

		1	2	3	4	5	
		Strongly Disagree	somewh at disagree	Neither agree or Disagree	Somewhat Agree	Strongly Agree	Total
PA11	the overall compe	7	38	16	22	0	83
	Percentage	8.43	45.78	19.28	26.51	0.00	

The SASSA PMDS ensures continuous feedback and implementation of corrective action where required

Response Category	Count
Strongly Agree	0
Somewhat Agree	22
Neither agree or Disagree	16
somewhat disagree	38
Strongly Disagree	7

		54.22	%=	Disagree		
		19.28	%=	Neutral		
		26.51	%=	Agree		

Findings

The above table results shows that only 26.51% agree that the SASSA PMDS ensures continuous feedback and implementation of corrective action where required, 19.28% abstentions, while the majority 54.22% disagrees with the statement. There is no controversy with regards to this finding.

Table 38: SASSA PMDS ensures that all employees are evaluated objectively

		1	2	3	4	5	
		Strongly Disagree	somewh at disagree	Neither agree or Disagree	Somewhat Agree	Strongly Agree	Total
PA12	the overall compe	8	31	23	17	4	83
	Percentage	9.64	37.35	27.71	20.48	4.82	

SASSA PMDS ensures that all employees are evaluated objectively

Response Category	Count
Strongly Agree	4
Somewhat Agree	17
Neither agree or Disagree	23
somewhat disagree	31
Strongly Disagree	8

		46.99	%=	Disagree		
		27.71	%=	Neutral		
		25.30	%=	Agree		

Findings

The result presented in table 38 reveals that only 25.30% of respondents agree that SASSA PMDS ensures that all employees are evaluated objectively, 27.71% abstentions, and up to 46.99% disagreements. This was expected in any case give the results presented in the previous tables on performance appraisals.

Table 39: Overall performance assessment

		1	2	3	4	5	
		Strongly Disagree	somewh at disagree	Neither agree or Disagree	Somewhat Agree	Strongly Agree	Total
PA0	the overall compe	63	287	226	365	55	996
	Percentage	6.33	28.82	22.69	36.65	5.52	

Overall Performance Assessment

Response Category	Count
Strongly Agree	55
Somewhat Agree	365
Neither agree or Disagree	226
somewhat disagree	287
Strongly Disagree	63

		35.14	%=	Disagree		
		22.69	%=	Neutral		
		42.17	%=	Agree		

Findings

Putting all results on the performance assessment together, it infers that up 35.14% disapproves the current performance assessment process, 22.69% abstentions and 42.17% agreements. This is largely attributed to the lack of involvement of the respondents, resulting in performance implementation misunderstanding and resistance, leading to poor performance despite the look like PMDS.

4.5.2 Performance rewards results and findings

To test the performance planning of respondents with regards to the PMDS, five statements were distributed, on a Likert scale of five dimensions, ranging from strongly disagree to strongly agree, the middle been undecided.

Table 40: Performance bonuses are fairly distributed to deserving officials

		1	2	3	4	5	
		Strongly Disagree	somewh at disagree	Neither agree or Disagree	Somewhat Agree	Strongly Agree	Total
PR1	the overall compe	25	33	17	4	4	83
	Percentage	30.12	39.76	20.48	4.82	4.82	

Performance bonuses are fairly distributed to deserving officials

Response Category	Count
Strongly Agree	4
Somewhat Agree	4
Neither agree or Disagree	17
somewhat disagree	33
Strongly Disagree	25

		69.88	%=	Disagree			
		20.48	%=	Neutral			
		9.64	%=	Agree			

Findings

Table 40 shows that 9.64% of respondents believe that the performance bonuses are fairly distributed to deserving officials, 20.48% abstentions and 69.88% disagreements. These findings should have been anticipated, given the results on the perceived objectivity of the performance assessment by the respondents.

Table 41: Performance bonuses are paid within set time frames to those qualifying

		1	2	3	4	5	
		Strongly Disagree	somewh at disagree	Neither agree or Disagree	Somewhat Agree	Strongly Agree	Total
PR2	the overall compe	37	32	10	4	0	83
	Percentage	44.58	38.55	12.05	4.82	0.00	

Performance bonuses are paid within set time frames to those qualifying

Response Category	Count
Strongly Agree	0
Somewhat Agree	4
Neither agree or Disagree	10
somewhat disagree	32
Strongly Disagree	37

		83.13	%=	Disagree		
		12.05	%=	Neutral		
		4.82	%=	Agree		

Findings

Table 41 shows that only 4.82% agree that performance bonuses are paid within set time frames to those qualifying, 12.05% abstentions and 83.13% disagreements.

Table 42: Performance bonuses are paid in line with the agreed upon scores during assessment

		1	2	3	4	5	
		Strongly Disagree	somewh at disagree	Neither agree or Disagree	Somewhat Agree	Strongly Agree	Total
PR3	the overall compe	19	28	22	14	0	83
	Percentage	22.89	33.73	26.51	16.87	0.00	

Performance bonuses are paid in line with the agreed upon scores during assessment

Response Category	Count
Strongly Agree	0
Somewhat Agree	14
Neither agree or Disagree	22
somewhat disagree	28
Strongly Disagree	19

		56.63	%=	Disagree		
		26.51	%=	Neutral		
		16.87	%=	Agree		

Findings

Table 42 displays 16.87% who agrees that the performance bonuses are paid in line with the agreed upon scores during assessment, 26.51% abstentions and 56.63% disagreements.

Table 43: Performance bonuses are the only incentive used by the SASSA to reward excellent performance

		1	2	3	4	5	
		Strongly Disagree	somewh at disagree	Neither agree or Disagree	Somewhat Agree	Strongly Agree	Total
PR4	the overall compe	8	0	15	41	19	83
	Percentage	9.64	0.00	18.07	49.40	22.89	

Performance bonuses are the only incentive used by the SASSA to reward excellent performance

Response Category	Count
Strongly Agree	19
Somewhat Agree	41
Neither agree or Disagree	15
somewhat disagree	0
Strongly Disagree	8

		9.64	%=	Disagree		
		18.07	%=	Neutral		
		72.29	%=	Agree		

Findings

Table 43 shows that an overwhelming 72.29% respondents is agreeing that performance bonuses are the only incentive used by the SASSA to reward excellent performance, 18.07% abstentions and only 9.64% disagreements.

Table 44: Performance bonuses are sufficient to enhance employee performance

		1	2	3	4	5	
		Strongly Disagree	somewhat disagree	Neither agree or Disagree	Somewhat Agree	Strongly Agree	Total
PR5	the overall compe	21	27	22	13	0	83
	Percentage	25.30	32.53	26.51	15.66	0.00	

Performance bonuses are sufficient to enhance employee performance

Response Category	Count
Strongly Agree	0
Somewhat Agree	13
Neither agree or Disagree	22
somewhat disagree	27
Strongly Disagree	21

		57.83	%=	Disagree		
		26.51	%=	Neutral		
		15.66	%=	Agree		

Findings

The above table reveals that 57.83% disagree that performance bonuses are sufficient to enhance employee performance, 26.51% abstentions and 15.66% only agrees. In fact the abstentions could easily swap to disagree, taking the disagreements rate to 84.34%, which is the right barometer to the bonus fairness according to the respondents.

Table 45: Overall performance reward

		1	2	3	4	5	
		Strongly Disagree	somewhat disagree	Neither agree or Disagree	Somewhat Agree	Strongly Agree	Total
PRO	the overall compe	110	120	86	76	23	415
	Percentage	26.51	28.92	20.72	18.31	5.54	

Overall performance reward

Response Category	Count
Strongly Agree	23
Somewhat Agree	76
Neither agree or Disagree	86
somewhat disagree	120
Strongly Disagree	110

		55.42	%=	Disagree		
		20.72	%=	Neutral		
		23.86	%=	Agree		

Findings

Taking into the results presented from table 40 to table 44, 55.42% disagrees with the performance rewards, 20.72% respondents who abstains and 23.86% only who approves the current performance reward system.

4.5.3 Poor performance Management results and findings

To test the poor performance management of respondents with regards to the PMDS, five statements were distributed, on a Likert scale of five dimensions, ranging from strongly disagree to strongly agree, the middle been undecided.

Table 46: During assessment, reasons for under-achievement are discussed

		1	2	3	4	5	
		Strongly Disagree	somewhat disagree	Neither agree or Disagree	Somewhat Agree	Strongly Agree	Total
PPM1	the overall compe	7	33	7	35	1	83
	Percentage	8.43	39.76	8.43	42.17	1.20	

During assessment, reasons for under-achievement are discussed

Response Category	Count
Strongly Agree	1
Somewhat Agree	35
Neither agree or Disagree	7
somewhat disagree	33
Strongly Disagree	7

		48.19	%=	Disagree		
		8.43	%=	Neutral		
		43.37	%=	Agree		

Findings

Table 46 shows that only 43.37% of respondents agree that the reasons of under-achievement are discussed during the assessment, 8.43% abstains and up to 48.19% disagrees. This illustrates the poor coaching activity in place, again the problem here is not the system but the people, the implementers.

Table 47: Under-achievement is discussed in a non-accusing manner

		1	2	3	4	5	
		Strongly Disagree	somewhat disagree	Neither agree or Disagree	Somewhat Agree	Strongly Agree	Total
PPM2	the overall compe	5	30	20	28	0	83
	Percentage	6.02	36.14	24.10	33.73	0.00	

Under-achievement is discussed in a non-accusing manner

Response Category	Count
Strongly Agree	0
Somewhat Agree	28
Neither agree or Disagree	20
somewhat disagree	30
Strongly Disagree	5

		42.17	%=	Disagree		
		24.10	%=	Neutral		
		33.73	%=	Agree		

Findings

The results of table 47 is similar to the one of table 46, relates to the discussions of the performance gad during the assessment. Only 33.73% agrees that under-achievement is discussed in a non-accusing manner, 24.10% abstentions and 42.17% disagreements.

Table 48: The specific competencies that lead to under-performance are discussed

		1	2	3	4	5	
		Strongly Disagree	somewhat disagree	Neither agree or Disagree	Somewhat Agree	Strongly Agree	Total
PPM3	the overall compe	5	34	23	20	1	83
	Percentage	6.02	40.96	27.71	24.10	1.20	

The specific competencies that lead to under-performance are discussed

Response Category	Count
Strongly Agree	1
Somewhat Agree	20
Neither agree or Disagree	23
somewhat disagree	34
Strongly Disagree	5

		46.99	%=	Disagree		
		27.71	%=	Neutral		
		25.30	%=	Agree		

Findings

Table 48 shows a result that up to 46.99% reported that the specific competencies that lead to under-performance are discussed, 27.71% abstentions and 25.30% only agrees.

Table 49: Competency improvement interventions required to improve performance are discussed

		1	2	3	4	5	
		Strongly Disagree	somewhat disagree	Neither agree or Disagree	Somewhat Agree	Strongly Agree	Total
PPM4	the overall compe	4	33	26	18	2	83
	Percentage	4.82	39.76	31.33	21.69	2.41	

Competency improvement interventions required to improve performance are discussed

Response Category	Count
Strongly Agree	2
Somewhat Agree	18
Neither agree or Disagree	26
somewhat disagree	33
Strongly Disagree	4

		44.58	%=	Disagree		
		31.33	%=	Neutral		
		24.10	%=	Agree		

Findings

The results presented on table 49 reveals that only 24.10% of respondents agree that competency improvement interventions required to improve performance are discussed, against 31.33% abstentions and 44.58% disagreements.

Table 50: Un-addressed skills gaps are acknowledged as leading to under-achievement

		1	2	3	4	5	
		Strongly Disagree	somewhat disagree	Neither agree or Disagree	Somewhat Agree	Strongly Agree	Total
PPM5	the overall compe	6	33	23	20	1	83
	Percentage	7.23	39.76	27.71	24.10	1.20	

: Un-addressed skills gaps are acknowledged as leading to under-achievement

Response Category	Count
Strongly Agree	1
Somewhat Agree	20
Neither agree or Disagree	23
somewhat disagree	33
Strongly Disagree	6

		46.99	%=	Disagree		
		27.71	%=	Neutral		
		25.30	%=	Agree		

Findings

The results of table 50 testing Un-addressed skills gaps which are acknowledged as leading to under-achievement is the duplicate of the results of table 48, assessing the specific competencies that leads to under-performance are discussed. 46.99% disagrees, 27.71% abstentions and only 25.30% agrees.

Table 51: Resource shortages are acknowledged as leading to under-achievement

		1	2	3	4	5	
		Strongly Disagree	somewhat disagree	Neither agree or Disagree	Somewhat Agree	Strongly Agree	Total
PPM6	the overall compe	4	35	17	25	2	83
	Percentage	4.82	42.17	20.48	30.12	2.41	

Resource shortages are acknowledged as leading to under-achievement

Response Category	Count
Strongly Agree	2
Somewhat Agree	25
Neither agree or Disagree	17
somewhat disagree	35
Strongly Disagree	4

		46.99	%=	Disagree		
		20.48	%=	Neutral		
		32.53	%=	Agree		

Findings

The results of table 51 reveals that up to 46.99% disagrees that the resource shortages are recognised as leading to under-achievements, 20.48% abstentions and 32.53% agrees.

Table 52: Coaching and mentoring are used to improve performance

		1	2	3	4	5	
		Strongly Disagree	somewhat disagree	Neither agree or Disagree	Somewhat Agree	Strongly Agree	Total
PPM7	the overall compe	9	30	16	25	3	83
	Percentage	10.84	36.14	19.28	30.12	3.61	

Coaching and mentoring are used to improve performance

Response Category	Count
Strongly Agree	3
Somewhat Agree	25
Neither agree or Disagree	16
somewhat disagree	30
Strongly Disagree	9

		46.99	%=	Disagree		
		19.28	%=	Neutral		
		33.73	%=	Agree		

Findings

The results of table 52 shows 46.99% disagreements on the statement coaching and mentoring are used to improve performance; this pattern of 46.99% disagreements has been consistent in this poor performance management section. The slight variation is between the abstentions and the agreed, which in this table shows 19.28% and 33.73% respectively.

Table 53: My supervisor takes part of the responsibility for my non achievements

		1	2	3	4	5	
		Strongly Disagree	somewhat disagree	Neither agree or Disagree	Somewhat Agree	Strongly Agree	Total
PPM8	the overall compe	13	32	24	14	0	83
	Percentage	15.66	38.55	28.92	16.87	0.00	

My supervisor takes part of the responsibility for my non achievements

Response Category	Count
Strongly Agree	0
Somewhat Agree	14
Neither agree or Disagree	24
somewhat disagree	32
Strongly Disagree	13

		54.22	%=	Disagree		
		28.92	%=	Neutral		
		16.87	%=	Agree		

Findings

The above table shows that 54.22% refute the claim that their supervisors takes part of the responsibility for their non-achievements, 28.92% abstentions and only 16.87% agreements. This is the true reflection of the poor leadership and coaching in the organisation which is one of the after sought answers for the research question for this study.

Table 54: Overall poor performance management efficiency

		1	2	3	4	5	
		Strongly Disagree	somewhat disagree	Neither agree or Disagree	Somewhat Agree	Strongly Agree	Total
PPMO	the overall compe	53	260	156	185	10	664
	Percentage	7.98	39.16	23.49	27.86	1.51	

The overall poor performance management

Response Category	Count
Strongly Agree	10
Somewhat Agree	185
Neither agree or Disagree	156
somewhat disagree	260
Strongly Disagree	53

		47.14	%=	Disagree		
		23.49	%=	Neutral		
		29.37	%=	Agree		

Findings

By bringing all the test on poor performance management together, the overall finding is that less than 30% believe that poor performance is managed effectively, 23.49% abstentions and up to 47.17% disagreements.

4.5.4 Performance management Challenges results and findings

To test the performance planning of respondents with regards to the PMDS, five statements were distributed, on a Likert scale of five dimensions, ranging from strongly disagree to strongly agree, the middle been undecided.

Table 55: Employees lack the understanding of performance management, its purposes and benefits

		1	2	3	4	5	
		Strongly Disagree	somewhat disagree	Neither agree or Disagree	Somewhat Agree	Strongly Agree	Total
PMC1	the overall compe	4	10	13	46	10	83
	Percentage	4.82	12.05	15.66	55.42	12.05	

Employees lack the understanding of performance management, its purposes and benefits

Response Category	Count
Strongly Agree	10
Somewhat Agree	46
Neither agree or Disagree	13
somewhat disagree	10
Strongly Disagree	4

		16.87	%=	Disagree		
		15.66	%=	Neutral		
		67.47	%=	Agree		

Findings

Taking from table 55, an absolute majority of respondents, 67.47% agreed that employees lack the understanding of performance management, its purposes and benefits, 15.66% abstentions against 16.87% disagreements.

Table 56: Supervisors are unable or unwilling to monitor and manage the performance of officials under their supervision, and shift this responsibility to HCM unit

		1	2	3	4	5	
		Strongly Disagree	somewhat disagree	Neither agree or Disagree	Somewhat Agree	Strongly Agree	Total
PMC2	the overall compe	3	30	18	21	11	83
	Percentage	3.61	36.14	21.69	25.30	13.25	

Supervisors are unable or unwilling to monitor and manage the performance of officials under their supervision, and shift this responsibility to HCM unit

Response Category	Count
Strongly Agree	11
Somewhat Agree	21
Neither agree or Disagree	18
somewhat disagree	30
Strongly Disagree	3

		39.76	%=	Disagree		
		21.69	%=	Neutral		
		38.55	%=	Agree		

Findings

The results presented on table 56 shows that 38.55% of respondents regards the inability or unwillingness of the supervisors to monitor and manage the performance of officials under their supervision, and shift this responsibility to HCM unit as a challenge, 21.61% abstains and 39.76% disagrees.

Table 57: Strategy implementation and performance management are treated as two separate and distinct operations

		1	2	3	4	5	
		Strongly Disagree	somewhat disagree	Neither agree or Disagree	Somewhat Agree	Strongly Agree	Total
PMC3	the overall compe	0	15	28	35	5	83
	Percentage	0.00	18.07	33.73	42.17	6.02	

Strategy implementation and performance management are treated as two separate and distinct operations

Response Category	Count
Strongly Agree	5
Somewhat Agree	35
Neither agree or Disagree	28
somewhat disagree	15
Strongly Disagree	0

		18.07	%=	Disagree		
		33.73	%=	Neutral		
		48.19	%=	Agree		

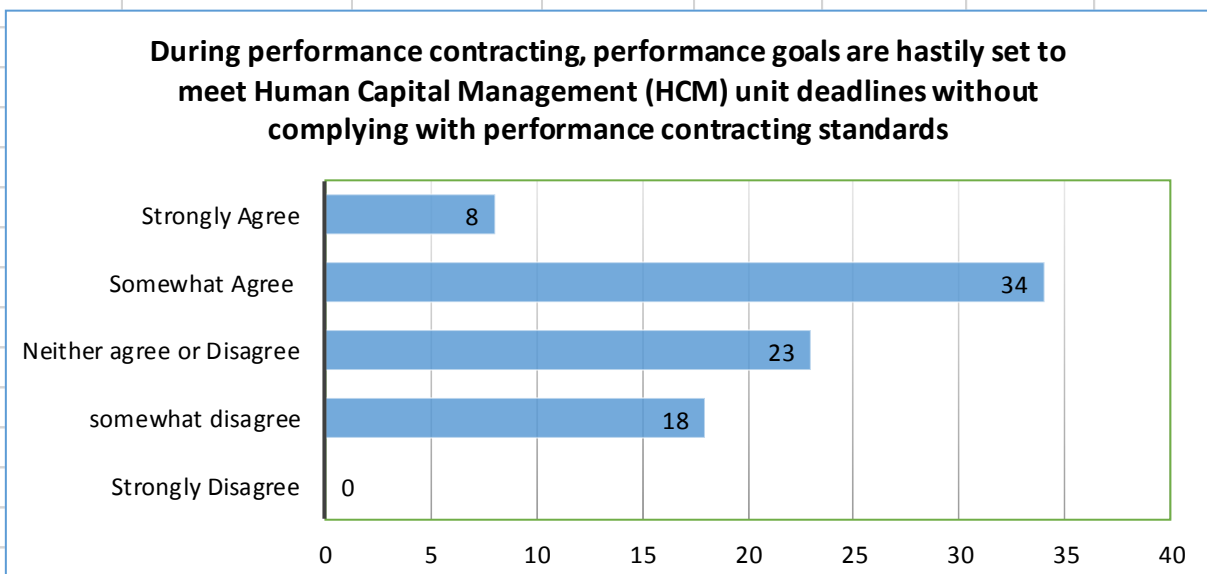
Findings

The results of table 57 shows that only 18.07% disagrees that the strategy implementation and performance management are treated as two separate and distinct operations, 33.73% abstentions and 48.19% agrees.

Table 58: During performance contracting, performance goals are hastily set to meet Human Capital Management (HCM) unit deadlines without complying with performance contracting standards

		1	2	3	4	5	
		Strongly Disagree	somewhat disagree	Neither agree or Disagree	Somewhat Agree	Strongly Agree	Total
PMC4	the overall compe	0	18	23	34	8	83
	Percentage	0.00	21.69	27.71	40.96	9.64	

During performance contracting, performance goals are hastily set to meet Human Capital Management (HCM) unit deadlines without complying with performance contracting standards



Response Category	Count
Strongly Agree	8
Somewhat Agree	34
Neither agree or Disagree	23
somewhat disagree	18
Strongly Disagree	0

	21.69	%=	Disagree		
	27.71	%=	Neutral		
	50.60	%=	Agree		

Findings

The above table shows that more than 50% agrees that during performance contracting, performance goals are hastily set to meet Human Capital Management (HCM) unit deadlines without complying with performance contracting standards, 27.71% neutral and 21.69% disagrees.

Table 59: Skewed performance agreements with unrealistic and impractical targets that are difficult to assess are developed

		1	2	3	4	5	
		Strongly Disagree	somewhat disagree	Neither agree or Disagree	Somewhat Agree	Strongly Agree	Total
PMC5	the overall compe	2	25	23	24	9	83
	Percentage	2.41	30.12	27.71	28.92	10.84	

Skewed performance agreements with unrealistic and impractical targets that are difficult to assess are developed

Response Category	Count
Strongly Agree	9
Somewhat Agree	24
Neither agree or Disagree	23
somewhat disagree	25
Strongly Disagree	2

	32.53	%=	Disagree		
	27.71	%=	Neutral		
	39.76	%=	Agree		

Findings

The results of table 59 shows that up to 39.76% of respondents considers the performance agreements to be skewed with unrealistic and impractical targets that are difficult to assess are developed, 27.71% neutral and only 32.53% disagreements.

Table 60: Once developed and submitted, performance agreements are filed and only referred to during performance reviews

		1	2	3	4	5	
		Strongly Disagree	somewhat disagree	Neither agree or Disagree	Somewhat Agree	Strongly Agree	Total
PMC6	the overall compe	1	9	8	52	13	83
	Percentage	1.20	10.84	9.64	62.65	15.66	

Once developed and submitted, performance agreements are filed and only referred to during performance reviews

Response Category	Count
Strongly Agree	13
Somewhat Agree	52
Neither agree or Disagree	8
somewhat disagree	9
Strongly Disagree	1

		12.05	%=	Disagree		
		9.64	%=	Neutral		
		78.31	%=	Agree		

Findings

As presented on table 60, an overwhelming 78.31% agreed that once developed and submitted, performance agreements are filed and only referred to during performance reviews, 9.64% neutral and only 12% disagreements. This implies that the performance management is not indeed taking place, but the performance appraisal and only when it is convenient and required to do so.

Table 61: The activities in the performance agreement and the actual performance are not always corresponding

		1	2	3	4	5	
		Strongly Disagree	somewhat disagree	Neither agree or Disagree	Somewhat Agree	Strongly Agree	Total
PMC7	the overall compe	1	17	11	47	7	83
	Percentage	1.20	20.48	13.25	56.63	8.43	

The activities in the performance agreement and the actual performance are not always corresponding

Response Category	Count
Strongly Agree	7
Somewhat Agree	47
Neither agree or Disagree	11
somewhat disagree	17
Strongly Disagree	1

	21.69	%=	Disagree		
	13.25	%=	Neutral		
	65.06	%=	Agree		

Findings

The result of table 61 shows that 65.06% of respondents agree that the activities in the performance agreement and the actual performance are not always corresponding, 13.25% abstentions and 21.69% disagreements.

Table 62: Performance management is not treated as a continuous process, but as an activity performed only to comply with PMDS regulations

		1	2	3	4	5	
		Strongly Disagree	somewhat disagree	Neither agree or Disagree	Somewhat Agree	Strongly Agree	Total
PMC8	the overall compe	0	11	10	42	20	83
	Percentage	0.00	13.25	12.05	50.60	24.10	

Performance management is not treated as a continuous process, but as an activity performed only to comply with PMDS regulations

Response Category	Count
Strongly Agree	20
Somewhat Agree	42
Neither agree or Disagree	10
somewhat disagree	11
Strongly Disagree	0

	13.25	%=	Disagree		
	12.05	%=	Neutral		
	74.70	%=	Agree		

Findings

The results as per the above table shows that 13.25% of the respondents disagreed that the performance management is not treated as a continuous process, but as an activity performed only to comply with PMDS regulations, 12.05% were undecided and 74.70% agreed with the statement.

Table 63: Supervisors are not consistent in their application of PMDS

		1	2	3	4	5	
		Strongly Disagree	somewhat disagree	Neither agree or Disagree	Somewhat Agree	Strongly Agree	Total
PMC9	the overall compe	0	7	28	34	14	83
	Percentage	0.00	8.43	33.73	40.96	16.87	

Supervisors are not consistent in their application of PMDS

Response Category	Count
Strongly Agree	14
Somewhat Agree	34
Neither agree or Disagree	28
somewhat disagree	7
Strongly Disagree	0

		8.43	%=	Disagree		
		33.73	%=	Neutral		
		57.83	%=	Agree		

Findings

Taking from table 63, 8.43% of the respondents were in disagreement with the inconsistency of the supervisors in their application of PMDS, 33.73% were undecided, and 57.83% were in agreement.

Table 64: Performance Management is treated solely as a performance appraisal tool with the purpose of paying out performance bonuses, instead of a tool to harness individual's performance towards the realization of the goals of the Agency

		1	2	3	4	5	
		Strongly Disagree	somewhat disagree	Neither agree or Disagree	Somewhat Agree	Strongly Agree	Total
PMC10	the overall compe	0	5	5	48	25	83
	Percentage	0.00	6.02	6.02	57.83	30.12	

Performance Management is treated solely as a performance appraisal tool with the purpose of paying out performance bonuses, instead of a tool to harness individual's performance towards the realization of the goals of the Agency

Response	Count
Strongly Agree	25
Somewhat Agree	48
Neither agree or Disagree	5
somewhat disagree	5
Strongly Disagree	0

		6.02	%=	Disagree		
		6.02	%=	Neutral		
		87.95	%=	Agree		

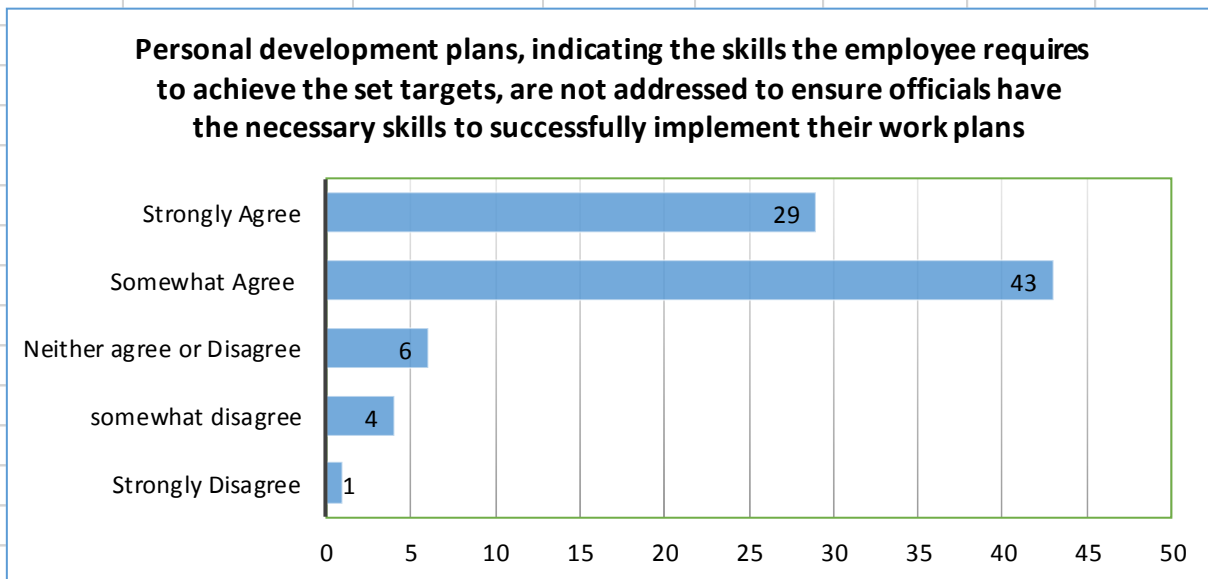
Findings

A part from the 6.02% disagreements and 6.02% neutral, the remainder of respondents (87.95%) reported that the performance management is treated solely as a performance appraisal tool with the purpose of paying out performance bonuses, instead of a tool to harness individual's performance towards the realization of the goals of the Agency.

Table 65: Personal development plans, indicating the skills the employee requires to achieve the set targets, are not addressed to ensure officials have the necessary skills to successfully implement their work plans

		1	2	3	4	5	
		Strongly Disagree	somewhat disagree	Neither agree or Disagree	Somewhat Agree	Strongly Agree	Total
PMC11	the overall compe	1	4	6	43	29	83
	Percentage	1.20	4.82	7.23	51.81	34.94	

Personal development plans, indicating the skills the employee requires to achieve the set targets, are not addressed to ensure officials have the necessary skills to successfully implement their work plans



Response Category	Count
Strongly Agree	29
Somewhat Agree	43
Neither agree or Disagree	6
somewhat disagree	4
Strongly Disagree	1

	6.02	%=	Disagree		
	7.23	%=	Neutral		
	86.75	%=	Agree		

Findings

Table 65 result reveals that up to 86.75% of respondents shared the view that personal development plans, indicating the skills the employee requires to achieve the set targets, are not addressed to ensure officials have the necessary skills to successfully implement their work plans. Merely 6.02% respondents disagrees and 7.23% are undecided about the statement.

Table 66: There is a lack of trust between employees and supervisors with regard to performance management

		1	2	3	4	5	
		Strongly Disagree	somewhat disagree	Neither agree or Disagree	Somewhat Agree	Strongly Agree	Total
PMC12	the overall compe	0	11	19	37	16	83
	Percentage	0.00	13.25	22.89	44.58	19.28	

There is a lack of trust between employees and supervisors with regard to performance management

Response Category	Count
Strongly Agree	16
Somewhat Agree	37
Neither agree or Disagree	19
somewhat disagree	11
Strongly Disagree	0

	13.25	%=	Disagree			
	22.89	%=	Neutral			
	63.86	%=	Agree			

Findings

Table 66 shows that 13.25% of the respondents disagreed with the fact that there is a lack of trust between employees and supervisors with regard to performance management, 22.89% were undecided and 63.86% were in agreement.

Table 67: Employees perceive supervisors as being unable to recognize and reward excellent performance

		1	2	3	4	5	
		Strongly Disagree	somewhat disagree	Neither agree or Disagree	Somewhat Agree	Strongly Agree	Total
PMC13	the overall compe	0	7	18	45	13	83
	Percentage	0.00	8.43	21.69	54.22	15.66	

Employees perceive supervisors as being unable to recognize and reward excellent performance

Response Category	Count
Strongly Agree	13
Somewhat Agree	45
Neither agree or Disagree	18
somewhat disagree	7
Strongly Disagree	0

		8.43	%=	Disagree		
		21.69	%=	Neutral		
		69.88	%=	Agree		

Findings

Table 67 reveals that up to 69.88% of respondents have the perception that their supervisors are unable to recognize and reward excellent performance, 21.69% were neutral and only 8.43% disagrees. This result implies that the majority of respondents regard the non-rewards and non-recognition of job well done as performance management challenges.

Table 68: Supervisors are of the opinion the employees' performance is un-deserving of the scores allocated by the officials

		1	2	3	4	5	
		Strongly Disagree	somewhat disagree	Neither agree or Disagree	Somewhat Agree	Strongly Agree	Total
PMC14	the overall compe	1	7	15	50	10	83
	Percentage	1.20	8.43	18.07	60.24	12.05	

Supervisors are of the opinion the employees’ performance is un-deserving of the scores allocated by the officials

Response Category	Count
Strongly Agree	10
Somewhat Agree	50
Neither agree or Disagree	15
somewhat disagree	7
Strongly Disagree	1

		9.64	%=	Disagree		
		18.07	%=	Neutral		
		72.29	%=	Agree		

Findings

The results presented in Table 68 reveals that 72.29% of respondents are of the opinion that their supervisors believes the employees' performance is un-deserving of the scores allocated by the officials, 18.07% abstained and 9.64% disagreed.

Table 69: Performance reviews are filled with tension and conflict, causing disharmony between employees and supervisors

		1	2	3	4	5	
		Strongly Disagree	somewhat disagree	Neither agree or Disagree	Somewhat Agree	Strongly Agree	Total
PMC15	the overall compe	0	18	4	52	9	83
	Percentage	0.00	21.69	4.82	62.65	10.84	

Performance reviews are filled with tension and conflict, causing disharmony between employees and supervisors

Response Category	Count
Strongly Agree	9
Somewhat Agree	52
Neither agree or Disagree	4
somewhat disagree	18
Strongly Disagree	0

	21.69	%=	Disagree		
	4.82	%=	Neutral		
	73.49	%=	Agree		

Findings

Table 69 reveals that 73.49% of respondents reported that performance reviews are filled with tension and conflict, causing disharmony between employees and supervisors, 4.82% were neutral and 21.69% disagreed.

Table 70: The roles of the supporting performance management structures e.g. moderating committee are not clear, resulting in under-utilization of these structures

		1	2	3	4	5	
		Strongly Disagree	somewhat disagree	Neither agree or Disagree	Somewhat Agree	Strongly Agree	Total
PMC16	the overall compe	0	8	22	42	11	83
	Percentage	0.00	9.64	26.51	50.60	13.25	

The roles of the supporting performance management structures e.g. moderating committee are not clear, resulting in under-utilization of these structures

Response Category	Count
Strongly Agree	11
Somewhat Agree	42
Neither agree or Disagree	22
somewhat disagree	8
Strongly Disagree	0

		9.64	%=	Disagree		
		26.51	%=	Neutral		
		63.86	%=	Agree		

Findings

The results of table 70 found that 63.86% of respondents shared the view that the roles of the supporting performance management structures e.g. moderating committee are not clear, resulting in under-utilization of these structures, 26.51% neutral and 9.64% completely disagreed.

Table 71: Overall Performance Management Challenges

		1	2	3	4	5	
		Strongly Disagree	somewhat disagree	Neither agree or Disagree	Somewhat Agree	Strongly Agree	Total
PMCO	the overall compe	13	202	251	652	210	1328
	Percentage	0.98	15.21	18.90	49.10	15.81	

Overall Performance Management Challenges

Response Category	Count
Strongly Agree	210
Somewhat Agree	652
Neither agree or Disagree	251
somewhat disagree	202
Strongly Disagree	13

		16.19	%=	Disagree		
		18.90	%=	Neutral		
		64.91	%=	Agree		

Findings

According to the results of table 71, only 16.19% of respondents have not identifies performance management challenges, 18.90% remained neutral and up to 64.91% found performance management challenges in most of the statements which were place before them.

4.5.5 Other performance management challenges

Five respondents made the following contributions:

- The performance assessment scoring process is unfair because a score of 3 is allocated for non-achieved targets despite the reason for non-achievement whilst an individual who is on leave during the performance period also gets a score of 3 without doing the work.
- Resources and systems are not in place to manage the performance and management policy.
- The moderating committee tampers with agreed scores between the supervisor and employee, whilst they are not part of the contracting and assessment process.
- There is no alignment of Key Result Areas, Generic Assessment Factors and Performance Development Plans.
- Monthly continuous assessments are not recorded as a build-up to quarterly performance assessments.

4.5.6 Recommendations to improve the SASSA PMDS to ensure it achieves and its objective of harnessing employee performance results and findings

To test the performance planning of respondents with regards to the PMDS, five statements were distributed, on a Likert scale of five dimensions, ranging from strongly disagree to strongly agree, the middle been undecided.

Table 72: Creating awareness would ensure employees not only comply with the regulations but will work towards enhancing employee performance

		1	2	3	4	5	
		Strongly Disagree	somewhat disagree	Neither agree or Disagree	Somewhat Agree	Strongly Agree	Total
RS1	the overall compe	0	2	51	1	29	83
	Percentage	0.00	2.41	61.45	1.20	34.94	

Creating awareness would ensure employees not only comply with the regulations but will work towards enhancing employee performance

Response	Count
Strongly Agree	29
Somewhat Agree	1
Neither agree or Disagree	51
somewhat disagree	2
Strongly Disagree	0

		2.41	%=	Disagree		
		61.45	%=	Neutral		
		36.14	%=	Agree		

Findings

The above table shows that only 36.14% share the view that creating awareness would ensure employees not only comply with the regulations but will work towards enhancing employee performance, the vast majority (61.45%) abstained in giving their opinion and a meagre 2.41% disagreed.

Table 73: Training all employees on PMDS

		1	2	3	4	5	
		Strongly Disagree	somewhat disagree	Neither agree or Disagree	Somewhat Agree	Strongly Agree	Total
RS2	the overall compe	0	3	1	47	32	83
	Percentage	0.00	3.61	1.20	56.63	38.55	

Training all employees in PMDS

Response Category	Count
Strongly Agree	32
Somewhat Agree	47
Neither agree or Disagree	1
somewhat disagree	3
Strongly Disagree	0

		3.61	%=	Disagree		
		1.20	%=	Neutral		
		95.18	%=	Agree		

Findings

The results of table 73 shows that almost all the respondents (95.18%) recommends training of all employees as a way to better implement the PMDS. This is done with the exception of the 1.20% undecided respondents and 3.61% disagreements.

Table 74: Promoting PMDS as a performance management tool instead of solely as an appraisal tool

		1	2	3	4	5	
		Strongly Disagree	somewhat disagree	Neither agree or Disagree	Somewhat Agree	Strongly Agree	Total
RS3	the overall compe	0	0	3	46	34	83
	Percentage	0.00	0.00	3.61	55.42	40.96	

Promoting PMDS as a performance management tool instead of solely as an appraisal tool

Response	Count
Strongly Agree	34
Somewhat Agree	46
Neither agree or Disagree	3
somewhat disagree	0
Strongly Disagree	0

	0.00	%=	Disagree		
	3.61	%=	Neutral		
	96.39	%=	Agree		

Findings

Up to 96.39% of respondents recommend that the PMDS should be promoted as a performance management tool instead of solely as an appraisal tool, in fact this should be a journey not an event.

Table 75: Active involvement of HCM in performance management

		1	2	3	4	5	
		Strongly Disagree	somewhat disagree	Neither agree or Disagree	Somewhat Agree	Strongly Agree	Total
RS4	the overall compe	0	2	2	56	23	83
	Percentage	0.00	2.41	2.41	67.47	27.71	

Active involvement of HCM in performance management

Response Category	Count
Strongly Agree	23
Somewhat Agree	56
Neither agree or Disagree	2
somewhat disagree	2
Strongly Disagree	0

		2.41	%=	Disagree		
		2.41	%=	Neutral		
		95.18	%=	Agree		

Findings

Without any surprises, table 75 shows that 95.18% of respondents recommended active involvement of HCM in performance management, only 2.41% was recorded as neutral and disagreement respectively.

Table 76: Clarifying roles of various performance management structures e.g. the Moderating Committee

		1	2	3	4	5	
		Strongly Disagree	somewhat disagree	Neither agree or Disagree	Somewhat Agree	Strongly Agree	Total
RS5	the overall compe	0	0	1	58	24	83
	Percentage	0.00	0.00	1.20	69.88	28.92	

Clarifying roles of various performance management structures e.g. the Moderating Committee

Strongly Agree

24

Somewhat Agree

58

Neither agree or Disagree

1

somewhat disagree

0

Strongly Disagree

0

0

10

20

30

40

50

60

70

		0.00	%=	Disagree			
		1.20	%=	Neutral			
		98.80	%=	Agree			

Findings

Taking from the above table, 1.20% of the respondents were undecided and 98.80% agreed with the statement that clarifying roles of various performance management structures e.g. the Moderating Committee is the way to go.

Table 77: Introducing alternative incentives to encourage excellent performance

		1	2	3	4	5	
		Strongly Disagree	somewhat disagree	Neither agree or Disagree	Somewhat Agree	Strongly Agree	Total
RS6	the overall compe	0	2	8	32	41	83
	Percentage	0.00	2.41	9.64	38.55	49.40	

Introducing alternative incentives to encourage excellent performance

Response Category	Count
Strongly Agree	41
Somewhat Agree	32
Neither agree or Disagree	8
somewhat disagree	2
Strongly Disagree	0

	2.41	%=	Disagree		
	9.64	%=	Neutral		
	87.95	%=	Agree		

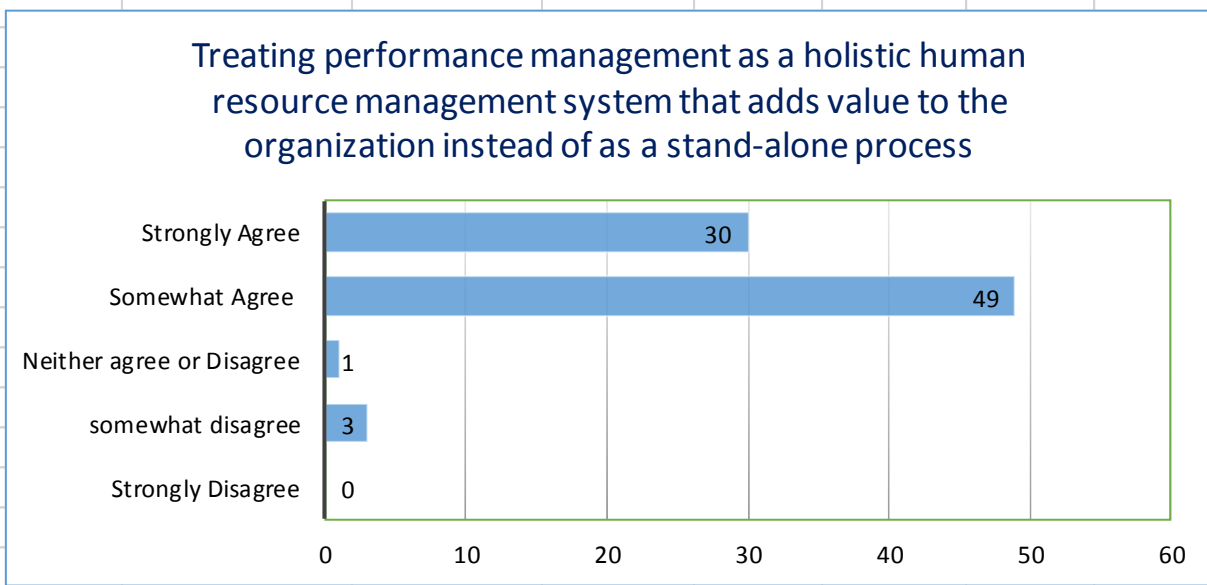
Findings

The above table reveals that only 2.41% of the respondents disagrees in introducing alternative incentives to encourage excellent performance, against 9.64% were undecided and 87.95% in favour of the statement.

Table 78: Treating performance management as a holistic human resource management system that adds value to the organization instead of as a stand-alone process.

		1	2	3	4	5	
		Strongly Disagree	somewhat disagree	Neither agree or Disagree	Somewhat Agree	Strongly Agree	Total
RS7	the overall compe	0	3	1	49	30	83
	Percentage	0.00	3.61	1.20	59.04	36.14	

Treating performance management as a holistic human resource management system that adds value to the organization instead of as a stand-alone process



Response Category	Count
Strongly Agree	30
Somewhat Agree	49
Neither agree or Disagree	1
somewhat disagree	3
Strongly Disagree	0

		3.61	%=	Disagree		
		1.20	%=	Neutral		
		95.18	%=	Agree		

Findings

As recorded on table 78, an overwhelming 95.18% shared the view that treating performance management as a holistic human resource management system that adds value to the organization instead of as a stand-alone process against 3.61% disagreements and 1.2% neutral.

Table 79: Managing performance within an agreed framework of planned goals, standards and attributes/competence requirements

		1	2	3	4	5	
		Strongly Disagree	somewhat disagree	Neither agree or Disagree	Somewhat Agree	Strongly Agree	Total
RS8	the overall compe	0	4	3	48	28	83
	Percentage	0.00	4.82	3.61	57.83	33.73	

Managing performance within an agreed framework of planned goals, standards and attributes/competence requirements

Response Category	Count
Strongly Agree	28
Somewhat Agree	48
Neither agree or Disagree	3
somewhat disagree	4
Strongly Disagree	0

	4.82	%=	Disagree		
	3.61	%=	Neutral		
	91.57	%=	Agree		

Findings

The table above shows that 91.57% agrees on the fact that managing performance within an agreed framework of planned goals, standards and attributes/competence requirements, whereas only 4.82% disagreements and 3.61 abstentions.

Table 80: Addressing employee development to equip employees with skills required to perform their job

		1	2	3	4	5	
		Strongly Disagree	somewhat disagree	Neither agree or Disagree	Somewhat Agree	Strongly Agree	Total
RS9	the overall compe	0	1	1	48	33	83
	Percentage	0.00	1.20	1.20	57.83	39.76	

Addressing employee development to equip employees with skills required to perform their jobs

Response	Count
Strongly Agree	33
Somewhat Agree	48
Neither agree or Disagree	1
somewhat disagree	1
Strongly Disagree	0

		1.20	%=	Disagree			
		1.20	%=	Neutral			
		97.59	%=	Agree			

Findings

As recorded above, 97.59% of respondents suggested that addressing employee development to equip employees with skills required to perform their job, versus 1.20% abstentions and 1.20% disagreements.

Table 81: Treating performance management as a continuous process to keep the employee aware of whether his/her performance meets the required standard

		1	2	3	4	5	
		Strongly Disagree	somewhat disagree	Neither agree or Disagree	Somewhat Agree	Strongly Agree	Total
RS10	the overall compe	0	0	0	43	40	83
	Percentage	0.00	0.00	0.00	51.81	48.19	

Treating performance management as a continuous process to keep the employee aware of whether his/her performance meets the required standard

Response Category	Count
Strongly Agree	40
Somewhat Agree	43
Neither agree or Disagree	0
somewhat disagree	0
Strongly Disagree	0

		0.00	%=	Disagree		
		0.00	%=	Neutral		
		100.00	%=	Agree		

Findings

All 100% of the respondents agreed that SASSA must treat performance management as a continuous process to keep the employee aware of whether his/her performance meets the required standard.

Table 82: Overall recommendation suggestions by the respondents

		1	2	3	4	5	
		Strongly Disagree	somewhat disagree	Neither agree or Disagree	Somewhat Agree	Strongly Agree	Total
RS0	the overall compe	0	17	71	428	314	830
	Percentage	0.00	2.05	8.55	51.57	37.83	

Overall recommendation suggestions by the respondents

Response Category	Count
Strongly Agree	314
Somewhat Agree	428
Neither agree or Disagree	71
somewhat disagree	17
Strongly Disagree	0

		2.05	%=	Disagree		
		8.55	%=	Neutral		
		89.40	%=	Agree		

Findings

In terms of recommendations and suggestions by the respondents, it should be recorded as per above table that in overall, on the statements presented to them as alternatives, 89.40% agreed, 8.55% abstentions and 2.05 disagreements.

4.5.7 Other recommendations results and findings

Six respondents made the following contributions as additions to the recommendations suggested by the researcher to improve the SASSA PMDS:

- Monetary incentives take away the main objective of PMDS.
- The SASSA must improve systems to make the PMDS policy efficient and effective.
- The SASSA must implement the payment of pay progression and performance bonuses at stipulated time frames.
- Performance management must be used as a tool to develop employees and promote career-pathing.
- Poor performance must be eliminated. Supervisors need to have an ongoing performance assessment process and check whether there are performance gaps. Corrective measures must be put in place immediately if performance gaps are identified.
- Work-plans and interpretation of scores must be standardized to avoid subjectivity.

4.6 Conclusion

Once data has been collected, it is crucial to prepare and organize the data to be able to get a holistic picture of the perceptions of the respondents. There are various activities that can be performed to prepare and organize the data, depending on the research instrument utilized and the researcher's preference. What is critical at this stage is that the researcher should presents the data in a way that will make it easy for the data to be analysed and inferences made about the perceptions of the respondents.

5 CHAPTER FIVE: DISCUSSION OF FINDINGS

5.1 Overview

After organizing the collected data according to the responses of the respondents, the data should be interpreted to understand why things are the way they are. This means the analysed data must be brought into context with existing theory to reveal how it corroborates existing knowledge or how it brings new understanding to the body of knowledge. The aim of the chapter is to draw conclusions from the gathered information and to test if the research question identified earlier is actually correct. Conclusions will be drawn from the responses in the submitted questionnaires and the findings generalized from the sample to the population. Since the study took the form of probability sampling this ensured that the sample obtained is representative of the population from which it is drawn. The results can then be generalized from the sample to the population, because they have meaning beyond the limited setting in which they were originally obtained. This is important because if the selected sample is not an accurate representation of the population, the results are only applicable to the people who participated in the research. Recommendations will be made on how SASSA can improve its program to ensure its successful implementation. The findings and the recommendations will be aligned to existing literature in performance management.

Since the questions in the questionnaire were clustered according to different categories, the findings will also be analysed and discussed in these different categories. Each conclusion drawn will be based on substantiated findings from the data reported in relation to what is already known so as to reveal possible insights or corroboration of existing knowledge.

5.2 Interpretation of findings

In interpreting the findings those that strongly disagree and those that disagree are combined to mean they are in disagreement with the statement. Those that agree are combined with those that strongly agree to mean they are in agreement with the statement. No conclusions could be drawn from those who are undecided and those who failed to respond to the statements because the researcher cannot conclude

whether they have never experienced the statement or whether they have no recollection of the experience to be able to form an opinion.

5.2.1 Awareness

The statements under this category focused on assessing the respondents' general understanding of performance management in the workplace and the awareness of the PMDS implemented by the SASSA. The statements also assessed when employees are informed about the PMDS and who is taking the responsibility to inform the employees.

From the findings it can be concluded that the SASSA employees have a good understanding of performance management as a subject, and are informed of the SASSA PMDS. This conclusion addresses the first research question that identifies a lack of understanding of performance management as a challenge that contributes to the SASSA not implementing performance management effectively and efficiently to harness employee performance.

An assumption will be that HCM and senior management are failing to give guidance and support to employees on the purpose and implementation of performance management. In this regard it can be concluded that HCM is performing its responsibility of informing the employees of the SASSA PMDS. However the challenge is on informing employees about the SASSA PMDS within one month of employment. Despite the fact that HCM informs employees of the SASSA PMDS, HCM still has a responsibility of ensuring that all new employees are informed about all human resource programmes during orientation which should take place within one month of employment. All the employees have the right to be informed about the programmes the employer is offering in order to make use of and take full advantage of the programmes. Creating awareness is one way of ensuring the programme is utilized because the employees will have a better understanding of the programme and its benefits to them as employees and to the organization at large. According to Noe, Hollenbeck, Gerhart and Wright (2007:350) to effectively motivate employee performance, the performance management programme must be communicated and understood by all employees.

5.2.2 Performance Planning

The section on performance planning was intended to assess the role the supervisors play during the development of employee performance agreements, the contents of the performance agreements and the alignment of the performance agreements to the operational plans of the different units to support the strategic objectives of the SASSA. From the findings it can be concluded that supervisors are involved in the development of employees' performance agreements that include measurable objectives, clear time lines on when the objectives should be achieved, and activities to be performed. However, the SASSA is failing to develop performance agreements within set time frames, that is, within a month of the beginning of the financial year. A performance agreement is a document intended to guide and commits an employee to the responsibilities he/she is meant to perform. Its purpose is to measure the performance of an employee against agreed upon performance targets. Each performance standard should be stated clearly enough in order for the manager and the employee to know what is expected and be able to assess whether it has been met. Noe, *et al* (2007:385) state that the importance of goal-setting in the beginning of the year cannot be over-emphasized because it is one of the most effective motivators of performance. This is supported by research that demonstrates that goal-setting results in increased satisfaction and motivation to improve performance. These are the results the SASSA expects from its employees to enhance performance. Failure to inform employees what is expected of them might lead to poor performance due to lack of employee misunderstanding of performance expectations.

Even though the majority of respondents claim their supervisors explain how their responsibilities fit into the bigger picture of the organizational goals there is a need for improvement in this area because a large number of employees are not informed as to how their contributions benefit the organization and it is vital that employees are informed that they add value to the organization they work for. This understanding motivates employees to perform efficiently knowing they are making a difference and that their efforts are appreciated. Every employee must be able to see the link between the job requirements, job descriptions and the goals and objectives included in their performance agreements. The SASSA is succeeding in aligning individual performance agreements to the operational plans of the units. This is a critical area in

performance management because performance agreements are aimed at outlining expected behaviour to be achieved and the expected standards of performance. Every unit has an operational plan that guides its operations and the performance agreements of the employees working in that unit must be aligned to the unit's operational plan, with adjustments made whenever the operational plan changes. There seems to be awareness that there is a need for performance agreements to be amended when the operational plan of the unit is reviewed, resulting in responsibilities changing because 50% of the respondents claim this is happening. However this means this is not happening as it should and this could mean performance assessment is managed unfairly with employees being assessed for responsibilities not in their performance agreements. According to Noe *et al.* (2007:346) the activities of employees should be linked to the organizational goals and this can be done through defining results, behaviours and to some extent employee characteristics that are necessary for carrying out organizational goals. The objectives that interface with one another must be aligned horizontally across the organization (Meyer & Botha, 2004:366). It is important that the activities and outputs of employees are congruent with the organization's strategy and goals.

From the findings it is evident that performance planning is an area that is performed in the SASSA but with room for improvement for the programme to succeed in enhancing employee performance. The improvement must focus on ensuring that all employees' performance agreements have SMART objectives that include the activities to be performed to ensure employees are informed of what is expected of them. The performance agreements must be signed before the beginning of a financial year and must support the objectives in the operational plan. Performance agreements should be reviewed and amended whenever the operational plan of the unit changes. This will maintain the alignment of the employees' performance agreements to the units' operational plans and ensure that the individual performance agreements remain valid and relevant. This conclusion supports the hypothesis that identifies treating strategic planning and implementation as two separate and distinct operations.

5.2.3 Performance Management

The purpose for the statements under performance management was to assess:

- the supervisors' understanding of PMDS;
- if employees are provided with resources and enabling conditions to perform their jobs;
- if feedback is given and skills gaps addressed to ensure employees are capacitated to perform their jobs;
- if all job-holders are at all times fully informed of what is expected of them in terms of applicable work standards;
- if the implementation of the programme is consistent throughout the Agency;
- if performance management directly supports the strategic objectives of the SASSA; and
- Whether the SASSA PMDS is successful in achieving its objectives.

Employees believe the supervisors have a good understanding of PMDS and the skills required by the employees to perform their jobs. This sign of good faith could be used as a good foundation to improve the programme to enhance employee performance. Supervisors are used as the source of performance information and it is usually assumed that supervisors have extensive knowledge of the job requirements and that they have adequate opportunity to observe the employees under their supervision (Noe *et al.*, 2007:375). The trust in the supervisor's abilities enhances employees' perceptions of the programme because it increases the employees' beliefs that their performance will be managed fairly and objectively.

There appears to be a challenge with regard to employees being provided with resources and enabling conditions to perform their responsibilities. According to Byars and Rue (2008:216) some of the more common potential performance obstacles include human resource shortages, financial constraints, employees' lack of time or conflicting demands upon it, inadequate work facilities and equipment, restrictive policies that affect the job, lack of cooperation from others and the type of supervision. Lack of any of these resources might stifle performance resulting in the individual and ultimately the unit failing to achieve its goals. These factors should not be viewed as

direct determinants of individual performance but as modifying the effects of effort, ability and direction (Byars & Rue, 2008:217). It is the responsibility of the employer to provide employees with adequate working conditions, resources and a supportive environment to eliminate or minimize performance obstacles. Failure by the SASSA to provide employees with resources to perform their duties results in unfair assessment of their performance because employees are assessed on activities they could not perform due to failure by the employer to provide resources. This therefore means the employee is judged on factors beyond his/her control and not the employee's performance. For employees to be able to perform their responsibilities and achieve their targets, relevant resources and enabling conditions must be provided otherwise they are bound to fail.

Performance feedback is an area that needs urgent improvement in the SASSA because the majority of the respondents claim their supervisors do not give them regular feedback. This could be interpreted to mean performance feedback is only given during formal performance assessment sessions. This is not sufficient because it does not give the employee enough time to change and improve performance in order to get a fair performance assessment at the end of the term. Feedback should not only be given during formal performance assessment sessions but must be continuous to keep the employee on the right track.

From the findings it can be concluded that employees are not informed of what is expected of them and identified skills gaps are not addressed to ascertain employees have the "know how" to perform their jobs. Personal development plans form part of an employee's performance agreement and indicate the skills the employee requires to achieve the set targets. Failure by the supervisor to provide the training and empower the employee is a sure sign that the objectives will not be achieved and disadvantages the employees by setting them up to fail. Failure by the SASSA to recognize skills development as an integral part of performance management is a hypothesis identified earlier in the study and this finding has proven this hypothesis true. Addressing employee's skills gaps is an area the SASSA needs to urgently improve on if the organizational goals are to be achieved.

From the responses in the questionnaires it is clear that a large number of respondents are not convinced the SASSA PMDS is successful in achieving its objective of enhancing employee behaviour. There are a number of reasons why the employees would believe the programme is not successful in enhancing employee performance and it is critical that the SASSA establishes the cause of this lack of faith and develop a plan to improve the image of the program. The lack of faith in the programme seems justified when taking into account the challenges raised by the respondents like non availability of resources, lack of regular feedback by supervisors, non-provision of training and enabling conditions to perform their responsibilities efficiently. Cascio (1992:272) states that acceptability is the most important requirement of human resource programmes. The programmes should have the support of those who will use them, or else human ingenuity will be used to thwart them. Cascio goes further by saying many organizations have not put much effort into garnering the front-end support and participation of those who will use the performance management program. The SASSA therefore needs to work hard to gain the support of all the employees for the program to be successful.

5.2.4 Performance Assessment

The focus on the category was to assess how often performance assessment is performed and how it is implemented. The hypothesis that performance review is performed only during formal performance assessment periods, instead of being a continuous activity to monitor and manage employee performance is supported by the findings. It can be concluded that the SASSA is failing in treating performance assessment as a continuous activity performed regularly to monitor and manage employee performance. Instead performance assessment is treated as a once-off activity performed only during formal performance assessment periods. Also, performance assessment is not conducted within set time frames. The majority of respondents agree that performance is measured against a signed performance agreement. However there seems to be a shortcoming with how performance assessment is conducted. Respondents are of the opinion that their supervisors are not objective and consistent when assessing the performance of the employees under their supervision.

There are a number of reasons why supervisors would conduct performance assessments unfairly and these could include the following identified by Gerber, Nel and van Dyk (1998:173):

- A halo effect occurs when the supervisor bases appraisal on an overall impression of the employee, which may be positive or negative.
- A central tendency occurs when the supervisor avoids high and low appraisals, and groups the appraisal around the average on a scale.
- The date of occurrence of a problem is when the supervisor bases his/her evaluation on recent events instead of the period that is being assessed.
- Personal prejudice means the assessment is based on the supervisor's personal beliefs and not on the performance of the individual.
- Leniency or strictness is the tendency to assign either mostly favourable ratings or mostly very harsh ratings to all employees.

From the findings it can be concluded that the SASSA performance assessment process is inefficient in enhancing employee performance, due to the reported shortcomings. Performance assessment is usually a phase in the performance management process that is regarded as time-consuming and unpleasant. Supervisors might strive to make the process as comfortable as possible but the fact that it ultimately determines remuneration to be received by an employee results in it being emotional. If employees believe the assessment process was unfairly and/or inconsistently conducted, they may take the process less seriously than they should. Possible legal ramifications exist whenever management is not consistent in its performance assessment procedures (Grobler, Warnich, Carrell, Elbert & Hatfield (2004:266). Effective performance assessments can significantly contribute to the satisfaction and motivation of employees which can ultimately enhance employee performance, if used correctly.

5.2.5 Performance Rewards

This category was intended to assess the perceptions of the respondents with regards to the rewards given by the SASSA for satisfactory performance. The purpose was to

evaluate whether the performance rewards are sufficient to encourage employees to improve their performance in order to be rewarded.

The findings are that there is dissatisfaction among the respondents about the rewards to encourage above average performance. The dissatisfaction is due to the following factors:

- Payment of performance bonuses is not fairly distributed to deserving officials;
- Performance bonuses are not paid within set time frames to qualifying employees;
- Performance bonuses are not paid in line with the agreed upon scores during assessment;
- Performance bonuses are the only incentive used by the SASSA to reward excellent performance;
- Performance bonuses are insufficient to enhance employee performance.

Due to the dissatisfaction presented by the respondents with regard to the performance rewards awarded by the SASSA it can be concluded that the rewards are not sufficient to enhance employee performance which is one of the objectives of the SASSA PMDS. For a performance management system to be effective employees must see value in the rewards for above average performance. If an organization is to offer rewards, it should aim to get maximum rewards in return. Such return could be realized only if the desires of employees are known.

5.2.6 Management of Poor Performance

The aim for the category was to assess how poor performance is managed by supervisors during performance assessment. The SASSA has developed a strategy to manage poor performance. The strategy is supposed to be used together with the performance management documents to provide supervisors with practical guidelines and procedures on how to manage poor performance. From the findings it can be concluded that employees are not satisfied with the way performance assessment is managed by supervisors. It is evident that employees believe supervisors are not fair in their assessment of employee performance and employees get disadvantaged by challenges beyond their control. Poor performance can be due to a lack of employee

ability, misunderstanding of performance expectations, lack of resources, lack of feedback or the need for training an employee who does not have the knowledge and skills needed to meet the performance standards (Noe *et al.*, 2007:385). The supervisor has a responsibility to assist the employee to improve his/her performance by providing whatever resources might be necessary. By failing to address poor performance, supervisors and managers send a message to employees that it is not important to meet their performance expectations and that there will be no consequences for poor performance (SASSA Poor Performance Management Strategy, 2009:9). Poor performance is not only a reflection on the employee but also on the supervisor who has a responsibility to coach, mentor and provide resources for the employee to perform his/her job.

5.3 Challenges

According to the findings, the SASSA PMDS experiences the following challenges that impact negatively on its successful implementation:

- Employees lack the understanding of performance management, its purposes and benefits;
- Performance management is not treated as a continuous process, but as an activity performed only to comply with PMDS regulations;
- Performance Management is treated solely as a performance appraisal tool with the purpose of paying out performance bonuses, instead of being a tool to harness an individual's performance towards the realization of the goals of the Agency;
- During performance contracting performance goals are hastily set to meet HCM unit deadlines, without complying with performance contracting standards;
- Strategy implementation and performance management are treated as two separate and distinct operations;
- Skewed personal work plans with unrealistic and impractical targets that are difficult to assess are developed;
- Once developed and submitted, personal work-plans are filed and only referred to during performance reviews;

- The activities in the performance agreement and the actual performance do not always correspond;
- Personal development plans, indicating the skills the employee requires to achieve the set targets, are not addressed to ensure officials have the necessary skills to successfully implement their work plans;
- Supervisors are not consistent in their application of the PMDS;
- Performance reviews are filled with tension and conflict, causing disharmony between employees and supervisors;
- There is a lack of trust between employees and supervisors with regard to performance management;
- Employees perceive supervisors as being unable to recognize and reward excellent performance;
- Supervisors are of the opinion that the performance of employees is undeserving of the scores allocated by the officials;
- The performance assessment scoring process is unfair;
- Resources and systems are not in place to manage the performance and management policy;
- The roles of the supporting performance management structures, for an example, the moderating committee are not clear, resulting in under-utilization of the structures for support;
- The Moderating committee tampers with agreed scores between the supervisor and employee, whilst they are not part of the contracting and assessment process;
- Supervisors are unable or unwilling to monitor and manage the performance of officials under their supervision, and shift this responsibility to the HCM unit;
- Monetary incentives take away the main objective of the PMDS.

5.4 Conclusion

This chapter has presented data analysis of the study from the research findings presented in chapter 4. Analysis was done in combination with the research questions, document analysis and literature review discussed in chapter 2. The analysis of the

results revealed different levels of understanding regarding PMDS amongst respondents, short comings prior to implementation of the system, challenges as encountered during implementation and disparities in terms of PMDS perceptions as experienced by the respondents.

The findings have established a link between literature which was reviewed in this study with the data that was collected and presented. The next chapter will consolidate all the work done and which comprises of the summary of the study and findings per research questions. Based on the above analysis conclusion of the study will be drawn and recommendations will be done.

6 CHAPTER SIX: CONCLUSION AND RECOMMENDATIONS

6.1 Introduction

There is a view that an effective implementation of performance management requires best performance management implementation model and practice, which will assist an organisation and or managers to deal effectively with implementation challenges should the need arise. Cooper (2009) indicated that poorly designed and implemented performance management systems can have disastrous consequences for all those involved. Therefore it is imperative that all role players ensure effective and successful implementation of the system for the betterment and benefit of the organisation.

Chapter 1 provided a background on the research topic, that is, Implementation challenges of Performance Management and Development System at SASSA, and related research problem. Research problem was introduced against the backdrop of problem statement, research questions and methodology. The background to the study has played a pivotal role in introducing the study and the reason the study was undertaken. The main objective was to contextualise the study and also explain the relevance and significance of the study. It is an opinion of the researcher that the set objective of the chapter was realised.

In chapter 2, relevant literature was reviewed in order to provide framework for the researcher to be informed about existing body of knowledge. This chapter also provided a platform on which the researcher can analyse the data collected and to draw conclusions on the study.

Chapter 3 outlined and focused on the research methodology of the study. Research design, sampling and data collection methods were also discussed. By virtue of the study being a case study, the most appropriate approach taken was qualitative approach.

Chapter 4 presented research findings from the data collected using questionnaires

Chapter 5 focused on the analysis of data and supporting literature.

The purpose of this chapter is to present the end product of the study. It consolidates the findings of the research derived from research findings in chapter 4 and analysis

and interpretation of primary and secondary data, discussed in chapter 5. The main findings that have been obtained in the study are discussed by drawing together the results from the previous chapters. The aim is to review how the results and conclusions relate to the literature and theory in this domain. Conclusions emerging from the results and findings of the study are formulated. Recommendations are formulated and suggestions presented and outlined regarding the implications of the study.

6.2 Conclusion of the studies

The objectives of this study was to establish the level of awareness of the performance management by the employees, the effectiveness of the current performance planning, the effectiveness of the current performance implementation and assessment, the effectiveness of the current performance rewards and how to manage poor performance. These objectives have beings achieves by means of questionnaires enquiry to the selected sample which has provided the answers to all the research questions in the establish order.

The responses of the respondents have shown that there is a need for the SASSA to make certain adjustments to the PMDS in order to achieve its main objective of enhancing employee performance towards the achievement of organizational goals and objectives. The following recommendations are suggested to improve the SASSA PMDS to ensure it achieves its main objective of enhancing employee performance:

6.3 Summary of the Study

The evidence collected was done with the specific reference to the research questions raised in chapter one. After having carefully considered all data analysed in chapter five, study findings will be summarised as follow:

6.3.1 Understanding of PMDS

- Better understanding displayed by the management representation regarding this concept.
- Little or even lack of understanding by lower category employees.

- Satisfactory level of the performance management processes within the organisation, even though there seems to be confusion regarding the two concepts: Contract and contact sessions.

6.3.2 Planning prior to implementation

- Change management and pilot testing not done prior to the implementation of the system.
- Capacity building of Unit Managers prior to implementation in order to improve their level of management skills and prepare them for the system.
- Insufficient to lack training regarding PMDS.
- Poor communication and lack of information by the line managers.

6.3.3 Implementation Challenges

- Resistance to change
- In adequate training of line manager and lack thereof to the lower categories
- Limited or little understanding of the concept PMDS
- Lack of adequate support from HR department
- Non-availability of job descriptions for newly created positions
- Competency level of line managers

6.3.4 Employees' perceptions

- The perception from managers is that the system allows for transparency which is contrary to what is perceived by other focus groups members in that, the system is not transparent. They think the management implemented this system because they have ulterior motives.
- Perception from lower category that the managers keep most of the information to themselves. This indicates a gap that exists between line managers and employees.

- Another perception from the lower category focus groups is that something went wrong from the onset of implementation of the system.
- The managers perceive the system as adding value which is also contrary to the perception of lower category focus groups. They don't see system as adding value because recognition is the same for everyone, irrespective of individual performance.

6.4 Recommendations

Recommendations are lay out per section of enquiries of questionnaire as below.

6.4.1 Awareness

Ensuring that all new employees receive the correct information about PMDS would require careful financial planning and commitment from HCM, because it is ultimately their responsibility to define as clearly as possible the types and levels of behaviour desired from employees to make a success of the programme. To meet this requirement, HCM unit should develop a recruitment plan in conjunction with the different units and offices each financial year. An orientation programme that includes all programmes offered by the SASSA, based on the recruitment plan must be developed by Human Capital Development (HCD) unit and submitted to the Finance unit to avail funds for the orientation of all new employees. To meet the requirement of orientating new employees within one month of employment, the HCD staff in the different districts should be trained to be able to orientate new employees. Since there are employees who have no knowledge of the SASSA PMDS it is also critical that a PMDS awareness session be arranged for these employees since they never got the opportunity to be orientated upon joining the SASSA. It is important that these sessions be provided to all new employees without fail to ensure that the employees receive correct and accurate information from the experts. HCM should also arrange sessions to up-date employees of any new developments in the program to ensure their knowledge remains relevant to the PMDS policy documents. Creating awareness would ensure that employees not only comply with the regulations but will also create an interest in the program. Since it has been established from the findings that the SASSA employees have a negative image of the PMDS, creating awareness might

improve the image of the program and result in employees complying with the requirements of the program. Understanding the programme and its benefits is likely to enhance employee performance.

6.4.2 Performance Planning

Employees with the support of their supervisors should develop performance agreements that establish expected behaviours and define objectives that are simple, measurable, achievable, realistic and time-bound (SMART). This could be achieved with the assistance of a Business Strategy Unit that is responsible for training Supervisors and Managers to develop performance agreements with SMART objectives. The unit should also train the HCD staff to be able to evaluate every individual performance agreement to ascertain that it is SMART and is aligned to the operational plan of the unit the employee works in. By developing performance agreements that are not realistic and measurable present's challenges during performance assessment resulting in unfair assessments. Line managers should take ownership of the management of the performance of employees under their supervision and should ensure compliance with performance management obligations. It is the responsibility of supervisors to monitor and manage the development of individual performance agreements within set time frames to ensure all employees are informed of the responsibilities to be performed and that they are given sufficient time to achieve the set targets. Supervisors should be held accountable for the behaviour and performance of employees through setting goals, creating individual development plans, coaching and mentoring employees, providing feedback and performance evaluation.

6.4.3 Performance Management

The SASSA needs to conduct a skills analysis on all its employees, match it against the skills required to achieve the organizational objectives in order to identify the skills gaps that need to be addressed. A training plan should then be developed with clear time lines on when the identified skills gaps will be addressed. Top management should support and monitor the implementation of the plan to ensure the organization has the skills required to achieve its objectives. Skills development is a critical component of performance management and must be treated as such. Management

must recognize that employee development is a continuous cycle of setting performance goals, providing training necessary to achieve the goals, assessing performance related to accomplishing the goals, and then setting new higher goals.

Performance feedback with specific goals should be given to employees to help improve employee performance which in turn enhances future career moves. It is important for employees to be given feedback on their performance in order to know if they are doing what is expected of them and if they are reaching their set targets. Grobler *et al.* (2011:296) support the idea of supervisors giving feedback to employees because they see performance feedback as a primary developmental need as all employees want to know how their supervisors feel about their performance. Weekly or bi-weekly staff meetings with action points for planning, reporting and holding individuals accountable for non-action must be held. The meetings will provide valuable feedback to identify problem areas in the event of inactivity, thereby assisting individuals if the problems are beyond their control.

6.4.4 Performance Assessment

Gerber *et al.* (1998:170) report that because performance appraisal is an activity that determines an employee's future in the organization, such a system should be characterized by fairness and accuracy. The system should also avail an opportunity for the supervisor to give the employee feedback about his/her performance, address poor performance, acknowledge above average performance and develop a plan to develop the employee for the current job and promotions in future. The main objective of performance assessment should be to improve performance and this could be done if the identified challenges are addressed. When supervisors discuss the performance of employees, a clear distinction must be made between criticism and feedback. Gerber *et al.* (1998:182) state that criticism indicates an appraisal with reference to good or poor and feedback as descriptive and providing employees with information that can be used for self-appraisal. Assessment should be conducted continuously with coaching as a day-to-day activity. Monthly continuous assessments must be recorded as a build-up to quarterly assessments.

The assessment interviews must answer the following questions:

- Is the employee clear about what is expected of him/her?
- Is the employee working up to his/her potential?
- What strengths does the employee possess that can be improved?
- What training does the employee require to improve performance?

Swanepoel (2009:393) suggests that the formal assessment discussion should be provided in the following manner:

- Tell and sell approach in which the employee's performance is reviewed and an attempt is made to persuade the employee to perform better.
- Tell and listen approach which offers the opportunity to provide reasons and excuses and to express defensive feelings.
- Problem-solving approach which identifies problems that have an adverse effect on employee performance.

Noe *et al.* (2007:383) give the following recommendations to supervisors giving feedback to the employees which have been amended to suit the SASSA PMDS:

- Feedback should be given frequently and not twice or four times a year. The reasons for this recommendation are two-fold. Firstly regular feedback allows the supervisor to correct performance deficiencies immediately on becoming aware of them. Secondly, feedback has the maximum effect when given as close as possible to the action. It is therefore important that informal feedback be given as frequent as necessary and formal feedback is given immediately after the end of the term.
- The supervisor should create the right context for the feedback discussion to encourage the employee to feel free to engage in issues affecting his/her performance. When employees participate in the discussion they are consistently satisfied that the process was fair because they were given an opportunity to voice their opinions.
- Focus should be on behaviour and the results and not on the person. It is important to avoid questioning the person's worth and ability but focus should rather be on addressing shortcomings or weaknesses in behaviour. Criticism

should be minimized but performance below standard should be pointed out in a non-judgmental manner that is meant to correct the behaviour.

- The main focus of the session should be on solving problems by working together with the employee to determine the actual cause and agreeing on how to resolve the problem.
- Above average performance should be recognized and poor performance identified. The session should not only focus on poor performance but should also acknowledge excellent behaviour to encourage the employee to maintain the standard of performance.
- The supervisor and employee should agree to specific goals and must set a date for the next review session.

According to Cascio (1991:97) training for supervisors and managers is important to reduce or eliminate judgmental biases, improve their observation skills by teaching them what to attend to and to improve their ability to communicate assessment information in an objective and constructive manner.

6.4.5 Performance Rewards

The SASSA should not assume to know what rewards the employees want to enhance performance but should establish what employees perceive as meaningful rewards, which is not always what management perceives it to be (Byars & Rue, 2008:236). It is easy to assume cash is the only reward required by employees to enhance their performance, but studies have shown that non-financial rewards can have the same effect. Non-financial rewards could include increased autonomy to organize one's own work, working flexible hours, acknowledgement and recognition of excellent performance in internal official publications, like Njalo. Non-financial rewards require employers to devise more creatively conceived rewards for performance (Swanepoel 2009:290). Smaller rewards like a personal thank you card, flowers, gift and spa vouchers, employee of the month competition can also enhance employee performance. It is therefore recommended that the HCM unit conduct a study to investigate rewards regarded as valuable by the employees. The underlying theory as stated by Byars and Rue (2008:236) is that employees will be motivated to improve their performance when they believe such motivation will lead to desired rewards. The

SASSA should also implement the payment of pay progression and performance bonuses at stipulated time frames.

6.4.6 Managing Poor Performance

Supervisors should act as coaches and mentors to the employees to prevent poor performance. Poor performance could be as a result of employees not being informed about what is expected of them, un-addressed training needs, lack of resources and enabling conditions. Addressing these challenges would prevent poor performance by employees unless the poor performance is as a result of lack of motivation by the employee. To eliminate poor performance supervisors need to have an on-going performance assessment process and check if there are gaps in the performance of employees. Corrective measures must be put in place immediately if performance gaps are identified. Systemic, remedial and developmental support should be provided to assist poor performers to improve their performance. It is the responsibility of the supervisor to identify areas of improvement in the performance of employees, analyse the poor performance to establish reasons why the employee is under-performing, plan together with the employee ways to improve the performance, send the employee for training to address skills gaps if necessary, coach and mentor the employee towards the improvement of performance, monitor and evaluate employee performance and apply corrective measures if the performance does not improve despite all the efforts to improve.

6.5 PMDS role-players and their responsibilities

The co-operation and commitment of various role-players are critical to the successful implementation of PMDS in enhancing employee performance:

6.5.1 Roles and responsibilities of top management

- Show support for the programme;
- Provide resources required to implement the programme;
- Hold managers accountable for the management of the performance of employees; and

- Oversee the implementation of the programme to ensure it succeeds in enhancing employee performance.

6.5.2 Roles and responsibilities of the HCM Unit

- Promote PMDS as a performance management tool instead of solely an appraisal tool;
- Treat performance management as a holistic human resource management system that adds value to the organization instead of as a stand-alone process;
- Integrate the performance and development management system into other human resource programs;
- Train all employees in PMDS;
- Train managers and supervisors in managing performance and assessing performance;
- Provide guidance and support to supervisors in managing employee performance;
- Create active involvement in performance management
- Clarify the roles of various performance management structures and grievance procedures;
- Assist in designing a performance management and development system;
- Administer the system by ensuring the system is fair to all employees and that it is clearly communicated to all employees;
- Maintain a reporting system to ensure performance assessment is conducted on a timely basis;
- Maintain performance assessment records for individual employees;
- Facilitate meetings of moderation committee to evaluate the fairness of the scoring allocated to employees;
- Facilitate the training of employees to address skills gaps in line with their personal development plans;
- Facilitate the review of policies and procedures.

6.5.3 Supervisors and Managers

- Oversee the performance of employees;
- Assist employees in developing performance agreements in line with the employees job description and unit operational plan;
- Ensure employee performance is linked to the SASSA objectives;
- Inform employees what is expected of them and how their responsibilities contribute towards the accomplishment of organizational goals and objectives;
- Manage performance within an agreed framework of planned goals, standards and attributes/competence requirements;
- Address employee development to equip employees with skills required to perform their jobs;
- Treat performance management as a continuous process to keep the employee aware of whether his/her performance meets the required standard;
- Coach and mentor employees;
- Monitor and evaluate performance;
- Provide objective positive and negative feedback;
- Rate employees fairly and objectively.

6.5.4 Roles and responsibilities of employees

- Comply with PMDS requirements;
- Develop SMART performance agreements;
- Perform efficiently to achieve the objectives in individual performance agreements;
- Advise supervisor of challenges that might lead to poor performance and non-achievement of set objectives;
- Accept constructive feedback and work towards improving own performance.

6.6 Limitations of the study

The benefits of the researcher having adopted a single case study approach, results will not be generalizable beyond the specific population from which the sample will draw. This notion is thus supported by Yin (1984:21) as he avows that single case studies provide very little basis for scientific generalisation since they use a small number of subjects.

6.7 Conclusion

When implemented correctly, performance management can provide several benefits for the employees and the organization at large. Any organization that wants to achieve its goals must be able to manage the behaviour and performance of its employees. To be successful in enhancing employee behaviour, a performance management system must define performance, measure performance and feed-back performance information. A performance management system must first specify which aspects of performance are relevant to the organization and this can be done through job analysis. Secondly, the system must measure those aspects of performance through performance appraisal and thirdly the system must provide feedback to employees through performance feedback sessions in order for employees to adjust their performance to the organization's goals. Supervisors should be held accountable for the employees' behaviour and performance through setting goals, creating individual development plans, coaching and mentoring employees, providing feedback and performance evaluation.

7. BIBLIOGRAPHY

Aguinis, A. 2009. Performance Management. 216 Ed. New Jersey: Pearson Education.

Amos, T. L., Ristow, A., Ristow, L. & Pearse, N.J. 2008. Human Resource Management. (3rd Ed). Cape Town: Juta & Co LTD.

Armstrong, M. & Baron, A. 2005. Managing Performance: Performance Management in Action. Chartered Institute of Personnel and Development (CIPD): London.

Armstrong, M. & Baron, A. 2006. Performance Management. Mumbai: Jaico Publishing House.

Armstrong, M. & Murlis, H. (5th ed.) 2007. Reward Management. A Handbook of Remuneration Strategy and Practice. Kogan Page: London, UK.

Armstrong, M. (3rd Ed.) 2006. Performance Management: Key Strategies and Practical Guidelines. Kogan Page: London, UK.

Artley, W. & Stroh, S. 2001. The Performance Management Handbook. Volume Two. *Establishing an Integrated Measurement System*. U.S. Department of Energy and Oak Ridge Associated Universities.

Babbie, E & Mouton, J. 2011. The Practice of social research. Oxford University Press: Cape Town.

Baron, M.A. 2010. Guidelines for Writing Research Proposals and Dissertations, University of South Dakota.

Bless, C. Higson-Smith, C. & Kagee A. 2006. Fundamentals of social research methods: An African perspective. Cape Town: Juta

Boninelli, I. & Meyer, T.N.A. (Eds.) 2004. Building Human Capital: South African Perspective. (1st Ed). Randburg: Knowres Publishing (Pty) Ltd.

Brand, H.E. & Pretorius, O.J. 2003. "Employees perceptions of Performance Evaluation in the Manufacturing Industry". *SAJEMS NS*. Vol. 6. No. 3: 577-589.

Buckland, G. 2011. Delivering performance and development. *People Management*.

Byars, L.L. & Rue, L.W. 2008. Human Resource Management. 9th Ed. Boston: McGraw- Hill Irwin.

Cascio, W.F. 1991. Applied Psychology in Personnel Management. 4th Ed. London: Prentice Hall International Inc.

Cascio, W.F. 1992. Managing Human Resources: Productivity, Quality of Work life, Profits, 3rd Ed. New York: McGraw-Hill Inc.

Cho, Y. J. and Lee J. W. 2012. 'Performance Management and Trust in Supervisors.' *Review of Public Personnel Administration* 32(3):236–259.

Christensen, L. B., Johnson, R. B. & Turner, L.A. 2011. Research Methods, Designs and Analysis. (11th Ed). Pearson: Boston, USA.

Chubb, C., Reilly, P. & Brown, D. (2011), Performance Management, Literature Review, Institute for Employment Studies, Sovereign House Church Street Brighton BN1 1UJ UK

Cooper, J. 2008. Performance Management. Edinburgh Business School.

Cropanzano, R., Bowen, D. E., & Gilliland, S. W. 2007. The management of organisational justice. *Academy of Management Perspectives*, Vol. 21, 34–48.

De Vos, A.S. (Ed). 1998. Research at grass roots: A primer for the caring profession. Pretoria: Van Schaik Publishers.

Decenzo, D.A. & Robbins, S.P. 2007. Fundamentals of Human Resource Management. (9th Ed.) USA: John Wiley & Sons, Inc.

Deming, W.E. 1986. Out of the Crisis. MIT Centre for Advanced Engineering Study. Cambridge: MA

Devlin, A, S. 2006. Research Methods: Planning, Conducting and Presenting Research. Australia: Thomson Wadsworth.

Fox, W. and Bayat, M.S. 2011. A Guide to Managing Research.. Juta: Cape Town.

Gerber, P.D., Nel, P.S. & van Dyk, P.S. 1998. Human Resources Management, 4th Ed. Johannesburg: International Thomson Publishing.

Grobler, P., Warnich, S., Carrell, M.R., Elbert, N.F. & Hatfield, R.D. 2004. Human Resource Management in South Africa. 2nd Ed. Australia: Thomson Learning.

Grobler, P., Warnich, S., Carrell, M.R., Elbert, N.F. & Hatfield, R.D. 2006. Human Resource Management in South Africa. 3rd Ed. Australia: Thomson Learning.

Grobler, P.A., Warnich, S., Carrell, M.R., Elbert, N.F. & Hatfield, R.D. 2011. Human Resource Management in South Africa. 4th Ed. South Western: CENGAGE Learning.

Gruman, J.A., & Saks, A.M. 2011. Performance management and employee engagement: *Human Resource Management Review*. Vol. 21. 123 – 136.

Guest, D.E. 1999. Human Resource Management: The Workers Verdict. *Human Resource Management Journal*. Vol 9. 4-10

Heinrich, C.J. 2002. Outcomes based performance management in the public sector: Implications for government accountability and effectiveness. *Public Administration Review*. Vol. 62. 712–726.

Herholdt, J. & Ungerer M. (2000). Performance Management. Performance Evidence & Feedback. South Africa: Knowledge Resources

Holloway, J., Francis, G. & Hinton, M. 1999. A vehicle for change? A case study of Performance improvement in the “new” public sector. *The International Journal of Public Sector Management*. Vol. 12. Issue. 4. 351–365.

Jetson, J., 2008, High Performance Management, *Industrial Engineer*, 33-37.

Johns, D. 2010. “Performance Management and process benchmarking”, *APSE Membership Resources*. Vol. 10:42. 1

Krell, E. 2011. How the “Moneyball” Approach Could Be Applied to HR Methods: *HR Magazine*. Page 15

Kumar, R. 1996. *Research Methodology: A step by step guide for beginners*. London: SAGE Publications.

Latham, G.P. & Mann, S. 2006. Advances in the science of performance appraisal: Implications for practice. *International Review of Industrial and Organizational Psychology*, Vol. 21. 295–337.

Macey, W.H. Schneider, B., Barbera, K.M. & Young, S.A. 2009. Employee

Engagement: Tools for analysis, practice, and competitive advantage. Malden, WA: Wiley- Blackwell.

Mannheim, M. 2013. 'Reviews Warn of Failure to Deal with Public Servants' Underperformance.' Canberra Times 9 December. Available from www.canberratimes.com.au/national/publicservice/reviews-warn-of-failure-to-deal-with-public-servants-underperformance-20131208-2yzjm.html#ixzz3JSrUGt6p. Accessed 03 May 2016.

Maree, K. (Ed). 2010. First steps in Research. 6th Ed. Pretoria: Van Schaik Publishers.

Maree, K., Creswell, J.W., Ebersohn, L., Eloff, I., Ferreira, R., Ivankova, N.V., Jansen, J.D., Niewenhuis, J., Pietersen, J., Plano-Clark, V.L. & Van der Westhuizen, C. 2009. First Steps in Research. Pretoria: Van Schaik.

Markus, L.H., 2004. Performance Management – Problems and Potential. *e-HR Systems*. Centranum Ltd.

McNabb, D. (2nd Ed) 2010. Research Methods for Political Science: Quantitative and Qualitative Approaches. M.E. Sharpe: New York.

McNamara, C. 2008. Field Guide to Consulting and Organisational Development with Non Profits. Minneapolis: Authenticity Consulting. LLC.

Meyer, M & Botha, E. 2004. Organisation Development and Transformation in South Africa_ 2nd Ed. Butterworth: LexisNexis.

Mitchel, S. 2006. Implementation of Result-Oriented Performance Management System. Addis Ababa University.

Mouton, J. 2009. How to succeed in your Masters & Doctoral Studies: A South African Guide and Resource book._Pretoria: Van Schaik Publishers.

Munzhedzi, P.H., 2011. Performance Management System and Improved Productivity: A case of the Department of Local Government and Housing in Limpopo Province. UNISA.

Nel, P., Werner, A., Poisat, P., Sono, T., Du Plessis. A. & Ngalo, O. (8th Ed). 2011. Human Resources Management Oxford University Press: Cape Town.

Ngcelwane, M.J. 2008. A critical Assessment of the Implementation of Performance Management in the Nelson Mandela Bay Municipality, Rhodes Investec School.

Noe, R.A., Hollenbeck, J.R., Gerhart, B. & Wright, P.M. 2007. Human Resource Management: Gaining a competitive advantage. 6th Ed. Toronto: McGraw-Hill Irwin.

Nyembezi, V. 2009. Development of a Performance Management System for the SABC. Nelson Mandela Metropolitan University Business School

Pace, A. 2011. The Performance Management Dilemma. *Intelligence // Human Performance*. October. P12.

Public Service Act of 1994 (Proclamation 103 published in Government Gazette 15791 of 3 June 1994).

Public Service Coordinating Bargaining Council Resolution 13 of 1998.

Pulakos, E.D. 2005, Performance Management: A New Approach for Driving Business Results. Singapore: Blackwell.

Pulakos, E.D. 2009. Performance management: A new approach for driving business results. Singapore: Wiley-Blackwell.

Pulakos, E.D., Mueller-Hanson, R.A. & O'Leary, R.S. 2008. Performance Management in the United States. Singapore: Wiley-Blackwell.

Rao, T.V. 2008. Lessons from Experience: A new look at Performance Management Systems. *VIKALPA*. Vol. 33. Iss. 3: 1-15.

Rees, W.D. & Porter, C. 2002. "Management by panacea-the training implication". *Industrial and Commercial Training*, Vol.34. Iss. 6. 228-230.

Schaufeli, W. & Salanova, M. 2007. Work engagement: An emerging psychological concept and its implications for organizations. Greenwich, CT: Information Age Publishing

Selden, S. & Sowa, J.E. 2011. Performance Management and Appraisal in Human Service Organizations: Management and Staff Perspectives: *Public Personnel Management*. Vol. 40. Iss. 3. 251 – 264.

Simeka Management Consulting. (2nd Ed) 2004. Limpopo Provincial Government: PMS Information Manual for Employees Signing the Memorandum of Understanding on Performance. South Africa.

Smither, J.W. & London, M. 2009. Performance Management: Putting Research into Action. San Francisco: Jossey-Bass.

South African Social Security Agency Act 9 of 2004.

South African Social Security Agency Annual Performance Plan for the fiscal years 2012/13 – 2014/15.

South African Social Security Agency Performance Management Policy for Employees on Salary Level 1-12.

South African Social Security Agency Poor Management Strategy, 2009.

South African Social Security Agency Strategic plan 2010/11 – 2012/13.

South African Social Security Agency Strategic Plan 2011/12 – 2013/2014.

Spangenberg, H.H. & Theron, C.C. 2001. Adapting the system model of Performance management to major changes in the external and internal organisational environments. *South African Journal for Business management*. Vol.32. Iss. 1, 35-46.

Stanton, P. & Nankervis, A. 2011. Linking strategic HRM performance management and organisational effectiveness: perception of managers in Singapore. *Asia Pacific Business Review*, 17(1):67-84.

Struwig, F.W. & Stead, G.B. 2010. Planning, designing and reporting research. Cape Town: Maskew Miller Longman (Pty) Ltd.

Suazo, M.M., Martinez, P.G. & Sandoval, R. (2009). Creating psychological and legal contracts through human resource practices: *A signalling theory perspective*. *Human Resource Management Review*. Vol. 19. 154–166.

Swanepoel, B. (Ed) 2009. South African Human Resource Management: Theory & Practice. 4th Ed. Cape Town: Juta.

Terre Blanche, M., Durrheim, K. & Painter, O. 2011. Research in Practice. 2nd Ed. Cape Town: UCT Press.

The Constitution of the Republic of South Africa, Act No 108 of 1996.

The Department of Public Service and Administration Employee Performance Management and Development System Document, 2007.

The Public Service Regulations, 2001 No. R. 1 of 5 January 2001.

The White Paper on Human Resource Management in. the Public Service of 1997 Act No 13594.

Thomas, S. 2007. Performance Management: IBM centre for the Business of Government. Date of access: 19 Aug 2012.

U.S. Department of the Interior. 2004. Performance Appraisal Handbook (370 DM 430).

Varma, A, Budhwar, P.S. & DeNisi, A. 2008. Performance management systems: A Global perspective. New York: Routledge.

Welman, C., Kruger, F. & Mitchell, B. 2012. Research Methodology. 3rd Ed. Cape Town: Oxford University Press.

West D and Blackman D (2015), Performance Management in the Public Sector, Institute of Public Administration Australia.

Yadav, R. K, & Dabhade, N. 2013. Performance management system in Maharatna Companies (a leading public sector undertaking) of India – a case study of B.H.E.L., Bhopal (M.P.), Department of Management, RKDF College of Engineering, Bhopal – 462047, Madhya Pradesh, India.

Zimkund, W.G., Babin, B.C., Carr, J.C. and Griffin, M. 2010. Business Research Methods. South Western, Cengage Learning: Canada.

ANNEXURES'

Annexure “A”Data gathering tool: questionnaire

Research study on the South African social security agency performance management and development system in the Northern Cape

Below are guidelines to complete the questionnaire. Please follow them closely.

Read instructions before responding

Answer all the questions as completely as possible.

The questionnaire is answered by marking the number that best identifies your response to each corresponding statement.

Example:

Item		Strongly disagree	Disagree	Undecided	Agree	Strongly agree
0.	All businesses must have a performance management and development system to succeed in achieving their objectives	1	2	3	4 X	5

Item	Statement	Strongly disagree	Disagree	Undecided	Agree	Strongly agree
AWARENESS						
1.	I have an understanding of what PMDS is	1	2	3	4	5
2.	I am aware that SASSA implements a performance management and development system (PMDS)	1	2	3	4	5
3.	I was informed about SASSA PMDS within a month of employment	1	2	3	4	5
4.	Human Capacity Management (HCM) informed me about the PMDS implemented in SASSA	1	2	3	4	5
PERFORMANCE PLANNING						
5.	My supervisor assists me with the development of my performance agreement	1	2	3	4	5
6.	My performance agreement is developed within the first month of the financial year	1	2	3	4	5
7.	The performance agreement has measurable objectives	1	2	3	4	5
8.	The performance agreement includes clear time lines for the achievement of targets	1	2	3	4	5
9.	The performance agreement is aligned to the operational plan of the unit	1	2	3	4	5
10.	The performance agreement clearly outlines the activities to be performed	1	2	3	4	5
11.	My supervisor explains how my responsibilities fit into the bigger picture of the organizational goals	1	2	3	4	5

Item	Statement	Strongly disagree	Disagree	Undecided	Agree	Strongly agree
12.	The performance agreement is amended when the operational plan of the unit is reviewed resulting in my responsibilities changing	1	2	3	4	5
PERFORMANCE MANAGEMENT						
13.	My supervisor has a good understanding of PMDS	1	2	3	4	5
14.	My supervisor has a good understanding of the skills required to perform my job	1	2	3	4	5
15.	I am provided with all the necessary resources to perform my duties as outlined in my performance agreement	1	2	3	4	5
16.	My skills gaps are addressed to ensure I am able to perform my duties	1	2	3	4	5
17.	My supervisor gives regular feedback on my performance	1	2	3	4	5
18.	My supervisor provides enabling conditions for me to perform my duties	1	2	3	4	5
19.	The SASSA PMDS succeeds in encouraging excellent performance	1	2	3	4	5
20.	The application of PMDS is consistent throughout the Agency	1	2	3	4	5
21.	The SASSA PMDS ensures that all jobholders are at all times fully informed of what is expected of them in terms of applicable work standards	1	2	3	4	5
22.	Performance management directly supports the strategic objectives of the SASSA	1	2	3	4	5

Item	Statement	Strongly disagree	Disagree	Undecided	Agree	Strongly agree
23.	The SASSA PMDS is successful in achieving its objective of enhancing employee behaviour	1	2	3	4	5
PERFORMANCE ASSESSMENT						
24.	Performance assessment is a once-off activity performed only during formal performance assessment periods	1	2	3	4	5
25.	Formal performance assessments are conducted timeously (within 1 month at the end of each quarter)	1	2	3	4	5
26.	Performance is measured against the signed performance agreement	1	2	3	4	5
27.	My supervisor is objective when assessing performance	1	2	3	4	5
28.	My supervisor is consistent when assessing performance	1	2	3	4	5
29.	I am given an opportunity to clarify issues affecting my performance, during performance assessment	1	2	3	4	5
30.	Feedback is given on how performance can be improved	1	2	3	4	5
31.	During assessment, progress is determined and obstacles identified in achieving set objectives and targets	1	2	3	4	5
32.	Outstanding performance is acknowledged by the supervisor	1	2	3	4	5
33.	Performance assessment takes into account enabling conditions	1	2	3	4	5

Item	Statement	Strongly disagree	Disagree	Undecided	Agree	Strongly agree
34.	The SASSA PMDS ensures continuous feedback and implementation of corrective action where required	1	2	3	4	5
35.	SASSA PMDS ensures that all employees are evaluated objectively	1	2	3	4	5
PERFORMANCE REWARDS						
36.	Performance bonuses are fairly distributed to deserving officials	1	2	3	4	5
37.	Performance bonuses are paid within set time frames to those qualifying	1	2	3	4	5
38.	Performance bonuses are paid in line with the scores agreed upon during assessment	1	2	3	4	5
39.	Performance bonuses are the only incentive used by the SASSA to reward excellent performance	1	2	3	4	5
40.	Performance bonuses are sufficient to enhance employee performance	1	2	3	4	5
MANAGEMENT OF POOR PERFORMANCE						
41.	During assessment, reasons for under-achievement are discussed	1	2	3	4	5
42.	Under-achievement is discussed in a non-accusing manner	1	2	3	4	5
43.	The specific competencies that lead to under-performance are discussed	1	2	3	4	5
44.	Competency improvement interventions required to improve performance are discussed	1	2	3	4	5

Item	Statement	Strongly disagree	Disagree	Undecided	Agree	Strongly agree
45.	Un-addressed skills gaps are acknowledged as causes of under-achievement	1	2	3	4	5
46.	Resource shortages are acknowledged as leading to under-achievement	1	2	3	4	5
47.	Coaching and mentoring are used to improve performance	1	2	3	4	5
48.	My supervisor takes part of the responsibility for non-achievement	1	2	3	4	5
CHALLENGES						
49.	Employees lack understanding of performance management, its purposes and benefits	1	2	3	4	5
50.	Supervisors are unable or unwilling to monitor and manage the performance of officials under their supervision, and shift this responsibility to the HCM unit.	1	2	3	4	5
51.	Strategy implementation and performance management are treated as two separate and distinct operations	1	2	3	4	5
52.	During performance contracting, performance goals are hastily set to meet Human Capital Management (HCM) unit deadlines, without complying with performance contracting standards	1	2	3	4	5
53.	Skewed performance agreements with unrealistic and impractical targets that are difficult to assess are developed	1	2	3	4	5

Item	Statement	Strongly disagree	Disagree	Undecided	Agree	Strongly agree
54.	Once developed and submitted, performance agreements are filed and only referred to during performance reviews	1	2	3	4	5
55.	The activities in the performance agreement and the actual performance are not always corresponding	1	2	3	4	5
56.	Performance management is not treated as a continuous process, but as an activity performed only to comply with PMDS regulations	1	2	3	4	5
57.	Supervisors are not consistent in their application of PMDS	1	2	3	4	5
58.	Performance Management is treated solely as a performance appraisal tool with the purpose of paying out performance bonuses, instead of a tool to harness individual's performance towards the realization of the goals of the Agency	1	2	3	4	5
59.	Personal development plans, indicating the skills the employee requires to achieve the set targets, are not addressed to ensure officials have the necessary skills to successfully implement their work plans	1	2	3	4	5
60.	There is lack of trust between employees and supervisors with regard to performance management	1	2	3	4	5
61.	Employees perceive supervisors as being unable to recognize and reward excellent performance.	1	2	3	4	5
62.	Supervisors are of the opinion the employees' performance is un-deserving of the scores allocated by the officials	1	2	3	4	5

Item	Statement	Strongly disagree	Disagree	Undecided	Agree	Strongly agree
63.	Performance reviews are filled with tension and conflict, causing disharmony between employees and supervisors	1	2	3	4	5
64.	The roles of the supporting performance management structures e.g. moderating committee, are not clear, resulting in under-utilization of these structures	1	2	3	4	5
65.	Other, specify	1	2	3	4	5
RECOMMENDATIONS						
66.	Creating awareness would ensure employees not only comply with the regulations but also work towards enhancing employee performance	1	2	3	4	5
67.	Training all employees in PMDS	1	2	3	4	5
68.	Promoting PMDS as a performance management tool instead of solely as an appraisal tool	1	2	3	4	5
69.	Active involvement of HCM in performance management	1	2	3	4	5
70.	Clarifying roles of the different performance management structures, e.g. the Moderating committee	1	2	3	4	5
71.	Introducing alternative incentives to encourage excellent performance	1	2	3	4	5
72.	Treating performance management as a holistic human resource management system that adds value to the organization instead of as a stand-alone process	1	2	3	4	5

Item	Statement	Strongly disagree	Disagree	Undecided	Agree	Strongly agree
73.	Managing performance within an agreed framework of planned goals, standards and attributes/competence requirements	1	2	3	4	5
74.	Addressing employee development to equip employees with skills required to perform their jobs	1	2	3	4	5
75.	Treating performance management as a continuous process to keep the employee aware of whether his/her performance meets the required standard	1	2	3	4	5
76.	Other, specify	1	2	3	4	5

Thank you!