

**THE EFFECTS OF A PERFORMANCE APPRAISAL SYSTEM ON
EMPLOYEES AT NORTH-WEST UNIVERSITY (MAFIKENG CAMPUS)**

by

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DECLARATION

I, THAMSANQA EMMANUEL BOZWANA, hereby declare that the research thesis of the degree of Master of Business Administration at the North-West University hereby submitted, is my own original work, that all reference sources have been accurately reported and acknowledged and that this document has not been previously submitted, in its entirety or part, submitted to any institution or any other university, in order to obtain an academic qualification.

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DEDICATION

I dedicate this work to my late friend, Mr Loxley Maropefela who encouraged me to start a business and to also equip myself through relevant education. He passed away before he could see this happen.

ABSTRACT

THE EFFECTS OF A PERFORMANCE APPRAISAL SYSTEM ON EMPLOYEES AT THE NORTH-WEST UNIVERSITY (MAFIKENG CAMPUS)

The aim of this study was to assess the extent of challenges and problems associated with the performance appraisal system at North-West University (Mafikeng Campus.

This study gathered data from both the academic and support staff in the Mafikeng Campus.

A quantitative research design was used in this study, which involved the use of numerical measurements and statistical analyses of measurements to examine social phenomena. The study was descriptive in nature and the relationships between variables were expressed using relative frequencies.

The population in this study was confined and percentages of this study was confined to various faculties and departments at North-West University (Mafikeng Campus). A sample of 130 was selected using the stratified sampling technique.

The 130 copies of the questionnaire, to all 130 employees, but only 105 copies of the questionnaire were returned.

The data was analysed using a computer aided programme known as Statistical Package for the Social Sciences (SPSS).

The empirical investigation revealed that there were quarterly reviews at this institution. Respondents did not get any form of feedback on their performance to be able to make prompt corrective measures. There was no form of communication between the employees and their managers or supervisors concerning the employees' performance.

The recommendations made indicated that managers or supervisor should ensure that there are continuous assessments conducted, and that they should provide regular

feedback to ensure that corrective measures are carried out should the results indicate that there are performance gaps.

CHAPTER ONE

ORIENTATION

1. INTRODUCTION

Organisations are increasingly recognizing that planning and enabling individual performance have a critical effect on organisational performance (Nel, Gerber, van Dyk, Haasbroek, Schultz, Sono, & Werner (2001:515). Employee performance plays a significant role in organisational performance, because if the employee's ability to perform his/her responsibilities is affected, this in turn will affect the organisation's performance.

According to Wasdell (2005: 33) setting performance goals is a fundamental part of the performance management process, as it assists employees to know what to do, but the problem is that many goals are seldom monitored properly during the year, so there are a few consequences until the end of the performance period. Delpo (2005) stated that organisations that review employee performance routinely as well as conducting regular employee evaluations reap the benefits, since the evaluation process nips a lot of employment problems in the bud. This enables employees to know what is expected of them, receive feedback, praise and criticism of their work and notice of any shortfalls in their performance or conduct. With regard to employers, they would be able to recognise and reward good employees as well as identifying and coaching workers who are having trouble.

2. PROBLEM STATEMENT

The North-West University (NWU) Mafikeng Campus has for some time not been conducting effective employee performance evaluations. The reason for this is because, although the university has a performance management system in place, the performance appraisal system is not utilised effectively. This has resulted in employees' morale being affected, since their chances of promotion without their performance being evaluated are slim. Some employees are leaving the institution,

which in turn resulted in the performance of the institution being affected¹. This has led to the following problems:-

- 2.1 There are no regular evaluations for employee performance;
- 2.2 Employees are demotivated by the fact that their performance is not regularly evaluated;
- 2.3 There are no informal forms of feedback on their performance in order to apply corrective measures;
- 2.4 There are no quarterly reviews;
- 2.5 There are no performance appraisal interviews conducted between the supervisor and the employee
- 2.6 When the performance review time arrives employees are requested to complete the performance appraisal forms and hand them back to the supervisor without actually sitting down and discussing performance issues;
- 2.7 There is no form of communication between the employee and the supervisor concerning the employee's performance.

3. RESEARCH QUESTIONS

This study was guided by the following research questions: What are the effects of an ineffective performance appraisal on employees at North-West University (Mafikeng Campus)?

The investigative questions that guided the investigation are:

- 3.1 Are there any quarterly reviews at NWU Mafikeng Campus?
- 3.2 Are there any forms of informal feedback to apply prompt corrective measures if there are performance gaps?
- 3.3 Is there any form of communication between you and your supervisor concerning your performance?
- 3.4 Are you demotivated by the fact that your performance is not regularly evaluated?

¹ The source of this information is a few employees that were interviewed by the researcher

4. OBJECTIVES OF THE STUDY

The objectives of this study were:-

- 4.1 To establish whether there are any quarterly reviews at NWU Mafikeng Campus;
- 4.2 To establish whether there is any informal forms of feedback to apply prompt corrective measures if there are performance gaps;
- 4.3 To determine whether there is any communication between the employee and the supervisors concerning the employee's performance; and
- 4.4 To establish whether employees are demotivated by the fact that their performance is not regularly evaluated.

5. THE PURPOSE OF THE STUDY

The purpose of the study was to assess the effect of an ineffective performance appraisal system at North-West University (Mafikeng campus) and to determine to what extent personnel problems experienced in the institution could be traced to the lack of an effective performance appraisal system.

6. SIGNIFICANCE OF THE STUDY

Although numerous researchers like Coetzee (2005), Swanepoel, Erasmus, vanWyk and Schenk (2003) and others have researched the area of performance management process before, many research problems remain unresolved and many questions are unanswered in the South African context. One of the concerns is the need to assess the problems associated with the absence of an effective performance appraisal system at North-West University (Mafikeng Campus). The achievement of the objectives of this study will provide valuable insights and recommendations on how employee performance evaluation can assist in addressing human resources-related problems. The findings will contribute positively to the development and implementation of an effective performance appraisal system.



7. SCOPE OF THE STUDY

This study is limited to the North-West University (Mafikeng campus). Thus its findings and conclusions cannot be generalised to all such institutions in South Africa.

8. RESEARCH DESIGN

8.1 The Organisation

The organisation under study is the North-West University (Mafikeng Campus), whose line of business is to teach, research and do community service. It comprises of five faculties as well as eight administrative departments.

8.2 Target Population

The target population consisted of 1002 employees (including management and staff members), made up of female and male academics, as well as female and male support staff.

8.3 Sampling Technique

The sampling technique used for this study is stratified sampling technique. This technique follows two steps that include partitioning the population into sub-population and selecting elements by stratified procedure (Malhotra, 1996). The reason for using this technique is that it ensure that all sub-groups in the population are represented proportionate to their numbers in the population (MANCOSA, 2000: 10).

8.4 The Sample

The sample comprised of 130 employees, 25 male academics, 14 female academics, 34 male support staff and 27 females support staff.

8.5 Empirical Investigation

The usual instruments that would be employed in the gathering of data entail communication data collection modes (Cooper & Schindler, 1998:291). These include questionnaires. The reason for use of such techniques was because the methodology of the study is quantitative.

8.5.1 Questionnaire

A questionnaire is an instrument with open or closed questions or statements to which a respondent must react. Different kinds of questionnaires can be distinguished, such as mailed or posted questionnaires, telephonic questionnaires or group questionnaires (De Vos, Strydom, Fouche & Delport, 2002:89). Usually a short questionnaire is left

to be completed by the respondent in a convenient location (Cooper & Schindler, 1998:291).

In this study a structured questionnaire (Appendix "C") was developed to gather information from members of staff about the problems experienced as a result of their performance not continuously evaluated at North West-University.

8.6 Data Analysis

8.6.1 Computer-aided Statistical Analysis

A computer-aided statistical analysis was employed, namely, the Statistical Package for the Social Sciences (SPSS) programme used to compute the results of the study. This is the most useful, popular and easy-to use software packages for performing statistical analyses (Wielkiewicz, 2000). According to Hopkins (2000) the relationships between variables are expressed by using statistics, such as correlations, relative frequencies, or differences between the variables.

8.6.2 Frequency Distribution

According to Berenson and Levine, (1996:62) frequency analysis consists of a summary table in which the data are arranged into conveniently established numerically ordered class groupings or categories. Tables stress the statistical part of data while charts and graphs put emphasis on the visual aspect of the data. Saunders (2003:394) state that data analysis involved summarising and simplifying data collected, condensing it and displaying it into different categories and Zickmund (1997:57) state that data analysis is the application of logic to understand and interpret the data that has been collected about a subject.

9. ORGANISATION OF THE STUDY

This study consists of five chapters which include:

- Chapter 1 Introduction to the study
- Chapter 2 Literature review
- Chapter 3 Research methodology
- Chapter 4 Presentation and interpretation of the results, and
- Chapter 5 Summary and recommendations.

10. SUMMARY

This chapter provided a brief overview of the performance evaluation process. It reflected the problems encountered at the North-west University, Mafikeng Campus emanating from employees' performance not being continuously evaluated for a number of years. Research questions based on the problems in question as well as the objectives of the study were also briefly discussed. The purpose of the study as well as the importance of the study was stated.

Chapter 2 will focus on an in-depth literature review.

CHAPTER TWO

LITERATURE REVIEW

1. INTRODUCTION

For many organizations, the primary goal of a performance management system is to improve performance of both the employee as well as the organization (Mondy, Noe & Premaux, 280). But according to Swanepoel, Erasmus, Van Wyk and Schenk (2003:372) the overall purpose of performance evaluation, is to provide information about the work performance of employees. This information can serve a variety of purposes within the organisation. It also enables managers to deal with performance issues, hence there is a need for it to be done continuously and not once off (The University of Chicago Employee Performance Evaluation, undated). The primary advantage of continuous review is that productive performance can be immediately reinforced and performance concerns addressed.

2. DEFINITION OF TERMS

2.1 Performance

According to Byars and Rue (2000: 275) performance refers to 'the degree of accomplishment of the tasks that make up an employee's job. It reflects how well the employee is fulfilling the requirements of the job'. Holt and Andrews (1993) define performance as 'a multi-dimensional construct the measurement of which varies depending on a variety of factors'.

2.2 Performance Appraisal

Byars and Rue (2000: 275) define performance appraisal as 'a process of determining and communicating to an employee how he/she is performing on the job and ideally establishing a plan of improvement'.

2.3 Performance Standards

Armstrong (1999: 443) defines performance standards as 'a statement of the conditions that exist when a job is being performed effectively. ...performance will be up to standard if a desirable, specified and observable result happens'.

2.4 Performance Management

Performance management is defined as a process of creating a work environment or setting in which people are enabled to performance to the best of their abilities (Heathfield, 2005).

2.5 Performance Review

Performance review is 'a formal evaluation stage when a review of performance over a period takes place, covering achievements, progress and problems as a basis for revised performance agreement and personal development plan' (Armstrong, 2001:476).

2.6 Performance evaluation

According to UPTE and UC Agreement (undated) performance evaluation can be defined as 'a constructive process to acknowledge the performance of a non-probationary career employee'.

3. AIMS OF PERFORMANCE APPRAISAL

The aims of performance appraisal can be used for administrative and developmental purposes. These are discussed as follows (Swanepoel, Erasmus, van Wyk, & Schenk, 2003: 372):-

3.1 Administrative purposes

Administrative purposes concern the use of performance data as basis for personnel decision-making including:-

- HP planning, for example compiling skills inventory obtaining information regarding new positions created and developing succession plans;
- Rewards decisions, including salary and wage increases (or withholding them) merit bonuses etc;
- Placement decisions such as promotions, transfers, dismissals, and retrenchment; and
- Personnel research, for example, validating selection procedures using appraisals as critical or evaluation the effectiveness of training programmes.

3.2 Developmental purposes

Performance appraisal can focus on developmental functions on the individual as well as the organisation level. Appraisal can serve individual developmental purposes by:-

- Providing employees with feedback on their strengths and weaknesses and on how to improve future performance;
- Aiding career planning and development; and
- Providing inputs for personal remedial interventions, for example, referral to Employee Assistance Programmes (performance impairments may be due to factors outside the work environment).

3.3 Some of the Purposes Performance Evaluation can be used for

Woods Hole Oceanographic Institution (undated) provides the purpose for evaluations as to:-

- Measure the extent to which performance meets the requirements of a particular position;
- Strengthen the relationship with the supervisor;
- Open up the channels of communication;
- Appraise past performance;
- Clarify job expectations and standards and establish future goals;
- Provide a specific occasion for to raise questions about the position and/or the guidance that the employee has been receiving from his/her supervisor; and
- Provide the supervisor with an opportunity to assess how effective he/she has been in communicating with the employee.



3.4 Key elements of Performance Evaluation

Performance review provides means through which the five key elements of performance management can be achieved. Armstrong (1999:448) cite these key elements as follows:-

- Measurement – assessing results against agreed targets and standards
- Feedback – giving people information on how they are doing;
- Positive reinforcement – emphasizing what has been done well so that it will be done even better in the future; only making constructive criticisms, such as those that point the way to improvement;

- Exchange of views – ensuring that the discussion involves a full, free and frank exchange of views about what has been achieved, what needs to be done to achieve more and what individuals think about their work, the way they are guided and managed and their aspirations; and
- Agreement on action plans – this one is to be implemented by individuals alone or by individuals with the support of their managers.

3.5 Value of Performance Appraisal Data in Human Resource Functional Areas

According to Mondy, Noe and Premaux (2002: 280-282) performance appraisal data are potentially valuable for use in virtually every human resources functional areas, which include:-

3.5.1 Human Resource Planning

In assessing a firm's human resources, data must be available that describe the promotability and potential of all employees, especially key executives.

3.5.2 Recruitment and Selection

Rating obtained from the process of evaluation may be useful in predicting the performance of job applicants. For instance, it may be determined that successful managers in the firm, identified through performance evaluation, exhibit behaviours when performing key tasks. These data may provide benchmarks for evaluating applicant responses obtained through behavioural interviews, as well as validating selection tests.

3.5.3 Training and Development

The results should point out an employee's specific needs for training and development. For instance, if an employee's job requires skills in technical writing and his/her evaluation reveals a deficiency in this factor, he/she may need additional training in written communication if the human resource manager finds that a number of first line supervisors have difficulty in administering discipline, training sessions addressing this problem may be suggested. By identifying deficiencies that adversely affect performance, human resource and line managers are able to develop training and development programs that permit individuals to build on their strengths and

minimise their deficiencies. An appraisal system does not guarantee that employees will be properly trained and developed. However, the task of determining training and development needs is assisted when appraisal data are available.

3.5.4 Career Planning and Development

The data obtained can be used in assessing an employee's strength and weaknesses and in determining the person's potential. Managers may use such information to counsel subordinates and assist them in developing and implementing their career plans.

3.5.5 Compensation Programs

The results provide a basis for rational decisions regarding pay adjustment. Most managers believe that outstanding job performance should be rewarded tangibly with pay increases. They believe that the behaviours managers reward are the behaviours they get. To encourage good performance a firm should design and implement a fair performance appraisal system and then reward the most productive workers and teams accordingly.

3.5.6 Internal Employee Relations

Data are also frequently used for decisions in several areas of internal employee relations, including motivation, promotion, demotion, termination, layoff and transfer, for example, self-esteem is essential for motivation. Therefore, appraisal systems must be designed and implemented in a way to maintain and build employee's self-esteem.

3.5.7 Assessment of Employee Potential

Some organisations attempt to assess employee potential as they appraise their job performance. The best predictors of future behaviours are said to be past behaviours. However, an employee's past performance in a job may not accurately indicate future performance in a higher-level or different position.

3.6 Factors in which Performance Appraisal Assist in the Employer/Employee Relationship

Delpo (2005) states that an effective performance appraisal system will help managers achieve all of the ends and more by providing a solid foundation for all aspects of the employer/employee relationship. Such system can assist in the following to:-

- Determine how the job of each employee can further the overall goals of the organisation;
- Examine each employee as an individual to evaluate the employee's strengths and weaknesses;
- Identify and reward good employees, in order to foster loyalty and motivate employees to continue to achieve;
- Keep employee morale high through continuous feedback;
- Stay on top of the needs of your workforce to ensure employee retention and increase productivity and innovation; and
- Reduce the risk of complaints and litigation by ensuring that employees into valuable, productive workers or lay the groundwork for discipline and, if necessary, termination.

The aim of performance evaluations is evident from the above statements, namely, that it is intended to measure the extent to which the employee's performance meets the requirements of a particular position in addition, it is meant to establish goals for the future; strengthen the relationship between managers and employee; open up channels of communication; recognise good performance; as well as identifying areas that might require improvement. All of these lead to better employee performance, which results in better departmental performance, which, in turn, leads to a more successful company.

4. THE SIGNIFICANCE OF EMPLOYEE PERFORMANCE TO THE ORGANISATION

4.1 The effect of Employee Performance on Organisational Performance

One of the main reasons employee performance is important to the organisation is because it has a critical effect on the performance of the organisation (Nel, Gerber, Van Dyk, Haasbroek, Schultz, Sono, & Werner, 2001: 515). As such, if the

employee's performance is negatively affected, this can also have a negative impact on the performance of the organisation.

There are also performance factors that affect an employee's overall ability to perform his/her job responsibilities, that need to be known to managers to assist in dealing with such so that they are able to achieve the required organisational performance. These are listed as follows (Layoff Information for Classified Employees, undated):-

- Missing deadlines to finish tasks;
- Making too many mistakes;
- Providing incorrect information;
- Neglecting or forgetting tasks;
- Failing to maintain equipment properly; and
- Not maintaining a sufficient level of productivity.

4.2 The Significance of Performance Evaluation in Organisations

Performance evaluation is very important to organisations and it needs to be continuously done. The University of Chicago Employee Performance Evaluation (undated) states that employee performance should be reviewed at least annually, and that measurements taken at the time of review can be used to clarify job duties and expectations, acknowledge outstanding performance, suggest ways to improve performance, outline potential career goals and form the basis of salary adjustment. The university further indicates that performance evaluation could be essential in the development and maintenance of shared understanding of expectations as well as goals in identifying and dealing with issues seen as problematic by both supervisor and employee.

The preceding discussions indicate factors that make performance evaluation to be important to organizations, it needs to be done continuously. Most importantly it could be used to identify and deal with problematic issues in performance.

5. MISTAKES CAUSED BY NOT COMMUNICATING EMPLOYEE PERFORMANCE

Managers or supervisors should familiarise themselves with different performance evaluation process mistakes that are caused by not communicating the employee

performance. The knowledge of these will enable managers and supervisors to prevent the following (Delpo, 2005):-

- Allowing employees to work under the mistaken belief that they are doing well, thereby never giving them the information they need to improve;
- Tolerating poor performers and the burdens they place on your other employees and your company;
- Surprising poor performers with negative decisions; and
- Facing difficulty in terminating bad employees because you have not laid the proper groundwork.

This means that performance evaluation process is the only time managers have for formal communication with the employees about their performance work.

6. THE PROCESS OF PERFORMANCE APPRAISAL

The process of performance appraisal can involve considerable time and effort. The performance evaluation process should not be viewed as only a one-time ranking but should be a part of a process of continuous review. The University of Chicago Employee Performance Evaluation (undated) indicate steps that are involved in their performance evaluation process as follows:-

6.1 Writing of reviews

Managers should ensure that performance reviews are written, this will enable managers or supervisors to have something on record should dispute arise in future.

6.2 Evaluation Interview

After the reviews have been written they should be followed up with an evaluation interview between supervisor and employee. These interviews allow for feedback and give an opportunity to jointly set performance goals for the coming months. Follow-up to the performance evaluation is important.

6.3 Job Description

The inclusion of a detailed job description is also one of the significant tools that could be used in the performance evaluation process. The reason for this is because it is a statement of the principal duties and responsibilities of the position along with the

knowledge, skills, and abilities necessary to perform them. Performance standards can be derived from a job description.

6.4 Commencing of the Documentation of Performance

Once the evaluator and the employee have developed a shared understanding of the work to be done, measures that will be taken, the process of documenting performance can start. The assessment must be objective and meaningful and cover the entire period being reviewed. It is important that the evaluator apply consistent standards for all employees.

The University of Chicago Employee Performance Evaluation (undated) further provides what should be contained in the evaluation tool as follows:-

- A definition of performance standards;
- A description of the measure being evaluated;
- Comments from the evaluator documenting the assessment; and
- Date and signature of the evaluator and employee; and separate page for a written response by an employee.

It is evident that before the process starts, the manager should review the employee's job description and this will enable the supervisor to familiarize himself or herself with the duties and responsibilities involved in the employee's job. The supervisor will also know the performance standards required in order for him/her to rate the employee correctly.



6.5.1 Steps in Developing and Implementing a Performance Measurement System

According to Shane (2003) steps involved in the development and implementation of performance management system include:-

6.5.1 Project orientation

The management and staff should be provided with orientation which is a balanced approach to performance measurement. This orientation is designed to alleviate fears associated with performance measurement by describing what it is and is not; and to explain the roles and responsibilities required of participants, as well as the stages

involved in the development and implementation, the time frames and principles involved; and addressing anticipated problems. This step is necessary for improving understanding and building support for the project among the uninitiated members of the organisation.

6.5.2 Readiness assessment

Management should assess the readiness of the organization to accept the balanced approach. There are several criteria that may be used to complete this assessment:-

- A business plan, mandate, vision and organizational philosophy;
- A strategic information management/information technology that reinforces and supports the business plan;
- An organizational culture, relatively open to change, that values feedback as essential to providing the information necessary for decision making;
- Collection, examination and reporting of corporate sources of information, especially finance, quality of programs and services, client satisfaction, employee satisfaction and innovation;
- The skills and abilities of staff to implement a performance management system and/or willingness to accept knowledge transfer;
- A commitment to resource the project appropriately for one to two years; and
- The time it will take to inculcate a performance management system into the organization.

6.5.3 Performance measurement architecture (PMA)

Management must develop performance measurement architecture, content as well as the structure of the performance measurement system prior to its implementation, based on the departmental and the organisation's mission, vision and philosophy. This can only be done from the top down – business objectives must be developed first, then plans and strategies can be designed to support the business direction. Performance measures or indicators can then be derived for the organisational functions. These are objective, quantifiable and output oriented, that are also qualitative in nature. The development and validation of interpretive models known as the 'straw dog' approach should be used. This method is time effective and ensures that the involvement and participation of senior management and staff are focused and time efficient.

The development of a straw dog business model specifies the organizational mission, vision, functions, related activities and critical success factors. Once this vehicle is constructed, it must be validated with staff members and revised according to their comments. This model provides information and insight from which the PMA is developed. Its construction based on information gained from the business has the following elements:-

- Organisational mission/vision;
- Objectives for each of the following perspectives: financial, quality of programs and services, and client satisfaction and innovation or learning, which are divided into employee satisfaction/continuous improvement.

The PM and PIs are developed based on the objectives for each PMA perspective.

6.5.4 Implementation

6.5.4.1 Commencing on a pilot basis

The implementation of a Performance Measurement Systems requires a phased approach, which should begin on a pilot basis within one or two core business lines to demonstrate the value of performance measurement and to build the competencies of the performance measurement team. After a successful pilot of three months, the second phase could be initiated. This phase concentrates on only high-priority areas and projects. The third and final phase addresses the remaining parts of the organization. The activities required to implement a PMS are described as follows (Shane, 2003):-

6.5.4.2 Development of a performance measurement profile

This will provide an assessment of the degree to which existing operational processes must be developed in order to implement the performance measurement system. It indicates areas where information and processes exist and where they must be adapted or created. It provides the basis for scheduling the implementation of different measures, together with an estimated degree of effort.

6.5.4.3 Development of an implementation strategy for each measurement perspective

This will provide a guide for defining the roles and responsibilities of participants, the frequency of reporting; data collection methods; the methods of analyzing, reporting and interpreting the information; and the issues that may impede progress for each

measurement perspectives. The strategy also provides the guidelines for developing and operating the performance measurement processes once the implementation effort is complete. These strategies also assist in creating a common understanding and acceptance of all the required performance measurement elements prior to their development and use.

6.5.4.4 Integration of performance measurement processes into operational activities

The next activity in the implementation of a PMS is the development or adaptation of existing business processes to support data gathering for each of the four performance measurement perspectives. In some cases, existing sources can provide the required information without must adaptation. This is normally the situation for the financial perspective, where information on revenues, expenditures, capital expenditures and funding ratios is usually readily available. Changes that may be required in the existing financial coding for projects; reporting of revenues/expenditures down to the project level. Measurement of performance can involve the creation of a new business process. This is often the case in measuring client satisfaction. With regard to quality of service, employee satisfaction and continuous improvement, the measurement of performance may involve either the amendment of existing processes or the creation of new ones.

6.5.4.5 Data gathering

Once business processes for each measurement perspective have been adapted or created, the information generated must be captured according to predetermined reporting formats: financial report, quality of program/service status report, client satisfaction report, employee satisfaction report and continuous improvement report.

6.5.4.6 Interpretation of results

The performance information presented in the dashboard outlines issues related to the achievement of the organizational vision from the financial, quality of service, client satisfaction and innovation/learning perspectives. Cumulatively, this information provides a causal link between the achievement of organizational goal and the strategic, tactical and operational issues interfering with this goal.

6.5.4.7 Communicating the results

Communicating the results to both senior management and staff is imperative. It is only through communication and decision making that changes can be made either to correct the course of the organization towards its vision, or to reward the efforts made and encourage continued results. Dashboard provides feedback to the management committee that contains the actual results of strategies and plans being met and identifies the issues at all levels – strategic, tactical and operational. This performance information provides the information necessary for improving decision making within the organization. To ensure that the Dashboard is used effectively:-

- The quarterly publishing date needs to be standardized in six weeks after the quarter to enable members of the management committee expect it as a regular feature of their management meetings.
- It should be delivered to members of the management committee one week before the next management meeting to allow them sufficient time to read and understand its contents.
- At least a one-hour time slot should be allotted for the discussion of: the progress achieved; the issue/impacts related to each perspective; the recommendations to deal with the important issues; and the decision required.

6.5.5 Institutionalisation of a PMS into the Organisation

Two strategies are essential to ensure that performance measurement becomes integrated with the organisation's standard operating procedures.

6.5.5.2 Knowledge transfer

Knowledge from the subject matter experts to the organization must be transferred to make the organization self-sufficient and self-sustaining in its ability to operate and update that. Specific areas of knowledge transfer include:-

- The methodology for developing performance measurement architectures;
- The means to establish baseline information in order to compare future performance;
- Methods for developing and testing questionnaires;
- Methods for collecting, analyzing and interpreting data;
- Development of an evaluation strategy to assess the effectiveness of the performance management pilot;

- A business process renewal;
- Project management;
- Facilitation and structure interview techniques;
- Training techniques;
- Presentation techniques; and
- Organisational culture

The development of organisational culture supportive of the PMS is essential to breaking down organizational and individual resistance to change.

7. PREPARATION PRIOR TO COMMENCEMENT OF EVALUATION DISCUSSIONS

The level of preparation before the evaluation discussion will have a direct effect on the ease or discomfort of the participants. The discussion should be held in a private place without outside interruptions. Although the evaluator sets the objectives for the discussion, the employee should be encouraged to contribute to the discussion through the use of open-ended questions. The assessment should be discussed in detail allowing the employee to insert legitimate additions or corrections. Obtaining a signature does not necessarily imply agreement, but merely to verify the employee has read and understood the assessment. Any copy of the final form of the evaluation should be given to the employee, a second copy should be entered into the employee's file, and a third copy should be sent to Human Resource Management (The University of Chicago Employee Performance Evaluation, undated).

8. METHODS OF PERFORMANCE EVALUATION

Nel et al. (2001: 521) identify various methods that can be used to evaluate employee performance. The success of performance evaluation depends on two decisions: the person or persons designated to carry out the evaluation and the method or technique chosen to measure performances. The following discussion focuses on Nel (ibid)'s methods:-

8.1 Peers

Peers often provide a perspective on performance that is different from that of immediate supervisor. However, the potential of friendship bias skewing the

feedback value of the information provided is always present, and it is important to specify exactly what the peers are to evaluate.

8.2 Subordinates

Subordinates know how well a supervisor delegates, communicates, plans and organises. Considerable trust and openness is a prerequisite if subordinate appraisal is to be valuable. The subordinates can work well in a large organisation where a manager may have a large number of subordinates and anonymity of the subordinate is assured.

8.3 Self-appraisal

This type of method provides the employee with the opportunity to participate in the performance process, particularly if appraisal is combined with goal setting and the chance to add value to the organisation improves the ratee's motivation and reduces defensiveness during the evaluation interview.

8.4 Customer appraisal

Customer appraisal, especially internal customers, or the organisations external customers can provide a unique perspective on job performance. The information that customers provide can serve as useful input for promotion, transfer, and training decisions.

8.5 Computerised performance appraisal (CPA)

This method can be used by employers generally with good results. Several inexpensive software packages are on the market, most of which function within the Windows operating systems. CPA enables managers to log notes on their subordinates during the year and to rate employees on a series of performance traits. The program generates written text to support each part of the appraisal.

8.6 360-degree appraisals

360-degree appraisals are a multi-rater for carrying out employee evaluation. It is a questionnaire that asks many people, supervisors, subordinates, peers, internal and external customers, to respond to questions on how well a specific individual performs in a number of behavioural areas.

8.7 Team appraisals

The growth of self-directed work teams has created a need for a new way of managing and appraising group performance. The focus of this appraisal is usually developmental. Team performance is most often measured against specific team objectives. Members often rotate assignments and therefore a team must be evaluated as a unit and reward as a unit with team incentives. This process is relatively easy if specific and measurable objectives are in place. These methods require a combination of two approaches, namely a measure of how well each member contribute to the team, and a measure of how well the team accomplishes its goals.

8.8 Management by Objectives

Management by Objectives (MBO) is one of the most widely used performance evaluation methods. This method consists of the following steps (Coetzee, 2005: 7-10):-

8.8.1 Goal Setting

Goal setting begins with the formation of long-range objectives and cascades through the organisational objectives, departmental goals and finally individual goals. At this level, the employee and the supervisor mutually set goals. The aspect of participation and goals setting is one of the major strengths of this method. Participation in decision-making strengthens employee commitment and motivation.

8.8.2 Action Planning

This level specifies how goals are going to be achieved. In fact, the action plan constitutes the road map for accomplishing the goals. It provides direction as well as mechanism for measuring accomplishment towards the goals.

8.8.3 Self-control

A primary assumption of MBO is that employees will achieve their goals if empowered by management. Part of empowering employees is to provide management and organisational support.

8.8.4 Period Review

Most MBO systems include a mechanism for periodically measuring progress toward goals. A review is important to discuss problems that an employee may be experiencing in reaching goals. This could result in the adjustment of goals and removing performance barriers. A typical review period is quarterly or monthly.

8.8.5 Critical Incident Method

The above methods provide a wide variety of choice from which supervisors can choose. But to ensure the success of performance evaluation depends on factors like the type of method to be used and who to conduct the evaluation. As such it is important for the supervisor to know these methods in order to choose the best suitable method.

9. THE CHOICE OF A RATER

The performance evaluation needs to be performed by a person who is familiar with the way the employee performs as well as conversant with the responsibilities entailed in the employee's job. This should be a person who has had an adequate opportunity to observe how the employee performs over a reasonable period of time. The immediate supervisor is probably most familiar with the subordinate's performance and has the best opportunity to observe the actual job performance on a daily basis (Cascio, 1995: 290).

9.1 The Responsibility of an Immediate Supervisor (Rater)

According to the East Tennessee State University (2007) the immediate supervisor has the following responsibility:-

- To develop evaluation for in concert with each employee;
- To continuously observing and evaluating an employee's job performance;
- To hold periodic counseling sessions with each employee to discuss job performance; and
- Completing performance forms as required.

10. RATING ERRORS

10.1 Factors that Cause Performance Evaluation to Fail

It is important that managers and supervisors know that there are various factors that could cause performance evaluation to fail. This would enable them to prevent them



when conducting performance evaluation. Coetzee (2005:7.13-7.14) provides the most common errors that are made by the raters

10.1.1 Halo effect

A single behaviour or achievement of the employee influences the entire evaluation of the employee's work performance.

10.1.2 Horn error

As in the case of halo effective, a single behaviour or achievement influences the entire evaluation of the employee's work performance but in this case, it refers to a negative evaluation.

10.1.3 Recency error

The performance appraiser only takes into account the employee's most recent behaviour when the manager evaluates the employee's performance.

10.1.4 Personal bias

Personal bias refers to like 'me syndrome'. Appraisers tend to evaluate employees, similar to the employer's performance.

10.1.5 Leniency or strictness

Some supervisors tend to rate all their subordinates consistently high or low.

10.1.6 Central tendency

Many supervisors have a central tendency when using rating scales. For instance, giving all employees, whether good or bad performers, an average rating provides specific examples of how the employee can further his/her development and achieve specific goals. A consensus should be reached to meet the employee's goals for the next evaluation period and the assistance and resources to be provided by the manager.

11. PERFORMANCE MEASURES

To evaluate performance effectively managers need to know the performance measures, and this will enable them to know exactly what needs to be measured. The

same applies to employees, as they need to know performance measures to enable them to know exactly what needs to be achieved, if they are to perform to the required level of performance.

According to Armstrong (1999: 443) these performance measures should be agreed upon when setting objectives and should also provide evidence of whether or not the intended results have been achieved as well as the extent to which the job holder has produced the result. As such, it is necessary for managers and employees to be able to define what is to be achieved and know that it has achieved. This will form the basis for generating feedback information for use not only by managers but also by individuals to monitor their own performance.

Armstrong (ibid) suggest some guidelines for defining performance measures, and these include the following:-

- Measures should relate to results, not efforts;
- The results must be within the job holder's control;
- Measures should be objective and observable;
- Data must be available for measurement; and
- Existing measures should be used or adapted wherever possible.

From what is stated above it is clear that in order for managers to evaluate employee performance, they should know the performance measures, be able to define them as well as know what the intended results would be and whether they have been achieved. Employees should also know what is to be achieved in order for them to be able to monitor their own performance.

12. FACTORS THAT NEED TO BE EVALUATED

Supervisors should know which factors to evaluate when conducting performance appraisal. The most common appraisal criteria are, traits, behaviours, task outcomes and improvement potential (Mondy et al. 2002:284):-

12.1 Traits

There are certain traits that are used to evaluate employees, namely, attitude, appearance and initiative. But most of these commonly used traits are subjective and

may either be unrelated to job performance or are impossible to define. This could lead to inaccurate evaluations and could create legal difficulties for the organisation. It is therefore, necessary to establish whether these traits may be related to the job performance prior they can be used.

12.2 Behaviour

Behaviour is one of the factors that need to be evaluated especially when it is related to the employee's task. This could be done when the individual task outcome is difficult to determine.

12.3 Task Outcomes/Objectives

When establishing the task outcomes, they should be within the individual's or team's control and these outcomes should lead to the organisation's success. For instance, the goals that could deal with the financial aspects of the organization, especially at upper levels, would include, profit or cash-flow and market considerations, the market share or position in the market.

12.4 Improvement Potential

The criteria which is normally used when evaluating an employee's performance focuses on the past performance, but the problem is that the past cannot be changed. Unless, a further step is taken. As such, some attention must be given to the future and the behaviour as well as outcomes that are needed not only develop the employee, but also achieve the firm's goals. This involves an assessment of the employee potential.

12.5 Employee Attitudes Survey

This is one of many techniques for getting information about operational performance and the sources of information are usually the employee corps, who spend a lot of time and effort working to make the operations and the organisation successful. Employee attitude survey is a very valuable but under-utilised tool which exists for collecting information from the employees. Many successful, progressive managers have discovered the value of conducting an employee attitude survey for a variety of reason, namely to identify barriers to efficient work performance; to improve communication and among employees and departments; to improve employee morale

and productivity; to identify training needs; and to demonstrate management's genuine interest in hearing employees' problems, concerns, complaints and suggestions (Colter and Zimbelman, 1992).

12.6 Punctuality

The employee's punctuality is one of the traits that is used in evaluating the employee's overall performance. According to the East Tennessee State University (2007) the manager or supervisor has to check how consistently prompt is the employee and whether this has an impact on the employee's job performance.

13. PROBLEMS WITH PERFORMANCE EVALUATION

13.1 Reasons for Performance Evaluation Failure

According to Webb (2003: 204) the process of performance evaluation, generally, fails to live up to the expectations of its proponents and users. Webb further highlights some of the reasons that are associated with failure as follows:-

- Flaws in intent: such as, the designed process failing to meet the desired objectives;
- Existing flaws in the process, for instance, the manager-employee relationship is part of the result, and if the relationship is bad this could lead to a biased performance evaluation, and in turn leading to its failure or vice versa;
- Flaws inherent in the managers, for instance, lack of abilities that are relevant to performance evaluation, which could lead to performance evaluation failure;
- Flaws inherent in the employee, for instance, an employee believing that the process would be against his/her favour.

There are various reasons why the majority of managers are reluctant to conduct performance evaluation and one of the reasons given by Delpo (2005) is that performance evaluation is time consuming. They feel that instead of evaluating their employees' performance they would rather do the real work, they do not regard employee evaluation as a real work. Delpo further provides another reason as managers spending years conducting performance evaluations that seem ineffective or insensible without realising the benefits that could be brought by a complete, effective, and consistent appraisal system to their company.

Managers who have had unsatisfactory experience with poorly designed or inadequate appraisal programmes are usually not easily convinced about their usefulness and other are unwilling to play the role of judge, or provide negative feedback. Besides managers, employees are also not happy about performance appraisals and they do not give it their full support (Nel et al., 2001: 516). This means that they do not want to play the role of judge or giving negative feedback on the employee's performance. Toolpack Consulting, (undated) also states that: "... appraisals put managers into a position of uncomfortable judges, ostensibly telling employees how their work either fit the bill or does not".

It is evident from the preceding discussions that performance evaluation is not only disliked by managers, but by the employees.

14. ENVIRONMENTAL FACTORS THAT ARE PERFORMANCE OBSTACLES

It is important that managers should be aware that the employee performance could be affected by other factors beyond the employee's control. Byars and Rue (2000: 276) state that there are factors that could inhibit performance which need to be recognized.

Byars and Rue (ibid) further highlight these obstacles as follows:-

- Lack of conflicting demand on the employee's time;
 - Inadequate work facilities and equipment;
 - Restrictive policies that affect the job;
 - Lack of cooperation from others;
 - Type of supervision: temperature, lighting, noise, machine or equipment pacing, shifts and even luck;
 - Poor ventilation or worn-out equipment may well affect an individual expects;
 - Unclear policies or poor supervision can also produce misdirected, effort.
- Similarly, a lack of training can result in underutilized abilities.

Supervisors should therefore know which factors that can affect the employee performance that are beyond the employees control, to enable them to make an effective evaluation, when evaluating the employee performance.

15. MANAGING EMPLOYEE PERFORMANCE

15.1 Holistic Management of Employee Performance

Managing employee performance does not only involve evaluating and rating employees performance as some people mistakenly think it does. But assigning ratings of record is only one part of the overall process (OPM, 1997).

Torrington and Hall (1995: 327) hold similar views when they state that the employee management systems are increasingly viewed as a way to manage employee performance rather than relying on appraisal alone. These systems need to be linked to organisational objectives in order to enable the resulting performance to meet the needs of the organisation. Subordinates should also play an active role in the management of their own performance and their performance should be linked to organisational performance as a whole (Lundy & Cowling, 1996: 306). For performance management to be effective, it must line managers should take an active role in the management of their subordinates, rather than leaving it to human resource department. Hence, the development of an organisation's performance management system should be a joint effort between line and human resource managers. By getting the involvement of line managers in the development of the system, it will offer them ownership of the system as well as ensuring their stronger commitment (Nel et al., 2001: 516). This involvement of line managers, human resource managers and subordinates present a more holistic view of performance.



15.2 Components Involved in Managing Employee Performance

Managing employee performance consists of various components, namely, planning work and setting expectations, continually monitoring performance, developing the capacity to perform, periodically rating performance in a summary fashion, rewarding good performance and performance management as prose. These are briefly discussed as follows (OPM, 1997):-

15.2.1 Planning work and setting expectations

Effective managers plan their work, setting performance expectations and goals for groups and individuals to channel their efforts toward achieving organisational objectives. Getting employees involved in the planning process will help them

understand the goals of the organisation, what needs to be done, why it needs to be done, and how well it should be done.

15.2.2 Continually monitoring performance

Effective managers see to it that assignments and projects are monitored continually. Monitoring well means consistently measuring performance and providing ongoing feedback to employees and work groups on their progress toward reaching their goals.

15.2.3 Developing the capacity to perform

Effective managers evaluate and address the developmental needs of their employees. This is achieved by increasing the capacity to perform through training, giving assignments that introduce new skills or higher levels of responsibility, improving work processes, or other methods. Providing employees with training and developmental opportunities encourages good performance, strengthens job-related skills and competencies, and helps employees keep up with changes in the workplace, such as the introduction of new technology.

15.2.4 Periodically rating performance in a summary fashion

An effective manager will, from time to time, find it useful to summarise employee performance. This helps the manager look at and compare performance over time or across a set of employees and also assist the organisations to know who their best performers are. Within the context of formal performance appraisal requirements, rating means evaluating employee or group performance against the elements and standards in an employee's performance plan and assigning a summary rating of record. The rating of record is assigned according to procedures included in the organisation's appraisal program. It is based on work performed during an entire appraisal period. The rating of record has a bearing on various other personnel actions, such as granting within-grade pay increases and determining additional retention service credit in a reduction in force.

15.2.5 Rewarding good performance

Effective managers understand the importance of using rewards well. Rewarding means recognising employees, individually and as members of groups, for their performance and acknowledging their contributions to the organisation's mission. A

basic principle of effective management is that all behaviour is controlled by its consequences. Those consequences can and should be both formal and informal, both positive and negative.

15.2.6 Performance Management as Prose

Good managers have been speaking and practising effective performance management all their lives, executing each key component process well. They not only set goals and plan work routinely, but measure progress toward those goals and give feedback to employees. They set high standards, and take care to develop the skills needed to reach them. They use formal and informal rewards to recognize the behaviour and results that accomplish their mission.

All the above stated components together will ensure the achievement of an effective employee performance management. But to be able to achieve this, managers and supervisors need to have certain competencies, which will ensure that performance is managed effectively.

15.3 Competencies for Good Performance Management

According to Office of Personnel Management (2001) practising good performance management requires proficiency in certain competencies, which are observable, measurable patterns of skills, knowledge, abilities, behaviours, and other characteristics that an individual needs to perform work roles occupational functions successfully. They include:-

15.3.1 Communicating

Establishing and maintaining effective communications with each employee not only requires good oral and written communication skills, but also includes the ability to establish good working relationships. To communicate effectively with employees, supervisors must establish an environment that promotes an open door atmosphere, the sharing of ideas, and employee involvement in decision making processes.

15.3.2 Setting goals

Setting long and short-term goals with employees gives focus to employee efforts. When goal setting is done correctly, employees strive to accomplish those goals and

feel confident in achieving them. When goal setting is done poorly, work does not progress as desired. Knowing how to set goals effectively is an important part of performance management. To do this well, supervisors need to be able to clarify expectations and to set realistic standards and targets.

15.3.3 Measuring employee performance

Credible measures of performance that employees understand and accept are critical for achieving high-level performance. Measuring employee accomplishments using both qualitative and quantitative measures, provides the information that supervisors and employees need in order to monitor performance.

15.3.4 Giving feedback

Feedback should inform, enlighten, and suggest improvements to employees regarding their performance. Supervisors should describe specific work related behaviour or results they have observed as close to the event as possible.

15.3.5 Coaching and developing

Using their coaching skills, supervisors should evaluate and address the developmental needs of their employees and help them select diverse experiences to gain necessary skills. Supervisors and employees create development plans that might include training, new assignments, job enrichment, self-study, or work details.

15.3.6 Recognising

Effectively recognising employees is another performance management competency. Being able to genuinely acknowledge a job well done is critical for strengthening employees' commitment to do their best. Supervisors should be skilled at using formal awards programs as well as using informal recognition techniques, including personal thank yous and voicing verbal appreciation in staff meetings.

Managing employee performance does not only involve appraising and rating performance, but involves quite a number of components that ensure that employee performance is managed effectively. As such, managers and supervisors need to develop and demonstrate these competencies to practice good performance management.

16 DESIGNING AN EFFECTIVE PERFORMANCE MANAGEMENT SYSTEM

For managers and supervisors to be able to manage the employees' performance effectively, organisations need to have effective performance management system in place. The Officer of the State Service Commissioner (2002) provides guidelines that could be followed in designing effective performance management systems. These are outlined as follows:-

16.1 Planning and Development

Planning and development involves quite an number of steps that need to be followed, which include:-

16.1.1 Defining the objectives

If a performance management system is being developed for the first time or an existing system is being redeveloped, a clear picture should be formulated that aligns the performance management system with the company corporate objectives. The company should consider and define what it is trying to achieve through performance management.

16.1.2 Considering the environment

There are a range of environmental factors that will impact on the company's choice of system and what works best in a particular organisation, e.g. culture of organisation industrial climate, leadership, organisational history of performance management, maturity of systems, cost of the system and skills base available.

16.1.3 Developing a model

There are a number of factors that the company may wish to consider in designing an appropriate model to suit its needs. These are outlined as follows:-

- Staff involvement: staff should be involved in the development process;
- Integration of the system: the company should consider how the performance management system will be integrated with the company's corporate and planning systems;

- Complexity of the system: the company should consider the time span of the performance cycle (i.e. how many assessments and reviews over what period of time);
- Performance assessment: the company should consider whether the system should use generic criteria and competencies across the company, branch specific or individual criteria or a combination of both;
- Managing performance: the company should consider what reward and recognition mechanisms may be used to manage good performance, but also how underperformance will be managed;
- Data and records: company should consider who will have access to performance management data and what will it be used for. While individual performance appraisals are confidential records, there may be data (i.e individual training requirements) that can usefully aggregated to assist in company planning;
- Measuring the success of the system: the company should give some thought as to how the long-term effectiveness of the performance management system will be measured. It is likely that both qualitative and quantitative indicators will need to be monitored to gain some measure of effectiveness of the system in achieving stated objectives.

16.1.4 Pilot the model

Depending on the time and resources available and the size of the organisation, a company may wish to consider piloting one or more different models within a small group within the organisation prior to introducing a performance management system throughout the company.

16.2 Implementation

16.2.1 Develop an implementation plan

When deciding when a new system should be introduced, the company must ensure that the timing of implementation is relevant to company corporate and business planning process. It should develop an implementation plan that sets out specific activities and actions with timeframes for completion and allocates responsibilities and sufficient resources for implementation. There should be the development of a communication strategy that would explain the role of performance management

within the organisation and the linkages between corporate planning processes and individual performance and development.

16.2.2 Learning and Development

The company may wish to provide individual or group training to employees and managers involved in the program to ensure that participants have the appropriate skills to participate effectively in the process.

16.3 Monitoring and Evaluation

Ongoing monitoring of the performance management system will ensure that the system remains relevant and useful to the company and employees.

16.3.1 Performance measures

The management of a company is required to develop a set of performance indicators to evaluate the effectiveness of the company's performance management system. Quantitative measures such as participation rates in performance management are useful but are not sufficient to track effectiveness of the system. Measurement of alignment of individual performance management outcomes with branch, division or company outcomes, or tracking the take up rate of training and development outcomes identified in the performance management process are other examples of quantitative measures. Qualitative measures may be tracked through methods such as staff survey and may include the level of staff satisfaction with the system, the effectiveness of feedback mechanisms, or the value of training and development activities in improving performance.



16.3.2 Reporting

Management must annually evaluate and report on the effectiveness and outcomes of the company's performance management system, to ensure that it meets the organizational goals.

It is possible for an organization to have an effective performance management system if the above-mentioned guidelines are carefully followed. The best performance reviews let managers and employees share ideas, opinions, and performance management provides a means of getting improved results from the

organisational departments, work teams and individuals by understanding and managing performance within agreed overall framework (Toolpack Consulting, undated).

17. THE ROLE OF LINE MANAGERS IN PERFORMANCE APPRAISAL

17.1 Monitoring performance

According to Cornelius (2001: 143) line managers have a role they need to play to ensure that employees perform effectively. In fact, monitoring performance enables any corrective managerial decisions and action to be taken.

17.2 Identifying performance

The system also enables managers at all levels to identify the performance of work groups and individuals for which they have a direct responsibility, which in turn provides the potential for recognition of group and individual achievement as motivation and development, and improves relations between managers and staff at all levels (Cornelius *ibid*).

17.3 Providing support

The line manager is an important agent for providing support for the job holder. This may be direct through such activities as coaching, or indirect, via other resources that may be within the line manager's control (William, 2003: 145).

17.4 Creating conditions for feedback

Wasdell (2005:32) state that managers should create conditions in the work environment in which individual employees receive more immediate and meaningful feedback on performance in relation to their achievement. Employees are also anxious to know how their managers view their performance, as such, it is important that managers should provide for an environment whereby employees are told of the way they are performing. They must be given feedback on the way they perform.

17.5 Providing adequate working conditions

Byars and Rue (2000: 276) state that management's greatest responsibilities is to provide employees with adequate working conditions and a supportive environment to eliminate or minimize performances obstacles, which means that managers must

ensure that employees are provided with the working environment that will enable them to perform effectively.

17.6 Steps recommended for Supervisors and Managers

Layoff Information for Classified Employees (undated) provides steps that are recommended for supervisors and managers should performance problems arise:-

- Specific problems should be identified to the employee. Discuss those problems with employees, soliciting input from the employee about his/her view of the problems;
- Establish performance improvement goals using the evaluation goal form, seeking input from the employee to identify effective ways to address the performance issues and to give the employee the opportunity to address the performance deficiencies. Notify the employee of the consequences of failure to improve his/her performance.
- Establish a feedback process. During the evaluation rating period, the supervisor and employee should meet on a regular basis to discuss progress or needed improvements.
- Document progress made or problems that continue on the goals form. Attachments are allowed. The goals may need to be updated during the rating performance problems. Goals should not, however, be modified less than 1 month prior to conducting an evaluation. If the problems continue, the supervisor may wish to conduct a special evaluation.

17.7 Means of dealing with different scenarios of performance evaluation processes

Ways and means the supervisor or the employee can deal with different scenarios regarding the performance evaluation process are discussed as follows (Layoff Information for Classified Employees, ibid):-

17.7.1 What if the employee feels that the supervisor has established unreasonable goals?

Supervisors have ultimate authority to establish goals. However, if the employee feels that the goals are unreasonable, the employee should speak with the supervisor about those concerns. The supervisor and employee should work cooperatively to give full consideration to the concerns. When there is a dispute and either party contacts Human Resource or Industrial Relations Officer, the staff member will serve as a neutral third party in an attempt to resolve differences.

17.7.2 How does a special evaluation differ from an annual evaluation?

A supervisor may give a special evaluation at any time during the rating period as long as the employee has had a goal in place for at least thirty days. Special evaluations are often used when performance deficiencies need to be addressed, but may be used to indicate improved performance. The form and process used for conducting the special evaluation are identical to the annual evaluation process. However, special evaluations may be conducted monthly or every few months if performance problems persist or if deemed necessary by the supervisor.

17.2.3 Does an employee have the right to appeal an evaluation?

A performance employee may appeal a performance evaluation, except one with an overall rating of exceptional. Generally, a permanent employee only appeals an evaluation with an overall rating of unsatisfactory. The employee must appeal in writing to Human Resource or the Industrial Relations Officer within seven calendar days of signing the evaluation form.

17.2.4 What happens when a permanent employee appeals an evaluation?

The first step is for Human Resource or Industrial Relations Officer to attempt an informal resolution. Human Resource or Industrial Relations Officer will contact the employee and the supervisor to arrange a meeting for that purpose. In no informal resolution is possible, the employee may decide to pursue the appeal and request from Human Resource or Industrial Relations Officer a formal appeal hearing.

18. GUIDELINES FOR DEALING WITH PERFORMANCE PROBLEMS

To be able to deal with performance problems supervisors need to follow certain steps that are identified by Armstrong (1999: 446), which include: identifying the problem, establishing reasons for shortfalls, deciding on action required, resourcing the action, and monitoring and providing feedback.

18.1 Identify and agree on the problem

The manager should analyse the feedback and as far as possible, obtain agreement from the individual on what shortfall has been. Managers may provide feedback but it should be built into the job. This takes place when individuals are aware of their targets and standards, know what performance measures will be used either receive feedback automatically or have easy access to it. They will then be in a position to measure and assess their own performance and take action.

18.2 Establish the reason(s) for the shortfalls

Managers should not crudely be trying to attach blame when seeking the reasons for any shortfalls. The aim should be for the manager and the individual jointly to identify the facts that have contributed to the problem. It is on the basis of this factual analysis that decisions can be made on what to do about it by the individual, the manager or the two of them working together. It is necessary to first identify any causes that are external to the job and outside the control of the individual and/or the manager can then be considered. What should be determined is the extent to which the reason for the problem is because the individual:-

- Did not receive adequate support or guidance from his/her manager;
- Did not fully understand what he/she was expected to do;
- Could not do it – ability;
- Did not know how to do it – skill; and
- Would not do it – attitude.

18.3 Decide and agree on the action required

The individual, the manager, or both parties may take the following action:-

- changing behaviour – this is up to individuals as long as they accept that their behaviour needs to be changed; the challenge for managers is that people will not change their behaviour simply because they are told to do so;

- Changing attitude - this may be more difficult to change than behaviour because attitudes are likely to be deep rooted; it is often best to change behaviour first and encourage attitude changes thereafter;
- Clarifying expectations – job requirements, objectives and standards;
- Jointly developing abilities and skills – joint in the sense that individuals may be expected to take steps to develop themselves but managers may provide help in the form of coaching, additional experience or training. Whatever action is agreed, both parties must understand how they will know that it has succeeded. Performance measures and feedback arrangements should be agreed.

18.4 Providing resources for taking action

Provide the coaching, training, guidance experience or facilities required to enable agreed actions to happen.

18.5 Monitor and provide feedback

Take steps to monitor performance, ensure that feedback is provided or obtained and analysed, and agreed on any further actions that may be necessary. Individuals should be encouraged to monitor their own performance and take further action as required.

Since the evaluation of employee performance involves giving feedback on whether the employee has performed according to the required standard or not, it is necessary that the supervisor follows the above-mentioned steps. These will assist him/her in knowing what to do especially when the employee performance is bad.

According to Woods Hole Oceanographic Institution Human Resources Office (undated) no effective performance evaluation can be considered complete without some discussion and assessment of the employee's potential for professional and career growth. It is the manager's responsibility to work with his or her staff to identify those paths, including any appropriate training avenues.

Woods Hole Oceanographic Institution Human Resources Office (undated) further provides the key ingredients in a successful evaluation, which include the following:-

- Identifying job standards;

- Being consistent in measuring and communicating the extent to which whose standards are being met; and
- Providing opportunities for feedback and clarification.

It is important that performance evaluation should also consist of some discussion and assessment of the employee's potential for professional and career growth. The supervisors should also ensure that they are consistent in measuring and communicating the extent to which the standards are met as well as providing opportunities for feedback.

19. SUMMARY

This chapter has presented a brief overview of employee performance evaluation in general.

An overview of the purpose of performance appraisal was discussed. This chapter revealed that performance appraisal can service a variety of purposes within the organisation and these can be categorized under two main headings namely, administrative purposes and developmental purposes. The significance of employee performance to the organisation was also discussed as well as the importance of performance evaluation.

It highlighted the fact that the employee performance has a critical effect on the organisation performance and that if the employee's ability to perform his/her responsibility is affected, this in turn will affect the organisation's performance.

Performance evaluation is important because it is necessary to address performance issues. There was also a discussion on the process of performance evaluation, methods of performance evaluation, factors to be evaluated, performance measures, problems with performance evaluation, environmental factors as performance obstacles, managing employee performance and guidelines for dealing with performance problems.

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The literature review revealed that the supervisor should follow certain steps when dealing with performance problems. These will assist the supervisor to know what to do when faced with a problem of bad performance.

The following chapter reflect the research design used in this study.

CHAPTER THREE

RESEARCH DESIGN

1. INTRODUCTION

This chapter presents the methodology followed in this study aimed at obtaining information on the 'effect of ineffective performance appraisal of employees at North-West University Mafikeng Campus'. The specific objectives to be achieved are included. The data collection instrument, sampling design, data collection method and data capturing procedure are described in this chapter.

2. RESEARCH DESIGN

A research design is a plan or blueprint of how one intends to conduct the research (Mouton, 2003:55). Trochim (2002) states that a research design provides the glue that holds the research project together. This is used to structure the research, to show how all the major parts of the research project - the samples or groups, measures, treatments or programmes, and methods of assignment – all work together to try to address the central research questions.

A research methodology is either descriptive (subjects are usually measured once) or experimental (subjects are measured before and after a treatment). According to Hopkins (2000) a descriptive study establishes only associations between variables while an experiment establishes causality. The relationships between variables are expressed by using statistics, such as correlations, relative frequencies, or differences between the variables (Hopkins *ibid*). This study was descriptive in nature and the relationships between variables were expressed using relative frequencies.

2.1 The Organisation

The institution under study was the North-West University (Mafikeng Campus). Its core business is to teach, research and do community service. This university consists of five faculties namely: Commerce and Administration; Human and Social Sciences; Law; Agriculture Science and Technology; and Education. The administrative departments comprise of: Finance; Human Resources; Public Relations Office; Admissions; Examinations Office; Transport; Cleaning; Maintenance; and the Library. There are 9,483 registered students at this institution, in different faculties,

as full-time and part-time students. This institution was inaugurated in 1980 in Bophuthatswana. It was then called the 'University of Bophuthatswana (UNW Business Plan, 1995). It changed its name to the University of North West, after Bophuthatswana was incorporated into South Africa in 1994, following the new dispensation in South Africa (Business Analysis Report, 2001). This university merged with Potchefstroom University for CHE and Vaal Triangle Technikon in 2004. The institution then changed its name to the North-West University.

2.2 Target Population

The target population under study is made up of 1002 employees and management, who comprise of 137 female academics and 253 male academics, as well as 268 female support staff and 344 male support staff. The total population is made up of 60 percent males and 40 percent females. The total number of the population did not include employees from Potchefstroom campus as well as Vaal Triangle campus. The reason for this was because both these campuses did not experience the same problems caused by having an ineffective performance appraisal system experienced by Mafikeng campus.

2.3 Sampling Technique

A proportional stratified sampling technique was selected for this study. According to Malhotra (1996) stratified sampling follows two steps, namely, partitioning the population into sub-populations or strata and selecting elements by stratified procedure. This was achieved by partitioning the total number of 1002 employees into two categories namely, academics and support staff. The researcher then calculated the percentages of females and males in each category, which resulted in female academics totaling 35 percentage of the total number of academics category and male academics making up 65 percent of the same category; and the support staff category resulted in female support making up 44 percent of the total number of support staff and males making up 56 percent of that category (Table 3.1a & Table 3.1b). A sample of 130 employees was drawn from the different faculties and departments. The researcher ensured that appropriate numbers of elements were drawn from homogeneous subsets of the population rather than selecting a sample from the total population at large (Babbie, 2001: 201). This was achieved by taking the total number of each strata (e.g female academics, or female support or male

academics or male support) and multiplying it by 130 and then dividing the answer by the total number of the target population (Figure 3.1). The reason for using this sampling technique was that it ensures that all sub-groups in the population are represented proportionate to their numbers in the population (MANCOSA, 2000: 10).

2.4 The Sample

The sample consisted of 130 staff members, comprising of 33 academic males, 18 female academics, 44 male support staff, and 35 female support staff. Table 3.1 indicates the population of the North West University Mafikeng campus and the sample proportionate to that stratum of the population.

The proportionate stratified sample was obtained as shown in the following example:

$$\begin{aligned} & \text{Male academics (MA)} \\ = & \frac{\text{Total No. of MA} \times 100}{\text{Population}} = \text{Sample of MA} \\ = & \frac{253 \times 130}{1002} = 33 \text{ (see Table 3.1)} \end{aligned}$$

The proportionate stratified sample was obtained as shown in the following example:

$$\begin{aligned} & \text{Female academics (FA)} \\ = & \frac{\text{Total No. of FA} \times 100}{\text{Population}} = \text{Sample of FA} \\ = & \frac{137 \times 130}{1002} = 18 \text{ (see Table 3.1)} \end{aligned}$$

The proportionate stratified sample was obtained as shown in the following example:

$$\begin{aligned} & \text{Male Support (MS)} \\ = & \frac{\text{Total No. of MS} \times 100}{\text{Populations}} = \text{Sample of MS} \\ = & \frac{344 \times 130}{612} = 44 \text{ (see Table 3.1)} \end{aligned}$$

The proportionate stratified sample was obtained as shown in the following example:

$$\begin{aligned}
 & \text{Female Support (FS)} \\
 & = \frac{\text{Total No. of FA} \times 100}{\text{Population}} = \text{Sample of FA} \\
 & = \frac{268 \times 130}{612} = 35 \text{ (see Table 3.1)}
 \end{aligned}$$

Figure 3.1: Calculations for Sample drawn from each category

N=population

N=sample

Table 3.1a Population and Academic Sample

Gender	Academic Staff			
	N	%	n	%
Male	253	65	33	64
Female	137	35	18	36
Total	390	100	51	100

Table 3.1b Population and Support Sample

Gender	Academic Staff			
	N	%	n	%
Male	344	56	44	56
Female	268	44	35	44
Total	612	100	79	100

Table 3.1b Population and Sample

Gender	Sample			
	N	%	n	%
Male	597	60	77	59
Female	405	41	53	41
Total	1002	100	130	100

2.5 Research Approach

A quantitative research approach was used in this study, using a questionnaire to determine challenges caused by having an ineffective performance appraisal system at North-West University (Mafikeng Campus). This involved the use of numerical measurements and statistical analyses of measurements to examine social phenomena. This approach places great premium on objectivity and reliability of findings and encourages replication (MANCOSA, 2000).

2.6 Instruments used in the Empirical Investigation

According to Cooper and Schindler (1998:291) the usual instruments employed in gathering data in surveys include communication data collection modes. These include personal interviews, telephone interviews and self-administered survey questionnaire. To ensure good responses and valid and reliable results, follow-ups are made. Each of these techniques is discussed in detail as follows:-

2.6.1 Questionnaire

According to de Vos, Strydom, Fouche and Delport (2002:89) a questionnaire is an instrument with open or closed questions or statements to which a respondent must react. Self-administered questionnaires have become ubiquitous in modern living. Usually a short questionnaire is left to be completed by the respondent in a convenient location. The purpose of this questionnaire was to gather information from members of staff about the effect of non-effective performance appraisal on employees at North-West University (Cooper & Schindler, 1998:291). A questionnaire maybe administered in a face-to-face situation, or may be sent by post (McNell, 1990: 23) Questionnaires have advantages and disadvantages which are discussed as follows (Cooper & Schindler, *ibid*):-

2.6.1.1 Advantages

- Mail surveys typically cost less than personal interviews; the costs are generally in the same range as telephone, although in specific cases either may be lower.
- The more geographically dispersed the sample, the more likely that mail will be the low-cost method because it is often a one-person job.

- Respondents who might otherwise be inaccessible can be contacted when the researcher has no specific person to contact – say in the study corporations – the mail survey often will be routed to the appropriate respondent.
- Respondents can take more time to collect facts; talk with others or consider replies at length than is possible with the telephone, personal interviewing or intercept studies. These are typically perceived as more impersonal, providing more anonymity than the other communication modes, including other methods for distribution self-administered questionnaires.

2.6.1.2 Disadvantages

- There is a non-response error
- Major limitations concern the type and amount of information that can be secured

A structured questionnaire was developed to gather information for the purposes of this study, and 130 questionnaires were distributed.



2.6.1.3 Questionnaire Items

The questionnaire items were carefully based on the objectives of the study. The needs and interest of the study as well as the respondents were considered before the finalizing of the questionnaire. The questionnaire consisted of two parts (annexure “B”). Part A consisted of a demographic analysis. The objectives were to gather information on the respondents’ length of service with the institution, the departments they are in, marital status, gender, age and qualifications. Part B comprises of general questions. The purpose for this part B was: firstly to examine the respondents’ overall satisfaction with performance appraisal system in their institution. To assess how they were affected by the fact that their performance is not regularly evaluated. A Likert Scale of five points was administered. Each respondent was asked to rate each item on some response scale.

2.6.2 Covering Letter

Cooper and Schindler (1998:306) state that the influence of the covering letter on response rates has received almost no experimental attention, although it is considered an integral part of the mail survey package. It is therefore the most logical vehicle for

persuading individuals to respond. The covering letter was attached to all the copies of the questionnaire. This was to identify the person conducting the research and to explain the purpose of the study (annexure “A”).

2.6.3 Pilot Study

This offers a researcher the opportunity to evaluate the effectiveness of the instrument prior its general distribution. Questionnaires should be pre-tested on a small population. If the feedback shows that the draft questionnaire needs some adjustments to be made, the researcher should implement them (Duma, 1995: 96). A stratified sampling technique was adopted to draw a group of ten employees to participate in the pilot study. The researcher made some adjustments after a pilot study was conducted. Some of the questions which had a double meaning were restructured, and the purpose of the questionnaire was clearly stipulated.

2.6.4 Follow-ups

Follow-ups are a reminder and are very successful in increasing response rates. Since each successive follow-up produces more returns, a very persistent researcher can potentially achieve an extremely high response rate. Should the respondents not return the questionnaire, receiving a follow-up letter might encourage them to do so (Cooper & Schindler, 1998:305) Participants were followed up telephonically as well as personally to be reminded to complete the questionnaires, in this survey, and this resulted in 105 completed questionnaires being returned.

2.7 Data Analysis Techniques

2.7.1 Descriptive data analysis

Descriptive statistics provide simple summaries about the sample and the measures, and together with simple graphics analysis, form the basis of virtually every quantitative analysis of data. They are used to present quantitative description in a manageable form and each reduces masses of data into a simpler summary (Trochim, 2002). In this study a computer-aided statistical analysis was employed, known as Statistical Package for the Social Sciences (SPSS). SPSS was used to compute the results of the study. This involved a demographic analysis. This is one of the most useful, popular and easy-to use software packages for performing statistical analyses

(Wielkiewicz, 2000). The data entail statistics like frequency distributions. The details of these statistical techniques are discussed as follows:-

2.7.2 Frequency Analysis

Frequency analysis consists of a summary table in which the data are arranged into conveniently established numerically ordered class groupings or categories. These are generally obtained for nominal and ordinal variables such as age group, years of service, education levels and others (Berenson and Levine, 1996:62).

In this study, the percentages of the respondents' biographical data were presented in summary tables. Tables stressed the statistical part of data (Berenson and Levine, *ibid*). Saunders (2003:394) states that data analysis involves summarizing and simplifying data collected, condensing it and displaying it into different categories. Zickmund (1997:57) also states that data analysis is the application of logic to understand and interpret the data that has been collected about a subject.

2.8 Validity

Validity in research is concerned, for example, with the soundness and effectiveness of the measuring instrument. It is the extent to which the questionnaire assesses what it set out to assess. It is specific to the particular aspect that one wishes to assess. The questionnaire should be constructed in a required manner (Legotlo, 1996: 38). It should be judged for adequacy, validity is more likely to be achieved if the answers obtained from the respondents are honest and reliable (Labuschagne, 1994: 51). The purpose of the study was clearly outlined in the questionnaire in order to measure exactly what was needed.

3. LIMITATIONS OF THE STUDY

The study is limited to the North-West University, Mafikeng Campus. As a result its findings and conclusions cannot be generalised to similar institutions in South Africa.

4. ETHICAL CONSIDERATIONS

4.1 Introduction

According to Brewster and Milward (2002: 61) it is important to consider potential ethical implications of the research process. It is possible that although a research

study is feasible on practical grounds, it remains unacceptable due to its ethical implications. It is significant that the researcher should investigate these implications prior to embarking on a research project.

4.2 Unethical Practices

Brewerton and Milward (2002:62) further outline a number of these unethical practices, and some of these are discussed as follows:-

4.2.1 Involving people in research without their knowledge or consent

The researcher may believe that by informing participants of the research behaviour under investigation would be distorted. For whatever reasons, if this does occur, the researcher has infringed the participants' right to make decisions about whether to participate or not.

4.2.2 Coercing people to participate

In certain circumstances, a researcher may be in a position to compel or coerce individuals to participate in a project, perhaps due to authority of an employing organization overseeing the project or due to strong incentives being offered to employees. In such cases the ideal of total freedom of choice is infringed.

4.2.3 Withholding from the participant the true nature of the research

The principle of informed consent is crucial to much applied research. When an individual agrees to participate in a study that individuals' consent should normally be informed by knowledge about the research.

4.2.4 Deceiving the participant

This may occur in order to: mask the true nature of the research programme; conceal the true function of the research participants' actions; or conceal the experiences that participants will have. This is ethically unacceptable in almost all cases due to violation of mutual expectations of trust and potential disrespect shown to research participants.

4.2.5 Invading the privacy of the participants

Some research designs and methods contain an implicit assumption that the privacy of participants is likely to be violated. This privacy may be invaded by observation of

acts which an individual may prefer to keep private and by participant being observed systematically in the absence of knowledge that this is happening.

To ensure that unethical practices are avoided in this study, a letter was written and attached to the questionnaire requesting the participants' consent, as well as stating the purpose of the study, and assuring them that the information obtained would be treated with strictest confidentiality. The participants were assured their anonymity, and there was no space on the questionnaire provided for the participants to write their names.

5. SUMMARY

A framework for gathering, processing and analyzing data was presented in this chapter. The nature of the study was quantitative, and a questionnaire was used as a means of gathering data. To analyse data, the researcher employed a computer aided statistical analysis, known as Statistical Package for the Social Sciences (SPSS). The reason for using it was because it could be used to carry out a wide range of statistical analysis.

In chapter four the following will be reflected: the presentation and analysis of the data. The data will be presented in table form for ease of analysis. Each research question and objectives will be revisited and findings explained.

CHAPTER 4

PRESENTATION ANALYSIS AND INTERPRETATION OF THE DATA

1. INTRODUCTION

This chapter reflects the analysis of data and interpretation of the results. The purpose of this quantitative data analysis was to meet the objectives presented in chapter 1. The frequencies and percentages from the responses to the items of the questionnaire are presented. The quantitative data analyses consist of descriptive statistical analysis, which describes the basic features of the data.

2. RESPONSE RATE

The total number of copies of the questionnaire distributed to respondents was 130. All the questionnaires were administered at the Mafikeng Campus Area. Out of the total number of questionnaires distributed 105 were completed and returned. This indicates fairly good response rate (81%). This indicates the importance of follow-ups.

3. BIOGRAPHICAL ANALYSIS

In this section “biographical data of the respondents” is discussed, which include their gender, age, marital status, qualifications, job title, length of service and the division or department where they work within the University. Table 4.1 reflects a breakdown of the North-West University employees who responded to the questionnaire. It shows the distribution of the respondents’ gender, age, marital status, qualification, job title and length of service at the university.

3.1. Gender

Table 4.1. Gender

Gender	Frequency	Percent
Male	46	43.8
Female	56	53.3
Sub-Total	102	97.1
Missing	3	2.9
Total	105	100.0

Table 4.1 is the frequency table of gender; out of 105 respondents only 2.9 percent of respondents did not disclose gender. Nevertheless, the majority of about 53.3 percent respondents were females and 43.8 percent respondents were males. This is illustrated in Table 1.

3.2. Age group

Table 4.2. Age groups

Age (years)	Frequency	Percent
21 – 25	6	5.7
26 – 30	20	19.0
31 – 35	20	19.0
36 – 40	22	21.0
Above 40	37	35.2
Total	105	100.0

The majority of the respondents were young adults aged between 36 and above, while the minority of respondents was between 21 and 25. Table 1 demonstrates the gender of the respondents which does not clearly match up the age group of the respondents.

3.3. Marital status

Table 4.3. Marital status

Marital Status	Frequency	Percent
Single	43	41.0
Married	44	41.9
Divorced	10	9.5
Widow	8	7.6
Total	105	100.0

The most of the respondents were married and single. With the lowest being widows and divorcees. Table 1 shows the number of females and males in this study which links the females and divorcee and widows. This is illustrated in Table 3.

3.4. Qualifications

Table 4.4. Qualifications.

Qualification	Frequency	Percent
Standard 8 or less	7	6.7
Matric	12	11.4
Diploma	9	8.6
Degree	28	26.7
Honours Degree	19	18.1
Masters Degree	21	20.0
Doctoral Degree	9	8.6
Total	105	100.00

Majority of the respondents had junior degree, while the lowest had no particular qualifications at all. The academic staff with masters dominated the academics respondents. This is illustrated in Table 4. The majority of general workers and security workers have a minimum qualification of matric and less.

3.5. Job titles

Table 4.5. Job title

Job Title	Frequency	Percent
Director/Manager	6	5.7
Executive Dean	2	1.9
Senior Lecturer	7	6.7
Lecturer/Junior Lecturer	10	9.5
Senior Administrative Officer	11	10.5
Administrative Officer	9	8.6
Secretary	7	6.7
Typist	6	5.7
Messenger	4	3.8
Security Worker	12	11.4
General Worker	5	4.8
Librarian	9	8.6
Technician	10	9.5
Student/Graduate Assistant	7	6.7
Total	105	100.0

Table 5 gives the job title of the respondents in the institution. An accumulated percentage of 35 percent of respondents is from Directors, Managers, Deans, Senior Lecturers, Lecturers/ Junior Lecturers and the other 65 percent of respondents come from other sectors of the institute. Clearly, the majority of respondents were Security workers, Technicians, Senior Administrative Officers. This does not mean that other Job Titles, who have shown to be in the minority, did not respond positively to the research work. Rather, it should be understood that such a response was expected given the nature of the organizational structures of institution departments. The structures are in the form of a hierarchy, which dictates that at the top of it there should be fewer persons and as one goes down with it there should be more persons. This is illustrated in Table 5.

NWU
LIBRARY

3.6. How long have you been working in this institution?

Table 4.6 Duration how long have you been working in this institution?

Number of Years	Frequency	Percent
0 – 5	38	36.2
6 – 10	37	35.2
11 – 15	18	17.1
16 – 20	12	11.4
Total	105	100.0

The majority of the respondents have not been in this institution for long which is 36.2 percent. While the minority have been in this institution for 16 – 20 years which is 11.4 percent of the respondents. This is illustrated in Table 6. The junior lectures and student/graduate assistants falls in the category of 0 – 5 years, since the policy of the university expect junior lecturers to complete their master degree within two years also this apply for student/graduate assistants, which is the time allocated for the programme.

4. THE EMPLOYEES' OVERALL SATISFACTION WITH THE PERFORMANCE APPRAISAL PROCESS

4.1 Analysis of the Questionnaire

Table 4.7 represents the respondents' views concerning their "overall satisfaction with the performance appraisal process at North West University Mafikeng Campus". Their responses are presented in frequencies and percentages. A five-point likert scale was used in which the answers were given based on the statements given, and the respondents indicating whether they strongly disagreed, disagreed, neutral, agreed and strongly agreed. It should be noted that for the discussions of the results, some categories of "agree" and "strongly agree", and those of "disagree" and "strongly disagree" are combined to give one total frequency percentage of "agree" and "disagree" respectively.

Table 4. 7a. Overall satisfactions with the performance appraisal process

QUESTIONNAIRE ITEM	Strongly Disagree %	Disagree %	Neutral %	Agree %	Strongly Agree %	Total %
1. My overall satisfaction is very low	15	40	12	27	5	99
2. I am not sure of how my supervisor views my performance	18	27	16	27	12	100
3. I am not sure of the performance standards I am required to measure up to.	22	22	14	29	13	100
4. I do not trust the application of the performance appraisal procedure	21	39	13	21	6	100
5. I am de-motivated by the fact that my performance is not regularly evaluated	18	21	14	35	12	100
6. The quality of my service has reduced as a result of not getting prompt feedback on my performance	20	21	14	34	11	100
7. I am de-motivated because there is no effective performance evaluation process in the organization	23	16	13	34	14	100

4.1.1. My overall satisfaction is very low.

When they were asked whether their overall satisfaction was very low 55 percent of the respondents strongly disagreed that their overall satisfaction was very low as compared to that of 32 percent respondents who strongly agreed. The percentage of those who disagreed that their satisfaction was very low is higher than of those who

said they disagreed. This is illustrated in Table 4.7a. It is clear from these results that 1 in 3 people reports that their satisfaction is very low and this is a matter of concern.

4.1.2. I am not sure of how my supervisor views my performance

The majority of respondents' revealed that they were sure of how their supervisor viewed their performance, this is accounted by 45 percent of the respondents who strongly disagreed that they were not sure of how their supervisors viewed their performance, while 39 percent of respondents strongly agreed. The percentage of those who indicated that they were sure of how their supervisors view their performance is higher than of those who did not. This is indicated in Table 4.7a. This shows that 1 in 2 people are not sure of how his/her supervisor views his/her performance this should be a matter of concern because it shows that half of the people's supervisors do not hold discussions with their subordinates concern the way they perform.

4.1.3 I am not aware of the performance standards that are required of me when doing my job.

When the respondents were asked whether they were not aware of the performance standards that were required when doing work 44 percent strongly agreed, while 42 percent of the respondents were not aware. The percentage of those who strongly disagreed is higher than of those who said they were not aware. This is illustrated in Table 4.7a. The results indicated that almost 1 in 2 people is not aware of the performance standard that are required of them when doing their job. This shows that half of the employees are not aware of the level of performance the should do when doing their jobs, and this is a matter of concern.

4.1.4 I do not trust the application of the performance appraisal procedure.

About 60 percent of respondents strongly disagreed that they do not trust the application of the performance appraisal procedure, while 27 percent of the respondents strongly agreed and 13 percent of the respondents were neutral. The total percentage of those who strongly disagreed. This indicates that the respondents regarded themselves as they do not trust the application of the performance appraisal procedure. This is illustrated in Table 4.7. The results show that 1 in 3 people

reported that they did not trust the application of the application of the performance appraisal procedure. This is a matter of concern.

4.1.5 I am de-motivated by the fact that my performance is not regularly evaluated.

When the respondents were asked whether they were de-motivated by the fact that their performance was not regularly evaluated, 39 percent of the respondents strongly disagreed, while 47 percent of the respondents strongly agreed. The total percentage of those who agreed is higher than of those who strongly disagreed. This indicates that the majority of the respondents regarded themselves as de-motivated by the fact that my performance is not regularly evaluated. This is illustrated in Table 4.7. Thus, almost 1 in 2 people reported that they were de-motivated by the fact that their performance was not regularly evaluated. This is a matter of concern because almost half of the people were de-motivated by not being regularly evaluated. But when you compare the results of this section to section 4.1.4 in which the majority of the respondents stated that they disagree to the fact that they do not trust the application of the performance appraisal procedures, there is a contradiction, because how can they claim that they trust the application of performance appraisal, while they are de-motivated by the performance not being regularly evaluated. 2 people agree while 1 disagreed

4.1.6 The quality of my service has reduced as a result of not getting prompt feedback on my performance.

The total percentage of respondents who strongly disagreed that the quality of their services has reduced as a result of not getting prompt feedback on their performance is 47 percent, while 45 percent of the respondents strongly agreed. The percentage of those who strongly disagreed is higher than of those who agreed. This is illustrated in Table 4.7. Thus almost 1 in 2 people reported that they quality of their service had reduced as a result of not getting prompt feedback on their performance, this is a matter of concern because when the quality of the employee's service is reduced, this could mean a problem for the organization.

4.1.7 I am de-motivated because there is no effective performance evaluation process in the organization

When the respondents were asked whether there were de-motivated because there was no effective performance evaluation process in their organization, 48 percent of the respondents strongly agreed, while 39 percent strongly disagreed. The percentage of those who strongly agreed is higher than of those who strongly disagreed. This is illustrated in Table 4.7. Thus, 1 in 2 people reported that they were de-motivated because there was no effective performance evaluation process in the organization. This is a matter of concern because an ineffective performance evaluation process has a negative impact on almost half of the employees. When comparing the results of this section to section 4.1.4 where the majority of the respondents indicated that they trusted the performance appraisal procedure, there is contradiction. But when comparing this with section 4.1.5 where the majority of the respondents indicated that they were de-motivated by the fact that their performance was not regularly evaluated, there is some relationship, because if the employee's performance is not regularly evaluated it shows that the process is not effective. 2 agree 1 disagree

Table 4.7b. Overall satisfactions with the performance evaluation (Continues)

QUESTIONNAIRE ITEMS	Strongly Disagree %	Disagree %	Neutral %	Agree %	Strongly Agree %	Total %
8. My absenteeism rate is high	40	36	6	16	2	100
9. There is no form of communication between the supervisors and the concerning their performance	17	27	10	29	17	100
10. There is no form of feedback to apply corrective measures if there is performance gaps	20	21	14	34	11	100
11. I am seldom promoted in this organization and this causes high rate of dissatisfaction	22	22	13	29	14	100
12. There is an effective performance management system in the organization	14	31	8	11	28	100
13. There are no performance appraisal interviews conducted between my supervisors and I	11	28	8	31	14	99
14. I am dissatisfied as a result of not having some form of feedback on their performance to take corrective measures	14	27	24	20	14	100

4.1.8 My absenteeism rate is high.

Concerning whether their absenteeism rate was high, 76 percent of the respondents strongly disagreed, while 18 percent of the respondents strongly agreed and 6 percent

of the respondents were neutral. These results indicate that the total percentage of those who strongly disagreed is higher than the total percentage of those who strongly agreed and this is illustrated in Table 4.7. Thus, 1 in 4 people reported that their absenteeism rate was high. This is a matter of concern because absenteeism could have an impact on the activities of the organization.

4.1.9 There is no form of communication between my supervisor and I concerning my performance.

Of the 105 respondents 44 percent of respondents strongly disagreed that there is no form of communication between their supervisors and concerning their performance, while 46 percent of respondents strongly agreed that there was no form of communication between their supervisors and them as respondents concerning their performance. The percentages of those who strongly agreed that there is no form of communication is higher than of those who strongly disagreed. Table 4.7 illustrates that. Thus, almost 1 in 2 people reported that there was no form of communication between their supervisor and themselves. This shows that half of the employees did not have any form of communication between their supervisors and themselves, and this is a matter of concern because this means that employees are left in the dark as far as their performance is concerned.

4.1.10 There is no form of informal feedback to apply corrective measures if there are performance gaps.

Table 4.7 reveals that the majority of 41 percent of respondents strongly disagreed that there was a form of informal feedback to apply corrective measures if there are performance gaps, while 45 percent of respondent strongly agreed. The percentage of those who strongly agreed that there is no form of information feedback is higher than of those who disagreed. This is indicated I Table 4.7. Thus, almost 1 in 2 people reported that there was no informal feedback to apply corrective measures if there are performance gaps. This is a matter of concern because it would be impossible for employees to perform better if there are not corrective measures done. But when comparing the results of this section to section 4.1.9 where the majority of the respondents indicated that there was no form of informal feedback there is a relationship between these sections, because if there is no form of communication regarding ones performance this indicates that there is no form of feedback.

4.1.11 I am seldom promoted in this organization and this causes high rate of dissatisfaction.

From the total of 105 responses received, 44 percent of respondents strongly disagreed that they are seldom promoted in this organization, while 43 percent respondents strongly agreed. The percentage of those who strongly disagreed is higher than of those who strongly agreed. This is indicated in Table 4.7. The total percentage of those who strongly disagreed that they are seldom promoted is almost the same. Thus, almost 1 in 2 people reported that they were seldom promoted in their organization, hence they had a high rate of dissatisfaction. This is a matter of concern because if employees are dissatisfied they cannot perform to their optimum level.

4.1.12 There is an effective performance management system in the organization.

The majority of respondent, which is 45 percent strongly disagreed that there was an effective performance management system in the institution, while 39 percent of respondents strongly agreed. The percentage of those who strongly disagreed that the performance management system of the institution was effective is higher than of those who said there was. This is illustrated in Table 4.7. Thus, almost 1 in 2 people reported that there was no effective performance management system in their organization. This is a cause of concern because if there is no effective performance management system, it would be difficult to effectively manage employee performance. When comparing these results to those of section 4.1.9 and section 4.1.10 there is a relationship, because performance management system cannot be effective if some its components are defective, such as, no form of feedback as well as no form of communication.



4.1.13 There is no performance appraisal interviews conducted between my supervisor and I.

45 percent of the respondents strongly agreed that there was performance appraisal interviews conducted between them and their supervisors, while 43 percent of respondents strongly disagreed. The percentage of those who strongly agreed that there was no performance appraisal interview held between them and the supervisor is higher than of those who disagreed. This is illustrated in Table 4.7. Almost 1 in 2

people reported that there was no performance appraisal interviews conducted between the supervisor and themselves. This is a cause of concern because if there are no performance appraisal interviews for employees, they would be able to know how their performance was measured. When comparing the results of this section with those of section 4.1.9 where the majority of the respondents indicated that there was no form of communication between the employee and the supervisor as well as the results of section 4.1.10 in which the majority of the respondents agreed that there was no form of feedback, and section 4.1.12, where the majority of the respondents disagreed that there was an effective performance management system, there is a relationship between these sections.

4.1.14 I am dissatisfied as a result of not having some form of feedback on my performance to take corrective measures.

From 105 respondents, 41 percent of respondents strongly disagreed that they were dissatisfied as a result of not having some form of feedback on their performance to take corrective measures, while 34 percent of the respondents strongly agreed. The percentage of those who strongly disagreed is higher than of those who strongly agreed. This is illustrated in Table 4.7. Thus, 1 in 2 people reported that they were dissatisfied as a result of not having some form of feedback on their performance. This is a matter of concern because employees need to be told about if there are flaws in their performance to enable them to rectify the situation. But when comparing the results of this section to those of section 4.1.5 where the majority of the respondents indicated that they were de-motivated by the fact that their performance is not regularly evaluated, there is a contradiction, because, if the performance is not regularly evaluated, this means that one does not get immediate feedback on one's performance, if one is de-motivated by the fact that one's performance is not regularly evaluated, how can one be satisfied by not having some form of feedback. When comparing this with section 4.1.7 where the majority of the respondents indicated that they were de-motivated because there was no effective performance evaluation process, there is also a relationship between the three sections.

Table 4.7c. Overall satisfactions with the performance evaluation (Continues)

QUESTIONNAIRE ITEMS	Strongly Disagree %	Disagree %	Neutral %	Agree %	Strongly Agree %	Total %
15. I am not aware of what is expected of my level of performance	21	31	13	19	14	98
16. The only assessment done is the final assessment at the end of a performance period	13	27	18	23	19	100
17. There is no developmental plan in this organization	18	22	19	28	13	100
18. There is no form of training after the employee's performance has indicated performance gaps	25	22	9	33	11	100
19. There are no quarterly reviews held at this institution	10	23	16	25	26	100
20. Managers are reluctant to evaluate employee performance	19	26	13	27	15	100
21. I am dissatisfied with the whole process of performance evaluation in my organization.	25	26	9	19	21	100

4.1.15 I am not aware of what is expected of me for my level of performance.

From the total of 105 respondents, 52 percent respondents strongly disagreed that they were not aware of what was expected of them for their level of performance, while 33 percent respondents strongly agreed that they were not. The total percentage of those who strongly disagreed is higher than of those. This is illustrated in Table 4.7. The results indicated that almost 1 in 3 people reported that they were not aware of their level of performance. This is a matter of concern because how can they perform to the required level of performance when they don't know it. When comparing the results from this section with the results from section 4.1.3 where the majority of the respondents indicated that they were aware of the performance standards that were required of them, there is a relationship, because if you are aware of the expected level of performance, you are definitely aware of the performance standards required.

4.1.16 The only assessment done is the final assessment at the end of a performance period.

For the majority of 40 percent of respondents strongly disagreed that the assessment was not actually done at the end of a performance period, while 42 percent of respondents strongly agreed. The percentage of those who strongly agreed is higher than of those who strongly agreed that their performance was only done at the end of a performance period. This is illustrated in Table 4.7. Thus, almost 1 in 2 people

reported that the only assessment done was the final assessment at the end of performance period. This indicated that almost half of the employees' assessment is done only once annually and it is a matter of concern. This is a matter of concern because if employees are evaluated once a year, there is a likelihood that there are no quarterly reviews to enable them to take corrective measures prior the main final assessment.

4.1.17 There is no developmental plan in this organization.

The majority of respondent's 41 percent strongly agreed that there was no developmental plan in the institution, while 40 percent respondents strongly disagreed that there is no developmental plan in the institution. The total percentage of those who strongly agreed is slightly higher than of those who strongly agreed. Table 4.7 illustrate that. Thus, almost 1 in 2 people reported that there was no developmental plan in the organization and this indicated that half of the employees felt that there was no developmental plan. This is a matter of concern because if there are no developmental plans there is a likelihood that employees could not be developed.

4.1.18 There is no form of training after the employee's performance has indicated a performance gaps.

The majority of the respondents 47 percent strongly agreed that there was no form of training after the employee's performance has indicated a performance gap. But 44 percent of the respondents strongly disagreed. The percentage of those who strongly disagreed is higher than of those who strongly agreed that there was no form of training after their performance had indicated that there was a performance gap. This is illustrated in Table 4.7. Thus, almost 1 in 2 people reported that there was no form of training after the employee's performance had indicated performance gaps. This indicated that almost half of the employees are not taken for training when their performance show performance gaps. When you compare the results from this section with section 4.1.18 in which the majority of the respondents indicated that there was no developmental plan in their organization, the results from both sections are related because if there is no developmental plan in an organization, this means that there is no form of training for employees.

4.1.19 There are no quarterly reviews held at this institution.

Majority of 51 percent of respondents strongly agreed that there were no quarterly reviews held at this institution, while, 33 percent of respondents strongly disagreed. The percentage of those who strongly agreed is higher than of those who strongly disagreed. This is indicated in Table 4.7. Thus, almost 1 in 2 people reported that there were no quarterly reviews held at their institution. This is a cause of concern because if there are no quarterly reviews held which means that employees won't be able to immediately correct their faulty performance prior the main annual performance evaluation. When comparing the results of this with section 4.1.5 where the majority of the respondents indicated that they were de-motivated by the fact that their performance was not regularly evaluated, both sections have a relationship because if the employees performance is not regularly evaluated, this means that there are no quarterly reviews.

4.1.20. Managers are reluctant to evaluate the employee performance.

Majority of respondents strongly disagreed that managers are reluctant to evaluate the employee's performance. According to 105 responses received, 45 percent of the respondents strongly disagreed, while 42 percent of the respondents strongly agreed. The percentage of those who strongly disagreed is higher than of those who strongly agreed. Table 4.7 illustrates that. Thus, 1 in 2 people reported that managers were reluctant to evaluate employee performance, and this is a matter of concern because almost half of the employees felt that their managers were reluctant to evaluate their performance and if managers are reluctant to evaluate employee performance, there is a likelihood that they wouldn't do it.

4.1.21 I am dissatisfied with the whole process of performance evaluation in my organization.

Concerning the dissatisfied with the whole process of performance evaluation in the respondents' organization, 51 percent of respondents strongly disagreed, while 40 percent of the respondents strongly agreed. The total percentage of those who strongly disagreed is higher than of those who said the strongly agreed. This is illustrated in Table 4.7. Thus, 1 in 2 people reported that they are dissatisfied with the whole process of performance evaluation in their organization. This is a matter of concern, which means that management should look into the current process of

performance evaluation in their organization. When comparing the results of section 4.1.1 where the majoring of the respondents indicated that their overall satisfaction was not very low there is a relationship in both sections, but when comparing both these sections with section 4.1.5 in which the majority of the respondent indicated that they are de-motivated by the fact that their performance was not regularly evaluated and section 4.1.7 in which the majority of the respondents indicated that they were de-motivated with the fact that there was no effective performance management system, section 4.1.21 an section 4.1.1 are contradicting with section 4.1.5 because one cannot have a high satisfaction and be satisfied with the whole process of performance evaluation when they are de-motivated by the fact that their performance is not regularly evaluated, but section 4.1.7 is also contradictory with section 4.1.21 and but has a relationship with section 4.1.5.

5. THE IMPACT OF AN EFFECTIVE OF PERFORMANCE EVALUATION

This section presents data on the impact of an effective performance evaluation on employees' effectiveness. This is depicted in Table 4.8.

Table 4.8. In general would an effective performance evaluation have a positive or a negative impact on your effectiveness?

Impact	F	%
Positive	81	77.1
Negative	24	22.9
Total	105	100.00

F=Frequency %=percentage

When the respondents were asked whether an effective performance evaluation had a positive or negative impact on your effectiveness, 77 percent of the respondents were positive, while 23 percent of the respondents had negative impact The percentage of those who said it had a positive impact is higher than of those who said it had a negative impact. This is illustrated in Table 4.8. When comparing the results of this Table with section 4.1.12 in which the majority of the respondents indicated that there was no effective performance management system in the institutions, and section 4.1.9 and section 4.1.10 in which the majority of the respondents indicated that there

was no form of communication as well as no form of feedback, it is clear that why the respondents were aware of the fact that if there was an effective performance evaluation in an organization this would impact positively on their effectiveness, because the would know exactly what is expected of them through communication and feedback on their performance.

6. PARTICIPATION IN THE SETTING OF EMPLOYEES PERFORMANCE GOALS

This section presents data on whether employees participated in the setting of their performance goals. This is depicted in Table 4.9

Table 4.9: When the, performance evaluation process commences do you participate in the setting of your performance goals with your supervisor?

Goal Settings	F	%
Yes	60	57.1
No	45	42.9
Total	105	100.00

F=Frequency %=percentage

According to the performance evaluation process, respondents were asked whether they participated in the setting of their performance goals, 57 percent said yes, while 43 percent said no. The percentage of those who said they did is higher than of those who said the did not. This is illustrated in Table 4.9. But when comparing the results of this Table to those of Table 4.7 section 4.1.9 where the majority of the respondents indicated that there was no form of communication and section 4.1.10 in which the majority of the respondents indicated that there was no form of feedback, this is contradicting because if one participates in the setting of performance goals but there was no form of communication and feedback concerning one’s performance this indicates that there could not be setting of goals because this involves communication concerning ones performance.

7. THE LAST TIME THE ORGANISATION CONDUCTED PERFORMANCE EVALUATION

This section presents data on the last time the organization had conducted performance evaluation. Table 4.10 depicts that.

Table 4. 10 When last did your organization conduct performance evaluation?

Conduct performance evaluation	Frequency	Percent
A month ago	17	16.2
A year ago	60	57.1
Two years ago	6	5.7
Three year ago	6	5.7
More than four years ago	16	15.2
Total	105	100.0

With regard to the time the organization conducted performance evaluation, the majority of the respondents said their organization conducted performance evaluation one year ago who make up a total percentage of 57 percent, while those who are in the lowest percent, 6 percent indicated both two years ago and three years ago. This is depicted in Table 4.10. When comparing this with section 4.1.19 in Table 4.7 in which the majority of the respondents indicated that there were no quarterly reviews held at this institution, and section 4.1.5 where the majority of the respondents indicated that they were de-motivated by the fact that their performance was not regularly evaluated, both sections have a relationship because if the employees performance is not regularly evaluated, this means that there are no quarterly reviews and if the evaluation was done a year ago this means that this is a once off thing.

8. THE PERIOD INTERVAL THE ORGANISATION CONDUCTS THE ASSESSMENT

Data on the period interval the organization conducts the assessment on its employees is depicted in this sections. Table 4.11 is illustrates that.

Table 4.11 After how long does your organisation conduct assessment

Period in which evaluations are conducted	Frequency	Percent
1. After a year	90	85.7
2. After every four months	15	14.3
Total	105	100.0

Concerning the length of time the organisation conducts assessment 85.7 percent said the assessments are conducted after a year, and 14.3 percent indicated after every four months. Those who indicated after a year were in the majority. This is illustrated in Table 4.11, when comparing the results of this section to those of Table 4.10 in which the majority of the respondents indicated that the assessment was conducted a year ago, and section 4.1.19 in Table 4.7 in which the majority of the respondents indicated that there were no quarterly reviews held at this institution, and section 4.1.5 where the majority of the respondents indicated that they were de-motivated by the fact that their performance was not regularly evaluated, all these sections have a relationship because if the employees performance is not regularly evaluated, this means that there are no quarterly reviews and if the evaluation was done a year ago and it takes the organization a year to conduct the assessment this means that there are quarterly reviews and regular evaluations.

9 FINDINGS FROM THE STUDY IN RELATION TO RESEARCH QUESTIONS

This study is guided by the following research questions:



9.1 Are there any quarterly reviews at NWU Mafikeng Campus?

The research findings revealed that 51 percent of respondents strongly agreed that there were no quarterly reviews held at this institution, while, 33 percent of respondents strongly disagreed. This indicated that there were no quarterly reviews conducted by the NWU Mafikeng Campus.

9.2 Is there any form of feedback to apply prompt corrective measures if there are performance gaps?

The study revealed that 41 percent of respondents strongly disagreed that they were dissatisfied as a result of not having some form of feedback on their performance to take corrective measures, while 34 percent of the respondents strongly agreed. This showed that there was no form of feedback to apply corrective measures if there were performance gaps.

9.3 Is there any communication between you and your supervisor concerning your performance?

The findings revealed that 44 percent of the respondents strongly disagreed that there was no form of communication between their supervisors and them as respondents concerning their performance 46 percent of respondents strongly agreed that there was no form of communication between their supervisors and them as respondents concerning their performance. This indicated that there was no form of communication between the supervisor and the employee concerning the employee's performance.

9.4 Are you de-motivated by the fact that your performance is not regularly evaluated?

The study revealed that 48 percent of the respondents strongly agreed, while 39 percent strongly disagreed. This indicated that the majority of the respondents were de-motivated by the fact that their performance was not regularly evaluated.

10. CONCLUSION

This chapter outlined the findings of the study conducted to examine the significance of an effective performance appraisal at North-West University (Mafikeng Campus). The study revealed that the majority of the respondents did not have low level of satisfaction over the non-effective performance appraisal at the NWU Mafikeng campus, but it revealed that there were no quarterly reviews conducted the institution, and that there was no form of feedback to the employees for them to apply corrective measures if there when performance gaps, and that there was no form of communication between the supervisor and the employee concerning the employee's

performance. The findings also revealed that employees were de-motivated by the fact that their performance was not regularly evaluated.

The following chapter 5 focuses on the results and the recommendations of the study.

CHAPTER FIVE

CONCLUSION AND RECOMMENDATIONS

1. INTRODUCTION

A brief summary of the research conducted is presented in this chapter. The recommendations were based on the findings of the research questions and objectives discussed in Chapter one. The purpose of this study was to assess the effect of non-effective performance appraisal system on employees at North-West University (Mafikeng campus). The intention is to determine to what extent personnel problems experienced in the institution can be traced to a non-effective performance appraisal system.

2. MAIN FINDINGS

The findings of the study indicated that the majority of respondents indicated that there were no quarterly reviews conducted by the institution. The respondents did not have any form of feedback for them to apply corrective measures if there when performance gaps, and that there were no form of communication between the supervisor and the employee concerning the employee's performance. It further revealed that employees were de-motivated by the fact that their performance was not regularly evaluated.

3. RECOMMENDATIONS

3.1 To ensure that there were quarterly reviews conducted at this institution:

The manager or supervisor should ensure that it is continuously done, since the measurements taken at the time of review could be used to clarify job duties and expectations, acknowledge outstanding performance, suggest ways to improve performance, outline potential career goals, and form the basis of salary adjustment. It could also can be essential in developing and maintaining a shared understanding of expectations and goals and in identifying and dealing with issues seen as problematic by supervisor and employee (The University of Chicago Employee Performance Evaluation (undated.)). Managers should also measure periodically progress toward goals, this will discuss problems that an employees may be experiencing in reaching goals. This could result in the adjustment of goals and removing performance

barriers. A typical review period should be quarterly or monthly (Coetzee, 2005: 7-10).

According to OPM (1997) an effective manager will, from time to time, find it useful to summarize employee performance. This will assist the manager to look at and compare performance over time or across a set of employees. Organisations need to know who their best performers are. Ongoing monitoring of the performance management system will ensure that the system remains relevant and useful to the company and employees (The Office of State Service Commission, 2002). During the evaluation rating period, the supervisor and employee should meet on a regular basis to discuss progress or needed improvements (Layoff Information for Classified Employees, undated.).

3.2 For employees to get some form of feedback on their performance to be able to make prompt corrective measures

Managers or supervisors should establish a feedback process (Layoff Information for Classified Employees, undated.). They should also see to it that assignments and projects are monitored continually, and this means that they should consistently measure performance and provide ongoing feedback to employees and work groups on their progress toward reaching their goals. Feedback should inform, enlighten, and suggest improvements to employees regarding their performance. Supervisors should describe specific work related behaviour or results they have observed as close to the event as possible (OPM 1997).

3.3 There should be communication between the employee and the supervisor concerning the employee's performance

Managers and supervisors should ensure that there is communication between themselves and the employees, because communicating the results to staff is imperative. It is only through communication and decision making that changes can be made either to correct the course of the organization towards its vision, or to reward the efforts made and encourage continued results (Shane (2003).

Establishing and maintaining an effective communications with each employee not only requires good oral and written communication skills, but also includes the ability

to establish good working relationships. To communicate effectively with employees, supervisors must establish an environment that promotes an open door atmosphere, the sharing of ideas, and employee involvement in decision making processes (Office of Personnel Management, 2001).

The University of Chicago Employee Performance Evaluation (undated.) indicated steps that are involved in their performance evaluation process:-

3.4 To avoid employees being de-motivated by the fact that performance is not regularly evaluated

Managers should ensure that they create conditions in the work environment in which individual employees receive more immediate and meaningful feedback on performance in relation to their achievement. Employees are also anxious to know how their managers view their performance, as such, it is important that managers should provide for an environment whereby employees are told of the way they are performing. They must be given feedback on the way they perform (Wasdell, 2005:32).

Individuals should be encouraged to monitor their own performance and take further action as required Armstrong 1999: 446).

4. CONCLUSIONS

The findings of the study undertaken at the North-West University (Mafikeng Campus) cannot be generalized to similar institutions. This study needs to be conducted further, especially to a number of organisations in order to come up with the results based on a broader study.

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NORTH WEST UNIVERSITY MAFIKENG CAMPUS

North-West University
Graduate School of Business Leadership
Mafikeng Campus

11/06/2007

Manager Human Resources
North West University
P/Bag X2046
Mmabatho
2735

Dear Sir

REQUESTION TO CONDUCT A RESEARCH STUDY
IN YOUR INSTITUTION

I am a registered student at North West University pursuing an MBA degree. As part-fulfilment of my requirements for an MBA programme, I need to conduct a research study in an actual work situation on: "The Effects of a Performance Appraisal System on Employees at North West University, (Mafikeng Campus). As such, I would appreciate it very much if you could allow me to conduct the same study at your institution.

The information gathered from your institution will be treated with strictest confidentiality. After the completion of the study I would make sure that I contribute a copy of my dissertation to our institution.

Thanking you in advance for your cooperation.

Yours faithfully

BOZWANA THAMSANQA EMMANUEL

NORTH-WEST UNIVERSITY MAFIKENG CAMPUS

North-West University
Graduate School of Business Leadership
Mafikeng Campus

11/06/2007

Dear Participant

I would appreciate it very much if you could kindly complete the attached questionnaire. This questionnaire forms part of a study that I am conducting towards the fulfillment of a Master of Business Administration (MBA) degree.

Please feel free to respond to the questions honestly since any information that you provide will remain strictly confidential and your name will not be singled out for analysis.

If you have any questions regarding this questionnaire, please feel free to contact me on my cell. No. 0836482624.

Thanking you in advance for your cooperation.

Yours faithfully

BOZWANA THAMSANQA EMMANUEL

QUESTIONNAIRE

The purpose of this questionnaire is to investigate the "The Effect of an in-Effective Performance Appraisal System on Employees at North-West University (Mafikeng Campus). You are therefore requested to give your personal opinion by filling in the spaces provided. This information will be treated in the strictest confidentiality. There are general questions and personal questions. Please make a $\sqrt{\quad}$ tick in the appropriate box.

PART A

☐

Demographic

1. What is your gender?

- a. Male ☐
- b. Female ☐

2. What is your age group?

a. 15-20 years	☐
b. 21-25 years	☐
c. 26-30 years	☐
d. 31-35 years	☐
e. 36-40 years	☐
f. 41 and above	☐

3. What is your marital status?

a. Single	☐
b. Married	☐
c. Divorced	☐
d. Widow	☐

4. What are qualifications?

a. Standard 8 or less	☐
b. Matric	☐
c. Diploma	☐
d. Degree	☐
e. Honours Degree	☐
f. Masters degree	☐
g. Doctoral degree	☐
h. Other (specify)	☐

5. What is your job title?

- a. Director/Manager
- b. Executive Dean
- c. Senior Lecturer
- c. Lecturer/Junior Lecturer

☐
☐
☐
☐
☐

- d. Senior Administrative Officer ☐
- e. Admin Officer ☐
- f. Secretary ☐
- g. Typist ☐
- h. Messenger ☐
- i. Security Worker ☐
- j. General Worker ☐
- k. Other (specify) ☐

5. For how long have you been working in this institution?

- a. 0-5 years ☐
- b. 6-10 years ☐
- c. 11-15 years ☐
- d. 16-20 years ☐
- e. 21 years and more ☐

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PART B**General Questions**

1. **Employees' overall satisfaction with the performance appraisal process.** To what extent do you agree with the following statements regarding the degree of satisfaction with Performance Evaluation in your organisation.

Make use of the following scale:

1 Strongly disagree/ 2 Disagree/ 3 Neutral/ 4 Agree/ 5 Strongly agree

Question/Statement	1	2	3	4	5
1. My overall satisfaction is very low					
2. I am not sure of how my supervisor views my performance					
3. I am not sure of the performance standards I am required to measure up to.					
4. I do not trust the application of the performance appraisal					
5. I am de-motivated by the fact that my performance is not regularly evaluated					
6. The quality of my service has reduced as a result of not getting prompt feedback on my performance					
7. I am de-motivated because there is no effective performance evaluation process in the organization					
8. My absenteeism rate is high					
9. There is no form of communication between the supervisors and the concerning their performance					
10. There is no form of feedback to apply corrective measures if there is performance gap.					
11. I am seldom promoted in this organisation and this causes me to be highly dissatisfied					
12. There is an effective performance management system in the organization					
13. There are no performance appraisal interviews conducted between the supervisors with their subordinates at this organization					
14. There is high level of dissatisfaction amongst employees As a result of not having some form of feedback on their					

performance to take corrective measures						
15. I am not aware of what is expected of my level of Performance						
16. The only assessment done is the final assessment at the end of a performance period						
17. The is no developmental plan in this organisation						
18. There is no form of training after the employees’ performance has indicated performance gaps						
19. There is no quarterly reviews held at this institution						
20. Managers are reluctant to evaluate employee performance						
21. I am dissatisfied with the whole process of performance Evaluation						

2. In general do you think that an effective performance evaluation would have a positive or a negative impact on your effectiveness

1. Positive	
2. Negative	

3. Have you participated in the setting of your performance goals with your supervisors?

1. Yes	
2. No	

3.1 If yes. How were performance goals negotiated.

.....

.....

.....

4. When last did your organisation conduct performance evaluation?

1. a month ago	
2. a year ago	
3. two years ago	
4. three years ago	
5. more than four years ago	

5. After how long does your organisation conduct assessment?

1. After a year	
2. after every four months	