


A Performance Management Model addressing Human Factors in the North West Provincial Administration



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Thesis submitted for the degree *Doctor of Philosophy in
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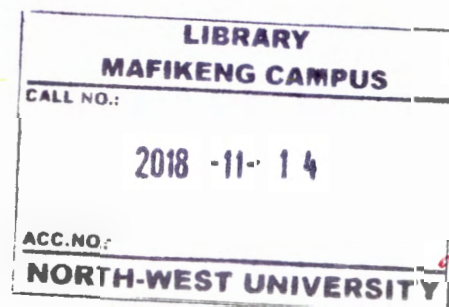
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DECLARATION

I, **Kezell Klinck**, hereby declare that the thesis for the degree Doctor of Philosophy in Business Management at the North West University (Mafikeng Campus) hereby submitted, has not previously been submitted by me for a degree at this or any other university, that it is my work in design and execution and that all material contained herein has been duly acknowledged.

Signed: _____



Kezell Klinck

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DEDICATION

I dedicate this work to my mother, Maria McCarthy, for shaping me into a responsible individual with the positive attitude and drive she instilled in me and the motivation to never give up and always ensure “*you finish what you started*”, the values I will strive to instil in my children who are my reason to live. A special dedication goes to my supportive, loving, caring best friend and father to my children, my husband, Lloyd Ronald Klinck. *Lloyd, you stood by me throughout my journey and took responsibility for the children while I languished in my books.* My five beautiful and amazing gifts from God, Ajhan, Jovanlyn Lloyd, Loyzell Levonne Thamian, Jazmin Ashmarelda and Malachi Thomas, my lovely sisters Magdeline Beyers, Bessie Scholtz and Bernardette Scheepers and my brothers Lionel, Cyril, Anthony and Bernard, all of you deserve this special dedication.

I also dedicate this work to:

- My father, Thomas Henry McCarthy (09-12-1919 to 13-04-1977)
- My father-in-law, Adrian John Klinck (30-06-1940 to 19-05-2008)
- My brother, Dawn McCarthy (13-02-1964 to 23-03-1964)
- My sister, Lydia McCarthy-Moldrum (04-02-1965 to 04-06-2010)

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All of you have contributed positively towards my dream.

The study of a working model for improved performance entailed an in-depth investigation of human factors that militate against PM in the North West Provincial Administration. Both qualitative and quantitative approaches were used in a rigorous sequential mixed-methods research study, to engage three key focus areas, namely human relationships, organisational communication and the application of the PMDS process in the study. Qualitative data was collected from four (expert, operational, strategic, and grass root) levels of permanent employees within the North West Public Service, through the use of face-to-face and focus group in-depth interviews. Recordings, intense listening and observation, typed transcripts and colour coding of sub-themes were used for analysis of all the interviews. The process involved systematic clustering of the participants' responses into three main themes, namely the performance management, human factors and performance environment. The quantitative study entailed collection and distribution of questionnaires among the four levels of employees in all 12 government departments of the North West Province. The data collection process kicked off with a pilot questionnaire, followed by a set of highly structured questionnaires in multi-phase format. These were then subjected to statistical analysis. The findings of the study have revealed that the performance management process in the 12 departments of the North West Province is beset with a host of negative human factors in the operational workplace domain, *inter alia*, favouritism, victimisation, lack of motivation, lack of relevant job-related training, low job satisfaction amongst employees, political interference, imposition of ill-qualified "deployees" over highly qualified incumbents, organisational and administrative pitfalls, *inter alia*, ineffective records management systems, an ailing work ethic, rampant non-compliance, high turnover rates, ineffective relationships between the unions and departments, flawed communication constructs in management, lack of feedback, and the inconsistent, unfair and unprofessional practices in the appraisal processes and the application of the PMDS processes. These and other cited factors have impacted the service delivery mandate negatively, as evidenced by the spate of service delivery protests in the province. The extensive literature perused has confirmed that the human factors studied here have a significant impact on the outcomes of the performance management process. The study evaluation has highlighted significant human factors that may build or derail the entire HR management system if the red flags are not raised, addressed head-on and remedied, hence the recommended model featured in this study. Communication channels between real humans in the workplace have been exposed as extinct in this study, hence the proposed model advanced in the study, referred to as the



Performance Management Model (PM Model) by the researcher, to reduce communication disjunctures and gaps existing between stakeholders in the performance space.

OPSOMMING

Die studie van 'n werkbare model vir verbeterde prestasie het 'n diepgaande ondersoek van menslike faktore wat teen PM in die Noordwes Provinsiale Administrasie berus, behels. Beide kwalitatiewe en kwantitatiewe benaderings is gebruik in 'n streng sekwenstiële gemengde-metode navorsingstudie om drie sleutelfokusareas te betrek, naamlik menslike verhoudings, organisatoriese kommunikasie en die toepassing van die PMDS-proses in die studie. Kwalitatiewe data is versamel van vier (kundige, operasionele, strategiese en gewilde) vlakke van permanente werknemers binne die Noordwes Staatsdiens, deur die gebruik van aangesig-tot-aangesig en fokusgroep in-diepte onderhoude. Opnames, intensiewe luister en waarneming, getikte transkripsies en kleurkodering van subtemas is gebruik vir die analise van al die onderhoude. Die proses behels die stelselmatige samestelling van die respondente se response in drie hoofemas, naamlik prestasiebestuur, menslike faktore en prestasie-omgewing. Die kwantitatiewe studie behels die versameling en verspreiding van vraelyste onder die vier vlakke van werknemers in al 12 regeringsdepartemente van die Noordwes Provinsie. Die data-insamelingsproses het met 'n loodsvraelys afgeskop, gevolg deur 'n stel hoogs gestruktureerde vraelyste in multifase-formaat. Dit is dan onderwerp aan statistiese analise. Die bevindings van die studie het getoon dat die prestasiebestuursproses in die 12 departemente van die Noordwes provinsie besig is met die voorsiening van negatiewe menslike faktore in die operasionele werksplek-domein, onder andere begunstiging, viktimisering, gebrek aan motivering, gebrek aan relevante werksverwante opleiding, lae werkstevredenheid onder werknemers, politieke inmenging, aanwending van swak gekwalifiseerde "deployees" oor hoogs gekwalifiseerde posbektelers, organisatoriese en administratiewe slaggate, onder andere oneffektiewe rekordbestuurstelsels, 'n slegte werksetiek, ongebreidelde nie-nakoming, hoë omsetkoerse, oneffektiewe verhoudings tussen vakbonde en departemente, gebrekkige kommunikasiekonstruksies in bestuur, gebrek aan terugvoering en inkonsekwente, onbillike en onprofessionele praktyke in die evalueringsprosesse en die toepassing van die PMDS-prosesse. Hierdie en ander genoemde faktore het die diensleweringmandaat negatief beïnvloed, soos blyk uit die vlag van dienslewering protes in die provinsie. Die uitgebreide literatuur wat gebruik is, het bevestig dat menslike faktore wat hier bestudeer is, 'n beduidende impak het op die uitkomst van die prestasiebestuursproses. Die studie-evaluering het belangrike menslike faktore beklemtoon wat die hele MH-bestuurstelsel kan opbou of ontpoor indien die rooi vlak nie gehys word en hoofsaaklik aangespreek en reggestel word nie, vandaar die aanbevole model wat in hierdie studie voorkom. Kommunikasiekanale tussen regte mense in die werksplek word in

hierdie studie uitgebeeld as uitgewis en vandaar die voorgestelde model wat in die studie ontwikkel is en waarna deur die navorser verwys word as die Prestasiebestuursmodel (PM Model), om kommunikasieverskille en gapings tussen belanghebbendes in die speelplek te verminder.

ACRONYMS

APP	Annual Performance Plan
CFO	Chief Financial Officer
CIMA	Chartered Institute of Management Accountants
DPSA	Department of Public Service and Administration
EA	Executing Authority
GAF	Generic Assessment Factors
HRD	Human Resource and Development
HRM	Human Resource Management
HOD	Head of Department
KPA	Key Performance Area
LRA	Labour Relations Act
MMS	Middle Management Service
MTEF	Medium Term Expenditure Framework
MPAT	Management Performance Assessment Tool
NDP	National Development Plan
NWP	North West Province
NWPS	North West Public Service
NWPA	North West Provincial Administration
NPC	National Planning Commission
NYDA	National Youth Development Agency
PA	Performance Agreement

PCSA	Public Service Commission of Australia
PDP	Provincial Development Plan
PFMA	Public Finance Management Act
PM	Performance Management
PMDS	Performance Management and Development System
PMS	Performance Management System
PMP	Performance Management Process
PoE	Portfolio of Evidence
PSC	Public Service Commission
PSA	Public Service Act
PSR	Public Service Regulations
PI	Performance Improvement
SMS	Senior Management Service

APPENDICES

Appendix A: Ethical Clearance Form

Appendix B: Request for permission to conduct the study at the NWPA

Appendix C: Permission granted to conduct the study at the NWPA

Appendix D: Phase 1- Qualitative Structured Interview Questionnaire

Appendix E: Pilot Phase 2.1 – Clustered Comprehensive Questionnaire

Appendix F: Pilot Phase 2.2 – Shorter Questionnaire (F1-Mangers and F2 Subordinates)

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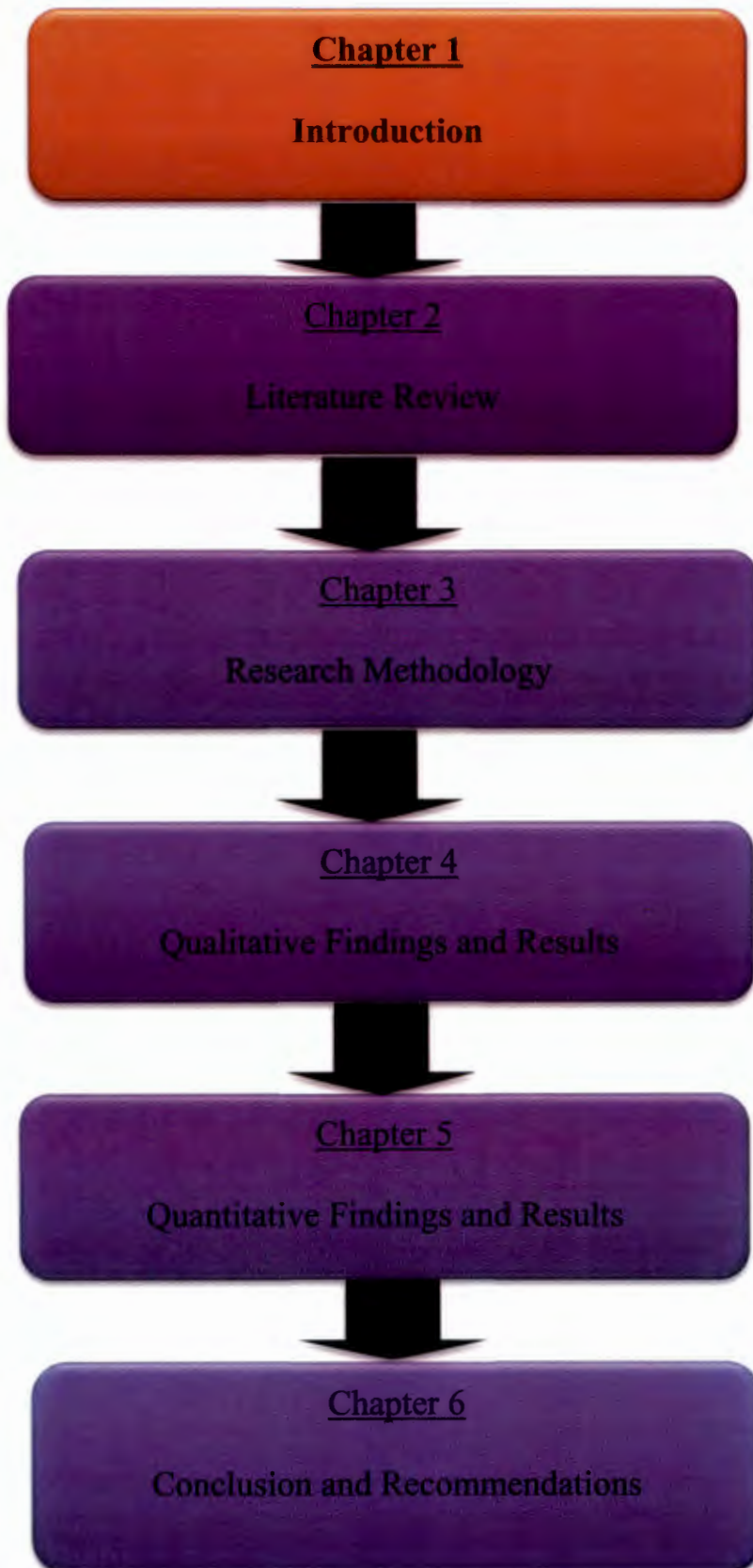
SOUTH AFRICA

NORTH WEST PROVINCE



CHAPTER INDEX

The Chapters of this proposal is outlined in the flow chart below and will be used as a guide to illustrate the flow from chapter, to chapter.



CHAPTER 1

INTRODUCTION

“I can do all things through Christ who strengthens me.” – Philippians 4:13

1.1 INTRODUCTION

This study explored the human factors linked to the Performance Management (hereafter referred to as PM) processes and how it impacts on the effectiveness of service delivery in the North West Province. Several global discussions on the PM process take into consideration issues such as setting objectives, assessing progress and providing ongoing coaching and feedback. This ensures that employees are meeting their objectives and organisational goals. Top or high-level PM companies such as Deloitte and Touché engaged into discussions of redesigning their PM system. It was realised by many companies that the process of evaluating the work of people, training, promoting and paying them was increasingly out of step (Buckingham and Goodhall, 2015:43).

An in-depth exploration of the literature guided and shaped the research design and process of this study. In this chapter, an introduction to the study is provided, followed by an explanation of the background of PM, linking it with issues such as South African Government priorities. The study highlights key issues such as manager-subordinate roles, perceptions, training and development, feedback, knowledge management, job satisfaction, turnover rates, motivation *inter alia* summing up the human relations or interactions and the organisational environment prior to describing the research process, followed by its outcomes and key findings and recommendations. The main objective of the study was to develop a working model that could be used to guide government in improving or enhancing their effectiveness in the PM process, leading towards improved performance and ultimately a more effective service delivery to the citizens of the North West Province. A sequential mix-method approach, comprising of overarching multi-level (horizontal and vertical) human elements and operational dynamics in PM would be of particular significance in the North West Province, which is mainly rural in character, and would probably need the most strategic human relations, administrative thrusts, organisational communication and fair assessment practices with regard to performance improvement, to benefit public service delivery. By implication, this would mean a deeper probe (using suitable instruments and techniques) of human elements and operational dynamics (communication relating to

administration, planning, organisation, time management issues, workplace spatial issues, etc.) in the various departments of the NWPA and that these be critically analysed.

The key words used in this study are: Performance Management (PM), Performance Improvement (PI), Human Factors (HF).

1.2 BACKGROUND OF THE STUDY

The public service is a home for delivery of goods and services to the public. South Africa has been experiencing a sustained process of reconstruction since the nineties (Van der Westhuizen, 2005) and lately, the process continues to respond to several service delivery protests that continue to bedevil the public service sector. This has called for a response, hence the continuous transformation of the public service, especially in the Human Resources Management (hereafter referred to as HRM) sphere. The structure for public service clearly outlines the functions of the different layers of governance, including HRM layers in the national, provincial and local government.

Every country has its own government and all governments have structures that enable them to function properly (DPSA handbook, 2003:11). Acting Minister Mthethwa said in his 2015 Budget Vote Speech, that *“exactly sixty years ago, in June 1955, in Kliptown, Johannesburg the Constitution was consolidated which is the foundation of the Republic of South Africa”*.

The structure of government is cited by Keman, (2009) as having a number of functions, e.g. managing the satiate, regulating public affairs, decision-making, policy implementation and exerting leadership which are all considered as essential to the role of government as a life sustainable system.

Government refers to the body or bodies responsible for governing the State. In South Africa, these bodies refer primarily to the political executive, namely the President and his Cabinets at the national level and Premiers and Executive councils at provincial level. In common usage, however, the term *‘government’* is often used to refer to any part of the State and public administrative apparatus (DPSA handbook, 2003).

The word *‘government’* usually refers to the individuals who have been appointed or elected to guide policy direction and to ensure that the laws passed by the legislature are

implemented. In this sense, there can be several governmental institutions and office bearers in a state (Thornhill, 2012:56).

Van Wyk (2014) noted that, in the employment statistics survey, there were 455,701 national government employees, a further 1,118,748 people working for provincial authorities, 311,361 people were employed by local authorities and 275,851 employees worked for “*other government institutions*” like libraries, parks, zoo’s, education and training authorities. This adds up to a grand total of **2,161-million** civil servants. Schreiber (2016) on the other hand, states that the number of employees in the public service will be reduced over the next three years. As the budget review notes, effective from 01 April 2016, appointments to non-critical posts will be blocked on the government’s payroll system. It is to be expected that, in an event like this, the normal thing to do would be to retain high performers, hence the need for ongoing performance improvement in the public service governance structures.

In this study, the researcher looked closely at the human factors and operational dynamics prevailing in the entire PM scenario, in order to assess, through an analysis, the need for alternative PM processes that would contribute to leaner and meaner system - one that would produce a model that combines efficiency and effectiveness so that services are delivered optimally to the public, through improved performance. On the other hand, the human behaviour, attitudes, perceptions and other attributes that impact negatively on performance in the public offices need to be weighed, weeded and reduced for the sake of the smooth machinery of productivity in the performance domain. The issue of manager-subordinate relationships that contribute to tensions and miniature outputs in the system needs to be assessed for intervention. The existence of a *laissez-faire* or autocratic management should also be curbed, so that sound human relationships are established. On the other hand, the legislative and policy prescripts need to be made known to all employees, while untrained managers could add more problems to the performance environment.

Do human factors impede the effectiveness of the PM processes and if so, what are these human factors? This main question was aimed at addressing issues relating to stakeholders including managers and subordinate workers in the entire PM narrative. The question also looked at the other side of the equation, namely whether individual human factors in PM do assist the process of performance improvement in organisations like government departments, and what those human factors are.

The study investigated identified factors from several perspectives, using human resources-related issues of governance, legislation, regulation, organisation, administration, communication and workplace sociology variables pertaining to social and psychological relationships and several other factors that have an impact on the complex matrix of determinants for performance improvement in the public service.

In order for it to be a complete study, the researcher had to probe whether the current PM tools were still suited to present-day human assessment demands and indeed how they could be transformed through research, to give direction to both managers and subordinate employees in their quest to deliver quality public service to the North West citizens. Possible questions (direct and indirect) were: Is the present PM system flawed, is it abused, under-utilised, misinterpreted, superficially applied or simply resisted? Is the PM process too tedious to warrant a fair application at any time? Does its non-utilisation, faulty utilisation or underutilisation, other gaps and human errors in its process applications warrant any change for the sake of performance improvement in the departments?

The questions asked, among others, hinged on the focus areas found in the operational dynamics and workplace scenarios that exist within the PM equation.

What are the human and technical errors found in the application of PM? Which human factors act as impediments to performance improvement in the public service in the North West Province? Which organisational variables contribute positively towards performance outcomes?

To fully answer the questions, several participants in the departments, all of them employees and managers in the North West Provincial Administration (hereafter referred to as NWPA), had to respond to diverse instruments of inquiry (questionnaires, interview schedules, expert, operational, strategic and grass root opinion, etc.) and the isolation of positive and negative human factors gave direction towards improvement of performance and PM within and between departments. This descriptive study employed various techniques like coding, interpretation of coded data and comparative statistics to process the results. Qualification or description therefore necessitated deduction and inference only, hence the need for quantitative methods for authentication and weighting of qualified variables.

The researcher had observed over a period of nineteen years that the process of PM and the assessment instrumentation used, both had respectively human flaws and technical gaps, the latter being a result of implicit (e.g. lack of innovation and creativity) and explicit (resistance to change) human error. The entire system of operational dynamics had apparently become weaker over the years, partly due to persistent multi-level human weaknesses in the application of performance tools, and the weaknesses in administration of PM and governance factors internally in departments, including political interference. General lack of communication at all levels would be the main element in the erosion of systems and the decline of relationships and subsequently that of service delivery, where targets (time, space and results) would be missed.

Continual degradation had eroded the entire PM process, rendering it ineffective in several areas. Some of these flaws and gaps observed vested in lack of training within the departments, which themselves worked in silos. The employees had often complained about lack of feedback after performance appraisal processes. A laissez-faire attitude had encroached upon the system throughout departments and this observation was reinforced in several informal one-on-one and internal group discussions between the researcher and some key persons, including the ordinary lower level employees in the different sectors of public service departments. Among the effects of these observed gaps was the underlying unexplained dissatisfaction that seemed to be the reason for an observed high turnover rate within the NWPA employees. The failure to keep records safely was exposed on several occasions when individual records could not be traced, with the lack of a tracking system, making it difficult to apply the PM process efficiently in some departments. The detailed results of the multi-level inquiry were assigned to the fourth (qualitative results) and fifth (quantitative results) chapters of which is combined in the final chapter six of this thesis.

A preliminary inquiry (a one-on-one with a departmental PMDS Manager) had revealed many inefficiencies and discrepancies in the assessment processes in the departments of the province. A lack of communication within and between departments and incumbent personnel, which would result in lack of uniformity and consistency in the application of the PM system, were among these factors.

Unclear expectations on the side of some non-inducted, non-mentored, non-trained, non-assessed, non-appraised and non-growing junior and middle-management personnel and sometimes stagnant, obsolete and change-resisting managers, among the many discrepancies

that surfaced in the pilot or pre-test, including covert and subtle murmurings about political interference, had characterised and set the tone for the study.

Recent research on the performance process read by the researcher, dwelt mostly on the technical aspects of the system and did not, *per se*, pay enough attention to those human factors (socio-cultural, personal-developmental, demographic, spatial and temporal) in the PM space. The researchers, for example (Mlambo, 2010), laid much emphasis on the academic, structural and strategic aspects of PM. They downplayed the day-to-day human interactions that had aggregated towards to the exclusion of the elements in the PM process, in which human elements could be key significant determinants of the many performance lapses mentioned, implied and not explained or not known. These lapses, perceived as derailing PM in the North West Province, seemed to call for significant overhaul of the manager-managed relationships, generic and individual perceptions, assessment tools and the entire PM system machinery.

With regard to performance improvement and the mediocrity that had been encroaching in the South African public service in general, Manuel (2013:4) said *“the government could not continue to blame apartheid for its delivery failures. For almost two decades, the public has been patient in the fact of mediocre services. The time for change, for a ruthless focus on implementation, has come”*.

Schreiber (2016) further strengthened the statement by indicating that *“above all what we need is action, not words”*. The improvement of performance in state departments in the North West Province was also included in Manuel’s (2013) remarks.

The statement by Schreiber (2016) also points to the existence of a problem within the Human Resources sectors of public service in South Africa. The North West Province was also implicated in this statement, hence the study at hand. The question *“does RSA really employ more civil servants than the US?”* arose due to the fact that there are real concerns about the size of South Africa’s government bureaucracy but does it really eclipse that of the United States? There was an assumption that South Africa employs more civil servants than the United States, however, it has been proven that this assumption is false. Van Wyk (2014) wrote that according to one of the Business Times newspaper columnist Stephen Mulholland claimed that *“the South African civil service is the largest gravy train ever seen in Africa”*. The author further added that, data from Statistics South Africa and the US Bureau of Labour

Statistics reveal that South Africa's public sector is almost ten times smaller than that of the US (2.161-million government employees compared to 21.294-million). However, the raw numbers belie disturbing trends. Between 2005 and 2012, the number of South African government employees increased by more than a quarter, whereas numbers grew by only 2% in the US. There are certainly real concerns about long-term sustainability (Van Wyk, 2014).

The issue of bureaucracy, promoted by high numbers of employees, a long list of management positions and ranks and an equally high number of ranks in the middle management level ranks (Van Wyk, 2014), are also problematic, resulting in several individual human barriers to easy work flows. Unionism is also an issue, as was demonstrated in the face-to-face and focus group interviews in the study. Performance improvement has often been said to be hampered by excessive unionist activity in the workplace, where labour relations engagements (sit-ins, strikes, go-slow's, etc.) are problematic to productivity. This area revealed some interesting highlights which call for further research.

Mthethwa (2015) stated in his Budget Vote, where he quoted the President's commitment, that, as government, we will go back to basics to improve the lives of all South Africans. Government's achievable quest to become a high performing public service, as well as the commitment to improve the lives of all its citizens and emancipating the potential in each individual intensified as we entered the third decade of South Africa's democracy. Service delivery is a function of performance and PM in unison.

A collaborative effort among managers would service the problem areas of mediocrity, stagnancy, low morale and simple indolence among the mass of junior government employees that have bloated the labour force, including some managers. Managers can therefore not afford to work in silos, but this area of the study tends to indicate that much would have to be achieved through collaborative efforts. In line with this statement, mention is made that there was "*broad consensus across the political spectrum*" on the need for a professional and competent civil service and that the National Development Plan (2011), (hereafter referred to as NDP) contained clear principles for developing such a service. These include the need for accountability, professionalism, service to the citizenry, being neutral in relation to party-political contestation, public servants to be prudent with the use of public funds and to be responsible stewards of the public's trust (Manuel, 2013).

The NDP adopted by the South African Government in 2012 is based on this capability approach, which emphasises the freedom of individuals to exercise social choices and choose

what they value (Abbott, Goosen and Coetzee, 2013). Manuel (2013) said in a media briefing that the NDP vision 2013, offers a long-term perspective, it defines a desired destination and identifies the role of different sectors of society which need to be played in reaching the goal, as set out by the National Planning Commission (2011) (hereafter referred to as NPC).

The NDP aims to **eliminate poverty** and **reduce inequality** by 2030. (Refer to Figure 1.1). According to the plan, South Africa can realise these goals by drawing on the energies of its people, growing an inclusive economy, building capabilities, enhancing the capacity of the state and promoting leadership and partnerships through society.

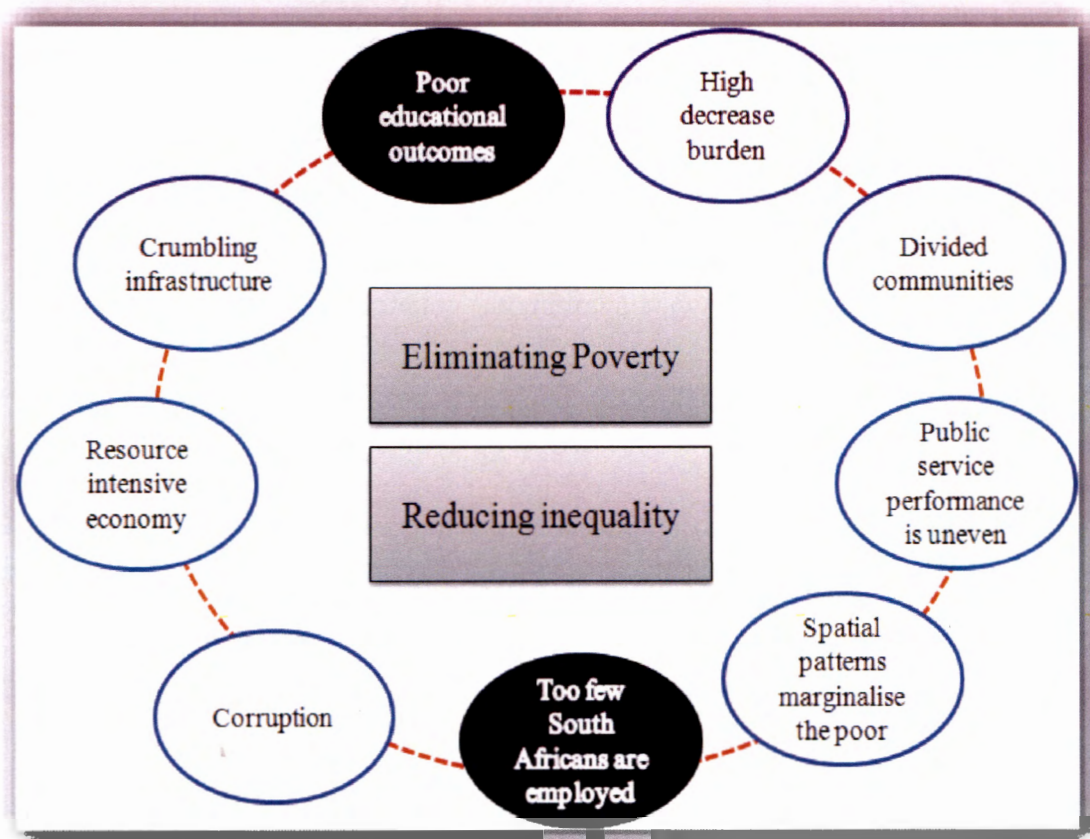


Figure 1.1: Eliminating Poverty and Reducing Inequality (Source: Diagnostic Report National Planning Commission, 2011)

In order to assess the possibility of the goals set out in the NDP, it is necessary to assess the present situation in the PM sphere of the NWPA. In line with this, the Strategic Plan (2015-2020:31) states that the Office of the Premier contributes towards the attainment of the following outcomes:

- **Outcome 5:** skilled and capable workforce to support an inclusive growth path. For the purpose of this study, it was essential that managers were sufficiently equipped with the necessary skills to provide the platform of a more effective communication network. In order to move forward as a province, it is the responsibility of management to ensure that they encourage staff with diverse backgrounds to develop their potential, to ensure effective delegation, to make use of the best skills and resources within the team and to address poor performance. In addition, the aspect regarding “*lack of training and development*” is further discussed under 1.3.3 of this chapter.
- **Outcome 6:** an efficient, competitive and responsive economic infrastructure network,
- **Outcome 9:** responsive, accountable, effective and efficient developmental local government system,
- **Outcome 11:** creating a better South Africa and contributing to a better and safer Africa in a better world,
- **Outcome 12:** an efficient, effective and development oriented public service, and
- **Outcome 14:** transforming society and uniting the country.

In carrying out the afore-mentioned policy mandates, the Office of the Premier will perform the following roles in order to impact service delivery and integrated governance:

- **Policy influence and coordination** – the Office will assist the Premier to influence and lead Provincial and Local Government as well as organised business, labour and civil society for purposes of achieving alignment with Government’s goals and policies,
- **Provincial Strategy and Planning in line with National and Provincial Framework** – the Office of the Premier will lead and coordinate the integration of plans in the Province. National government policies, legislation and plans must be examined by the Office of the Premier and be customised to satisfy the socio-political environment of the ‘*Bokone Bophirima*’ Province and its goals.
- **Advocacy, support and capacity building the implementation of National and Provincial policies and plans** – The Office of the Premier provides leadership and creates an enabling environment for policy implementation by all role players and stakeholders across all spheres of government.
- **Monitor compliance and efficacy in the implementation of policies and plans** – the Office of the Premier is responsible for monitoring and evaluating compliance with legislation, effective implementation of policies and service delivery.

The researcher set out to investigate human and structural weaknesses that have affected the current PM process in twelve (12) departments in the North West Province. During the investigation, in addition to preliminary interviews with the PM Manager, the views of the Public Service Commission (hereafter referred to as PSC) were sought concurrently with the pilot or pre-test. Human factors at play in the PM system were probed. These were considered significant because the PSC is the monitoring and evaluation arm responsible for the assessment of PM in the province and elicited further responses regarding safekeeping of records and the fluid status of the PM assessment tools.

The study entailed an analysis of the human factors that impact the PM process within the twelve (12) NWPA departments. The analysis of these carefully and well-defined human factors, also cited in the literature, always include operational dynamics in the performance equation, where human factors are mostly prevalent. Therefore, a need existed to define and cluster the human factor variables under the focus areas of research as tightly as possible to interrogate the problem. In these clusters, human (managers and subordinates) relationships, perceptions and organisational interactions were found. Managers and subordinates were respondents in the same instruments and on opposite sides of a similar instrument in other stages of the multi-level, multi-stage interviews (face-to-face and focus groups) and questionnaires. The clusters also included the performance environment where communication was the main variable under investigation. Aspects of the performance environment probed the nature of the human working environment in the public service holistically. The organisational communication variables selected and finally the application of PM tools were also investigated as cluster areas where managers and subordinates were interrogated in questionnaires and in face-to-face as well as focus group interviews.

The utilisation of the suggested PM tools by the managers was probed in-depth to assess whether they were used efficiently, whether they achieved what they were intended or set out to achieve, whether the persons assessed by the managers were satisfied with the manner in which they were assessed, whether there was transparency in the whole process, whether the managers were trained in the use of the PM tool, whether the subordinates understood the PM process and its demands, whether there were fairness and consistency in the use of the PM system, whether the self-assessment process was valid and reliable, whether the assessing managers were biased or not biased towards the subordinates and whether progression in the

human reward system (to include salary increases and promotions to higher positions) was part of the PM tradition in the department.

The study was extrapolated to several other factors, among which were in-group and out-group behaviours in the departments, avoidance of middle managers to train and mentor their subordinates and the issues of performance assessment by managers. The fundamental human factors like perceptions, attitudes, aptitudes, potential, background, skills base and several others were taken into consideration. A long list of these human factors emerged during the post-pilot questionnaires, face-to-face and focus-group interviews. They surfaced as elements of the HRM to be taken seriously by management. They should also be further researched, with the bigger picture in mind. The diagnostic Report of the NPC (2011) mentions the consideration of elements of poverty reduction and elimination of inequality in South Africa. Particularly because of spatial patterns which marginalise the poor, uneven public service performance, divided communities, high decrease burden, poor educational outcomes, crumbling infrastructure, resource-intensive economy, corruption and too few employed South Africans, these elements would garner the efforts of the '*Batho-Pele*' document. This document is another area which the managers should consider in further research in order to align internal human efforts to external client needs.

The final product of this study is an outline of the PM flaws in the system. This outline of PM discrepancies resulted in a list of recommendations towards an aligned, compliant, integrated model for a uniform inter-departmental performance improvement system that emerged from this exercise. This was aimed at eliminating the negative human elements and operational glitches that acted as barriers to the effectiveness of the existing instruments and tools towards the performance improvement in the NWPA and to the expected service delivery to the citizenry. The internal working environment must find ways of aligning to the external service delivery goals of eliminating poverty and reducing inequality.

The main goal of assessing human factors vested in the operational dynamics found in what could be typically labelled as promoting performance improvement. This performance improvement system depended on a well-structured and integrated human development and PM system. The discrepancy between the list of human factors found to be deterrents and those found to be promoters of PM was significant in determining performance improvement. A rigorous set of questions both to managers and subordinates as well as the highest level

role players in the province elicited responses that were ultimately placed under scrutiny through an analysis that used qualitative description and quantitative measurements to arrive at what could be termed the status quo of the PM in the departments and the possibility levels of performance improvement as assessed.

Acceptable standards of PM should assist in uniform systems of performance enhancement for service delivery. In this study, it was also necessary to test a model designed for performance improvement that would suit managers, subordinates and external clients alike. The twenty selected managers and subordinates who participated in the final inquiry assisted in giving shape to the desired pragmatic model.

This was the systematic output of the research exercise. Sequential triangulation was therefore necessary for a fully-rounded system or a model towards performance improvement. Studies by other researchers on the merits and de-merits of the existing PM tool have been perused and all these have dwelt rather on the Performance Management and Development System (hereafter referred to as PMDS) process itself than on the significant softer issues such as human factors responsible for performance failure and those aligned to performance improvement. The subjects for this study were all the participants in the PM processes within the departments of the NWPA. They were selected from all twelve (12) departments of the North West Province in a multi-level, multi-stage sample selection process. They were represented in the categories of age, gender, educational qualification and employment level.

Bersin, Agarwal, Pelster and Schwarts (2015) from Delloitte, Touché Thomatsu Limited which is one of the South African's leading research companies of management, notes in their report that the PM process affects most company challenges of leadership, engagement and capabilities. The company has further noted that innovative new Performance Management Systems (hereafter referred to as PMS) are presently becoming an imperative for the modernisation and improvement of business. The report further asserts that *"the transformation of the aging performance management process is long overdue."* Transformation and renewal of the PM systems of the North West Provincial departments were precisely what this study aimed to do. An analysis of the human factors at play will place on the spotlight several human considerations in the process towards improvement of performance.

Human resistance to change which became evident during the study was demonstrated by Pellissier (2001:17) who contended that "*the world is not at ease*" and lives in an era of decay, entering a new stage in history. The author also suggests that transformation is needed and that businesses need a radical redesign and a total rethink of the ways in which they do their business. The study is about the transformation of workplace human behaviours, relationships, operational dynamics, interactions and assessment integrity in the PM area in general and the performance improvement domain in particular. Systems like the PMDS for example, stay too long in the organisations and are perceived to be aged in many ways, ways that affect organisational human behaviour, timelines and the balance between inputs and outputs (determined by throughputs or organisational dynamics experienced) and policy encounters (Stoner, 1982). It is important for systems to be reviewed from time to time. Human factors in the workplace are part of these systems, which are in constant interaction with humans.

According to O'Boyle and Aguinis (2012) PM, systems focus on the development of employees and on increasing performance levels, but their effectiveness has for a long time been questioned by many. Increasing performance levels takes into consideration the transformation of human actions within PM environments. Outsourcing may sometimes be an option as the public service strives to improve its systems, but Swanepoel, Erasmus and Schenck (2010:219) maintain "*outsourcing of HRM work basically entails shifting some aspects of the work to an external Human Resource (HR) service provider*". This practice has problems for the actual line manager, because the workers must be managed by their superiors in their work, especially public service work. Central to outsourcing is the question whether value can be added to public service through this option (Swanepoel *et al.*, 2010). A vast body of knowledge points to the weaknesses of the PM processes used in organisations. A lot of the problems emanate from the operational side, where human beings assigned to the application of the system create several problems, thereby causing impediments to performance improvement.

The present research studied the PM personalities, environments and organisational communication scenarios and top-level stakeholders very closely. The researcher engaged in a sequential mixed-method which is a combination of a qualitative and quantitative method for this study where an analysis of human factors (communication, the performance environment, operational dynamics and workplace lapses) were in continuous interaction to

become barriers to performance improvement and to the subsequent delivery of service to the external publics, the citizens living in the North West Province.

A multi-level approach became necessary because of the employment levels, demographic variables, the management strata and the litany of policies, legislation and regulations within the public service as well as the many layers and levels of operation, including the many ways in which the PM system was applied. The matrices that defined improvement came from an analysis of the behavioural aspects of human employees, the technical applications of the PM tools by managers, the different management and leadership styles in the departments, the organisational prescripts, legislative variables as well as a similar analysis of the submissions by the chief directors, directors, assistant directors, the shop stewards, new employees, interns and unskilled labourers.

This study also promised to isolate the human factors prevalent in the execution of the current PM tool and through an analysis, to identify and expose the flaws, gaps and other misdemeanours in the current PM assessment environment. The aim of the analysis was to lay fresh foundations for improvement of performance in the North West Province, based on the findings as well as the poignant and dictates of legislation, the '*Batho Pele*' principles, and NDP. The ultimate product would be a model of PM suited to rural NWPA.

Through a thorough exposition of related human factors, the study would also contribute towards a more effective PM system. It would place emphasis on management functions, among which would be the isolated and exposed functions of training and development, linked to performance improvement.

Based on the diagnosis of the implementation area where human factors are at play, managers using a uniform approach should share ownership of a PM tool. This tool must feature employee-centred best practices through programmes and projects. Events intended to bring the best out of employees are part of the practice. In this scenario employees share ownership of programmes, effective use of communication channels, improved job design, ongoing training and careful selection of employee recruitment (Armstrong, 2011).

The study promised to probe aspects of PM from a human, temporal, spatial and structural as well as development perspective. It conducted a survey of the PM measurement literature in

general, investigated the philosophies, strategies, best practices and measurement instruments employed in the world of PM globally. It analysed the operations in the application and interpretations of the current PM instruments and approaches used in the twelve (12) departments of the North West Province.

The responses were recorded for analysis and assessment under the set principles like the '*Batho Pele*' principle for example and other guiding national government documents and legislative constructs. The National School of Governance (2008), in their Service Delivery Review document, defines the term '*Batho Pele*' as a Sotho term meaning, **people first**. The study gathered more data to interrogate the system in general, with a view to highlighting areas of review through new instrumentation and to formulate a less complex and more holistic PM system that would, among other things, introduce uniformity within those provincial departments presently perceived to be working in silos.

The '*Batho Pele*' document is essential for the goal of public service delivery in South Africa. The vision of '*Batho Pele*' as stipulated in the guideline handbook on the functions designed for all departmental '*Batho Pele*' coordinators states that "*the South African public service envisage to become a 'global leader' in public service excellence*". Mahumapelo, (2016) cite the focus for the NWPA for 2015 is '*saamtrek – saamwerk*'. The resolution for the NWPA for 2015 is also "*Triple R*" which refer to Rebranding, Repositioning and Renewal of the North West (Mahumapelo, 2014). Public service excellence is a function of performance improvement and starts at the level of human interaction within and between the departments, organisational communication and those performance appraisals where stakeholders know and understand their obligations. The '*Triple R*' resolution is all about renewal of the systems in '*toto*'.

The research project outcome resulted in a set of recommendations, highlighted to focus on the human organisational and leadership flaws as well as operational errors that critically affect performance improvement in the departments of the North West province. It was hoped that, by pointing out the identified human, spatial, temporal, structural and strategic elements in the PM processes, the PSC would review the processes and assist the improvement of public service delivery in the province. An interview with the PSC head was necessary at the earliest stages of the study, so that comparisons between the office's responses and what was happening inside the departments could be communicated to that office and

recommendations emanating from this study might be acknowledged for implementation. In anticipation of the impacts on performance that would emanate from the findings of the study, the researcher took the opportunity to interview the Department of Public Service and Administration (hereafter referred to as DPSA) Director of Transformation. The researcher viewed the interview as highly significant because of inputs from a role player responsible for the monitoring and oversight role in all departments at national level, one who is directly responsible for service delivery as well as the safe destination of the research results and recommendations. The reason for this is because this study is destined for transformation of the public service of the NWPA and the provocation of similar research in other provinces, rather than for the library shelves only.

1.3 THE RESEARCHER



Picture 1.1: The Researcher (Kezell Klinck)

Having occupied several positions in the departments of the NWPA, the researcher (Picture 1.1 above), had, over the past nineteen years, made some observations on and contributed to the PM environment in these and other departments. The researcher had personal experience working in the NWPA environment. Therefore, during the sequential mixed-method (quantitative and qualitative) data analysis phase, the statistician at the North West University (hereinafter referred to as NWU) was consulted to ensure that personal biases, viewpoints and assumptions of the researcher were minimised, as suggested by Merriam (2009). The researcher took on the challenge to encounter and engage the nature of the problem that

continues to demonstrate tensions between PM and performance improvement in the province. Her concern about internal ramifications of human relationships in the employment scenario, PM gaps and external tensions demonstrated by the litany of service delivery complaints and protests, including lawsuits against provincial departments by entities, encouraged her to embark on the research. To this end she sought to entrench her study in a philosophical foundation that set the tone for the source of the problem, the nature of the problem and the development of knowledge towards solving the problem. The selected area of study launched her on a journey towards an examination of the internal departmental multi-level factors impacting on the actual performance environment in particular and PM in the North West Province in general and to present the facts around the status of performance as elicited in human relationships and associated organisational communication within the operational space.

The researcher had, over a period of nineteen years made some observations within the departments of the NWPA and notes the following:

1.3.1 The Role of Manager Perceptions in Performance Management

It is common knowledge that, in public service, some members of the workforce are deployed from elsewhere to serve in departments. These are members who have not been subjected to routine processes of interview or other forms of pre-assessment. On the other hand, departments also appoint officials through the processes of interviews, Curricula Vitae, work samples, bio-data and ability tests. Managers are not always happy with panel selections of incumbents (Crawshaw Budhwar and Davis, 2014). The perceptions of the manager may not corroborate the requirements as set out by the prescribed PM tools, nor the outcome of the assessment process during selection.

Crawshaw *et al.* (2014) refer to issues of preparation, encounter, adjustment and stabilisation. On the other hand, the applicants' perceptions may also affect the process. In this regard, the authors refer to attitudes, intentions and behaviours. A PM scale that allows these to filter into its system is definitely flawed. The envisaged analysis confronts personal issues at the outset. Should these dominate the process at a high value or confidence level, the PM process can be guaranteed a recommendation for a revisit by all departments in concert and the pillars

for a new system could then be identified and recommended for consideration by the powers that be in the province.

1.3.2 Problematic Supervisor-Subordinate Relationships

The relationship between the supervisors and their subordinates is often overlooked. Meanwhile, it is critical, as it can negatively affect the performance outcome. Crawshaw *et al.* (2014:247) have noted the theory from Pichler, Varma and Petty (2008), which asserts that “*liking is very closely related to the quality of the supervisors’ relationship with their subordinates*”. In this connection, research has consistently shown that subordinates in their supervisor’s in-groups receive significantly higher performance ratings than those in the out-groups.

Graen and Cashman (1975) were the earliest proponents of the leader-member exchange (LMX) theory which argues that supervisors do not treat all their subordinates equally. According to this theory, consciously or subconsciously, supervisors create in-groups and out-groups among their direct reports. While there are a number of factors that determine who gets into the in-group and who remains in the supervisor’s out-group, there are people they like and those in the out-group are individuals they do not like or like less.

Varma and Stroh (2001) agree that the relationship issues render the PM measuring instrument subjective and unreliable. The researcher engaged the issues in-depth in her investigation. The face-to-face and focus group interviews revealed much evidence of the current situation of the leadership, communication, relationships between management and subordinates, in and between the employees within the NWPA departments.

1.3.3. Lack of Training and Development

The researcher has also noted that the NWPA offers no training to new employees, including Senior Management Services (hereafter referred to as SMS) on the PMDS and the policy which governs PM in the public service. In all the departments she has served, managers have been left on their own to assess staff using their own personal perception during assessment. The PM process is merely perceived as a form of compliance. Training is of the essence for both supervisors and subordinates on how to implement the PMS tool during

assessment of individual employees. This was also reflected in the study as an important aspect of the PMDS, impacting on productivity.

Employee empowerment has been cited as responsible for improved performance, a result of appropriate management behaviour and skilful leadership (Brewer, 2000). In addition, Schimke (2015) observed that, currently, nobody can argue with the fact that staff training is imperative (as it promotes productivity within the workplace). This is largely due to the fact that the employee feels empowered and motivated after training. It also ensures that employees are up-to-date with the latest advances in their business and creates a sense of loyalty to the company that trained them.

Graen *et al.* (1975) refer to the training potential regarding the possible formation of such groups. Such training should include information on (i) the possibility that they might be creating in-groups and out-groups; (ii) suggestions on how to avoid creating such groups and (iii) ensuring that evaluations are based on objective data and not biased by their relationships with their subordinates.

1.3.4 Lack of Effective Feedback

Feedback is the mechanism to inform individuals how they are doing on the job. Murphy and Cleveland, (1995) as quoted by Crawshaw *et al.* (2014), agree that both supervisors and subordinates avoid feedback. It is crucial that organisations use policies that mandate feedback through documents, meetings and follow-ups of subordinates. Fairness and honesty are but a few indices of feedback.

The main idea behind feedback is to motivate behaviour. Positive feedback must encourage employees to continue, according to the prescripts, while corrective feedback motivates employees to change behaviour. Regular feedback is not difficult, not time consuming and not hurtful. It is comfortable and often embraced by the recipient. At the most, feedback creates a supportive environment built on trust between the manager-subordinate relationships culminating in improvement. This will progressively lead to satisfied employees as it has a positive impact on mentoring and coaching (Marshall, 2010).

Nel, Werner, Poisat, Sono, Du Plessis, Ngalo, Van Hoek and Botha (2011:413) cite the advantages and disadvantages of feedback and regarding the advantages they state that (i)

individuals benefit from a holistic performance; (ii) strengths and weaknesses of individuals are identified; (iii) critical key performance areas are emphasised and (iv) the impact of individual's behaviour on others is highlighted. On the other hand, the **disadvantages** are that i) feedback is followed by lack of adequate response from management; (ii) it can be bureaucratic and cumbersome and (iii) can intimidate respondents.

The advantages of feedback were critical for the study. Marshall (2010) contends that feedback from others is the fastest way to improve. It is how we learn to excel because feedback motivates us and helps us to make course corrections.

1.3.5 Knowledge Management or Safe Keeping of Documentation

Nel, Werner, Botha, Du Plessis, Mey, Osmond, Poisat and Van Hoek (2014:230) observed that *"the role of observing and documenting employee performance is frequently neglected. Memories are fallible, and it is not possible to remember all the events and outcomes over the course of a year that relate to individual's performance"*. They urge supervisors to maintain measurements and to keep records of performance throughout the period of performance review.

Employees are also responsible for documenting their own performance throughout the year. Managers are generally too busy and do not find the time to ensure safekeeping of this paper documentation. Departmental Directors' secretaries are in charge of their filing systems, but the real problem lies in change of staff, which happens continuously. The paper files get lost, posing a challenge for managers who must oversee performance testing.

It was therefore important to establish the fact that the PM system within the Public Service in the North West is outdated, cumbersome and problematic and that several areas in the system need urgent review, hence the study.

The study put the elements of tool's decline over the years under scrutiny and determined the need areas for review. It furthermore developed a more strategic, comprehensive and uniform PM System for the North West Public Service (hereafter referred to as NWPS), based on reduction of human barriers to PM and a clear path towards improving performance.

For optimum service delivery to the public, the envisaged PMS approach is expected to incorporate the relevant aspects and pillars (human, temporal, spatial, strategic, structural and philosophical) for its establishment as it targets performance excellence for the next ten years. This approach will articulate the researcher's vision, a less cumbersome tool for utilisation and implementation of PM by managers in the public service in the North West Province, one that addresses the adverse human factors that have prevailed in the implementation of PM processes.

This complex process, expected to make a significant change in service delivery, will improve the efficiency of PM practitioners within the departments of government in the North West Province and deliver an effective system of PM communication between managers and those managed. While it utilises the established legislation and regulations, it incorporates the key principles of PM and is aimed at achieving the forward-looking strategies for quality service delivery. The White Paper on Transforming Public Service Delivery (RSA, 1997) embodies the view that Public service performance is a concern for governments around the world (Forbes and Lynn, 2005).

The need to review and upgrade the current PMS tool exists because it is not working effectively. The system was conceived in 1999 when Human Resource and Development (hereafter referred to as HRD) policies were formulated and it was implemented in 2002. The victims of such an outdated system are found among the top managers, middle management, and the bulk of the employees within the North West Public Service. The ultimate casualty is the client or customer who is the main consumer of goods and services from the public sector in the North West Province, where service delivery protests have recently been in the news headlines. The public service at throughput level in the system therefore needs review, so that desirable outputs are realised.

1.3.6 Lack of Uniformity

The way managers in different departments conduct their PM assessment differs from one department to another. The PMDS Policy (1999) clearly stipulates that it may be used

voluntarily. This means that, whereas incumbents are assessed, the methodologies differ. This also means that there is no communication between managers of different departments. Such an arrangement, where methodologies differ, may be a formula for chaos if not attended to early enough. The systems approach tells us that the activity of one part of an organisation affects the activity of another part (Stoner, 1982). The early results demonstrated the lack of uniformity in administration of the assessment tool in different departments, but also lack of communication between the managers in this regard. A managers' forum formed earlier had collapsed, one interview reported.

1.3.7 The Satisfaction Factor

Another factor that needed an analysis was the satisfaction factor. Some employees within departments were dissatisfied with, particularly, not getting rewarded for work they had done as individuals and as groups, while watching their *'managers receive lavish bonuses annually'*. In an interview captured in the Sunday Times, Vittee (2016) the Chief Executive Officer (CEO) of Quest Staffing Solutions, a recruitment company, maintains that satisfied employees who feel that the work they do is valued are more productive and less likely to want to find a new job. The CEO further maintains that satisfaction and productivity rise in accordance with the employee's work being valued. Companies need to be creative and think of innovative ways of recognising people. Salaries may not be enough, as demonstrated in a study done by online career site Glassdoor which showed that 80% of employees would work harder if they felt their work was appreciated. The high turnover rate at an organisation may be due to the lack of appreciation in the organisation, where job dissatisfaction sees employees' views and they prefer working for companies that clearly recognise their employees' efforts and contributions on an ongoing basis and not only at year-end functions and quarterly reports. Promotions and cash bonuses are not necessarily the best ways to show appreciation, according to the Glassdoor survey. (Sunday Times: Business Times, 24.01. 2016: Careers p 17).

1.3.8 High Turnover Rates

The views cited by Vittee (2016) are clearly demonstrated in the case of those horizontal movements in NWPA, where directors and chief directors are moved from one department to

another. This is another factor that contributes to a lack of continuity in the management of performance in the province. Often, managers in higher levels generally move away to better posts at national level whenever the opportunity arises, or to the more enterprising and attractive private sector. This may affect scheduled plans for the development of middle managers and lower level employees, who often must deal with new managers. Movement, horizontal and vertical, in management, has been reported to be rife. Several factors are attributable to this phenomenon. Several discrepancies in the functionality of PM are also attributable to this phenomenon.

1.3.9 Motivation Areas Neglected

Low morale, lack of motivation and development were the order of the day in the departments, especially among the lower level employees, where incentives were not known. Reduced budgets, reluctant managers and the general neglect of the PM system in many instances seemed to be some of the problem areas.

In the opinion of Flagello and Dugas (2009:120), to give your optimal performance on the job, you need to tap into your own power from within. Three areas where empowerment lives have been distinguished:

- feelings of ownership;
- accountability; and
- responsibility

Research indicates that employees favour recognition from managers and supervisors by a margin of 2-1 over recognition from co-workers. Most of us would agree that if we feel appreciated by our co-workers, life is much more pleasant (Chapman and White, 2011:20).

Flagello *et al.* (2009:71) further stress that *“motivation is a topic that has been studied extensively and from many different perspectives. Both content and process theories have attempted to explain the ‘what’ and ‘how’ of motivation. Motivation is defined as internal energy. It is a mental process that moves a person toward action. Connecting this energy source is the catalyst that stimulates you to achieve your specific objectives. Motivation is unique for every person and every situation. What is common among all are its effects”*.

Techniques for '*motivating and rewarding*' staff are largely based on the carrot and stick principle, with the carrot mostly involving money or a promotion. The Status, Certainty, Autonomy, Relatedness and Fairness or SCARF model points to more creative ways to motivating that may not just be cheaper, but also stronger and more sustainable. For example, success could be rewarded by increasing people's autonomy by allowing them to have greater flexibility in their work hours. Or, rewards could be provided via increasing the opportunity for learning new skills, which can increase a sense of status, or people could be rewarded through increasing relatedness through allowing more time to network with peers during working hours (Rock, 2008:7).

1.3.10 Prioritisation of PM Processes

The senior and middle managers have always had their own separate moderation committees, away from the moderation committees of the lower levels (levels 1 to 8). They worked in silos. Their rushed assessment process happened once in a year when PSC demanded documents. This meant that, either the quarterly process had not been done, or that the documents of these processes could not be found by new secretaries and their new managers at times. Many were the disjunctures observed in the administration of the PM process.

1.4 STATEMENT AND STUDY PURPOSE

The purpose of this study was to critically analyse the human factors (including the operational dynamics) involved in the current PM in the NWPA.

Among the issues generally identified to be placed under scrutiny in this thesis were human relationships and perceptions, the performance environment, organisational communication compliance, administration and application of the existing PM tool by managers, to expose, through an analysis, human factors militating against improved performance within the department.

1.4.1 Problem Statement

Several PM lapses that exist within the NWPA departments have contributed to the deterioration in performance and morale within several levels of employees in the department.

1.4.2 Research Question

The main question in this study was:

What is the role of the Human Factors in the Performance Management process within the North West Provincial Administration?

1.4.3 Research Sub-questions:

- i) Which human factors are central to the promotion or disruption of performance improvement in the NWPA Departments?
- ii) What is the most suitable performance environment (of organisational communication) for improved performance?
- iii) Does the existing performance management system promote service delivery in the Province?

The main question was aimed at addressing operational dynamics, interactions and relationships among the stakeholders, including managers and subordinate workers in the entire PM structures of the organisation (NWPA).

The study is one of the few done in the North West Province based on PM. The researcher particularly focused on human aspects that are generally associated with performance improvement. The study looked closely at the general human factors (relationships, compliance issues and assessment/appraisal issues) that are typical in the performance environment, those that are prevalent in the operational dynamics and those that are necessary for performance improvement. To this end, the researcher aimed to isolate some human factors that would contribute to a pragmatic and universal model for performance improvement in the provincial departments. The study was aimed at benefiting both managers and subordinates across the departments in the North West Province, or might be

the beginning of studies in other provinces to establish the foundations for better service delivery from the performance improvement perspective.

1.4.4 Objective of the Study

Primary Objective: To establish an effective, uniform and comprehensive MODEL for performance improvement in the NWPA.

1.4.5 Secondary Objectives:

- i) To identify key human factors that either play a positive role by contributing towards or impacting negatively thus derailing performance improvement in the departments of the North West Province.
- ii) To assess the current performance environment (of organisational communication) in the NWPA departments.
- iii) To isolate and eliminate provincial service delivery problems through the application of the Performance Management System.

The study was also expected to recommend a simpler governance structure, a less populated staff complement, a less tense and more functional performance environment, a more effective organisational communication structure and better tools for evaluation of compliance within the NWPA system of government. Further recommendations would be a more user-friendly and functional model of PM in the departments, with a strategy devised towards a more comprehensive, more co-ordinated but less complex, less tedious PM tool for use in all the departments of the North West Province, thereby improving performance and accelerating the pace of public service delivery.

1.4.6 Scope of the Study

The study focused on analysis of the human elements and operational dynamics found in the performance environment in the departments of the NWPA. It isolated the strengths and weaknesses of the system of performance assessment from the human relations perspective, technical usage, the structural-organisational and the strategic perspectives, uniformity, legislative compliance and other possibilities envisaged and emerging. Human and technical threats to performance improvement were finally targeted as outcomes.

The target product of the study was the emergence of a system that considers the human and technical weaknesses and strengths, explores possibilities, reduces threats and devises a strategic path towards a comprehensive system that has the capacity to reduce the managers' workload, increase job satisfaction among the rank and file employees, reduce complaints, reduce bloated staff and improve front-line aspects of performance.

1.4.7 Significance of the Study

The study could deliver further research opportunities for a working model for improved PM (human relationships, performance environment, organisational communication, regulatory compliance and performance assessment modes) within the departments of the NWPA as a way of improving service delivery.

When the human factors had been isolated which had the potential to impede progress, it could become possible to identify remedies, both human and technical, that could assist in the refinement of the PM process, the co-ordination of management processes and the reduction of cumbersome aspects of the PMDS processes through strategic thrusts within management, all aimed at improving performance and service delivery.

1.4.8 Contribution of the Study

The study could contribute to improved systems of communication, compliance, co-ordination and collaboration within the provincial performance environment, thereby evolving a leaner, less bureaucratic model of PM suited to optimum service delivery manager-subordinate relationships through a model that encourages support, co-operation, collaboration, resource, and a healthy working environment, using a uniform approach in these areas in all the departments and ensuring the relevant departments engage in ongoing research to check improvement of wellness, co-operation with unions and effective performance assessment tools.

The end product of this study should incorporate human elements of reward that reduce employee turnover rates, reduce the prevalence of in-groups like the manager's circle, the low morale among those who have never seen rewards of any nature for their improved performance, to reduce instances where persons are rated the same score on the five-point scale over a long time and instances where persons do not see their salaries move up over

long periods of time. Those who are not subjected to training and those who have decided to quit are among these dissatisfied employees, who have been neglected by managers or by the PM processes. Some may not even have been assessed at all in the quarterly practice until senior managers have called for their reports. *'Cooking up reports'* has been cited as one of the unacceptable practices that was probed. The role of corporate public relations featured significantly in this study as well, considering the amount of turnaround strategic thrusts needed when the system was found to be threatening or having experienced a complete breakdown.

Several studies so far done, have not concentrated on the human communication systems that have militated against the inputs of PM at throughput stage, or the organisational flaws that have seen a deterioration of the significant human adaptations across departments (e.g. managers' forum formation) that would free the system of the bottlenecks that have emanated to the extent of system decay, due to breakdowns at throughput level, resulting in outputs that are confounded and valueless, hence defeating the very essence of performance improvement.

1.5 CONCEPTUAL FRAMEWORK

Disciplines across the academy are framed on theories which guide discourse and practice (Mertens and Wilson, 2012). The systems theory originally presented linear organisational systems and the key concepts were information and feedback with the objective that functions of the system were understandable to external agents (Rice, 2013; Uhlin, 2006). In Chapter 2 of this study, (review of the literature) discussions on the **evolution of organisational theory** inclusive in these discussions are i) theory of management or bureaucratic theory, ii) institutional theory and iii) structural contingency or decision theory.

For the purpose of this study the system's theory was deemed relevant due to the complexity and dynamic elements found in this multi-level research approach. Focus was placed on addressing human factors in the NWPA looking at three main clusters i) performance management, ii) human factors and iii) performance environment.

A complex system therefore consists of a large number of elements, as the case in this study where the various clusters are identified, interacts in a dynamic manner. Any element in the system influences and is influenced by many other elements thereby contributing towards a state of non-equilibrium. There are positive as well as negative feedback loops in the interactions in this study, these were evident during the analysis of both qualitative and quantitative data. Complex systems are usually open-systems and they interact with their environments. (Rice, 2013; Uhlin, 2006). The conceptual framework was used in this study and was strategically linked to the systems approach as presented in detail hereunder:

1.5.1. The Systems Approach

This study benefitted significantly from the tenets of the classical systems approach and the conceptual framework from that approach. The systems approach to management attempts to view the organisation as a unified, purposeful system composed of interrelating parts. The systems theory tells us that the activity of one part of the organisation affects the activity of another. The public service departments of the North West Province cannot work in isolation from one another. Hence, the need for synergy in the sub-systems. The local departments of government, the provincial departments and the national departments work within the same framework of rules, regulations, laws, policies and operations, systematically and in accordance with the acts as promulgated. This implies that what the one manager of a department does must be done and known by the manager of another department. In the PM system, the applications and administration must be uniform, with all employees having one understanding of the processes involved in improving performance.

The researcher engaged the evergreen classical systems approach as explained by Stoner (1982). Here managers schedule decisions after they have identified their impact on other departments and the entire organisation. This means that managers cannot function wholly within the confines of the traditional organisational chart. To merge their department with the whole enterprise, managers must frequently communicate with their employees and departments as well as with representatives of other departments.

- **Systems Boundary:** Each system has a boundary that separates it from its environment. In a closed system, the boundary is rigid. In an open system, the boundary is more flexible. Flexibility has become a more popular choice in recent years. The issue of flexibility is more evident in rewards for employees, which may not necessarily be monetary rewards (Vitte, 2016).

- **Flow:** A system is characterised by flows of information, material, and energy, including human energy. These enter the system from the environment as inputs, undergo processes of transformation within the system (operations which alter them) and exit the system as outputs (goods and services). Managers are expected to be sensitive to the dynamics of information flow, the flow of goods and that of energy.
- **Feedback:** Feedback is the key to systems controls. As operations of the system proceed, information is fed back to the appropriate people or to a computer, so that work can be assessed and, if necessary, corrected. This was the crux of the study at hand: assessment, feedback and correction, until key parts of the organisation are involved humans, machines, strategies, principles, policies, legislation, rules, regulations and supporting departments (Stoner, 1982).

Finally, systems theory calls attention to the dynamic and interrelated nature of organisation and the management task. The theory provides an opportunity for a comprehensive system in which we can plan actions and anticipate immediate and far-reaching consequences.

According to Stoner (1982), most advocates of the systems theory believe that it will absorb concepts of other management schools until it becomes dominant and eventually develop into a well-defined school by itself. So far, the idea of a comprehensive PM system fits well into this thinking. One of the earliest proponents of the systems theory was Ludwig Von Bertalanffy (1968), a Biologist who studied the systems theory in Biology. He therefore maintained that living systems are open systems, in exchanging materials with environment and in continuous breaking down of their components.

The journey towards a new system of PM began here and was grounded on the elements of the systems theory, where a consistent alignment of human, structural-organisational and technical systems were constantly at play, increasing the possibility of performance improvement. Most of the aspects found to be eroding the system were eliminated for the construction of a model for future operations in departments.

1.6 RESEARCH METHODOLOGY

Methodological issues included the amount of in-depth detail that could be collected from the cases and the degree of generalisability that could be made about inferences from data

collection. (Plowright, 2011:25). Kent (2015:265) cited that *“research methods may be mixed in terms of different sequences, for example phased, concurrent or overlapping”*. In this study, the sequential mixed-methods were sometimes concurrent, sometimes phased and sometimes overlapping, because of the study’s multi-level and multivariate nature.

1.6.1 Research Paradigm

Du Plooy-Cilliers, Davis and Bezuidenhout, (2014:101) advise that, *“knowing what paradigm or tradition you as a researcher ascribe to is important because, it determines what questions are considered worthy of investigation and what processes are required for the answers these questions to be acceptable”*.

Among the three main paradigms which formed part of the research process, namely positivism, **interpretivism** and realism, the researcher placed more focus on the second paradigm, namely interpretivism. Due to the multi-level nature of the population and multivariate nature of the cluster items under study, mixed-methods were used. Therefore, a combination of the interpretivism paradigm (which uses qualitative methods) and positivism paradigm (which uses quantitative methods) was chosen for this study.

1.6.2 Sequential Mixed- Method Research Approach

Kent (2015:265) refers to triangulation, which is the use of two or more approaches to research *“to see if they come to similar conclusions”*. As outlined by Dey (1993:30), *“quantitative data deals with numbers and qualitative data deals with meanings. This includes meanings of those we are researching. Meanings and numbers are important at all levels of measurement. Numbers must be based on meaningful conceptualisation and meaningful conceptualisation is informed by numbers”*. Figure 1.2 is an illustration of the dynamic balance.

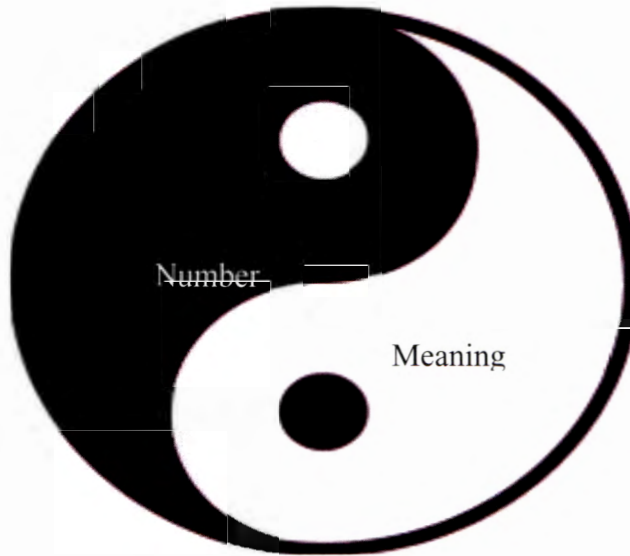


Figure 1.2: *Qualitative and Quantitative Data in Dynamic Balance* (Source: Dey, 1993:30)

1.7 POPULATION AND SAMPLE

The study population consisted of twelve (12) government departments in the NW Province with permanent public servants in the categories called lower skilled (levels 1 to 2), skilled (levels 3 to 5) and highly skilled production (levels 6 to 8) employees, totalling 47 836 permanent employees. The categories of highly skilled supervision or middle management services (hereafter referred to as MMS) ranging between (levels 9 to 12) senior and top management or senior management services (hereafter referred to as SMS) levels are made up of 11 783 permanently employed public servants was a total of **59 619**.

The sampling strategy determines which participants are included in the research (Plowright, 2011:38). In agreement with this, Du Plooy-Cilliers *et al.* (2014:101) define a sample as “*a sample is a subset of a population that is considered to be representative of the population*”. Outlined in this chapter is summary Table 1.1 which contains the qualitative face-to-face participants’ summary, Table 1.2 which contains the qualitative focus group summary and Table 1.3 which contains the quantitative questionnaire distribution numbers per department. These tables are used to describe all the participants involved in this study for both sequential qualitative and quantitative methods.

1.7.1 Summary of the Qualitative Method

A summary of the qualitative research method applied in this study is presented below:

Phase 1: Face-to-face and Focus Group Interviews

In this study, the research participants who formed part of the face-to-face interviews were N=8 (see Table 1.1) and the focus group interviews were N=23 (see Table 1.2). All in all, the participants totalled N=31. The researcher used a structured interview schedule with a set of questions posed to the respondents (attached as **Appendix D** for ease of reference). These were categorised in levels, i.e. strategic, expert and operational level. Due to the multi-level phases of this study, the summary of the selection classification and process used in this study are outlined in the four levels as follows:

- ***Strategic level:*** The selected participants were high ranking senior managers employed in the DPSA as well as the Provincial Office of the PSC. The participants in this level were high ranking officials within the PSC who provided expert inputs during the interview session. These participants were the custodians at a National level of performance monitoring of senior management in the NWPA. These National Departments oversee and monitor all the provincial departments. Their expert input was significant to this study as they are key designers and implementers of policies in government at National level. Among these selected participants were high ranking senior managers employed in the NWPA. They also had several years of experience and were also regarded as key decision-makers and policy makers in the public service. They held the most senior management positions, namely, Head of Department and Chief of Staff.
- ***Expert level:*** The participants were Chief Directors for Corporate Services, senior managers in the Office of the Premier that were in strategic positions and Moderation Committee Members who were experts in PM, both practical and theoretical.
- ***Operational level:*** Among the participants were Service Delivery Co-ordinators within the Office of the Premier as well as departmental Union representatives or shop stewards from various departments, including middle managers levels 9 to 12 from

various departments that were responsible for supervising and assessing employees and who were also overseen and assessed by their managers.

- **Grass root level:** These participants were the lower level employees or subordinates within the public service levels 1 to 8 who were supervised and assessed by their managers.

As suggested by Kumar, (2011:213), “the selection of a sample in qualitative research is guided by the researcher’s judgement as to who is likely to provide her with complete and diverse information”. It is due to this advice that the researcher carefully selected and grouped the participants she interviewed in the four groups which are a mix of levels (strategic, expert, operational and grass root levels) because first-hand information was needed from their experiences within their working environment for a rounded study.

LEVEL	DESIGNATION	DEPARTMENT	NUMBER OF PARTICIPANTS
Oversight/National level	Director	Department of Public Service and Administration	1
Oversight/National level	Director and Assistant Director	Public Service Commission	2
Strategic level	Chief of Staff	Department of Finance	1
Strategic level	Head of Department	Department of Tourism	1
Expert level	Chief Director for Corporate Services	Department of Economic and Enterprise Development	1
Operational level	Assistant Directors	Service Delivery Coordinators: Office of the Premier	2
TOTAL			8

Table 1.1: Face-to-face Participant Summary

For the face-to-face interviews were in total eight (8) as outlined in table 1.1 and the participants who formed part of the focus group interviews were twenty-three (23) as outlined in Table 1.2 below:

LEVEL	DESIGNATION	DEPARTMENT	NUMBER OF PARTICIPANTS
Expert level	Senior and Middle Managers	Office of the Premier	3
Expert level	Middle Managers	Performance Management Managers or Moderating Committee Members	7
Operational level	Senior Union Representatives	Departmental Shop stewards	3
Operational level	Middle Managers	Different Departments	4
Grass root level	Lower level staff	Different Departments	6
TOTAL			23

Table 1.2: Focus Group Participant Summary

A total of 31 participants were interviewed by the researcher to obtain inputs towards the construction of the qualitative method under Chapter 4 of this study.

1.7.2 Summary of Quantitative Method

The quantitative method was used for this study. A total of 800 questionnaires were distributed among the permanent employed civil servants in all twelve (12) departments (Table 1.3) of the NWPA. Each department was represented by all the participants responding to a final questionnaire, being the fourth questionnaire in a series of multi-stage questionnaires initiated through a pilot study. These questions cascaded from the pilot and subsequent multi-stage questionnaires were submitted for analysis through a professional Statistical Package for Social Sciences (hereinafter referred to as SPSS) statistician at the NWU. Kumar (2011:213) cited that “the sample size does not occupy a significant place in qualitative research and it is determined by a data saturation point while collecting data instead of being fixed in advance”. The use of a pilot test which was a multistage build-up

towards the final questionnaire distributed in all twelve (12) the provincial departments in the NWPA was N=762 and the questionnaires were completed and collected for analysis through a qualified statistician from the NWU Mafikeng Campus.

1.8 LITERATURE REVIEW

The purpose of a literature review is to place the research study in perspective, to determine what previous scholars have researched and published, the topical issues that make for the research, as well as to identify the main models and theories that are relevant to the research study. The main aim of a literature review is to unpack information concerning the research topic and its purpose and to discover any relevant material that could enhance the research (Du Plooy-Cilliers *et al.*, 2014:101). Creswell (2009:29) suggests that *“in a mixed methods study, we use the literature in a way that is consistent with the major type of strategy and the qualitative or quantitative approach most prevalent in the design”*.

A literature review of study-related aspects of a research project becomes an ongoing process that pervades every part of the study. In this study, it has become clear that literature sources relating to the study formed a substantial anchor for the study, given a special chapter (Chapter 2 of this thesis) and pervading the rest of the chapters as a fundamental procedural protocol of academic research. The rest of the procedures are cited in the sequential qualitative and quantitative methodologies that have become the operational arm of the study.

1.9 DATA COLLECTION STRATEGIES

It is always both difficult and inappropriate to draw a clear distinction between qualitative and quantitative methods of data collection because of the overlap between the two (Kumar, 2011:159). The following data collection strategies were applied in this study:

1.9.1 Qualitative Method (Interviews)

According to Kumar (2011:144), *“interviewing is a commonly used method of collecting information from people. In many walks of life, we collect information through different forms of interaction with others. Any person-to-person interaction, either face-to-face or*

otherwise, between two or more individuals with a specific purpose in mind is called an interview". The participants interviewed in this study (qualitative method) were explained in detail under the population and sample discussed in point 1.7 of this chapter.

1.9.2 Quantitative Method (Questionnaires)

In this study, for the pilot-test, the researcher followed a multi-phases process of distribution of the questionnaires in a multi-level systematic manner which was divided into four phases. Phase 2.1 (attached as **Appendix E**) consisted of clustered comprehensive questions. The questionnaires of phase 2.1 comprised of questions which were strategically arranged in three main clusters (performance management, human factors and performance environment). Phase 2.2 (attached as **Appendix F**) followed, which was the shorter questionnaire deriving from themes out of the previous phase. Thereafter phase 2.3 (attached as **Appendix G**) followed which was a refined questionnaire leading up to the final questionnaire of phase 2.4 (attached as **Appendix H**), used for the construction of Chapter 5 of this study, after submission to the Statistician at the NWU. Kumar (2011:145) defines a questionnaire as "*a written list of questions, the answers to which are recorded by respondents. In a questionnaire respondents read the questions, interpret what is expected and then write down the answers*".

1.9.3 Pre-testing of the Research Instrument

The researcher applied a pilot study as a means to determine the research instrument which, in this instance, was a questionnaire and all twelve (12) departments formed part of this pilot or pre-test. Kumar (2011:158) advises that pre-testing a research instrument entails an examination, often an understanding of each question and its meaning as understood by a respondent. In addition, the author also stated that, "*A pre-test should be carried out under actual field conditions on a group of people similar to the study population.*" The pilot survey procedure and the systematic phase-process are discussed in detail in Chapter 3 and summarised and presented below:

- **Phase 2.1 – Clustered Comprehensive Questionnaire:** All twelve (12) departments participated in the pilot survey, with the first six (6) departments fielding five (5)

participants each (N=30), and the first two of the remaining six departments fielding fifteen (15) participants each (N=30). The first six (6) departments were respectively Culture, Arts, and Traditional Affairs; Economy and Enterprise Development; Finance; Local Government and Human Settlements; Office of the Premier and Tourism. After approval was granted by the Director General, the researcher went to the first two of the remaining other six departments which were respectively Rural Environment and Agriculture and Social Development. The method used in the questionnaire surveys in this study was mainly quantitative and to a lesser extent qualitative. This questionnaire is attached as **Appendix E** for ease of reference.

- **Phase 2.2 – Shorter Questionnaire:** For this phase, two surveys were arranged, based on the analysis of the pilot survey, which revealed the trends relating to human factors and operational workplace dimensions of public servants in management and non-management (subordinate) positions. To ensure the validity and reliability of the pilot responses, repeats of the questions and other dimensions of questioning the PM issues were made in subsequent questionnaires. Direct and indirect formats were used, one set of questions for managers only and another set of questions for subordinates only, the idea being to test i) credibility, ii) dependability iii) transferability and iv) confirmability of the data. The pilot survey sample, if homogeneous (having participants from the higher-level groups only), would not be fully representative). The two questionnaires were administered to 10 managers (5 in each of the two departments) and 40 subordinates (20 in each of the two departments). This was mainly to balance the pilot in order to grant more subordinates the opportunity to give input, as well as to assess the tensions and differences in perception among these. Two separate departments from the remaining four (of the second set of six) departments were used. Two more departments would feature in the next post-pilot instrument, also a questionnaire. This questionnaire is attached as **Appendix F** for ease of reference.
- **Phase 2.3 – Refined Questionnaire:** Two more departments would feature in the subsequent post-pilot instrument, also a questionnaire, much shorter, of 10 items related to the performance environment. These three phases formed the final phase of the study. This questionnaire is attached as **Appendix G** for ease of reference.
- **Phase 2.4 – Highly Focussed Questionnaire and the Final Phase:** All the phases were systematically applied as a means to determine which themes were prominent and it was ultimately the contribution towards the final questionnaire of which 800

questionnaires were distributed and collected in all twelve (12) NWPAs departments. This questionnaire is attached as **Appendix H** for ease of reference. These were used to construct Chapter 5 of this study as they were submitted to the professional qualified statistician at the North-West University (hereafter referred to as NWU) for analysis, as outlined in Table 1.3 below.

NWPA Department	Total
North West Community Safety and Transport Management	58
North West Culture Arts and Traditional Affairs	67
North West Economy and Enterprise Development	71
North West Education and Sports Development	59
North West Finance	51
North West Health	95
North West Local Government and Human Settlements	60
North West Office of the Premier	71
North West Public Works and Roads	63
North West Rural Environment and Agricultural Development	64
North West Social Development	59
North West Tourism	44
Grand Total	762

Table 1.3 Final Research Sample

The participants for both the face-to-face and focus group interviews were N=31. The final number of questionnaires that were distributed were 800 and the participant recommended sample size was N=735 in number, with actual collection at N=762. Detailed discussions form part of Chapter 3 of the study.

1.9.4 Data Analysis

Kent, (2015:67) defines data analysis as, “*data analysis is not just about performing statistical calculations on numerical variables, it is about making sense of a dataset as a whole and thinking about a range of alternative ways of approaching its analysis, taking a well-rounded view of what the evidence is saying*”.

On the other hand, Kumar (2011:232) advises that, in describing the strategy that the researcher intends to use for data analysis, there is a need to specify whether the data will be analysed manually or by computer. For computer analysis, the program and which appropriate statistical procedures the researcher plans to perform on the data are identified. For qualitative studies, a description is given of how the researcher plans to analyse the interview or observation notes in order to draw meanings from what the respondents have said about issues discussed or observation notes made.

1.10 STRATEGIES EMPLOYED TO ENSURE QUALITATIVE DATA

Kumar (2011:185) is in agreement with authors Trochim and Donnelly (2007) in the contention that “*there are some attempts to define and establish **validity** and **reliability** in qualitative research*”. The four indicators of validity and reliability in qualitative research are credibility, transferability, dependability and confirmability. The authors explain them as follows:

- **Credibility:** ensuring that the results of qualitative research are credible or believable.
- **Transferability:** the degree to which the results of qualitative research can be generalised or transferred to other contexts or settings.
- **Dependability:** concerned with whether we would obtain the same results if we could observe the same thing twice.
- **Confirmability:** the degree to which the results could be confirmed or corroborated by others.

One of the differences in quantitative and qualitative research is in the use of as well as the importance attached to the concepts of **validity** and **reliability** (Kumar, 2011) The concept of validity refers to the situation where the results and findings of the study which form part of Chapters 4 (qualitative method) and 5 (quantitative method), are in accordance with what was designed to find out. The reliability of an instrument refers to its ability to produce consistent measurements each time.

1.11 ETHICAL CONSIDERATIONS

Du Plooy-Cilliers *et al.* (2014:263) cited that “*ethics are a matter of integrity on a personal level, but their implications reach much further than the individual*”. The authors also state that it is a commitment to act in a trustworthy and respectful way, even in the face of adversity. In research, specifically the subject of ethics is crucial, because it potentially affects the stakeholders in the research. Kent (2015:72) agrees that “*ethical standards are important in research context so that those involved in the research appreciate what is and what is not acceptable behaviour*”.

In addition, Creswell (2009:88) advises that “*ethical practices involve much more than merely following a set of static guidelines, such as those provided by professional associations. Writers need to anticipate and address any ethical dilemma that may arise in their research*” (see Berg, 2001; Punch, 2005; and Sieber, 1988). Further to this, the author also recommends that these issues apply to qualitative, quantitative and mixed-methods research and to all stages of research. The complete layout of the ethical considerations for this study is to be found in Chapter 3.

1.12 PROPOSED CHAPTER LAYOUT

The proposed layout (Figure 1.3) for this study is divided into six chapters.

- **Chapter 1 – Introduction:** This chapter introduces the general background to the study to include the research problem, purpose, objectives, as well as to outline the scope and significance of the study and what it would contribute.
- **Chapter 2 – Literature Review:** This chapter focuses on a detailed literature with regard to PM and operational dynamics of human factors in performance, to include the performance environment and the application of the PM tools.
- **Chapter 3 – Research Methodology:** This chapter features the research design, research methods, research instruments, research philosophies and the techniques used in gathering data for analysis, as well as the ethical considerations.

- **Chapter 4 – Qualitative Results and Findings:** This chapter gives a detailed graphical and written explanation of the data to communicate responses from participants through the interviews, both face-to-face and focus group conducted. The chapter also reflects on the data captured, interpretations documented and final results from findings.
- **Chapter 5 – Quantitative Results and Findings:** This chapter gives a detailed graphical and written explanation of the data to communicate responses from the questionnaires. The chapter also reflects all the data captured, interpretations documented and the final results from the findings. It also contains comparisons of both qualitative and quantitative methods as analysed by the researcher from the information received.
- **Chapter 6 – Conclusion and Recommendations:** This final chapter concludes the research process by submitting recommendations emanating from both qualitative and quantitative methods, through a model suited to the operational dynamics towards improved performance as well as a uniform and effective management of performance in the North West Province.

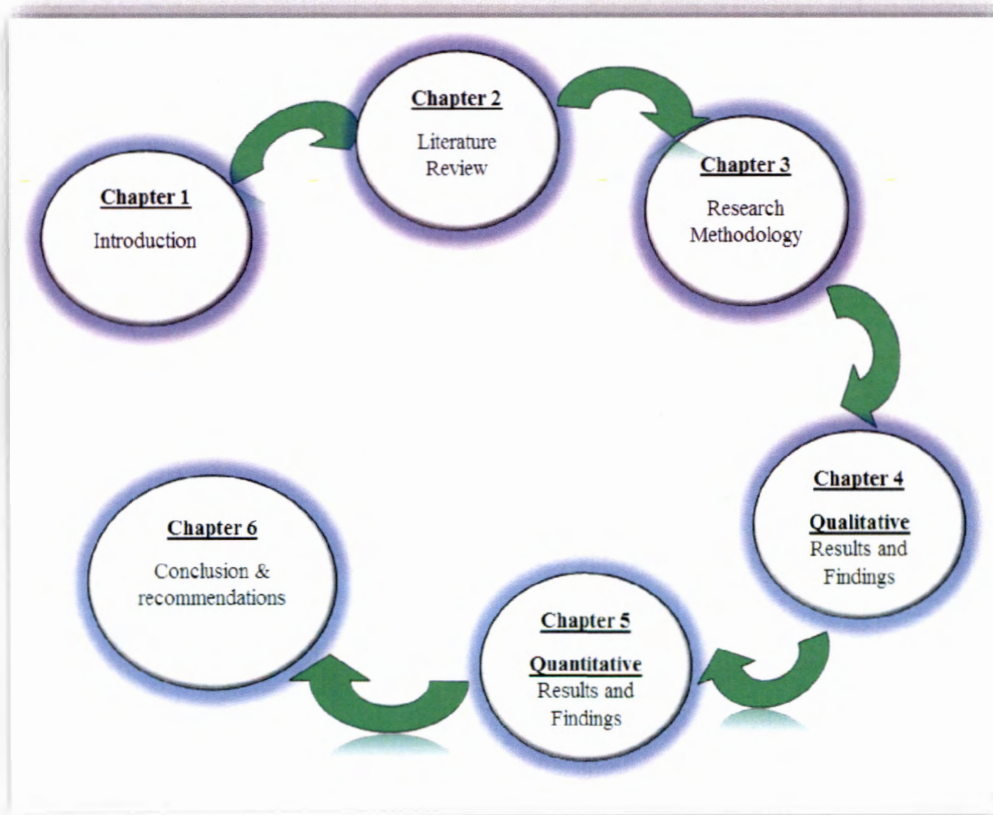
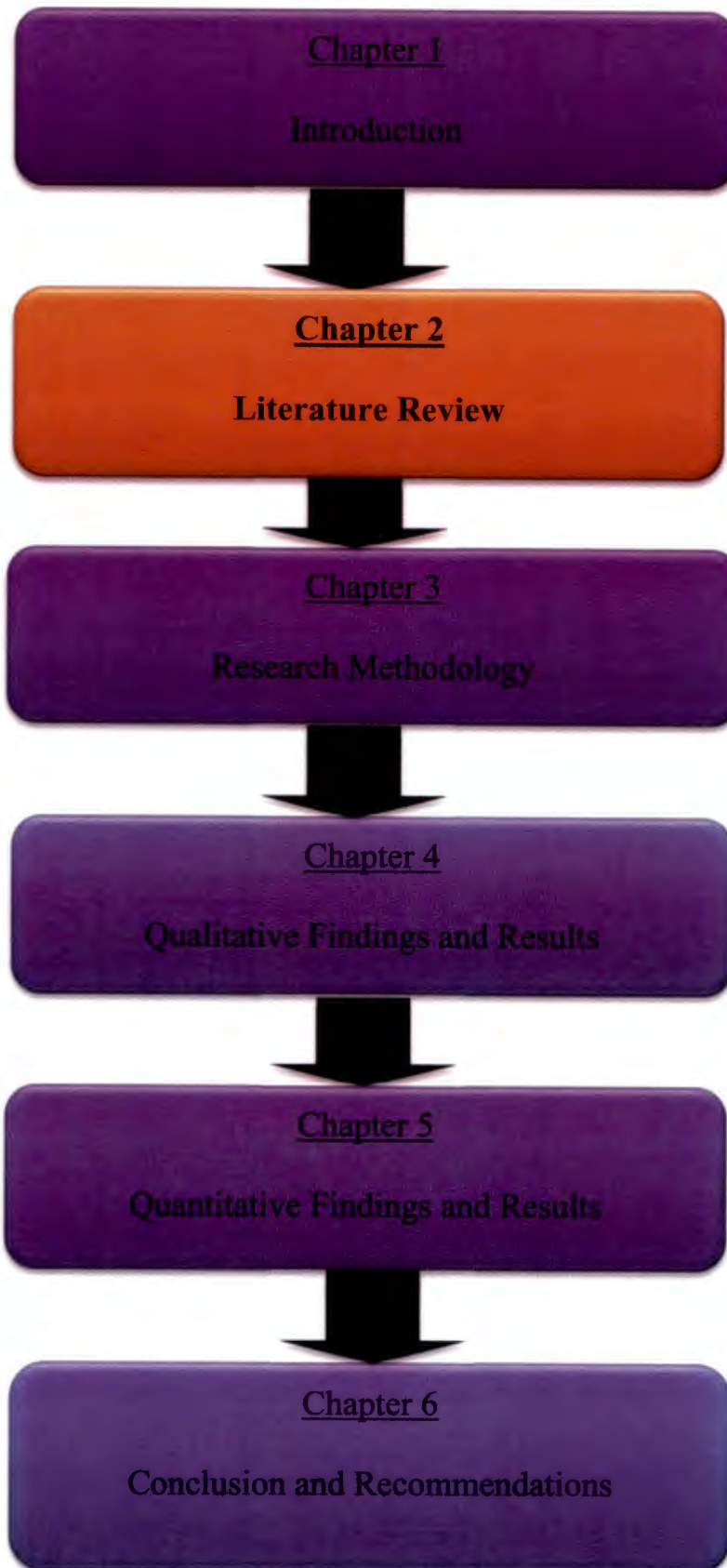


Figure 1.3: Chapter Layout – Researcher's Own



CHAPTER 2

LITERATURE REVIEW

“You must be the change you wish to see in the world” – Mahatma Gandhi

2.1 INTRODUCTION

This literature review explores the relevant aspects of PM and those human factors in the PM environment that necessitate performance improvement in organisations. The literature should expose the most critical areas of human aspects which impact the entire repertoire of issues causing several noted employee actions and reactions to the job space. The human relations at the workplace are critical to performance issues, inter alia, resistance, job satisfaction, attrition rates, apathy, low morale, high motivation, biased assessments, neglect of motivational issues, neglect of performance feedback and faulty or careless use of PMDS and biased measurement scales.

2.2 AN OVERVIEW OF THE HISTORY OF PERFORMANCE MANAGEMENT

The early history of PM mainly originated in the United States and is complex because of variations in terminology, different actors and the levels of management involved. The initial decades of the twentieth century resulted in many institutions focusing on efficiency, leading to the Bureau of Efficiency (1912) and the Institute for Government Research, the predecessor of the Brookings Institution (1916) at the national level. First generation performance measurement was concerned with measuring government activities that were eventually to be defined in terms of service delivery (Bouckaert & Halligan, 2008). During the first part of the 20th century the *‘Government by the Good’* changed into the *‘government by the efficient’*: public administration and scientific management *‘proclaimed a new gospel to a new deity: efficiency’* (Mosher, 1968:71).

Although efficiency was generally defined as obtaining a result with a minimum of resources, there was a discussion from the beginning about definitions of efficiency with terminology focusing on inputs, activities, outputs, and efficiency, but not much on results and outcomes. There was also an assumption that more efficiency results in more effectiveness, allowing

administration to focus on the technical dimensions without having to get involved in effectiveness.

2.3 WHY PERFORMANCE MANAGEMENT?

In life, everything gets measured that has a beginning and an end - weight, length, breath, light, sound etc. Mass is measured in kilograms, length is measured in centimetre or kilometre and performance is measured in the PMDS system (Performance Management and Development Handbook, 1999). According to the North Nottinghamshire's Bassetlaw District Council (2014), their Performance Management Framework states that there are a number of reasons why we manage performance. The following extract summarises why organisations measure performance:

- What gets measured, gets done;
- If you cannot measure results, you cannot tell success from failure;
- If you cannot see success, you cannot reward it;
- If you cannot reward success, you are probably rewarding failure;
- If you cannot see success, you cannot learn from it;
- If you cannot recognise failure, you cannot correct it; and
- If you can demonstrate results, you can win public support.

The above points are also cited as such evident that there is an agreement with the National Treasury's Framework for Managing Programme Performance Information (2007) under the heading, "*the powers of measuring results*".

For purposes of this research, the main assumption is that PM should reflect the will to improve performance through ongoing enhancement of the human behaviour aspect of operational dimensions of performance measurement, the purposeful creation of a conducive performance environment, particularly for individual employees, through resourceful managers and positive interventions from the provincial government and its top managers.

2.4 LEGAL LEGISLATIVE FRAMEWORK

The PMDS has been legislated to be in compliance with the regulatory framework that governs PM, as depicted in Table 2.1 below.

LEGAL FRAMEWORK FOR LEADERSHIP DEVELOPMENT MANAGEMENT FRAMEWORK IN THE PUBLIC SERVICE						
Constitution	Skills Development Act Skills Development Levies Act	SAQA Act	PFMA, EEA, PAJA	PSA, LRA,	Associated Regulations	Relevant SETAs and PSETA Act
STRATEGIC FRAMEWORK FOR LDMSF IN THE PUBLIC SECTOR						
White Paper on Public Service Education and Training	White Paper on Human Resource Management in the Public Service	National Skills Development Strategic Framework	Human Resource Development Framework for South Africa	HRD Strategic Framework for the Public Service	Millennium Development Goals	
CONCEPTUAL BASE FOR TRANSFORMING THE PUBLIC SECTOR						
<i>Batho Pele</i> White Paper			White Paper on Transforming the Public Service			
Presidential Pronouncements and Budget Speech	Integrated Development Plans (IDPs)	Medium-Term Expenditure Framework (MTEF)	National Spatial Development Strategies (MTSF)	Provincial Growth and Development Strategies		
Programmes: ASGISA, JIPSA, EPWP, CDW						
DEVELOPMENT IMPERATIVES: Drivers of special programmes and service delivery initiatives						
<ul style="list-style-type: none"> • Poverty Alleviation • Unemployment • Backlogs in Service Delivery – Housing, Water, Schools, Electricity • Reducing crime and violence • Bringing under control HIV/AIDS 						

Table 2.1: Legal Legislative Framework for Senior Managers in the Public Service (Source DPSA)

2.5 VISION 2030

In order to improve performance, senior managers will need to be guided by a few non-negotiable principles for vision 2030 as captured as the President's guide book (undated). These principles will urge managers to provide principled leadership and to make the tough decisions that may be required to deliver on mandates, strengthen the ability to co-operate across the three levels of government and work as a single delivery machine, build a partnership between government and civil society so that **managers work together** to achieve their goal of a better life and be completely transparent with each other. The principles encourages managers to claim no easy victories, but to just tell the truth and build on what has been achieved, **recognise that there will always be limited funding and resources** and yet be willing to commit to **do more with less** and to **do it on time**, to develop **a skilled and well-motivated public service** (*this is also expressed in Chapter 1, under Outcome 5 found on page 9 of this study*) that is proud of what it does **and receives full recognition for delivering better quality services.**

Africa (2013) is in agreement with the above as it is also captured in the North West Provincial Development Plan (hereafter referred to as NWPDP) with the year 2030 as target year for highest impact on improvement of services if the performance outcomes are measured efficiently.

2.6 SPECIFIC SOURCES OF AUTHORITY FOR VARIOUS ELEMENTS OF PERFORMANCE MANAGEMENT

The following are legislation relevant to PM in government which was taken from the Employee Performance Management and Development System (hereafter referred to as EPMDS) Handbook (2007: 10) and can be referred to as governing the PM process in government:

- The Constitution of the Republic of South Africa, 1996;
- The Public Service Act, 1994, as amended;
- The Public Service Regulations, 2001, (Chapter 1, Part VIII);
- The Skills Development Act (Act 97 of 1998);
- The Labour Relations Act (Act 66 of 1995);
- Promotion of Equality and Prevention of Unfair Discrimination Act, (Act 4 of 2000);

- Promotion of Access to Information Act (Act 2 of 2000);
- Employment Equity Act (Act 55 of 1998);
- Public Finance Management Act, 1999;
- Promotion of Administrative Justice Act, 2000;
- White Paper on Transformation for the Public Service, 1995;
- White Paper on Human Resource Management, 1997;
- White Paper on Affirmative Action, 1998;
- White Paper on Transforming Public Service Delivery (*'Batho Pele'*), 1997;
- White Paper on Public Service Training and Education, 1998;
- Treasury Regulations, 2001; and
- Relevant directives issued by the MPSA and departmental policies.

The above sources are critical reference areas that assisted in this study at relevant levels. Aspects of legislation and regulation from the above complemented the suggested ongoing communication between the researcher and the PSC during the research. The role of the PSC was two-pronged. They gave support to the researcher, notified her of new developments in the performance improvement domain and compared their notes with the findings during the presentation of results.

2.7 THE PILLARS OF PERFORMANCE MANAGEMENT IN THE NORTH WEST PROVINCE

The PM system for the province should link individual performance with the identified goals and objectives of the province. This will facilitate effective PM and guarantee effective service delivery for the benefit of the citizens of the North West Province. The NWPA, office of the Premier's PMDS policy (HRM 014:3, 2014) states that public servants can only achieve "*this mission*" through effective delivery of services. Effective and efficient delivery hinges on effective performance. Therefore, management of employees' performance is an integral part of effective service delivery. It is an ongoing process where the employee and manager strive constantly to improve the employee's performance and individual contribution to the organisational strategic goals. The primary orientation of PM shall be developmental in nature, promulgated in 2014. In this regard, it is important to highlight key phrases like, *identified goals and objectives of the province*, *effective delivery of services*,

management of employees' performance, ongoing process, employee and manager strive constantly, improve employees' performance, orientation of PM developmental in nature.

It is important to highlight these phrases for purposes of this study, in order to revert to these in the present investigation of the application of the PM process in the North West Province, which was selected as one of the three study focus areas hinging on performance improvement, the other two being the performance environment and the operations of human factors involved in PM process.

The PMDS Policy (1999) further explains that the success of the Public Service in delivering its operational and developmental goals depends primarily on the efficiency and effectiveness with which employees carry out their duties. Managing performance is therefore a key HRM tool which has the following guiding principles:

- To enhance organisational/departmental performance against the strategic plan;
- To enhance individual performance against agreed-upon objectives by solving individual performance problems;
- To enhance the manager-employee relationship by allowing for frequent communication of expectation in terms of set objectives, accurate performance evaluation and feedback;
- To manage under-performance in a firm and constructive manner;
- To reward good governance;
- To give direction to employees in terms of their life-long learning, career progression and personal development; and
- To enable a culture of continuous improved service delivery (PMDS policy 1999).

Department of Public Service and Administration (2008), briefing session held on March 12, 2008 on the Baskin Report - 2000 discussions with Senior Managers in the Public Service outlined the history behind PM and indicated that PM started with the White Paper for Human Resource Management (1997), which showed the need for increased delegation of managerial responsibility and authority to departments and within departments, for decentralisation of Human Resources (HR) and a decentralised implementation of policy that was made at a central level.

Macro-organisation and certain aspects of job evaluation should be centralised, but departments could develop certain defined policies. This had come into effect in 1999. Furthermore, in terms of the Public Service Regulations (1999), government departments were required to determine their Human Resource Management policies and practices and ensure that there were adequate institutional and managerial mechanisms in place. PM was devolved to each Executive Authority (hereafter referred to as EA), which was required to determine a system for improved performance as well as development of employees.

In the DPSA briefing session (March 12, 2008), there was an identification of problems which included amongst others, high turnover rates and problems in recruiting and retaining skilled senior personnel, poor levels of performance and skills among some senior staff, poorly developed PM systems and insufficient attention to training and development. The SMS was developed in 2001. This required the signature of Performance Agreements (hereafter referred to as PA's) and the development of a PMDS, which was implemented from 2002. The PSC administered an evaluation framework for Heads of Departments (hereafter referred to as HoDs). In addition to this, the benefits of performance measurement to stakeholders and internal employees were outlined by the DPSA briefing. They included improvement of accountability, strategic planning and goal setting, decision making, long-term goals and objectives.

This study supports the notion that the organisation, its head of department, senior managers and other employees should all be assessed. It also supports the notion of quality assessment with a view to the development of employees, where the entire PM system is fully coordinated and managers across departments are in agreement on policy decisions impacting on service delivery, hence the formation of a managers' forum some years ago. The existence of employee performance tools is a continuous process, aimed at positively influencing employee behaviour for the achievement of strategic and organisational goals, but also for performance improvement. The three main focus areas of the study clearly isolate the identified human factors implicated in performance improvement.

The study investigated the activities of managers regarding the activities of employees as prescribed. It was assumed that, in any of the processes where performance was measured, individual improvements were noted and rewarded and any comparisons based on Key Performance Areas (hereafter referred to as KPAs) and entry level skills showed significant performance differences during time-frames from original measurements and subsequent

ones. It was also important that assessments showed positive upward movements in the graphs of individual performers at every interval of measurement.

The needs of the individual ‘*assessed*’ are to be found in their performance measurement, but also in the assessment of their performance environment and in several human behaviours found in manager-employee relationships, manager-employee perceptions of one another, workplace attitudes of employees towards managers and manager perceptions of their juniors, motivational issues (rewards and motivation) and several human factors that characterise the workplace scenario and impact on performance improvement directly and indirectly, positively or negatively.

These needs are reflected in the ‘*human factors*’ research focus of this study, cited as characteristic manager perceptions, public service relationships, training and development, feedback issues, documentation, record keeping and knowledge management, uniformity in implementation of assessment tools, the job satisfaction factor, turnover rates in management, motivation and development of employees. The human needs/factors are also reflected in the study that focused on the performance environment within this study. Finally, they feature in the last focus area of this study, namely the application of the PM tools in the twelve departments of the NWPA, based on the guidelines cited in the literature above, as well as in those variable clusters highlighted in the stages of this qualitative research. This brand of research (qualitative research) is described by Hesse-Bieber and Leavy (2011:3) as “*a search for social meaning which people attribute to their experiences, circumstances and situations, including meanings embedded into text and other objects*”.

The study also probed, directly and indirectly, the activities of the SMS, the highest level of operational management and that of the PSC against the established pillars of PM in general, in the province and against the set objectives at all levels, to diagnose what happened in the performance improvement area based on the Generic Assessment Factors (hereafter referred to as GAFs) with a strong bias on the human behaviour and interaction elements. The study also checked on any existent or non-existent alignment of the PM process with the objectives as set out. The principles emphasised in Vision 2030, for example, **enhancement of efficiency, indicators of compliance, and the significance of incentives** were placed under tight scrutiny.

The objective of timely submission of performance related documentation such as PA's was to ensure that early in the financial year, the Executive Authorities (hereafter referred to as EA) and Heads of Departments (HoD's) clarify performance expectations as well as development needs for the year. It was critical that the HoD signed in order to cascade down to other PA's within the structure (DPSA, Briefing, 2008). The human aspect of this level of PM co-ordination and organisational communication was probed in the study.

Lastly, the DPSA briefing (2008) made reference to a 2006 research where 78 % (percent) of the Senior Managers had signed PA's in national departments and 80% (percent) senior managers managed to sign their Pas in the North West provincial departments. Some of the reasons for non-signature included the fact that the agreements were in the process of being signed, some members were on leave, there had been changes in the establishment, disagreement on key result areas and non-availability of supervisors to sign. Signed agreements mean that managers agree to both assessing performance and to performance improvement within their departments, based on the policies that guide the PM process at all employee levels. Was it possible that some new managers and subordinates had not yet signed their PA's? This area of PM was also of significance to the study.

2.8 PERFORMANCE MANAGEMENT SYSTEMS

According to O'Boyle and Aguinis (2012), PM systems focus on development of employees and on increasing performance levels, but their effectiveness has for a long time been questioned by many.

The assumption that is often made is that individual performance follows a normal distribution curve with the majority of performers clustered around the mean. Strategies and businesses practices embedded in this belief influence performance appraisals, compensation, integrated PM and the grading of individual performance. Meanwhile, O'Boyle *et al.* (2012) argue that this statistical model, while easy to understand, does not accurately reflect the way in which employees perform. Business leaders in this process create agonising problems with employee performance, the researchers maintain.

Microsoft recently decided to disband its PM process after decades, realising that it was encouraging many of its top managers to leave the organisation (Bersin, 2014). In similar view, Olson (2013) emphasised that Jack Welch, CEO of General Electric influenced giants

like Ford and Conco to mimic his policies, including “*survivor-esque*” evaluations that guaranteed some workers to be graded as failures. The “*rank the yank*” system popularised by Jack Welch whilst he was at General Electric (GE) between 1981 and 2001 resulted in employees being pitted against their peers to avoid being labelled as losers.

Those who ended up on the wrong side of the ranking curve were penalised, usually by a denial of merit raises or bonuses and sometimes by losing their jobs. An employee could not get high ratings if everyone else failed, Olson (2013) reported.

The Bell-curve, as illustrated in Figure 2.1 below, reflects another disturbing situation. The Bell Curve represents what statisticians call a ‘*normal distribution curve*’. A normal distribution curve is a sample with an arithmetic average and an equal distribution above and below average like the curve below (see Figure 2.1). This model assumes an equivalent number of people above and below average and that there will be a very small number of people two standard deviations above and below the average or mean (Bersin, 2014).

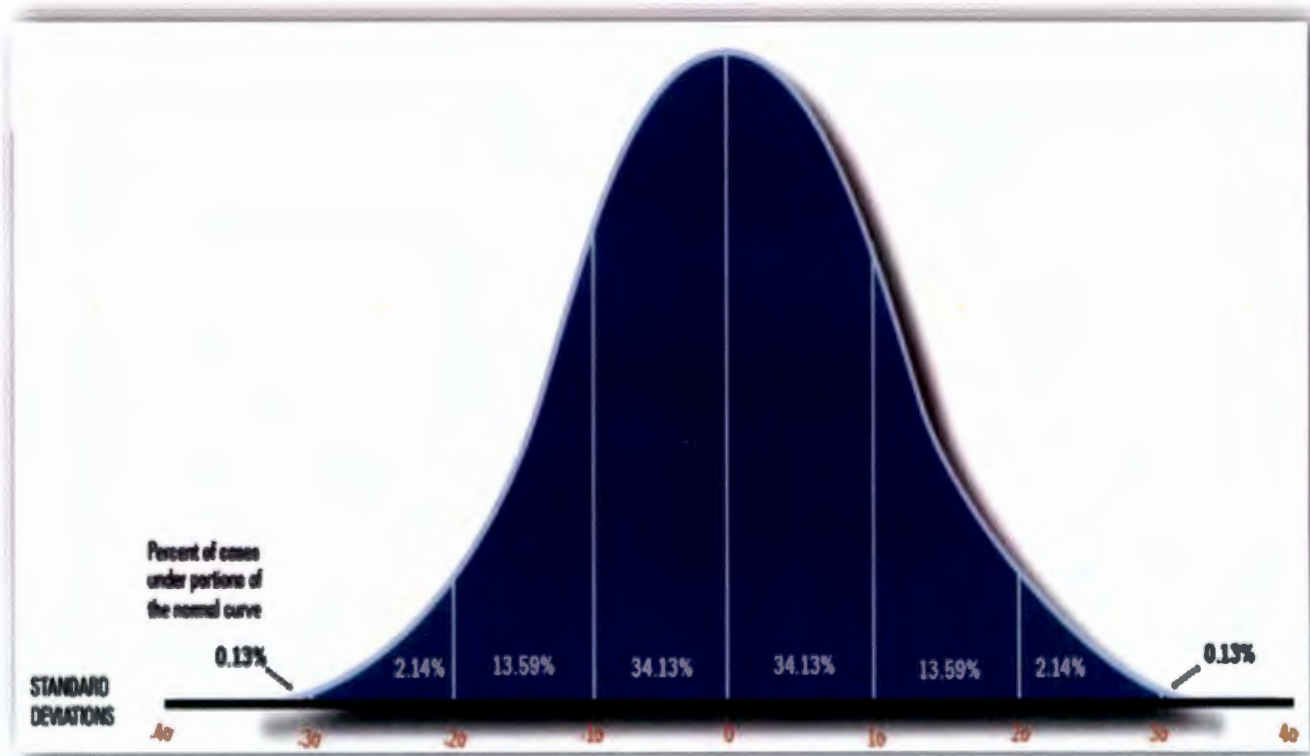


Figure 2.1: *Bell-curve Psychological Testing: Normal Distribution, the Myth of the Bell Curve* (Adapted from Bersin, 2014).

Evident from the curve, in the area of people management, the model essentially says that 'we will have a small number of very high performers and an equivalent number of very low performers' with the bulk of our people clustered near the average. So, if your 'average sales per employee' was \$1M per year, you could plot your sales force and it would spread out like the blue curve in Figure 2.1. In the area of PM, this curve results in what we call 'rank and yank', a process that discriminates grossly against the so-called low performers (Bersin, 2014).

The company is forced to distribute raises and performance ratings by this curve, which essentially assumes that real performance is distributed this way. To avoid "grade inflation", companies force managers to have a certain percentage at the top, a certain percentage at the bottom and a large swath in the middle.

Firstly, the number of 'high performance ratings', rationed using a five-point scale (similar to grades) and many companies insist that no more than 10% of the population get a rating of 1 and 10% of the population must be rated a 5. Secondly, the bottom 10% are forced to get a low rating, creating "losers" in the group. If the team are all high performers, someone is still at the bottom. The 'idea' behind this is that the organisation will continuously improve by lopping off the bottom. Thirdly, most of the employees are always in the middle – rated more or less 'average'. Implicit in this last assumption is the idea that most of the money and rewards go to the middle of the curve (Bersin, 2014).

Bersin (2014) illustrated that, in a research conducted in 2011 and 2012 by Ernest O'Boyle Jr. and Herman Aguinis, researchers, entertainers, politicians and athletes in a total of 198 samples found that performance in 94% of these groups did not follow a normal distribution. These groups rather fell into what was called a 'Power Law' distribution. Figure 2.2 explains the power law distribution.

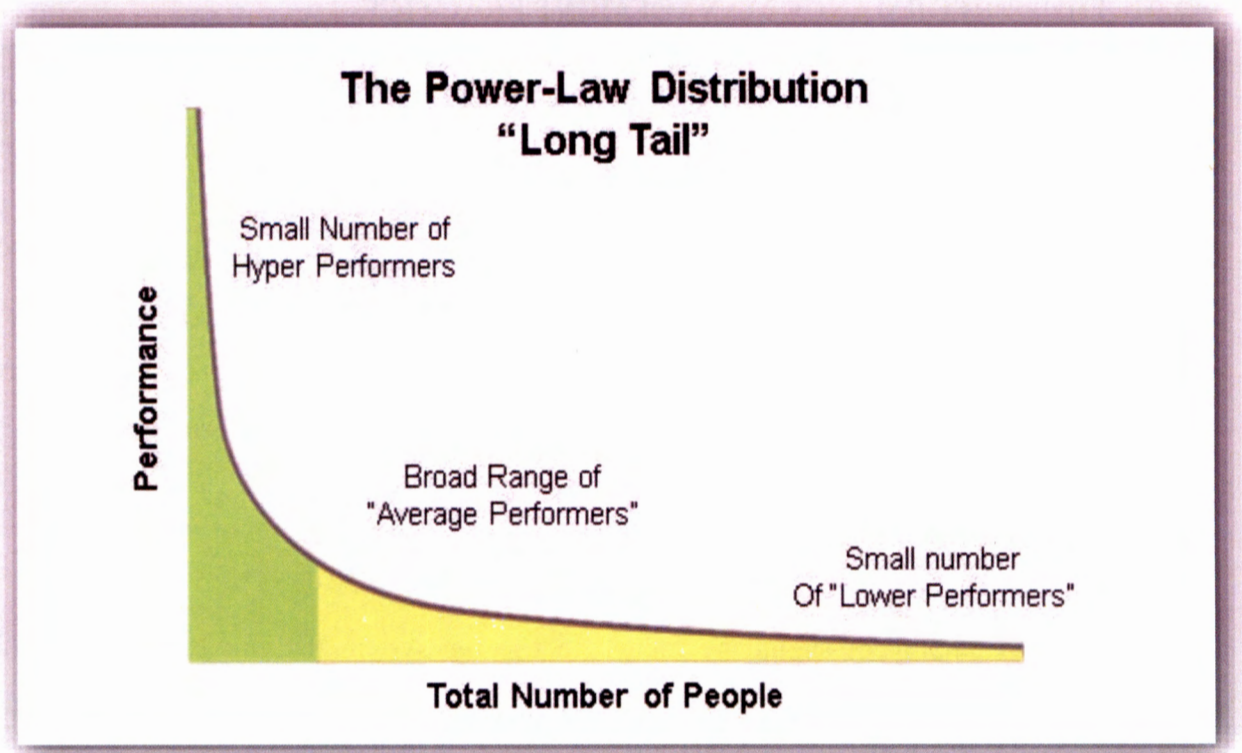


Figure 2.2: The Power-law Distribution (Adapted from Bersin, 2014)

A 'Power Law' distribution is also known as a 'long tail'. It indicates that people are not 'normally distributed'. In this statistical model, there is a small group who are 'good performers' and a smaller number of people who are 'low performers'. It essentially accounts for a much wider variation in performance among the sample number of people who are 'hyper high performers', a broad swath of people.

It has very different characteristics from the Bell Curve. In the Power Law, most people fall slightly below the mean. Roughly 10% to 15% of the population are above the average (often far above the average), many the population is slightly below average and a small group is far below average. So, the concept of 'average' becomes meaningless. In fact, the implication is that, comparing to 'average' isn't very useful at all, because the small number of people who are 'hyper-performers' account for a very high percentage of the total business value.

2.9 THE PERFORMANCE MANAGEMENT PRACTICE

The discussions under section 2.8 have implications for the PM practice as it has an impact on the principles and policy because it is a responsibility of managers and custodians of the entire performance as well as HRM system. The performance system should be allowed to showcase top performers where they exist so that efforts to develop and retain them can be targeted. The question here was whether the study would find fairness in the measurement of performance in the North West Province. This aspect became significant in its impact on future performance and on the implications for development of incumbent employees in departments.

Managers and employees should be trained to use the system to limit bias and support success of the system with clear definition ratings. PM as previously applied, has reached a point where re-engineering has become essential. Bersin (2014) maintains that every major company wants to revamp their current approach. The present study was aligned to this statement, where managers are expected to continuously interrogate their PM tools to suit the times, the technologies, the personnel, the systems and the global trends. Do our managers in the provincial government commit to these? The study aimed to expose the poignant issue of managers' commitment to quality assurance in the North West Provincial government.

Bersin (2014) further suggests that the PM system must be thinner, focused on feedback and more developmental. However, in addition to considering these practices, it must have a clear performance philosophy.

Does your management really believe in the bell curve? Or do you fundamentally believe there are hyper-performers to be developed and rewarded? If you simplify the process but keep the same distribution of rewards and ratings, you may not see the results you want. The sports teams drive results: they hire and build super-stars every single day and they pay them richly. If you can build that kind of PM process in your team, you'll see amazing results (Bersin, 2014).

The power law distribution (also called Paretian distribution) shows that there are many levels of high performance and the population of people below the '*hyper performers*' is distributed among '*near hyper-performers*' all the way down to '*low performers*'.

Finally, Bersin (2014) concludes that current performance assessment models do not work because:

- People do not want to be rated on a five-point scale. He cites research as showing that a year's work that's reduced to a single number without factual substantiation is degrading. He further argues that ultra-high performers are incentivised to leave because of insensitive, impersonal single digit numerical scores like '2' and '3', which neglect human factors like appreciation.
- Limited collaboration does not make things easier. *'High performers are often made to feel un-appreciated'*. He observed also that mid-level performers are not highly motivated to improve. This category can only just enjoy the status quo as there is no visible effort to increase self-worth. On the other hand, compensation is not efficiently distributed.
- The boardrooms are forever trying to re-think compensation in order to create a higher variability in pay. In the real world of work, such considerations tend to take forever.
- Incentives to develop and grow are reduced. People tend to linger in the comfort zone of the broader 80% segment and rather strive forever to become one of the high performers. Doing just a good job is enough for many. The area of comfort zones, typical of the public service is another area of study relevant to this qualitative enquiry.

Prinsloo (2012), a high-ranking official from the DPSA in a PM workshop held in the North West Province on 26/01/2012 said in his presentation that a few issues in management stir up more controversy than PM. Many reputable researchers, management commentators and psychometricians have expressed doubts about the validity and reliability of the PM process. Prinsloo (2012) noted that reports suggest that the process is so flawed that it may be impossible to perfect it, perhaps more so in the public sector than in the private sector. Improvement of performance, an essential ingredient in HRM, seems to need more attention in the public sector and to enjoy the type of attention that gives it the upper hand if service delivery is the goal. The question to pose here becomes what must be done to enhance performance improvement in the overall situation where human factors are at play, measurement scales have the flaw of human bias and the performance environment is not conducive to performance improvement? A sound model must be found. This needs a matrix of factors, human, technical, spatial, temporal and other factors found in the core of

human communication, collaboration and cooperation, hence the utmost importance of this study.

At the other extreme, there are many strong advocates of performance appraisal. Some view it as potentially the most crucial aspect of “*organisational life*”. Between these two extremes lie various schools of belief, while most endorse the usefulness of PM and there are also many different opinions on how and when to apply it (Prinsloo, 2012).

PM and the focus on development of employees to increase performance levels have for a long period been questioned. The assumption was made that individual performance followed a Gaussian or normal distribution with a majority of performers clustered around the mean. Strategies and businesses practices embedded in this belief influenced performance appraisals, compensation models and the grading of individual performance (Bersin, 2014).

Managing the work performance of staff is crucial to achieve organisational goals. It is equally important for employees because that it is part and parcel of the process of enhancing their own capabilities to deliver better work results, add more value and develop their own careers.

If line managers are held responsible for strategy execution and to achieve objectives as cascaded down from the organisation’s mission, strategy and business plans, the alignment of the work performance objectives and outcomes of their staff are essential. This is the reason why most organisations insist on a formal and systematic process where work performance can be assessed, managed and enhanced (Swanepoel, Erasmus and Schenk, 2010).

The performance information reported in accountability documents enables parliament, provincial legislatures, municipal councils and the public to track government performance and to hold it accountable. Performance information also needs to be available to managers at each stage of planning, budgeting and reporting so that they can adopt a results-based approach to managing service delivery. ***This approach emphasises planning and managing with a focus on desired results, and managing inputs and activities to achieve these results*** (National Treasury: Framework for managing performance, 2007).

ACCOUNTABILITY CYCLE	ACCOUNTABILITY DOCUMENTS	PERFORMANCE INFORMATION
NATIONAL AND PROVINCIAL DEPARTMENTS AND PUBLIC ENTITIES		
Policy Development	<ul style="list-style-type: none"> • Policy documentation • Explanatory memoranda accompanying bills 	<ul style="list-style-type: none"> • Identify baseline information informing policy • Set out desired effect of policy
Strategic Planning	<ul style="list-style-type: none"> • Strategic plans • Corporate plans 	<ul style="list-style-type: none"> • Indicate outputs to be produced • Specify performance indicators
Operational planning and budget	<ul style="list-style-type: none"> • Operational plans • Budgets • Performance agreements 	<ul style="list-style-type: none"> • Set of performance targets • Indicate available resources • Allocate responsibilities
Implementation and in-year reporting	<ul style="list-style-type: none"> • Monthly budget reports • Quarterly performance reports 	<ul style="list-style-type: none"> • Report progress with implementation of plans and budgets
End-year reporting	<ul style="list-style-type: none"> • Annual reports 	<ul style="list-style-type: none"> • Report on performance against plans and budgets
MUNICIPALITIES AND MUNICIPAL ENTITIES		
Policy Development	<ul style="list-style-type: none"> • Policy documentation • Explanatory memoranda accompanying ordinances 	<ul style="list-style-type: none"> • Identify baseline information informing policy • Set out desired effect of policy
Strategic Planning	<ul style="list-style-type: none"> • Integrated development plans (IDP) 	<ul style="list-style-type: none"> • Indicate outputs to be produced • Specify performance indicators
Operational planning and budget	<ul style="list-style-type: none"> • Municipal budgets • Service delivery and budget implementation plan • Performance agreements 	<ul style="list-style-type: none"> • Set of performance targets • Indicate available resources • Allocate responsibilities
Implementation and in-year reporting	<ul style="list-style-type: none"> • Monthly budget reports • Mid-year budget and performance assessments 	<ul style="list-style-type: none"> • Report progress with implementation of plans and budgets
End-year reporting	<ul style="list-style-type: none"> • Annual reports 	<ul style="list-style-type: none"> • Report on performance against plans and budgets

Table 2.2: Accountability Cycle (Adapted from the National Treasury Framework, 2007)

This study engaged in an analysis of the role of human factors in the PM process that might impede efforts at improving performance towards the desired service delivery to the citizens. Several human factors have the capacity to either impede or promote performance improvement in the North West Public Service. As depicted in Figure 2.3, among the factors are leadership styles, temporal issues (like time-frames or deadlines, time management), structural issues (regarding among others, organisational planning), individual issues (attitudes, personality, cultural, social) and administrative issues (implementation of policies, regulatory prescripts, etc.). These factors either contribute positively or negatively towards PM or ultimately have an effect (either positive or negative on service delivery).

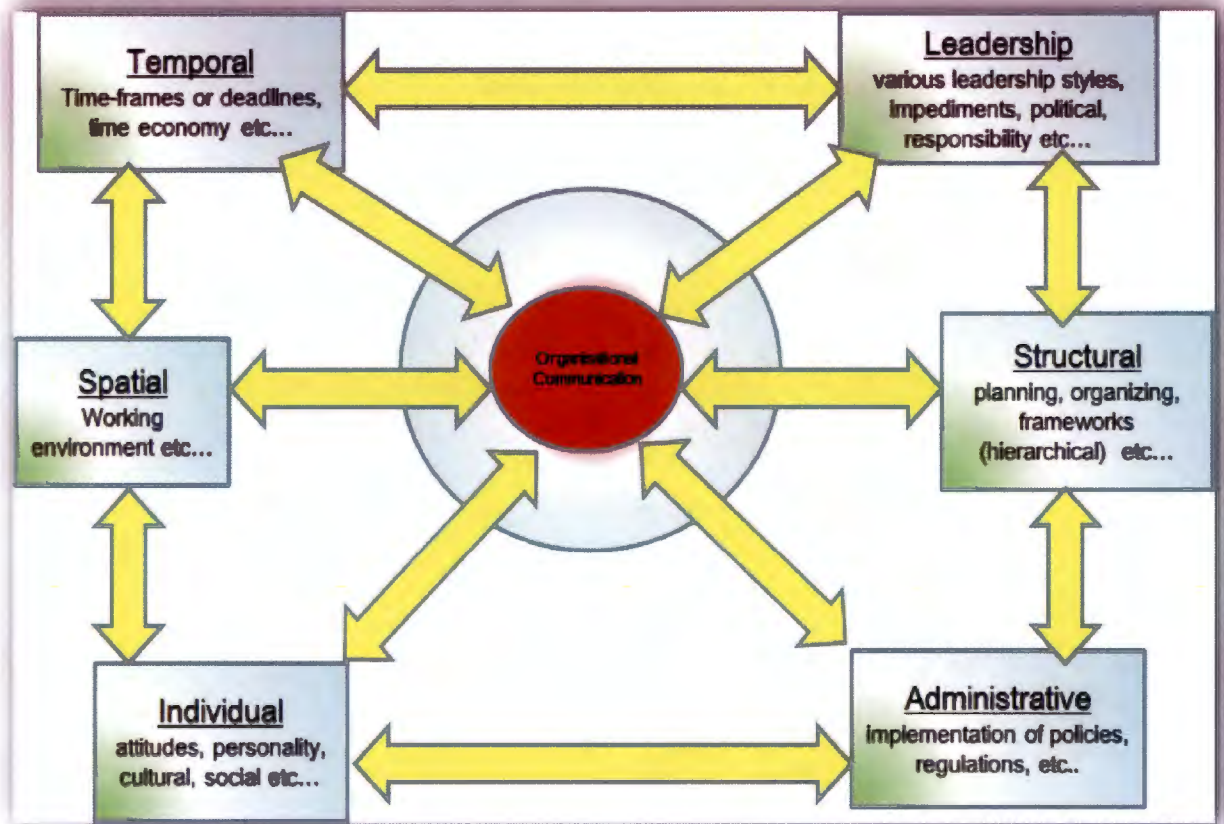


Figure 2.3: Multi-dimensional Areas of Organisational Communication – Researcher’s own

The following are detailed descriptions of each human factor taken from Figure 2.3 above and selected for this study, which was aimed at exposing those human factors militating against improved performance within the departments and isolating them with a view to re-

aligning human interactions and relationships within the PM system to the prescripts of the NWPA.

It was also important that the factors were exposed, particularly those that were considered as promoting the improvement of performance and to juxtapose them against militating factors for purposes of comparison towards results.

When the human factors which impeded progress were isolated, it became possible to identify those work-related human remedies mentioned in the communication equation set out in the research problem. From the study would evolve the operational dynamics of a human behavioural and interaction workplace pattern for or against performance improvement. In other words, **the PM systems are human centred systems** before they are technical systems.

Human relations in Organisational Communication have been observed by several authorities. Olsen (2012) cites that communication is key in any organisation. It is the most important thing in life... it gets us to a more educated, thoughtful place, because we often come to things from different directions – although we want to get to the same space and have the same goal and vision, conversation is what gets us there.

Nel *et al.* (2011:558) stress that “*communication of organisations is vital*”. He also cites seven key areas that need particular attention. Firstly, the need to establish the importance of communication as well as to ensure that the lines of communication are open at all times, in both directions. This means that employees are provided with information and that management is open to concerns and suggestions. Secondly, communication needs to be defined as part of the company culture through training and company literature. Thirdly, open communication needs to be incorporated in the company mission. Fourthly, organisations set up an internal communications manager, in order to elevate communication in its own departments. The fifth area entails starting an internal campaign that shares the mission and the vision with employees. The sixth key area entails identifying **listening** as being

synonymous with communication and the seventh involves training senior management to communicate effectively, with sensitivity and respect.

Thornhill (2012:182) believes that public organisational units consist of officials who cooperate with each other to reach specific objectives. For the officials to cooperate with each other and coordinate their efforts, they must be in continuous communication with one another. The task of setting lines of communication is therefore a part of the organising function that needs specific provision. To this end, Beardwell and Claydon (2010:485) have stressed that “*information and communication technology will change the nature and scope of PM*”.

Temporal issues relate to how humans handle time management for production. Non-compliance with regard to ‘*time-frames*’ may lead to significant slowing down of performance. When ‘*time-frames*’ are observed and all public servants adhere to deadlines set, performance can improve. Nel *et al.* (2011:267) wrote that stress is not necessarily dysfunctional. A modest amount of stress may encourage a person to perform better, especially when working towards a ‘*deadline*’. It may lead to more creativity in a competitive situation and generate new ideas as a matter of necessity.

Chair, Jones, Young-Havens and Martin, (2009) emphasise that, whether we like them or not, deadlines are important. Things must get done. If a supervisor sets a deadline, it is usually for a good reason and it is important that employees do their best to meet it. Both institutions and individuals need structure to maintain organisational effectiveness, meet obligations, accomplish goals and deliver services. Deadlines help to provide that structure. While a life without deadlines may sound nice to some, ultimately work must be completed and having a bunch of things hanging over our heads indefinitely only creates stress.

Deadlines are used in the workplace so that businesses can maintain momentum and remain productive at a constant rate. Without deadlines, employees would work on projects at ‘*their own pace*’. While some employees would exert overly gracious amounts of energy, others would be terribly slow and likely never get some jobs finished at all. With deadlines, the pace of employees’ work is managed so that similar types of staff members are working on similar things at similar times. This encourages teamwork because employees will all be up to date with each other and it also encourages productivity because not meeting a deadline

would mean that you have fallen behind with co-workers and have let your team down (Nelson, 2013).

Leadership is the most significant human factor needed in the PM scenario, where improvement of performance is an absolute necessity for a successful service delivery programme in an organisation. Amos, Ristow, Ristow and Pearse (2012:198) stress that early research (Lewin, Lippit and White, 1939) distinguished between three main styles of leadership, namely:

- **Autocratic leadership style**, where power and authority are with the leader and others are not empowered and do not participate in the decision-making process. The leader alone makes the decision.
- **Democratic leadership style**, where others are empowered and participate in the decision-making process.
- **Laissez-faire leadership style**, a really non-style of leadership where the leader does not care and could be labelled as “*abdication*” (Mullins, 1996). In this category of leadership, leader involvement is at the minimum.

Senior leaders and managers demonstrate acceptable and praiseworthy behaviour by serving as **role models** and encouraging ethical behaviours in others (Nel *et al.*, 2014:18). Depending on the **leadership style** of managers within the public service, an impact on performance results and service delivery can be seen, felt and acknowledged. Table 2.3 below demonstrates a few important differences that exist between leadership and management with a main focus on five principal criteria discussed in the table below:

Criteria	Leadership	Management
Change	Provide a vision and initiate change	Implement changes as suggested by leader
People	Inspire and develop	Control
Power derived from	Ability to influence others	Authority
Task	Do the right things	Do things right
Commitment to goal	Passionate	Impersonal

Table 2.3: Leadership versus Management (Source Nel *et al.*, 2011:314)

Spatial Issues in Human Operational Dynamics of PM form a part of this study. Eden (2016) refers to issues of the work environment. He observes that taking a short break from the office environment not only has health benefits, but it allows for reflection and creativity. In some high-pressure business environments, it's almost a badge of honour to be exhausted. The more hours employees put in, the more dedicated and driven they are thought to be, until their workaholicism leads to burnout and ill health.

Microsoft mega-achiever Bill Gates knows only too well that sick, stressed people are not much use to a company that depends on innovation and originality. He regularly withdraws for a *"Think Week"*, which is a period during which he is not available for meetings, phone calls or any other demands of the office, so that he can steep himself in creative thought and the contemplation of interesting proposals. He has found in it such a productive practice that his senior engineers are all required to take *"think weeks"* (Eden, 2016).

Sisulu (2013:41), the Minister for Human Settlements in an interview recorded in the Public Sector Manager magazine, stated that *"the stability and effectiveness of the public sector greatly depends on the commitment and devotion of its staff"*. It is therefore imperative that the state provides an enabling environment. Populating any office space has considerations of health and occupational safety, which should never hamper performance at any stage. An enabling environment also means an environment where employees are fully resourced and supported by the managers and supervisors. This study of human factors in PM probed these and other spatial issues.

Eden (2016:71) writes that *"silence is an essential component in the unfolding of creative forces, which is why it is helpful to occasionally do a technology detox. Phones and computers have their own uses, but they are also a constant distraction. It's only when you switch off the noise of the world that you can begin to hear what the still, small voice inside you is saying"*.

Sometimes our work environments make it seem like we've never left high school. Cliques develop, groups grow insular and it becomes nearly impossible to cross the divide. Whether it's a non-profit organisation or for-profit company, it's not unusual for employees to stick with colleagues in their own departments, or become so involved in their own work that they neglect to notice what is happening in the office next door (Brunner, 2012).

The Human Factor in Administration also needs to be analysed critically in order for its impact to be measured against PM, performance improvement and the expected delivery of service to the external publics. Thornhill (2012:228) insists that “*there must be appropriate procedures for each of the diverse staffing functions. Because the rights of individual officials are involved, it is essential that work procedures be rationalised and put in writing – a necessity realised many years ago when legislation dealing with personnel matters was passed. Specific work procedures were laid down in Section 20 to 27 of the Public Service Act (1994) for dealing with cases of misconduct*”. The investigation of this area of human contact formed a significant part of this study.

The human factor study of individual performance in the workplace considers the personal attributes, inclinations, issues and goals of individual employees. Nel *et al.*, (2011:9) cited that the extent to which personal goals coincide with the goals of the organisation determines the employee’s inclination to perform. This inclination has a direct bearing on the employee’s real output in terms of efficiency, which ultimately determines the success of the employee. The success of any employee should also be concomitant with that of the organisation. No employee should function as an island. S/he is at least involved in their surrounding communities. **Stress** is a general term applied to pressures people feel in life. Therefore, job-related stress factors can put individual employees under enormous stress and even cause a pathological reaction.

For the purpose of this study, it was appropriate to indicate that **organisational theories and their evolution have played a critical role in shaping organisations.** Organisational theory is the study of structures of organisations. Over time, the emphasis in organisational theory has shifted from stiff, hierarchical structures rampant in the industrial age to broader, more flexible structures more prevalent in the technological, modern age (Wright, 2007). In addition to this, Manning (2013) cited that organisational theory is the study of organisations with the objective of identifying common themes for solving problems, maximising efficiency and productivity and meeting the needs of stakeholders. Organisational theory can be broadly conceptualised as the study of the following: i) individual, ii) group, and iii) organisation itself. Friedman and Allen (2011) highlight the fact that systems theory neither imposes the framework for the interpretation and understanding of an evaluation subject nor

specifies corrective measures to the evaluators. Therefore, to understand and answer the main research question where there was a need to determine what role the human factors play in the PM process within the NWPA, it is necessary, as advised by Friedman *et al.* (2011), that the system's theory's main focus is on providing the framework for understanding how the parts of a system are organised. According to Mizikaci (2001), the systems evaluation involves **identifying the objectives** (for purposes of this study referring to the three main clusters), **analysing the input** (for the purpose of this study would be management and subordinate communication and relations), **evaluating the process** (for this study observations done through application of both qualitative and quantitative methods) as well as evaluating the **link among these elements and the link between them and the environment** (for this study would refer to the elements that are existing currently within the twelve NWPA departments). This is done with the full understanding that the relationships referred to are not static but dynamic (Frye & Hemmer, 2012). Based on this, there is a need for a clearer understanding of the human factors through reviewing literature of the various essential schools of thought which informed the theories of organisations. For the purpose of this study, the management/bureaucratic theory, institutional theory and structural contingency or decision theory are discussed next.

- **Theory of Management /Bureaucratic Theory:** In the 1930s Max Weber, a German sociologist wrote a rationale that described the bureaucratic form as being the ideal way of organising government agencies. Webber's principles spread throughout both public and private sectors and even though his writings have been widely discredited, the bureaucratic form lives on (Johnston, 1993). His theory of management, also called the bureaucratic theory, stressed strict rules and a firm distribution of power. According to Weber, the optimum point in the strictly bureaucratic administration can be described with aspects such as precision, speed, unambiguity, knowledge of files, continuity, discretion, unity, strict subordination, reduction of friction and of material and personal costs. While his theory prioritises efficiency, it is not necessarily the best practice for leaders to implement. Many of his beliefs discourage creativity and collaboration in the workplace and oppose flexibility and risk (Caramela, 2018).
- **Institutional Theory:** Throughout most of the post-enlightenment history of social sciences, notions that human activity is highly embedded in institutional contexts were central. Individuals were seen as creatures of habit (Camic, 1986). Meyer (2007:788) wrote "*institutional theories, as they emerged in the 1970's received much attention in*

the field, along with other lines of thought with an emphasis of dependence of modern organisations on their environments”. Over time, researchers began to theorise the dynamics of the institutional context itself where they examined how a social fact could reach the status of an institution (become institutionalised) as well as address many new questions. These efforts have expanded institutional theory to constitute a wide range of social research (Lawrence & Shadnam, 2008).

- **Structural Contingency/decision Theory**: The structural contingency theory suggests that companies have a plan in place to guide organisational change when necessary. The structural contingency theory points out that organisational structure must be adaptable to each business and that each business must make moves to ensure they are operating within the most efficient structure to support the business (Long, 2018). Followers of the contingency theory, also referred to as decision theory, view conflict as manageable. This theory espouses the principle that organisations act rationally and linearly to adapt to environmental changes. The contingency theory assesses management effectiveness by management’s environmental adaption abilities. The author also adds that, in volatile industries such as technology, managers at all levels must have the authority to make decisions in their area, contingent on what is happening, thus meaning that companies and managers must adjust their managerial styles and techniques based on the conditions occurring around them (Wright, 2007). According to Lister (2018), the contingency approach model of business is a theory of managerial control used both in small and large companies. In practice, the contingency approach empowers management to create specific, integrated solutions to solve workplace issues and meet the project goals of clients.

In essence, the systems theory, which can be traced back to 60 years ago, originally presented linear organisational systems and the key concepts were information and feedback with the objective that functions of the system were understandable to external agents (Rice, 2013; Uhlin, 2006). Given this context as well as the review of the literature thus far, for the purpose of this study, the system’s theory was preferred due to the complex and dynamic elements found in this multi-level research approach. Focus is placed on addressing human factors in the NWPA, looking at three main clusters, namely i) performance management, ii) human factors and iii) performance environment. A complex system therefore consists of a large number of elements, as is the case in this study, where the various clusters are identified

and interact in a dynamic manner. Any element in the system influences and is influenced by many other elements, thereby contributing towards a state of non-equilibrium. There are positive as well as negative feedback loops in the interactions. Complex systems are usually open-systems and they interact with their environments. (Rice, 2013; Uhlin, 2006).

In addition, the human factor study of individual human performance in an organisation also looks at the individual as a system. The individual employee is the smallest part within the organisation as a system. As can be deduced from the systems approach to organisations, there is a critical relationship between inputs, outputs and throughputs in the organisation. As is the case with an organisation, individuals as a system also have certain inputs with which they join an organisation and which they release for as long as they are part of that organisation (Nel *et al.*, 2011:9).

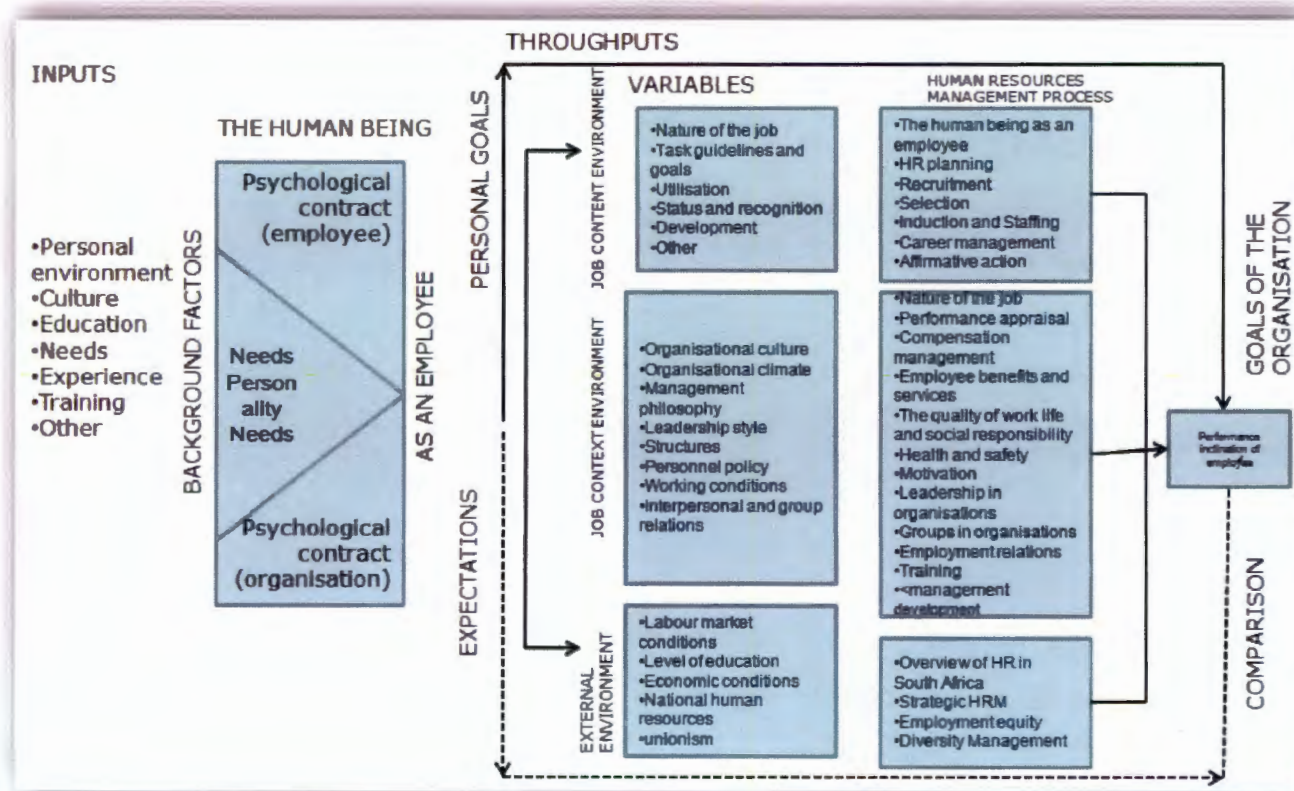


Figure 2.4: A Management Systems Model of the Employee as a Sub-system (Source: Nel *et al.*, 2011:10)

It is generally known that a happy worker is a productive and committed worker. If an employee is favourably disposed to being employed in an organisation, it would mean that their *psychological contract* is also in good standing (Nel *et al.*, 2011:15). It was essential, in this study, to establish whether this was the case in the departments of the North West Province under investigation. An analysis of the role of human factors is essential to the understanding of the phenomenon of performance improvement aimed at service delivery.

An absence of *psychological attachment*, a failure to develop psychological attachment amongst employees means that an organisation may have to carry increased costs associated with more detailed and sophisticated control systems as well. However, when employees share the organisation's goals and values, it could be interpreted as employees acting instinctively to benefit the organisation. Without a psychological attachment, on the other hand, high staff turnover may well be possible. It is therefore clear that the concepts 'commitment' and 'attachment' must be approached with care, as these are multi-faceted concepts (Nel *et al.*, 2011:14).

Schimke (2015) from a training company called Training Limited identified the nine attitudes that top performers from large blue-chip organisations share. These are:

- **Determination:** Determined people get what they want and refuse to accept defeat.
- **Assertiveness:** Assertiveness in a person means being proactive and not merely reacting to events. It means having a plan and driving towards a goal. Assertive people make their presence felt and thrive on competition, ultimately producing results.
- **Responsibility:** Motivated people take responsibility for everything they do – their own business, their results, their successes, their failures. They accept responsibility for errors – no blaming and no excuses – they see their mistakes and correct them going forward. They also accept success and know how to celebrate and bottle it. They do this because they see it as a way of getting better.
- **Inner strength:** Inner strength means to be able to recover from setbacks, knock downs and other events that cause most people to stall.

- **Inner desire:** Top performers have an innate inner desire to achieve their goals and succeed. They generate their own energy by either gaining motivation from external sources or more commonly.
- **Self-confidence:** Top performing people have confidence in their own abilities; they never doubt. However, they are not arrogant or obnoxious, but just confident – there's a fine line and they don't cross it. They just know that they are capable of achieving their goals.
- **Trust:** Top performing people ooze trust. Others – particularly their support teams – feel it. They communicate well with their teams and are often motivational and encouraging to others. They are good delegators to their support teams and use them appropriately.
- **Influencers:** Top performers have a range of influencing styles that they can flex to suit the occasion. Both pull and push styles of influencing are used. They like to influence and find it easy to take control of situations that require control.
- **Coachability:** People who reach the top and remain there enjoy and relish coaching from their managers. They are good at being coached and are willing and receptive to the words of a quality coach. They know how to accept feedback, in their minds quickly translating criticism as constructive guidance. They either accept or reject the feedback and then act on it quickly and decisively and move forward. They don't dwell on it because today is another day and '*my goals*' drive me forward.

The human factor of knowledge in PM is also crucial to the study and should find its place in the study. Grabavc and Seidman (2014) maintain that approximately 10,000 people retire every day from the workforce, many carrying with them years of accumulated wisdom and knowledge of the organisations they helped to build. So why do leaders in so many organisations reject projects involving knowledge and wisdom discovery? Some think that it is because leaders are in that "*soon to retire group*" and believe it will be someone else's problem. Others protest that best practice projects have fallen flat in execution and leaders fear failure of yet another project. Retirement gives us a great way to bring up the '*fear of loss*' issue.

The more important goal should be discovering the best-known methods and the wisdom of our very best people and getting everyone else to adopt and demonstrate those attitudes and

behaviours. Some of those *'very best people'* may be your most experienced, soon-to-retire types; others may be much younger but sharp, savvy up-and-comers. The key to selecting the top performers is identifying the ones who are most respected for their knowledge and wisdom in the subject area. Think about the people in the organisation whose best practices you want to capture. If you were in trouble in their area of expertise, would you ask these people what to do? If your answer is yes, then these are your go-to people and others in the organisation will be willing to listen to what they say because it is likely the best way.

According to Grabavc *et al.* (2014), to unlock the top performers' unconscious competence, first get them to talk about their passion - their higher purpose - for their job. When they can articulate a concise two- to three-sentence statement of this higher purpose, it frees them up to explore how to get others on a path to greatness. The question may arise, *'will top performers share their secret sauce?'* Our experience is that when presenting true top performers with an opportunity to talk with their peers about what it is that makes them great, they jump at the opportunity. Why will others want to focus on and embrace this expert wisdom?

If this content is in any way forced on the organisation, it will be summarily rejected. But when expert content is presented to others using a fair process, it increases others' sense of dignity and self-respect and the organisation will quickly engage with and embrace this wisdom. When capturing expert wisdom and knowledge, consider the following:

- Top performers in any role organise their thinking in similar ways.
- They have a different mental model of what their job entails, beginning with a complex higher purpose. They understand the value that they bring to the company, to the people around them and even to the world outside.
- They organise their thoughts and actions into a clear set of steps and have learned to adapt those actions to optimise results as conditions change.
- They have refined risk-detection systems that enable them to quickly identify when things are not going in the proper direction and adjust so quickly it seems as if they are proactive.
- They are self-directed learners, gleaning the new ideas that will keep them at the forefront of performance.

On the human factor of motivation and reward in PM, Flagelo *et al.* (2009:71) indicate that “*motivation is a topic that has been studied extensively and from many different perspectives. Both content and process theories have attempted to explain the what and how of motivation. Motivation is defined as internal energy. It is a mental process that moves a person toward action. Connecting this energy source is the catalyst that stimulates you to achieve your specific objectives. Motivation is unique for every person and every situation. What is common among all are its effects*”.

Research indicates that employees favour recognition from managers and supervisors by a margin of 2 to 1 over recognition from co-workers. Most of us would agree that, if we feel appreciated by our co-workers, life is much more pleasant (Chapman *et al.*, 2011:20). Nel *et al.* (2011) stress that it should be clear that there is a critical link between the successful integration of personal goals and the goals of the organisation, as well as the organisational success. Techniques for ‘*motivating and rewarding*’ staff are largely based on the carrot and stick principle, with the carrot mostly involving money or a promotion.

The human factor of competence was placed under the lens, directly and indirectly, in this study. Schutte and Barkhuizen (2016) observe that research on the competence requirements, as well as competence models of HR practitioners in the South African context, remains scarce. Moreover, no research exists on the perceived importance of HRM professional competencies of a diverse workforce in the South African context.

High productivity rate produced by top performers is another human factor variable complex investigated in this study. Johnson and Gist (2017) from the company called, “*the next level sales consulting*” posed the following scenario: imagine every member of the team performs like your top producer. This will be the ultimate pinnacle of success for any organisation. They suggest that organisations should start **to identify as well as document top performers’ skills, behaviours and attitudes within the organisation.** They also insist that not all retiring knowledge workers have the attributes of your top performers, but some have a variety of the attributes. And finally, they conclude that, when you do capture the best practices of the best people, it is necessary to outline the learning activities necessary for others to gain from their experiences.

The Paretian distribution resembles a ski slope in shape, meaning that the top performers are at the top of the slope and high performers at the bottom. The proposal to identify top performers can contribute towards change (high productivity rates). Top performers can then be groomed and maintained for future improvement. This can lead to better service delivery. We constantly seek improved and best HR practices in terms of people management. These insights are geared towards becoming globally competitive.

The human factor called feedback is another variable that found significance in this study. Feedback works best when it relates to a specific goal. Establishing employee performance expectations and goals before work begins is key to providing tangible, objective and powerful feedback. Telling employees that they are doing well because they exceeded their goal by 10% (percent) is more effective than simply saying '*you're doing a good job*'. Feedback should be given in a manner that will best help improve performance. Since people respond better to information presented in a positive way, feedback should be expressed in a positive manner (US. office of personnel management, OPM, 2016).

According to Flangello *et al.* (2009:212), empowered employees are required to accept accountability for their own career. People should find greater meaning and passion in their work and look for ways to further their organisation's contribution.

In similar vein, people should find every opportunity to add value, and likewise, learn to recognise when their contribution is no longer viable or when their interest or passion has moved in another direction. As an empowered employee, one must recognise when it is time to change jobs, positions or even companies. Table 2.4 provides advice to both manager and subordinate on what needs to be done in order to create empowerment within the working environment, as it is seen as a two-way process.

What managers must do	What employees must do
Create the environment	Self-assess
Foster positive relationships	Become trustworthy
Practice integrity and trust	Accept accountability
Value contributions	Provide solutions
Communicate effectively	Utilise empowering language

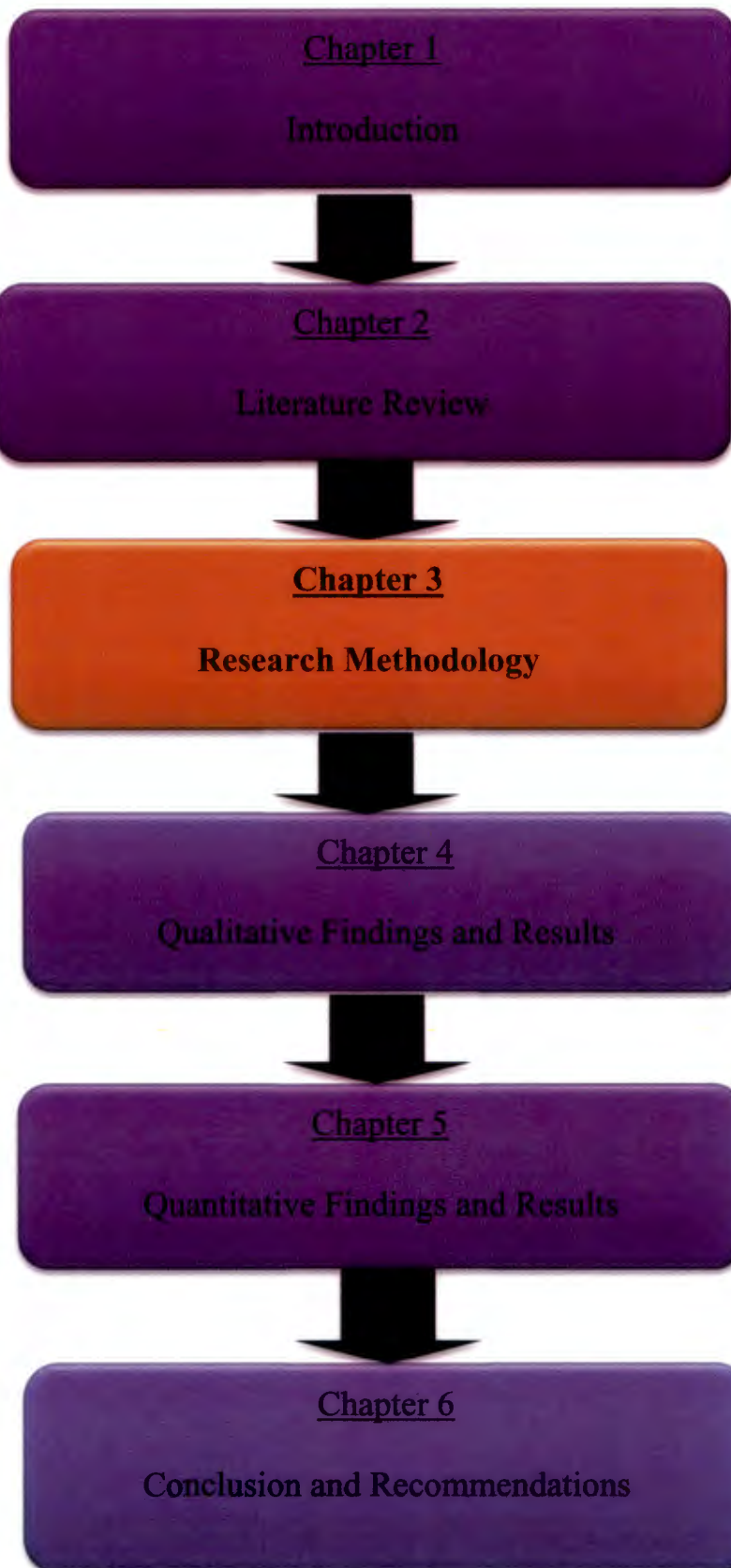
Table 2.4: Empowerment (Source: Flangelo et al., 2009:212)

The role of managers on PM has been captured by Wörnich, Carrell, Elbert and Hatfield (2015:370) who observed that each manager, regardless of the position in the hierarchy, uses a mix of technical, conceptual and human relations skills:

- **Technical skills:** This includes knowledge of equipment, work methods and work technologies. These skills are much more important for the traditional first-level manager than for middle- and top-level managers. First-level managers often conduct on-the-job training for employees and troubleshoot problems with the organisation's technology. In addition, some first level managers are working supervisors and on occasion perform their subordinates' jobs.
- **Conceptual skills:** This is the ability to view the organisation as a whole and to coordinate and integrate a wide array of organisational functions, activities, goals and purposes. For example, the manager of a large manufacturing plant must integrate production, marketing, engineering and financial functions and objectives so that departmental and organisational goals are achieved. The need for conceptual skills, or vision, becomes increasingly critical as the employee progresses from first-level management to top management.
- **Human-relations skills:** One popular definition of a manager is "*one who accomplishes his or her work through others*". In this sense, every manager is a leader, and human relations skills are equally important for managers at all organisational levels. Important human relation skills include the ability to communicate with employees, to establish strong interpersonal relations and to build cooperative, satisfying relationships among workgroup members.

2.10 CHAPTER SUMMARY

The study adds significant value to the NWPA management as it provides a platform for an understanding of the elements that negatively affect service delivery in the province, therefore there is an understanding of the hindering factors which can be addressed and resolved. An assessment of these human factors in their manifestations in the PM equation of human relations, the performance environment created and the operational dynamics in the area of PM formed the bulk of the qualitative study in this research. The study therefore contributes positively to the body of knowledge, particularly towards the PM process.



CHAPTER 3

RESEARCH METHODOLOGY

“Plan your work for today and every day, then work your plan” – Margaret Thatcher

3.1 INTRODUCTION

This chapter outlines the next step of the development process which paved the way towards the research question. **What is the role of the Human Factors in the Performance Management process within the North West Provincial Administration?**

It is imperative for the researcher to be certain as to which approach or method would provide the information required for the research. (Druckman, 2005; Clough and Nutbrown, 2010). Research work must follow a structured format that it follows which illustrates the envisaged goal to be achieved; therefore, the research methodology is crucial in this research study. Researchers should be prepared to put their research to the test outside the academic world. This would enable the researcher to fill the gap in research and develop a loyalty model based on scientific research, (Thomas, Nelson and Silverman, 2011:11-17; Yiannakis, 2000:119).

This study employed a sequential explanatory mixed-methods or triangulation approach, starting with the qualitative research method which flowed into the quantitative part of the research. Grix (2010:136) cited *“method triangulation (as) a process in which the researcher uses two or more research methods to investigate the same phenomenon”*. This chapter presents the outline of research methodology which includes the research philosophy and paradigm, research design, population and sample as well as elaborates further on the research methods analysis and the ethical considerations which were applied in this study. As a method, this chapter focuses on the collection, analysis and combined usage of both qualitative content and quantitative data in a single study (Creswell, 2013). The methods of research contributing towards achieving the aim and objectives of this study are discussed in this chapter.

3.2 OUTLINE OF THE RESEACH METHODOLOGY

Welman, Druger and Mitchell (2005) define research methodology as *“a plan according to which we obtain participants (subjects) and collect information from them using instruments and techniques, ways in which information and data can be collected and analysed in order to realise research objective”*. On the other hand, Gray (2014:29) advised that *“the choice of*

research methodology is determined by a combination of several factors” The author mentioned for an example, whether the researcher believes that there is some sort of external ‘truth’ out there that needs discovering, or whether the task of research is to explore and unpick people’s multiple perspectives in natural field settings, it is influenced, then, by whether the research is inclined towards a positivist, interpretivist, or other perspective.

Descriptions of the collection of data, instruments and analysis are discussed further in this chapter, including additional explanatory diagrams to give an illustration of processes for both qualitative and quantitative methods employed in this study. As cited by Mills and Birks, (2014:32), *“methodology is the lens a researcher looks through when deciding on the type of methods they will use to answer this research question and how they will use these methods for best effect”*.

3.3 RESEARCH PHILOSOPHY AND PARADIGM

Dudovsky (2017) maintains that *“research philosophy deals with the **source, nature and development of knowledge**. Researchers are engaged in knowledge creation as part of completing their research study”*. The author believes that the philosophical foundation of a study sets the tone for beliefs and assumptions that serve as base for research strategy. Bazely (2009) argued that mixed-methods researchers, in bringing together the benefits of both qualitative and quantitative approaches to research, often claim greater validity of results as a reason for their methodological choices, but without adequate consideration of the issues involved, such validity may be more imagined than real.

Creswell (2016:69) believes that *“the overall final structure of a qualitative proposal or dissertation or thesis may vary in form”*. Research paradigms incorporate the fundamental philosophical concepts and values about the nature of reality and the scientific pursuit of knowledge. For this thesis, the two schools of thought about science and knowledge are i) **interpretivism** and ii) **positivism** paradigms. They hold diametrically different views about the research process and research design (Creswell, 2009). A combination of the interpretivism paradigm (which uses qualitative methods) and the positivism paradigm (which uses quantitative methods) were chosen for this study.

These differences are defined clearly in the outlined interpretivist and positivism perspectives as follows:

3.3.1 Interpretivism Paradigm (Qualitative Method)

Interpretivism was relevant for this purpose and therefore the paradigm selected would benefit this study. Objectivity, in short, is an impossible aim as the advantages of this qualitative, interpretative orientation in research are that the findings often have greater validity and less artificiality. The research study was influenced, for example, by the researcher's attitude towards the ways theory should be used – whether research should start with a theoretical model or perspective (deductive approach) or whether such models should emerge from the data itself inductively (Gray, 2014).

3.3.2 Positivism Paradigm (Quantitative Method)

Positivist research is generally quantitative and involves the use of numerical measurement and statistical analysis of measurements to examine social phenomena. It views reality as consisting phenomena that can be observed and measured. The advantages of this quantitative approach are that it places great premium on objectivity and reliability of findings and encourages replication. Applied to social sciences and business research positivism may not always be appropriate, as all social phenomena cannot be accurately and reliably measured, this way reducing the validity of findings (Gray, 2014).

According to Robson (2011:20); *“the quantitative research paradigm has been, historically, closely linked to positivism”*. The experiential aspects of research do not only occur in qualitative studies- the researcher has a life and feelings and interacts with others when also engaged in more quantitative research (Roberts, 2007). In addition, Gray (2014:21) maintains that *“its core argument is that the social world exists externally to the researcher, and that its properties can be measured directly through observation. In essence, positivism argues that:*

- *Reality consists of what is available to the senses – that is, what can be seen, smelt, touched, etc.*
- *Inquiry should be based upon scientific observation (as opposed to philosophical speculation), and therefore on empirical inquiry,*

- *The natural and human sciences share common logical and methodological principles, dealing with facts and not with values.”*

3.3.3 Sequential Study

Jackson, (2008:164) advised that, “researchers should use the design most appropriate for the type of research they are conducting”. For this study, the use of sequential design was applied as the researcher also followed the advice by Creswell, 2009 and Kumar 2014:27 whereby they advise that in the application of a sequential mixed-method approach, there are broadly two ways in which mixed-methods can be applied and this is i) mix methods belong to both paradigms either for the whole or a part of the research process or ii) mix methods belong to only one paradigm either for the whole or a part of the process. In terms of this study, the researcher applied sequential study, as per author’s “two or more methods one after the other (**sequentially**) either for the **whole research process or a part of it**”. Creswell (2009) calls studies using methods one after the other “as sequential studies”. The researcher applied the sequential study method in the whole research process where she used qualitative methods first followed by the quantitative method (see Figure 3.2 of this chapter). The advantages and disadvantages of using mixed-methods are presented in Table 3.1 below.

Advantages	Disadvantages
Enhancement of research possibilities	More data means more work and resources
Better or more complex situations	Requires additional and diverse skills
Enrichment of data	Contacting two study populations
Collection additional research evidence	Resolving disagreements in data

Table 3.1: Advantages and Disadvantages of Mixed-Methods (Source: Kumar 2014:28)

For this study, Table 3.1 was included to give an indication on the experience that the researcher encountered on the field during the application of the sequential mixed-method approach, the experience is also explained in detail under 3.13 of this chapter.

3.4 RESEARCH DESIGN

Bless, Higson-Smith and Sithole (2013) advised that research design is a blueprint that lays down a step-by step outline and the procedures followed by the researcher in conducting a particular study. Mouton (2001:55) agrees in his definition that “*research design is a plan or blueprint of how the researcher intends conducting research*”. Newman (2001) cited that this organised approach allowed for deductive logic to be used in order to discover and confirm a set of probabilistic casual laws that could be used to predict general patterns of human activity. For this study, the following are described:

3.4.1 Sequential Explanatory Mixed-Method Approach

This study, which taps into sequential explanatory mixed-methodological approach which is tightly related to the research question as suggested by Gray (2014:58) as well Roberts (2007:143) argument that, “*many of the observations on research experience made in qualitative research can be extended to quantitative research*”. The researcher has, due to the multi-level nature of the population and multivariate nature of the cluster items under study, pursued the mixed-methods approach. Figure 3.1 is an illustration on how the research approach was used in this study as it started off with the qualitative method then moved into the quantitative method, Figure 3.2 is an additional detailed illustration of the method’s sequence as adopted by Creswell and Clark (2007).

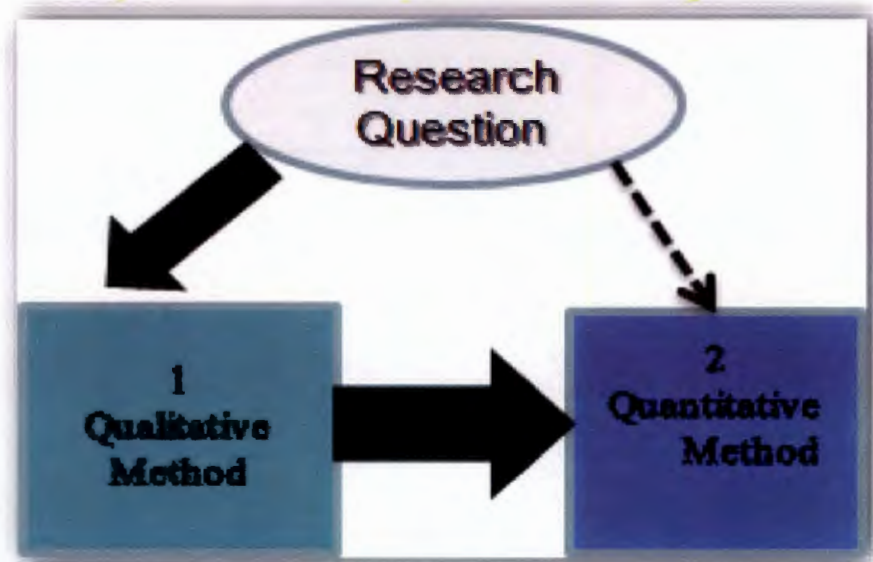


Figure 3.1: Triangulation or Mixed-Method Sequential Approach Used: Researcher’s Own

The researcher who uses a sequential explanatory, mixed-methods approach can use the strengths of one to make up for the shortcomings of the other (Johnson, Onwuegbuzie and Turner 2007; Creswell and Plano Clark, 2011).

The conjoint analysis of qualitative and quantitative data provided and enriched understanding of factors affecting human interactions and served to redirect the way PM is applied and to incorporate these factors. For this study, Figure 3.2 below gives an illustration of the sequence of the mixed- method approach, analysis and the integration of both qualitative and quantitative for best results.

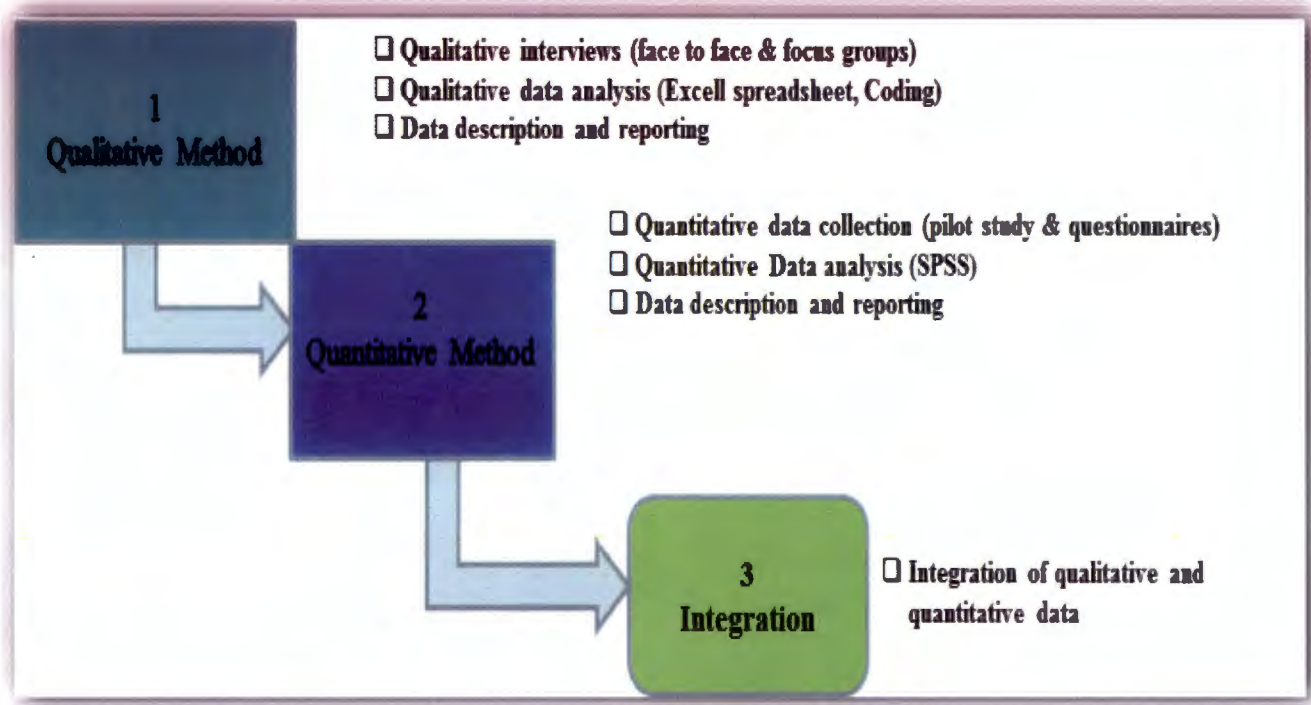


Figure 3.2: Sequence of Mixed-Method Used (Adopted from Creswell and Clark, 2007)

Due to the multi-level (participant classes, administration stages, instrumentation) and complex nature of this study, a sequential explanatory mixed-methods research approach was applied. A sequential exploratory mix methods was used as outlined in Figure 3.2 above mainly for the purpose of explaining and interpreting the findings from the quantitative study (Biddix, 2009). Both qualitative and quantitative research methods also referred to as ‘*multi-methodology*’ or ‘*triangulation*’ was used. Grix (2010:137) advises that “*triangulation is, in*

fact, very difficult, chiefly because of the different ontological and epistemological underpinnings of research strategies, consisting of combinations of methods, which are used". He further points out that *"many scholars point to this difficulty in combining research methods"*. The researcher therefore admits on experiencing this difficulty personally.

The final or last section of the illustration in Figure 3.2 would be the integration of qualitative and quantitative results and findings where by the researcher in Chapter 5.

3.5 POPULATION AND SAMPLE SIZE USED IN THE STUDY

Daniel (2012:9) defines a population as *"a set of elements that one desires to apply the findings of the study"*. On the other hand, Babbie (2010:199) defines a population as *"specified aggregation of the elements in the study"*. For the purpose of this study, all twelve (12) NWPA departments were used as the population. The NWPA is made up of twelve departments, namely, Office of the Premier; Departments of Health; Finance; Economy and Enterprise Development; Education and Sports Development; Social Development; Culture; Arts and Traditional Affairs; Tourism; Rural Environment and Agricultural Development; Public Works and Roads; Community Safety and Transport Management; Local Government and Human Settlements. Figure 3.3 gives a clear picture of the population and sample used in this study. The National Treasury headcount database record of statistics reveals that **59 619** public servants are employed in the NWPA as at December 2016.

The study population consisted of 12 government departments in the NWPA with public servants in the categories of:

- i) lower skilled between the levels 1 to 2;
- ii) skilled ranging between the levels 3 to 5; and
- iii) highly skilled production between the (levels 6 to 8) of employees totalling 47 836 employees.

Then the middle and more senior managers employed within the NWPA in the categories of:

- iv) highly skilled supervision or middle management services (hereafter referred to as MMS) ranging between levels 9 to 12;

- v) senior and top management or senior management services (SMS) ranging between levels 13 upwards of employees made up of 11 783 employed public servants within NWPA.

TOTAL: N = 59 619

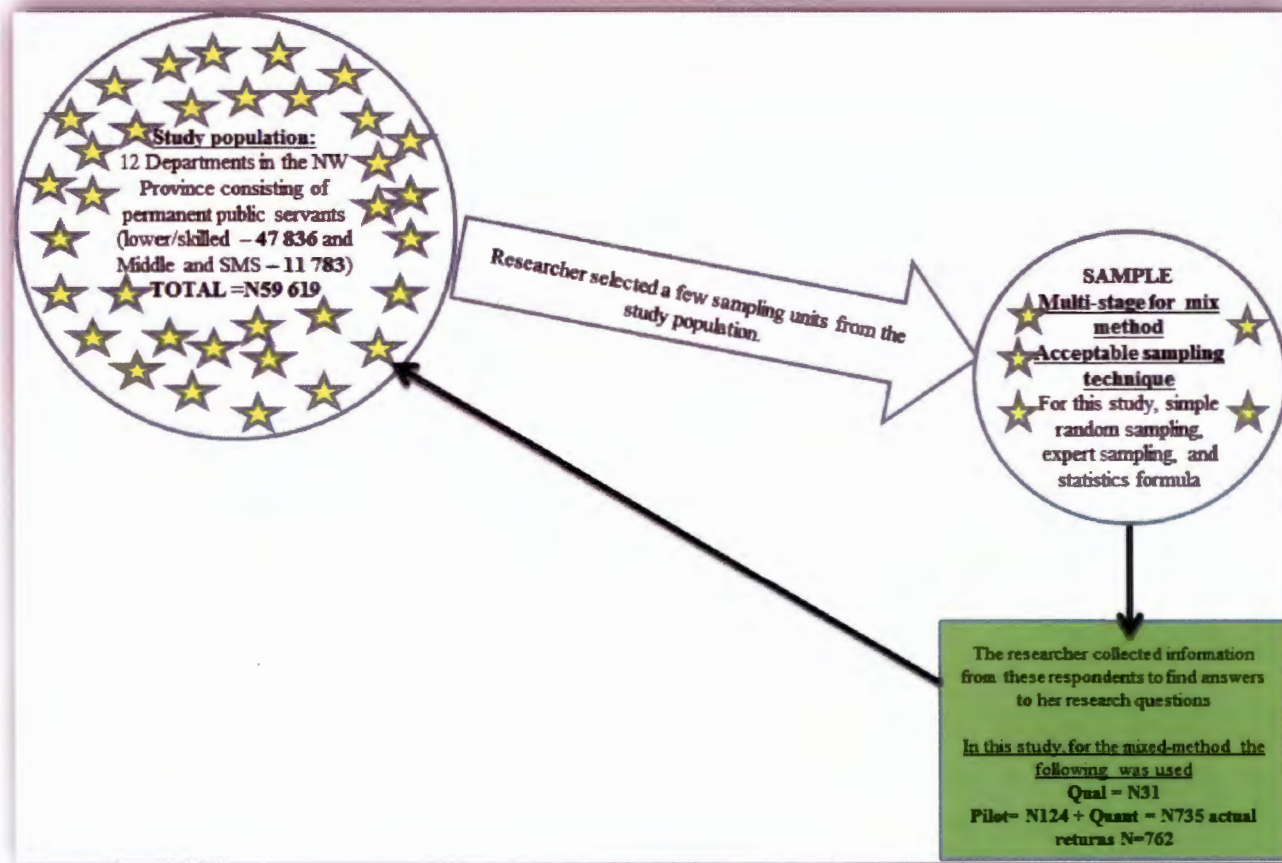


Figure 3.3: Population and Sampling (Adopted and modified to suit this study from Kumar, 2011:193)

Figure 3.3 above gives an illustration of the population and concept of sampling used in this study. The participants from this research population for this research are found in all those departments in the NWPA where PM is practised. The employees, who were subjects in this study, are managers and their subordinates in different categories in permanent public service in the employ of the NWPA. The sample size of the qualitative method is elaborated on in detail under item 3.7 and the sample size of the quantitative method under item 3.10 of this chapter.

3.6 QUALITATIVE RESEARCH METHOD

In order to systematically interrogate the research question, the researcher started off by using the qualitative research method for this study, which would be followed by the quantitative method. Hesse-Biber *et al.*, (2011:3) made the observation that “*the qualitative approach to research is a unique grounding – the position from which to conduct research – that fosters particular ways of asking questions and particular ways of thinking through problems. Qualitative researchers are after meaning*”. This means that, in their engagements, when people find a place for their social meaning, they attribute their experiences, circumstances and situations to it. These meanings are found in written texts and objects (pictorial or imagined). Qualitative research uses this domain of meanings as the central focus of investigation. Therefore, at the heart of their work, qualitative researchers try to extract meaning from their data. The focus of research is generally words and texts as opposed to numbers (Hesse-Biber, *et al.*, 2011).

Denzin and Lincoln (2013:5) also state that; “*qualitative research is a field of inquiry in its own right. It crosscuts disciplines, fields, and subject matter. A complex, interconnected family of terms, concepts and assumptions surrounds the term*”. Included in the view of the authors, are those traditions aligned to foundationalism, positivism, post-foundationalism, post-positivism, post-structuralism, postmodernism, post-humanism and the many qualitative research perspectives and methods connected to cultural and interpretive studies.

According to Howe (2004:54) and cited by Hesse-Biber *et al.*, (2011:64) both authors agree that, a qualitative approach, in general, privileges qualitative methods, with the quantitative methods component playing an auxiliary role in a mixed-methods framework. Howe (2004) further suggests that such an approach also actively engages stakeholder participation and ensures that the relevant voices are heard. The authors further cite the existence of a vast treasure of literature on the methods and approaches under qualitative research. Among these may be found case studies, ethics, politics and participatory inquiry. The latter was utilised in the interviews (focus groups and face-to-face) conducted in this study, which constituted the qualitative part of the study. The characteristics and advantages of qualitative research are described hereunder:

3.6.1 Characteristics of Qualitative Method

In qualitative research, accounts and findings are presented verbally or in other non-numerical form, using an accumulative logic, starting with data collection from which theoretical ideas and concepts emerge, with a focus on meanings and contexts seen as important situations are described from the perspectives of participants, a flexible design, outright application of ethical norms, flexible research design, objectivity not valued, openness and receptivity of researcher and generalisability of findings (Robson, 2011). Qualitative research is usually small-scale in terms of numbers of persons or situations researched for this study, (thirty-one) 31 interview participants were used. Most of the features were experienced through the researcher's engagements with the participants and observations during the interview sessions. Later in this chapter are elaborations on the researcher's experience encountered during engagements with participants.

Gray (2014:161), states that, "*qualitative research is often regarded in some quarters as less valid and reliable than its quantitative cousin*". However, qualitative data can be a powerful source of analysis. The research is highly contextual, being collected in a natural '*real life*' setting, often over long periods of time. Hence, it goes beyond giving more than just a snapshot of the cross-section of events. It can show *how and why* things happen – also incorporating people's own motivation, emotions, prejudices and incidents of interpersonal cooperation and conflict (Charmaz, 1995). Judged as being not-so-rigorous and scientific as quantitative research, qualitative research can even be used for testing hypotheses. Theoretical propositions can be supported by the evidence.

Qualitative studies can be used in circumstances where relatively little is known about the phenomenon, or to gain new perspectives on issues where much is already known (Straus and Corbin, 1990). Qualitative research can also be used to identify the kinds of concepts or variables that might later be tested quantitatively (as a sequential explanatory mixed-methods research design). Regarding features of qualitative research, Robin (2011) agrees with Miles, Huberman and Sadhana (2013) that most qualitative research involves several characteristics. It is conducted through contact with a '*field*' or real-life setting, with the researcher's role aimed at gaining a '*holistic*' or integrated overview of the study, including the perceptions of

participants and themes that emerge from the data often reviewed with informants for verification and the main focus of the research being to understand the ways people act and account for their actions.

Both research approaches used in this study solicited responses from real people in a real setting (Robin, 2011), namely the performance environment at NWPA departments. The perceptions of participants featured strongly in this study and themes have emerged from the data which have often been reviewed with informants for verification. In this research, both the extra comments made by participants as extra information in the multi-stage questionnaires and those responses they provided during interviews had the review effect, the replication effect and the effect to establish reliability of information exposed.

3.6.2 Advantages of Qualitative Method

Qualitative research has advantages in that researchers are closer to the fields or settings they are trying to research – it is highly contextual. Qualitative research is not built upon a unified theory or methodological approach – hence its variety and flexibility. In qualitative research, data analysis does not necessarily follow data gathering – there can be several iterations between the two. Even though there are various schools of qualitative research including grounded theory, ethno-methodology, narrative analysis and ethnography, they all have one element in common – generally, an inductive approach (although deduction or prior questions cannot be ruled out). Silverman (2010:11) notes that, “*while there is a general sense among some researchers that qualitative data are inherently more ‘interesting’ than numbers, there are less aesthetically oriented and more analytically astute reasons for choosing qualitative methods*”. Like the author’s suggested example, so is the researcher’s current study as the main reason for her choice to do sequential explanatory mixed-methods. This is a better fit for the type of questions that the researcher was asking.

There are some attempts to define and establish trustworthiness. In a qualitative research, trustworthiness is determined by four indicators (credibility, transferability, dependability and confirmability) and it is these indicators that reflect validity and reliability. The trustworthiness criteria of credibility (paralleling internal validity), transferability (paralleling

external validity), dependability (paralleling reliability) and conformability (paralleling objectivity), according to Guba and Lincoln (1994:114) closely relates to the concepts of validity and reliability. Gray (2014:186) states *“in order to achieve rigor, qualitative approaches must demonstrate trustworthiness, authenticity, credibility, transferability, dependability and confirmability”*. The author further advised that, for qualitative research method, although regarded in some quarters as less valid and reliable than quantitative methods, its data can be a powerful source of analysis.

3.7 QUALITATIVE SAMPLE SIZE DETERMINATION

The population of this study is outlined in point 3.5 of this chapter and the sample size for the qualitative method is described by Jensen and Laurie (2016:102) that, qualitative samples are different from quantitative samples in several key ways, the authors point out that, qualitative samples tend to be:

- Smaller, as they involve more intensive data analysis;
- Selected purposely, rather than randomly; and
- Less focussed on statistical representativeness and more on saturation.

Additionally, Kumar (2011:192) maintains that *“when conducting a qualitative study only the non-probability sampling designs can be used”*. For the purpose of this study, the expert sampling strategy was applied. For the focus groups, the researcher identified selected participants using her judgement of the number of participants who would contribute significantly towards this study. Among the participants were employees, shop stewards, senior managers, high level ranking top managers such as Head of Department, Chief Director and Chief of Staff, all of them located at the Head Office in Mmabatho, near Mafikeng. For the face-to-face interviews, experts from the PSC as well as high ranking government officials were interviewed to provide expert opinion in relation to PM. This was crucial for the study. Kumar, (2011:207), further cited *“the only difference between judgemental sampling and expert sampling is that in the case of the former it is entirely the researcher’s judgement as to the ability of the respondents to contribute to the study.”*

In order to determine the sample size, it is crucial for a researcher to take into consideration questions like *‘how big should a sample be?’* Fowler (2014:37), cited that, *“of the many*

issues involved in sample design, one of the most common questions posed to a survey methodologist is how big a survey sample should be". Getting subjects to participate in these interviews was made easy by the co-operation of the high level, middle management level groups approached and the willingness of the lower level members to participate. However, a total number of **N=31 participants** finally made it to both the face-to-face and the focus groups. As a matter of convenience (time, cost, geography and logistics), as the interview survey was running concurrently with the second and third stages of the multi-level questionnaire survey, which phased in the pilot group and three post-pilot stages of a questionnaire survey. Among the 31 participants found for the interview phases of the study, **N=8 participants** had been previously identified to form part of the interview phase as outlined in Figure 3.4. The researcher embraced three main levels of participants ranging from expert, strategic and operational levels.

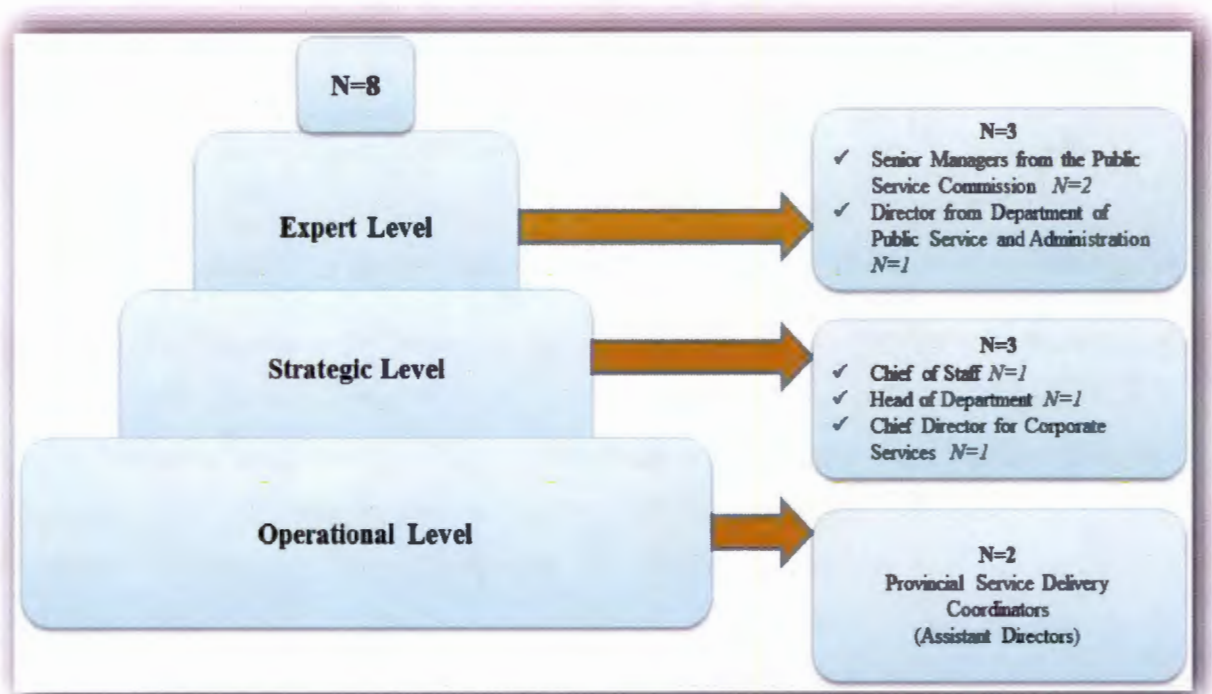


Figure 3.4: Sample Size and Levels of Participants for the Face-to-face Interviews: Researcher's Own

Qualitative research offers unique opportunities for gaining insights into the participant's social lives, experiences and the underpinnings of their worldviews. Through interviews and focus groups, the researcher can gain direct, detailed insights into people or participant's

thinking, behaviour and relationship experiences. (Jensen *et al.*, 2016:172). For the focus group interviews, **N=23 participants** formed part of the interviews as outlined in Figure 3.5 below. Kumar (2011:212) stresses “*the main aim of qualitative enquiries is to explore the diversity. If selected carefully, diversity can be extensively and accurately described on the basis of information obtained even from one individual*”. In this instance, the researcher added a group of participants which form part of the grass root level, meaning that they are the lower level staff ranging between levels 1-8. It was necessary to get their opinion too, in order to have a holistic view of the PM process in the NWPA.

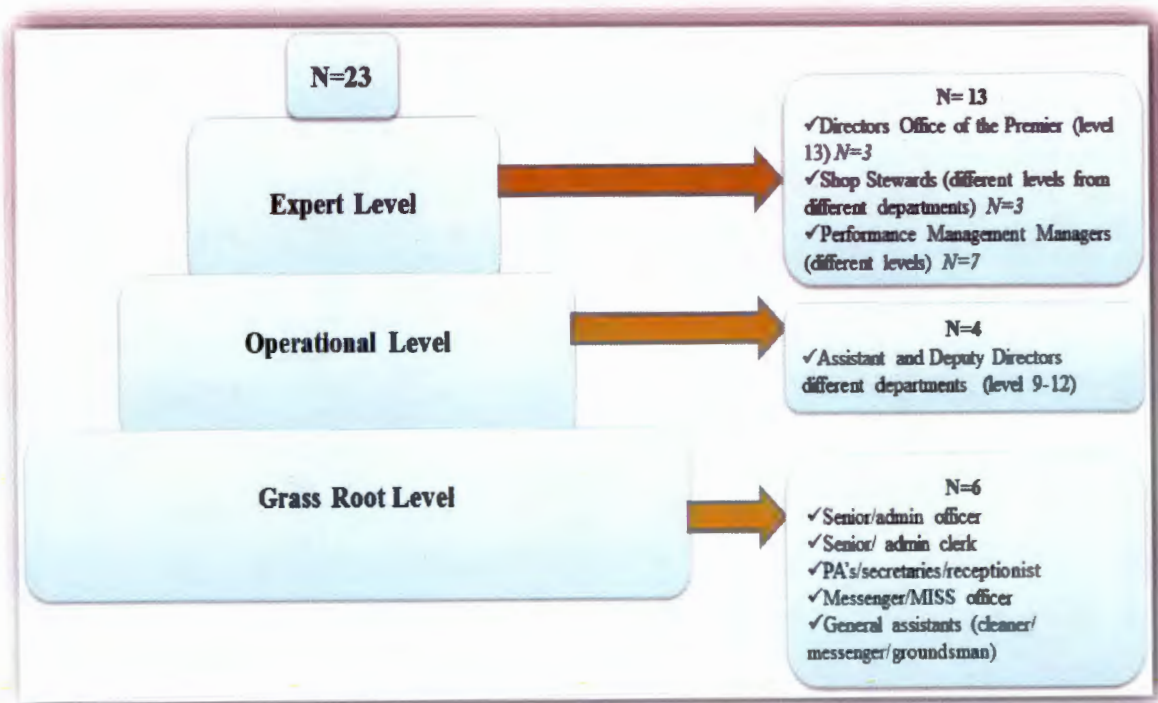


Figure 3.5: Sample Size and Levels of Participants for the Focus Group Interviews: Researcher's own

3.8 QUALITATIVE DATA COLLECTION

The qualitative data collection techniques are outlined followed by the data flow chart process which was designed by the researcher for the purpose of this study and finally the qualitative data description and reporting is described hereunder:

3.8.1 Data Collection Techniques

Methods of collecting qualitative data include interview transcripts, field notes from observations, photographs, video and unobtrusive data. Decisions on whether to attempt generalisation needs to be built into the research design paying particular attention to sampling strategies. In order to achieve rigour, qualitative approaches aim at building trustworthiness, authenticity, credibility, transferability, dependability and confirmability (Gray, 2014:186). Additional to this, Gray (2014:372) further stressed that *“research instruments such as interview schedules can be modified if certain questions appear to be ineffective, but questionnaires, particularly if used for large surveys, are a ‘one-shot’ attempt at data gathering. It is therefore essential that they are accurate, unambiguous and simple to complete”*.

For this study, the qualitative data collection below describes how the researcher used the data which was required, sources used and the strategies implied as well as the data category used.

Data required	Source	Strategy	Primary/secondary data
Identification of factors and sub-factors that need to be investigated in this study	Literature	Extensive literature Review	Secondary Data
Qualitative Phase	Senior Managers from the Public Service Commission + Director from Department of Public Service and Administration + Chief of Staff + Head of Department + Chief Director for Corporate Services + Provincial Service Delivery Coordinators (Assistant Directors)	Face-to-face interviews	Primary Data

Data required	Source	Strategy	Primary/secondary data
	Directors Office of the Premier (level 13) + Shop Stewards (different levels from different departments) + PM Managers (different levels) + Assistant and Deputy Directors different departments (level 9-12) + Senior/admin officers + Senior/ admin clerks + PA's/secretaries/receptionist + Messenger/MISS officer + General assistants (cleaner/messenger/grounds man)	Focus group interviews	Primary Data

Table 3.2: Summary of Qualitative Data Collection Sources and Strategies Used

Caracelli and Greene (1993:197) cited that, “one means by which qualitative and quantitative data can be integrated during analysis is to transform one data type into the other to allow for statistical or thematic analysis of both data types together”. In line with this, Kumar (2014:209) advised that, *in qualitative methods lacks methodology in this aspect primarily because it aims to explain rather than to measure and quantify*”. The integration is discussed in detail in Chapter 6 under point 6.2 of this study.

3.8.2 Data Collection Flow Chart

The following quality control measures may apply during data collection as cited by Corti, Van den Eynden, Bishop and Woollard, (2014:70):

- Calibration of instruments to check the precision, bias and/or scale of measurement,
- Taking multiple measurements, observations or samples,

- Checking the truth of the record with an expert,
- Using standardised methods and protocols for capturing observations, alongside recording forms with clear instructions,
- Computer-assisted interview software to standardise interviews, verify response consistency, route and customise questions so that only appropriate questions are asked, confirm responses against previous answers where appropriate and detect inadmissible responses.

Creswell (2009) refers to forms of data collection, analysis and interpretation that researchers propose for their studies. The data collection process flow chart which was applied in this study is outlined in the Figure 3.6 as described in this chapter.

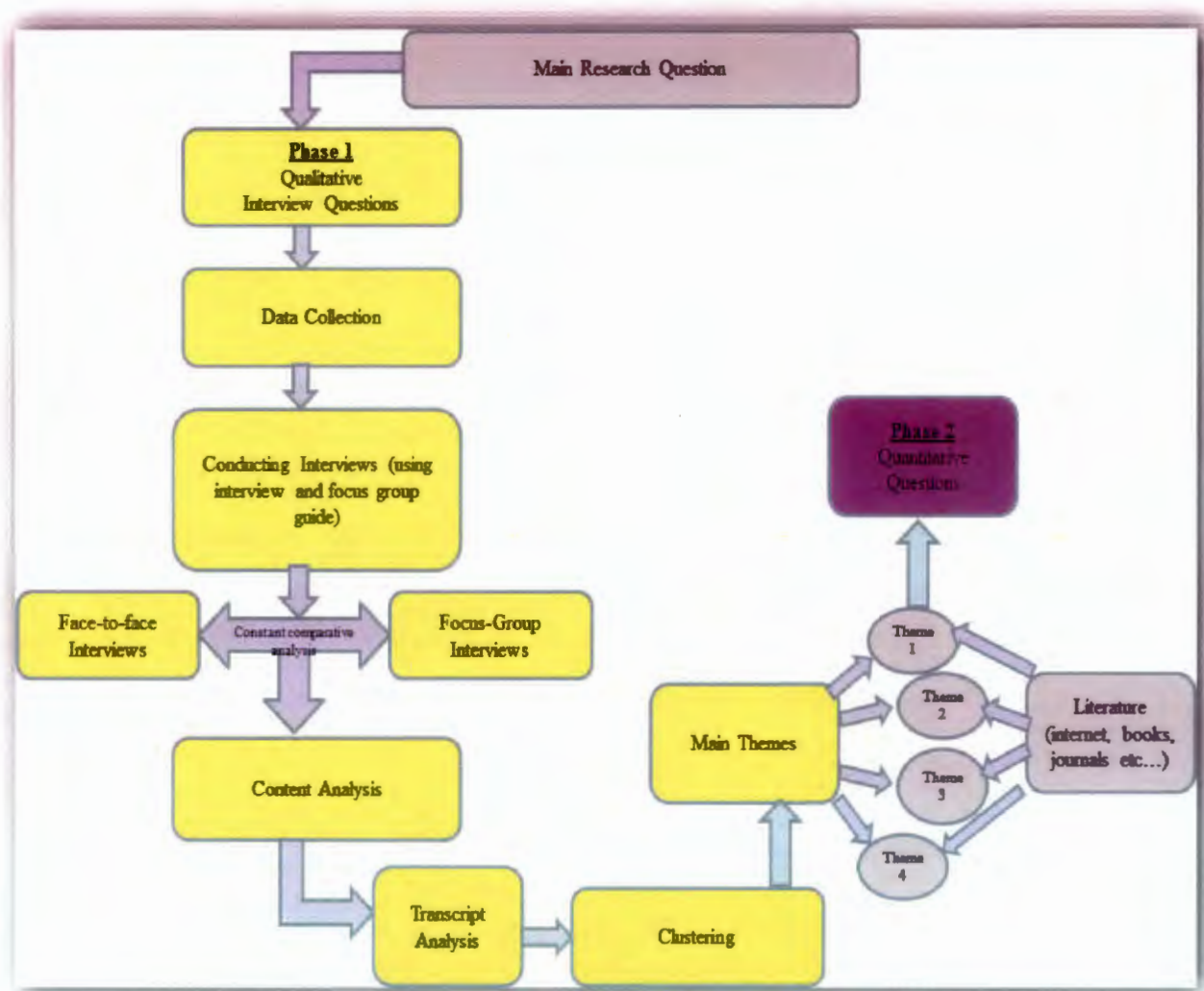


Figure 3.6: Qualitative Data Collection Process Used: Researcher's own

3.8.2.1 Interview Schedule

Kumar (2011:144) observes that “*interviewing is a commonly used method of collecting information from people. In many walks of life, we collect information through different forms of interaction with others*”. For this study, a structured interview schedule was used in the face-to-face and the focus groups. The interview questions derived from the main research question as well as the literature review. Gray (2005:215) advises that, “*structured interviews are used to collect data for qualitative analysis and use pre-pared questionnaires and standardised questions, meaning that, the same questions are posed to all respondents*”. The researcher used the same questions in the interview schedule for all the interviews conducted by the researcher herself in this study. Kumar further suggests that, in a structured interview the researcher posed a predetermined set of questions, using the same wording and order of questions as specified in the interview schedule. Kumar (2011:145) defines an interview schedule as, “*a written list of questions, open ended or closed, prepared for use by an interviewer in a person-to-person interaction (this may be face-to-face, by telephone or by other electronic media)*”. Note that an interview schedule is a research instrument or tool for collecting data, whereas interviewing is a method of data collection. The author further states that, “*one main advantage of the structured interview is that it provides uniform information, which assures the comparability of data. Structured interviewing requires fewer interviewing skills than does unstructured interviewing*”.

A structured interview is usually a face-to-face encounter supported by a questionnaire. This questionnaire is carefully planned and has a lot of closed questions (Olsen, 2012). The author further notes that the interviewer in this instance the researcher is likely to be called enumerator because they are meant to be capturing mainly quantifiable (easily recorded) answers. On the other hand, Jensen *et al.*, (2016) assert that, structured interviews rely on a fixed list of questions that all participants are asked in the same order and phrasing; they select answers from a pre-defined group of response. This style is useful for purposes of addressing the same questions to the participants. In this study, structured interviews were held and the interview schedule is hereto attached as **(Phase 1 attached as Appendix D)** which was used in all the interactions between the researcher and the participants as outlined in Figures 3.4 and 3.5 of this chapter. The technique of participant observation was applied during the interviews and definition by Jackson (2008:82) that, “*studies in which the*

researcher actively participates in the situation in which the research participants are involved.”

3.8.2.2 Face-to-face Interviews

Gray (2005:111) advised, *“that structured face-to-face interviews are probably the most expensive survey method because they require large amounts of interviewer time, a significant proportion of which is often spent travelling to and from interviews”*. For this study, eight (8) face-to-face interviews were conducted by the researcher (see Figure 3.4). Semi-structured qualitative interviewing is the most appropriate method of data collection when looking to understand individual’s perspectives on a specific topic in depth while maintaining the flexibility of exploring interesting threads in the interview as it unfolds (Jansen and Holliman, 2009; Jensen *et al.*, 2016:173).

The face-to-face approach is a generally preferred mode for numerous reasons. In-person contact helps build rapport with participants and draw on non-verbal cues when interpreting their words. Establishing a personal connection through a face-to-face interview will often yield more and better information (Jensen *et al.*, 2016:179). The following applies in the face-to face interviews conducted by the researcher:

i) Expert level

In this study, selected individuals (or representatives) from the Office of the National PSC (situated at the provincial office in Mmabatho) as well as one representative from the National Department of Public Service and Administration (situated at head office in Pretoria). This stratum is made up of experts who are expected to contribute all the information needed to assess the status of the departments in the research focus areas under PM. Expert information, knowledge and opinion assisted in the understanding of gaps in PM under investigation. The high expert level interviews were planned for this phase as the researcher conducted face-to-face interviews with high level National Department representatives in the Province from the Department of PSC provincial office. The aim was to get professional input from top management within the PSC, a National Government custodian and Provincial Monitoring and Evaluation branch situated in the North West

Province to monitor and evaluate performance. The high-level interview content included (i) all individual and group-related management items relating to PM process and tools, (ii) all processes of PM that impact on human behaviours and relationships and (iii) knowledge levels of organisational, structural, legislative and strategic constructs of PM in general and the application of performance management tools in particular within departments of the PSC and DPSA. Reports of these interviews were recorded, typed (transcript), coded and are analysed in the next chapter.

ii) Strategic level

For this level, the researcher conducted interviews with senior and top management (levels 13 to 16) who are occupying senior management positions as well as the managers of performance and the assessors in PM and development. Chief of Staff in the Department of Finance, the Head of Department in the Department of Tourism and the Chief Director for Corporate Services in the Department of Economy and Enterprise Development. This group was tasked to inform the research study in the areas of human factors (needs, relationships etc.), the organisational communication environment as outlined and the assessment processes in the departments where they operate.

iii) Operational level

In addition, Provincial Service Delivery Coordinators within the Office of the Premier were interviewed for their holistic observation and their input was captured and consolidated. These employees work daily with monitoring the performance of departments as they deal directly with service delivery issues, which is the output of performance of departments in the North West Province.

3.8.2.3 Focus Group Interviews

As explained by Liamputtong (2012:5) that *“focus group methodology is useful in exploring and examining what people think, how they think and why they think the way they do about the issues of importance to them without pressuring them into making decisions or reaching a*

consensus". Gray (2005:111) advised that, "an advantage of focus groups is that they allow for a variety of views to emerge, while group dynamics can often allow for the stimulation of new perspectives". Jensen *et al.* (2016:186) cited that "focus groups bring sets of participants together for structured or semi-structured discussions about a chosen topic". Focus groups provide a social setting and opportunity for participants to discuss specific topics, such as for the purpose of this study, 'performance management' in an informal and supportive setting, using their own concepts, frames of reference and vocabulary (Kitzinger and Barbour, 1999; Jensen *et al.*, 2016:186).

Data saturation lends credibility to the research, hence it is usual to use at least three of four focus groups as part of a research design (which may, of course, also include other data gathering methods as part of a sequential explanatory mixed-methods design). Krueger and Casey (2009) distinguish between numbers of alternative designs, depending on the purpose of the research. One or more focus groups helps the researcher to understand the concerns and needs of employees participating in PM processes in the NWPA, helps in the development of a series of prototypes (samples or models, built to test a product or programme), which are themselves pilot tested (evaluated) by focus groups. The prototype most favoured by the focus groups is then developed into the 'final' stage model which again is evaluated by focus groups. The participants in the focus groups were:

i) Expert level

Selected individuals (or representatives) that were invited for the focus groups are senior managers in the Office of the Premier, Departmental Shop Stewards and Performance Managers, these respondents deal directly with PM matters and was found to be of importance for the purpose of this study.

ii) Operational level

Amongst the operational level, respondents were from the various departments at levels (9 to 12) who form part of middle management in the NWPA and are directly affected by performance either top down and bottom up. They form part of the middle managers or

MMS and engage directly with both senior management and lower level staff on performance related matters.

iii) Grass root level

The researcher also conducted focus group interviews with employee who are representatives of the lower skilled (levels 1 to 2), skilled (levels 3 to 5), highly skilled production (level 6 to 8) employees, who are the subordinate groups being managed by the SMS group and the one's being assessed during the PM process periods. This is the group that had to give ever possible information about the human relations and needs in the departments, the organisational communication, the performance improvement environment and the PMDS process.

The data obtained from the interviews and focus groups were recorded by the researcher herself. Liamputtong (2012:82) notes that *“focus group discussions are generally recorded in two ways. First, the note-taker or assistant moderator records the information in written notes. The note-taker writes down the participants’ responses as well as observing and recording non-verbal responses which may assist in understanding how participants feel about particular issues (Barbour 2009, Liamputtong, 2012). Non-verbal responses include facial expressions, body postures and silences, which may convey some feelings (such as approval, interest, boredom, impatience, resentment or anger)”*.

During the focus-group interviews, the researcher used the recording device on her laptop. The recording device used by the researcher during the focus group interviews was the electronic recording device on her laptop. This worked very well as the recordings were clear and audible as well as the fact that the information was stored immediately. The input was then downloaded on separate copyright discs (CD's) as backup and these were submitted for assessment. Meanwhile additional back-up copies were kept with the researcher in a safe place. Main reason for this information safe keeping is for future retrieval and detailed coding to be used in Chapters 4 and 5 of this research.

3.8.2.4 Content Analysis

For this study, an interview guide was used for both the face-to-face and focus groups. The qualitative method content was added from the comprehensive reports captured by the researcher as she listened repetitively to the recordings to capture exactly what was said and recorded and stored on her laptop. These comprehensive reports both from the face-to-face as well as the focus group interviews were strategically coded using the colour coding (see table 3.3 and descriptive details under item 3.8.2.8) and at a later stage subjected to careful categorisation according to the three clusters on the Excel software package. Software packages are used to, compare how cases with different characteristics discuss an issue, review changes in individual experiences over time on a case-by case or group basis, consider the impact of changing settings on the evolution of an experience, examine the interrelationship of exported codes and conduct quantitative comparative analysis of cases. (Creswell and Plano Clark, 2011:244).

There are also other software packages designed for qualitative data analysis as cited by Jensen *et al.*, (2016:257) the authors advised that “*NVivo can also give you the software tools to illustrate your findings in your report*”. Creswell and Plano Clark, (2011:243), reminded that, “*Qualitative and quantitative software packages have been available for years to assist researchers in the analysis of both quantitative and qualitative data, only. Only recently have attention and discussion developed around the topic of computer software applications and mixed-methods*”. For this study, the researcher opted for a package that she is used to and found it easier to use as she understood the Excel software, due to her experience she did most of the work particularly in the qualitative methods herself as she has the skills to type, construct and analyse the information gathered. Chapter 4 of this study was strategically constructed in order for the researcher to be able to quantify the qualitative data, the suggestion or advice by Creswell and Plano Clark (2011:244), “*through counting the number of times that a code occurs*” was taken into consideration and used throughout the coding process.

This is a huge breakthrough for this study as the researcher used her own skills to contribute and added value to the professionalism of the content consolidation and presentation of the study.

3.8.2.5 Content Comparative Analysis

The comparative content as outlined in Figure 3.7 below included the following:

- Processes of PM that impact on human behaviours, knowledge or lack of it and relationships (every-content gleaned from respondents regarding human behaviour of managers or subordinates' attitudes, complaints, racism, favouritism, motivation etc. that impacts PM and performance in general).
- Knowledge levels of organisational, structural, legislative and strategic constructs of PM in general and the application of PM tools in particular within departments of the NWPA (training dimensions, record-keeping, knowledge management, to include training of managers, uniformity and collaboration, consideration of subordinate employees in progression i.e. position and salary and other variables mentioned in the thematic or clustering approach).

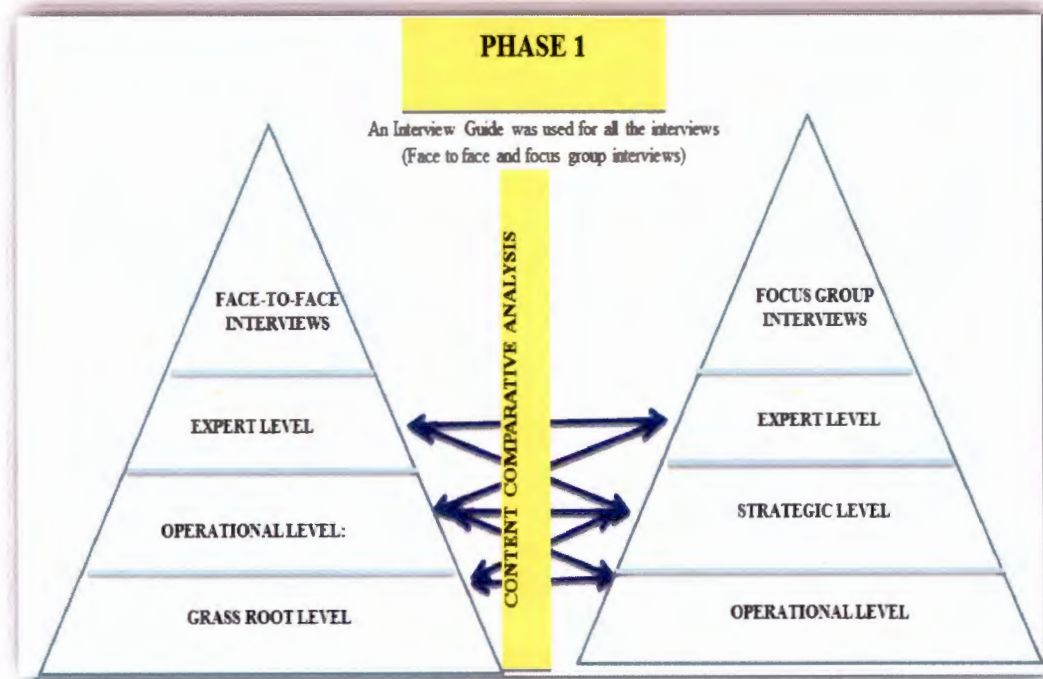


Figure 3.7: Content Comparative Analysis Illustration: Researcher's Own

The researcher used content comparative analysis (Figure 3.7) during the process. Content analysed would be compared for all levels and groups in the sample.

3.8.2.6 Transcript Analysis

The eleven transcripts were all typed out independently by the researcher herself as she has dicta-phone typing diploma and could easily listen from the recordings and translate it onto paper. Oliver (2012:20) defines qualitative data as, “*data which is in the form of words such as interview transcripts*”. The interview transcript contains direct information that can easily be described, analysed, measured and compared to other information. Grix (2010:117) suggests, “*that characterisation of information through finding variables, operationalising the variables in the study, and then measuring or comparing them to other variables*”.

The transcripts were thoroughly analysed as the researcher was in the phase of learning to know her data or understanding the data as well as to categorise the information accordingly, in order to make it easier understandable to readers. This is also mainly to summarise and make sense of all the recordings, she used different colours to highlight the various codes, as a means to identify patterns and connections within and between the clusters or categories. The researcher was also working with her eldest daughter, Ajhan Laloo, a student at the University of Cape Town in order to get assistance on discussing the themes during the interpretation, analysis, listening to the recordings, colouring the codes and making sense of the overwhelming information that she had gathered during all her interviews (see Picture 3.1). It was easier to discuss and get another view-point rather than working in silo whilst preparing such huge amounts of information at her disposal.

3.8.2.7 Coding of Main Themes

Coding is a method that enables you to organise and group similarly coded data into categories or “*families*” because they share some characteristics. (Saldaña, 2013:9). Where Jensen *et al.*, (2016:252), on the other hand define ‘*coding*’ as the process of identifying words, phrases or passages of text (or any other unit of meaningful data) and applying labels ‘*codes*’ to them. The authors further advised that it is important that the codes are clearly defined. Additional to this, Saldaña, (2013:3), advised that, “*a code in qualitative inquiry is most often a word or short phrase that symbolically assigns a summative, salient, essence-capturing, and/or evocative attribute for a portion of language-based or visual data*”. The author further explains that, the data can consist of interview transcripts, (of which in case of this study, the researcher typed the interview transcripts out herself), participant observation

field notes, journals, documents, drawings, artefacts, photographs, video, internet sites, e-mail correspondence, literature etc. For this study, the Excel software package used by the researcher and used to do the coding of themes. The main themes for this study are to be found in the impact of multi-level human relations (including needs, motivation) within the PM equation, the communication issues within the organisational and operational dynamics in the performance environment and the application of measurement instrument, particularly the controversial PM process.

To codify is to arrange things in a systematic order, to make something part of a system or classification, to categorise. When codes are applied and reapplied to qualitative data, the researcher is codifying – a process that permits data to be “*segregated, grouped, regrouped and re-linked in order to consolidate meaning and explanation*” (Grbich, 2007:21). In this study, the responses from each of the interviews conducted with the key participants were analysed to determine if the themes or patterns emerged in the answers to the questions posed.



Picture 3.1: The Researcher during Interpretation, Clustering and Coding Process (while listening to the interview recordings)

3.8.2.8 Clustering of Variables

The clustering of variables selected for the study represented the focus areas of the research theme and the research question. The human needs, relations and motivation cluster, the communication and operational dimension cluster, the leadership cluster and the PM process cluster. The clustering of variables drove the sampling design through the comparative nature of questions. In this instance, Onuwegbuze and Leach (2006) refer to pair-wise sampling design, also elaborated on by Allen, Titsworth and Hunt (2009) where study participants are compared. The variable clusters also made it easier for data from the human needs, relations and motivation cluster, the communication and operational dimension cluster, the leadership cluster and the PM process cluster to be organised for processing and analysis.

Three main clusters mainly, from the three clusters of this research proposal which are, i) the first cluster which deals with PM, ii) second cluster which deals with the human factors and then iii) the last cluster which concentrate mainly on the performance environment were coded and coloured according to the three main clusters.

In order to interrogate the three focus areas of study, the researcher clustered the themes around the human factors cluster, the human and organisational communication factors, the public service performance environment and the application of the PM tools by managers. The four clusters would be treated in each stage of the process, using a leaner questionnaire each time, with more focused questions. These repetitive stages served to strengthen reliability, to increase the sample size (increase representation) and to decrease bias. As per advice by Braun and Clarke (2006), that the coding for the thematic analysis took place across the entire data set, when collating codes into themes, most themes and codes clustered around the questions posed during phase 1 (qualitative method) of this study (see **Appendix D**). The author further advises that, the questions that were asked may have influenced the participant's responses in such a way that even if they did not manage to answer that question when asked, they may have answered it at a later stage in the interview. The main clusters were coded in the transcripts for easy identification of the three main themes faster in the transcripts. The colours for the three main clusters given in the Table 3.3 below which provide a clear picture of the colour code and clustering of variables as applied by the researcher in this study.

<u>Cluster1:</u> Performance Management (yellow)
<u>Cluster2:</u> Human Factors (blue)
<u>Cluster3:</u> Performance Environment (green)
Additional items (pink)

Table 3.3: Qualitative method Colour Coding and Clustering Applied

3.8.3 Content Description and Reporting

The researcher constructed a comprehensive consolidated content description paper herself and the report was provided to the Qualified Analyst at the North-West University. The detailed results and recommendations form part of Chapter 4 of this research study.

3.9 QUANTITATIVE RESEARCH METHOD

Silverman (2010:11) states that, *“in the United States, quantitative research tends to be more prevalent”*. He further stresses that, *“in most sociology departments, the majority of the faculty use quantitative methods in their research and most journals publish a disproportionate number of quantitative papers. The so-called norm, at least now is quantitative”*. The researcher therefore also used quantitative analysis to process the data from this study. Grix (2010:117) in addition to this, the author suggests that, *“quantitative research is characterised by three basic phases, (i) finding variables for concepts, (ii) operationalising them in the study, and (iii) measuring them”*. The characteristics and advantages of quantitative research are described hereunder:

3.9.1 Characteristics of Quantitative Method

According to Robson (2011) the author states that a measurement and quantification, focus on behaviour, a scientific approach, pre-specification of design, measurement reliability,

specification of procedures to accommodate replication, generalisation of findings, objectivity, ethics, standardisation, neutrality and value-freedom, are some of these. In similar vein, Ramona (2011) cites sorting of risks through impact, the objective methods as base for evaluation of results, integrity and confidentiality and availability as bases for security level.

The multi-level factors under scrutiny in this study have been subjected to the hypothesis that a conducive performance environment can produce the desired performance improvement and the targeted service delivery, the data can be used numerically and confidence levels arranged for quantitative analysis based on number of participants and cluster variables in the response area of inquiry.

Johnson and Christenson (2004) maintain that quantitative research questions, unlike their qualitative counterparts, tend to be more specific in nature. Moreover, they fall into one of three categories i) descriptive; ii) comparative; iii) relationship. Descriptive questions quantify, comparative questions compare and relationship questions define a direct or inverse relation on between variables.

3.9.2 Advantages of Quantitative Method

The questionnaire was sent out in the form of a hard copy and this method was as an advantage because the participants feel more confident about remaining anonymous as they can see from the structure of the questionnaires for an example, the use of a cover letter which outlines confidentiality to the respondents and this also provides assurance that it is impossible for the information to be traced back to the individual completing the questionnaire.

A comprehensive pilot questionnaire was designed and this questionnaire was refined into progressively shorter multi-stage, multi-level (different participants) questionnaires which gave shape to the final questionnaire whose responses were sent for analysis through the SPSS system. The responses from the questionnaires have not differed from those facts cited in responses from interviews. Comparison of responses (rank orders, percentages) from a wide range of participants to questions in the respective clusters showed some sizeable

consistency in responses in the areas of communication, leadership style, expectations (training, development, induction, etc.).

Pilot test responses did not differ from responses in the subsequent questionnaires. In line with this, Gray (2014:372) recommends that “*piloting will reduce the incidence of non-response to the questionnaires*”.

This consistency in several human areas in the inquiry demonstrated the confidence level in the reliability factor in the tests. The extra comments made from the questionnaires and those made during focus group interviews were interestingly similar in quantitative weighting (frequency, percentage and rank order). Similarly, the interview stages had mostly similar response patterns (percentage positions, ratings, confidence level) from the focus and face-to-face groups. It is possible for replication of parts of this study to establish more reliability before saturation point is reached, which in this case happened quite early in the pilot questionnaire stages, at N=124.

3.10 QUANTITATIVE SAMPLE SIZE DETERMINATION

The population for this study is outlined in point 3.5 of this chapter and the sample size for the quantitative method is described by Kumar (2011:192) cited that, “*in quantitative research the researcher attempts to select a sample in such a way that it is unbiased and represents the population from where it is selected*”. In this study, the population size was described under point 3.5. It included permanent employees employed in the twelve NWPA departments totalling 59554 (National Treasury database, 2016). As cited in the StatsSA or Statistics South Africa’s 2011, census report, there are 3.51 million citizens in the North West Province. These employees are accountable for funds and through the Office of the Premier, the Legislature and the National Government, ensure that citizens’ needs are met.

Quantitative research involves applying inferential statistics to the sample in order to make generalisations about the population as a whole. The goal is to describe the population’s characteristics and in order to support qualitative knowledge claims, the sampling technique should be ‘*robust, objective, and representative*’. (Jensen *et al.*, 2016:101). Additionally, Kumar (2011:192) believes that sampling is the process of selecting a few (a sample) from a

bigger group (sampling population) to become bias for estimating or predicting the prevalence of an unknown piece of information, situation or outcome regarding the bigger group. This process of selecting a sample from the total population has advantages and disadvantages. The advantages are that it saves time as well as financial and human resources. The disadvantage is that the researcher does not find out the information about the population's characteristics of interest to the researcher but only estimates or predicts them, hence the existence of the possibility of an error in the estimation. Gray (2014:230) added that *"increasing the size of the sample usually increases its precision, since larger samples are more likely to be representative of the underlying population they are seeking to measure. As sampling size increases, sampling error decreases, and the researcher gets closer to precision"*. Decisions about the sample size may affect the researcher's opinions later when statistical analysis is conducted (Jensen *et al.*, 2016:101).

In this study, the sample stages differed as the researcher proceeded with distribution of questionnaires to the six provincial departments while she added two additional departments every time as she moved to the next stage in the multi-stage process of the research towards her final, highly focussed questionnaire stage. Figure 3.9 is a diagram which illustrate the phases in which she proceeded step-by-step in the quantitative method process.

Gray (2014) identified seven sampling methods which are divided into probability and non-probability. These are simple random, systematic, strategies and cluster, on the other hand, non-probability sampling methods are accidental, purposive and quota. **Purposive sampling technique was used for the purpose of this study.** Dudovskiy (2017) explains that purposive sampling (also known as judgment, selective or subjective sampling) is a sampling technique in which researcher relies on his or her own judgment when choosing members of population to participate in the study. Fowler (2014:14) observes that the sample frame, the sample size and the specific design of selection procedures determine how well a sample represents a population. If probability sampling procedures are used, the precision of sample estimates can be calculated, Fowler (2014) further maintains that the way a researcher plans to draw a sample is related to the best way to collect data. Certain kinds of sampling approaches make it easy or difficult to use one or another data collection strategy (Fowler, 2014:61). Once an appropriate strategy has been adopted, it is then necessary to convert this into a research design. This means stating in clear terms exactly how and with whom the

research is to be conducted. Since it is rarely practical to involve data collection from everyone, it is necessary to select a sample (Gray, 2014:59). De Vos, Strydom, Fouché and Delport (2011:200) explained that there are four types of probability sampling, namely simple random sampling; systematic sampling; stratified sampling' and cluster sampling, that can be applied for quantitative analysis. According to Krejcie and Morgan (1970) and Huysamen (1993:45) state that for a population (N) 1 000 000 participants, the sample size should be (S) 384 in order for it to be representative.

For this study, the calculation of the minimum sample size per department was based on the 90% confidence interval and only 10% margin of error could be tolerated. The 90% confidence limit was chosen because of the large population and large samples from it. Usually a lower margin of error is recommended when an analyst is faced with larger sample sizes. The researcher used the formula normally used to conduct online surveys, recommended by Raosoft Inc. 2004 defined as follows:

$$x = Z \left(\frac{c}{100} \right) 2r(100 - r)$$

$$n = N \frac{x}{(N - 1)E^2 + x},$$

$$E = Sqrt \left[\frac{(N - n)x}{n(N - 1)} \right],$$

According to Raosoft Inc. 2004 N is defined as the population size, r is the fraction of responses that are of interest to the researcher and $Z(c/100)$ is the critical value for the confidence level c . The use of this calculation was based on normal distribution and was motivated by the fact that the sample used is more than 30. (See Table 3.2). The sample size used in this study is more than the minimum 382 recommended by Krejcie and Morgan. All the twelve (12) departments within the province are significantly represented and as a result the sample represents the overall population.

A Sampling frame is a list of sample units from which a researcher can select suitable unit which can be researched to achieve the objectives of the study. (Kanninen, 2007; Siu and Comerasamy, 2013). The purpose of sampling in quantitative research is to draw inferences about the group from which the researcher has selected the sample. Therefore, in quantitative

research, randomisation is used to avoid bias in the selection of a sample and is selected in such a way that it represents the study population (Kumar, 2011:192).

The multi-phase process was discussed during the pilot test (see Figure 3.9). Therefore, as phase 2.4 was the final phase, Plowright (2011:89) cited, “the pilot study *confirms the decisions about the approach and the methods to be used in the study*”. During the pilot, multi-phase process **N=124** was received and analysed in preparation for the final phase.

This final phase, which is phase 2.4 of this study, would be the final questionnaire. It would consist of a 10 items **N=735 with actual collection of N=762**, which would be submitted to the professional statistician for SPSS within the North-West University distributed in the **12 departments** in the North West provincial government where PM is practised (see Table 3.4) and employees are assessed as follows:

Provincial Department	Grand Total	Recommended Minimum Sample Size Per Department	Actual number obtained	Remain
North West Community Safety and Transport Management	1427	65	58	7
North West Culture Arts and Traditional Affairs	719	62	67	+5 add
North West Economy and Enterprise Development	216	52	71	+ 19 add
North West Education and Sports Development	30126	68	59	9
North West Finance	528	51	51	0
North West Health	18114	68	95	+ 27 add
North West Local Government and Human Settlements	691	62	60	2
North West Office of The Premier	732	62	71	+ 9 add

Provincial Department	Grand Total	Recommended Minimum Sample Size Per Department	Actual number obtained	Remain
North West Public Works and Roads	3024	67	63	4
North West Rural Environment and Agricultural Development	1549	65	64	1
North West Social Development	2347	66	59	7
North West Tourism	146	47	44	3
Grand Total	59619	735	762	+ 27 add

Table 3.4: Quantitative study: Final Sample Size Breakdown

The final refined questionnaire was distributed within the twelve departments in the North West Provincial Government, the researcher distributed 800 questionnaires across all twelve (12) departments and she received $N=762$ completed questionnaires from participants within the Departments. The researcher had obtained an additional or extra $N=27$ questionnaires during her collection. All the questionnaires were submitted to the professional SPSS Statistician at the NWU, Mafikeng Campus. The final results and findings from the quantitative study form part of Chapters 5 flowing into the final sixth Chapter of this study.

3.11 QUALITATIVE DATA COLLECTION

The data collection techniques are outlined followed by the data flow chart process which was designed by the researcher for the purpose of this study and finally the quantitative data description and reporting is described hereunder:

3.11.1 Data Collection Techniques

Before quantitative data can be analysed using techniques appropriate for pursuing the objectives of the research, they need to be prepared in various ways to make them ready for analysis. (Kent 2015:40). The researcher utilised a step-by-step process by starting with a

pilot for the questionnaire. The main aim was to obtain the main themes for the final questionnaire.

For this study, the quantitative data collection Table 3.5 below describes how the researcher used the data which was required, sources used and the strategies implied as well as the data category used in the study.

Data required	Source	Strategy	Primary/secondary data
Identification of factors and sub-factors that need to be investigated in this study	Literature	Extensive literature Review	Secondary Data
Quantitative Phase	Senior Managers + Middle Managers + lower level employees	Pilot + Final Questionnaire	Primary Data

Table 3.5: Summary of Quantitative Data Collection Sources and Strategies

Kent (2015:67) warned that “*data analysis is not just about performing statistical calculations on numerical variables; it’s about making sense of a dataset as a whole and thinking about a range of alternative ways of approaching its analysis, taking a well-rounded view of what the evidence is saying*”. Additionally, Kent (2015:7) further advised that “*the actual capture of the data will require the use of one or more data capture instruments. The creation of a record could be by way of manual or electronic notebooks, audio or video recorders, camcorders, still cameras or seeking commentary via open-ended questions in questionnaires, e-mail, web pages, blogs, Facebook and so on*”. Meanwhile, Du Plooy-Cilliers, Davids and Bezuidenhout, (2014:205) cited that “*statistics need to be gathered and manipulated in a consistent and appropriate manner in order to enable us to draw valid conclusions from them*”.

3.11.2 Data Collection Flow Chart

Fowler (2014:61) details the choices of data collection, among which are the mail, telephone the internet, personal interview or group administration (which is related to sample frame, research topic, sample characteristics and available staff and facilities). Response rates, question form, quality of the survey estimates and survey costs are all implied when group administration has the necessary characteristics. The Figure 3.8 is an illustration of the process flow of the data collection process.

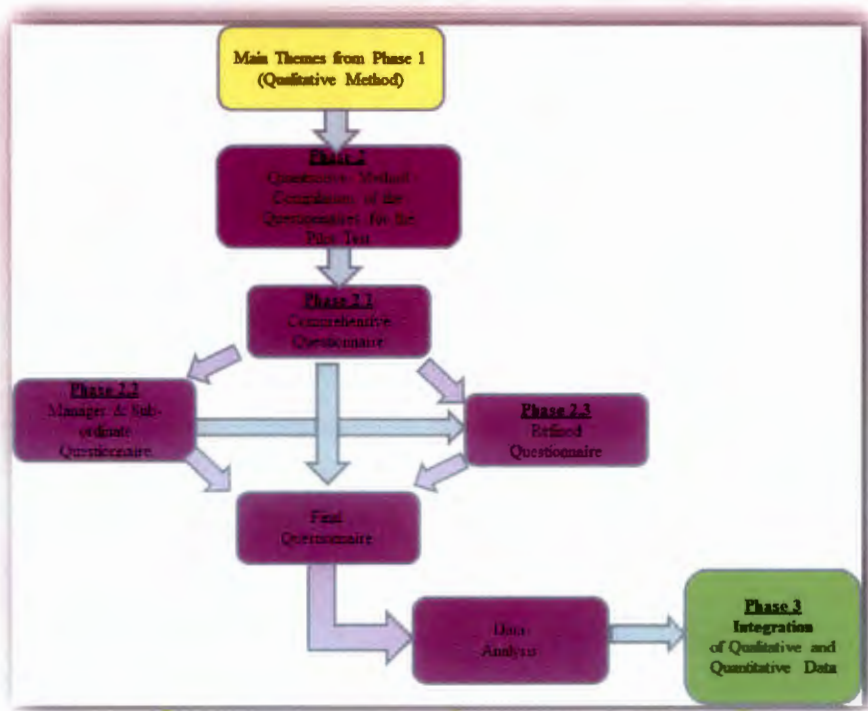


Figure 3.8: Quantitative Data Collection Process Used: Researcher's Own

3.11.3 Pilot-Testing

A pilot study can be a pre-testing or 'trying out' of a particular research instrument (Baker, 1994:182-3). Van Teijlingen and Hundley further suggests that pilot studies can be based on quantitative and/or qualitative methods and large-scale studies might employ several pilot studies before the main survey is conducted. Thus, researchers may start with "qualitative data collection and analysis on a relatively unexplored topic, using the results to design a subsequent quantitative phase of the study" (Tashakkori and Teddlie, 2010:47).

The main aim of the pilot was to get an idea of those questions that are more relevant to this study. This way, the appropriate and relevant, more comprehensible questions for the next stages of questioning would be formulated, returned and followed by analysis. The questionnaire development containing details of all the questionnaires that formed part of the pilot study is described hereunder:

3.11.3.1 Questionnaire Development

The development of a questionnaire as a tool is critical in data requirement to prove or disapprove a research question. In order for the questionnaire to be user friendly, it must be simple and not very long so that respondents can fill it in correctly without missing the points and its purpose (Maree and Pietersen, 2007:159; Best and Khan, 2006:313). All the questionnaires used throughout the phases of the pilot in this study, to construct the final questionnaires started off with firstly, the cover letter which accompanied the questionnaire outlined confidentiality, the research topic, time-frame for collection and contact details of the researcher. The following phases are outlined in Figure 3.8, the descriptions of the various questionnaires are presented below:

iv) Phase 2.1: Clustered Comprehensive Questionnaire

The clustered bigger questionnaire formed part of this phase and is provided in **Appendix E** of the thesis. Pilot questionnaire participation was Total: N=61. The returned responses were captured by the researcher herself on Excel computer format and the data were analysed into a comprehensive report. This clustered questionnaire contained the following:

Section A: of the questionnaire contained information to be completed by respondents on their respective demographical information, which included years of employment, gender, age, job level, educational level and department.

Sections B: consisted of clustered sections where **cluster 1** contained questions pertaining to **human factors** and this section had only closed ended or “yes/no/not sure” questions as well as one question which required indication of time-frames e.g., monthly, quarterly, half yearly, annually and none of the above. **Cluster 2** contained questions pertaining to **PM process** and

this section also had closed ended or 'yes/no or not sure' questions and required indication of time-frames for certain questions. Particularly for communication or feedback purposes the question required respondents to specify e.g. for a question posed, "*when the PMDS assessment process has taken place in your department, how does management deliver your performance results?*" Respondents were provided to options to either indicate, in meetings, one-on-one sessions, workshops, written, none of the above. **Cluster 3** contained questions pertaining to **performance environment** this section also had closed ended or 'yes/no or not sure' questions and required indication of time-frames for certain questions. For a question posed, "*what do you like about your job?*" respondents were allowed an opportunity to choose, the job itself, co-worker relations, good supervision, opportunity to grow, none of the above. For this questionnaire, as it was comprehensive added to it was also **cluster 4** contained questions pertaining to **performance improvement** this section also had closed ended or 'yes/no or not sure' questions and required indication of time-frames for certain questions. For a question posed, "*optimal performance?*" respondents were allowed an opportunity to choose, feeling of ownership, accountability, responsibility or none of the above.

v) **Phase 2.2: Shorter Questionnaire**

This phase in **Appendix F** of this study emanated 15 respondents and the researcher administered two separate questionnaires to 50 respondents, split into clusters (selected on the basis of their salary levels) of managers classified under (i) the highly skilled managers or SMS who are on salary levels 9 to 16 and (ii) subordinates who are classified under the lower skilled level on salary levels 1 to 8. Sample size N=50 Question size N=50. The shorter questionnaire was reduced to 50 items. 40 Participants (10 participants made up of Cluster A (**Appendix F1**) - managers and 20 participants made up Cluster B (**Appendix F2**) - subordinates from the two additional departments selected for this phase). The 50-item version consisting of the two questionnaires is displayed as the two appendages, namely Appendix F1 and F2. Total: N=43. This shorter questionnaire contained the following:

Section A: of the questionnaire contained information to be completed by respondents on their respective demographical information, which included years of employment, gender, age, job level, educational level and department.

Sections B: consisted mainly out of closed ended questions “yes/no” these were constructed mainly because the researcher wanted to have an idea or make a comparison of what the management views are as compared to the views of the subordinates.

vi) **Phase 2.3: Refined Questionnaire**

Participants from the final two out of the twelve provincial departments were used. In this phase 20 questionnaires were administered among participants both from management and subordinates. The shortened questionnaire which is constructed from the results of the pilot study consisted of a 10-item questionnaire (**Appendix G**) with a sample size of N=20; Items were captured and graphs produced by the researcher herself on Excel format. Total: N=20. This refined questionnaire contained the following:

Section A: of the questionnaire contained information to be completed by respondents on their respective demographical information, which included years of employment, gender, age, job level, educational level and department.

Sections B: This section contained only four main questions from the clusters and consisted only of a 1-5 point Likert Scale. Kumar, (2014:204), cited that, “*Likert scale, is based upon the assumption that each statement/item on the scale has equal attitudinal value, importance of weight in terms of reflecting an attitude towards the issue in question*’.

vii) **Phase 2.4: Highly Focussed Questionnaire**

The questionnaire was incubated, developed and evolved due to the constant appearance of key items deriving the literature, interviews and pilot study. Therefore, the most appropriate name adopted by the researcher was a “*highly focussed questionnaire*”. The questionnaire consisting of 10-items, (**Appendix H**) with a sample size of N=762 would be submitted to the research department for processing through SPSS. Total: N=735 with actual collection of N=762. The researcher also travelled to all the four (4) district offices to distribute and collect the questionnaires at the (i) Ngaka Modiri Molema or Mahikeng/Mmabatho district, (ii) Dr Ruth Segomotsi Mompati or Vryburg, (iii) Dr Kenneth Kaunda or Klerksdorp/Matlosana and (iv) Bojanala or Rustenburg and Brits district offices.

The questionnaire was designed and started off with; firstly, as in the pilot, **the cover letter** which accompanied the questionnaire outlined confidentiality, the research topic, time-frame for collection as well as the contact details including e-mail address of the researcher.

Section A: of the questionnaire contained information to be completed by respondents on their respective demographical information, which included years of employment, gender, age, job level, educational level and department.

Sections B: consisted of open-ended questions where respondents were allowed an option of either agree or disagree and provision was made for comments in order to provide a platform for the participants to elaborate on issues posed in the five (5) open-ended questions. The content of the items was generated from the results of the interviews (face-to-face and focus group) including the literature review. Smither (2003:20) advises that the inclusion of *“routine diagnostic checks”* on the level of employee satisfaction. One of the examples from the questionnaire was *“a highly resourced, relatively well-managed”, “relatively well-satisfied corps of employees”, “housed comfortably”* in a *“safe space”* and *“performing in a conducive working environment”*

Section C: Jackson, (2008:92), defines rating scale as *“is a numerical scale on which survey respondents indicate the direction and strength of their response.”* For this part of the questionnaire the researcher used the 1-5 or five-point Likert scale which ranged from:

- 5= Excellent (EX)
- 4= Very Good (VG)
- 3= Good (G)
- 2= Average (A)
- 1= Poor (P)

For this study questionnaires were used for the public servants employed in the 12 Departments of the North West Province. The researcher followed phases as outlined in Figure 3.9 and is described in the multi-phase sampling procedures hereunder:

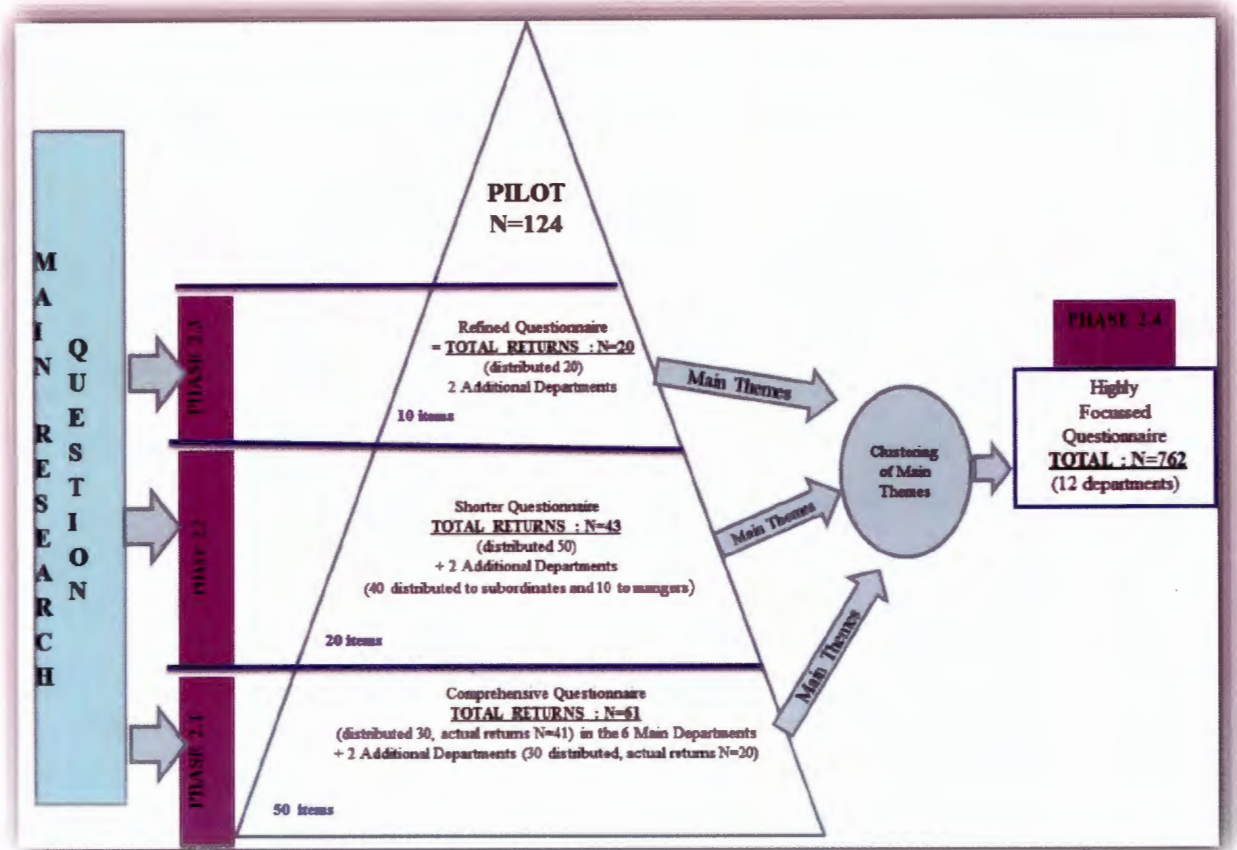


Figure 3.9: Quantitative Multi-phase Process Used: Researcher's Own

Plowright (2011:89) cited, "the pilot study confirms the decisions about the approach and the methods to be used in the study". During her continuous engagements whilst conducting the pilot study phases, the researcher had established good relationships and cooperation from senior, middle as well as lower level employees within the twelve departments.

For this study, the first phase of a pilot might form part of the quantitative method and it involved using in-depth interviews or focus group to establish the issues to be addressed in the multivariate phases that formed part of the pilot leading to the final questionnaire survey.

3.11.4 Data Analysis

The data collected was analysed using both the qualitative and quantitative techniques. The descriptive statistics were used to analyse the latter. Office software such Microsoft Excel was used for capturing and cleaning the data. A tabulation of incidence as it is referred to by Cooper and Schindler (2011) was done using Excel to show the distribution of data as an

array of value counts from the highest to the lowest. Rowley (2014) suggested the use of Microsoft Excel as it is readily available and contains a range of functions for data cleaning. Cleaning of the data include among others sorting and filtering, removal of duplicates and validation of data. This office software also has formulae to perform different calculations. The data was exported to analysis software tool such called SPSS version 23. This is a specialist package and a core tool for academic research highly recommended for any quantitative researcher (Rowley, 2014; Landau and Everitt, 2004). The package can easily be used to check and verify data and generate the desired statistics and charts. The results are presented in the form of the descriptive statistics. Descriptive statistics are referred to “*the transformation of raw data into a form that will make them easy to understand and interpret; rearranging, ordering, and manipulating data to generate descriptive information*” (Zikmund, 2003). The descriptive statistical measures used in this study were measures of central tendency and measures of spread. In particular, the mean and standard deviations as recommended by Evans (2013) were used to provide the description of the data. This helped in addressing some of the objectives set for the study.

3.11.5 Data Description and Reporting

The data obtained from the pilot questionnaire were processed and used to test several variables like clarity of questions, length of questionnaire, how many of the multi-stage questionnaires were captured by the researcher on Excel. It was then processed for quantities (rank order values, frequencies and scores) and qualitative facts and descriptions from responses. The final questionnaire would be submitted for use by an expert using the software package, SPSS. Bryman and Bell (2011:361) maintains that “*SPSS is the most widely used computer software for the analysis of quantitative data for social scientists. SPSS, which was originally short for Statistical Package for the Social Sciences, has been in existence since the mid-1960’s and over the years has undergone many revisions, particularly since the arrival of personal computers.*” Analyses in this study were limited to the sample available and were processed with the assistance of a professional statistician.

3.12 RESULTS AND FINDINGS

While some descriptive results have also been treated qualitatively to give meaning to the findings under the interview participant's category above, at another level, some results from the multi-stage questionnaires would deliver quantities of human factors that have elicited critical values that can be assigned to descriptive results. An example is the comparison of leadership preferences to the actual leadership styles found in the study. The correlation between the preference index and the actual index is significant for the acceptance of the hypothetical "*leadership gap*" cited during the multi-stage questionnaire survey and the lower-level interviews. Another clear quantification emanates from the rank orders (Allen *et al.*, 2009) that, in the pilot test and subsequent multi-stage questionnaires in this study, where some variables are ranked in the top ten of the human factors being assessed, the graphical depiction follows the same trend as these values take precedence in value, featuring on top often.

The comprehensive final results for each focus area of the study, each level of the interview phase, each phase of the questionnaire survey and each comparison of the participant levels (the sub-ordinate and the managers) would be made known to academic authorities. Recommendations would be submitted with the results communicated to the top managers in the NWPA and to the authorities at the NWU faculty responsible for overseeing this study.

3.13 RESEARCHER'S EXPERIENCE DURING THE STUDY

Roberts (2007:143) cited that "*it has been argued that many of the observations on research experience made in qualitative research can be extended to quantitative, documentary and other approaches, where such a consideration has been neglected. Researchers often use a 'mix' of methods of data collection in a specific project*". The researcher requested permission from her resident promoter to take a working session picture (see Picture 3.1) of her assignment at the work-station at her non-resident promoter's office during the preparations for presentations to the colloquium as well as the chapters of this study. Continued guidance and support from both promoters and the North-West Business School (hereafter referred to as NWBS) was evident throughout her research journey.



Picture 3.2: The Researcher during a Working Session with her Promoter

The researcher personally engaged in the process and the following happened during her engagements discussed in the paragraphs below:

The Researcher solicited and was granted permission to hold discussions with the managers in the Office of the Premier to get expert direct inputs, to include their personal view points and to inform researcher on new developments in the PM and development system front. In similar fashion, the high-level managers in the Provincial office of the PSC were also lined up to render high level expertise, advice and opinion in aspects of the study, including central record keeping and the concerns about the PM process.

The researcher also engaged in face-to-face discussions with the high-level managers for expert opinion and this was aimed at obtaining relevant information for the purpose of this study. Additional senior managers formed part of the interviews. These participants ranged from, Chief of staff in the Provincial Department of Finance, the Chief Director of Cooperative Services as well as the Head of Department in the Department of Tourism. To the list outlined, added to the focus-groups of the Departmental Shop Stewards as well as the PM and development managers. The long list was intended to garner as much input as possible from the relevant participants around the operational dynamics of PM in the

province. During her engagements with them, they expressed support towards the study and offered to provide co-operation regarding any form of further assistance and/or information needed.

The researcher obtained permission and requested a letter from the North-West Business School and thereafter she submitted a request to the Director General's office (see Figure 3.10). The Director General confirmed in writing directly to the researcher as well as informed all respective departments of the research permission granted. These were then used to show all the participants that formed part in both sequential explanatory mixed-methods approach used in the study. Jensen *et al.*, (2016:57) stressed that "*written consent is the gold standard and will give the researcher the most protection from a legal standpoint*", The researcher had, during the questionnaire distribution process, assisted some lower level participants with filling the demographics form and given clarity to some questions. Other departments indicated that due to their tight performance reporting deadlines, the researcher was requested to return after a month, which are reasons for some of the lower return rates. Some of the interviews were postponed due to assessors and top management having to attend to urgent matters or having other engagements and emergencies. In two of the department's memorial services were held for two top officials (MEC and HoD) involved in tragic car accidents on separate occasions.

In particular, with the other focus groups such as the PM and development managers, the departments were in the process of assessments. Moderation sessions were held, causing another delay in having the focus group. The researcher had to postpone the sessions more than five times. However, the cooperation from the participants was most certainly there, meanwhile the schedule of moderation sittings made it difficult for them to engage with the researcher. Advise provided by Kumar, (2011:245), that, "*giving a small gift after having obtained information, as a token of appreciation, is in the author's opinion not unethical*", therefore in this study, the researcher gave the participants from her interviews, interactions a chocolate out of her own as a token of her appreciation for the time they made for her to interview them, since she understands the operations and their tight schedules.

The researcher also faced challenges during the research process. Ethical principles help the researcher find her way through challenging situations as suggested by Jensen *et al.*, (2016:48), the challenges faced by the researcher were as follows:

- *Proximity or distance*: The provincial departments are widely spread across the province, in the district municipalities and most of the head offices are situated in Mmabatho and surrounding areas. The researcher therefore became innovative and established a good working relationship with senior officials who agreed to work with her. They then assisted in arrangements for her to pick up the questionnaires from one collection station. The researcher travelled to district offices she particularly chose strategic buildings where many of the departments are occupying offices or housed within the same complex, in order for her to distribute the questionnaires which were submitted for SPSS analysis.
- *Financial implications*: The researcher has borne all the costs for her project, interview venues and arrangements for focus and face-to-face participants as well as travelling costs to district offices.
- *Minimal resources*: With very limited resources she had to implement most of the activities and so she mobilised assistance from close colleagues who assisted with arranging some sessions as well as confirming availability and making the sessions a success.
- *Organisational support*: Copies and other resources were sponsored by her managers at her organisation after she applied for assistance and approval of her intended project. She was continually supported throughout the entire process.
- *Time-frames and deadlines*: This aspect caused delays in progress as her difficult and awkward time-frames at her workplace caused most delays. Workplace deadlines competed with deadlines for submission of research chapters and presentations.
- *Tight schedules*: The researcher also found herself having to travel for weeks at times (work related) and could not easily conduct interviews or distribute questionnaires, which delayed the process. Some participants kept on postponing pre-scheduled sessions, which was also time-consuming. However, given these challenges, the researcher had an experience of a lifetime as she observed her work of the research unfolding into what she anticipated it to be, one successful story which will benefit the NWPA.

- *Weather conditions:* During some stages of her questionnaire distribution or collection, the weather posed serious challenges. Initially, during the earlier phases, it was extremely dry and very hot, making driving very difficult. Later stages of this research were a direct opposite, with heavy rainfalls in the North West Province. In many instances, it was raining for days and weeks at a time. According to the local newspaper The Mafikeng Mail, an article, February 24, p 7, “*heavy rain across the North West Province this week left roads and private property damaged, also causing children not to go to school*”. The article further stated that the North West province was facing heavy rainfalls since the prediction of the tropical cyclone “*Dineo*” that affected parts of Mozambique, claimed lives and damaged properties. The researcher struggled to locate participants at their offices and had to return several times to collect the questionnaires.

From all the challenges the researcher faced, she learnt a lot and realised that it needed:

- *Patience:* Particularly for those participants that kept on asking her to come back the next day and the next day after that as they did not find the time to complete the questionnaires. She returned as she knew that every completed questionnaire was equally important because it counts;
- *Endurance:* The researcher had to exercise endurance, particularly towards those employees who were negative towards completing the questionnaires, when at some point doors were closed in her face. She just continued to move on to the next door as if nothing happened. She was determined that she had a goal to reach and nothing was going to be an obstacle towards her achieving that goal. There were also those days where zero (0) returns were received after a long hard day of walking around. However, this did not discourage her nor slow her down. Every day was a new adventure with new people to meet;
- *Understanding:* The researcher understood the problems of, particularly those participants in much higher managerial levels. Some informed her that they could not make the time, others lost or misplaced the questionnaire. She would either give them another one, or would move on, depending on whether the participant responded or did not;

- *Commitment and determination:* The researcher was committed to collecting all the distributed questionnaires at all the stations. In some instances, she received phone calls from participants explaining where they were in order for her to come and collect. Because she was dealing with many different departments at once and at times she could not find participants in their offices and had to move on. She also at one stage lost an envelope which contained many returned questionnaires (± 50 returns) that she collected from various departments that particular day. She was determined and traced her step back to the offices she visited the previous day. The cooperation from the employees was amazing as they assisted her to locate the envelope in an office of a staff member that was on leave that day. They called him and he gave permission to a colleague to access his office and the envelope was safely returned to the researcher;
- *Mentoring and coaching:* In some instances, the lower level employees such as cleaners, administrative clerks and others who needed assistance in completing the questionnaires. She managed to assist them through the process. In some departments, the researcher discovered that more questionnaire returns were realised. This meant that more copies were made available to extra participants. More participants continued to request to be given a copy of the questionnaire, therefore the higher return rate in phase 2 where 5 questionnaires were handed out and a return rate ranging from between 8 returns and higher was experienced in some departments.

Amid all these challenges, she bumped into old colleagues. Therefore, some days were like a small reunion. The discussions centred on old days and still some expressed the motivation and encouragement to study. Those who took a break felt like going back and re-registering at some institution of learning. She also stumbled on other very understanding and cooperative participants who asked if it was possible that they could make copies for themselves submit the completed questionnaire. The researcher took advice from Jensen *et al.* (2016). Here the authors advise that good ethical conduct means that those who participate in, or view the research, will have a more positive view of both the researcher and the research. This support means that the researcher is more likely to be able to recruit participants for future research and gain help from colleagues (Jensen *et al.*, 2016:48). Other participants informed the researcher that they wished they formed part of the interviews and that they wished they had more space to write their comments on as some have long stories to be told about their work experiences – in relation to the study. In another Department, the Human Resource Manager walked around the offices with the researcher and spoke to the

staff personally; she then collected the questionnaires and kept them for the researcher to pick up the following day as per arrangement. The researcher felt like this was the best learning experience she ever had in her journey of learning and development.

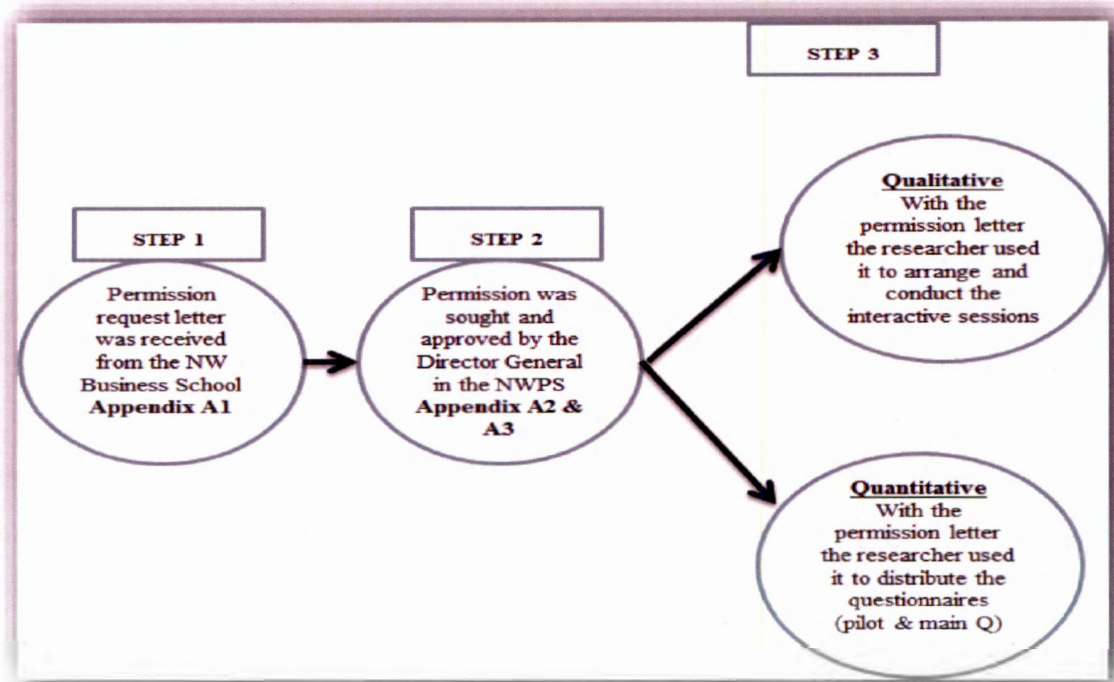


Figure 3.10: Steps Followed in Conducting the Research Study: Researcher's Own

3.14 ETHICAL CONSIDERATIONS

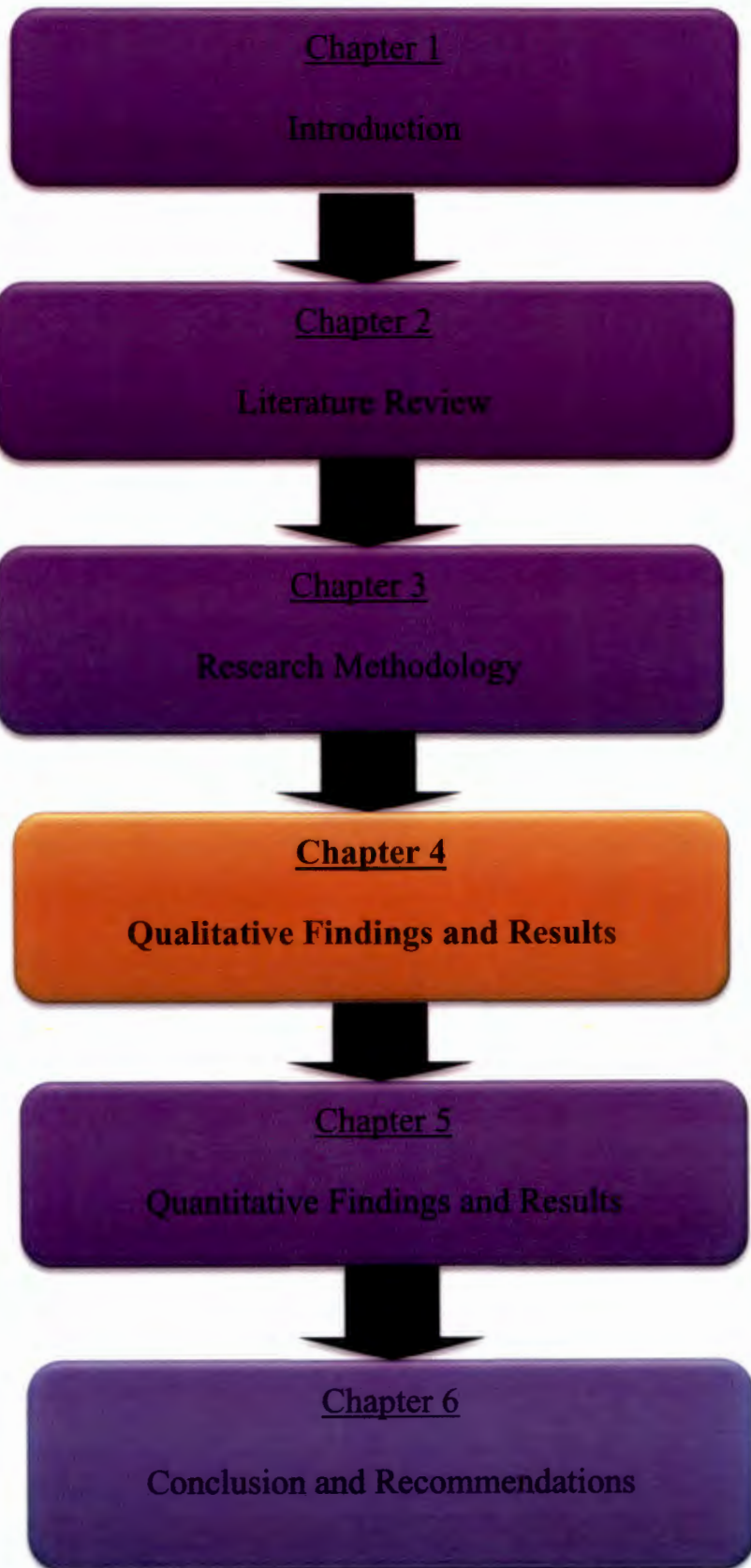
Ethical issues have become an essential aspect of research, more so in qualitative research and the focus group methodology, due to the nature of close interaction and relationship between the researcher and the participants as well as the unstructured and unpredictable nature of the methods. The ethical clearance certificate for the research study is attached as **Appendix A**. According to Jensen *et al.* (2016:48), the authors advise that, “*ethics promotes integrity in research by establishing that the researcher should be consistently truthful, seek to gain knowledge and avoid error*”. The personality and characteristics of the researcher is in synergy with this statement as she regards honesty as priority in her everyday life as well as her ongoing thirst for knowledge. Basic ethical principles were implied and Jensen *et al.* (2016:49) suggested three main areas of consideration for research ethics, which are also paraphrased in part from the Code of Ethics from the American Sociological Association (2015), **i) develop research competence, ii) maintain personal integrity and iii) be**

respectful. Additional and key to this on side of the participants that is taking part in the study, Liamputtong (2012) stressed that ethics is a set of moral principles which aim to prevent the research participants from being harmed by the researcher and the research process. For this study, the following ethical measures were taken in alignment with suggestions by authors:

- **Informed consent:** Respondents were informed of the purpose of the study and what it entailed;
- **Right to privacy:** Respondents were not required to identify themselves on paper (questionnaires) and on tape (interviews). Access to recorded data would be restricted to those involved in the study;
- **Protection from harm:** Sensitive and embarrassing issues were avoided. Respondents were protected from any repercussions that might emanate, causing any envisaged physical, emotional, or mental harm;
- **Honesty:** Respondents were told the full truth about the study. No information was hidden at any stage;
- **Ethics approval:** The approval sought was granted by the North-West University. The researcher got an ethical clearance certificate through the Ethics Committee;
- **Trustworthiness of the Findings:** Findings from a qualitative study can only be trustworthy if they are credible, transferable, confirmable and reliable (Maree *et al.*, 2010:140). In this regard, the researcher also approached a professional statistician from the NWU for the processing of the statistics through SPSS. The researcher used her laptop as a recorder for collection of data, thereby enhancing her work credibility.

3.15 CHAPTER SUMMARY

This chapter presented the outline of the methodology and methods that were utilised in the study. It provided the research philosophy and paradigm, research design, population and sample as well as elaborated further on the research methods analysis and the ethical considerations which were applied. Chapter 4 focuses on presenting, analysing and interpreting the research data which would ultimately lead to the findings of the research.



CHAPTER 4

QUALITATIVE RESULTS AND FINDINGS

“One book, one pen, one child, and one teacher can change the world” - Malala Yousafzai

4.1 INTRODUCTION

This chapter presents the results and findings of the research approaches and techniques used in the study, namely the in-depth face-to-face interviews (hereafter referred to as F2F) and the in-depth focus group interviews (hereafter referred to as FG) conducted by the researcher. The study started off, in the first phase, with the qualitative research method, which flowed into the quantitative research phase part. This mixed-method approach then answered the following main research question:

What is the role of human factors in the performance management process?

For this multi-level research, as illustrated in Figure 4.1, the main research question featured via the sub-questions. These were interrogated in two steps, each with its own multistage phases. These were arranged and analysed accordingly. Results from the in-depth interviews of both the F2F and FG steps were captured, coded and clustered respectively on the EXCELL spreadsheets and were later converted into contents of this chapter. This chapter reports the results of the interview recordings in detail. Kent (2015:4) observed that *“what is commonly described as qualitative research will usually result in the construction of largely qualitative data, while quantitative research will focus mainly on generating quantitative data. But both types of research will usually be a mixture of both sorts of data”*. The main aim of this chapter is to submit a deeper insight of the problem at hand, as well as to provide a consolidated report of the results in order to answer the research and sub-research questions of this study. The results of the qualitative method are presented in this chapter.

4.2 STRUCTURE OF THE MULTI-LEVEL APPROACH

According to the diagram illustration depicted in Figure 4.1, the researcher employed a mixed-methods approach for this study. The study, according to the main question was to determine the role of human factors by looking, firstly, at the individual performance at level one (1), then the group performance at level two (2), thereafter the departmental performance at level three (3) also taking into consideration the provincial performance at level four (4)

During the interviews, main themes became prominent as these were discussed by the participants, while the researcher took note of the themes as well as the literature contents. This chapter is divided into sections as follows:

4.2.1 Section A: Code allocation

Consists of the code allocation which contains details of all the codes used by the researcher in order to identify the various themes as she clustered them accordingly into the three main clusters (i.e. performance management, human factors and performance environment);

4.2.2 Section B: Face-to-face description and details.

This section outlines all the details such as date, time, venue and gender of all the participants that formed part of the F2F interviews;

4.2.3 Section C: Focus Group description and details.

This section outlines all the details such as date, time, venue and gender of all the participants that formed part of the FG interviews;

4.2.4 Section D: Interpretation and Analysis of F2F and FG Interviews

This section consists of is the interpretation and analysis of both F2F and FG from cluster one, two and three.

4.2.5 Section E: Other Factors or New Themes

In this study, other factors or new themes identified as a result of the question posed by the researcher: *“Is there any other issue that might have missed that you would like to mention to contribute towards the research proposal?”* These important themes could not be overlooked as they emanated directly from the participants’ discussions. The themes therefore form part of section F, as it was also captured and analysed according to the participants’ views, discussions and comments. The construction of the sequence throughout this chapter is followed in six sections which are presented in detail under section 4.6 to 4.8.

4.2.6 Section F: Main Findings

This section contains information on the main findings from all the interviews conducted by the researcher through the interview sessions.

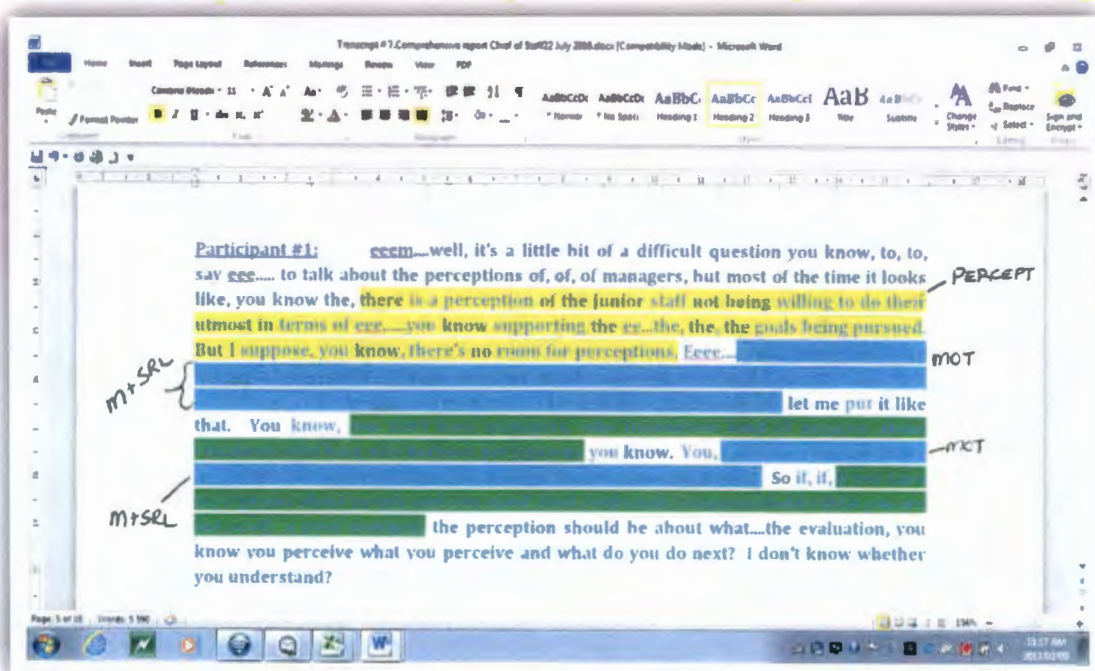
The sections outlined above (a-f) have formed part of the exercise that the researcher undertook in order to make sense of the information from the interviews for both F2F and FG. From a purely methodological perspective, several early writings on 'triangulation' provide guidance on combining qualitative and quantitative methods (Denzin and Lincoln, 2005; Jick, 1979; Van Maanen, 1979; Webb *et al.*, 1996). Van Maanen (1979) and Jick (1979) were amongst the first organisational researchers to systematically examine the usefulness of combining multiple methods as a way to 'triangulate' findings in service of theory development and enhancement (Shah and Corley, 2006).

4.3 SECTION A: CODE ALLOCATION

The codes were allocated mainly for the purpose of strategic analysis of the themes was done in this chapter. The themes have been grouped together into three main clusters, namely i) Performance Management, ii) Human Factors and iii) Performance Environment. These themes are discussed below:

4.3.1 Code Allocation for Cluster 1: Performance Management (PM)

The researcher used colour codes to highlight and identify the various clusters. Picture 4.1 is a screenshot illustration which shows how the researcher used the colour codes for the purpose of constructing this chapter.



Picture 4.1: Colour Coded Transcript Screen-shot

Cluster one was identified by the researcher through the colour **yellow** and the following codes were grouped together:

- Performance Management (PM)
- Training and Development (T&D)
- Senior Management Training (SMS T)
- Reward for Good Performance (R4GP)

4.3.2 Code Allocation for Cluster 2: Human Factors (HF)

This cluster was identified with the colour **blue** with the codes below grouped together in cluster two:

- Perception (PERCEPT)
- Communication (COMM)
- Turnover Rates (TR)
- Feedback (FB)
- Motivation (MOT)
- Placement (PL)
- Job Satisfaction (JS)
- Leadership (LDSHIP)
- Induction (IND)

4.3.3 Code Allocation for Cluster 3: Performance Environment (PE)

This cluster was identified with the colour **green** and the following codes were grouped together in cluster three:

- Management and Subordinate Relations (M&SREL)
- Work Ethics (WETH)
- Union Relationships (UNREL)
- Time-Frames (TF)
- Support Structures (SS)
- Resources (RES)
- Team Building and Team Work (TB & TW)

- Knowledge Management (KM)
- Service Delivery (SD)

4.3.4 Code Allocation for Other Factors or New Themes

The codes were identified by participants during the interview sessions and were captured by the researcher. Section E of this chapter includes additional themes that kept on re-appearing during the discussions from the interviews as the researcher posed a question towards the end of the interview to the participants, Question *“Is there any other issue that might have missed that you would like to mention to contribute towards the research proposal?”* Because this was in-depth interviews, the researcher did not want to leave any stone unturned, thus allowing the participants to talk about issues that affect them directly or which they experienced on performance management within their immediate working environment. This question was posed mainly to allow the participants to provide more information to the researcher - information which was of concern or that they felt was important to them and would thus be observed and noted by the researcher. These comments were also important for this research as they became prominent from the discussions during the interviews. The following are described hereunder as coded by the researcher. The colour **pink** was assigned as identity to this section, which formed part of Section D of this chapter.

- Favouritism (FAV)
- Racism (RACM)
- Victimization (VICT)
- Punishment (PNMNT)
- Conflict (CONFL)
- Implementation (IMPL)
- Compliance (COMPL)

4.4 SECTION B: FACE-TO-FACE DESCRIPTION AND DETAILS

Section B of this study outlines the F2F description and details which present and outline in particular details such as date, time, venue and gender of all the participants that formed part of the F2F interviews according to the three levels, namely; expert, strategic and operational levels. This section also presents details of all the interviews that took place, taking into consideration issues such as the date, time, venue, how long the interviews were (time factor),

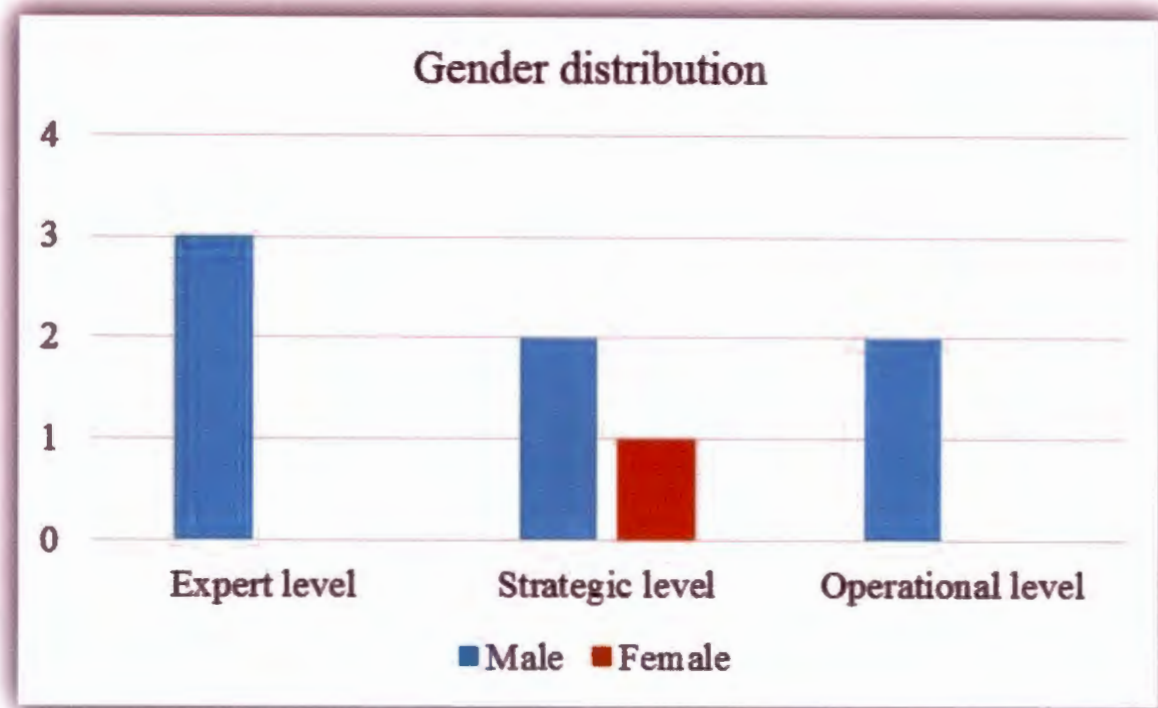
transcript numbers and participant numbers, as allocated by the researcher, mainly done for easily identification of the groups or categories of each of the participants during the analysis process.

4.4.1 Summary of Gender

Eight (8) participants formed part of the F2F interviews conducted by the researcher. The gender of the participants was distributed into seven (7) male and one (1) female. Table 4.1 below gives a picture of the gender of all the participants who formed part of the qualitative F2F interviews. Graph 4.1 is a graphical illustration of the gender distribution of both male and female participants that formed part of the qualitative F2F interviews. Most of the managers occupying higher positions are male. The females tend to be fewer in number.

TYPE	PARTICIPANT NUMBER	MALE	FEMALE	TOTAL
EXPERT LEVEL	P4	1	0	1
	P5	1	0	1
	P 31	1	0	1
STRATEGICAL LEVEL	P1	1	0	1
	P2	0	1	1
	P3	1	0	1
OPERATIONAL LEVEL	P6	1	0	1
	P7	1	0	1
TOTAL		7	1	8

Table 4.1: Gender of the Participants from the F2F interviews



Graph 4.1: Bar Graph Depiction for the Gender of the F2F Participants

4.4.2 Details of all the F2F Interviews Conducted

The data collected through F2F interviews, a summary of all the participants that formed part of the qualitative F2F interviews, designation, department, venue, date and time, duration of the interview and codes allocated to each participant are presented in Table 4.2 below:

TYPE	DESIGNATION	DEPARTMENT	DATE, TIME AND VENUE	DURATION OF THE INTERVIEW RECORDING	NUMBER #	PARTICIPANTS
EXPERT LEVEL	Director and Assistant Director	National Public Service Commission (PSC)	16/06/16 at 10h00, Public Service Commission (PSC) Offices (Mega City)	31 minutes 01 seconds	F2F # 1	P4 P5
	Director "Service Delivery"	National Department of Public Service and Administration (DPSA)	13/10/16 at 16h30, Department of Public Works, (Rustenburg)	31 minutes 01 seconds	F2F # 11	P31

TYPE	DESIGNATION	DEPARTMENT	DATE, TIME AND VENUE	DURATION OF THE INTERVIEW RECORDING	NUMBER #	PARTICIPANTS
STRATEGIC LEVEL	Chief of Staff	North West Provincial Department of Finance	22/07/16 at Department of Finance, 3 rd Floor, Ga-rona Building	41 minutes 15 seconds	F2F # 7	P1
	Head of Department	North West Provincial Department of Tourism	10/08/16 at 16h00, Department of Tourism at the North West Development Corporation (NWDC) Building	1 hour 14 minutes 14 seconds	F2F # 8	P2
	Chief Director for Corporate Services	North West Provincial Department of Economic and Enterprise Development	14/07/16 at 10h00, Department of EED Office at North West Development Corporation (NWDC) Building	20 minutes 46 seconds	F2F # 10	P3
OPERATIONAL LEVEL	Assistant Directors (Provincial Service Delivery Coordinators)	North West Office of the Premier	26/09/16 at 14h00, Office of the Premier, 2 nd floor, Ga-rona Building	30 minutes 30 seconds	F2F # 9	P6 P7
TOTAL			5 Days	3 hours 8 minutes 7 seconds	6	N=8

Table 4.2: F2F Interview Summary

The average number per session of participants interviewed ranged between one and two subjects, since the main aim was to have in-depth information, direct experience and knowledge about performance management-related matters from the three levels of expert (N=2), strategic (N=3) and operational (N=3). The total number of the participants was N=8.

These participants occupied high positions within the PSC, DPSA, Department of Finance, Department of Tourism, Department of Economic and Enterprise Development, Service Delivery Coordinators: Office of the Premier. This was of assistance since it provided the researcher with first-hand information that could be used for comparison at a later stage in this chapter, with the experience and knowledge of both the F2F and FG participants. The researcher conducted the interviews around Mmabatho as most of the Head Offices are located in the area. Only one interview was held in Rustenburg with the Director for Service Delivery from the National DPSA. It took five (5) days for the researcher to complete all the F2F interviews. All the interviews lasted, in total, 3 hours, 8 minutes and 7 seconds. A total of six (6) transcripts were typed out. This was equal to the number of groups that were interviewed for qualitative coding, clustering, colouring and analysing by the researcher for the purpose of constructing this chapter.

4.5 SECTION C: FOCUS GROUP (FG) DESCRIPTION AND DETAILS

Section C of this study outlines the FG description and details which present and outline in particular details such as date, time, venue and gender of all the participants that formed part of the FG interviews according to the three levels, namely; strategic operational and grass root. This section also presents details of all the interviews that took place, taking into consideration issues such as the date, time, venue, how long the interviews were (time factor), transcript numbers and participant numbers, as allocated by the researcher, mainly done for easily identification of the groups or categories of each of the participants during the analysis process.

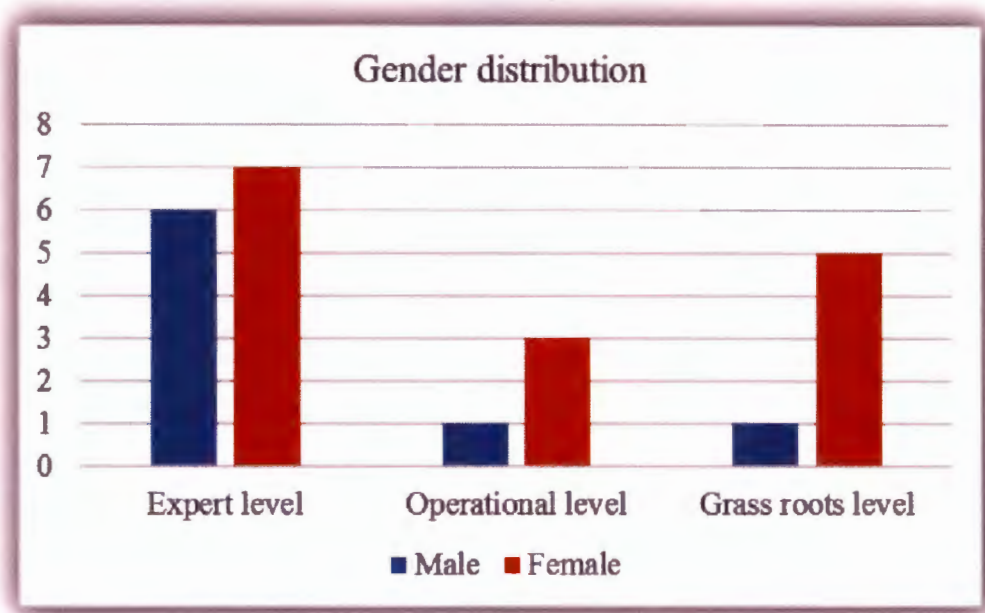
4.5.1 Summary of Gender

Twenty-three (23) participants formed part of the FG interviews conducted by the researcher. The gender comprised of eight (8) male and fifteen (15) female participants. Table 4.3 gives a picture of the gender of all the participants who formed part of the qualitative FG interviews and graph 4.2 is another illustration of the gender distribution of male and female participants that formed part of the qualitative FG interviews. Evidently, the majority of the participant's found in this category are female. The male participants here are fewer in number. The FG consists of middle managers and lower level permanent employees within the departments,

unlike the scenario found in the F2F which had higher level SMS, this is evidently the opposite.

TYPE	PARTICIPANT NUMBER	MALE	FEMALE	TOTAL
EXPERT LEVEL	P 8	0	1	1
	P 9	1	0	1
	P 10	0	1	1
	P 11	1	0	1
	P 12	0	1	1
	P 13	1	0	1
	P 14	0	1	1
	P 15	0	1	1
	P 16	1	0	1
	P 17	1	0	1
	P 18	1	0	1
	P 19	0	1	1
	P 20	0	1	1
OPERATIONAL LEVEL	P 21	1	0	1
	P 22	0	1	1
	P 23	0	1	1
	P 24	0	1	1
GRASS ROOT LEVEL	P 25	0	1	1
	P 26	1	0	1
	P 27	0	1	1
	P 28	0	1	1
	P 29	0	1	1
	P 30	0	1	1
TOTAL		8	15	23

Table 4.3: Gender of the Participants from the FG interviews



Graph 4.2: Bar Graph Depiction for the Gender of the Focus Group Participants

4.5.2 Details of all the Focus Group (FG) Interviews Conducted

The data collected through FG interviews and the summary of all the participants that formed part of the qualitative FG interviews, designation, department, venue, date and time, duration of the interview, including codes allocated to each participant are presented in Table 4.4 below:

TYPE	DESIGNATION	DEPARTMENT	DATE, TIME AND VENUE	DURATION OF THE INTERVIEW RECORDING	NUMBER #	PARTICIPANTS
EXPERT LEVEL	Directors and Assistant Director	North West Office of the Premier	08/07/16 at 10h00, Ga-rona Building, 2 nd Floor (Mmabatho)	31 minutes 01 seconds	FG # 2	P8 P9 P10
	Shop Stewards	Various Provincial Departmental Union Representatives	19/07/16 at 10h00, Department of Health, Tirelo Building, (Mmabatho)	56 minutes 57 seconds	FG # 5	P11 P12 P13
	Provincial Departmental	North West Provincial	28/09/16 at 12h30, Finance	22 minutes 08 seconds	FG # 6	P14 P15

TYPE	DESIGNATION	DEPARTMENT	DATE, TIME AND VENUE	DURATION OF THE INTERVIEW RECORDING	NUMBER #	PARTICIPANTS
	Members of the Performance Management Moderation Committee	Department of Economic and Enterprise Development	Boardroom, North West Development Corporation (NWDC)Building (Mmabatho)			P16 P17 P18 P19 P20
OPERATIONAL LEVEL	Assistant and Deputy Directors (levels 9-12)	Various North West Provincial Departments	05/07/16 at Department of Human Settlements, 2 nd Floor (Mmabatho)	1 hour 34 minutes 27 seconds	FG # 4	P21 P22 P23 P24
GRASS ROOT LEVEL	Lower level employees (levels 1-8)	Various North West Provincial Departments	12/07/16 at 10h00, Records Management Office, North West Development Corporation (NWDC)Building (Mmabatho)	1 hour 14 minutes 14 seconds	FG # 3	P25 P26 P27 P28 P29 P30
TOTAL			5 Days	3 hours 59 minutes 7 seconds	5	N=23

Table 4.4: FG Interview Summary

The total number of participants interviewed ranged between three and seven, as the main aim was to have in-depth information and knowledge about performance management-related matters from the three levels of expert (N=13), operational (N=4) and grass root (N=6). The total number of the participants was **N=23**. These participants occupied high positions within the various government departments of the NWPA. This assisted the researcher to get first-hand information which could be used for comparison at a later stage in this chapter with the experience and knowledge of both the F2F and FG participants. The researcher conducted the interviews around Mmabatho as most of the head offices are located in the area. It took 5 days for the researcher to complete all the FG interviews, which lasted, in total, 3 hours, 59

minutes and 7 seconds. A total of five (5) transcripts was typed out, which was equal to the number of groups that was interviewed for qualitative coding, clustering, colouring and analysing for the purpose of constructing this chapter.

This was mainly done for the purposes of integration of both views as well as to identify similarities or differences detected from the content from sections B, C and D of this chapter.

4.6 SECTION D: INTERPRETATION AND ANALYSIS OF (F2F) AND (FG) INTERVIEWS

Advice provided was that ideally, one should place at least some data within the body of the paper. Separating all the data from one's arguments not only requires reviewers to engage in the tedious task of frequently moving from text to table, but also imposes on them the heavy burden of applying in just the place the author intended (Pratt, 2009). This chapter is presented in this manner, as suggested by the author. A set of questions was used to solicit insights into the views of the participants. The researcher facilitated the process by posing the same questions in exact sequence, presented under the cluster themes according to the three main clusters, namely **performance management, human factors** and the **performance environment** as well as the other or new factors identified by participants in which PM takes place.

Section D of this chapter is systematically and strategically arranged and applied according to five steps throughout this chapter as follows:

- **Step 1: Question posed** by the researcher during the interview as per the interview schedule. The main purpose was to solicit insights into the attitudes, perceptions, views and personal experience of both F2F and FG participants. The researcher facilitated the process by posing a question at a particular point in time. Such data is presented under each cluster and each particular theme that emerged during the interpretation and analysis of the results. The direct words of the participants are presented throughout this chapter in "*inverted commas*" and in *italics*.

- **Step 2: Detailed explanatory quotes** from participants mainly from those who provided advice or support towards a particular theme. The researcher asked the question as outlined in step 1 above and participants responded according to their attitudes, perceptions, views and personal experience for this particular theme under cluster one. For the interview content, the researcher sought the views and perceptions of the participants from all the discussions that emanated during the interviews. There was a need to determine the views of participants around a particular theme, its significance, how it is handled in the immediate working environment.
- **Step 3: Tabular comparison** with the application of participant observation as advised by Jackson (2008:82) that, “*studies in which the researcher actively participates in the situation in which the research participants are involved*”. A section dealing with reflective notes and short explanatory summary notes was also used in the tables. The tables are used throughout this chapter for reporting purposes. It further identifies the group in which the participant engaged in discussions as well as the different levels at which the participants were classified accordingly. An indication of which participant responded coupled with a direct quote as was noted by the researcher while the participant responded during an interview. Lastly, the researcher closely observed the feelings expressed by the participants linked to a particular theme under question.
- **Step 4: Assessments, interpretation and consolidation** of the interviews conducted in relation to the discussions under a particular theme (F2F and FG) ranging from all the levels (expert, strategic, operational and grass-root), with a table consolidating all the discussions under each cluster and theme. In this step, the researcher presents a consolidation of only major impacting inputs which emanated during the discussions. It also reflects close observations, with summary notes as captured in the tables.
- **Step 5: Consolidated findings of occurrences** per theme for each cluster, which contains a summary in the form of consolidated tables and graphs accompanied by detailed explanatory notes. The researcher applied comparisons using Excel spreadsheets to count manually the number of times a theme was identified during a discussion in the interviews. Creswell *et al.*, (2011:244) advised on “*quantifying qualitative data – counting the number of times that a code occurs*”. The formula used to calculate the percentages were as follows: $(\text{Total score} \div \dots \times 100) = \dots\%$. This

method, described fully in VanderStoep and Johnston (2009) was used consistently throughout these consolidated tables towards the end of each cluster.

Presentation of the consistent use of the five (5) steps outlined above, according to the three main clusters, namely **the performance process, human factors and the performance environment** and **other or new themes** are presented.

4.6.1 Cluster 1: Performance Management (PM)

The researcher asked the question and participants responded according to their attitudes, perceptions, views and personal experience for this particular theme under cluster one.

Researcher: *“According to your understanding, what is the purpose of Performance Management?”*

For this particular question, the researcher needed to determine if the participants were aware of what performance management meant to them, how they perceived it and how they understood the concept. The next section presents discussions, views and comments regarding the participants’ understanding of the concept PM, linking it with personal experience and observations in their immediate working environment. The participants identified their own understanding of the concept PM, presented hereunder.

- **Group:** F2F #1, **Level:** Expert, **Participant #4:** *“The system after 1994 changed towards three legs namely, performance orientation incentivise performance through performance bonus and linking performance to training”*
- **Group:** FG #4, **Level:** Operational, **Participant #21:** *“I started work in 1976, in the public serviceyes, I worked for the old system, I tra....I trie.....I worked for all the transformation and performance management then and now is no different”*
- **Group:** FG #2, **Level:** Expert, **Participant #9:** *“I think from my side also, ee...there is a direct and also an indirect correlation between ee...your performance and the delivery of services, ee...when I say direct, if you take a person sitting at the front-line service itself, if that person is not performing then the citizen will actually feel the impact”*

- **Group:** FG #6, **Level:** Expert, **Participant # 15:** *“The mandate of the department is, is, measured where the people perform ee...accordingly. It states that ensuring that the mandate of the department is, is, is achieved. Checking on the performance of the individual ee...towards the performance of the department and also to recognise performance of each individual. Checking on the performance of the individual ee...towards the performance of the department and also to recognise performance of each individual. So, to identify training needs of individuals and to em...what to say...and also to, to identify development needs of individuals”*
- **Group:** FG #5, **Level:** Expert, **Participant #12:** *“Is a very good tool to measure an employee’s performance eee.....because you have to, you have to perform when you come to work and your manager or your senior must see that you are performing well”*
- **Group:** F2F #7, **Level:** Strategic, **Participant # 1:** *“if you do not have, the set measurements, then you won’t be able to kind of eee....realise when performance is kind of lacking”*
- **Group:** F2F #8, **Level:** Strategic, **Participant # 2:** *“The private sector takes performance seriously, in the private sector you would not spend a year when you are an under performer. Performance management is not a compliance issue, it is neither a punitive measure it is neither a tool to get rid of the people your what, your dead wood, but when if people could embrace what the performance management is about. Performance management is about confirming that you are on the right track”*
- **Group:** FG #3, **Level:** Grass Root, **Participant # 30:** *“Ok, if I can maybe add regarding performance management, I think it also enables you to perform at a level né, beyond your level and for me performance management it’s like, just doing your, your, reach your target and carry out your mandate of the department and then you also go an extra mile”*

Table 4.5 presents the reflective notes, group, level, direct responses and summary notes on the cluster one theme ‘performance management’ as per the attitudes, perceptions, views and personal experience directly encountered by the participants in their respective immediate working environment.

REFLECTIVE NOTES	GROUP, LEVEL AND PARTICIPANTS DIRECT RESPONSES	SUMMARY NOTES
Frustrated	F2F #11, Expert level, Participant #31: <i>“Performance management system <u>has become something for the lack of a better word... something that ee....it’s ridiculous actually, it’s a joke because it is not used the way it is supposed to be used..</u>”</i>	PM became ridiculous and it’s a joke
	FG #3, Grass Root level, Participant # 29: <i>“for me performance management <u>they are not being taken seriously</u>”</i>	PM not taken seriously
	FG #3, Grass Root Participant # 26: <i>“for <u>as long as they get their salary, they don’t have to, they don’t worry, with eee....the, the, the performance, the, the, the, the, eee.... production of the department</u>”</i>	No worry of performance and production
Concerned	F2F #9, Operational level, Participant # 7: <i>“there are <u>a lot of people that does not understand the purpose or the importance of performance management.</u>”</i>	No understanding of PM

Table 4.5: Attitudes, Perceptions, Views and Personal Experience Comparison on Performance Management (PM)

4.6.2 Assessment of Interviews Conducted: Performance Management (PM)

It is evident that extensive knowledge on PM is displayed by participant #4 at expert level, as he had been working in the PSC for many years and there is a sense that PM is not much different then and now. There is a strong sense of support and/or the need for PM displayed or expressed by the participants across the expert, strategic and grass root levels. The views of the above seven participants are also supported by authors like as Kinicki, Jacobson, Peterson and Prussia (2013:1), who agree that **performance management** is a set of processes and managerial behaviours aimed at defining, measuring, motivating and developing the desired performance of employees and have implications for employee and organisational performance (Aguinis, 2009; Cardy, 2004; Cascio, 2006, DeNisi and Pritchard, 2006). The researcher took note of the fact that the comment from participant #4

is again confirmed by participant #21 at operational level since the two statements are similar.

4.6.3 Training and Development (T&D)

The researcher asked the question and participants responded according to their attitudes, perceptions, views and personal experience for this particular theme under cluster one. There was a need to determine the views of participants around the issue of **training and development**, its significance, how it is handled in the immediate working environment and is presented hereunder.

Researcher: *“In your view, is Performance Management towards – identifying training needs?”*

- **Group:** F2F #11, **Level:** Expert, **Participant #31:** *“Because it is through performance management where I will be able to understand if you did perform. Why you did not perform. What are the challenges? If it is because of capacity what are the areas where you need capacity. Then we will be able to say you have not been able to perform here and there because you lack these skills...skills then we will be able to put in place, plans to ensure that you acquire those skills for improved performance”*
- **Group:** FG #4, **Level:** Expert, **Participant # 8:** *“I..I think another element would be if there are any changes, policy changes and.. that would add new functions eee.. then when an incumbent you know signs a performance agreement and the, functions are identified and the standards are set, then a...where development is needed aa.. it’s identified then”*
- **Group:** FG #6, **Level:** Expert, **Participant #9:** *“But at the same time also if we are not performing to the level that is expected then remedial action needs to be put in..put in place. Hence it becomes important for us to have a performance management and development system that not only looks at the performance but also the development of the workers or the employees within a particular environment”*
- **Group:** FG #5, **Level:** Expert, **Participant # 10:** *“where there is under performance the department as Mr X said that there must be a remedial action that must be taken to maybe to assist the employee so that at least in future he or she can perform better. Né*

and if the employee does not change performance, also I think the employer must do something, there are short comings that must be identified”

- **Group:** F2F #7, **Level:** Strategic, **Participant # 1:** “It, it, it is always important to see where gaps are in terms of performance where empowerment becomes necessary. In other words, if a person eee...requires some kind of a training for that person to be at best in terms of delivery. Then, those eee...needs have to be eee....identified. But that is done in consultation with the employee. Development is also necessary at all times because you want to illicit the best from individuals in terms of performance, to train people, to eee...provide them with the necessary skills eee....it’s also very important and development never really stops it takes on, all the time”
- **Group:** F2F #8, **Level:** Strategic, **Participant #2:** “Training needs normally come as a result of your, your eem....development an employee’s development plan. That would have been something that runs parallel to your performance. Then that forms part of your training needs analysis for the department and then it can be em..provided for in terms of what this particular employee needs to do and or get for them to be able to can perform optimally. It is confirming that your performance is up to standard “
- **Group:** F2F #9, **Level:** Strategic, **Participant #3:** “Obviously then if you did not perform well then there should be some, some intervention and this intervention in assisting improving the performance of the department. The....ee....policy encourages development in the sense that....eee.. you are able to pick up gaps eee..within the eee..the employee himself or herself and that, in that way where you are able to see that the individual did not perform well then you are able to train that particular person”

Table 4.6 presents the reflective notes, group, level, direct responses and summary notes on the Cluster One theme, namely ‘training and development’ as per the attitudes, perceptions, views and personal experience directly encountered by the participants in their respective immediate working environment.

REFLECTIVE NOTES	GROUP, LEVEL AND PARTICIPANTS DIRECT RESPONSES	SUMMARY NOTES
Concern	F2F # 1, Expert level, Participant #4: <u>“Looking at individual developmental needs, it is a fact that training cannot be enforced on individuals. Because of funding now,</u>	Training cannot be enforced on individuals

REFLECTIVE NOTES	GROUP, LEVEL AND PARTICIPANTS DIRECT RESPONSES	SUMMARY NOTES
	<i>you can't enforce training on any individual. I think e..., as part of eee....incentivising performance you have to <u>look at the ee....individual developmental needs</u></i>	
Frustrated	F2F #11, Expert level, Participant #31: <i><u>"They are no longer implementing as they are supposed to be. But I was talking to the lack of training because people do not know what is required."</u></i>	Lack of training
	FG #3, Expert level, Participant # 11: <i><u>"There, there are employees who have been in the Public Service for ten years, for twenty years but they are not developing"</u></i>	Non-development
	FG #3, Expert level, Participant # 13: <i><u>"Whether by taking those employees for training or exposing them to possibilities of mentorship and coaching. So yes, the intentions of the tool and the policy are appreciated but practically as employees most of us are not getting any joy or getting the intended result or benefitting positively from what the policy was intended to do"</u></i>	No joy
	FG #4, Operational level, Participant # 23: <i><u>"myself I was like putting one course for past few years until today, I never been to that course for the training"</u></i>	Non-development
Anger	FG #3, Expert level, Participant # 15: <i><u>"And a lot of times you find that the, the, the supervisors ignore the fact that the e...performance management system also identifies their training needs and they ignore to train people, or identify their training needs and ensure that training is, is, is, is arranged as, as required"</u></i>	Ignorance by management
	FG #3, Grass Root level, Participant # 26: <i><u>"If you look at it, people are not well trained eee... I think they are, I think they are, also clueless, they need to be trained, to be honest, they need to be trained, so that they can do this thing eee....accordingly"</u></i>	Clueless, Not well trained

Table 4.6: Attitudes, Perceptions, Views and Personal Experience Comparison on Training and Development (T&D)

4.6.4 Assessment of Interviews Conducted: Training and Development (T&D)

It is evident from the participants' narratives that the majority of them view training needs identification as important for the closing of gaps. They are of the view that training can lead to improved performance and that remedial action can be implemented for development of employees. Suggestion made by Wärmich *et al.*, (2015:295) emphasised that, *"tools such as reward systems, job design, leadership and training should join performance appraisal, as part of a comprehensive approach to the performance management process.* Participants #1, #2 and #3 all at strategic level are of the view that training and development is always important to also identify where empowerment becomes necessary. The participants feel that individual training, ongoing consultation with the employee is necessary and that training and development is ongoing.

Timm (2015:32) wrote in an interview with the former Director General of the Public Service Commission, Professor Richard Levin who said *"before you go to other training programmes the basics have to be right"*.

Participants #11 at expert level is of the view that for many years employees are not trained, this was confirmed by own experience encountered by participant #23 at operational level. Participant's #31 and #13 both at expert level is of the view that there is no joy out of training and development and that training cannot get intended results because of improper implementation. Timm (2015:30) noted that *"helping create a better trained and prepared public servant is critical if South Africa is to meet its pressing developmental needs"*. Chapman *et al.*, (2011:36) cited that *"managers consistently report that the process of hiring and training new employees is one of the most disliked tasks they have"*.

4.6.5 Senior Management Training (SMS T)

The theme senior management training, emerged during the interviews and was noted as important by the researcher and hence form part of cluster one, because these participants' daily responsibility is to arrange training from the Office of the Premier and have first-hand experience on training attendance of Senior Managers in the various departments within the

NWPA and the attitudes, perceptions, views and personal experiences are presented hereunder.

- **Group:** F2F #9, **Level:** Operational, **Participant #6:** *“I think this problem or a challenge is across all public service because we normally attend workshops in other provinces. Almost all civil servants will be there, I think this is a problem is across the public service....”*
- **Group:** F2F #9, **Level:** Operational, **Participant #7:** *“if we are around...let’s say in the training centre here, the attendance will be poor. But if I say I’m taking them out of the district, I’m taking them to Rustenburg, taking them to Klerksdorp or outside Taung or Vryburg, they will be there. Ninety percent of the delegates will be there but if it’s internal, there will be a poor attendance and even if they can attend fully, some of them will first go to the office on the second day to do something some of them will be re-called back to come and organise something in the office. So, when they are outside, they, they will come and they will participate fully and it will depend on the type of workshop, if there is a PoE (Portfolio of Evidence) and if they know that there is a PoE on the workshop, I’m telling you the attendance will be poor. They don’t want to come back and write that ee....PoE. But if it’s just a workshop where they have to attend to listen and come back, they will attend”*
- **Group:** FG #2, **Level:** Expert, **Participant #8:** *“ee..to be honest ee..management you know senior managers are not prompt to, to, to following their PDP’s mainly because of time or some would go to training and the environment would not allow space for, for development, you know, you get called back to..from training because there’s an urgent report that need to be submitted so, so ee.. these are the managers that should be supporting you know and also mentoring the, the managed. So, can you imagine if you are not being developed and people whom are reporting to you are developed, there is that gap....”*

Table 4.7 presents the reflective notes, group, level, direct responses and summary notes on the cluster one theme ‘senior management training’ as per the attitudes, perceptions, views and personal experience directly encountered by the participants in their respective immediate working environment.

REFLECTIVE NOTES	GROUP, LEVEL AND PARTICIPANTS DIRECT RESPONSES	SUMMARY NOTES
Anger	FG #3, Grass root level, Participant #27: <i>“But eeee... my experience, with training senior managers, they don't want to be trained. That's bad, it's bad”</i>	Senior managers do not want to be trained
Frustrated	FG #3, Grass root level, Participant #30: <i>“Can I just add something.. it's so <u>critical that our senior managers, really need to be trained as well. if I know the policy better than my supervisor, now who is going to score who now when it comes to eee...the, the assessment?</u> So, I think what I am trying to say here <u>training for senior managers, is very critical”</u></i>	Training and development for senior managers is very critical

Table 4.7: Attitudes, Perceptions, Views and Personal Experience Comparison on Senior Management Training (SMS T)

4.6.6 Assessment of Interviews Conducted: Senior Management Training (SMS T)

As a senior manager, participant #7 at operational level feels that management prefers to travel outside their work space. If they are near the offices, they get called back to the office by their supervisors in this instance will be the HoD or the EA, to complete reports or any other task and they therefore cannot attend the training fully. The participant also mentioned the fact that managers do not have time to construct a portfolio of evidence (hereafter referred to as PoE) and will thus not attend that type of training. To construct a PoE takes a lot of time and effort of which they do not have, given their demanding job requirements. Instead they prefer to attend workshops where they just listen and leave as it is easier for them not to be committed to submit any form of assignment. Participant's #6 and #7 both at operational level views are confirmed by another senior manager, participant #8 at expert level, as true. Participant #27 and #30 at grass root level share the same opposite opinion. These participants are under the impression that senior managers do not want to be trained as they view training and development for senior managers as critical. This is also evidence that they (lower level staff) are not aware of the challenges that the managers face regarding training and development.

4.6.7 Reward for Good Performance (R4GP)

For the interview content, the researcher sought the attitudes, perceptions, views and personal experience of the participants from all the discussions that emanated during the interrogation by the researcher based on the questions posed to the participants as per the interview schedule. There was a need to determine if departments **reward employees for their good performance** and is presented hereunder.

Researcher: *“In your opinion, is Performance Management towards – progression (promotion, salary)?”*

- **Group:** FG #2, **Level:** Expert, **Participant #9:** *“So if we..if we, perform at a level which is beyond the expectation it becomes important for the employer to recognise that kind of performance”*
- **Group:** FG #5, **Level:** Expert, **Participant #13:** *“To ensure that we reward excellence and good performance and we what, penalise, discourage, under-performance, poor performance but maybe also on the same wave length, coming up with interventions as to how we can improve on areas of under-performance. Because on a monthly basis you do get our salaries but it is important that maybe government should also explore and pursue those other avenues of ee...rewarding performance especially excellent performance”*
- **Group:** FG #6, **Level:** Expert, **Participant #15:** *“The policy of government, ensure that em...people are rewarded according to their performance. Those who have e...performed ee...excellently, will be rewarded, will have monetary rewards, however there are different rewards whereby a person could be recognised e....through an incentive”*
- **Participant #16 from the same FG:** *“I think it also helps I mean to encourage people to go beyond so that you know performance is rewarded you know, you are encouraged to go beyond what you are expected of you. So, it serves as an incentive to the em....employees”*
- **Group:** F2F #10, **Level:** Strategic, **Participant # 3:** *“If you have ten years’ experience in, in the public service, then you are rewarded something, if you have about fifteen years just like that, categories up to twenty-five, thirty years and all that stuff”*

- **Group:** F2F #9, **Level:** Operational, **Participant #6:** *"...rewarding deserving employees for their work those who work extra mile in their activities. They deserve a reward especially monetary rewards. That's what I can say, the deserving employees"*
- **Participant #7 from the same F2F:** *"what I can say about it is that it is meant to reward employees that are performing efficiently and effectively however, mostly, mostly it is, it is in the sort of monetary, but in terms of the policy, it is not, it is not, it is not a must to reward employees in terms of money. You can even give them certificates, certificates according to the policy but just because we are employees who prefer money (fax ringing) that's my understanding yes"*

Table 4.8 presents the reflective notes, group, level, direct responses and summary notes on the cluster one theme 'reward for good performance' as per the attitudes, perceptions, views and personal experience directly encountered by the participants in their respective immediate working environment.

REFLECTIVE NOTES	GROUP, LEVEL AND PARTICIPANTS DIRECT RESPONSES	SUMMARY NOTES
Disappointed	F2F #1, Expert level, Participant #5: <i>"In some instances employees are never appraised for their performance and this tends to de-motivate employees and they don't give their best in terms of performance...."</i>	No appraisal
Frustrated	F2F #11, Expert level, Participant # 31: <i>"Departments don't make it compulsory for them to have reward system in their own organisation. So, they are not rewarding their staff"</i>	No rewards
	FG #4, Operational level, Participant #21: <i>"well as much the policy may say it's for pay progression and promotion, but the manner in which it's applied, em...doesn't really do that. It is subjective depending on the relationship between the supervisor and the employee. In all these years that I've been in the public service, I have not ever received a merit award. So, after twenty years you're frustrated, they say here's a tie go and hang</i>	Not applied properly

REFLECTIVE NOTES	GROUP, LEVEL AND PARTICIPANTS DIRECT RESPONSES	SUMMARY NOTES
	<i>yourself</i>	
	FG #3, Grass Root level, Participant #27: <i>“how does it eee... happen that the one person gets three thousand the other person gets fifty thousand rand, where’s the fairness in that?”</i>	Unfair appraisals
Concerned	F2F #7, Strategic level, Participant # 1: <i>“if the economy does not grow, I mean the very eee....expectations for, you know, higher salaries good eee....incentives and all that, might be things that are not happening”</i>	No incentives
Anger	F2F #8, Strategic, Participant # 2: <i>“Yet the public servants themselves when it comes to the end of the year on their performance they want us to overlook all these things that did not happen in the year. And to give them an extra bonus as if you do them a favour by being here”</i>	Want managers to overlook non-performance
	FG #3, Grass Root level, Participant #26: <i>“Since I’ve been in the department I have never received anything... Nna, I have never received, anything, but I saw it passing”</i>	No rewards

Table 4.8: Attitudes, Perceptions, Views and Personal Experience Comparison on Rewards for Good Performance (R4GP)

4.6.8 Assessment of Interviews Conducted: Rewards for Good Performance (R4GP)

Evident that all the participants agree that rewards for good performance is necessary either in the form of money rewarding or issuing out certificates. Participant #13 at expert level is of the view that interventions of underperformance must be explored same as the discussions under 4.6.2 which dealt with the theme training and development. In line with this, the Office of the Premier, PMDS Policy (2009), stipulates that, if an employee makes a valuable suggestion, improvement or an innovation and the mentioned initiative is successfully implemented, the employee concerned may be rewarded in accordance with the provisions stipulated in the Public Service Regulations (1999) I.VIII.G which reads thus:

The executing authority may reward the employee through any non-monetary reward, a non-pensionable cash award not exceeding or in excess of 20% of the employee's pensionable annual salary, or such a non-monetary reward as well as a cash award.

Participant #5 at expert level indicated that in some instances employees are never appraised for their performance and it leads to de-motivation. Chapman *et al.* (2011:91) cited "*certainly, most people will appreciate a raise or extra cash, but in many work settings, this is not a realistic option. Financial compensation is usually tied directly to job descriptions and reaching agreed upon performance levels*". Participants #1 at strategic level and #31 expert level are concerned that staff are not rewarded as well as no growth in the economy is equal to no higher salaries and departments does not make it compulsory for the employer to have a good reward system in place. In relation to this, it is evident that most organisations cannot afford to reward good employee performance with financial rewards that add up over time (Chapman *et al.*, 2011:91). Participants # 2 at strategic level and # 26 at grass root level expressed anger towards the fact that employees' performance is not an expectation nor is it a fourteenth cheque.

Participants #21 at operational level and #26 at grass root level admitted that no rewards have been received since they were employed in their respective departments. The issue of relationship between supervisor and subordinate also featured. Another aspect was that frustration also emanated during the discussion; that, if employees do not get any rewards or any recognition over a long period of time and this can yield negative attitudes toward the working environment. Another view from participant #27 at grass root level is that, there needs to be fairness in applying the policy and that there should not be a gap between the awards for managers and subordinates, it should be the same. The participant feels that team-effort is important in execution of functions. In this regard, the comments made by authors Wörnich *et al.*, (2015:295), also mentioned under training and development, "*that tools such as **reward systems**, job design, leadership and training should join performance appraisal, as part of a comprehensive approach to the performance management process*" becomes poignantly relevant to the findings.

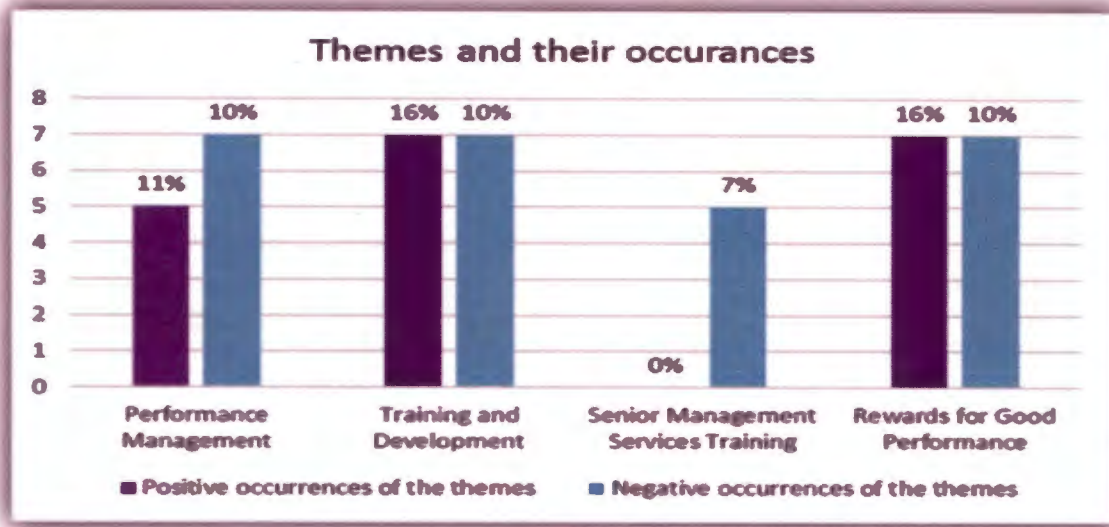
4.6.9 Consolidated Findings of Occurrences per Theme for Cluster 1: Performance Management

For this cluster during discussions, performance management occurred 12 times, training and development 14 times, senior management training 5 times and rewards for good performance appeared 14 times throughout discussions with the participants across all the interviews conducted. All these themes added up to **45** occurrences. (Total score ÷45 x 100) =...%.

Theme	Code	F2F	FG	Total responded	Positive occurrences of the themes	Negative occurrences of the themes	Total occurrence of the themes
Performance Management	PM	5	7	12	5	7	12
Training and Development	T&D	6	8	14	7	7	14
Senior Management Services Training	SMS T	2	3	5	0	5	5
Rewards for Good Performance	R4GP	7	7	14	7	7	14
TOTAL		20	25	45	19	29	45
% of occurrences		44.4	55.5	100	42.2	64.4	100

Table 4.9: Quantified – Qualitative Outcomes of Themes for Cluster One, Performance Management

Table 4.9 above provides an indication that, there is a slight difference in opinions. However, higher negative responses were provided from participants during the interviews. The total negative response towards senior management training is significant, at 0 as compared to others. There is however, evidently, an equal percentage outcome towards rewards for good performance and the same for training and development.



Graph 4.3: Analysis of Positive and Negative Recordings for Cluster 1: Performance Management

From graph 4.3 and Table 4.9 it is evident that the negative occurrences of all the themes are more than the positive occurrences, meaning that there is an equal level of total responses towards training and development, that training and development is regarded as important. Regarding rewards for good performance, it can be deduced that this is happening in some areas. With regard to training for senior managers, according to the interviews conducted, there is a sense that senior managers decide not to attend trainings and workshops arranged for them. There is also evidence of no rewards for good performance, as provided by employees within the NWPA departments.

4.6.10 Cluster 2: Human Factors (HF)

The researcher asked the question and participants responded according to their attitudes, perceptions, views and personal experience for this particular theme under cluster two.

Question: *“What are the human factors that affect performance negatively in the workplace environment?”*

The following themes were discussed under cluster two:

4.6.11 Perception (PERCEPT)

For the interview content, the researcher sought the attitudes, perceptions, views and personal experience of the participants from all the discussions that emanated during the interrogation by the researcher based on the questions posed to the participants as per the interview schedule. For the specific follow-up question, the researcher needed to determine the **perceptions** within the working environment and is presented hereunder.

Researcher: *“According to your view what are the perceptions of managers and of employees in the working environment”*

- **Group:** F2F #8, **Level:** Strategic, **Participant #2:** *“people’s perception about the public service mm...is that this is the place to go if you want to retire. What we find difficult is the transition from the high pace in the, in the private sector to the slow pace or perceived slow pace in the, in the, in the public sector. It sounds, it sounds brutal... over the years people’s perceptions about people that are deployed into the public service is about favours and incompetence. What perceptions have done over the years, is that people that are deployed, number one they don’t have qualifications, that their work ethic is rotten, that thirdly they trade on the name of the person that has appointed them and fourthly they are not interested in developing themselves”*
- **Group:** F2F #10, **Level:** Strategic, **Participant #3:** *“People’s perceptions of managers have changed over the years, so employees, much as they sometimes want the status quo to remain as it is, they judge us based on what they see is happening out there and that’s why their perception of us as managers in the public service, is always skewed towards, skewed to non-existent, ...But our perceptions of managers in the public service em..over the years, they grew from positive to, to negative and people need to be, re-schooled, re-motivated, because the de-motivation is, is high in the sense that, you come to work, There are people who clash based on perceptions, relationships also suffer as a result of em..what people perceive you to be”*
- **Group:** FG #4, **Level:** Operational, **Participant #24:** *If you want this just go to that one, you become now the personal assistant of the whole unit. If you refuse, you know ee.....disadvantaged in some way, it doesn’t look like it’s discriminating, but you know it is. Or they then give that perception over to these people has to say that ‘ag’, don’t worry that one always talks ‘ag’ that one.....it impacts on you, but it’s not professional. Because it also puts you as the person that’s helping or working with this person in a*

very difficult position. You know you get remarks like, not but if she thinks she's a Director let her give the work to her and it's not your doing"

Table 4.10 presents the reflective notes, group, level, direct responses and summary notes on the cluster two theme 'perception' as per the attitudes, perceptions, views and personal experience directly encountered by the participants in their respective immediate working environment.

REFLECTIVE NOTES	GROUP, LEVEL AND PARTICIPANTS DIRECT RESPONSES	SUMMARY NOTES
Frustrated	F2F #1, Expert level, Participant #4: <i>"there is a perception that these deployees are unable to perform also their educational level finding that subordinates are much more knowledgeable than their managers"</i>	Subordinates more knowledgeable
Concerned	FG #2, Expert level, Participant #8: <i>"And another element would be if for example, if a..a manager comes into a component, expectations are that they have more knowledge than you know, the people that they are reporting. For the roles to reverse, it creates an..an uneven or in-conducive environment"</i>	Subordinates more knowledgeable
	F2F #7, Strategic level, Participant #1: <i>"there is a perception of the junior staff not being willing to do their utmost in terms of eee.....you know supporting the ee...the, the, the goals being pursued"</i>	Lower level not support goals
Anger	F2F #8, Strategic level, Participant #2: <i>"people's perception about the public service mm....is that this is the place to go if you want to retire"</i>	Retirement
Disappointed	F2F #10, Strategic level, Participant #3: <i>"there's only that thing of personality clashes and perceptions and, and, and, and, and the way people view things differently"</i>	Personality clash
Disappointed	F2F #9, Strategic level, Participant #7: <i>"most of the employees, they have lost ee.....their trust in the"</i>	Lost trust in managers

REFLECTIVE NOTES	GROUP, LEVEL AND PARTICIPANTS DIRECT RESPONSES	SUMMARY NOTES
	<i>perception of, of, of their managers”</i>	
Anger	FG #4, Operational level, Participant #24: <i>“But management’s perceptions of employees also ee...directly relates to us because we will come into the department, you’re young, you’re new or you’re just newly appointed then people will tell you, no if you want something just go to this one.”</i>	Overworked

Table 4.10: Attitudes, Perceptions, Views and Personal Experience Comparison on Perception (PERCEPT)

4.6.12 Assessment of Interviews Conducted: Perception (PERCEPT)

The views expressed by participants #4 and #8 both at the expert level feel that educational levels and/or knowledge of subordinates is more advanced as compared to that of their managers. The participants alluded to the fact that this situation creates an in-conducive working environment. Kinicki *et al.*, (2013:1) cited that “recent statistics showed that many workers do not perceive the intended benefits from their performance management systems”.

Participant #1 at strategic level points out to the fact that there is a perception that lower level staff does not or are not willing to work hard in achieving the department’s goals and objectives. Participant #2 also at strategic level indicates that the perception about the public service is that if people wish to retire, it’s the “ideal” place to be. Perceptions of supervisor subjective bias and favouritism continue to bedevil performance management systems and processes, particularly in a country like South Africa with its recent divided history. These negative perceptions tend to lead to fears, factual or unfounded, that the performance management system is biased against certain races, ethnicity, gender or class of employee. These fears are increased when pay is linked to performance. The challenge for management is how one overcomes problems such as opposition to performance appraisals and poor evaluation criteria. The greatest problems arise from ‘rater’ bias (Nel *et al.*, 2014:157).

Note was taken of the fact that over the years, people's perceptions are that "*political deployment*" is all about favours and incompetence. Participant #2 also felt that it has been observed over the years, that people that are deployed, are, in the first place without appropriate qualifications, that their work ethic is rotten, that they trade on the name of the person that has appointed them and finally, that they are not interested in developing themselves. The participant also feels that our perceptions of managers in the public service has over the years grown from positive to negative and that it was necessary for people to be re-trained and re-motivated, as the de-motivation factor is high. Participant #3 mentioned personality clashes and different views of individuals. Participant #7 is of the view that most employees have lost trust in their managers.

Participant #24 at operational level reported the perception that permanent staff do not want to assist the people (interns/employees) to get resources. But management's perceptions of employees also directly relate to permanent staff because for example, when a new employee comes into the department, this young person gets everyone in the unit referred to him/her and suddenly he/she becomes the personal assistant of the whole unit. There can be consequences if the permanent employee is, in some way, disadvantaged by the newcomer. The participant indicated that although it does not look like discrimination, the newcomer victim knows that it is. Otherwise the possibility is that the perception is created that the non-permanent employee is resistive: "*'ag', don't worry, that one always talks*" to the extent that this perception impacts on the individual. The participant describes it as "*not professional*".

4.6.13 Communication (COMM)

For the interview content, the researcher sought the attitudes, perceptions, views and personal experience of the participants from all the discussions that emanated during the interrogation by the researcher based on the questions posed to the participants as per the interview schedule. For this particular question, the researcher needed to get information about the views expressed by participants on the **communication channels** within as well as outside the various departments and is presented hereunder.

Researcher: "*How is the communication channel flow in your working environment?*"

- **Group:** FG #5, **Level:** Expert, **Participant #13:** “Yes and I think it should be an interactive process. The manager and the managed (subordinate) should sit and go through the assessment together.”
- **Group:** F2F #7, **Level:** Strategic, **Participant #1:** “So that type of communication between employer and employee you know, between supervisor and supervisee is always very important you see. In other organisations, you find that it’s a daily routine. In the morning there’s an assembly of the units, you know where they talk about yesterday’s ee.....you know, production and today’s eee.....the intended issues and that, makes things very clear to individuals you see. Where it also affords eee....the supervisees, the juniors also to ask questions, to get direction and all that. It might not be possible to have a daily that, that type of a daily interaction but at least it must be as frequent as possible, you see. Because, that brings, brings people together and it also denotes eeee....good relationships amongst people”
- **Group:** F2F #8, **Level:** Strategic, **Participant #2:** “Where if something was to go wrong, then I can frankly talk to you because we have gotten to a point where we can talk friendly amongst each other. But when people have mutual respect and are able to can communicate on, on the level as in be honest with each other, it makes the work space so much easier to deal with. But besides having it verbal you need to translate what you are going to, to relate to the other person in writing so that you both have a record of your discussions. How we speak to each other and how we motivate each other, can take many levels. So that is why feedback, even if it is given verbally it is important that it must be in writing so that the person can have a record. Our managers supposed to hold one-on-one with you and you own your one-on-one. So, I’m supposed to set up my session with my manager to say I want us to talk about my performance in this month, but you need to create a conducive environment for people to be able to can speak about their conflict so that it is add and people can deal with it and get on with work”
- **Group:** F2F #10, **Level:** Strategic, **Participant #3:** “We normally do, we write letters back to the employees to inform the employees about the outcome of the assessment and that’s how the employees are able to know how they have, they have performed. More often than not you will find that it’s very difficult for us to have management meetings”
- **Group:** FG #4, **Level:** Operational, **Participant #21:** “As you get older you have the courage to say things as it is. But you see that’s our upbringing that’s where we come

from, it's our culture. (Participant #24 "hundred percent, ja"). So, we, black is black, white is white you know. Here they are very vocal and they sometimes for the wrong reasons"

- Group:** F2F #11, **Level:** Expert, **Participant #31:** *"Communication is one of the big challenges in the entire public service. You have to communicate the rationale; you need to make people understand why do we have to change. I am emphasising on the power of communication. That it must be targeted, it must be on the right time it, you know....you like it or not, that was the correct choice of a platform in the court of law. How would you feel if the Minister can call all of you, to come, come down let me see you, greet all of you and come just to tell you how important you are. How often do people talk to their own staff? They are very busy, managers do not have time for their own staff. Their schedule is full with everything, meetings, whatever from outside whatever, not with their own staff. They rarely have a calendar where they meet. meeting my staff, talking to my own staff. You need to go down there talk to cleaners, talk to general workers, show them how important they are. Talk to them with the language that they understand"*
- Group:** FG #4, **Level:** Operational, **Participant #23:** *"If she wants to tell me something, as a supervisor she's supposed to communicate with me but she doesn't she go via through this one, I don't like that you know doing the cross road. Here you have senior managers these are Directors, who have a team of gossipers, they sit and gossip continuously. Don't know what you're doing, yes, some of them cannot give the feedback to support what they have been given you, you see."*

Table 4.11 presents the reflective notes, group, level, direct responses and summary notes on the cluster two theme 'communication' as per the attitudes, perceptions, views and personal experience directly encountered by the participants in their respective immediate working environment.

REFLECTIVE NOTES	GROUP, LEVEL AND PARTICIPANTS DIRECT RESPONSES	SUMMARY NOTES
Anger	Group: FG #4, Level: Operational, Participant #21: <i><u>because our whole entire communication process is gone out the door"</u></i>	No communication

REFLECTIVE NOTES	GROUP, LEVEL AND PARTICIPANTS DIRECT RESPONSES	SUMMARY NOTES
	<p>FG #5m Expert level, Participant #1: <u>“our SMS’s (Senior Management Services) they sit in DMC’s they come with the resolutions, but they don’t come back to, to their own dire...directorates <u>because there’s no communication”</u></u></p>	No communication
	<p>FG #3, Grass Root level, Participant #29: <u>“I mean after I’ve told my senior, my supervisor then the admin there AD (Assistant Director), they think, I think they, they make me a baby. They say, we gonna, we gonna make a follow up, in front of me, but when they turn their back, they forgot”</u></p>	No follow-ups
Frustrated	<p>FG #5, Expert level, Participant # 11: <u>“Labour Relations office they know about this thing...situations, but there is no communication... I don’t think it is working for this government they are just delaying time. Serious, they must include us all so that we must discuss our strategic planning and move forward. With one understanding”</u></p>	No communication
	<p>FG #4, Operational level, Participant #23: <u>“Because nobody has been, you know communicate with us. Yes, we just hearing everything from corridors you see. Communication breakdown, it’s communication, communication, that’s the problem in the government”</u></p>	Communication breakdown
	<p>F2F #11, Expert, Participant #31: <u>“Some staff get messages through grapevine. Messages is not properly channelled, to staff for the benefits of the staff.”</u></p>	Grapevine/gossip
	<p>FG #4, Operational level, Participant #24: <u>“Because I’m vocal when it comes to not only me I speak out for mostly my subordinates or people around me fellow colleagues which I see is oppressed. They first send it</u></p>	Corridor/gossip

REFLECTIVE NOTES	GROUP, LEVEL AND PARTICIPANTS DIRECT RESPONSES	SUMMARY NOTES
	<i>to the people that must sign it and during the signing process, we already know because that's a corridor thing"</i>	
	FG #5, Expert level, Participant #13: <i>"There are instances yes when they will have to take decisions without, without necessarily consulting us first. But it is still imperative that, they consult to get inputs so that when they take decisions, they know that, the decisions they take will not be....will not adversely affect their subordinates"</i>	No consultation
	FG #3, Grass Root level, Participant #30: <i>Yes, I also concur with you, like you say, sometimes people are not informed timeously,</i>	Not informed

Table 4.11: Attitudes, Perceptions, Views and Personal Experience Comparison of Communication (COMM)

4.6.14 Assessment of Interviews Conducted: Communication (COMM)

Participant #1, #2 both at strategic and #13 at the expert level all agree that communication between manager and subordinate is important. They indicate that they must go through the assessment together and/or have one-on-one sessions as participant #2 at strategic level puts it. Also, that communication does not necessarily have to be verbal but it can also be in written form. Chapman *et al.* (2011:58) cited, *"the greatest tragedy we have observed is that while most managers, supervisors and colleagues genuinely appreciate the people with whom they work, they often neglect to verbally express that appreciation"*. Participant #21 operational level brought up a point of the upbringing of people and the culture which plays a role in how we communicate with one another.

The fact that all the participants are angry and frustrated with the way communication is handled in their working environment is evidently high, as is expressed in their experiences.

Mainly that communication is not effective and that there is communication breakdown. Evidence is expressed by two participants #31 at expert level and confirmed by participant #24 at operational level. Participant #31 at expert level indicated that communication is one of the big challenges of the entire public service. The participant also raised the issue of managers that are too busy (full schedules) to make time to talk to their own staff. Participant #1 at strategic level felt strongly that communication is very important between employer and employee for good working relationships within the entire working environment.

Chauke (2015:42) reports in his interview with Deputy Minister Stella Ndabeni-Abrahms that *“it is important for government leaders to be active on social networks as it introduces the element of live interaction, which makes citizens – especially those who are always on their mobile devices – interested in government services and increases government’s reach to those in far-flung areas. I think that we all need to be on social networks simply because our work requires us to engage with and provide information to all people. These platforms help us reach those we cannot physically reach; they provide a means to give them instant feedback on our work”*.

4.6.15 Turnover Rates (TR)

For the interview content, the researcher sought the attitudes, perceptions, views and personal experience of the participants from all the discussions that emanated during the interrogation by the researcher based on the questions posed to the participants as per the interview schedule. For this theme, the researcher needed to determine the status of the **turnover rates** in the NWPA departments and is presented hereunder.

Researcher: *“What is the current status of the turnover rates in your department?”*

- **Group:** F2F #8, **Level:** Strategic, **Participant #2:** *“Not too bad, but it is something to be kept an eye on em...in the sense that you find people in the public service em..playing musical chairs. If I want a post somewhere else, I’ll apply ee....just to go get the grade and then want to come back in the, in the, department where I feel comfortable. So, turnover in itself is not bad”*

- **Group:** FG #3, **Level:** Grass Root, **Participant #27:** *“No, there’s not much movement, there’s not much movement and obviously unless someone’s acting for the six months”*
- **Group:** FG #6, **Level:** Expert, **Participant #18:** *“If I may come in there, my observation is that in the last year or two eee.... moratorium placed in terms of advertisements and whatever, however since last year, or early this year, the moratorium was lifted and that allowed people now to apply for different positions so, but in terms of the exit interviews, the department we saw an analysis has been made, however it is only not clear how people the satisfaction part of the people it’s only that for most of them they went on post ee....promotions on resignations for better offers and stuff like that. So, there was no clear indication in terms of job satisfaction, whether people are not satisfied in the department hence turnover”*
- **Group:** F2F #7, **Level:** Strategic, **Participant #1:** *“my observation, my observations are that people who are moving, they are moving for greener pastures, most unfortunately the observation is also that you lose the best, you know it’s the best people that will always eeee....leave the department”*
- **Group:** FG #4, **Level:** Operational, **Participant #21:** *“So for years now, we don’t have a....I don’t have a Director I report to the Chief Director. The Director that was here now, he was transferred to National so we always have a gap, we have a Director for a couple of months and then...you know....”*

Table 4.12 presents the reflective notes, group, level, direct responses and summary notes on the cluster two theme ‘turnover rates’ as per the attitudes, perceptions, views and personal experience directly encountered by the participants in their respective immediate working environment.

REFLECTIVE NOTES	GROUP, LEVEL AND PARTICIPANTS DIRECT RESPONSES	SUMMARY NOTES
Concerned	F2F #1, Expert level, Participant #4: <i>“There were <u>resignations at a rate of about 5000 people per month”</u></i>	High resignations
	FG #2, Expert level, Participant #9: <i>“<u>Personally, it’s high....”</u></i>	High
	FG #2, Expert level, Participant #10: <i>“<u>Currently, we</u></i>	High

REFLECTIVE NOTES	GROUP, LEVEL AND PARTICIPANTS DIRECT RESPONSES	SUMMARY NOTES
	<i>can say it's high... It's high currently it's high, but they do fill the ee...what do they call it these forms exit interviews, yes they do fill it, they analyse them in HR in HRM"</i>	
	FG #6, Expert level, Participant #15: <i>"when people are leaving on lateral transfers, I don't eee.....I haven't observed people moving, a lot of people moving on lateral transfers to ensure that they are not happy about the department"</i>	Lateral transfers
	F2F #9, Operational level, Participant #7: <i>"Ja, there is a high rate of employees who are leaving the department. There is a high rate of employees that are, even managers that are leaving the department. Most of the employees are leaving the department and are across all levels"</i>	High
	FG #4, Operational level, Participant #24: <i>"..there's now a lot of people which you can actually say is high turnover rates."</i>	High
Frustrated	FG #4, Operational level, Participant #22: <i>"That person become demoralised, eee...he, she doesn't become active, pro-active in her work, that obviously there won't be any developments some will end up taking transfers...."</i>	Transfers
Uncertain	FG #4, Operational level, Participant #23: <i>"Even ours, our department our posts were not filled so many times they shortlisted they never call for interview but we don't know what's happening and those who are interview and selected are not yet appointed until today"</i>	No appointments made

Table 4.12: Attitudes, Perceptions, Views and Personal Experience Comparison on Turnover Rates (TR)

4.6.16 Assessment of Interviews Conducted: Turnover Rate (TR)

Regarding **turnover rates**, most of the participants, tend to be more concerned about the rate of employee movements out of the public service. Also, that movement to greener pastures is observed by participant #1 at strategic level, as well as transfers to National Departments for various reasons is observed by participant #21 at operational level and demoralised staff as participant #22 also at the operational level added also lead to transfers of employees.

Evidently most of the participants express great concern about the turnover rates in the NWPA departments. Unlike the expressions of the participants #2 at strategic level and #27 at grass root level is the fact that participant #4 at expert level, mentions the resignation rate of 5000 per month. This view point comes from a high-level official employed in the National Public Service Commission from a Birdseye view of all the provincial governments across South Africa.

Participant #7 at the operational level, F2F#9, suggested possibilities of the turnover rate in the North West Public Service might be the fact that: *“there are a lot of ee...factors that will keep or retain employees in an organisation. Some of the employees are, are getting greener pastures, some they are fed up because of whatever reasons, some it is yes, they are old now or they think they have ee....reached whatever they wanted to reach in terms of their goals. Some join the private sector, so there are many reasons for them to, to leave the organisation”*

4.6.17 Feedback (FB)

For the interview content, the researcher sought the attitudes, perceptions, views and personal experience of the participants from all the discussions that emanated during the interrogation by the researcher based on the questions posed to the participants as per the interview schedule. There was a need to determine how **feedback** is treated within the NWPA departments and is presented hereunder.

Researcher: *“Do you get any feedback regarding your performance (written/verbal)?”*

- **Group:** FG#2, **Level:** Expert, **Participant #10:** “we write letters to all employees in the department giving them the feedback”
- **Group:** FG#5, **Level:** Expert, **Participant #13:** “it should be an interactive process. Where there are cases of disagreement, they should negotiate.....like even a, a courtesy to say well done, you know feedback. Feedback encourages it motivates it, it gives you a drive it can just give you, you know that boost to say keep going, keep you are doing well”
- **Group:** FG#6, **Level:** Expert, **Participant #14:** “We always advise managers to give feedback to their ee...supervisees immediately after they have presented their people and we expect them to give them the necessary feedback, as we advise them to do”
- **Participant #15 from the same FG:** “Ja in addition, ee...there are measures as colleagues have said that were put in place, to ensure that supervisors do give feedback to to, to their supervisees, and those measures were prompted by the fact that we realised that in the committee that supervisors come here with a view to pass a buck. ...says, ensure that you give ee...feedback and the person who give you feedback should acknowledge by means of writingfeedback is very crucial ee..by way of giving feedback really decrease or we reduce the grievances in the department”
- **Participant #19 from the same FG:** “There are also forms that we give to the supervisors so that they can fill with their supervisee. So they did receive feedback because after eee....filling the forms they send it back to the PMDS office. So, we really did receive eee.....really do receive e.e.. feedback from colleagues”
- **Participant #20 from the same FG:** “the PMDS office as responsible for monitoring the implementation of performance management they also issue feedback, to employees. After the overall assessment has been finalised because as moderation we only do the recommendations but the final feedback comes after the approval has been granted by the Executive Authority”.
- **Group:** F2F#7, **Level:** Strategic, **Participant #1:** “Regular meetings that, that, that are held, but even one-on-one meetings have to take place whereby for any task that has been performed, my view is that, you know feedback must be given as to whether it has been performed according to eeee....the expectations, to the expectations or there was proof of performance so that improvement can be, can be made. That is what, what underpins the relationship and if the relationship is, is good, then you know, eeee....feedback will always take place”

- Group:** F2F#8, **Level:** Strategic, **Participant #2:** But I've always learnt that feedback is best given in person...you need to lay the ground for somebody to understand the feedback that you're going to give them. But also for them to be able to can feel free, to interact with you on the feedback that they get. But besides having it verbal you need to translate what you are going to, to relate to the other person in writing so that you both have a record of your discussions. When somebody gives you feedback, your defences rise. Because depending on what feedback they give you because everybody expects that when you walk in here, the feedback should be positive. Every feedback you start with the positives and you can go on to the negatives, but the minute to get on to the negatives, everybody's defences rise. So that is why feedback, even if it is given verbally it is important that it must be in writing so that the person can have a record when I give feedback do I enjoy seeing you miserable? But you can sit with them and discuss and that's what feedback is supposed to be doing, because you are supposed to embrace feedback that somebody gives you. So, you must give feedback in such a manner that somebody when they leave your office, they feel empowered. Because negative feedback kills your morale, it also kills your spirit..... what will be good if my manager takes responsibility for giving me feedback. But the fact is, my relationships at the end of the day would suffer because how I receive feedback. Being it from my employees, or be it from my peers. And that's another thing about feedback, you get feedback from different levels. Feedback in the public service...in the private sector is on a three-sixty-degree (360°). You get feedback from your subordinates, you get feedback from your peers, you get feedback from your superiors”
- Group:** F2F#10, **Level:** Strategic, **Participant #3:** “We normally do, we write letters back to the employees to inform the employees about the outcome of the assessment and that's how the employees are able to know how they have, they have performed”

Table 4.13 presents the reflective notes, group, level, direct responses and summary notes on the cluster two theme 'feedback' as per the attitudes, perceptions, views and personal experience directly encountered by the participants in their respective immediate working environment.

REFLECTIVE NOTES	GROUP, LEVEL AND PARTICIPANTS DIRECT RESPONSES	SUMMARY NOTES
Concerned	F2F #1, Expert level, Participant #5: <i>"I think feedback issues in terms of performance management in the public service, you find that some in some departments employees are appraised (phone ringing) are appraised for their performance but they never get feedback on their level of performance"</i>	No feedback
Frustrated	F2F #11, Expert level, Participant #31: <i>"It's very poor. Quite often, staff, do not know what is happening at management level, because they don't give proper feedback timeously"</i>	Poor feedback
	FG #5, Expert level, Participant #11: <i>"To add on that, there is this thing of delay tactics from the managers, feedback they don't eee....come to employees on time and that thing is really is demoralising the employees"</i>	Delay tactics
	FG #5, Expert level, Participant #12: <i>"I've submitted this to....to my senior we are expecting a feedback no, so it demoralises your mind. Even if you have the courage to come to work, to work you know, when you get there you just lose your concentration"</i>	No feedback
	F2F #9, Operational level, Participant #6: <i>"I think it's very rare at times often times they do that, they call you to give you feedback, other maybe financial cycles they don't they don't give people feedback"</i>	No feedback
	F2F #9, Operational level, Participant #7: <i>"I worked for several departments up to so far in government even in private sector. I don't remember, I don't remember receiving, receiving feedback from management"</i>	No feedback
	FG #4, Operational level, Participant #23: <i>"We never been there we never get feedback from them after they came from the meetings, no"</i>	No feedback
	FG #3, Grass Root level, Participant #26, 27, 28 & 29:	No feedback

REFLECTIVE NOTES	GROUP, LEVEL AND PARTICIPANTS DIRECT RESPONSES	SUMMARY NOTES
	<i>(Shaking their heads in disagreement) no, nothing.</i>	
Anger	FG #3, Grass Root level, Participant #26: <i>“regarding management meetings, I don’t see any follow ups from those sittings you know, I don’t know what’s the broader intention of gathering there and then from, from their meeting, I don’t see any developments,</i>	No follow-ups
	FG #3, Grass Root level, Participant #27: <i>We never get any feedback. Usually the supervisor will be called in, to talk about your performance but that’s about it. assisting with translation) So the supervisor hasn’t given feedback”</i>	No feedback
	FG #3, Grass Root level, Participant #29: <i>“Never had, I never had feedback”</i>	No feedback
Doubt	FG #3, Grass Root level, Participant #28: <i>“Then we sign, yes, but sometimes we sign, sometimes, wee...eeeeee..... what do I say, “Re a saena and ga ba re bolelele gore re dirile eng ga ba bue” (translation: we sign and put on paper, they are not telling us what we have done, they don’t talk)”</i>	No feedback

Table 4.13: Attitudes, Perceptions, Views and Personal Experience Comparison on Feedback (FB)

4.6.18 Assessment of Interviews Conducted: Feedback (FB)

Feedback is viewed as a motivation as identified by participant #13 at expert level. The moderation committee’s observation that managers did not provide feedback to their subordinates encouraged them to put measures in place as indicated by participants found at the expert levels #14, #15, #19 and #20. They indicated that forms were designed to ensure that managers and their respective subordinates sign to put on record that feedback on assessments was in fact given to the affected assessed employee. This should ensure that there is proper feedback in place also for monitoring purposes. The North West Provincial

office of the Premier also confirmed the fact that letters are written to employees to inform the employees about their outcomes as advised by participant #3 at strategic level.

Under the communication, theme that “*one-on-ones*” must take place and this was confirmed by participant #1 at the strategic level under the feedback theme. The statement by participant #2 also at the strategic level is of the view that 360-degree feedback is applied in the private sector. Feedback is given through subordinates, colleagues as well as supervisors. Most of the participants are of the view that feedback is not happening in their respective areas of work. This refers to both written and verbal feedback as depicted by the researcher through the participants’ discussions. Chauke (2015:42) quotes from an interview with Deputy Minister Stella Ndabeni-Abrahams who said “*I think that we all need to be on social networks simply because our work requires us to engage with and provide information to all people. These platforms help us reach those we cannot physically reach; they provide a means to give them instant feedback on our work*”.

Comments across all levels are confirming that there is no feedback, that feedback is poor and that there are no follow ups. Nine participants commented on the fact that there is no feedback provided to employees regarding outcomes of their assessments as well as management meetings. Like how participant #26 at grass root level puts it, that he does not know what the intention of management sittings are as he does not see any developments. Participant #28 also at grass root level is a cleaner and she indicated that her manager types out assessment reports and they just sign these papers but the manager does not inform the subordinate about the content of the document. This is a clear indication that there is no feedback in the NWPA departments.

4.6.19 Motivation (MOT)

For the interview content, the researcher sought the attitudes, perceptions, views and personal experience of the participants from all the discussions that emanated during the interrogation by the researcher based on the questions posed to the participants as per the interview schedule. There was a need to solicit information on whether or not employees feel **motivated** within the NWPA departments and is presented hereunder.

Researcher: *“Is there any motivation happening in your immediate working environment?”*

- **Group:** F2F #7, **Level:** Strategic, **Participant #1:** *“There’s always an issue of motivation and other things that ee....will impact on performance. It, it, it is always important to see where gaps are in terms of performance where empowerment becomes necessary.....you have a responsibility as a manager to, to, to manage and receive the best from the people. You need to find a way of motivating people, where people are motivated to do what they are supposed to do. And where people are also allowed to be creative eeee....if you distort creativity in terms of bringing about solutions, that can also de-motivate people”*
- **Group:** F2F #8, **Level:** Strategic, **Participant #2:** *“you are also able to can identify a person’s strong points as well as their weak points. What we need to do is to bridge the divide and make sure that we are optimal. So, somebody who sees a public-sector employee should be able to can see a potential of somebody they can hire in the private sector. We’ve been in the private sector high paced, high performance you know when you’re there. When you say to somebody they hire the best, it is because they really mean that. Why can’t we boast about the same in the public service? your performance is what determines whether somebody wants to keep you or wants to let you go. It’s because those people have demonstrated an ability and willingness to perform in the job at the best of their abilities”*
- **Group:** FG #3, **Level:** Operational, **Participant #30:** *“Remember training will fall in there, you know everything, the, the.....our empowering, do we get empowered and things like that”*
- **Group:** FG #4, **Level:** Operational, **Participant #24:** *“because I’ve been nearly almost twenty-one (21) years in government, em...my understanding is that it should be a tool, that em...is motivating staff, but we do get instances where, it’s actually a de-motivation tool PM I would say it should be a motivating factor so that we can improve service delivery and it’s the people downwards that needs this motivation. The PMDS at the moment is a demoralising to... So, it’s actually that’s why I’m saying it’s a de-motivating factor, because they, it really even affects a person’s health to the extent where you, you have to go to a health clinic, so many of us I remember, we said ja, let’s, let’s see maybe those people on the ground would feel motivated and it actually helped in terms of that. Because I feel that, if you go the extra mile really motivate the*

person I don't care what colour you are what race or how you look fat or thin. I feel that if you go the extra mile you should get acknowledged."

- **Group:** FG #3, **Level:** Operational **Participant #26:** *"The motivation is not all about the money you know, eeee... every time you do something good, there should be a motivation to say thank you whatever that eeeee....can come out from the managers eee.....they, they, they must refrain from only, focussing on the bad than the good. So, I don't think they, do their work with passion. So you can see that eeeee.....the depa.....the management eee.....is also demoralising us, in, performing our duties.*

Table 4.14 presents the reflective notes, group, level, direct responses and summary notes on the cluster two theme 'motivation' as per the attitudes, perceptions, views and personal experience directly encountered by the participants in their respective immediate working environment.

REFLECTIVE NOTES	GROUP, LEVEL AND PARTICIPANTS DIRECT RESPONSES	SUMMARY NOTES
Concern	<p>F2F #1, Expert level, Participant #4: <i>"Maybe the motivation here is as well, generally the public service is going through upheaval ... you know employees read about lot of negative stories in the media etc There are a lot of de-motivating factors. I know the motivation went down. So especially the experience from the educators and also in the health professions, so I think that in motivation this one impacts negatively on performance"</i></p>	De-motivated employees
	<p>F2F #1, Expert level, Participant #5: <i>"In some instances employees are never appraised for their performance and this tends to de-motivate employees and they don't give their best in terms of performance...."</i></p>	De-motivated employees
	<p>FG #5, Expert level, Participant #11: <i>"..the truth is staff morale does get affected. Because with the new management you anticipate, there's a lot of anxiety we, we as employees we might not be sure as to whether the new incoming leader will steer us towards the direction</i></p>	Low morale

REFLECTIVE NOTES	GROUP, LEVEL AND PARTICIPANTS DIRECT RESPONSES	SUMMARY NOTES
	<i>where we were”</i>	
Uncertain	FG #2, Expert level, Participant #8: <i>“So you, you never know ee..what really affects the morale of, of personnel”</i>	Low morale
Depressed	FG #4, Operational level, Participant #22: <i>“That person become demoralised, eee...he, she doesn’t become active, pro-active in her work, ... You must be having that passion when you come to workplace, Or even if you see them they want to go outside, they don’t feel, they don’t have that pleasure to wake up to go to work”</i>	Demoralised
Disappointed	FG #4, Operational level, Participant #23: <i>“some supervisors they are not strong enough to put the, you know motivation on the table. Sometimes when you are in a high level you get a good salary those people who are in ground level, who is looking at them? They don’t look at...at least this is the only way of getting appreciation, isn’t it? To be motivated.</i>	Lack of motivation
Angry	FG #3, Operational level, Participant #26: <i>“Lack of motivation by our superiors, you know, it’s not....the motivation is not all about the money you know”</i>	Lack of motivation

Table 4.14: Attitudes, Perceptions, Views and Personal Experience Comparison on Motivation (MOT)

4.6.20 Assessment of Interviews Conducted: Motivation (MOT)

It is evident through all the discussions that there is no motivation in the NWPA departments. Wörnich, *et al.* (2015:300) cited that, effective management of unsatisfactory performance greatly depends on identifying the correct causes of the problem. The authors highlighted the fact that a multitude of theories and approaches to employee motivation exist, but most motivational strategies boil down to one seemingly simple axiom: determine what the employee needs and offer it as a reward for good performance. Yet, as most students of

management know, determining the needs of an employee and creating an environment in which those needs are satisfied is one of the manager's most challenging tasks. In addressing that challenge, decision-makers must know the following common techniques for motivating the unmotivated:

- Create meaningful goals that are challenging but attainable
- Invite and use employee participation in decision-making
- Keep employees informed on '*where they stand*'
- Reward good work, be generous with praise
- Treat employees fairly
- Make work as interesting and fulfilling as possible
- Be sensitive to individual and cultural differences
- Help employees grow and develop

Participant #1 at strategic level is a high-ranked manager in government and she occupied a high position in the private sector as well. Therefore, she compared the private with the public sector. Her opinion and views expressed during the interview describe the private sector as high-paced, high-performance and so they only hire the best candidates in their organisations, particularly those who demonstrate the willingness to perform and an optimal level. Office of the Premier, North West Provincial PMDS Policy (2009), state that, in managing performance that is not fully effective or lower, the following remedial actions or developmental support may also be implemented, subsequent to the determination of the cause thereof:

- **Training and development** - In the case where an employee lacks the necessary inherent competencies in order to carry out his/her job.
- **Employee health and wellness programme** – where an employee encounters psychosocial and related problems that may cause poor work performance.
- **Incapacity code** – if the performance is not fully effective or lower and the desired improvement cannot be effected due to employee's unfitness or incapacity to carry out his/her duties the supervisor must comply with the procedural requirements of the Public Service Coordinating Bargaining Council (hereafter referred to as PSCBC), Resolution 10 of 1999 and the PSCBC, Resolution 01 of 2003 – '*incapacity code*'.

- **Disciplinary actions** – after suggested performance improvement mechanisms and several warnings, consistent poor performance on the part of employees may require taking of disciplinary actions in terms of the Labour Relations Act 66 of 1995 and the PSCBC Disciplinary Code and Procedures i.e. PSCBC Resolution 2 of 1999 as amended.

Participant #1 at strategic level on the other hand outlines the responsibility of public service managers to empower and motivate their subordinates to get the best performance from them. The participant also highlighted the fact that managers must allow their subordinates to be creative as it may de-motivate them if creativity is distorted. Participant #24 at operational level, raised a significant fact that if an employee is not motivated, it can have a negative impact on his/her health and that irrespective of race or ethnicity, all employees must be motivated. Confirmation is provided through the discussion emanating from participant #26 at grass root level where there is an indication that management is responsible for demoralising their own staff. Mkhize (2016:20), in an interview with the CEO of the South African Post Office (SAPO), Mark Barnes, quotes the latter as saying, *“lifting staff morale is one of the key things that he will focus on as the new CEO”*. He further says that *“inside all of us is the desire for economic dignity and all of us would prefer to go to work and do a good day’s work. We all are fundamentally good people but you will get despondent if every day you go to work there is just collapse and decay.”*

4.6.21 Placement (PL)

For the interview content, the researcher sought the attitudes, perceptions, views and personal experience of the participants from all the discussions that emanated during the interrogation by the researcher based on the questions posed to the participants as per the interview schedule. For this question, the researcher needed to determine the status quo regarding **placement** of employees within the various departments. Is it done correctly and if not, can it lead to relationship problems. This was a tricky question and not all the participants could answer it. It was possible that this question could open a can of worms, however it needed to be asked in order to determine what makes people uncomfortable in their working environments as the research is complex in nature and this theme most certainly impacts on

relationships and thus needed to be part of the question posed to participants as it was necessary to get the real story from the individuals experience in their immediate working environment and is presented hereunder.

Researcher: ***“In your view, do you think there is a resistance to state deployees or how is placement implemented in departments?”***

- **Group:** F2F #1, **Level:** Expert, **Participant #4:** *“This has a negative impact on interrelations as these gaps will lead to exposure of management that are not fit for certain positions. Now we are talking for local government, that there is a lot of eee deployments whereby people do not fit snugly into the positions for which they are assigned”*
- **Group:** FG #5, **Level:** Expert, **Participant #13:** *“The situation of misplaced employees. You, you will find that in the government sector, I think that this concept is very prevalent. Whereby I’m trained as an educator and somehow, I manage to find myself working in a CFOs (Chief Financial Officer’s) office as a Financial Manager. The skills, the qualifications I possess, do not allow....are not fully equipped to be effective in that office. But because of as we all are aware; the rate of unemployment is too high, poverty is knocking on our doors. So, people will just want to get work but, I think there’s a real need for government to consider, I don’t know placing people with the right skills, the right qualifications in the right portfolio’s or you know positions. So that job satisfaction will be achieved. So basically, that means the management styles needs to accommodate people”*
- **Group:** FG #4, **Level:** Operational, **Participant #21:** *“You are not employing people because of their skills and knowledge, you are employing people because you deployed someone and unfortunately you have these others coming in and they can’t even write a letter....you know ee..... Usually the posts em....get shoved because the correct deployees did not put in their application”*
- **Group:** FG #4, **Level:** Operational, **Participant #23:** *“The misunderstanding of our permanent staff. People they misuse their, you know... when you are acting, you bring your own people”*
- **Group:** FG #4, **Level:** Operational, **Participant #24:** *“Then you get people in the post ... and you have to do their work so yes in the end you, you, you know you’re scared to actually do something. Here in government it’s not what you have, qualification or your*

knowledge, what, who you know. That's our government you see. Some things when you check... you know each one come in with their own person. Because they're acting, but they leave, but the person they brought in stays the person that brought in stays and that person then get after that must be employed somewhere you know..."

- **Group:** FG #2, **Level:** Expert, **Participant #9:** "The politics of the day may have changed you see, so therefore whenever there's an election and a new administration comes in there's normally. I don't want to say a purge or a clean-up right, but in the private office, normally the Premier will bring his own staff coming into the private office right, so there is a turnover there right, ... and sometimes that is related to a trust -mm.. and that's why new people are brought into the space.

Table 4.15 presents the reflective notes, group, level, direct responses and summary notes on the cluster two theme 'placement' as per the attitudes, perceptions, views and personal experience directly encountered by the participants in their respective immediate working environment.

REFLECTIVE NOTES	GROUP, LEVEL AND PARTICIPANTS DIRECT RESPONSES	SUMMARY NOTES
Disappointed	F2F #1, Expert level, Participant #4: <u>"This has a negative impact on interrelations as these gaps will lead to exposure of management that are not fit for certain positions"</u>	Negative
Frustrated	FG #1, Expert level, Participant #4: <u>"Deployment, at provincial and local government that, a lot of deployees does not fit into their positions"</u>	Deployees do not fit into their positions
	F2F #11, Expert level, Participant # 31: <u>"If you perform as an employee, as the employer, I pay you. Because I benefit out of your performance, so there is mutual kind of relationship in...with the performance management. Ja" "There is that resistance, because deployment is related to promotion. So, the staff, 'le bone' (themselves) they will just go to work as they please.</u>	Deployment related to promotion

REFLECTIVE NOTES	GROUP, LEVEL AND PARTICIPANTS DIRECT RESPONSES	SUMMARY NOTES
	FG #4, Operational level, Participant #23: <i>‘They are not specialists they are wrongly placed in wrong place but that’s the problem, it’s in the departments’</i>	Wrong placement
	FG #2, Expert level, Participant #9: <i>“mm... Our department is very much linked to the political climate of the day right so it’s very difficult to say what’s going to happen in three years’ time from now”.</i>	Political interference creates uncertainty
Confused	FG #4, Operational level, Participant #24: <i>“you sit in a unit where you actually don’t want to be but you were placed there, because of certain reasons”</i>	Wrong placement
Anger	F2F #11, Expert level, Participant #31: <i>“Those people who are being deployed, they are deployed to close the position of another person. They come to occupy a position that was supposed be occupied by somebody as a result people....they’ve got to resist. I..if I were to be specific, to say cadre deployment is the major, major, major cause of employees’ dissatisfaction in the public service.</i>	Deployment lead to employee dissatisfaction

Table 4.15: Attitudes, Perceptions, Views and Personal Experience Comparison on Placement (PL)

4.6.22 Assessment of Interviews Conducted: Placement (PL)

It is evident through the discussions with participant #9 that there is political interference regarding placement and this creates uncertainty in staff. There is also the possibility that this can contribute towards the increase in the turnover rate. Consideration for correct placement as indicated by participant #13 at expert level points towards the significance of taking into account qualifications and skills. Matshediso and Khumalo (2016:60) interviewed Health Minister, Aaron Motsoaledi during the implementation of the National Health Insurance (NHI). Here human resources were identified as one of the challenges the Minister referred to. He said: *“wrong people are being appointed in wrong places..., patronage and cronyism,*

poor planning, development and management of HR in the public-sector healthcare system....” are some of the issues mentioned in the interview. It is evident that wrongful placement is a problem; deployment leads to employee dissatisfaction, thus impacting negatively on workplace relationships.

4.6.23 Job Satisfaction (JS)

For the interview content, the researcher sought the attitudes, perceptions, views and personal experience of the participants from all the discussions that emanated during the interrogation by the researcher based on the questions posed to the participants as per the interview schedule. It was necessary to determine whether or not employees **feel satisfied in their jobs** within the NWPA departments and is presented hereunder.

Researcher: *“According to your view, are people satisfied in their jobs within your immediate working environment?”*

- **Group:** F2F #8, **Level:** Strategic, **Participant #2:** *“the majority of the public servants complaining about non-progression. We can say generally, there is job satisfaction. If satisfaction means do your best every day and giving your best, in whatever you do and you walk home and you’re thinking, I have done what I set out to do and that’s job satisfaction..... job satisfaction comes from how current you keep yourself and whether you are willing to do what it takes for you to move from one level to the next. If you are going to sit here dependent on your manager or anybody else to give you job satisfaction, you have a long time to wait. You will be waiting until the cows come home”*
- **Group:** FG #4, **Level:** Operational, **Participant #24:** *“You come in with the sense of I want to make a difference for people outside, because I’m getting my salary. I have a job there’s other people that doesn’t have it”*
- **Group:** FG #5, **Level:** Expert, **Participant #13:** *“You, you will find that in the government sector, I think that this concept is very prevalent. because to a large extent if I’m a demoralised employee, if I am not satisfied with my job or if I feel that my job does not contribute to what the mandate, the bigger picture of what the department aspires to achieve. I’m most likely to abscond, miss work, come late and not even be available at their work station at the times when I’m required to be there ...because you*

find that government does not inculcate a culture of involving people especially those ones at lower levels during phases of planning, so that they know that even if a Clerk I'm at a level 2 or level 5 My work does contribute to what this department is rendering”

Table 4.16 presents the reflective notes, group, level, direct responses and summary notes on the cluster two theme ‘job satisfaction’ as per the attitudes, perceptions, views and personal experience directly encountered by the participants in their respective immediate working environment.

REFLECTIVE NOTES	GROUP, LEVEL AND PARTICIPANTS DIRECT RESPONSES	SUMMARY NOTES
Uncertain	<p>F2F #11, Expert level, Participant #31: <u>“No the, the people are not satisfied, mainly because of a number ..of factors. Some of course, it’s leadership style, some of course, it’s e...lack of promotion. Some is due to discrepancy that exist in terms of the levels”</u></p>	No job satisfaction
	<p>FG #6, Expert level, Participant #18: <u>“early this year, the moratorium was lifted and that allowed people now to apply for different positions so however, it is not clear how people the satisfaction part of the people it’s only that for most of them they went on post ee...promotions on resignations for better offers and stuff like that. So, there was no clear indication in terms of job satisfaction, whether people are not satisfied in the department”</u></p>	No advertisements
	<p>F2F #10, Strategic level, Participant #3: <u>“.. job satisfaction it’s, it’s, it’s I don’t think there is hundred percent (100%) job satisfaction. There will be the ‘pockets’ (few or group) of those that are satisfied and ‘pockets’ (few or group) of those that are not satisfied, but in terms of my experience it’s, it’s not much of those that are not satisfied in terms of what that relates to the</u></p>	No job satisfaction

REFLECTIVE NOTES	GROUP, LEVEL AND PARTICIPANTS DIRECT RESPONSES	SUMMARY NOTES
	<i>complaints that I receive”</i>	
	<u>FG #4, Operational level, Participant #22:</u> <i>“I also have that lack of job, job satisfaction, especially in my unit because ee...I’m on monitoring and evaluation né, but we are doing functions for strategic planning for which but we’ve been doing this for quite some time”</i>	No job satisfaction
Frustrated	<u>FG #5, Expert level, Participant #13:</u> <i>“The other angle, I want to look at on <u>this issue of job satisfaction is the situation of misplaced employees”</u></i>	Misplaced employees lead to no job satisfaction

Table 4.16: Attitudes, Perceptions, Views and Personal Experience Comparison on Job Satisfaction (JS)

4.6.24 Assessment of Interviews Conducted: Job Satisfaction (JS)

Note was taken of the fact that complaints by officials of non-progression as expressed by participant #2 at strategic level. Chapman *et al.*, (2011:11) cited “*the number one factor in job satisfaction is not the amount of pay but whether or not the individual feels appreciated and valued for the work they do*”. Schutte and Barkhuizen (2016:494) wrote that “*as far back as the early seventies, Foulkes (1975) called for businesses to incorporate new social and individual values in the workplace and highlighted the need for the HR function (personnel departments) to be more proactive, progressive and worthy of respect*”. In line with this, Broodryk (2007:194) advised that “*to be appreciative is to be grateful*”. Evidently the participant views employees to be satisfied. This contradicts the views of the other participants that were discussed in Table 4.16.

4.6.25 Leadership (LDSHP)

For the interview content, the researcher sought the attitudes, perceptions, views and personal experience of the participants from all the discussions that emanated during the interrogation by the researcher based on the questions posed to the participants as per the interview

schedule. There was a need to determine the actual type of **leadership style** which prevails within the NWPAs departments and is presented hereunder.

Researcher: *“According to your view, how is the leadership in your department?”*

- **Group:** F2F #7, **Level:** Strategic, **Participant #1:** *“If the necessary tools are not provided, you know, if there’s no proper leadership, in terms of.....and support, to the individuals then that can also lead to ee...negative impacts on, on performance. This is a difficult question but the status of leadership, right now I think starting with the, the political leadership, it’s a good one. You know we have a, a, a good political leader, the executing authority ...”*
- **Group:** F2F #8, **Level:** Strategic, **Participant #2:** *“they say the difference between, a, a manager and a leader, one of them says, em...this needs to be done and the other one says this...we, we doing it together. Lead by example and leading by example motivates other employees, within your department em..to do better and to understand where they fit in this, in the, in the puzzle. if you walk into a job, your title does not define you or it should’nt ,.....But we are allowing our titles em...and our leadership status, to determine who we can see and when we can see them. And those are gate keepers, because it keeps you from doing what you are supposed to do. But also, it keeps your people out but it also keeps the people that you are supposed to serve out. That you treat your people the same and that you are approachable, that’s what a good leader does. But in being a leader you are supposed or you should be comfortable with getting your hands dirty. If there’s work to be done you need to do what you can because only then you start to realise that we are in this together”*
- **Group:** F2F #11, **Level:** Expert, **Participant #31:** *“No the people are not satisfied, mainly because of a number of ee....of factors. Some of course, it’s leadership style, some of course, it’s e...lack of promotion. we do not have leadership. Leadership it’s very busy because they do not know what is happening in their own department, they will not know what is required in their own department. Very few leaders know, what is required What instrument was used to identify people who should lead,...what instrument do you use to appoint those people in that department?”*
- **Group:** FG #5, **Level:** Expert, **Participant #13:** *“When the marching orders come, we have to implement, but in most cases, we neglect that the electorate gave this ruling party a mandate. Which we clearly articulated and put in writing, in the form of a*

Strategic Plan. Now when we change and we chop and we change leadership even the, the, the environment it does not become conducive enough for service delivery to improve. I should understand that, when managers are appointed into those positions of leadership to some level some trusts or what, confidence is bestowed upon them by virtue of them occupying those positions”

- **Group:** F2F #10, **Level:** Strategic, **Participant #3:** “But at least if you know that you have one principal from the Head of Department then it becomes much more easier, more often than not we’re lacking in terms of us having a stable HoD which will assist us in to, to, to, to eee....push, the, the department forward”.

Table 4.17 presents the reflective notes, group, level, direct responses and summary notes on the cluster two theme ‘leadership’ as per the attitudes, perceptions, views and personal experience directly encountered by the participants in their respective immediate working environment.

REFLECTIVE NOTES	GROUP, LEVEL AND PARTICIPANTS DIRECT RESPONSES	SUMMARY NOTES
Frustrated	F2F #11, Expert level, Participant #31: <u>“The leader in an organisation, it’s a centre that holds so if the centre cannot hold, what happens? Things fall apart. Many departments are falling apart because management or the leader cannot provide that centre.</u>	Leadership is centre that holds everything together
	FG #2, Expert level, Participant #8: <u>“I think another element is the, the management style, you know you would have gotten used to a certain management style and how things are the environment is not really kind to SMS’s (Senior Management Services) in terms of development and I mean these are the strategic leaders”</u>	Strategic leadership
	FG #4, Operational level, Participant #24: <u>“You will have a person that’s already been put there as maybe I don’t want to actually say it but, that’s the truth you know, it’s a person, you apply for a job, the person that came in with the person that’s acting which is a man, I’m</u>	Lack of trust

REFLECTIVE NOTES	GROUP, LEVEL AND PARTICIPANTS DIRECT RESPONSES	SUMMARY NOTES
	<u><i>a woman gets the job now like I said you can follow the grievance procedure you know and you don't know what you face because you hear it's political it's this, it's that, you know</i></u>	
Confused	FG #5, Expert level, Participant #11: <u><i>"I think so because, when there's change of leadership is confusing and is delaying progress. ...on a very serious note because they come up with new things. ... ee.....the truth is staff morale does get affected"</i></u>	Change of leadership
Concerned	FG #5, Expert level, Participant #13: <u><i>"Political head with the new mandate and us as technocrats and administrators in most cases we are left wanting"</i></u> .	Change of leadership
Uncertain	F2F #10, Strategic level, Participant #3: <u><i>"Look we, have a bit of a challenge in terms of us not being stable with the, with the, the Head of the Department and that in itself causes a lot of problems ee.... in terms of eee...us having to have a proper management because you need to have consistency."</i></u>	No stability
	FG #4, Operational level, Participant #21: <u><i>"But we are expected to show our legions to people. Even with the MEC if you are not in, in-line with his thinking, you don't show legions to him you get suspended for no real reason. We know those things happen every day We are....for a long time we haven't had an HoD"</i></u>	Lack of trust and change of leadership

Table 4.17: Attitudes, Perceptions, Views and Personal Experience Comparison on Leadership (LDSHP)

4.6.26 Assessment of Interviews Conducted: Leadership (LDSHP)

An interview by Crighton (2015:73) with model and actress Roxanne Kalie cited, in an article of the Edgars Club (May, 2015) that *"the mark of a good leader is someone who can bring*

out the strengths in others". Misplaced employees were identified by Participant #13 as a negative contributor towards job satisfaction. Generally, the feeling is that there is no job satisfaction within the NWPA departments. Chauke (2015:42) quotes from an interview with Deputy Minister Stella Ndabeni-Abrahams: *"it is important for government leaders to be active on social networks as it introduces the element of live interaction, which makes citizens – especially those who are always on their mobile devices – interested in government services and increases government's reach to those in far-flung areas"*. Improper leadership styles may lead towards negative performance outcomes as observed by participant #1 at strategic level and #31 at expert level agree. Instability of leadership is also identified as areas of concern. Chapman *et al.* (2011:23) agree that *"when leaders actively pursue communicating appreciation to their team members, the whole work culture improves"*. A further statement made by Chauke (2015:10) from an interview quote from Science and Technology Minister Naledi Pandor says: *"I do not believe there is a recipe for leadership. One has to find their own way and my suggestions are work hard, read and learn, work in a team, respect all the people you work with, keep to the rules, be modest and love what you do."* Kinicki *et al.*, (2013:1) cited that *"lumping performance management into existing leadership approaches inhibits managers' ability to separate performance management activities from other leadership or management activities. Therefore, lack of clarity surrounding performance management behaviours may be hindering managers' effective execution of the process"*.

4.6.27 Induction (IND)

For the interview content, the researcher sought the attitudes, perceptions, views and personal experience of the participants from all the discussions that emanated during the interrogation by the researcher based on the questions posed to the participants as per the interview schedule. It was necessary to determine whether or not **induction** is actually taking place in the NWPA departments and is presented hereunder.

Researcher: *"In your view, do you think that there is any kind of induction taking place in your department?"*

- **Group:** FG #4, **Level:** Operational, **Participant #21:** *"Ja, induction.... proper induction about the system and the process and how it's supposed to work. In my view*

induction is supposed to be done centrally. Employee induction and training and general issues relating to the public service general, service conditions, I mean em....dressing people come here with shorts and slippers”

- **Group:** FG #3, **Level:** Grass Root, **Participant #26:** “the induction will contribute more, on this issue if maybe the, the induction can be done eee..eee.....accordingly, because eee....having an agreement between the employee and the supervisor will, will reduce issues of dispute”

Table 4.18 presents the reflective notes, group, level, direct responses and summary notes on the cluster two theme ‘induction’ as per the attitudes, perceptions, views and personal experience directly encountered by the participants in their respective immediate working environment.

REFLECTIVE NOTES	GROUP, LEVEL AND PARTICIPANTS DIRECT RESPONSES	SUMMARY NOTES
Frustrated	FG #4, Operational level, Participant #22: <u>“Any employee before they come, they start to work I think it’s very important I realised in my department, in my department that like my challenge is serious nna, I was never introduced, like this induction, you know, this is HoD’s office, they are working with what, what, no”</u>	No induction
	FG #4, Operational level, Participant #23: <u>“Maybe sometimes you know a new appointee comes, they have this induction maybe they have to include this PMD policy training also for that new people, isn’t it? As myself, since 2009 when I am in the department I have never been to any induction, training”</u>	No induction
Angry	FG #3, Grass root level, Participant #30: <u>“I think, induction is very important and it’s very key. You know, if your supervisor doesn’t even understand what is PMDS you know”</u>	Importance of induction no understanding from Senior managers

Table 4.18: Attitudes, Perceptions, Views and Personal Experience Comparison on Induction (IND)

4.6.28 Assessment of Interviews Conducted: Induction (IND)

Timm (2015:32) interviewed the former Director General of the Public Service Commission, Professor Richard Levin, who said: *“key among the National School of Government (hereafter referred to as NSG) is the new **compulsory induction training** and special training for frontline delivery staff. In the past financial year about 16 000 public servants passed the first of five modules of the induction training programme. The **induction training** will ensure that public servants get a good grounding in the public service.”* Induction is generally accepted or welcomed and key/important notes from Participants #21 at operational, #26 and #30 and at grass root level. However even though induction is key and that it is not taking place in NWPA as per observation and experience of participants #22 and #23 both at operational level.

The NSG has called on public sector officials involved in training to debate the merits of using instructional video to teach new concepts. Online learning designers are likely to create educational experiences that adult learners have seldom or never encountered before. Consequently, our understanding of best practices associated with online learning is being shaped through experience. At the NSG, we are in the initial stages of implementing video-based learning materials in online courses. Our aim is to learn about the perceived instructional effectiveness of these materials and to develop guidelines for their use in NSG offerings (Greyling, 2015).

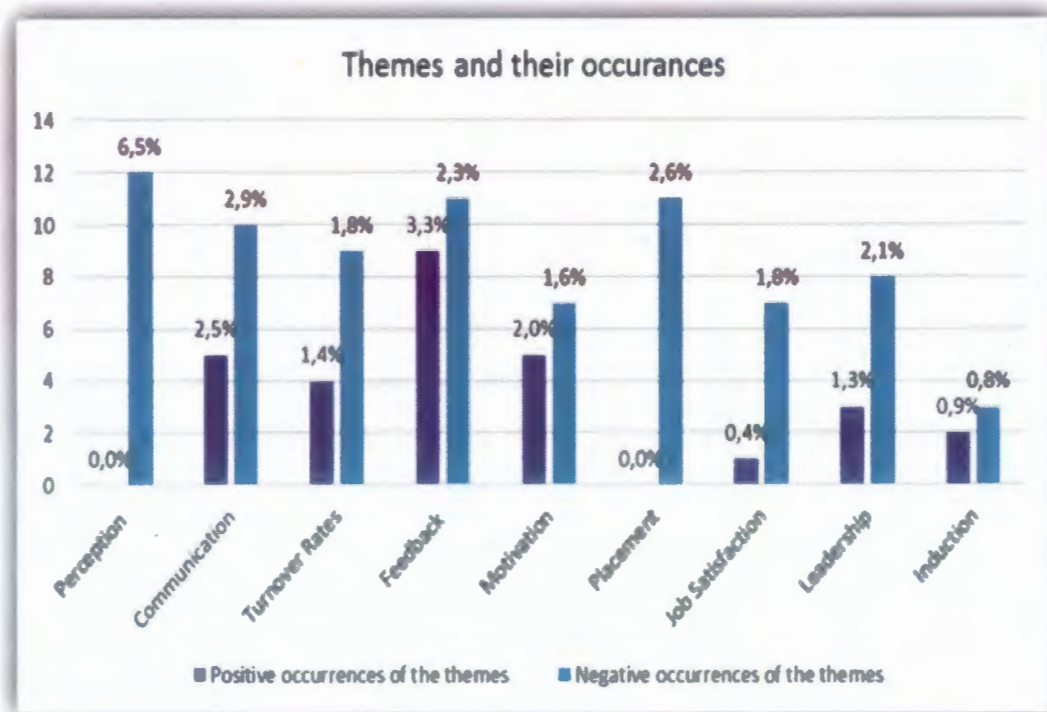
4.6.29 Consolidated Findings of Occurrences per Theme for Cluster 2: Human Factors

The same method was applied as discussed under 4.6.9 of this chapter. For this cluster, of human factors (HF). Perception occurred 12 times, communication 15 times, turnover rates 13, feedback 20, motivation 12, placement 11, job satisfaction 8, leadership 11 and induction occurred 5 times throughout discussions with the participants across all the interviews conducted and all these themes added up to **107** occurrences. (Total score $\div 107 \times 100$) =...%.

Theme	Code	F2F	FG	Total responded	Positive occurrences of the themes	Negative occurrences of the themes	Total occurrences of the themes
Perception	PERCEPT	9	3	12	0	12	12
Communication	COMM	4	11	15	5	10	15
Turnover Rates	TR	4	9	13	4	9	13
Feedback	FB	6	14	20	9	11	20
Motivation	MOT	5	7	12	5	7	12
Placement	PL	2	9	11	0	11	11
Job Satisfaction	JS	3	5	8	1	7	8
Leadership	LDSHIP	5	6	11	3	8	11
Induction	IND	0	5	5	2	3	5
TOTAL		38	69	107	29	78	107
% of occurrences		35.5	64.4	100	27.1	72.8	100

Table 4.19: Quantified-Qualitative Outcomes of Themes for Cluster2: Human Factors

Table 4.19 above provides an indication that, there is a significant amount of negative occurrence of theme perception at 0 out of 12. With regard to Job Satisfaction as well, 1 out of 8 reflects significantly lower positive responses. Positive theme occurrences at 29 (27.1%) are far below the negative theme occurrences at 78 (72.8%) within a total of 107 theme occurrences (100%). For this cluster, it is evident that there is a high rate of negative responses.



Graph 4.4: Analysis of Positive and Negative Recordings for Cluster 2: Human Factors

From graph 4.4 and Table 4.19 above it is evident that the negative occurrences of all the themes are more than the positive occurrences. This means a low level of manager perception, lack of communication, high turnover rates, feedback is not effective and/or non-existent, there is lack of motivation and there are problems in the area of placement. Job satisfaction factor is also low and leadership is of inferior quality and finally, very little or no attention paid to induction.

4.6.30 Cluster 3: Performance Environment (PE)

The researcher asked the question and participants responded according to their attitudes, perceptions, views and personal experience for this particular theme under cluster three.

Question: *“What is the status of the performance environment in departments?”*

The following themes are discussed under cluster three:

4.6.31 Management-Subordinate Relationship (M+SREL)

For the interview content, the researcher sought the attitudes, perceptions, views and personal experience of the participants from all the discussions that emanated during the interrogation by the researcher based on the questions posed to the participants as per the interview schedule. It was necessary to determine the relationships between management and their subordinates within the NWPA departments and is presented hereunder.

Researcher: *“In your view, how are the working relationships between managers and subordinates in your department?”*

- **Group:** F2F #8, **Level:** Strategic, **Participant #2:** *“it’s almost like a two- edged sword. There are managers who think their employees are lazy, they don’t like them, they ee...are incompetent they....and there are managers that are just happy to cruise along. Performance suffers, when managers don’t wanna take tough decisions. When you enforce the rules, you don’t get liked because you think you’re better than everyone else. But your relationships are important in any workplace. Important in the sense that, when people get along, it makes things so much easier People’s perceptions of managers have changed over the years. They judge us based on what they see is happening out there and that’s why their perception of us as managers in the public*

service, is always skewed towards, skewed to non-existent. So, the, the, the most efficient of relationships are where you and I, get along because we can....the job gets done. And when we develop to be friends, it becomes a relationship of mutual respect. When you stress on the performance you end up not being liked. We're not here to like each other, we are not here to be friends, but when we get along, the work is easier. Even if you don't like me, but respect me enough for me to do my part and eventually, a sense of mutual respect develops even if you don't like somebody"

- **Group:** FG #5, **Level:** Expert, **Participant #13:** "due to human factor, issues of favouritism, issues of whether you have a good working relation with your immediate supervisor, ...Remember, we, we spend most of our time in our workplaces. So, whether you have a good relationship with your immediate manager, your supervisor or not, it can make or break the effective implementation of the policy because for one as human beings we, we can't detach ourselves completely from our personalities, our behaviours and our characters. When there are issues of conflict or issues of misunderstanding, they need to be resolved amicably not that the other one should benefit at the expense of the other, there should be a middle ground sort of that is reached"
- **Group:** FG #6, **Level:** Expert, **Participant #16:** "Whether I like you or not when it comes to performance I must be able to assess based on the work that you have done, even if I dislike you. If you have performed, I must be able to recognise your performance"
- **Group:** F2F #8, **Level:** Strategic, **Participant #2:** "I think until such time that we would have developed to a level where there's a clear understanding of the roles and responsibilities of different organisations, you see and even mutual support where it's necessary. But then it depends on the respective role players involved and the mutual understanding that is there."
- **Group:** F2F #11, **Level:** Expert, **Participant #31:** "Some of us who have been on the system for a while are the products of transformation movement within the public service. So, we, we know how the pieces e...fall together, we know what causes fragmentations. So, if I talk to you, I am able to realise no, you lack this then we bring all these things closer. But doing that, you find that nobody recognises you for that"
- **Group:** F2F #8, **Level:** Strategic, **Participant #2:** "But your relationships are important in any workplace. People judge us by the standards that they encounter when they meet other people. So, if you are to compare, managers within the public

service and managers in the private sector, it's almost like day and night. we are here to serve the public and our and our principals, it is not about us liking each other, but if we don't like each other, the work should not suffer"

Table 4.20 presents the reflective notes, group, level, direct responses and summary notes on the cluster three theme 'management and subordinate relationships, as per the attitudes, perceptions, views and personal experience directly encountered by the participants in their respective immediate working environment.

REFLECTIVE NOTES	GROUP, LEVEL AND PARTICIPANTS DIRECT RESPONSES	SUMMARY NOTES
Frustrated	<p>F2F #1, Expert level, Participant #4: <u>This has a negative impact on interrelations as these gaps will lead to exposure of management that are not fit for certain positions. The interrelationships between seniors, managers and their subordinates, I think that impacts negatively on staff performance as well. Quite often we find that subordinates might be much more knowledgeable compared to their manager. One of the issues that comes on top is performance management. Is one of the issues that.... the major cause of grievances within departments people feel I'm being overloaded they brought somebody from outside and I must teach them the work and you're my supervisor"</u></p>	Subordinates are more knowledgeable than managers
	<p>F2F #7, Strategic level, Participant #1: <u>"if you have perceptions about people and you stand aloof (unfriendly/unapproachable) then you are not really a good manager, relationships, they will be strained, Conflict is, is a natural thing and sometimes it's not a bad thing because it shows that people are conscious of activities around them"</u></p>	Strained relationship
	<p>F2F #10, Strategic level, Participant #3: <u>"because managers at, at some point do not do what they are</u></p>	No decision making by

REFLECTIVE NOTES	GROUP, LEVEL AND PARTICIPANTS DIRECT RESPONSES	SUMMARY NOTES
	<p><u>supposed to do in terms of managing their, their subordinates. So sometimes the supervisors in as far as I'm concerned, are afraid to take decisions"</u></p>	managers
	<p><u>F2F #9, Operational level, Participant #7:</u> <u>"In terms of the relationship, on my side, I can say no because it's like, they are working in one department, one directorate but they do things differently and it seems like they work in silos. Most of them their superiors do not know what they are actually doing in some of these programs. ..you can see that they are not, they are not working in a good relationship. So, most of the Directors they don't even know what we are doing. just because they are not interested in you, serous you won't benefit from it.</u></p>	Relationships not good – work in silo's
	<p><u>FG #5, Expert level, Participant #11:</u> <u>"And I think eee.... this thing of relationship of employee-employer it come...it's out of where are you from? From your home? "Ubuntu" (respect). What were you taught when you grow up? If you know that you don't talk to people like a responsible manager. There's always going to be friction between you and your subordinate. Because your subordinate is going to think maybe you are bossy or something because you don't know how to talk"</u></p>	The way individuals were raised (or as participants put it, their upbringing) contribute towards relationships
	<p><u>FG #4, Operational level, Participant #21:</u> <u>"The issue comes down to em...legions as public servants our legions is supposed to be to policy. The laws and the policies in our country is where our legions should be. Associating relationships and who spends time with whom after hours"</u></p>	Legions and Associations

REFLECTIVE NOTES	GROUP, LEVEL AND PARTICIPANTS DIRECT RESPONSES	SUMMARY NOTES
Anger	<p>FG #5, Expert level, Participant #12: <i><u>“They are the people who are not working, you see this one is coming to work, going home coming to work no, no production. The manager is sitting at his office, he’s not coming to us. Just to check what are we doing and that, the only thing that she need is only the reports.</u></i></p>	Relationships not good
	<p>F2F #11, Expert level, Participant #31: <i><u>“People are brought without any subject matter, they know nothing, but you are required to work with them. You understand this comrade was brought here, he knows nothing, I’ve got to capacitate him on my own. How the pieces are falling together, we know these things... of course there is that ee...strained kind of a relationship, it’s the them and the us. At a structured level, there’s a bit of a strained relationship em....take for instance department of departments that depend on each other for survival. At a more informal level, they are playing together, they are, they do almost everything, we drink together, play, we chat, we do whatever, we are friends. But at a formal relationship, it’s strained. Some, unhappiness is caused by these things”</u></i></p>	Strained relationship “them and us”
	<p>FG #4, Operational level, Participant #23: <i><u>“Some people like after hours they go with them sit with them eat with them chat with them personal and you know not work related and those things and they get higher scores and you know. Here you have senior managers these are Directors, who have a team of gossipers, they sit and gossip continuously”</u></i></p>	Relationships not good
	<p>FG #4, Operational level, Participant #24: <i><u>“ If you refuse you being you know ee.....disadvantaged in some way, it doesn’t look like it’s discriminating, but you</u></i></p>	Relationships not good

REFLECTIVE NOTES	GROUP, LEVEL AND PARTICIPANTS DIRECT RESPONSES	SUMMARY NOTES
	<p><u>know it is. So, in the end you get people that's now being nasty with you, it's so difficult for you because you, seen now as the police. Especially maybe higher-level managers, that does not know the policies and procedures and those things"</u></p>	
	<p>FG #2, Expert level: Participant #9: <u>"For me that's also a critical one, you would find that the manager would present certain cases in a certain way, especially when you do this over a number of years. You would find that there's certain individuals that always get the better rating than some of the other employees, right ee.. it can, sometimes you find it has a negative effect on those employees that are not rated so well. So, they would probably say why should I try because it's already a conclusion that who will be rewarded in the environment, because the manager has got certain relationships with certain people within his or her ambit of management"</u></p>	<p>Relationships not good</p>
	<p>FG #3, Grass root level, Participant #26: <u>"having an agreement between the employee and the supervisor will, reduce issues of dispute. The managers eee.....they must refrain from only, focussing on the bad than the good. Most of the supervisors are not dealing with the matters here, they are dealing with eee...with, us, you know personally so, if you have done something wrong, she'll, he or she will live with that thing a grudge. The manager is turning a blind eye, they are only looking for the bad, they don't care"</u></p>	<p>Relationships not good</p>
	<p>FG #3, Grass root level Participant #29: <u>"I mean after I've told my senior, my supervisor then the admin there AD (Assistant Director), they think, I think they,</u></p>	<p>Relationships not good</p>

REFLECTIVE NOTES	GROUP, LEVEL AND PARTICIPANTS DIRECT RESPONSES	SUMMARY NOTES
	<p><i>they make me a baby. They say, we gonna, we gonna make a follow up, in front of me, but when they turn their back, they forgot.</i></p>	
	<p>FG #4, Operational level, Participant #21: <i>You see, <u>depend on....if you are vocal</u> as we are vocal here and what access you have to management, it emm.....I'm a Deputy Director, but <u>strategically I do not get invited to certain meetings</u>"</i></p>	<p>Strained relationship <i>"them and us"</i></p>
Uncertain	<p>FG #4, Operational level, Participant #22: <i>"<u>You know I see managers ee....they don't treat ee....their subordinates, equally. You may find that we are four in the unit, but most of the time the work is done by two of us. But when there are things that are needed within the unit, you expect that those people that we didn't involve when we were performing a certain activity to respond to that. How do you expect them to respond when you don't involve them</u>"</i></p>	<p>Unequal treatment</p>
	<p>FG #2, Expert level, Participant #8: <i>"<u>if a manager comes into a component, expectations are that they have more knowledge than you know, the people that they are reporting to, provide knowledge, for the roles to reverse, it creates an uneven or in-conducive environment. In the previous administration, your function might have been more emphasised and you are more on the lime light and all of the sudden you are no longer in the lime light</u>"</i></p>	<p>Reversed roles</p>

Table 4.20: Attitudes, Perceptions, Views and Personal Experience Comparison on Management-Subordinate Relationship (M+SREL)

4.6.32 Assessment of Interviews Conducted: Management-subordinate Relationship (M+SREL)

Most of the participants are of the view that the management and subordinate relationships are not good, due to several reasons that they provided according to their own experiences and observations. Mkhize (2015:42), in an interview with Home Affairs Minister Malusi Gigaba, cites his response that *“the culture of the manager that disappears to the back office and cannot be found to solve the problems of our officials and most importantly our clients have come to an end. Gone are the days of a manager that cannot account for the productivity of the office that the managers are running”*.

Pule (2015:70) cites a report from the Ekurhuleni Metro Mayor Mondli Gungubele’s secrets for achieving an unqualified audit with no findings for the 2013/14 financial year: *“working in silos is a complete no-go area because it delays municipalities from achieving their goals. Municipalities need teams – that is the only way to achieve goals.”*

4.6.33 Work Ethic (WETH)

For the interview content, the researcher sought the attitudes, perceptions, views and personal experience of the participants from all the discussions that emanated during the interrogation by the researcher based on the questions posed to the participants as per the interview schedule. There was a need to determine if the **work ethic** is adhered to or not, within the NWPA departments and is presented hereunder.

Researcher: *“In your view, do you think that work ethics is adhered to in your department?”*

- **Group:** F2F #1, **Level:** Expert, **Participant #4:** *“Now when it comes to issues of professional ethics we have got for instance the submission of all SMS (Senior Management Services) members of their disclosurefinancial disclosures”*
- **Group:** F2F #10, **Level:** Strategic, **Participant #3:** *“work ethics, emm... generally there are people who are ‘slag’ in terms of their, in terms of their performance, but also it relates to ee.... management in terms of managing the, the individual obviously if the.. there’s no proper supervision, there’s no proper management then there will be lack of...e...lack of em...em... work ethics”*

- **Group:** FG #2, **Level:** Expert, **Participant #8:** “And, you really, have to be to guard your ethics around that in terms of you know compliance with, the policy. Because you cannot be seen to, to, to be favouring other people compared to the others. the work ethics as well as you know when one is managing performance ee... I think what is more important is how you manage conflict, so the more effective you manage con...conflict, the lesser eee... frequency of, of the conflict. But if, it’s miss-managed it, it I mean it, it, it comes frequently because it’s not well managed”
- **Group:** F2F #11, **Level:** Expert, **Participant #31:** “Very poor work ethics. Very poor because people have not been shown, the significance, the value of being the public servants. It is not there, the work ethics, is not there, people go to work because they want salary. They don’t go to work because they want to make meaningful impact, they don’t go to work because they want to contribute to the lives of our people. There’s no work ethics, it has been eroded because, of all these factors that I have said, lack of motivation, staff recognitions, no reward and recognition”
- **Group:**F2F #8, **Level:** Strategic, **Participant #2:** “We should be part of your performance to say for an example if you were a receptionist if the phone rings more than five, six times, if you do not answer a call in so many minutes if you do not pass on messages if you are in the private sector and they miss out on a deal because you sat and you had tea for three hours whilst you are chatting to your mates, it means one or two things one you don’t want to be at work or you are tired of this job and you’ve got to find another one. Their work ethic is rotten, Work ethic in the public service, on a scale of one-to-ten (1-10) we are at three (3) because people in the public service think they are doing the people that they serve a favour”
- **Group:** FG #5, **Level:** Expert, **Participant #13:** “Because I think in that way then they would be much more encouraged and motivated to behave and adhere to the work ethics or the guidelines that have been stipulated so I think to Like even a, a courtesy to say well done, you know feedback, encourages it motivates it, it gives you a drive it can just give you, you know that boost to say keep going, keep you are doing well. With that, I guess my colleague is, is spot on, to say, service delivery is compromised because as a workforce, as government employees we are disgruntled and most of us can trace back our, lack of morale and poor motivation in pursuit of rendering the services that we promised our people back to this policy.”

Table 4.21 presents the reflective notes, group, level, direct responses and summary notes on the cluster three theme 'work ethic' as per the attitudes, perceptions, views and personal experience directly encountered by the participants in their respective immediate working environment.

REFLECTIVE NOTES	GROUP, LEVEL AND PARTICIPANTS DIRECT RESPONSES	SUMMARY NOTES
Unhappy	F2F #11, Expert level, Participant #31: <i>“Very poor work ethics. Very poor because people have not been shown, the significance, the value of being the public servants”</i>	No work ethics
	FG #4, Operational level, Participant #22: <i>“And on the other side, I can say you don't have to have that relationship you don't know where's work ethics here”.</i>	No work ethic
Disappointed	F2F #7, Strategic, Participant #1: <i>“fortunately you have you know, code of conduct, which is a tool to kind of instil work ethics this is something that is kind of deteriorating to some degree, it only relates to some individuals, you know who became bad apples”.</i>	No work ethic
	F2F #11, Expert level, Participant #31: <i>“There's no work ethics, it has been eroded because, of all these factors that I have said, lack of motivation, staff recognitions, no reward and recognition. You undermine such soft issues that may kill organisations”</i>	No work ethic
Anger	F2F #8, Strategic level, Participant #2: <i>“I mean you walk into any public space and you find sub-standard service but how many of us call ourselves out of that sub-standard service”.</i>	No work ethic
	FG #3, Grass root level, Participant #27: <i>“I think the work ethic is very poor, all, all, across all public service the ethic is very, very poor, very poor. Em.....we tend to want to get out on the government more that we put in”</i>	No work ethic
Concern	FG #5, Expert level, Participant #13: <i>“to a large extent we are not doing well as government employees in terms</i>	No work ethic

REFLECTIVE NOTES	GROUP, LEVEL AND PARTICIPANTS DIRECT RESPONSES	SUMMARY NOTES
	<i>of adhering to the work ethics as guided by the policies”</i>	
Frustrated	FG #4, Operational level, Participant #24: <i>“in terms of work ethic, it’s very wrong I also have the same problem that whatever you now have between your manger, it created such a huge thing between me and one of my managers that I worked for, that it was a confidential matter, ethics is ethics you get it from where you grew up and it’s difficult to not be disciplined on those so you get educated in townships before you go to school”</i>	No work ethic

Table 4.21: Attitudes, Perceptions, Views and Personal Experience Comparison on Work Ethics (WETH)

4.6.34 Assessment of Interviews Conducted: Work Ethic (WETH)

Most of the participants expressed frustration, anger and disappointment at the lack of a solid work ethic in the NWPA.

4.6.35 Union Relationships (UNREL)

For the interview content, the researcher sought the attitudes, perceptions, views and personal experience of the participants from all the discussions that emanated during the interrogation by the researcher based on the questions posed to the participants as per the interview schedule. There was a need to get an idea of the type of **relationship that exist amongst or between NWPA departments and the union and/or the union representatives** and this is presented hereunder.

Researcher: *“How do you view the working relationships between the unions and your department?”*

- **Group:** F2F #1. **Level:** Expert, **Participant #4:** *“Quite often ee.. because most of the employees do not have a voice. They raise their grievances through their unions. But I would say that we have a very good relationship mmm...with most unions”*

- **Group:** FG #2, **Level:** Expert, **Participant #10:** “Ok, yes we do have a good relationship because even the PM policy, ee...the they also sign, they also endorse on the policy. We do invite the union rep(representative) and the employment equity rep (representative)so that when we, when the committee take decision so that they can be part of the decision-making, so we do have a good relationship with the unions reps (representatives)”
- **Group:** FG #6, **Level:** Expert, **Participant #15:** “I think there is a healthy relationship with the unions, why I am saying that is we do not have a lot of disputes, in the department. That says we, we have a harmonious relationship with the unions in the department”
- **Group:** F2F #10, **Level:** Strategic, **Participant #3:** “I’ve taken it upon myself to have a, a cordial relationship with the union because it’s very important that eee.. the concerns of the staff that goes through the union I made sure that eee.. every time I have meeting with unions so that we speak about all the concerns that they have and the concerns will be relegated to the to the HR. The HR must deal with those concerns and... whether concerns or complaints eee.. the, the entire bottom is that the, the relationship is, is cordial with NEHAWU, the relationship is cordial with PSA (Public Service Association) because the two unions that we have in the department I don’t think there is any differences between management and union in the department”
- **Group:** FG #4, **Level:** Operational, **Participant #24:** “Ja so all unions, maybe if they also in our department, I would say if they bring them in more. Especially where jobs are evaluated and those things you know, they would be able to assist”
- **Group:** FG #3, **Level:** Grass Root, **Participant #30:** “one can really say, ja it took a long time, but at least the union came up for us. In my view I won’t say generally, but in my view, I think that ee....unions can, can, can play a vital role when it comes to ee...the PM grievances”
- **Group:** FG #5, Expert, **Participant #13:** “Those people who are not willing to abide by the rules, of the institution will always use the Union as the shield, to protect them but , I think it’s, it is only honest and fair to say the Union is there, to protect the interests of the members. It needs a certain level of emotional intelligence, wisdom to say how do, we manage the relations better so that we benefit both, both of us as government even as the Union as the members to ensure that we create a conducive environment an environment that will make service delivery possible”

- **Group:** F2F #7, **Level:** Strategic, **Participant #1:** “employees will tend to hide behind unions. Unions cannot be just about eee...you know, organising strikes or inciting ee....you know, employees to go eee....on strike. It should also be, how to enhance productivity in ee....in, in, in workplaces. In other words the, union members, or representatives knowing exactly what their roles are “visa-v” the mandate and roles of eee....of, of, of the department”
- **Group:** F2F #9, **Level:** Operational, **Participant #6:** “Sometimes they, according to my observation ee....they tend to side with management on important issues affecting employees. That’s my perception. And again, most of the trade union leaders in government they are aspiring for higher positions. It’s either in the public service or politics, now they use workers as a stepping stone to higher positions in the public service or, or in the political field”
- **Group:** F2F #9, **Level:** Operational, **Participant #7:** “Here you nominate people that will be your shop steward and secretary and everything. You will see them on the first day ok on that day when you nominate them, you will never attend any meeting, you will never hear of them anywhere. And the provincial, I’m a member of a certain organisation, the union organisation, I realise that they are too much close with the management. To trust them, you must think twice if you want to trust them. So, I can say the relationship between employees and union representative here in this province, we don’t have trust on them. You rather, you rather get your personal legal representative”

Table 4.22 presents the reflective notes, group, level, direct responses and summary notes on the cluster three theme ‘union relationships’ as per the attitudes, perceptions, views and personal experience directly encountered by the participants in their respective immediate working environment.

REFLECTIVE NOTES	GROUP, LEVEL AND PARTICIPANTS DIRECT RESPONSES	SUMMARY NOTES
Unhappy	F2F #11, Expert level, Participant #31: <u>“Very visible, but there’s a lot of misconception about the union. It’s linked to performance, staff is not performing because they know union will protect them. If they don’t wanna come to work, they just simply SMS I’m taking my kid to</u>	Relationships not good

REFLECTIVE NOTES	GROUP, LEVEL AND PARTICIPANTS DIRECT RESPONSES	SUMMARY NOTES
	<u>a Doctor, if you become hard on that person, you will face the wrath of the union. So, union is not, it has lost its meaning the unintended consequences prevail”</u>	
Anger	FG #5, Expert level, Participant #11: <u>“you give them advise, they become personal and after becoming personal they don’t attend to issues and then you are, as a Union rep (representative) you decided to, to, to take this outside the department. Then things turn conflict with your manager, to temper with your relationship with, between the manger and the Union. But if a manager is stubborn, is not adhered to legislations, don’t want to advise to any Union, is undermining because of your level, that thing is going to make serious conflict between the two.</u>	Relationships not good
Distrust	F2F #9, Operational level, Participant #7: <u>“Yes, and, and I, I realised that the unions here in this, in this province they are not active more than other, other provinces”</u>	Union not active
	FG #3, Grass root level, Participant #27: <u>“Well I feel, union members, if there’s something in for themselves, then they’ll, try and assist the whole situation. But after that, if they’ve got nothing in for themselves then they don’t worry about you.</u>	Relationships not good
Concern	FG #5, Expert level, Participant #13: <u>“I think it’s quite clear to all of us that government or managers perceive Union’s as the enemy they see the Union as the refuse for impossible or what, stubborn”</u>	Relationships not good
Irritated	F2F #7, Strategic level, Participant #1: <u>“there is a good relationship between the Union and the department. Unions have their own reasons for existence, sometimes we find that they can also impact</u>	Relationships are good however can have negative

REFLECTIVE NOTES	GROUP, LEVEL AND PARTICIPANTS DIRECT RESPONSES	SUMMARY NOTES
	<i>negatively on the relationships and even production in the department”</i>	impact on relationships/ production
Frustrated	FG #5, Expert level, Participant #12: <i>“Because if the matter can be solved internally it will never spend those lot of money, but because they don’t realise that when you are a Shop Steward you, you are a rep from a certain Union. Other issue is that, when they introduce the Shop Steward, the from the Union, to the HoD (Head of Department) or the Manager, here is the Shop Steward, you are going to work hand-in-hand with them, he will say yes. He will buy your face, yes. But to give you attention to come and sit down with them to discuss the work or the problems advising other issues, for work related, they can’t”</i>	Relationships not good
	F2F #9, Operational level, Participant #6: <i>“I think sometimes, unions don’t have teeth, they don’t bite.</i>	Relationships not good
	F2F #1, Expert level, Participant #4: <i>“Quite often ee... because most of the employees do not have a voice. They raise their grievances through their unions”</i>	Relationships not good

Table 4.22: Attitudes, Perceptions, Views and Personal Experience Comparison on Union Relationships (UNREL)

4.6.36 Assessment of Interviews Conducted: Union Relationships (UNREL)

Most of the participants are of the view that the union relationships are not good. On the other hand, a few indicated that their relationships with the union are good, but the indications of bad working relations are more than the views that the relations are good. Despite membership losses which are mostly due to retrenchments and the emergence of splinter unions, the South African Trade Union Federations continue to play a formidable role

in the development of economic and industrial policy through dispute resolution institutions such as the National Economic Development and Labour Council (hereafter referred to as NEDLAC) and, at a political level, through deliberations of the Tripartite Alliance constituted by the African National Congress (hereafter referred to as ANC), the South African Communist Party (hereafter referred to as SACP) and the Congress of South African Trade Unions (hereafter referred to as COSATU). Compensation management systems and decisions will continue to be affected by this reality (Nel *et al.*, 2014:157).

4.6.37 Time Frames (TF)

For the interview content, the researcher sought the attitudes, perceptions, views and personal experience of the participants from all the discussions that emanated during the interrogation by the researcher based on the questions posed to the participants as per the interview schedule. There was a need to determine if there is adherence or compliance to **time frames or deadlines**, within the NWPA departments and is presented hereunder.

Researcher: *“In your view, how is there adherence to time-frames in your department?”*

- **Group:** FG #2, **Level:** Expert, **Participant #8:** *“I think if your, if your key, key performance areas are linked to the strategic plan and the APP of the department ee..because one has to report on a quarterly basis on the progress and also whether you are achieving, you know the standards that has been set you know, there is continual assessment on how your work is impacting on the on, the overall work of the department, but ee...there are also instruments that are used for managing performance”*
- **Group:** FG #5, **Level:** Expert, **Participant #13:** *“and maybe the other issue would be the frequency at which the assessments take place. For example, I, I just feel that, the fact that from January to December this person reports to me and I’ve given her a task along the way or during this....the quarter. If I feel that there is a burning issue that I should address, either with their turnaround time in terms of submitting the work, missing deadlines or the quality of their work. Should I wait necessarily wait for the end of the quarter or could I just simply right away say to her to say you know what, I think you need to improve in terms of the time you take for completing a task. If it needs me to intervene if you are struggling maybe it’s because other people that you depend on in terms of the output of your work, to assist you with inputs, ask for my intervention”*

or if you need some assistance, maybe it could be the tools or equipment but for the, the.....I think the, the issue for me is the flexibility in terms of how we, we manage the whole performance management. Either both as the managed...and the, the managers. We should actively, it should be an ongoing process, yes”

- **Group:** FG #6, **Level:** Expert, **Participant #20:** “I think also with the system of capturing annexures in the PERSAL System it also assists us because, the reporting the PM office do the reporting, on those who submitted and those who had not submitted and then the current arrangement in the department is that consequence management must be implemented. So, there is improvement compared to the other years in relation to submission of documents”
- **Group:** F2F #8, **Level:** Strategic, **Participant #2:** “When you stress on the performance you end up not being liked. To a point where somebody says well she doesn't like me, she wants me to bring my reports on time, she wants me to do this which is something that somebody was supposed to do in any event. But because they are not doing you have to remind them time-and-time again they feel that they are being victimised”

Table 4.23 presents the reflective notes, group, level, direct responses and summary notes on the cluster three theme ‘union relationships’ as per the attitudes, perceptions, views and personal experience directly encountered by the participants in their respective immediate working environment.

REFLECTIVE NOTES	GROUP, LEVEL AND PARTICIPANTS DIRECT RESPONSES	SUMMARY NOTES
Unhappy	FG #5, Expert level, Participant #11: <u>“this thing of delay tactics from the managers, they don't eee....come to employees on time and that thing is really demoralising the employees”</u>	No adherence to time frames
Frustrated	FG #6, Expert level, Participant #15: <u>“people do submit, the only problem is that they don't keep time. The..you know the PM office always complain to say people are, are not bringing PM documents on time. They do bring them, but late”.</u>	No adherence to time frames
	FG #6, Expert level, Participant #18: <u>“we issue out</u>	No adherence

REFLECTIVE NOTES	GROUP, LEVEL AND PARTICIPANTS DIRECT RESPONSES	SUMMARY NOTES
	<p><u>reminders, but ee...one thing that I have observed is that we don't develop our performance agreements at the commencement of the cycle. So, we tend to, to put them in abeyance then at the time when we need them, for rolling out the process now people start completing the forms and sometimes mistakes are also there and they have to be returned for corrections and those are time-delaying. So that's one element that we need to improve on."</u></p>	no time frames
	<p><u>F2F #10, Strategic level, Participant #3:</u> <u>"this is something that we need to work on seriously because ee..it's not happening as it's supposed to be happening you need to at least be pushy on management to submit documents and I think probably it's because of the volume of work that is needed in the department"</u></p>	No adherence to time frames
	<p><u>FG #4, Grass root level, Participant #23:</u> <u>"further deadlines, but we never have that deadline met. We do our own time and last minute when they trying to say no this is the last day we must do it, then you are rushing and rushing and you never get a time to sit and properly read and as my supervisor eee.... They delay, they are not in time"</u></p>	No adherence to time frames
Uncertain	<p><u>F2F #9, Operational level, Participant #7:</u> <u>"No, they don't submit in time because most of the time we keep on calling HoD's (Heads of Departments) for them to submit their reports. These employees are always on the field we communicate with them, through e-mails some of them yes they do have their cell phone numbers and when you call, they don't answer their phones"</u></p>	No adherence to time frames

Table 4.23: Attitudes, Perceptions, Views and Personal Experience Comparison on Time Frames (TF)

4.6.38 Assessment of Interviews Conducted: Time Frames (TF)

Most of the participants are of the view that generally there is non-adherence to deadlines. Important is the advice by the New South Wales, Department of Education and Training, (2003) through a programme called Sielearning on the training and learning website, that it is important to know how long tasks take for several reasons. It will help with the decision regarding the order of work toward task completion. It will also help to avoid taking on too many tasks. To decide on how long a task takes, one needs to know all the steps involved in the task as well as what support equipment/resources are needed to complete the task.

4.6.39 Support Structures (SS)

For the interview content, the researcher sought the attitudes, perceptions, views and personal experience of the participants from all the discussions that emanated during the interrogation by the researcher based on the questions posed to the participants as per the interview schedule. It was necessary to determine if there are any **support structures** in place for performance management in the NWPA departments and this is presented hereunder.

Researcher: *“According to your personal experience and observation, are there any support structures for performance management in your department?”*

- **Group:** F2F #1, **Level:** Expert, **Participant #5:** *“we..we are an oversight body here at Public Service...”*
- **Group:** FG #5, **Level:** Expert, **Participant #12:** *“As the colleague said né eee....it is before your HoD to, to see whether there is a Moderating Committee, Appeal Committee, those committees, but what I know is that, the, the committee for moderating is there yes, at least they are there, but according to eee...when eeee....you are appealing cases, there’s no such things”*
- **Group:** FG #5, **Level:** Expert, **Participant #13:** *“Ok, based on my experience I know that within the department there is a Moderating Committee and there are members who form part of those moderating panels”*
- **Group:** F2F #7, **Level:** Strategic, **Participant #1:** *“We have the Public Service Commission (PSC), which on a regular basis send around you know, inspectors to monitor certain issues in terms of their mandate. But at the end you also have the Auditor General (AG), you see whereby eee...the insistence right now is towards a clean audit by all the departments and they, they monitor across all aspects of you*

know ee.....service delivery and production in the department. I refer to respective authorities, we also have the Portfolio Committees, all reports they go to different you know areas. The same report will go to eee...the monitoring ee...evaluation unit or the department in Pretoria. Another or same re....report will also go to Legislature, to the Portfolio Committee for debates and eee....we also have the shared services in terms of eee...the Provincial Internal Audits, you see, who also monitor eee...areas of compliance. But it also ee...kind of impacts heavily on them in terms of eee.....time requirements in the sense that, people have to share their time, in terms of their responsibility and also to sit the whole day moderating doing that, but it's, it's, it's something that cannot be avoided, it has to happen, so they are there"

- **Group:** F2F #8, **Level:** Strategic, **Participant #2:** "So yes, that forum, if it's non-existent it needs to happen in every department. But you could also have a cross-cutting ee..forum."
- **Group:** F2F #9, **Level:** Operational, **Participant #6:** "Yes, like we do have the provincial "Batho Pele" forum. Wherein that forum is representative of individuals from departments from HR, strategic planning units and communication and ee.... ja we do have forums but there are other forums like for instance your DMCs (Departmental Management Committee) and all that, but we don't participate there to DMC's, EXTECH (Extended Technical Committee) EXCO (Executive Council Committee) and other forums" as well as the inputs from the same group member, **Participant #7: from the same group,** "in terms of the forum, I will specifically talk about the Provincial 'Batho Pele" forum that I know and I participate. The other forums that are here, I cannot say much about them because I never been there but I, I am told they are there, Ja"
- **Group:** FG #5, **Level:** Expert, **Participant #11:** "our SMS's (Senior Management Services) they sit in DMC's they come with the resolutions, but they don't come back to, to their own dire.....directorates. Yes, in our department ee....your Appeals Forums they, they establish it when there's a crisis it's not there even the moderating, the moderating they stand when it's a pressure to them to say no we are waiting for the PMDS, they just start now calling people, they must have a structure that is already there"

Table 4.24 presents the reflective notes, group, level, direct responses and summary notes on the cluster three theme 'support structures' as per the attitudes, perceptions, views and personal experience directly encountered by the participants in their respective immediate working environment.

REFLECTIVE NOTES	GROUP, LEVEL AND PARTICIPANTS DIRECT RESPONSES	SUMMARY NOTES
Uncertain	FG #4, Operational level, Participant #21: <i>"I think we have, well since I've been in the system I don't know"</i> .	Possibility that structures are in place
Frustrated	FG #5, Expert level, Participant #11: <i>"This configurations, the, the divide, the division, the merger of the departments eee....these things is like ee...it's delaying progress"</i>	Structures in place are not yet functional
	FG #3, Operational level, Participant #26: <i>"even the manner in which they choose those members, I don't think they choose the members according to the criteria, you just choose Mr X, whilst he is clueless about the issues, you know. That's where things go wrong"</i>	In place. Criteria not correctly implemented in membership choice of support structures
	F2F #7, Strategic level, Participant #1: <i>"most of the time you find that some of the forums are only constituted when required. You see, they are time related in other words, they are not permanent"</i>	In place, Structures are dysfunctional
Unhappy	FG #3, Operational level, Participant #27: <i>"ja, moderating committee is just another time-waster, I think"</i> .	Structures are in place/dysfunctional

Table 4.24: Attitudes, Perceptions, Views and Personal Experience Comparison on Support Structures (SS)

4.6.40 Assessment of Interviews Conducted: Support Structures (SS)

Most of the participants are of the view that there are support structures in existence within the NWPA, however there are issues which is still problematic. For example, as participant #26 at grass root level, indicated, that the criteria used for appointments of the members that serve on the structures are not effective. Another observation that the researcher took note of is that the fact that there is no uniformity in the various support structures that are in existence as the names and composition differs to a large extent. Existing structures are, in the main, blatantly dysfunctional.

4.6.41 Resources (RES)

For the interview content, the researcher sought the attitudes, perceptions, views and personal experience of the participants from all the discussions that emanated during the interrogation by the researcher based on the questions posed to the participants as per the interview schedule. There was a need to determine whether or not there are sufficient **resources** allocated to employees to perform optimally in their respective jobs, within the NWPA and this is presented hereunder.

Researcher: *“In your view, is there sufficient resources allocated to employees to implement their work effectively in your department?”*

- **Group:** FG #5, **Level:** Expert, **Participant #13:** *“the issue of tools of trade it is very important because a plan is compiled, submitted to oversight bodies, your Provincial Legislature, the Provincial Treasury will allocate funds based on the plan. So, it is very important that necessary considerations in terms of the resources even including personnel, the budget to make sure that people have the necessary resources to be efficient and effective in their workplaces and their work stations. If I apply my mind and I use all the resources, the resources at, at my disposal you know it’s a given fact the resources will not always be adequate but as, as government employees we are always encouraged to do more with less”*

Table 4.25 presents the reflective notes, group, level, direct responses and summary notes on the cluster three theme ‘resources’ as per the attitudes, perceptions, views and personal experience directly encountered by the participants in their respective immediate working environment.

REFLECTIVE NOTES	GROUP, LEVEL AND PARTICIPANTS DIRECT RESPONSES	SUMMARY NOTES
Frustrated	FG #5, Expert level, Participant #11: “ <u>resources “ai” this thing is seriously tampering our public servants because they always tell you about the cost containment whereas they employ people without office space, without resources, without ee...pool vehicles so that they can go and work to do their daily duties and that thing is hampering on performance”</u>	No resources
	FG#4, Operational level, Participant#22: “ <u>in the out unit, we...monitoring alone we are understaffed but you can imagine we are understaffed monitoring né but imagine taking over function of strategic planning?”</u>	Under-staffed
Anger	FG #5, Expert level, Participant #12: “ <u>so where I’m working, people are not, are not satisfied, eee...according to what you call, space of the offices”</u>	Insufficient office space
	FG #4, Operational level, Participant #23: “ <u>they don’t also have enough staff and the same times according to our department they don’t comply with the policies and regulations eee...they do the favouritism. In our department, actually my unit né actually we don’t have office space, we share the one office two or three people”</u>	Under-staffed and Insufficient office space
Unhappy	FG #4, Operational level, Participant #24: “ <u>During the time you know it’s so frustrating working with people that’s on the internet you know because they get internet access they get telephones, they are either on the phones all the time, laptops they are working on the, they have...I never knew we had so much you tube and all these things that you can play on”</u>	Abuse of resources Abuse of resources

Table 4.25: Attitudes, Perceptions, Views and Personal Experience Comparison on Resources (RES)

4.6.42 Assessment of Interviews Conducted: Resources (RES)

Through observation it became evident that there were several problems regarding resources. Participant #2 at strategic level and #23 at operational level identified office pace as a problem. The fact that there were not enough human resources to carry out functions was also noted. It is evident from the comments that participant #24 found at the operational level that there was abuse of resources in the immediate working environment. This could therefore mean that, with the already existing problems of few resources, other employees still managed to abuse the limited resources or tools of the trade which were allocated to them for their own benefit. According to the participant, they surfed the internet, talked on the phones and even used 'you-tube', at the state's expense.

4.6.43 Team Building and Team Work (TB & TW)

For the interview content, the researcher sought the attitudes, perceptions, views and personal experience of the participants from all the discussions that emanated during the interrogation by the researcher based on the questions posed to the participants as per the interview schedule. There was a need to determine whether or not a good **team spirit is prevailing amongst staff** as well as the possibilities of having **team building exercises** within the NWPA departments and this is presented hereunder.

Researcher: *“In your view, what is shape of the team work situation? Is there any team building exercise taking place, in your department?”*

- **Group:** F2F #11, **Level:** Expert, **Participant #31:** *“That holds capacity, the capacity of bringing almost everybody together. That capacity of making an employee, making his team”*
- **Group:**F2F #7, **Level:** Strategic, **Participant #1:** *“where you know there's no mutual support between and amongst the spur, the team within the team, if people are not pulling together, then that will strain, because we have those, those that are overworked, those where there's a lot of demand on them and those that are pulling their, they are kind of just not doing what they are supposed to be doing, kind of eliciting a team work you see where people are motivated to do what they are supposed to do. That is my view and eee...it will invalidly lead to strained relationships, ja but where there's team work, then you know you have good relations, amongst these people”*

- **Group:**F2F #8, **Level:** Strategic, **Participant #2:** “But when the team has worked their bones off and the report is on time and you are at the Cluster and everything is going well, dropping them an e-mail to say team, thank you very much, Putting the team together, buy pizza, the best performer can get two slices of pizza, em..you could have your, your biggest loser, everybody pops out a rand (R1)and you get fifteen rands (R15)and you’re all fifteen and somebody’s excited”
- **Group:** FG #4, **Level:** Operational, **Participant #22:** “performance management né is a systematic process that involves individual in the department or let’s say an organisation or group of people ee...when they work together, they work towards ee..achieving the goal of the department. You try to invite them over so that we can work together, né so that they can have that vision or understanding of what is expected. I feel that we must have that team spirit. We must work together”
- **Participant #24 from the same group:** “Because I feel we work for government, we don’t just work for a unit. So, if we go the extra mile, in terms of assisting the government it doesn’t re....matter which section“.

Table 4.26 presents the reflective notes, group, level, direct responses and summary notes on the cluster three theme ‘team building and team work’ as per the attitudes, perceptions, views and personal experience directly encountered by the participants in their respective immediate working environment.

REFLECTIVE NOTES	GROUP, LEVEL AND PARTICIPANTS DIRECT RESPONSES	SUMMARY NOTES
Anger	FG #3, Grass root level, Participant #26: <u>“I think there’s no team work....honestly speaking, we are not working as a team. So, everyone is for himself, or, or for herself. I think if you are in a task team, or whatever, if something goes wrong, eeee... we must sing with the same hymn book. We mustn’t, we mustn’t be divided”</u>	No team work
	FG #3, Grass root level, Participant #27: <u>“now how does it eee... happen that, the one person gets three thousand the other person gets fifty thousand where’s the fairness in that? Now when I go back to team work, I say</u>	No team work

REFLECTIVE NOTES	GROUP, LEVEL AND PARTICIPANTS DIRECT RESPONSES	SUMMARY NOTES
	<u>we're supposed to work as a team here in a unit, so obviously if we are working as a team, you should more or less get the same, there shouldn't be aaa....such a wide eee...gap between the payments that are given, that are awarded for performance"</u>	

Table 4.26: Attitudes, Perceptions, Views and Personal Experience Comparison on Team Building and Team Work (TB & TW)

4.6.44 Assessment of Interviews Conducted: Team Building & Team Work (TB & TW)

It is evident that through the views of most of the participants that there is no teamwork amongst employees in the NWPA departments. Authors Chapman *et al.* (2011:20-21) advised that, when relationships are not nurtured by a sense of appreciation, the results are predictable and (i) team members will experience lack of connectedness with others and with the mission of the organisation, (ii) workers will tend to become discouraged, feeling “*there is always more to do and no one appreciated what I am doing*”, (iii) often employees will begin to complain about their work, their colleagues and their supervisor and (iv) eventually, team members start to think seriously about leaving the organisation and they begin to search for other employment.

4.6.45 Knowledge Management (KM)

For the interview content, the researcher sought the attitudes, perceptions, views and personal experience of the participants from all the discussions that emanated during the interrogation by the researcher based on the questions posed to the participants as per the interview schedule. There was a need to determine how the **knowledge management** being handled within the NWPA departments and this is presented hereunder.

Researcher: *“In your view, what is the status of records management and management of knowledge in your department?”*

- **Group:** FG #2, **Level:** Expert, Participant **#10:** “We keep the documents for five years, after five years auxiliary services, they come to our office, they are the one who are managing the archive of the department. They come and take the files, we open new

ones. That's how we do it, but each and every employee has its own personal file of PM"

- **Group:** F2F #8, **Level:** Strategic, **Participant #2:** "Those records assist in your own development because you can go back to the notes"
- **Group:** F2F #7, **Level:** Strategic, **Participant #1:** "my feeling is that although you need to have records you know and especially that, in terms of performance management I suppose that has to happen as I said, for management to have records you know"
- **Group:** FG #3, **Level:** Grass Root, **Participant #27:** "we make a copy of your eem...own documents. The other documents go to the PMDS (Participant #30, adding on "the PMDS office") unit and they have a place where they put them away, where they file them away"

Table 4.27 presents the reflective notes, group, level, direct responses and summary notes on the cluster three theme 'knowledge management' as per the attitudes, perceptions, views and personal experience directly encountered by the participants in their respective immediate working environment.

REFLECTIVE NOTES	GROUP, LEVEL AND PARTICIPANTS DIRECT RESPONSES	SUMMARY NOTES
Concern	FG #5, Expert level, Participant #11: <u>"In my view I think records management, record keeping is good in our department is, I think is in-tact.in a nutshell it's a challenge provincially it's a very serious challenge".</u>	Good system in place, however it is challenged
	FG #5, Expert level, Participant #13: <u>"But perhaps sorry to interrupt, the challenge could be, maybe before, you remember there was a scenario relating to former employees of the Bophuthatswana regime those one's I know most of them the records could not be obtained or retrieved for most of them so that's still is a challenge. Then I think for to a large extent that has serious implications because I can imagine if someone worked during the Bophuthatswana regime and they</u>	Ineffective system

REFLECTIVE NOTES	GROUP, LEVEL AND PARTICIPANTS DIRECT RESPONSES	SUMMARY NOTES
	<p><u>could have been entitled to some remuneration or pay-outs. That could disadvantage them a lot</u></p> <p>FG #6, Expert level, Participant #20: <u>"I think current arrangement in the department is that consequence management must be implemented. So, there is improvement compared to the other years in relation to submission of documents"</u></p> <p>FG #4, Operational level, Participant #24: <u>"So if you don't keep your records in terms of what you as a person has done. To go the extra mile and that panelise them in terms of their scoring where they would put it in their assessment but they don't have the backup. Ja, so what I do is, I help my colleagues, to actually now keep record of what they do and in terms of the, the departments that gets amalgamated and then well you know all the most of documents are getting, are getting destroyed".</u></p>	<p></p> <p>Ineffective system</p> <p>Ineffective system</p>
Anger	<p>FG #5, Expert level, Participant #12: <u>"When they are sitting there with the prescripts it will, it will be rotten on the, the, the shelf"</u></p>	<p>Ineffective system, - where documents are just put away in a shelf and forgotten about</p>
Frustrated	<p>FG #6, Expert level, Participant #18: <u>"Yes ma'm if I have to come in. We gradually try to improve the system. Eee...we notice that ee...some records were being misplaced. So, in as far as electronic, we are still getting there, we are still in the learning process to have everything also on the database electronically but as of now it is still a manual record keeping.</u></p>	<p>Misplaced (lost/ cannot be traced) information</p>

REFLECTIVE NOTES	GROUP, LEVEL AND PARTICIPANTS DIRECT RESPONSES	SUMMARY NOTES
	FG #3, Grass root level, Participant #30: <i>“sometimes when you get there, your documentation is even lost, it’s, it’s, it’s misplaced, hence it’s rather just to keep your own documents yourself, you know, so that at least you have a record of your PMDS”</i>	Ineffective system
	FG #4, Operational level, Participant #21: <i>“They cannot create a report and then the thing of a report a proper report has disappeared from government. They wanted to verify my qualifications last year. I started here in 1976“</i>	Ineffective system
	FG #3, Grass root level, Participant #26: <i>“the way they are handling our information, that’s our document is lying everywhere and those people are, even are misplacing our information if you submit those PM documents like my.....mine they are all eee.... missing, I have to give them copies so that they can work on those copies you know. So, you can see that they don’t do their work with passion.</i>	Ineffective system

Table 4.27: Attitudes, Perceptions, Views and Personal Experience Comparison on Knowledge Management (KM)

4.6.46 Assessment of Interviews Conducted: Knowledge Management (KM)

The participants provided examples of their own document management systems currently used in their respective departments. There is a strong feeling that there is a need for safekeeping of performance management related information, particularly to be able to refer to the records as and when the need arises and for monitoring purposes. There is overwhelming evidence that there is prevalence of ineffective systems of knowledge management in the NWPA.

As with performance management, the NWPA use the term 'Portfolio of Evidence' which is all the information or records of the work that was done by an employee for a particular period. A Portfolio of Evidence (hereafter referred to as PoE) is proof of work done for a particular period. Usually when an official goes out to attend either meetings, workshops or any activity outside of the office, this official must write a report on what happened and give recommendations as to what the unit or department's role will be regarding the particular project or meeting. These reports would then form part of the PoE of that particular employee as every employee has such a file. It is based on this evidence that the employee has proof that items which appear in the Annual Performance Plan (hereafter referred to as APP) has been achieved or not achieved. It is therefore of importance to link this part of the work with knowledge management as it is record keeping for future use. Even if the individual leaves government the documentation belongs to the department. The information will therefore not be lost in files and with the employee once he/she leaves the public service. In the portal created by the Office of the Premier, there are files where information of this nature can be stored. If there is no effective system in place, then all this effort and work is of no use. There is a need to put measures in place to ensure safe keeping of performance related information for future reference.

4.6.47 Service Delivery (SD)

For the interview content, the researcher sought the attitudes, perceptions, views and personal experience of the participants from all the discussions that emanated during the interrogation by the researcher based on the questions posed to the participants as per the interview schedule. It was necessary to determine whether or not there is evidence of **service delivery** in the North West Province and this is presented hereunder.

Researcher: *"Is service delivery actually happening out there, in the true sense and is performance actually linked to improved service delivery in the province?"*

- **Group:** FG #6, **Level:** Operational, **Participant #15:** *"yes as a department, we apply PM to ensure that the objective that is set is achieved and we, we strive towards excellence. We are sure that if we, we, apply the policy to the latter, the mandate of the department will be achieved"*
- **Group:** FG #3, **Level:** Grass Root, **Participant #27:** *"Ja, it should reflect positively on service delivery. When you talk about performance, the better you perform the better the service is being delivered"*

- **Group:** FG #5, **Level:** Operational, **Participant #13:** Because those are the people responsible for operations to occur which lead improved service delivery. Both of us as government even as the Union as the members to ensure that we create a conducive environment an environment that will make service delivery possible. So that the quality standards of our community can improve.
- **Group:** FG #3, **Level:** Grass root, **Participant #30:** “Ja, when we talk about service delivery, we talk about things that you have to see. What people really get out of the department, it will come out eee.... how did you perform in terms of like you say, our service delivery and the other part is in terms of individual performance”?
- **Group:** FG #5, **Level:** Expert, **Participant #13:** “Because at the end of the day the same employees are members of the community. The same employees applied to come and work here to render a certain service, they know they have an obligation toward the entity, towards the department”.

Table 4.28 presents the reflective notes, group, level, direct responses and summary notes on the cluster three theme ‘service delivery’ as per the attitudes, perceptions, views and personal experience directly encountered by the participants in their respective immediate working environment.

REFLECTIVE NOTES	GROUP, LEVEL AND PARTICIPANTS DIRECT RESPONSES	SUMMARY NOTES
Frustrated	FG #5, Expert level, Participant #11: <u>“because if we, if it was working né, we couldn’t have a backlog of service delivery. We are having a serious backlog of service delivery because people are not performing”</u>	Backlog of Service Delivery
	F2F #1, Expert level, Participant #5: <u>“departments are unable to implement HR policies, all the policies in departments due to critical staff shortages and it also impacts on service delivery”</u>	No Service Delivery
Unhappy	F2F #2, Operational level, Participant #10: <u>“Oh, my goodness, I, at the moment I don’t think there’s much impact on service delivery. I think eish, service</u>	No Impact on Service Delivery

REFLECTIVE NOTES	GROUP, LEVEL AND PARTICIPANTS DIRECT RESPONSES	SUMMARY NOTES
	<u>delivery we witness several service delivery protestations in communities and all that, it doesn't have much impact"</u>	
Disappointed'	FG #4, Operational level, Participant #24: <u>"you know and it's disturbing me quite a lot because I want to know I'm mean something for somebody outside"</u>	No Service Delivery
Concern	F2F #1, Expert level, Participant #4: <u>"how you pin down performance and relate it to service delivery. That is something that is lacking within the performance management system, which is quite pivotal, I think..."</u>	Lack of a link between Performance Management and Service Delivery
	F2F #1, Expert level, Participant #5: <u>"because departments have many service delivery challenges you know departments are unable to implement HR policies, all the policies in departments due to critical staff shortages and it also impacts on service delivery"</u>	Challenges of Service Delivery
	FG #2, Operational level, Participant #9: <u>"the effects of the non-performance right. But the indirect one as well is where you have certain services that is enabling services that must be rendered for the citizen"</u>	Non-performance equals to non-service Delivery
	FG #2, Operational level, Participant #8: <u>"are still gaps for example eee....we are still struggling on the standards Because once you, link performance with development then I think delivery can be much better"</u>	Lack of a link between Performance Management and Service Delivery
	FG #6, Operational level, Participant #16: <u>"the issue of service delivery protests we realise that none</u>	Good Service Delivery in

REFLECTIVE NOTES	GROUP, LEVEL AND PARTICIPANTS DIRECT RESPONSES	SUMMARY NOTES
	<i>of them will deal <u>directly with the issues of this department which will realise that indeed the function of the department are being acknowledged by the communities</u></i>	some specific department
Angry	FG #3, Grass root level, Participant #26: <i><u>“At times we don’t care about service delivery. We are not doing the right thing to the public, I’m telling you, there, is no service delivery in this department”</u></i>	No Service Delivery

Table 4.28: Attitudes, Perceptions, Views and Personal Experience Comparison on Service Delivery (SD)

4.6.48 Assessment of Interviews Conducted: Service Delivery (SD)

The NWPA is committed to improving the lives of its communities. Public servants can only achieve this mission through effective delivery of services. Effective and efficient delivery hinges on effective performance. Therefore, management of employee’s performance is an integral part of effective service delivery. It is an ongoing process where the employee and manager strive consistently to improve the employee’s performance and his/her contribution to the organisational strategic goals. The primary orientation of performance management shall be developmental in nature. (Office of the Premier, PMDS Policy 1999).

There is a view that performance management must be linked to service delivery and it seems as if this very key link is not existing within the NWPA. The concern is how performance management gets linked or effectively incorporated to monitor over a period of time individual, departmental, provincial performance if it actually (enhanced or reduced) had a positive or negative impact on the end result which is the service delivery rendered to the ordinary citizens in the North West Province. Pule (2015:70) illustrated that the Ehurhuleni Metro Mayor Mondli Gungubele’s secrets for achieving an unqualified audit with no findings for the 2013/14 financial year emanated from *“a good working relationship between the political and administrative head, sound leadership, clearly defined roles and open and honest communications*. Furthermore, he quoted the Mayor as convinced that *“while political*

and administrative responsibilities may differ, the ultimate goal should always be ensuring that service delivery takes place". Also cited by Pule (2015:32), is quote from an interview with the Free State Member of the Executive Council (hereafter referred to as MEC) for Cooperative Governance, Traditional Affairs and Human Settlements, Mlamleli. It was stated that one of the department's responsibilities is to ensure that all municipalities deliver services to the people, a task which demands that everyone makes an effort. Mlamleli stated that *"this is an important sphere of government because it deals directly with people. You need maximum concentration to run it successfully and have to be involved in the issues on the ground"*. Chapman *et al.*, (2011:41) add that *"when employees report higher levels of satisfaction with their job, it corresponds to a more positive customer service rating"*.

Participant #11 at expert level was expressing frustration regarding the fact that the employee feels that there is a serious backlog of service delivery in the province. Mohlakoana and Motsathebe (2015:10) reported in an interview with the Premier of the NWPA, Supra Mahumapelo, who said, *"improved service delivery and economic development are thus located at the heart of the strategy and integrated planning, unified information management and performance monitoring, evaluation and intervention have become obligatory as a result of this approach"* In another interview with the Minister of Social Development, Hon. Bathabile Dlamini, was reported as saying: *"one of the major challenges we face as Government is not getting service to our people at grassroots level. We need to get structures in place in order for us to change the lives of the people - we are here to serve. We cannot distance ourselves from the very people we serve"* (Murugan, 2013:15).

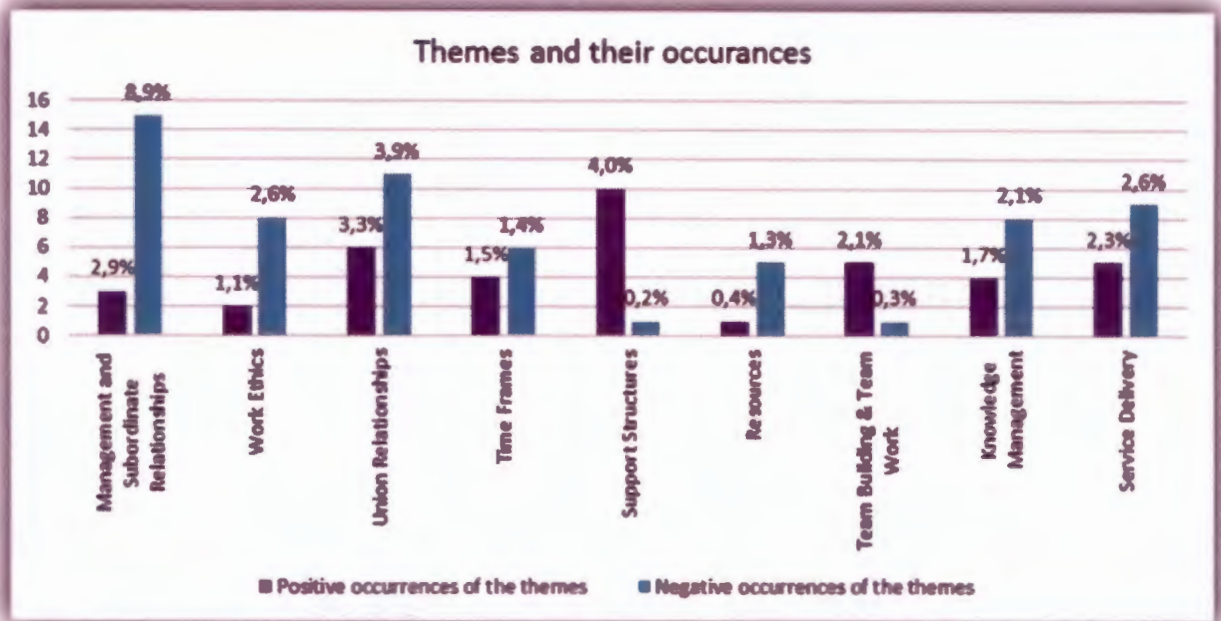
Mamphiswana (2015:64), the Acting Director General of the Office of the Public Service Commission, said that *"as South Africa marks Public Service month in September, during this month, public servants should take heed of what more we can do to improve the public service and change the negative perception that people often have about us. We also need to talk to citizens and address the bottlenecks and red tape in the delivery of services. We need to ensure that systems and infrastructure are working and use the limited public resources efficiently to the benefit of the citizens"*. Chitepo and Umlaw (2015:62) quoted from an interview with Minister for the Department of Planning, Monitoring and Evaluation (hereafter referred to as DPME), Jeff Radebe, in his opening address at the third international sharing workshop in Cape Town, who emphasised, *"the South African government is*

Theme	Code	F2F	FG	Total responses	Positive occurrences of the themes	Negative occurrences of the themes	Total occurrences of the themes
Knowledge Management	KM	2	10	12	4	8	12
Service Delivery	SD	3	11	14	5	9	14
TOTAL		35	69	104	40	64	104
% of occurrences		33,6	66,3	100	38,5	61,5	100

Table 4.29: Quantified-Qualitative Outcomes of Themes for Cluster 3: Performance Environment

Table 4.29 above provides an indication that, there is a significant number of negative occurrences of theme management and subordinate relationships at 15 out of 18, which significantly highlights the state of affairs in this category. With regard to Union relationships it is evident that significantly higher respondents at 11 out of 17 are agreeing that there is not a good working relationship between NWPA departments and the unions. Regarding work ethics, it is evident that there is no work ethic in departments as the negative responses are significantly higher than that of the positive respondents. However, respondents felt that there is a modicum of team building and team work taking that is taking place, although to a lesser extent.

Knowledge management seems to have a much higher negative response rate than positive meaning that knowledge management needs attention or to be improved. A few participants also highlighted the fact that time-frames are problematic as there seem to be non-adherence to deadlines. With regard to service delivery, it is evident that there is a need to improve service delivery as the participants are more negative respondents than positive.



Graph 4.5: Analysis of Positive and Negative Recordings for Cluster 3: Performance Environment

From graph 4.5 and Table 4.29 above are evident that the total is significantly higher for negative occurrences than that of positive respondents and therefore this cluster is a problem and needs some intervention with most of the themes under this cluster.

The next section presents attitudes, perceptions, views and personal experience directly encountered by the participants in their respective immediate working environment around other factors or new items that were discussed by participants, as they felt it was necessary to mention a these additional items.

4.7 SECTION E: OTHER FACTORS OR NEW THEMES

Because these were in-depth interviews, the researcher did not want to leave any stone unturned therefore leaving the participants to talk about issues that affect them directly or that they have experienced regarding PM within their working environment.

The researcher posed the question: “*Is there any other issue that might have missed that you would like to mention to contribute towards the research proposal?*” The following responses from the participants were observed and are described hereunder during the interviews conducted by the researcher.

4.7.1 Favouritism (FAV)

Table 4.30 presents the reflective notes, group, level, direct responses and summary notes on the theme ‘*favouritism*’ as per the attitudes, perceptions, views and personal experience directly encountered by the participants in their respective immediate working environment.

REFLECTIVE NOTES	GROUP, LEVEL AND PARTICIPANTS DIRECT RESPONSES	SUMMARY NOTES
Anger	<u>F2F #9, Operational level, Participant #7:</u> “ <i>But just because it is them, they benefit but if you are not close to whoever is in charge of that, you won’t benefit from it. So, I can say it is implemented wrongly</i> ”	Only certain people close to managers benefit so it does exist
	<u>FG #5, Expert level, Participant #12:</u> “ <i>But in our department, some of them are, they are using a favouritism, instead of rating you accordingly they are using the excuses or their way how to perform that. they are using favourite, favouritism is there</i> ”	Only certain employees benefit so it does exist
	<u>FG #4, Operational level, Participant #23:</u> “ <i>they don’t also have enough staff and the same times according to our department they don’t comply with the policies and regulations eee...they do the favouritism ee...they bias</i> ”	Favouritism exists
Frustrated	<u>FG #2, Expert level, Participant #8:</u> “ <i>Because you cannot be seen to be favouring other people compared to the others</i> ”	Favouritism exists
	<u>FG #5, Expert level, Participant #13:</u> “ <i>as employees most of us are not getting any joy or getting the intended result or benefitting positively</i> ”	Only certain employees benefit so it

REFLECTIVE NOTES	GROUP, LEVEL AND PARTICIPANTS DIRECT RESPONSES	SUMMARY NOTES
	<u>from what the policy was intended to do, due to human factor, issues of favouritism”</u>	does exist
Disappointed	FG #4, Operational level, Participant #21: <u>“Associating relationships and who spends time with whom after hours. If you are socialising with some of them”</u>	Only certain employees benefit so it does exist

Table 4.30: Attitudes, Perceptions, Views and Personal Experience Comparison on Favouritism (FAV)

4.7.2 Assessment of Interviews Conducted: Favouritism (FAV)

The interviewed participants feel very strongly that it depends on who employees associate with. There can be some kind of benefit associated with the type of relationship that exists between employees (manager and subordinate). There are those participants that are of the view that favouritism exists in the NWPA.

4.7.3 Racism (RACM)

Table 4.31 presents the reflective notes, group, level, direct responses and summary notes on the theme ‘racism’ as per the attitudes, perceptions, views and personal experience directly encountered by the participants in their respective immediate working environment.

REFLECTIVE NOTES	GROUP, LEVEL AND PARTICIPANTS DIRECT RESPONSES	SUMMARY NOTES
Frustrated	FG #5, Expert level, Participant # 13: <u>“Even colour (meaning race) in some instances where applicable. So those issues, they have a direct influence on how, what the outcome of even my assessments is likely to be”</u>	Race impacts on assessment outcomes
	FG #4, Operational level, Participant # 24: <u>“.u... unfortunately, I’m not being racist, but it’s because of our colour...that one is true, that’s absolutely</u>	Race has an impact in working

REFLECTIVE NOTES	GROUP, LEVEL AND PARTICIPANTS DIRECT RESPONSES	SUMMARY NOTES
	<u>correct</u>	environment
Anger	FG #4, Operational level, Participant # 21: <u>“And unfortunately many other factors such as colour also come into it. I can say that from experience, he thinks I doesn’t know Setswana. I will address them in Setswana when I’m leaving”</u>	Language problem
	FG #4, Operational level, Participant # 22: <u>“But sometimes you just blow up and answer and they’ll wonder, how did you hear us?”</u>	Language problem
	FG #4, Operational level, Participant # 23: <u>“What they are talking everything, I can hear sometimes they think I can’t understand Setswana, I understand. But I just keep quiet you know”</u>	Language problem
	FG #3, Grass root level, Participant # 26: <u>“that this thing is gonna, touch you deep, like. I can see that you are touched. So, I don’t think in this government you are free to be saying things that isn’t right, we have good minds, but that our voice cannot be heard”</u>	Cannot express oneself

Table 4.31: Attitudes, Perceptions, Views and Personal Experience Comparison on Racism (RACM)

4.7.4 Assessment of Interviews Conducted: Racism (RACM)

Racial problems identified through the engagements with participants were reported at all levels and the issue of colour came out strongly. That is does have an impact on assessment results is reported by participant #13 at expert level. Participants both from the operational level #22 and #23 discussed the language barrier problem as it hampers communication and consequently the delivery of services.

4.7.5 Victimization (VICT)

The views of the research participants are presented below:

- **Group:** F2F #1, **Level:** Expert, **Participant # 4:** “Quite often we find that subordinates might be much more knowledgeable compared to their manager. Now in that instance the manager adopts a fight back strategy mmm.... just to fill in the gaps where he or she is unable to deliver at the level of subordinates to say, OK, I will show them, if they expose me at this level I expose them at that level”
- **Group:** F2F #8, **Level:** Strategic, **Participant # 2:** “When you stress on the performance you end up not being liked. To a point where somebody says well she doesn't like me. But because they are not doing you have to remind them time-and-time again they feel that they are being victimised. Animosity in the workplace, detracts from the common goal, it detracts from people working towards a common goal. It detracts from people giving their best at all times. But it also detracts from progress...because the relationship is strained, they believe that you have it in for them that our middle managers especially females are suffering. They cannot even express themselves in an interview. If you stand on a platform it determines what needs to be done they can do half a job or they can even sabotage you.”
- **Group:** F2F #9, **Level:** Operational, **Participant # 7:** “So you don't have to question, you just have to accept anything that they tell you which is good or wrong. just because they are not interested in you, serious you won't benefit from it”
- **Group:** FG #3, **Level:** Grass Root, **Participant #26:** “Because you can challenge victimisation, but you, you gonna make the matter worse, so I'm just surrendering, to say look I'm sorry I wasn't, I wasn't aware senior manager come to me and said to me that please chief, do you wanna, kiss your job goodbye or what is it that you are trying to do? Do you want to expose me to say that I cannot think broad?”

Table 4.32 presents the reflective notes, group, level, direct responses and summary notes on the theme 'victimisation' as per the attitudes, perceptions, views and personal experience directly encountered by the participants in their respective immediate working environment.

REFLECTIVE NOTES	GROUP, LEVEL AND PARTICIPANTS DIRECT RESPONSES	SUMMARY NOTES
Frustrated	F2F #9, Operational level, Participant # 7: <i>"it will be like you are a target in future"</i>	Victimised
Anger	FG #3, Grass root level, Participant #26: <i>Ja, but the problem is our, our government and our eee... let, let me say ja, our government. Eeee.... we cannot express our, our (Participant #30 "views, views") our views, our minds freely, eee.... because eee...at the end of the day yyyy...you'll be victimised, you know".</i>	Victimised
	FG #4, Operational level, Participant #23: <i>"I reported then I get problem victimised with all these things and now I'm back I work myself out and I just sit. Then it everything is backfired to me"</i>	Victimised
Fear	FG #4, Operational level, Participant #24: <i>"you can get suspended, I know, I mean, you are actually scared. If you refuse this now you being you know disadvantaged in some way, it doesn't look like it's discriminating, but you know it is.</i>	Victimised
	FG #3, Grass Root level, Participant #26: <i>"Ja, but the problem is our government we cannot express our views, our minds freely, because eee...at the end of the day yyyy...you'll be victimised"</i>	Victimised

Table 4.32: Attitudes, Perceptions, Views and Personal Experience Comparison on Victimization (VICT)

4.7.6 Assessment of Interviews Conducted: Victimization (VICT)

It seems that managers use the assessments as a fight back strategy to discipline subordinates on problem relationships between manager's and subordinates as stated by participant #4 at the expert level. On the other hand, when managers try and push subordinates to perform better it can lead to strained relationships as participant #2 at the strategic level indicated.

Also, the gender issue was identified by participant #2 at the strategic level as a problem area. The fear of losing jobs or being suspended is an indication of gross victimisation in the work place articulated by participant #24 at the operational level. They fear being disadvantaged and might worsen their working life circumstances worse as participant #26 at the grass root level explained.

4.7.7 Punishment (PNMNT)

The views of the research participants are presented below:

- **Group:** FG #4, **Level:** Operational, **Participant #24:** “we are just doing as we please, you know and there’s no punishment for that. So, we are always deviating from policies and do whatever, that we want to do.”

Table 4.33 presents the reflective notes, group, level, direct responses and summary notes on the theme ‘punishment’ as per the attitudes, perceptions, views and personal experience directly encountered by the participants in their respective immediate working environment.

REFLECTIVE NOTES	GROUP, LEVEL AND PARTICIPANTS DIRECT RESPONSES	SUMMARY NOTES
Anger	F2F #1, Expert level, Participant #4: <u>“Prior to 1994 the Employee Performance and Development System was more punitive towards what people could not do and was penalised for that”</u>	Penalised during assessment
	FG #6, Expert level, Participant #15: <u>“True, ee....sometimes when you, we moderate documents of respective individuals you find that sometimes supervisors are using the system to sort of settle the scores and we, it’s easy to identify that. And when a person uses that as a punishment that person would ignore the targets and that can be identified performance management system is used for something other than the objective”</u>	Settle scores or punished

REFLECTIVE NOTES	GROUP, LEVEL AND PARTICIPANTS DIRECT RESPONSES	SUMMARY NOTES
Concern	F2F #8, Strategic level, Participant #2: <i>"It is not a tool to bring people in line and it is not a tool meant to punish people, it was supposed to measure performance it's is neither a tool to get rid of the people your what, your dead wood, but when if people could embrace what the performance management is about"</i>	Punished
Fear	F2F #9, Operational level, Participant #7: <i>"most of the mangers does not understand the importance of PM and mostly managers use it against employees who they are not in good terms with. Let's say they are not close to them. It will be a weapon to, to them to make sure that they punish other employees"</i>	Punished
	FG #4, Operational level, Participant #23: <i>"depend on how you perform in the, not perform but your relationship you get penalised maybe in the last semester, but that's why it also becomes a punitive measure in the end because we do it at the last minute and depending in the last three months what you've done right according to them how you acted or you could you get penalised and those things"</i>	Penalised during assessment

Table 4.33: Attitudes, Perceptions, Views and Personal Experience Comparison on Punishment (PNMNT)

4.7.8 Assessment of Interviews Conducted: Punishment (PNMNT)

Significant high rate of agreement amongst the participants that there is evidence of punishment in the NWPA as participants #2 and #3 both at the strategic level agree, participants #4 at the expert level and #27 at the grass root level indicate that employees get penalised during assessment periods. It is evident that employees fear being punished. They do report lower assessment grades as outcomes and negative relationships as punishment for

speaking out, as mentioned by participants both at the operational level #7 at and #23 a. Participant #24 at the operational level indicates that employees are “*just doing as they please*” at times alleviating from policies and there is no punishment for that. This statement reflects the workplace performance of colleagues in her level.

4.7.9 Conflict (CONFL)

The views of the research participants are presented below:

- **Group:** FG #5, **Level:** Expert, **Participant #13:** “But at the same time, when there are issues of conflict or issues of misunderstanding, they need to be resolved amicably not that the other one should benefit at the expense of the other, there should be a middle ground sort of that is reached”
- **Group:** F2F #7, **Level:** Strategic, **Participant #1:** “Conflict is, is a natural thing”
- **Group:** F2F #8, **Level:** Strategic, **Participant #2:** “Ja, people do not get along, there are people with good relations but there are people whose personalities clash. There are people who clash based on performance and there are people who clash based on perceptions, the secret is knowing how to handle the conflict. Em...rise above em...personal attacks and focus on the issue that the people are in conflict about. So, if you keep to the issues and you leave out, people and personalities then it makes it so much easier. Work with the people that you are supposed to serve should not suffer because of our conflict”
- **Group:** F2F #10, **Level:** Strategic, **Participant #3:** “there might be also problems relates to personality clashes that relates to people not looking at things eee... the same way”
- **Group:** FG #5, **Level:** Expert, **Participant #11:** “Then things turn into conflict with your manager, to temper with your relationship with, between the manager and the Union. Because you are advising, as a Union. You are not fighting. We are advising an employee, a manager can you please adhere to these things, unfair labour practice why is and you must resolve issues within the house, internally without going outside”.
- **Group:** FG #2, **Level:** Expert, **Participant #8:** “I think what is more important is how you manage conflict, so the more effective you manage con...conflict, the lesser eee... frequency of, of the conflict. But if, it’s miss-managed it, it I mean it, it, it comes frequently because it’s not well managed.

Table 4.34 presents the reflective notes, group, level, direct responses and summary notes on the theme ‘*conflict*’ as per the attitudes, perceptions, views and personal experience directly encountered by the participants in their respective immediate working environment.

REFLECTIVE NOTES	GROUP, LEVEL AND PARTICIPANTS DIRECT RESPONSES	SUMMARY NOTES
Concern	FG #2, Expert level, Participant #8: <i>“With conflict I think that there will always be conflicts and it’s not only on performance”</i>	Always conflict
	FG #2, Expert level, Participant #9: <i>“where there has been conflict in the sense that, the one employee whenever it comes to September they always bite at one another”</i>	Conflict during assessment

Table 4.34: Attitudes, Perceptions, Views and Personal Experience Comparison on Conflict (CONFL)

4.7.10 Assessment of Interviews Conducted: Conflict (CONFL)

Participant #13 at the expert level is of the view that when there are conflicts it should be resolved amicably and that equal consensus must be reached. Participant #2 at the strategic level mentioned that there are clashes for various reasons; the participant observed that, particularly personality clashes based on performance and on perceptions, participant #3 agrees with the statement on personality clashes. However, the secret is to know how to handle conflict as explained by participant #2 at the strategic level views it. Also admitted by participant #1 that *‘conflict is a natural thing’*

Conflict between union and management is discussed by participant #11 at the expert level who was one of the Shop stewards or union representative. The participant was of the view that their role was to advise the employees and employer on issues and mainly try and encourage that *‘the union representative is not fighting’* but to assist the employee and employer should resolve conflicts internally.

4.7.11 Implementation (IMPL)

The views of the research participants are presented below:

- **Group:** FG #2, **Level:** Expert, **Participant #9:** *“But the culture of the organisation must be conducive to actually implement these pillars within, within the management of the of the organisation to actually attain ee.. as we had an off-line discussion the services that we need to deliver not only internally to the people in the office but also to the citizens of the, of the North West Province”*
- **Group:** F2F #8, **Level:** Strategic, **Participant #2:** *“Implementation is crucial for us because we are running on the public purse. Performance Management is not a compliance issue, what we need to do is to make sure that the people embrace the policies because these are for our own good. So is supposed to be implemented.”*

Table 4.35 presents the reflective notes, group, level, direct responses and summary notes on the theme ‘implementation’ as per the attitudes, perceptions, views and personal experience directly encountered by the participants in their respective immediate working environment.

REFLECTIVE NOTES	GROUP, LEVEL AND PARTICIPANTS DIRECT RESPONSES	SUMMARY NOTES
Frustrated	F2F #9, Operational level, Participant #6: <i>“because the DPSA has come up with so many programs and legislative frameworks, the problem, the crucial problem in the public service is implementation, lack of implementation, ja.”</i>	Lack of implementation
	F2F #9, Operational level, Participant #7: <i>“But when it comes to implementation, it is not implemented the way it is supposed to be implemented”</i>	No implementation
Disappointed	FG #2, Expert level, Participant #8: <i>“We have some of the best policies in the world and we are not implementing them as we should”</i>	No implementation
Anger	FG #4, Operational level, Participant #21: <i>“It seems like the guys who are managing PMDS in the</i>	No implementation

REFLECTIVE NOTES	GROUP, LEVEL AND PARTICIPANTS DIRECT RESPONSES	SUMMARY NOTES
	<p><u>department, have no clue of how the process flows.</u></p> <p><u>So, there's disjuncture immediately. So as far as compliance, you cannot be compliance unless one has uniform standard of implementing. What they learn in university and what our policies are, are a little different. But to convert that into implementation is a, is a problem.</u></p>	

Table 4.35: Attitudes, Perceptions, Views and Personal Experience Comparison on Implementation (IMPL)

4.7.12 Assessment of Interviews Conducted: Implementation (IMPL)

Based on the views expressed by the participants at the operational levels #6, #7 and #21 are all in agreement that there is no implementation in the NWPA departments and this can lead to problems in the province.

4.7.13 Compliance (COMPL)

The views of the research participants are presented below:

- Group:** FG #2, **Level:** Expert, **Participant #8:** “And and you really, really have to be to guard your ethics around that in terms of you know compliance with, the policy. I think it's ee...you know as, as, as people who are coordinating and also monitoring ee...performance in terms of compliance ee... by virtue of the fact that, things are here, but we could do so much with the policies that we have”.
- Group:** F2F #7, **Level:** Strategic, **Participant #1:** “Ja, compliance is also i...important public service its, is, ee...a huge ee....bureaucracy, in terms of e...the size and in order to make sure that everybody is at least treated the same, you need to have e...a, a, some kind of eee...regulations that relate to compliance. Because, if you don't have the scales, that need to, to, to be adhered to, then there won't be fairness, so compliance is always necessary compliance is a requirement and it's not something that you can't eee....avoid... “change is always threatening, you see, most of the time, if people are not

taken along, if people are not part of changes, that are being introduced, people will have an inclination to be kind of being negative because, .it's a threat to them"

- **Group:** F2F #8, **Level:** Strategic, **Participant #2:** "performance management is not a compliance issue. What we need to do is to make sure that are people embrace the policies because these are for our own good. So, malicious compliance, em...by virtue of the fact that, things are here, but we could do so much with the policies that we have. We have some of the best policies in the world and we are not implementing them as we should"

Table 4.36 presents the reflective notes, group, level, direct responses and summary notes on the theme 'compliance' as per the attitudes, perceptions, views and personal experience directly encountered by the participants in their respective immediate working environment.

REFLECTIVE NOTES	GROUP, LEVEL AND PARTICIPANTS DIRECT RESPONSES	SUMMARY NOTES
Anger	F2F #11, Expert level, Participant #31: <u>"Seriously so, it is just compliance purposes because it is there. It is not serving any purpose, people drew plan just to comply that they have submitted the plan. Nobody in, in interrogates the system, those plans, neither do they have a way of understanding"</u>	Compliance not serving any propose
Concern	FG #3, Operational level, Participant #27: <u>Ja, there's many, many gaps in the procedures.. or and and processes.....</u>	Many gaps
	FG #4, Operational level, Participant #23: <u>"Mostly not 'ja' I think as the whole government department we are not compliance according to the PFMA (Public Finance Management Act) policy and guideline. If you work hard and go through tough times to learn that what you are doing then automatically when you come to the compliance in the office, automatically you will think and do things"</u>	No compliance

REFLECTIVE NOTES	GROUP, LEVEL AND PARTICIPANTS DIRECT RESPONSES	SUMMARY NOTES
Frustrated	<p>FG #3, Operational level, Participant #26: <i><u>"Yes.....actually we don't comply in terms of the, the procedures. And then the other issue. I think the department should have a, a, compliance manager in this department, we are also not compliant in terms of those policies, I think we should be.in compliance manager to say, to, to, to see that ee...is the department ee...complying in terms of what is, whatever is needed.</u></i></p>	No compliance
	<p>F2F #7, Strategic level, Participant #1: <i><u>"there are certain issues, such as the prevention of fraud and if, if anything can happen, which relates to fraud and corruption and then find that you have not been complying with the policy imperatives. That becomes material and can really be found wanting in that regard"</u></i></p>	Fraud prevention
Concerned	<p>FG #7, Strategic level, Participant #1: <i><u>"corruption which is also kind of eee....manifesting itself whereby eeem.....policies to prevent that, have to be introduced, which have to be complied with and if anything can happen, which relates to fraud and corruption and then find that you have not been complying with the policy imperatives. That becomes material and can really be found wanting in that regard"</u></i></p>	Fraud and Corruption

Table 4.36: Attitudes, Perceptions, Views and Personal Experience Comparison on Compliance (COMPL)

4.7.14 Assessment of Interviews Conducted: Compliance (COMPL)

A strong feeling expressed by participant #1 at the strategic level that there is a need for compliance as it is a requirement which cannot be avoided. It is evident that participant #31 at the expert level mentioned that compliance is not carrying any purpose and that no-one actually understands or try to get more information on the processes of compliance related systems that are in place in the public service. Also mentioned by participant #27 at the grass root level that there are many gaps in the public services procedures and processes and that it can lead to fraud prevention as identified by participant #1 at the strategic level.

4.7.15 Consolidated Findings of Occurrences per Theme for other Factors or New Themes

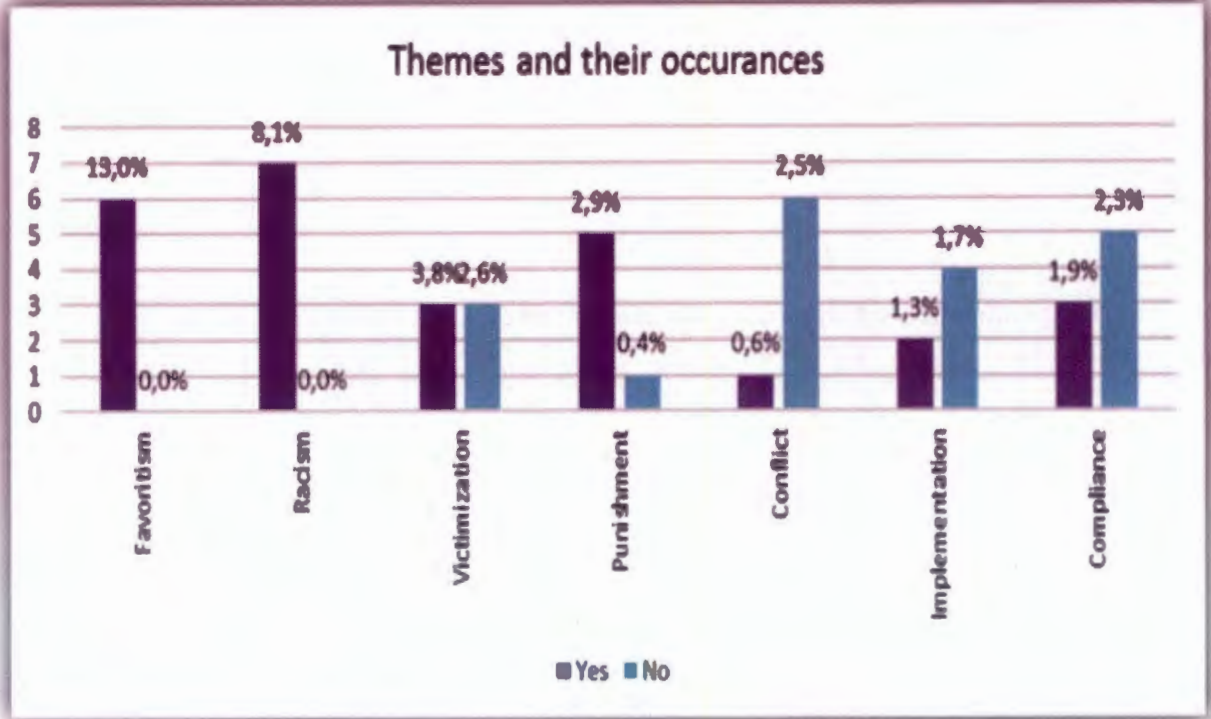
The same method was applied as discussed under 4.6.9 of this chapter. Other or new themes which were identified by participants during interviews captured analysed and the details of occurrences are outlined in the Table 4.37. Favouritism occurred 6 times, racism 7, victimisation 6, punishment6, conflict 7, implementation6 and compliance occurred 8 times throughout discussions with the participants across all the interviews conducted and all these themes added up to 46 occurrences, (Total score ÷46 x 100) =%.

Theme	Code	F2F	FG	Total responses	Yes	No	Total
Favouritism	FAV	1	5	6	6	0	6
Racism	RACM	0	7	7	7	0	7
Victimisation	VICT	3	3	6	3	3	6
Punishment	PNMNT	3	3	6	5	1	6
Conflict	CONFL	3	4	7	1	6	7
Implementation	IMPL	3	3	6	2	4	6
Compliance	COMPL	3	5	8	3	5	8
TOTAL		16	30	46	27	19	46
% of occurrences		34,8	65.2	100	58.7	41.3	100

Table 4.37: Quantified-Qualitative Outcomes of Other Factors or New Themes

Table 4.37 above provides an indication that, there is a significant number of respondents that indicated that there is favouritism in the departments, mostly for these themes, all the participants that discussed these themes are of the view that they are existing in the

departments, however only for the theme conflict and compliance is slightly higher than the rest of the responses. There is a need to improve and or ensure that these themes are not militating against good performance and therefore needs attention and/or intervention in order for these themes to be illuminated.



Graph 4.6: Analysis of Yes and No Recordings for Other Factors or New Themes

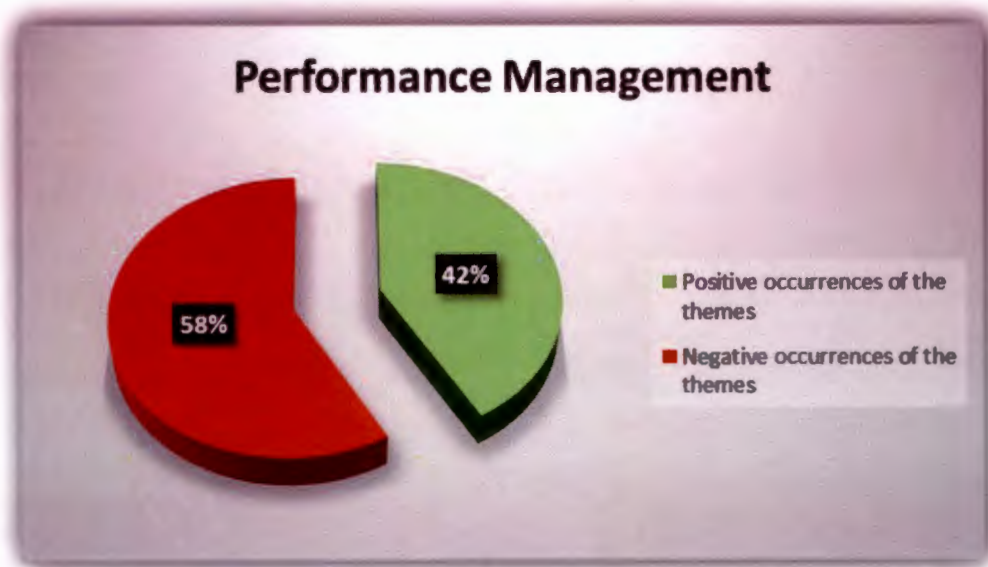
From graph 4.6 and Table 4.37 above it is highly evident that there are much more respondents that agree that these themes are existing within the NWPA. Therefore, these themes are highlighted to be taken into consideration for the reduction thereof which will lead to improved service delivery.

4.8 SECTION F: MAIN FINDINGS

The following were identified under each cluster and theme as mentioned by the participants during the interviews:

Cluster 1: Performance Management

The graph 4.7, below depicts the consolidated views of all the participants that formed part of the interviews and discussed the themes under cluster one. Comments on each theme are outlined and discussed in this section.



Graph 4.7: Main Findings for Cluster 1: Performance Management (PM)

4.8.1 Performance Management (PM)

Some of the participants know history of PM systems in government and that the link between performance management and service delivery is missing. This was confirmed by another view point whereby the participant stated that there is a direct and an indirect correlation between individual performance and service delivery. One other view raised was that PM then and now is no different, thus confirming that the same system was applied for a number of years to date. The majority of participants expressed the fact that PM is a good tool to measure employee performance (statement: "if you do not have, the set measurements, the you won't be able to kind of realise when performance is lacking") much was said around this item e.g. that it is not being taken seriously and that it's a joke, or that management does

not worry about performance and production and that some of the employees does not understand the purpose of performance management.

4.8.2 Training and Development (T&D)

Equal percentage of participants commented positive and negative towards training and development. Instances where participants feel that training is happening, however in some instances it is not job related or in line with their job requirements and on the other hand they admit that training is organised and attended. Issues such as gap identification, empowerment, individual developmental needs identification, improved skills were highlighted by most of the participants. However other participants mentioned that some of the employees sit for years without attending any training this was even experienced directly by interviewees. Some participants felt that management ignore training and needs identification and that there are employees that are not well trained. Management training was identified as a theme on its own and is thus discussed hereunder.

4.8.3 Senior Management Training (SMS T)

From the interviews, there are a lot of challenges that senior managers face with regarding training. One of the interviewees indicated that management training is welcomed however due to the environment in which they find themselves in does not allow them to attend training and workshops properly (meaning that they are not able to sit and listen to lectures and participate in activities of the sessions completely like others that are attending the same training/workshop). They get called back to the offices for urgent reports and therefore are not able to refuse, but must leave the training sessions and resume duty. On the other hand, the training facilitators themselves mentioned the fact that they observed that if training is held outside the province, then managers will attend. Mainly because they cannot be called back to the office easily as they are far away from the offices. Another element observed by these training facilitators from the Office of the Premier was that if training or a workshop – as part of assessment requires managers to submit assignments or Portfolio of Evidence (PoE), they tend not to avail themselves for this type of training, mainly because they do not find the time to sit and construct the assignments/PoEs and will therefore decide not to attend training. It is based on these reasons that managers will end up making decisions on whether

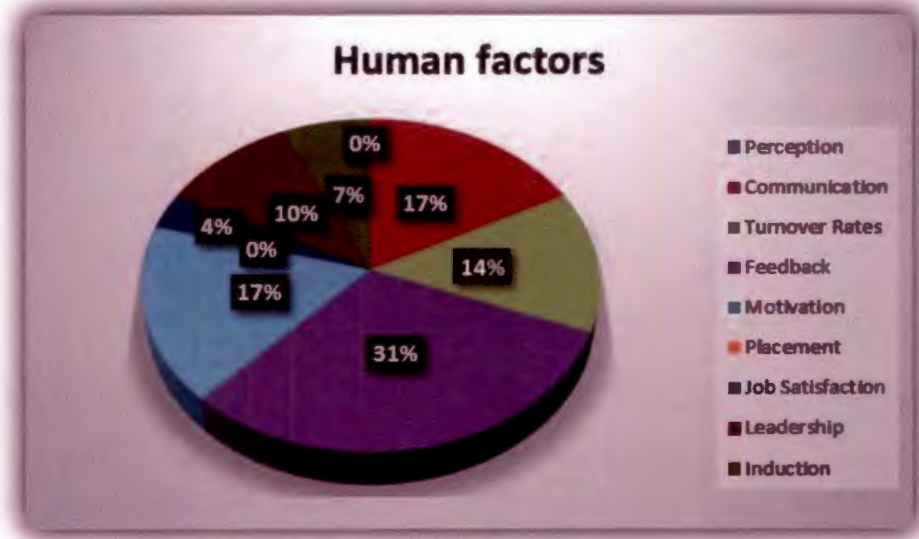
or not to attend certain training session or workshops. It is evident that the lower level employees are not aware of the challenges faced by the managers. They are of the view that management does not want to attend training and think they know too much as one participant indicated during one interview session.

4.8.4 Reward for Good Performance (R4GP)

An indication that some employees do receive rewards and some does not receive rewards. There was an equal response rate provided and therefore it is evident that rewards are given to employees within the NWPA departments but they are different in all the departments, as it is not applied the same. Other participants do not even know that there are other gifts of appreciation that can be awarded as outlined in the policy, besides monetary awards. The awards system is also not taking place around the same time-frames across the departments. Important to state that employees are generally aware of the reward system, however there is a need for a more structured approach to standardise the rewards for good performance of the NWPA. Kidwell and Martin (2005:72) cited that *“various rewards can send powerful messages supporting ethical or unethical conduct.”*

Cluster 2: Human Factors

The graph 4.8 depicts the consolidated views of all the participants that formed part of the interviews and discussed the themes under cluster two. Comments on each theme are outlined and discussed in this section.



Graph 4.8: Main Findings for Cluster 2: Human Factors (HF)

4.8.5 Perception (PERCEPT)

McFarlin and Sweeney (2011:160) define perception as it, “involves the selective mental processes that enable us to interpret and understand our surroundings”. The results, for this theme is highly evident because most of the negative responses by all the participants that the perception is not good. One participant stated that people’s perceptions of the public service have changed over the years, from positive to negative. A few participants agreed to the fact that subordinates are more knowledgeable than their managers and this creates a standardised perception of the subordinates towards their managers. One participant mentioned the fact that “the public service is a place where one goes when one wants to retire” and this is the perception out there as stated by the participant. Also, that trust is broken that there is no trust on the management of the day.

4.8.6 Communication (COMM)

Most of the participants interviewed responded in the same kind of tone that there are no effective communication systems in place in the NWPA departments. The fact that there is no communication between management and staff and that there are a lot of areas of communication breakdown existing in the departments. Participants also felt that there are no follow-ups being pursued only promises but nothing is done and that there is a lot of corridor

or grapevine gossip going around most of the time. They mention the fact that over the years, the entire communication system is gone out of the door because there are templates on software and can be easily accessed and manipulated as compared to the older days when hard copies were the order of the day. However, they embrace communication as very important. Because mention was made by participants that communication should be an interactive process and that subordinate and manager should sit together when doing the assessment. The fact that communication brings people together and creates good relationships amongst people. In order for a manager to master the work habits by using praise motivation through acknowledging effort and not just results as well as saying it once but with feeling (Zenger, 2010:3).

4.8.7 Turnover Rates (TR)

Generally, the turnover rate is viewed as being high to very high as some participants responded. The comment by one participant that there were resignations at the rate of about 5000 employees per month particularly in the Health and Education Sectors. There are also that few that is of the view that there is not too much movement, however lateral transfers and this could be due to de-motivation as stated by one particular participant. Another viewpoint raised by one participant's view was that departments take a long time to fill vacant posts, another aspect identified was also that people exercise job hopping to enrich themselves or just to get a better salary. One participant was very concerned with the fact that *"we lose the best people"*.

4.8.8 Feedback (FB)

Zenger (2010:3) admitted that, *"most managers' dislike giving negative feedback"* the author further adds on by indicating further that *"effective managers must give feedback everyday"*. Most of the participants were of the view that there is no feedback, that it is either poor or the use of delay tactics is applied. However, some did identify that feedback particularly on performance outcomes is happening that letters are written and measures are in place to ensure that managers inform their staff of performance outcomes in particular. Part of a manager's responsibilities is to give helpful feedback to employees, however, it does not stop

there. The feedback process is not over if you only dictate to the employee what must be done, in order to improve performance, (Zenger, 2010:3).

4.8.9 Motivation (MOT)

Managers are getting more creative when it comes to providing their employees with unique incentives and morale boosters that contribute to an ever-changing, exciting and motivating work environment (Zenger, 2010:237). The indication from the participants was that there is a lack of motivation or that employees are de-motivated as they expressed low morale and there is no appreciation. The Performance Management was identified as one of the main factors towards motivating employees either positively or negatively (rewards and incentives). Indication that management should refrain from concentrating on negative or bad things that happens in the work environment as it can as one participant indicated that demoralised employees may due to health issues end up in hospital or the local wellness clinic. Zenger (2010:3) stressed that “there is no mystery to motivating employees, it is all about expressing sincere admiration for them.”

4.8.10 Placement (PL)

Placement is evidently of high concern or worrying factor as none of the participants expressed any positive experience in their working environments. One of the participants indicated that placement has a negative impact on interrelations as it may lead to exposure of management that are not fit for certain positions. One participant puts it, “*there is a real need for government to consider placing people with the right skills, the right qualifications in the right portfolios or positions, so that job satisfaction will be achieved.*” to consider placing incumbents with the right skills, right qualifications with the right jobs” as one participant highlighted. Participants identified wrong placement, political interference and deployment leading to dissatisfaction.

4.8.11 Job Satisfaction (JS)

There is indication that there is no job satisfaction through the views submitted by participants. Indication that most of the public servants are complaining about non-

progression, misplaced employees and leadership style and that there is a discrepancy that exists in terms of levels.

4.8.12 Leadership (LDSHIP)

Evidence through interviews provided is that there is poor leadership. Participants mentioned the fact that there is no proper leadership in terms of support and this was a factor identified as having an impact on performance. One participant was of the view that the leadership in his immediate environment is good. However, a lot of factors were mentioned by this participant that leads to negative impacts on performance. One participant mentioned the fact that leadership or the job title does not define you as a leader or it should not, further that leaders are allowing their titles and leadership status to determine who they can see and when. Indications of the leadership being too busy because they do not know what is happening within their own department.

The participants also mentioned that very few leaders know what is required and that the leader in an organisation is the centre that holds everything together and if there is no proper leader, this automatically means that things will fall apart. Participants felt that there is a lack of trust and no stability in leadership. Important fact for any leader is to enable and capacitate him/herself with knowledge in order to maximise impact in value-added operations to the organisation, a leader must should first understand his/her position within the hierarchy in government as well as the current and existing maturity level it has within the department. This type of leadership requires strategic aptitude with a focus on the operational alignment as well as the execution needed to drive desired results (Rothwell, Prescott and Taylor, 2008: 125).

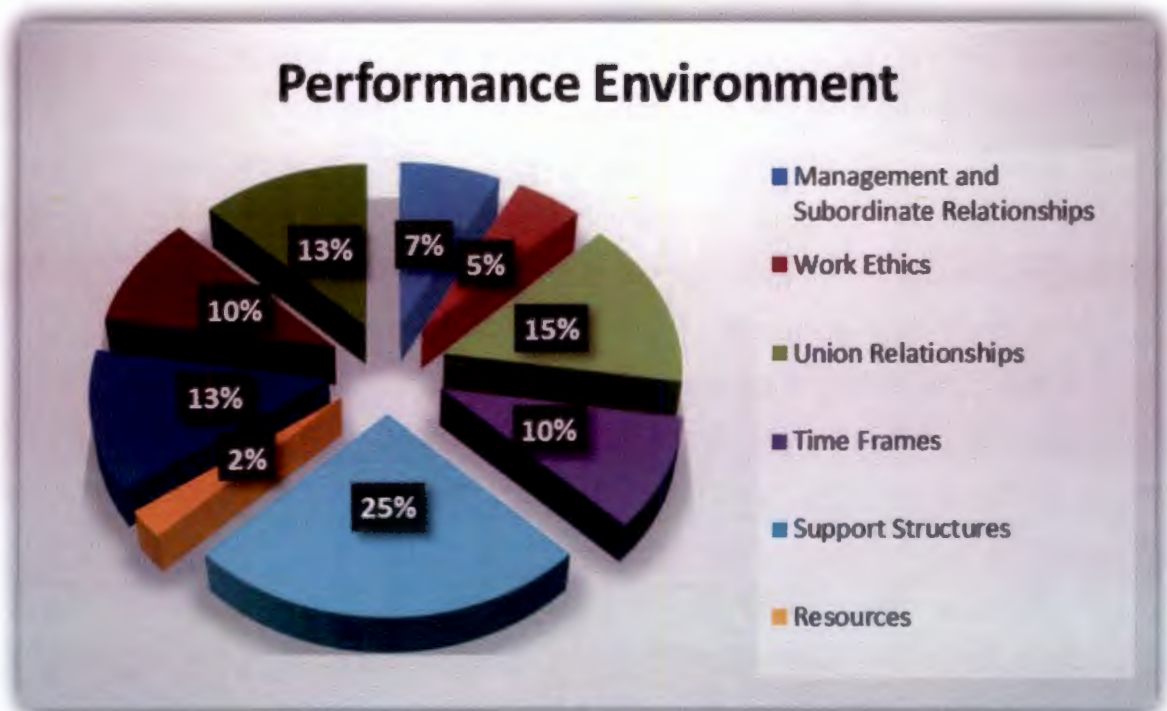
Another participant mentioned the fact that the change of leadership creates a problem particularly when the change of leadership or reshuffling happens at a critical time during the financial or MTEF period. This affects everything such as the strategic plan as well as the policies can be impacted upon as the timing might be a challenge as the new leader might change the entire set up.

4.8.13 Induction (IND)

There are some of the participants that is of the view that induction is very important and/or key and other participants mentioned that, there is induction taking place, however not to the level as it should and that it should be done centrally. One participant mentioned the fact that induction may reduce issues of dispute as the employee will contribute more positively towards his/her work if information on the job-related tasks and the working environment is explained to them.

Cluster 3: Performance Environment

The graph 4.9 depicts the consolidated views of all the participants that formed part of the interviews and discussed the themes under cluster three. Comments on each theme are outlined and discussed in this section.



Graph 4.9: Main Findings for Cluster 3: Performance Environment (PE)

4.8.14 Management and Subordinate Relations (M&SREL)

One participant viewed relationships in the workplace as very important and other participants are of the same view. In addition, there are a few participants that felt like there are good working relations between management and subordinates as the fact that it is necessary to have mutual respect and mutual support amongst one another, this came into light and the fact that we spend most of our time in the working environment was also highlighted. However, one participant mentioned the fact that there is a need to develop to a level where there is a clear understanding of the roles and responsibilities of the different organisations. There are from the participants, who identified the fact that knowledge of subordinates is more advanced than that of their managers, this was also mentioned under the theme perceptions, in the previous cluster, as it hampers or lead to strained relationships. The fact that managers are not able to make decisions, have also been identified by participants. Evident from the interviews is that there are those that are working in 'silo's' and it is a 'them and us' kind of relationship existing amongst management and subordinates. One participant mentioned that 'ubuntu' comes from your upbringing therefore determines how an individual engage into relationships with one another in the work environment. Ubuntu teaches respect, since respect is the basis of structured and disciplined society and respect therefore indicates whether or not a person is decent or civilised (Broodryk, 2007:193). There are those that feel that they are disadvantaged in some way or the other if they talk and it is difficult for them to discuss issues that they are seen as being a 'spy' and at the end they might get disadvantaged. There is a sense of unequal treatment of subordinates by their managers.

4.8.15 Work Ethics (WETH)

Kidwell and Martin (2005:72) suggest that "*leaders can influence followers to be ethical or unethical*". Generally, and quite evidently, most of the participants that expressed frustration, anger and disappointment which is evidence that there are no work ethics within the NWPA departments. They indicate that work ethics is very poor, even though there is the code of conduct in place to guard against unethical behaviour. That the difference in the private sector is that once an employee misses one call, it can be a big loss of a deal for the organisation, as compared to the public service where this is not the case. One participant allocated the work ethics on a scale of one-to-ten (9 to 10) where a three (3) is allocated by the participant as stated that, "*due to the fact that people in the public service think they are*

doing the people that they serve a favour' The participant also mentioned that *'service delivery is compromised because the workforce as government employees we are disgruntled and most of us can trace back our lack of morale and poor motivation in pursuit of rendering the services that we promised our people back to policy'*. If leaders are observed enriching themselves at the expense of others, or if they are rewarded for unethical conduct then the lesson for followers becomes particularly strong and they will tend to learn and adopt that inappropriate behaviour (Kidwell *et al.*, 2005:72). Everybody is familiar with the 'golden rule' do unto others as you want them to do unto you' by following this golden rule, it will help employees to be ethical (Lussier, 2009:71).

4.8.16 Union Relationships (UNREL)

Participants are of the view that working relationships with the union are good. The F2F participants were particularly of this view. However, in the FG there is an opposite view; the participants felt that the working relation between government and the unions was not good at all. Those participants who expressed this view (no good working relationships), mentioned issues like misconception about the unions, which *'they don't have teeth or they don't bite'*. One participant also a shop steward mentioned the fact that, if they try to advise management, then they tend to become personal and then it turns into conflict between management and the union. Another viewpoint from one participant was that unions in this province are not active; unlike the other provinces and that the union only assist when there is *'something in it for them'* or they benefit. One participant indicated that unions have their own reasons for existence and sometimes it is found that they can also contribute towards negative impact on relations and production of the departments. One participant also mentioned that quite often because most of the employees do not have a voice; they raise their concerns or grievances through their unions, irrespective of the impact.

4.8.17 Time-Frames (TF)

The issue of time frames is problematic in the sense that most of the participants felt that deadlines are not met and that generally things are happening as they should. One participant mentioned flexibility in terms of how we manage the whole performance management issue. Others indicated that there is no adherence to time frames and that management often use delay tactics. Reminders are issued, but without effect, as there is no compliance. Still some

do not comply as one participant indicated. Also, that they do tend to put the performance agreements in abeyance hence at the time when the performance management office need the documentation for rolling out the process, it is then that people start completing the necessary forms often with several mistakes, then forms are then sent back for corrections which causes another delay.

4.8.18 Support Structures (SS)

Generally, there is a sense that support structures are in existence, however, these structures are not the same in all departments. They differ. Some departments have different names for their top management meetings and smaller committees within their different departments such as moderation committees, appeals committees and departmental management committees. These committees indeed exist, but it is important to note that some participants were not so sure if there are were any structures in their departments. Mergers of departments also create problems for the support structures. It is highly evident that one participant expressed that the way members that sit on these structures are appointed is of concern as they are not up to date as to what is happening. The participant said *“I don’t think they choose the members according to the criteria, you just choose Mr X, whilst he is clueless about the issues and that’s where things go wrong”*.

4.8.19 Resources (RES)

Some of the interviewees mentioned that there is a lack of resources and that it seriously hampers progress of the public service. Most of the participants identified office space, vehicles, insufficient budget, shortage of human resources. Some participants mentioned the fact that the resources allocated to some staff are abused for example they have been allocated laptops, cellular phone allowance, surfing the internet, office phones and this is at the expense of the public service.

4.8.20 Team Building and Team Work (TB & TW)

Lussier (2009:414) cited that management performance depends on team performance and leadership behaviour affects team performance. Participant’s response for this theme it was noted that generally there is a sense that there are no team building exercises or team work

within the NWPA departments. One participant indicated that if you are in a team and something goes wrong, we must sing with the same hymn book, we must not be divided. That team work means that when rewards are issued, there should be at least more or less the same.

4.8.21 Knowledge Management (KM)

A few participants alluded to the fact that there are, to some extent sufficient record-keeping mechanisms in place, although these have practical challenges. Other participants, however are of the view that, there are instances where documents or important policy or prescripts will be *'rotting on the shelf,'* meaning that no one reads these prescripts. There are also instances as one participant reported, where information gets misplaced. Another participant reported that there are heaps of documentation lying everywhere and that there is a need to transform the performance management system into a more advanced electronic system with a database which includes all the performance related records.

4.8.22 Service Delivery (SD)

One participant suggested that performance should reflect positively on service delivery, that there are challenges with regard to service delivery and that non-performance is equal to non-service delivery. A few participants are of the view that some service delivery is visible on the ground while they strive towards excellence.

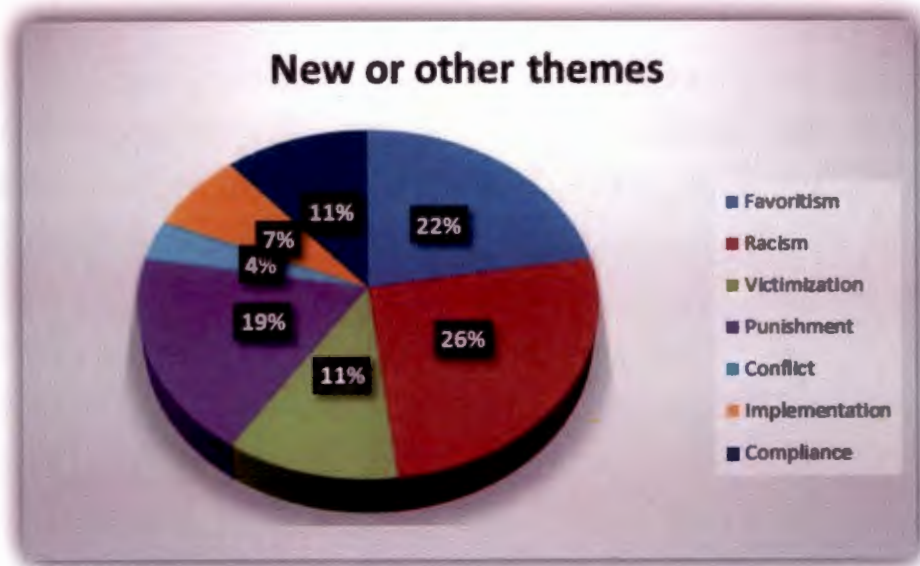
However, another participant indicated that government and the union should ensure that we create a conducive environment to make service delivery possible, so that the quality standards of our community can improve. In line with this another participant indicated that at the end of the day, the same employees are the members of the community. The same employees applied to come and work in the public service to render a certain service and know they have an obligation toward the department.

Concerns were raised that there is a backlog of service delivery in the province and that there is no impact on the ground. The disparity or gap between performance and service delivery

was also discussed and outlined in cluster one, under the performance management theme. Mkhize (2015:43) refers to an interview with Home Affairs Minister Malusi Gigaba who insists “we will continue to innovate and find new ways to serve the public better. Our clients are very important to us”.

Other Factors or New Themes

The graph 4.10 depicts the consolidated views of all the participants that formed part of the interviews and identified other factors or new themes. Comments on each theme are outlined and discussed in this section.



Graph 4.10: Main Findings for Other Factors New Themes

4.8.23 Favouritism (FAV)

Mention was made by one participant that only certain people close to the manager enjoy workplace benefits. It was also reported that favouritism is so rife the provincial departments that some subordinates do not get any joy from performance management results. One participant observed that “it depends on who you are associating or socialising with or who

you spend time with afterhours". A large body of evidence reveals lots of instances of favouritism within the NWPA departments.

4.8.24 Racism (RACM)

The issue of racism came out during the interviews conducted. Evidence from views expressed indicate that racism issues abound in the NWPA. Some participants have indicated that there is an issue of colour that prevails, which have an impact on assessment results. Mention was also made of a language barrier problem. The fact that some employees cannot express themselves in a certain language within their working environment is problematic.

4.8.25 Victimization (VICT)

There is overwhelming evidence of subordinates having higher education and qualifications than their managers. There are instances where managers victimise their more qualified subordinates. One participant expressed the fact that this particular brand of animosity in the workplace, detracts people from achieving a common goal and from giving their best at all times, thus stifling progress. Another participant mentioned the facts that if they express an opinion or even report a problem; it can backfire on them, making the situation worse for themselves. Yet another participant felt that women, in particular, are not allowed to express their own views and in some cases these employees are '*sabotaged*'. There is overwhelming evidence from the interviews conducted that point to victimisation as highly rife within the NWPA departments.

4.8.26 Punishment (PNMNT)

There are evidence from the interviews conducted that punishment exists within the NWPA departments. One participant was of the view that, particularly the managers, can just simply do as they please and that there is no punishment for that. Whilst other participants expressed anger at the fact that during 1994 the system was more punitive and that were penalised for wrong actions in the workplace. Another participant indicated that some managers wait for the assessment period so that they can settle scores or punish their subordinates. It is also evident that they use the performance management tool as a '*weapon*' to ensure that they punish employees.

4.8.27 Conflict (CONFL)

Participants concede that is that there will always be conflicts, not only on performance, but also in the area of personality clashes. The fact that that conflict should be resolved amicably and that equal consensus must be reached was mentioned by one participant. Also mentioned was the fact that '*conflict is a natural thing*'. McFarlin and Sweeney (2011:223) agree. They maintain that conflict is incredibly common. However, some participants noted that most of the conflict starts during the assessment time, a common cycle in the NWPA. Conflict occurs when disagreements and frictions arise during social interactions, due to opposing interests, cultural differences in communication styles and misunderstandings (McFarlin *et al.*, 2011:223).

4.8.28 Implementation (IMPL)

Participants generally expressed the absence of implementation, which fact was identified as a major part of the problem.

4.8.29 Compliance (COMPL)

Participants indicated that, generally, from the comments submitted during the interviews, that there is no compliance and that there exist many gaps in the procedures and processes. Mention was made of the existence of relevant policies to ensure compliance. The Public Finance Management Act (hereafter referred to as PFMA) and the fraud prevention and corruption prevention strategies are some of these. One observation made by a participant is that '*plans are drawn up and submitted only, for compliance purposes. But nobody interrogates the system and plans. Neither do they have a way of understanding*".

4.9 SUMMARY OF MAIN FINDINGS

The presentations of the main findings where responses were gathered from both F2F and FG interviews as conducted by the researcher and embrace the advice by Bazeley (2009:10) who insists that the researcher must "*provide the necessary background against which analysis*

will be read, as well as providing a basis for comparative study". In this study, the following findings are summarised for the qualitative method and is presented as follows:

4.9.1 Cluster 1: Performance Management

Most of the participants have knowledge of what PM is, however the negative views were overwhelming. There is existence of equal occurrence of participant's views was recorded for training and development. The theme senior management training was only identified during the interviews and most of the participants were of the view that SMS should be trained on the other hand senior managers provided their own experiences regarding the challenges they face when training is provided. There is evidence of equal occurrences of participant's views were recorded for reward for good performance.

4.9.2 Cluster 2: Human Factors

Rouse, (2005) on the internet website, techtarget.com cites that, a typical human factors study can **focus on general human behaviour** in relation to technology, on a generic type of product, on specific environment or product designs as a whole, or on some specific design aspects of a particular environment or product.

Depending on objectives, the result of human factors study can include suggestions on how to redesign the object of study or a general guideline for designing such an object. Where the world health organisation, indicate that human factors refer to environmental, organisational and job factors and human and individual characteristics which influence behaviour at work in a way which can affect organisational success. A simple way to view human factors is to think about three aspects **(a) the job, (b) the individual and (c) the organisation** and how they impact people's behaviour in the working environment.

Highest percentage occurrence of the participants is of the view that there is a negative perception of both managers and subordinates. For communication, a very high percentage occurrence of the participants is of the view that the communication channels in the NWPA are not effective. The views are provided for both written and verbal communication. The

manager must be aware of the customs, values and conventions of team members. The manager should also be aware of the likes and dislikes of the various cultures and of the languages they speak. Intercultural communication demands a diplomatic approach from managers Broodryk (2007:203).

The highest percentage occurrence of the participants is of the view that the communication channels in the NWPA are that there is a significant amount of resignations and transfers for various reasons. For feedback, a highest percentage occurrence from the participants is of the view that there is no feedback given from management. Motivation, is at a very high percentage occurrence of the participants is of the view that the motivation levels of employees are very low. For placement, is a very high percentage occurrence of the participants is of the view that the way employees are placed in the respective areas in the departments is not done correctly. Regarding, job satisfaction, the highest percentage occurrence of the participants is of the view that there is no job satisfaction amongst the employees within NWPA. Highest percentage occurrence of the participants is of the view that the leadership is not good within the NWPA. Lastly, induction is at a highest percentage occurrence of the participants is of the view that there is no induction for employees within the NWPA.

4.9.3 Cluster 3: Performance Environment

The highest percentage occurrence of the participants is of the view that there are no good working relations between management and subordinates within the NWPA. As well as a very high percentage occurrence of the participants is of the view that there is no good work ethics for employees within the NWPA.

Regarding the relationships, a highest percentage occurrence of the participants is of the view that the relationship between the union and the NWPA is not good. For time-frames, a highest percentage occurrence of the participants is of the view that there is no adherence to time frames amongst management and subordinates in the NWPA. Broodryk (2007:162) stresses that *“punctuality is sometimes regarded as a prerequisite for operational success. Lateness is as such seen as a deadly sin”*.

Given the high percentage occurrence of the participants it is evident that there are support structures in place in the NWPA. For the resources, a highest percentage occurrence of the participants is of the view that the resources are not efficient within the NWPA. As for the team building and team work, the highest percentage occurrence of the participants is of the view that there are no team building and teamwork existing amongst employees in the NWPA. Lastly a very high percentage occurrence of the participants is of the view that there are not any good knowledge management systems evident within the NWPA.

4.9.4 Other Factors or New Themes

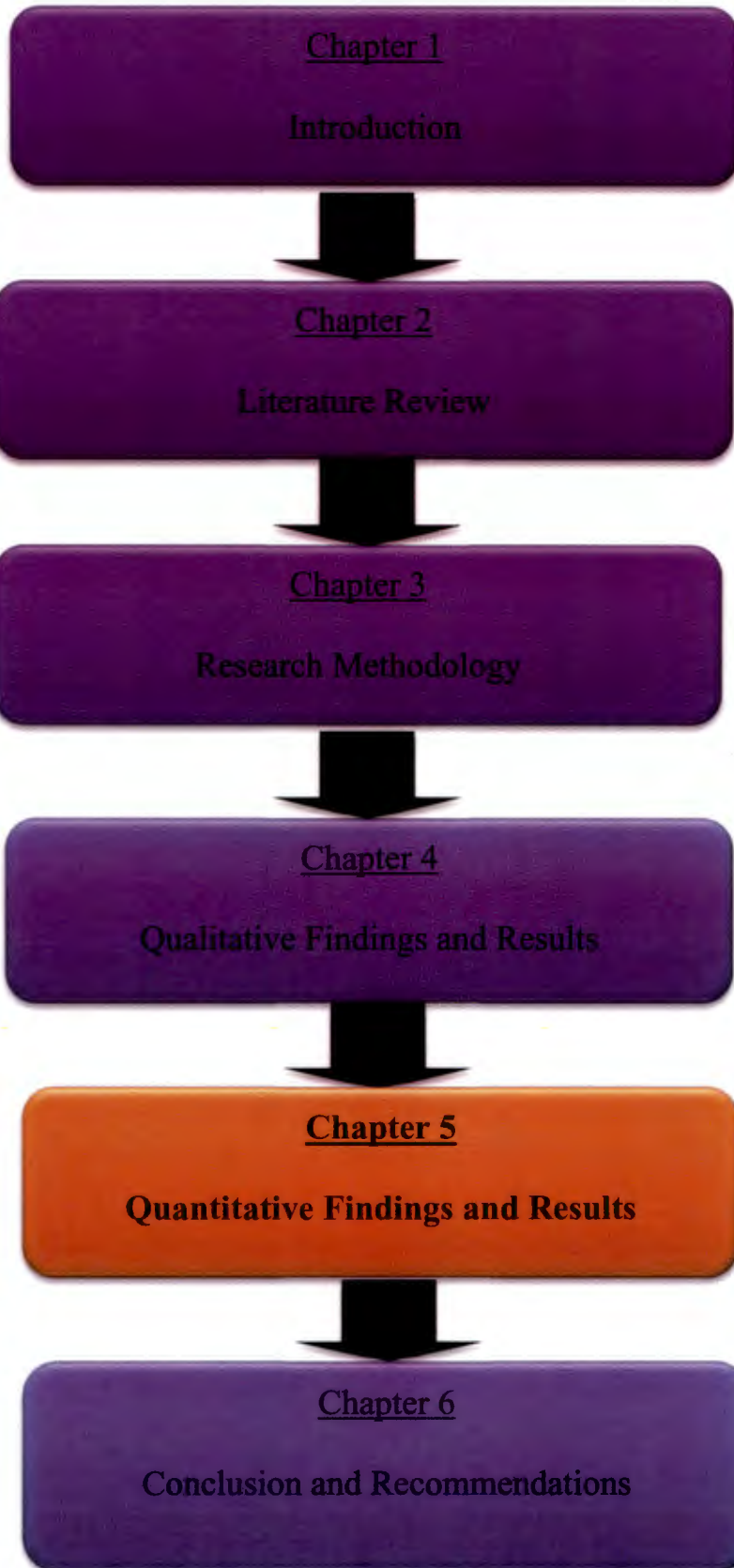
Under this section, the highest percentage occurrences of the participants are of the view that service delivery is not evident in the province. Evident from the participants was that favouritism exists within the NWPA as a significant high number of participants responded that it exists. Broodryk (2007:198) cited that, the term "*corruption is generally regarded as an act whereby a person misuses personal power. This includes nepotism, misuse of power, favouritism and bribery*".

It is also evident from the participants was that racism exists within the NWPA as a significant high number of participants responded that it exists. Evident from the participants was that victimisation exists within the NWPA as a significant high number of participants responded that it exists. Also evident from the participants was that the PM tool is used as punishment towards employees within the NWPA as a significant high number of participants responded that it exists.

It is evident from the participants was that there is not much conflict within the NWPA as a significant high number of participants responded that there is not much conflict. Implementation is evident from the participants was that implementation is not done within the NWPA as a significant high number of participants responded that implementation is not done. Lastly, it is evident from the participants was that there is non-compliance present within the NWPA as a significant high number of participants responded that compliance is not adhered to;

4.10 CHAPTER SUMMARY

This chapter contained the process of qualitative data analysis as outlined and described in Chapter 3 of this study. Particular and detailed attention was given to the analysis of the actual data obtained through the researcher's engagements with participants from the F2F as well as the FG in-depth interviews. The findings of the study were presented according to the prescriptions and guidelines obtained from the literature review. Chapter 5 focuses on the quantitative data analysis. Chapter 6, which also contains the results and recommendations, is the final step where the integration of findings from a (qualitative and quantitative) sequential mixed-method approach is applied.



CHAPTER 5

QUANTITATIVE RESULTS AND FINDINGS

“A winner is a dreamer who never gives up” - Nelson Rolihlahla Mandela

5.1 INTRODUCTION

In this chapter, the analysis of the results from the quantitative study under the three main perspectives of Performance Management, Human Factors and Performance Environment as well as the other themes that emerged from the comments within the study, is under investigation. Different perspectives from the methods are presented in this chapter. The chapter furthermore presents a detailed analysis of the results and findings of the quantitative part of the research and sub-research questions of the study.

The questionnaire stages kicked off with qualitative interviews, moving into a fully-fledged, quantitative multi-stage phase which used a comprehensive pilot questionnaire already described in Chapter 3. The pilot questionnaire results paved the way for subsequent questionnaires that focused on, in the first place, the areas not adequately emphasised in the pilot and secondly, an emphasis on focus areas of the study, as well as its objectives. The questions reduced at each stage and the subjects were increased. The final questionnaire was assessed by a statistician from the North-West University. This included critical responses relating to the clustered questions representing areas of human factors that impact performance management (human relations, the possibility of performance improvement for service delivery within a matrix of organisational and interpersonal communication within the operational dimensions of performance management and finally the impact of performance measurement in the NWPA). Tilley, Smart, Ross and Jackson, (2010:10) advised that *“appropriately designed and effectively implemented performance management systems will significantly improve organisational performance”*.

A sequential mixed-methods approach was applied in this study, in order to collect and analyse qualitative and quantitative data. The results of the content were guided by the identification through repetition of main themes throughout the interviews conducted, also outlined in Chapter 4. For this chapter, the data was exported to analysis software used to analyse the data collected through the questionnaires distributed within the 12 NWPA

departments. The tool is called Statistical Package for Social Sciences (SPSS) version 23. This is a specialist package and a core tool for academic research highly recommended for any quantitative researcher (Rowley, 2014; Landau *et al.*, 2004).

The descriptive analysis was divided in the following three sections:

- Section A: presents the demographics of all the respondents;
- Section B: presents the impact of human factors on management of performance improvement and service delivery; and
- Section C: presents the attitudes and experiences regarding Performance Environment.

5.2 SECTION A: DEMOGRAPHICS

This section contains information as outlined in Tables 5.1 and 5.2. The details regarding the participant's number of years employed in the NWPA, gender, age, job level and highest qualification obtained from all the participants in the NWPA. It further provides detailed information of all participants within the twelve (12) departments that formed part of the quantitative method, by completing the questionnaires distributed and collected by the researcher personally. The participants were allowed two working days to complete the questionnaires and this was outlined in the cover letter which accompanied the questionnaires. VanderStoep *et al.*, (2009:79) advised that, "*surveys are the best way to collect a large amount of data from a large number of people in a short amount of time*". A complete and detailed printout of the quantitative descriptive statistics as captured by and received from the office of the professional statistician from the NWU is attached as **Appendix J** of this study for ease of reference.

5.2.1 **Number of Years Employed, Gender, Age, Job Level and Highest Qualification**

The results show that all mean responses are more than the corresponding standard deviations. Most employees have been employed for a period exceeding 10 years. This is evident from the mean response 3.20 corresponding to years of employment. Most of these employees are females aged between 36 and 40 years. The mean response associated with qualifications of these employees is 4.21, suggesting that most of the employees have formal

tertiary qualifications. The current job level for employees at all government departments is highly skilled production levels.

	Number of years employed within the NWPA	Gender	Age group	Current job level	Highest education
N Valid	762	762	762	762	762
N Missing	0	0	0	0	0
Mean	3.20	1.60	3.93	2.95	4.21
Std. Deviation	1.304	1.490	1.448	1.029	1.516

Table 5.1: Number of Years Employed, Gender, Age, Job Level and Highest Qualification

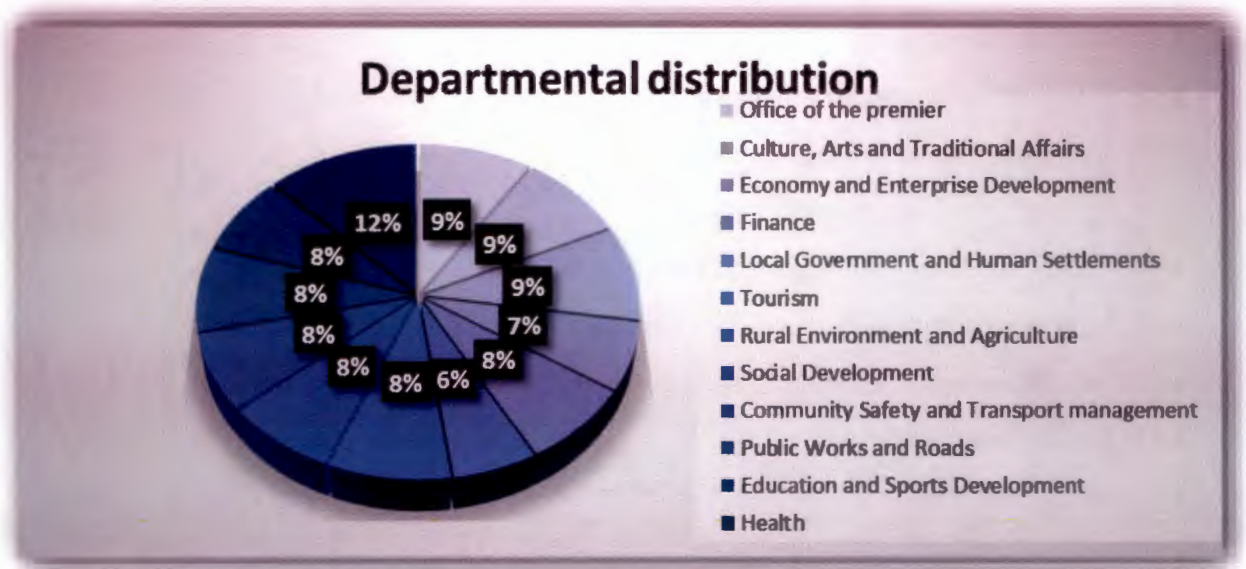
5.2.2 Participants' Department of Employment

According to the results depicted in Table 5.2 and graph 5.1, it is clear that all the provincial government departments are represented with employees from the Department of Health, forming a bulk of the respondents. Respondents from Economy and Enterprise Development and Office of the Premier have equal distribution with 74 respondents. The Department of Tourism featured the least number of respondents as compared to all other departments.

Department	Frequency	Percent	Valid Percent	Cumulative Percent
Office of the Premier	71	9.3	9.3	9.3
Culture, Arts and Traditional Affairs	67	8.8	8.8	18.1
Economy and Enterprise Development	71	9.3	9.3	27.4
Finance	51	6.7	6.7	34.1
Local Government and Human Settlements	60	7.9	7.9	42.0
Tourism	44	5.8	5.8	47.8
Rural Environment and Agriculture	64	8.4	8.4	56.2
Social Development	59	7.7	7.7	63.9

Department	Frequency	Percent	Valid Percent	Cumulative Percent
Community Safety and Transport management	58	7.6	7.6	71.5
Public Works and Roads	63	8.3	8.3	79.8
Education and Sports Development	59	7.7	7.7	87.5
Health	95	12.5	12.5	100.0
Total	762	100.0	100.0	

Table 5.2: Departments of Participants in the NWPA



Graph 5.1: The Percentage Distributions of Departments that were surveyed.

5.2.3 Other Factors or New Themes

In this sequential mixed-methods study, for the qualitative method captured under Chapter 4 identifies main themes which have been grouped together into three main clusters, namely i) Performance Management, ii) Human Factors and iii) Performance Environment. For the quantitative method, several factors or new themes were recorded by the respondents in the questionnaires and these were captured by the statistician as the themes are also of importance for this study. VanderStoep *et al.*, (2009:79) observed that “researchers are bridging the gap between qualitative and quantitative research methods in numerous ways”. In the quantitative method, space was provided for participants’ comments in the

questionnaires. Because the researcher used interpretation, it was applied during the qualitative method in Chapter 4. New themes were also identified by the participants under the comments section for each question.

The following themes were identified (as indicated by the participants in the comments section on the questionnaires):

- Nepotism (NEP);
- No alignment (NA);
- Rude Staff (RS);
- Job Description (JD);
- Lack of transparency (LT);
- Functions affect Performance (FP);
- Hopeless Situation (HS);
- Labour Law Not Practiced (LLP);
- Procedures Not Followed (PNF);
- Lack of Planning (LP);
- Victimization (VICT);
- Favouritism (FAV);
- Isolation (ISO);
- Room for Improvement (RI);
- Needs Improvement (NI)

5.3 SECTION B: Impact of Human Factors on Management of Performance Improvement and Service Delivery

De Alwis (2017) on the intra-health website cites that performance improvement is a method of analysing performance problems and setting up systems to ensure good performance. Performance improvement is applied most effectively to groups of workers within the same organisation or performing similar jobs. Performance refers to **the way people do their jobs** and the **results of their work**. Organisations seeking to solve a performance problem frequently implement a specific intervention, such as training, without fully understanding the nature of the problem or determining whether or not the chosen intervention is likely to

succeed. Just as often, professionals with a high level of expertise in a specific intervention area see every problem as an opportunity to apply their trade.

For this section, the question as recorded in the questionnaire is presented as well as the respondent’s views as captured. This question addressed the impact of human factors on management of performance improvement and service delivery. Mkhize (2016:20) interviewed the Mark Barnes CEO of the South African Post Office (hereafter referred to as SAPO), who observed that *“the facebooks, WhatsApps and Twitters of the world which are the most highly valued companies in the world, value their clients because they have a client acquisition strategy at the centre”*.

5.3.1 **Question one: Analysis and Interpretation**

The question recorded in the questionnaire stated: *A highly resourced, relatively well-managed, relatively satisfied corps of employees, housed comfortably in a safe space and performing in a conducive working environment.*

N Valid	762
N Missing	0
Mean	1.58
Std. Deviation	0.493

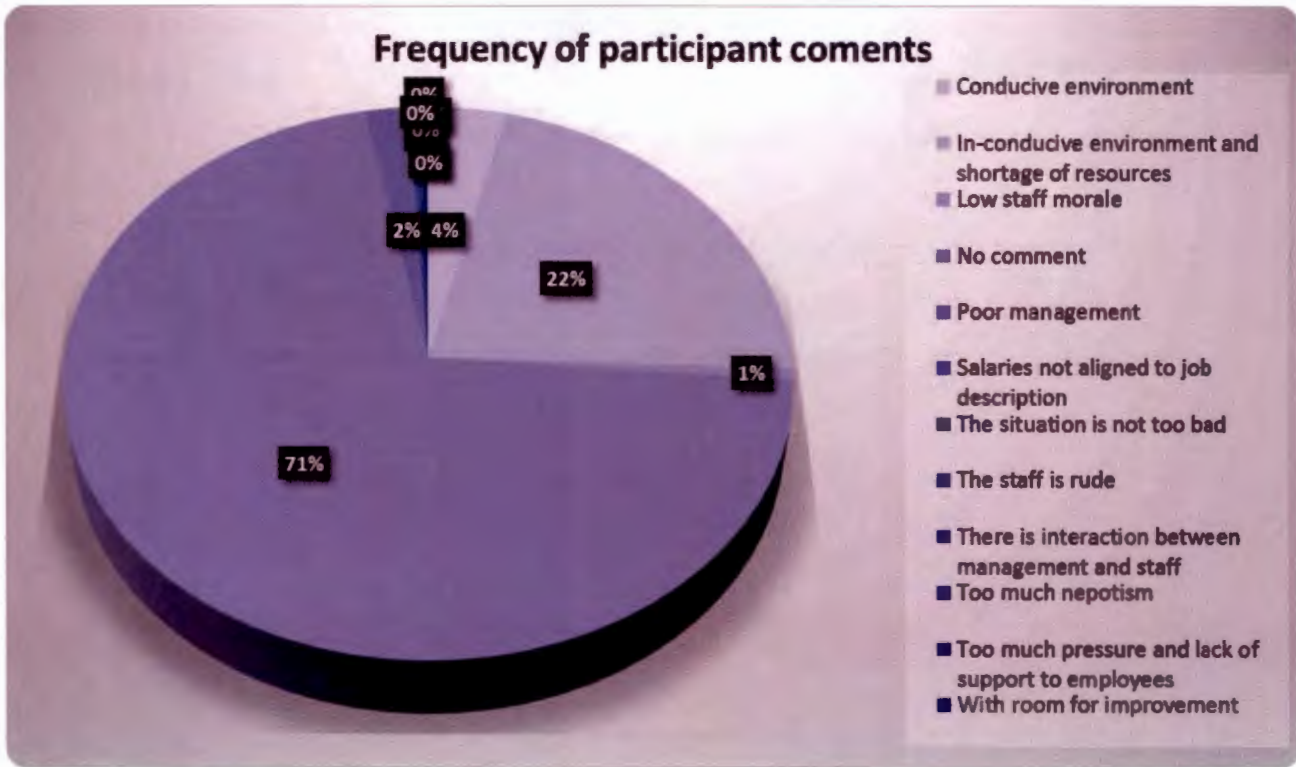
Table 5.3: Question one: Human Factors

Most respondents disagreed as far as availability of resources, good management, and good working conditions were concerned. Their mean response was 1.58 and highly skewed to 2. This means the response (1.58) is also less than the standard deviation (0.493), confirming that employees shared the same sentiments in these particular human factors. Some of the comments given by respondents to support their disagreement are issues relating to inconducive environment and shortage of resources, poor management and leadership, low staff morale, lack of support from management, low salaries and issues relating to nepotism. However, very few of these respondents seemed to be appreciative of their working environment and were optimistic *“all hope is not lost”* that there was still room for improvement in most areas. It is important to also note that most of the respondents could not support their responses.

	Frequency	Percent	Valid Percent	Cumulative Percent
Conducive environment	29	3.8	3.8	3.8
In-conducive environment and shortage of resources	166	21.8	21.8	25.6
Low staff morale	5	0.7	0.7	26.2
No comment	539	70.7	70.7	97.0
Poor management	16	2.1	2.1	99.1
Salaries not aligned to job description	1	0.1	0.1	99.2
The situation is not too bad	1	0.1	0.1	99.3
The staff is rude	1	0.1	0.1	99.5
There is interaction between management and staff	1	0.1	0.1	99.6
Too much nepotism	1	0.1	0.1	99.7
Too much pressure and lack of support to employees	1	0.1	0.1	99.9
With room for improvement	1	0.1	0.1	100.0
Total	762	100.0	100.0	

Table 5.4: Comments and Views submitted for Question one

The comments made by participants as outlined in Table 5.4 and depicted in graph 5.2 were that the majority of employees viewed that there was room for improvement and that NWPA could change and adapt to the circumstances that prevailed in the working environment so that there would be hope that improvement could happen and was welcomed.



Graph 5.2: The frequency of comments made by Participants in relation to Question one

5.3.2 Question Two: Analysis and Interpretation

The question recorded in the questionnaire addressed: *The good relationships between and among managers and employees, well-balanced political interventions?*

N Valid	762
N Missing	0
Mean	1.46
Std. Deviation	0.499

Table 5.5: Question two: Relationships

According to the results, there were conflicting responses with respect to relationships between and among managers and employees. Although most respondents agreed to these assertions, a reasonable number of them also disagreed. Their mean response was 1.6 and less than the standard deviation 0.499 and was almost skewed to one, marking an agreement. Some of the reasons given to support the disagreement are: lack of interaction between managers and employees, lack of transparency, arrogance displayed by some managers,

unhealthy competition among managers themselves and flawed processes at their work places. Some of the positive comments include availability of mentorship, especially to new appointees and the way problems are addressed, as they emerged.

5.3.3 Question Three: Analysis and Interpretation

The question recorded in the questionnaire addressed: *The workplace communication which targets improved performance, empathetic, democratic and professional leadership?*

N Valid	762
N Missing	0
Mean	1.44
Std. Deviation	0.497

Table 5.6: Question three: Communication and Leadership

The results showed almost mixed feelings as far as workplace communication was concerned. Although most of the respondents agreed to this factor, almost the same number disagreed. The mean response was more than the mid-point of the range, suggesting that respondents agreed on workplace communication which targets improved performance, empathetic, democratic and professional leadership. Some of reasons given to support these are “*performance is recognised*” and that managers are “*working under pressure*”, hence their inability to convene meetings and “*an up to date communication on issues of performance*”. Several reasons were given to support why respondents disagreed, such as too much favouritism, lack of commitment by the top management and some of the staff members, too much criticism, poor leadership, too much victimisation and PMDS was not effective to use as a measure of performance. Most of the respondents could not give comments. Advice from the Group Chief Financial Officer (hereafter referred to as CFO) of the Ekurhuleni Metropolitan Municipality, Ramasele Ganda said “*never forget who you work for and that is the citizens. Always have them at the back of your mind as you go about your work. Never stop reading and increasing your knowledge and skills you need for your job*”. (Pule, 2015:24).

5.3.4 Question Four: Analysis and Interpretation

The question recorded in the questionnaire addressed: *Correct placement of incumbents according to correct procedures and qualifications, highly professional modes of assessment?*

N Valid	762
N Missing	0
Mean	1.51
Std. Deviation	.500

Table 5.7: *Question four: Placement*

There was consensus among respondents regarding misplacement of candidates. The mean response of 1.51 was an indication that most candidates were wrongly placed in their positions. Reasons given were that incumbents were not career orientated, too much political interference, unprofessional modes of assessment and too much nepotism. Manyathi (2015:28) wrote in an interview with specialist obstetrician at the Charlotte Maxeke Hospital in Johannesburg, Dr Carolyn Noel, that, *“to be successful in the field one needs to be compassionate and patient, train at grassroots level and improve care for a community”*.

5.3.5 Question Five: Analysis and Interpretation

The question recorded in the questionnaire addressed: *Is there ongoing induction, training, team-building exercises, cross-departmental collaborative workshops and employees?*

N Valid	762
N Missing	0
Mean	1.46
Std. Deviation	0.499

Table 5.8: *Question five: Induction, Training, Team work*

Most respondents disagreed with the fact of availability of training at their workplaces. The impression given by these respondents according to the results was that there was a lack of induction, training, team building experience, cross-departmental collaborative workshops and employee award ceremonies. The mean response gives proof of such assumption.

Another critical factor for this study was evident, namely that there is a need for the NWPA to seek and hire potential career driven employees that can excel in future. According to the KaNexus Blog on the internet, finding and hiring great talent is one of the number one most important things managers do. However, as important as the hiring process is, this is only the beginning. Note should be taken of the fact that, once someone is added to the team, the manager's job shifts to obtaining the most effort from each resource which must contribute positively towards the organisational goal. **Every individual is unique, with different motivations**, but there are some fundamental things that organisations can do to achieve company-wide employee performance improvement. The following six main employee performance improvement techniques should be taken into consideration:

- ***Increase employment engagement:*** Engaged employees are the hidden treasure of successful organisations. These employees contribute beyond their job description to achieve more than what is expected. Employees become engaged when they believe company leaders are open to their ideas and they feel connected to the success of the organisation.
- ***Foster collaboration:*** When people are working together on something, not letting the team down is powerful motivation. Bringing together people from different parts of the organisation also helps to expand knowledge and creates opportunities to look at problems with a fresh perspective.
- ***Share the vision:*** Employees who understand the company's strategic goals and objectives are in a better position to make good decisions on a daily basis. They also feel empowered by knowing how their role and duties contribute to the success of the organisation as a whole.
- ***Practice continuous learning:*** Continuous learning goes hand in hand with continuous improvement. Employees should be given frequent opportunities to learn something new, even if it is not directly related to their current role. Investing in employee education is an important signal that the organisation is committed to the personal growth of everyone on the team.

- ***Give (and receive) frequent feedback:*** Managers should have a constant dialogue with each team member rather than waiting for periodic performance reviews to provide and solicit feedback about individual performance. Open communication is essential to capitalising on individual strengths and improving on weaknesses.
- ***Recognise achievement:*** Employees who contribute to organisational improvement by solving problems, delighting customers, resolving inefficiencies and actively helping colleagues should be publicly recognised. Not only is this gratifying for the individual, but it also communicates the behaviour that should be emulated to the rest of the staff. Consideration should be given to the fact that organisations have hired good people. It is important that managers aim to get the most from them by creating a culture of communication, collaboration and trust.

5.4 SECTION C: ATTITUDES AND EXPERIENCES ON PERFORMANCE ENVIRONMENT

Section C is the presentation of the response rates regarding job satisfaction, management and subordinate relationships, leadership communication, PMDS assessment and training and development. It is ideal to use the 5-point scales for attitude questions, because it provides enough response alternatives to reflect the various opinions (VanderStoep *et al.*, 2009:81). This section has ratings of attributes of the departments which were reported by participants in the survey on Human Factors that Impact Performance in the North West Provincial Administration. The Likert scale was applied which contained the following:

- Poor (P);
- Average (A);
- Good (G);
- Very Good (VG); and
- Excellent (EX)

	How do you rate job satisfaction in your department?	How do you rate manager-sub-ordinate relationships in your department?	How do you rate leadership communication in your department?	How do you rate PMDS assessments in your department?	How do you rate training and development in your department?
N Valid	762	762	762	762	762
N Missing	0	0	0	0	0
Mean	2.57	2.67	2.54	2.36	2.44
Std. Deviation	1.087	1.088	1.155	1.131	1.241

Table 5.9: Job Satisfaction, Relationships, Leadership Communication, PMDS Assessment, Training and Development

The results in Table 5.9 presents respondents' perceptions of the attributes for job satisfaction, management and subordinate relationships, leadership communication, PMDS assessment and training and development. The overall mean scores for the five attributes as depicted in Table 5.9 were higher than the mid-point of the range, indicating that, on average, employees were generally happy with their jobs, perceived that relations between them and their managers was good and that communication leadership, PMDS assessments and training and development strategies were also good. Most of the respondents could not give further comments on the issues raised. However, some of the disturbing comments given by some employees are low staff morale and a wrong implementation of PMDS by managers. Some of the important recommendations by employees are provision of proper training to all employees. They believe that this training could have positive effects, not only on them, but also on the communication system used and leadership style practice at their work place. Some of the respondents believe that there is still room for improvement as far as these attributes are concerned.

5.5 FACTORS THAT AFFECT PERFORMANCE

De Alwis (2017) on the Intra-health website, called intrahealth.org, certain factors need to be in place for workers to be able to perform well on their jobs:

- Clear job expectations;
- Clear and immediate performance feedback;
- Adequate physical environment including proper tools, supplies and workspace, motivation and incentives to perform as expected; and
- Skills and knowledge required for the job.

Successful organisations support their workers by instituting and sustaining these performance factors. This support can be provided by a supervisor or emanate from a variety of sources. When a performance factor is missing and a gap in performance has occurred, a solution or intervention usually becomes clear.

5.6 TOWARDS PERFORMANCE IMPROVEMENT

Further readings from De Alwis (2017) indicates that there is an urgent need for the NWPA to move towards performance improvement in order to uplift the lives of the ordinary citizens in the North West Province. It is based on this that it is essential for performance improvement to be prioritised. According to the website, the performance improvement facilitator considers the entire human performance system by looking at the desired performance of workers and the organisations they work for. The performance improvement process is outlined in Figure 5.1 and this process is described and presented hereunder:

- **Consider institutional context:** Before taking the first steps in the performance improvement process, the facilitator must understand the institutional context within which performance improvement will take place. The facilitator must be aware of the goals of the larger organisation and maintain a consistent direction when defining performance targets. Familiarity with organisational goals from the very tip down to the level at which the main interventions will take place helps to ensure the sustainability of the interventions.

- ***Obtain and maintain stakeholder agreement:*** A client initiates the performance improvement process by asking for assistance with problems or performance situations. In the initial stage, the performance improvement facilitator, the client and the stakeholders meet to discuss and define the desired outcomes of the activity. During the discussion, the group also addresses some or all of the following questions:
 - How will the activity and its objectives fit within the goals of the organisation?
 - Who are the relevant stakeholders?
 - Who are the performance improvement team members?
 - What steps need to be taken to determine the performance gaps?
 - Are there any known impediments to proceeding with the activity?

This dialogue is important as it creates a collaborative working relationship that will continue for the life of the project. Through the performance improvement process, the facilitator will ensure that there is common understanding and project agreement among the stakeholders.

- ***Define desired performance:*** The stakeholder group creates verbal statements that define desired performance in specific, observable and measurable terms. These statements of desired performance address the quality, quantity and timelines of performance (i.e. how well, how many, when?). The group then sets initial and final target levels of performance. This cooperative work to define desired performance is vital for building consensus among the stakeholders and achieving the desired outcome of the project.
- ***Describe actual performance:*** Once desired performance is described to everyone's satisfaction, current levels of performance are assessed using the same indicators developed to describe desired performance. Typically, describing actual performance levels necessitates baseline data collection. Even though the data will not be used until the root cause analysis stage, it is usually most efficient to gather information about the presence or absence of performance factors at the same time you gather the baseline data. While the description of actual performance usually follows the definition of desired performance, in some cases the order may be reversed.

- ***Describe performance gaps:*** Once the desired and actual levels of performance have been defined, identifying the performance gaps becomes a simple matter of comparing the two levels. The gap should be described using the same indicators that have been employed to describe desired and actual performance. The gap description shows, in objective terms, the difference between current performance and the performance the client wants to achieve. This stage usually involves prioritising which performance gaps should be addressed, as more than one will likely be identified. Discussions are also necessary to make sure that the gaps that are identified are important enough and wide enough to merit further work.
- ***Find root cause:*** Once performance gaps have been described, the next step is to determine the cause of those gaps. Using the performance factors as a starting point, the stakeholder groups participate in a root cause analysis to uncover the environmental factors that are impeding good performance. Any of the proven root cause analysis techniques (e.g. Fishbone diagram, shy-why analysis) will serve here. In performance improvement, the analysis that concludes with the finding of root causes is frequently called a “*performance needs assessment*”.
- ***Select and design interventions:*** The stakeholder group next selects interventions that will address the root causes discovered during the previous stage. Each intervention or set of interventions must address at least one root cause. During this stage, the team consults experts in each possible intervention area and plays a major role in designing and developing the selected interventions.
- ***Implement interventions:*** During the implementation stage, the team recruits additional expertise as needed, assures organisational readiness, applies the interventions and helps enable and monitor organisational change.
- ***Monitor and evaluate performance:*** Through monitoring and evaluation, the team measures the change in the performance gaps identified during gap analysis. Monitoring happens on an ongoing basis so that changes in implementation can be made as needed. Whenever possible, the team develops an evaluation method that can be integrated into workplace processes and remains in the workplace after the interventions as a feedback

device for workers and managers. The final evaluation should re-measure the performance gaps and assess the extent to which they have closed because of the interventions.

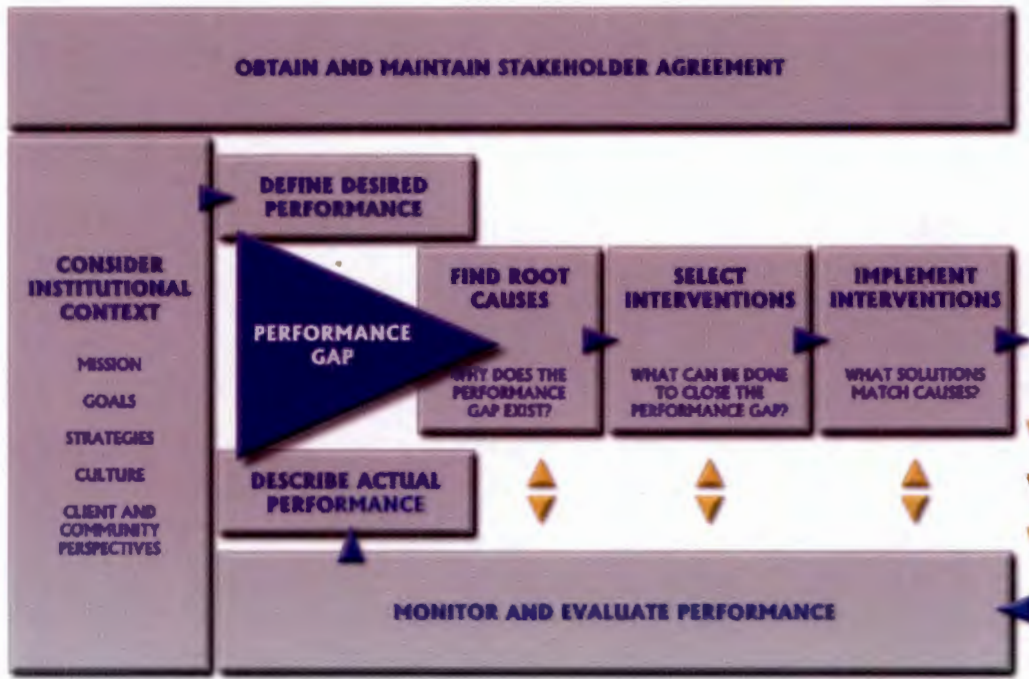


Figure 5.1: Illustration of the typical Performance Improvement Process Source: De Alwis (2017)

As outlined above, depending on the priorities of a particular organisation, it is necessary that performance improvement should be in line with the set priorities. For this study, it meant the Provincial Priorities for the NWPA as mentioned in Chapter 1 and 2 of this study, as depicted in Figure 5.2 hereunder:

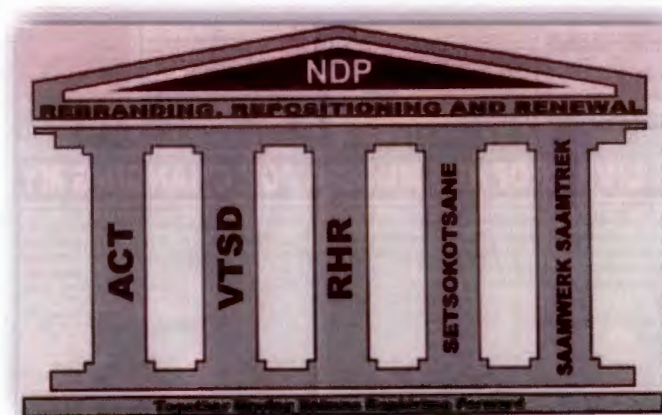


Figure 5 2: North West Provincial Priorities: Source: Mafikeng Mail, April 29, 2016 p 14

5.7 MAIN FINDINGS

The main findings from the questionnaires received from the respondents of the 12 departments within the NWPA were clustered in the themes and are presented below:

5.7.1 Cluster 1: Performance Management

The website on performance management made easy states that, **performance is simply the production of valid results**. There may be many other answers to this question, but it all boils down to, can the employee produce the results expected of them? This may be recognised through certain key performance indicators or key result areas. The top performers usually are the people who get the job done with amazing ease and there is normally no need to chase them up or hound them for results because they just get the job done.

From this study, it became evident from the participants that the PM tool was not effective to use for performance measurement. Based on this statement, the study took into consideration advice from Tilley *et al.* (2010:10) that “*Organisations should design their own PM systems to reflect their own priorities and drivers*”. Furthermore, there was disagreement as far as availability of training or a lack of training in the respondent’s workplace are concerned. There is also evidence that, to some extent, recognition for performance was provided, as a few respondents wrote in the comments section. However, there are areas where there seems to be a lack of reward ceremonies held in the NWPA.

5.7.2 Cluster 2: Human Factors

On the world health organisation website, patientsafety.org, it is cited that **human factors examine the relationship between human beings and systems with which they interact** by focusing on improving efficiency, creativity, productivity and job satisfaction, with the goal of minimising errors. A failure to apply human factors principles is a key aspect of most adverse events in organisations. It further states that human factors are an established science that uses many disciplines (such as anatomy, physiology, physics and biomechanics) to understand how people perform under different circumstances.

In the instance of leadership communication, from the comments provided, there was evidence of mixed feelings from respondents. There was no significant difference between respondents in agreement and those in disagreement

The majority of the respondents agreed that there was low staff morale existing amongst employees within NWPA. McFarlin *et al.* (2011:85) cited *“the best way to motivate is to clearly link valued consequences to desired employees’ behaviours”*.

There was evidence of consensus among respondents as there was existence of misplaced or wrongly placed employees. Generally, respondents were happy with their jobs and the majority of the respondents agreed that there was poor leadership existing within the NWPA. There were also views that there was too much political interference, unprofessional modes and nepotism. There was agreement that there was a lack of induction in the NWPA. Respondents perceived that relations between subordinates and management were good, however, comments provided by participants were conflicting. Most participants agreed to these assertions and a reasonable number of them disagreed. Most of the respondents agreed that there was no support provided by management.

5.7.3 Cluster 3: Performance Environment

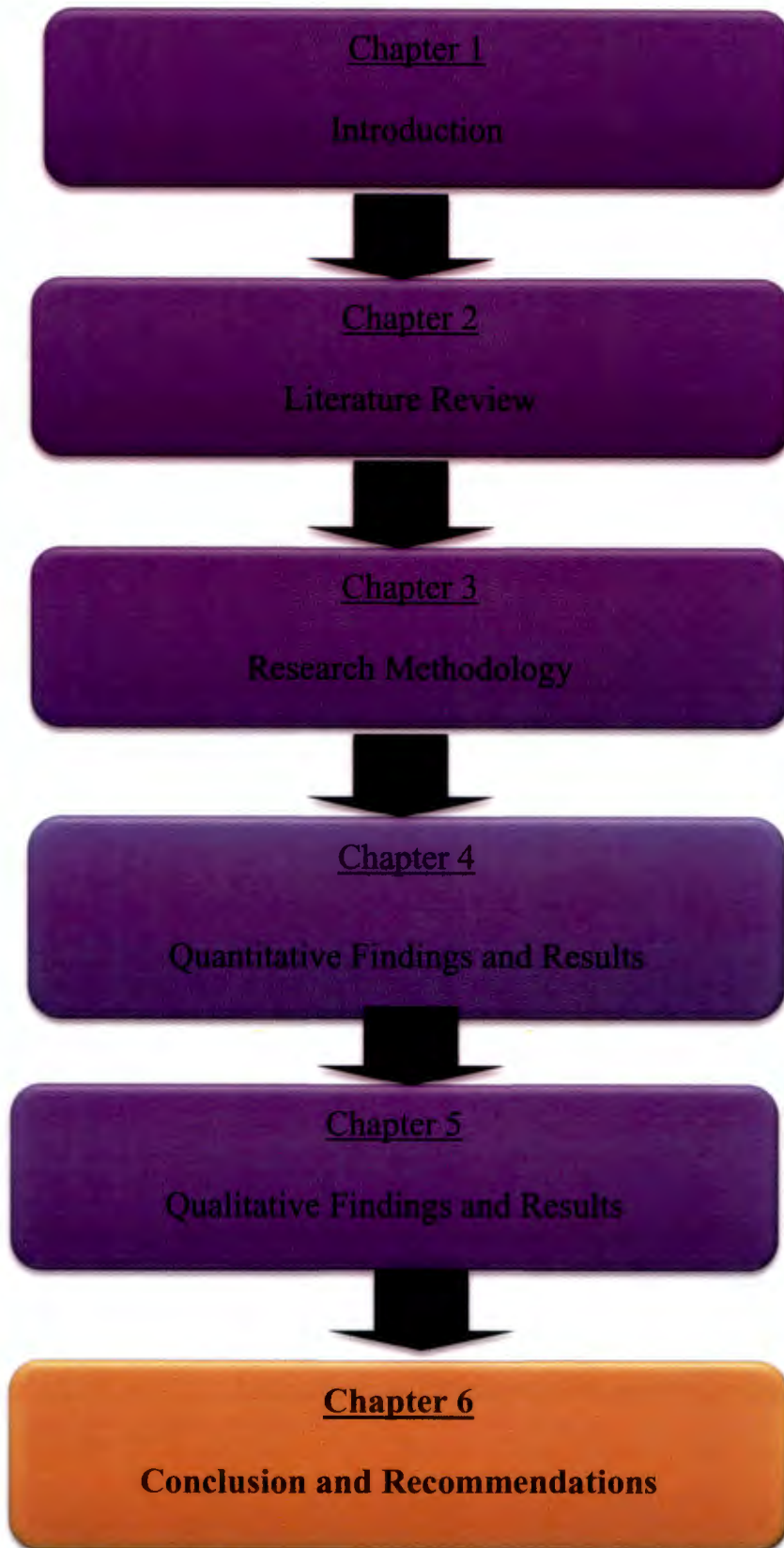
Respondents perceived that relations between subordinates and management were good, however, the comments provided by participants were conflicting. Most of them agreed to these assertions and a reasonable number of them disagreed. Most respondents agreed that there was no support provided by management. Mkhize (2015:42) documented a quote from an interview with the Home Affairs Minister Malusi Gigaba, who maintained that, *“we are professionalising our management and making all our officials realise the value of the work that they do and there would no longer be a lack of accountability among managers”*. Most of the participants disagreed regarding availability of resources and there was agreement that there were no teambuilding exercises taking place in the NWPA.

5.7.4 Other or New Themes

The respondents agreed that there was evidence of favouritism existing in the NWPA. Most participants agreed that there was evidence of nepotism existing in the NWPA. Most of the participants agreed that the salaries were not well-constructed in the NWPA. Finally, most of the participants agreed that not all hope was lost and that there was room for improvement within the NWPA. In 2009, the United Nations General Assembly declared Madiba's birthday on 18 July as Nelson Mandela International Day. Since then, Mandela Day has become a call to action to change the world for the better through the kind of service and leadership championed by the former President during his 67 years of service, not just on a single day of the year but through ongoing initiatives (Hatang, 2015:34).

5.8 CHAPTER SUMMARY

This chapter entailed a quantitative analysis of the themes already analysed in Chapter 4 (qualitative analysis). The chapter featured the four main themes, namely Performance Management, Human Factors, the Performance Environment and other themes in the study under the topic *"a performance management model addressing human factors in the NWPA"*. This quantitative study compared all aspects and findings of the qualitative study in Chapter 4. An integrated summary of the two emerged, and its final treatment is presented in Chapter 6, after the results of the two studies have been co-analysed. Recommendations feature in the following chapter (Chapter 6). A quote from an interview with the Director General of the National Department of Women, Jennifer Schreiner stated: *"let us do things to make South Africa better. If we want to build the South African envisioned by the Constitution and Bill of Rights it will require the talent of all South Africans. Use your talent to make a contribution for the betterment of your community and country"* (Mkhize, 2015:18).



CHAPTER 6

CONCLUSIONS AND RECOMMENDATIONS

“For I know the plans I have for you,” declares the Lord, “plans to prosper you and not to harm you, plans to give you hope and a future.” – Jeremiah 29:11

6.1 INTRODUCTION

The purpose of Chapter 6 is to utilise the results and findings of this study in order to deliver solutions to the problems found. This should facilitate the ordered submission of conclusions and then pave the way for the modelling of a comprehensive system for solution of the problems of the Provincial Departments of the North West Province. Recommendations that follow should be consolidated in a comprehensive systematic model that should also give guidance to the North West Provincial Administration and other provinces of the Republic of South Africa. Van Maanen (1979) argues that *‘qualitative methodology and quantitative methodology are not mutually exclusive’*, while Jick demonstrates the usefulness of including a more systematic approach to qualitative work with a more observational approach to survey-research in providing a more complete picture of a phenomenon than either methodology could accomplish alone (Denzin & Lincoln, 1994; Jick, 1979; Webb *et al.* 1966, Van Maanen 1979).

The formulation of conclusions and recommendations which is discussed in this chapter is aimed at laying progressive foundations for improvement of performance in the North West Provincial Government, based on the findings, making out of it the ultimate product which is the unique model of performance management suited to rural NWPA. Based on the discussions in Chapters 4 and 5, the key findings are reported below. The study applied a sequential mixed-methods approach which focused on the **“PM model addressing human factors in the North West Provincial Administration”**. The right performance management tool should be an integral part of a talent management solution and should fully automate the goal and performance management process to provide executives, managers and employees with valuable and immediate insight into workforce performance progression and its alignment with organisational objectives (Souhrada, 2016:2)

6.2 INTEGRATION AND COMPARISON OF MIXED METHOD RESULTS

Chapter 4 consisted of the qualitative method and Chapter 5 of the quantitative method. This chapter presents a summarised integration and comparison of both methods in alignment with the cluster and the themes. The themes are used as means to identify the results for both the qualitative and quantitative methods and are presented in Table 6.1, with comments, as the researcher compared the results of both the qualitative and quantitative methods in line with the literature review content.

THEME AND CODE	QUALITATIVE METHOD OCCURRENCE	QUANTITATIVE METHOD OCCURRENCE	COMMENT IN LINE WITH THE STUDY
Cluster one: Performance Management			
Performance Management (PM)	Most of the participants have knowledge of what PM is, however the negative view was overwhelming.	Evident from the participants was that the PM tool is not effective for use for performance measurement.	Evident that there is agreement that PM is not prioritised and not effective, therefore needs to be prioritised and reviewed.
Training and Development (T&D)	Equal occurrence of participant's views was recorded. In some instances, training provided is not job related and other's sit for years without attending any training.	There is disagreement as far as availability of training or lack of training in the respondents' workplaces. Denialism and resistance were subtly expressed, and in some cases excuses were given, with budgetary constraints as one of them.	Evident that there is agreement that T&D is not effectively implemented, therefore needs full attention.
Senior Management Training (SMS T)	This theme was only identified during the interviews and most of the participants were of the view that SMS should be implemented. On the other hand, senior managers provided their own experiences regarding the	--	Based on the qualitative input, it can be suggested that management training should be prioritised

THEME AND CODE	QUALITATIVE METHOD OCCURRENCE	QUANTITATIVE METHOD OCCURRENCE	COMMENT IN LINE WITH THE STUDY
	challenges they face when training is provided.		
Rewards for Good Performance (R4GP)	Equal occurrences of participant's views were recorded. Some employees do receive rewards, however not applied the same across all NWPA departments.	There is evidence that there is to some extent recognition for performance as a few respondents wrote in the comments section. However, there are areas where there seems to be a lack of reward ceremonies held in the NWPA.	Evident that there is agreement that R4GP is happening to some extent, however it is necessary that there should be a uniform approach across all departments.
Cluster two: Human Factors			
Communication (COMM)	Highest percentage occurrence, participants are of the view that the communication channels in the NWPA are not effective . Participants are in favour of written and verbal communication.	Respondents acknowledge leadership communication, lack of interaction between managers and employees, however in the comments provided there is evidence of mixed feelings from respondents as most of the respondents agree that there is existence of effective communication and almost the same numbers of respondents disagree .	Evident that there is agreement that COMM is not effective however indication that there are mixed views, as to some extent existence of effective communication, however it is necessary that there should be a prioritised across all NWPA departments.
Perception (PERCEPT)	Highest percentage occurrence, participants are of the view that there is a negative perception of both managers and subordinates, also that trust is broken between both managers and subordinates.	--	Based on the qualitative input, it can be suggested that a shift from negative to positive is needed for perceptions of both subordinates and their supervisors

THEME AND CODE	QUALITATIVE METHOD OCCURRENCE	QUANTITATIVE METHOD OCCURRENCE	COMMENT IN LINE WITH THE STUDY
			and to rebuild on the trust within their relationships.
Turnover Rates (TR)	There is a significant amount of resignations and transfers for various reasons.	--	Based on the qualitative input, it can be suggested that there is a need to reduce turnover rates within NWPA in order to work towards continuity and progress.
Feedback (FB)	No feedback from managers. Majority report.	Inability of management to convene meetings or up to date communication on issues of performance due to pressure	Evident that there is agreement that there is no FB. It is necessary that feedback as a mechanism to inform individuals how they are doing on the job should be prioritised as the main idea behind feedback is to motivate behaviour.
Motivation (MOT)	Motivation levels of employees are very low. Majority view.	There is low staff morale amongst employees within NWPA. Majority view.	Evident that there is agreement that there is low morale. It is necessary empowerment is needed to motivate particularly feeling of ownership, accountability and responsibility.
Placement (PL)	Placements not done correctly in the NWPA.	There are a significant number of wrongly placed	Evident that there is agreement that

THEME AND CODE	QUALITATIVE METHOD OCCURRENCE	QUANTITATIVE METHOD OCCURRENCE	COMMENT IN LINE WITH THE STUDY
	Highest occurrence.	employees.	placement is not done correctly. Placement of employees with the right skills, the right qualifications in the right posts so that job satisfaction can be achieved, as one participant commented.
Job Satisfaction (JS)	There is no job satisfaction amongst the employees within NWPA.	Generally, respondents are happy with their jobs.	Evident that there is disagreement with regard to JS. Because every individual is unique, with different motivations, it is encouraged that management place more support on their subordinates and leadership styles should be supportive as well.
Leadership (LDSHIP)	Highest percentage occurrences of the participants are of the view that the leadership is not good within the NWPA.	Majority agree that there is poor leadership in the NWPA. There are also too much political interference, unprofessional modes and nepotism	Evident that there is agreement with regard to LDSHIP. It can be suggested that there is a need to improve on the leadership styles within NWPA
Induction (IND)	Highest percentage occurrence of the participants is of the view	Generally agreed that there is no induction in the NWPA.	Evident that there is agreement that there is no

THEME AND CODE	QUALITATIVE METHOD OCCURRENCE	QUANTITATIVE METHOD OCCURRENCE	COMMENT IN LINE WITH THE STUDY
	that there is no induction for employees within the NWPA.		induction. Keeping employees up to date with the latest advances in their business creates a sense of loyalty towards the NWPA.
Cluster three: Performance Environment			
Management and Subordinate Relations (M&SREL)	Highest percentage no good working relations between management and subordinates are very poor within the NWPA.	Respondents perceive that working relations between subordinates and management are healthy. Conflicting responses in comments section. There is no support provided by management.	Evident that there is agreement that M&SREL is not good however indication that there are mixed views, as to some extent existence of healthy relations, however it is necessary that good working relationships must always be encouraged in the working environment.
Work Ethics (WETH)	Highest percentage occurrences of the participants are of the view that there is no work ethic within the workforce for employees within the NWPA.	--	Based on the qualitative input, it can be suggested that there is a need to encourage compliance with work ethics and that management must lead by example within NWPA.

THEME AND CODE	QUALITATIVE METHOD OCCURRENCE	QUANTITATIVE METHOD OCCURRENCE	COMMENT IN LINE WITH THE STUDY
Union Relationships (UNREL)	Highest percentage occurrences of the participants are of the view that the relationship between the union and the NWPA is not good .	--	Based on the qualitative input, it can be suggested that there is a need to encourage good working relationships with unions .
Time Frames (TF)	Highest percentage occurrences of the participants are of the view that there is no adherence to time frames amongst management and subordinates in the NWPA.	--	Based on the qualitative input, it can be suggested that there is a need to encourage adherence to time frames .
Support Structures (SS)	There are support structures in place in the NWPA. However, it is not uniform as the structures are different in every department. Majority view.	--	Based on the qualitative input, it can be suggested that there is a need to have a uniform approach to all structures within NWPA departments.
Resources (RES)	The resources area is wanting (lack of resources) and evidence of abuse of resources allocated to certain employees within the NWPA. Majority report.	Majority disagree with the notion that resources are available .	Evident that there is agreement that RES is lacking. A lack of resources hampers progress , it is therefore suggested that availability of resources is encouraged and resources should not to be abused .
Team Building and Team Work (TB&TW)	Participants agree to non-existence of team m	Agree teambuilding exercises are non-existent	Evident that there is agreement that

THEME AND CODE	QUALITATIVE METHOD OCCURRENCE	QUANTITATIVE METHOD OCCURRENCE	COMMENT IN LINE WITH THE STUDY
	building efforts and teamwork amongst employees in the NWPA.	within the NWPA.	team building and team work is not evident. Teambuilding and team work is encouraged as performance depends on team performance.
Knowledge Management (KM)	Highest percentage of the view that there is no evidence of good knowledge management systems within the NWPA.	--	Based on the qualitative input, it can be suggested that there is a need to improve the KM within NWPA departments in order to trace performance back in time.
Service Delivery (SD)	Participants report overwhelmingly that service delivery is not evident in the province.	--	Based on the qualitative input, it can be suggested that there is a need to put more effort on service delivery improvement within NWPA for the benefit of the citizens of the North West Province.
NEW OR OTHER THEMES IDENTIFIED			
Favouritism (FAV)	Participants report a significant occurrence of favouritism within the NWPA.	A glaring evidence of high levels of favouritism reported in the NWPA.	Evident that there is agreement that FAV exist within NWPA. It is suggested that favouritism is discouraged among

THEME AND CODE	QUALITATIVE METHOD OCCURRENCE	QUANTITATIVE METHOD OCCURRENCE	COMMENT IN LINE WITH THE STUDY
			employees and management as it militates against improved performance.
Racism (RACM)	A significantly high number of participants reported the prevalence of racism in the NWPA.	--	Based on the qualitative input, it is suggested that racism is discouraged among employees and management as it militates against improved performance.
Victimisation (VICT)	A significantly high number of participants reported the prevalence of victimisation within the NWPA.	--	Based on the qualitative input, it is suggested that victimisation is discouraged among employees and management as it militates against improved performance.
Punishment (PNMNT)	The PM tool is used as a punishment weapon against employees within the NWPA	--	Based on the qualitative input, it is suggested that punishment is discouraged among employees and management as it militates against improved performance.
Conflict (CONFL)	Not much conflict within the NWPA as reported by a	--	Based on the qualitative input, it

THEME AND CODE	QUALITATIVE METHOD OCCURRENCE	QUANTITATIVE METHOD OCCURRENCE	COMMENT IN LINE WITH THE STUDY
	significant number of participants.		is suggested that conflict should be effectively managed within NWPA.
Implementation (IMPL)	No implementation of policies and rules within the NWPA.	--	Based on the qualitative input, it is suggested that implementation should be prioritised within NWPA.
Compliance (COMPL)	Evidence of non-compliance present within the NWPA is overwhelming.	--	Based on the qualitative input, it is suggested that non-compliance should illuminated within NWPA.
Nepotism (NEP)	This theme was not fully addressed in the qualitative method, however, evidence of turnover rates points to the political heads bringing in their " <i>own people</i> "	Majority reported evidence of nepotism in the NWPA.	Evident that there is agreement that NEP exist within NWPA. It is suggested that nepotism is discouraged among leadership and management as it demotivate employees and this can lead towards non-performance.
Low Salaries (LS)	--	Majority of the participants agree that salaries are not well constructed in the NWPA.	Based on the quantitative input, it is suggested that better market-related salary structures should

THEME AND CODE	QUALITATIVE METHOD OCCURRENCE	QUANTITATIVE METHOD OCCURRENCE	COMMENT IN LINE WITH THE STUDY
			be applied within NWPA.
Room for Improvement (RI)	--	Majority of the participants agree that there is room for improvement within the NWPA.	Based on the quantitative input, it is suggested that improvement in human and environmental factors may lead to improved performance within NWPA.

Table 6.1: Comparison of Results from the Mixed Methods

6.3 HUMAN FACTORS ADDRESSED

In line with the research topic, the following **human factors were addressed** in detail as it formed part of Chapters 1 and 2 and became evident in the main findings analysed in Chapters 4 and 5 in the study and are thus presented in Table 6.1 and hereunder:

- Perceptions – lack thereof both management and subordinates;
- Communication – not effective communication channels;
- Feedback – no feedback from managers;
- Motivation – low staff morale;
- Placement – not done correctly and that employees are wrongly placed;
- Job Satisfaction – no job satisfaction in some areas;
- Leadership - poor leadership;
- Induction – no induction arranged for employees;

In line with Table 6.1, note should be taken of the **Performance Management** as well, which formed part of Cluster 1 of the study and these were:

- Performance Management – not effectively used;
- Training and Development – lack of effective training and no sufficient budget;

- Senior Management Training – senior managers to be trained and lower level staff to be aware of the challenges managers face;
- Rewards for good performance – lacking in some areas and no uniformity in applying rewards for performance;

In line with Table 6.1, note should be taken of the **Performance Environment** as well, which formed part of Cluster 3 of the study and these were:

- Management and subordinate relations – not good in some areas;
- Work ethics – no work ethics;
- Union Relationships – not good relationship in some areas;
- Time Frames – non-adherence to time-frames;
- Support Structures – there are structures in place however not uniform in all NWP departments;
- Resources – insufficient resources;
- Team building and team work – non-existent in some areas;
- Knowledge Management – not good systems in place;
- Service Delivery – not good service delivery in the North West Province;

In line with table 6.1, note should be taken of **other factors or new themes**, which were issues such as favouritism, racism, victimisation, use of the PM tool as punishment, no implementation of policies and prescripts, non-compliance, nepotism, low salaries and room for improvement identified by participants.

6.4 PROPOSED STRATEGIC INPUT, THROUGHPUT AND OUTPUT PROCESS

As discussed in Chapter 2, the **PROCESS** is aligned to the management systems model of the employee as a sub-system as depicted by Nel *et al.* (2010:10) as a means to assist in guiding managements or to equip the managers with the understanding of the phenomenon leading towards performance improvement. Where the individual employee is visibly happy in his/her working environment, this automatically means that the psychological contract will be positive and it will lead to improved performance outputs. Also in line with the systems approach, discussed in Chapter 1 of this study, the standards were set which address the research findings as outlined in Chapters 4 and 5 of this study. The process could be used to

determine specific activities that could be embarked upon by the NWPA with the view of improving service delivery for the citizens of the North West Province. The Chartered Institute of Accountant of Management Accountants (CIMA) discussion paper June (2010:5) suggested that “*success in the public sector is measured by the relationship between inputs, outputs and outcomes*”. Inputs are relatively easy to measure and are often used as a measure of performance. Figure 6.1 illustrates the main themes which derive from input->throughput->output theory as outlined in Chapters 1 and 2. The model provides guidelines for the three levels, namely i) strategic, expert, (ii) operational and iii) grass root, which were discussed in Chapters 3, 4 and 5 of this study. The themes are interrelated and are thus integrated into these three levels (see Figure 6.1).

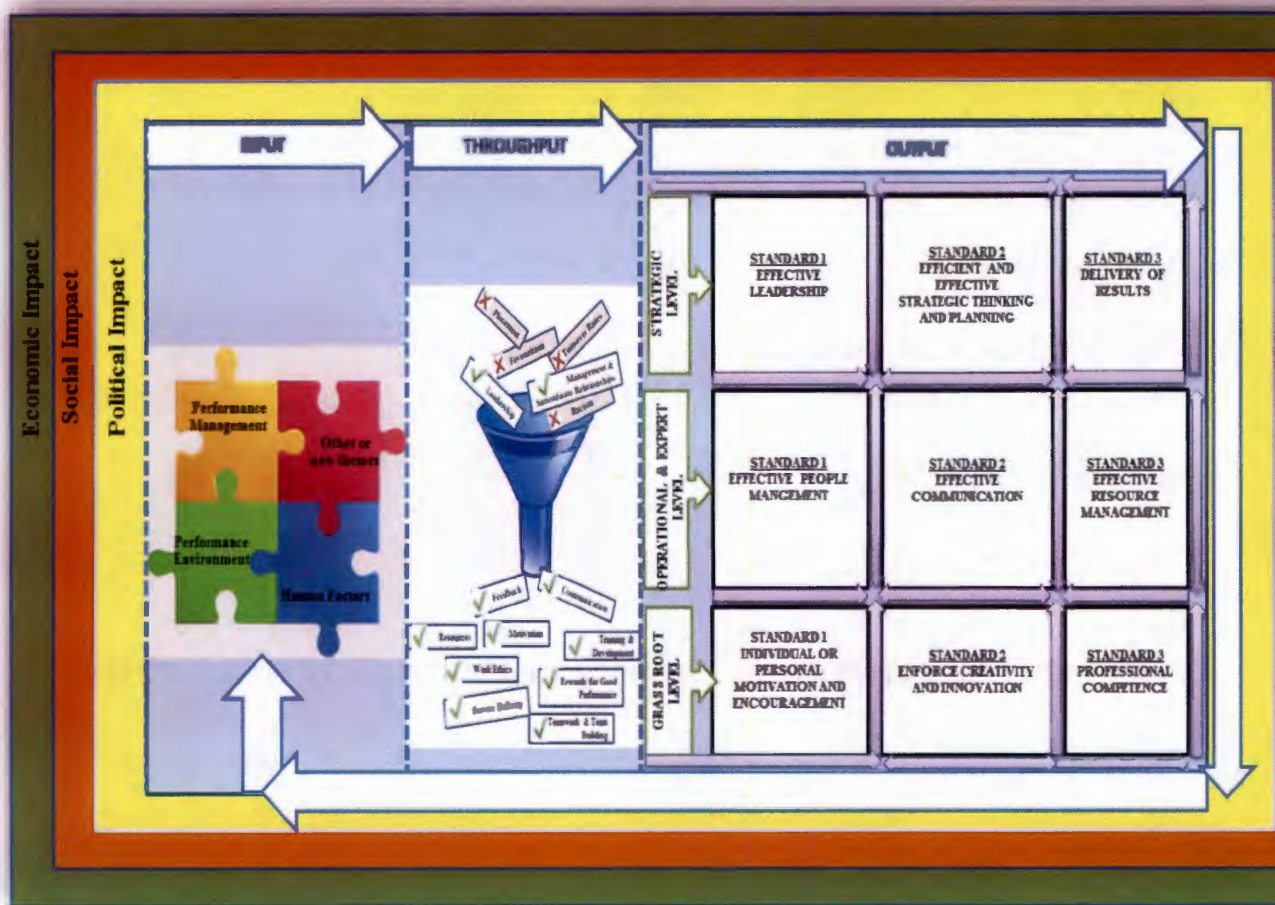


Figure 6.1: Input, Throughput and Output Strategic Process: Researcher's Own

6.5 IMPLEMENTATION OF THE INPUT-THROUGHPUT AND OUTPUT PROCESS

The management and employees within the NWPA are encouraged to take consideration and understand this input, throughput and output strategic process depicted in Figure 6.1, particularly considering the outputs when applying the proposed PM Model. Implementation of the strategic process theory is presented below:

6.5.1 Input

The three main clusters, including the fourth, are all part of the input, where the performance management, human factors, performance environment and other or new factors as identified by the participants are incorporated.

6.5.1.1 Cluster 1: Performance Management

The link between performance and service delivery is very weak at present. The prevailing spirit of laissez-faire found to be prevalent within the departments needs to be eliminated by consciously resuscitating the areas of motivation (rewards, recognition and remuneration) and strongly addressing the evils of nepotism, favouritism and political deployment of wrong candidates, as well as the practice of MECs and Premiers bringing into new office a whole army of “*comrades*” who may not be suitable for positions allocated to them and then of course promoting high attrition (turnover) rates.

6.5.1.2 Cluster 2: Human Factors

As outlined in Chapter 1, the aim of the study was to isolate the **human factors prevalent** in the execution of the current PM tool. Through information sourced from the literature review and the interviews conducted, including the questionnaires which identified and exposed the flaws, gaps and other misdemeanours in the current PM process, some of these human flaws may impact extremely negatively on the morale, the ethos and the general outlook of what public service is all about. The political interference mentioned in the study has become one of the most disturbing aspects that impacts on relationships within the HR space, where

negative attitudes begin to grow. Managers cannot work in the “*joint space*” (Mosime, 2003) and the principles of “collaboration, co-operation and consolidation” are lost in a milieu that “militates against every principle, policy and ethos” found in the HR book of operations. Internal human forces within the NWPA actually have nothing to do with those on the ground at local level, even through already existing or established forums, an observation cited by most participants in this research.

6.5.1.3 Cluster 3: Performance Environment

The unions, under the Labour Relations Act (1995), are supposed to be the conscience of Management with regard to the working environment. Theirs is to always balance the ecosystem of an entire organisation through constant monitoring and evaluation of the environment, with some very specific areas as nodes that must never be allowed to deteriorate. Elected shop stewards cannot be compromised by the political lapses of corruption, decay and the lack of ethics. It is also important to note that every form of legislation, e.g. the Public Finance Management Act (1999) is never compromised within the government system. Working in silos, also mentioned, can be immediately eliminated if relevant mechanisms are in place. The reward systems must be resuscitated and practised as are done in the private sector.

6.5.1.4 Other Factors or New Themes

Obsolescence is the enemy of progress and success, always. Progression means that all systems are checked, on an ongoing basis for collaboration of entities, co-operation of personalities and communication of persons. Sectors within the organisation, managers and subordinates and teams within the entire functional structure of the organisation, should ensure that each part talks to the other at all times. Temporal and spatial factors are assigned to the limits and limitations that determine deadlines. Protocols and lines of communication within strict, but flexible rules that disallow red tape and the protection of in-groups, are part of the progression system (Cashman *et al.*, 1975).

6.5.2 Throughput

The themes which have emerged from the clusters are filtered and only the positive aspects filter through; all the negative aspects remain behind. Human communication forms the best aspect of the throughput in the system. This area of human and organisational communication outlines the significance of co-operation, collaboration and consolidation, outlined for organisational systems where humans are in co-operation at all times. The throughput stage in any system ensures continuation of communication for the survival of the organisation. Von Bertalanffy (1968) refers to the survival of the organism.

6.5.3 Output

At this stage, output translates into service delivery, when all systems are in balance and the lowest level of worker motivation is registered, commensurate with the highest level of job satisfaction. Outputs are also products of consistency that have translated into annual reward ceremonies, annual announcements of internal promotions, a horizontal and vertical assessment and grading of workers at relevant intervals, the reduction of fatigue and boredom and the return to the culture of high standards and ethics. Good communication strategies, if implemented, will always result in an output that actively and continuously reflects a balance, where " *rapport rules the roost*" (Mosime, 2003).

In the words of the Group Chief Financial Officer (CFO) of the Ekurhuleni Metropolitan Municipality, Ramasele Ganda " *It is important for public servants in particular to never compromise their integrity as they go about their work. Looking out for interests of people we serve is what public service is all about*". (Pule, 2015:24). Productivity quantifies the outputs and inputs of an organisation and expresses the two as a ratio, (although generally). This ratio is expressed as output to input. The effectiveness determines the relationship of an organisation's outputs to what an organisation is intended to accomplish. Quality examines an output (process) by which an output is produced. Quality is indicated by attributes such as accuracy (or error rate), thoroughness and complexity. Timelines evaluates the time, involved producing an appropriate output (Metawie, 2005:3). Regarding the output process (see discussions in the literature review of Chapter 2), the three levels which is the strategic,

expert or operational and grass root levels (with each its own three suggested standards) are presented hereunder:

6.5.4 Part A: Strategic Level

For the strategic level, three standards which are i) effective leadership, ii) efficient and effective strategic thinking and planning and iii) delivery of results are suggested in detail and advised accordingly below:

Standard 1: Effective Leadership

- Demonstrates the high standards of integrity, honesty and fairness expected in the NWPA.
- Creates and secures commitment to a clear vision.
- Builds and supports high-performing team and support senior management training and development.
- Accepts responsibility for the action of the team.
- Is visible, approachable and earns respect.
- Initiates and manages change in pursuit of strategic objectives.
- Inspires and shows loyalty.
- Acts decisively having assessed the risks.
- Creates effective support structures to steer departmental goals into provincial goals.

Standard 2: Efficient and Effective Strategic Thinking and Planning

- Develops and influence strategic aims, anticipating future demands, opportunities and constraints.
- Contributes effectively to strategic thinking of senior management team.
- Sees relationships between complex inter-dependent factors.
- Reconciles day-to-day demands with long term team efforts.
- Translates strategic aims into practical and achievable plans.
- Takes decisions on time, even in uncertain circumstances.
- Ensures effective performance management policy and process.

Standard 3: Delivery of Results

- Strives for continuous performance improvement.
- Defines results taking account of citizen/customer/stakeholder needs.
- Manages relationships with citizen/customer/stakeholder effectively.
- Organises work processes to delivery on time, on budget and to agreed quality standards.
- Improvement and encourages others to do so.
- Demonstrates high level project management skills.
- Assesses and manages risks amicably.
- Monitors performance and incorporates feedback in future plans.

6.5.5 Part B: Operational and Expert Levels

For the operational and expert levels, three standards which are i) effective people management, ii) effective communication and iii) effective resource management are suggested in detail and advised accordingly below:

Standard 1: Effective People Management

- Encourages staff from diverse backgrounds to develop their potential.
- Establishes and communicates clear standards and expectations.
- Delegates effectively.
- Makes best use of skills and resources within the team.
- Gives regular face to face feedback and recognition.
- Addresses poor performance.
- Builds trust, good morale and teamwork.
- Responds to feedback from employees.
- Secures commitment to change through appropriate involvement of staff.

Standard 2: Effective Communication

- Negotiates effectively.
- Is concise and persuasive orally and in writing.
- Listens to what is said and is sensitive to other's reactions.
- Demonstrates presentational and media skills.

- Chooses the methods of communication most likely to secure effective results.
- Is comfortable and effective in representational role.
- Builds, maintains and uses an effective network of contacts.
- Develops appropriate language skills.
- Designs effective implementation guidelines for adherence to time-frames and reporting purposes.

Standard 3: Effective Resource Management

- Secures value for money.
- Challenges existing practices and leads initiatives for new and more efficient use of resources.
- Negotiates for the resources to do the job, considering wider priorities.
- Uses management information to monitor/control resources effectively.
- Manages contracts and relationships with suppliers effectively.
- Demonstrates commitment to using all resources.
- Puts mechanisms in place and monitors misuse of resources effectively.
- Integrates and aligns the budget, strategic, HR and organisational plans into the provincial priorities.

6.5.6 Part C: Grass Root Level

For the grass root level, three standards which are i) individual or personal motivation and encouragement, ii) enforcement of creativity and innovation and iii) professional competence are suggested in detail and advised accordingly below:

Standard 1: Individual or Personal Motivation and Encouragement

- Is aware of personal strengths and weaknesses and impact on others.
- Shows commitment to own personal and professional development.
- Manages own time well to meet priorities.
- Offers objective advice without fear or favour.
- Adapts fast and is flexible to new demands and change.
- Shows resilience, stamina and reliability under pressure.

- Enforces self-motivation, self-discipline and positive attitude towards key performance areas.

Standard 2: Enforce Creativity and Innovation

- Demonstrates a creative and constructive approach to problem solving.
- Offers insights and generates original ideas with practical application.
- Analyses ambiguous data and concepts rigorously.
- Displays confidence in own judgement but responds constrictively to alternative ideas.
- Encourages ideas, initiate and innovation in others.
- Instils personal development and explore career relevant raining initiatives.

Standard 3: Professional Competence

- Earns credibility and influence through depth and breadth of expertise.
- Ensures that decisions are informed by relevant technical/specialist expertise.
- Understands and operates effectively within the political and government framework.
- Accepts personal responsibility for quality of professional work.
- Gives professional direction and apply best practice in the NWPA.
- Adheres to National and provincial government code of ethics and prescripts.

6.6 PROPOSED PERFORMANCE MANAGEMENT MODEL

This chapter proposes a model which can be used in order to assist the NWPA to improve PM and ultimately service delivery in the province. Tilley *et al.* (2010:5) advised that “*the public sector is a diverse and complex environment, which imposes some specific performance management challenges*”. The proposed model (see Figure 6.1) as suggested in this study, will be used to provide guidance with regard to how the Performance Management Model can be improved in the North West Provincial Government. The aim of the study was to come up with a model for improved performance. The perceptions and expectations derived from the research investigations and discussions have led to the identification of main themes which resulted in the design of a model (see Figure 6.2)

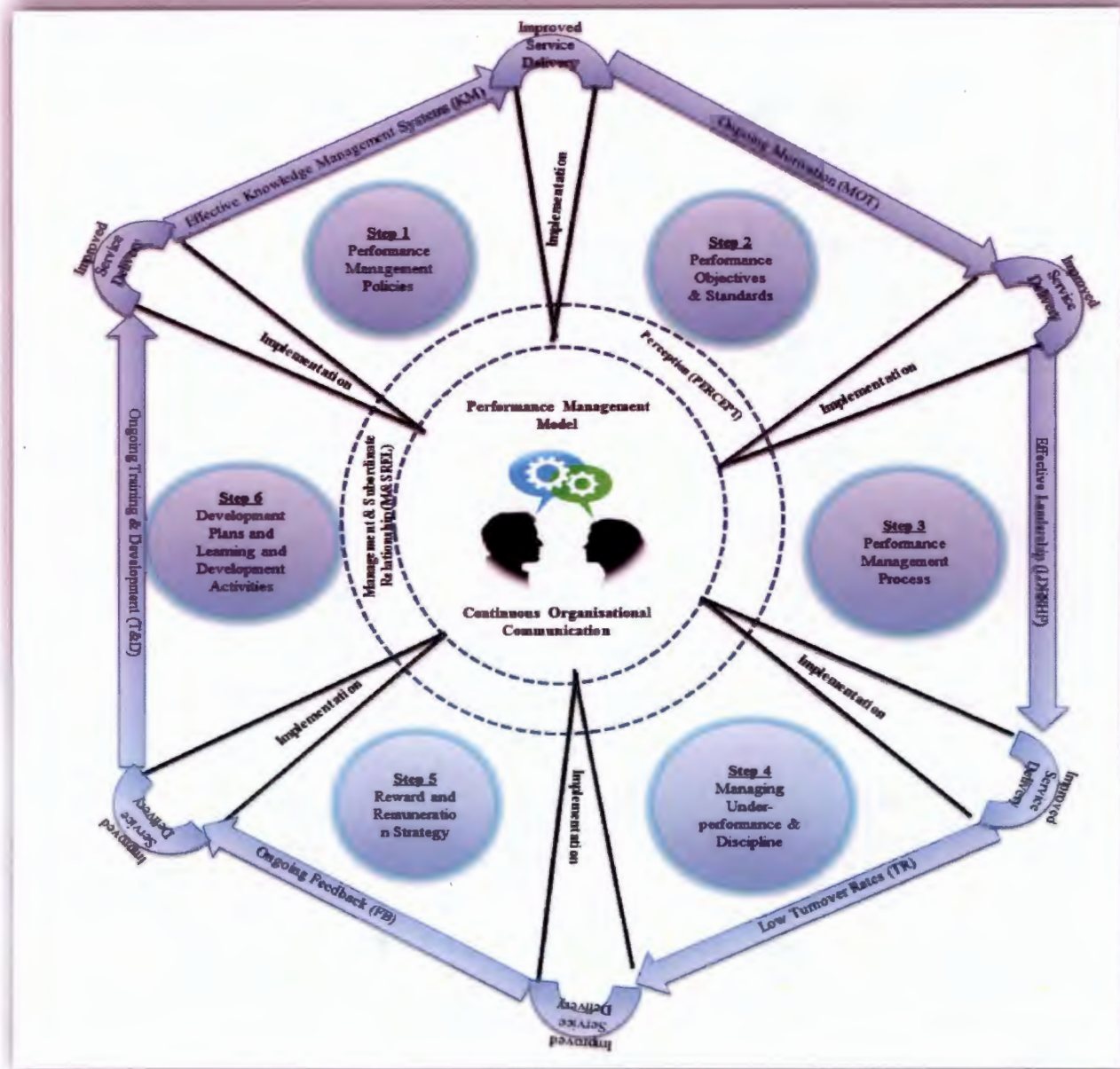


Figure 6.2 Performance Management Model (PM Model): Researcher's Own

As depicted in Figures 6.1 and 6.2, the following descriptions of the diagrams are linked to the research recommendations.

6.7 IMPLEMENTATION OF THE PROPOSED PM MODEL

It is highly encouraged to use the proposed PM Model which identifies six steps that represent the key stages for the implementation of the model outlined in Figure 6.2. The NWPA should ensure that effective PM is conducted - the steps are presented in this chapter.

In South Africa and internationally, PM systems are governed by complex legislation and institutional documents. The other issue is that there are different theories and models developed to guide the implementation of PM. Regarding HR issues, PM can be perceived negatively by managers if it is implemented in a discretionary manner. Research has also revealed that there is a paucity of research related to cases where managers are contracted to the PM and their subordinates are not (Matjila, Maleka & Jordaan, 2015:174).

6.7.1 Step 1: Performance Management Policies

Mechanisms for delivering services are often more complex than those in the private sector, both because of the relative complexity of service users' demands and because of a lack of commercial pressure and choice to influence the design of services or how they are delivered (Tilley *et al.*, 2010:5).

As discussed in detail under section 2.8 of Chapter 2, the management systems models as suggested by Nel *et al.* 2011, as well as the two main PM systems were presented. Based on views expressed by various authors and researchers such as O'Boyle and Aguinis, 2012, Olson, 2013 Bersin, 2014 and Jack Welch, CEO of General Electric, the bell-curve psychological testing or normal distribution is outdated. The power law distribution, also known as the long tail or Paretian distribution, gives an indication that employees are not 'normally distributed'. This agrees with the findings of this study. In this statistical model (see Figure 2.2, Chapter 2), there is a small group who are '*good performers*' and a smaller number of people who are '*low performers*'. It essentially accounts for a much wider variation in performance among the sample number of employees who are '*hyper high performers*', a broad swath of employees.

It is suggested through the model that the North West Provincial Government should put compliance mechanisms in place by extracting the policies that guide PM in the NWPA from the following list, also outlined in Chapter 1 of this study:

- The Constitution of the Republic of South Africa
- The Public Service Act, 1994, as amended
- The Public Service Regulations, 2001, (Chapter 1 Part VIII)

- The Skills Development Act (Act 66 of 1995)
- The Labour Relations Act (Act 66 of 1995)
- Promotion of Equality and Prevention of Unfair Discrimination Act, (Act 4 of 2000)
- Promotion of Access to Information Act (Act 2 of 2000)
- Employment Equity Act (Act 55 of 1998)
- Public Finance Management Act, 1999
- Promotion of Administrative Justice Act, 2000
- White Paper on Transformation for the Public Service, 1995
- White Paper on Human Resource Management, 1997
- White Paper on Affirmative Action, 1998
- White Paper on Transformation Public Service Delivery (*'Batho Pele'*), 1997
- White Paper on Public Service Training and Education, 1998
- Treasury Regulations, 2001
- Relevant Directives issued by the MPSA and departmental policies

6.7.2 Step 2: Performance Objectives and Standards

Government, with its' complexity of aims, the array of agencies often required to deliver any single policy and its needs to contest its ideas in the political arena, faces a multifaceted challenge. But far from absolving politicians from **the need to lay out a coherent direction for their new administration**, it makes it more vital than ever that incoming ministers **hammer out a strategy and hold fast to it** (Tilley *et al.*, 2010:2). Therefore, effective planning is necessary (as discussed in Chapters 1 and 2), taking into consideration strategic alignment:

- Provincial and National Treasury Framework for managing performance or the accountability cycle
- Legislative Regulatory Framework which governs performance management compliance
- Principals captured in the book of the Presidency Guide, Vision 2030
- National Development Plan (NDP)
- North West Provincial Integrated Development Strategy (NWIDPS)
- North West Provincial pillars and concretes and the *'triple r'* philosophy
- Department Strategic Plan (DSP)

- Individual Performance Agreements (IPA)
- Employee Work Plans
- Job Design

6.7.3 Step 3: Performance Management Process

There is a need to come up with a **unique and uniform performance management process** in order for effective and efficient future budgeting to be in place. The Chartered Institute of Management Accountants (CIMA) discussion paper, (2010:8) stressed that *“the public sector should adopt a cost leadership strategy (the pursuit of the lowest operating cost in comparison to one’s peers)”*. In order to do this, the cost leadership strategy should be strategically costed in terms of the Medium Term Expenditure Framework (MTEF) Budget or also known as **the black book** and aligned to the following:

- NW Provincial Administration Performance Management Policy; (NWPA MP)
- Departmental Performance Management Policy (uniquely or standardised format of the policy deriving it from the NWPA MP above)

There is also a need for the establishment of functional Support Structures (NW Provincial Administration PM Committee, PM Moderation and PM Appeals Committee) which will do continuous monitoring of the provincial PM on a quarterly basis.

6.7.4 Step 4: Managing Under Performance and Discipline

The PSC of the Government of Western Australia. (2013:12) cite *“a robust performance management system assists in the early identification of issues relating to poor performance and allows corrective measures to be implemented to resolve them. An agency should have clearly documented processes to manage substandard performance where there has not been sufficient improvement in an employee’s poor performance”* It is based on this that the study at hand suggests that management of underperformance should be the responsibility of the manager and that disciplinary processes should be followed in order to improve performance where applicable. This can be done through effective monitoring of employee performance over a period of time in order to come up with strategies on how to manage the performance in instances where there is evidence of poor performance.

6.7.5 Step 5: Reward and Remuneration Strategy

The development of a North West **Provincial Innovation Policy** might be directly linked to the eight '*Batho Pele*' principles. A uniform approach to the rewards and remuneration of all provincial government employees must be followed. Uniformity of rewarding of certificates, acknowledgements and gifts must be linked to outstanding performance.

6.7.6 Step 6: Development Plans and Learning and Development Activities

Managers should be **equipped with skills to give and receive performance feedback**, which may include training, information sessions, coaching or mentoring cited by the PSC of the Government of Western Australia (2013:9). Therefore, there is a need for a training and development strategy for North West Provincial Administration, specific to senior management to be in place. This will be used to provide unique and standardised guidelines on the implementation of training for senior managers in the NWPA. Newly promoted persons should go through such processes as a matter of complicity to enable systems to work better. There is also a need for the development of:

- Provincial Training and Development Strategy linked to the Departmental Workplace Skills Plan
- Resource and budget policy linked to the departmental needs
- Resource needs identified by the employees linked to the departmental needs

6.8 GUIDELINES FOR IMPLEMENTATION OF THE PM MODEL

Based on the results and conclusions of this study, the proposed model was developed specifically and uniquely for the North West Provincial Administration, as the proposed model towards performance improvement for the NWPA and can therefore be implemented by the relevant target group. Management of performance is a two-way process and needs interaction with the employee and employer.

6.8.1 Guideline 1

Performance Management - like the private sector, the public sector around the world faces pressures to improve service quality, to lower costs, to become more accountable, customer focussed and responsible to stakeholder needs (Metawie, 2005:7). Souhrada (2016:1) wrote

that, “after years of discussion, many organisations are now totally rethinking their PM processes – sometimes eliminating ratings and often focusing more heavily on coaching, feedback, development and agile goal management, setting expectations right what the business needs to get the work done”. There is a need to review the current PM as it is clear that there are gaps that need to be upgraded.

6.8.2 Guideline 2

Human Factors - softer issues linked to human elements should not be taken lightly as they do most certainly have an impact (either positive or negative) at the end. Proper planning is therefore necessary to link and strategize more effectively. Benefits of linking PM to rewards include providing a powerful means of linking and communicating the departmental strategy to all levels of employees and motivating employees by clarifying goals and targets (Kaplan and Norton, 1992).

6.8.3 Guideline 3

Performance Environment - the factors linked to the performance environment should enable good working and a good conducive working environment which will positively support or promote improved performance.

6.8.4 Guideline 4

Implementation of the policies and directives must be done with effective support structures in place. Uniformity of policies and support structures is ideal towards making the performance environment a success.

6.9 REVISITING THE RESEARCH QUESTIONS

In Chapter 1 of this study, the research question was asked: *Which human factors impact the effectiveness of the PM process?* The sub-questions were:

- Which human factors are central to the promotion or disruption of performance improvement in the NWPA Departments?
- What is the most suitable performance environment (or organisational communication) for improved performance?
- Does the existing performance management system promote service delivery in the Province?

For purposes of this study, all these questions were answered as the researcher went through her exciting research journey. The attitudes, perceptions, views and personal experiences were presented by participants and these were captured and reflected in the chapters (4 qualitative and 5 quantitative) of this study. The themes were identified during both the qualitative method (the interviews conducted F2F and FG) and quantitative method (questionnaires). The integration and comparison of the factors and/or themes treated then formed part of this chapter. The researcher recommended that the management and employees within the NWPA understand this input, throughput and output strategic process depicted in Figure 6.1, particularly considering the outputs when applying the proposed PM Model. The performance model depicted in Figure 6.2 was carefully designed as a means to improve performance and ultimately promoting service delivery in the North West Province was suggested including clear guidelines which are outlined in 4 easy-to-follow steps on how to implement the MODEL.

6.10 RECOMMENDATIONS FOR FUTURE RESEARCH

This sequential mixed-method study was confined to only the twelve (12) departments of the North West Provincial Administration. The following recommendations are thus made for possible future research:

- i) It might be possible to compare other Provincial Departments through encouraging the participation in a mixed-method study so that a more solid and rigorous comparative study could be conducted. This would hopefully substantiate the proposed model in this study and propose possible revisions or changes to accommodate the unique situation as well as linking it to PM processes in other provinces.

- ii) A number of high ranking government officials, including middle and lower level employees need to be approached for participation in interviews. It may be necessary to add national departmental officials into the study as well.
- iii) If the model is implemented and is working for the benefit of the vision and objectives set by the current government, then it might be necessary that the North West Province be used as a pilot and the programme can be rolled out to other provinces.

6.11 RESEARCH CONCLUSIONS

In general, the study has outlined significant human factors that may build or derail the entire HR management system if the red flags are not raised, addressed head-on and remedied. These daily service delivery protests that have become a common feature of the South African daily scenario are an indication of the disjuncture between the provincial government and its municipalities, communication gaps between the provincial and local managers, external as well as internal managers within departments. Organisational communication demands that internal and external communication with real humans be managed through existing channels. A lot of these channels have been exposed as extinct in this study.

6.12 CHAPTER SUMMARY

In this study, a theoretical perspective was provided in the literature review that contained performance management related information. A sequential explanatory mixed-methods approach was adopted in addressing the research questions of this study. The research findings were related to the literature provided in Chapter 2 of the study. The primary research objective of the study was met as a proposed process in the form of input, throughput and output as a start, linking it with the suggested performance management model for performance improvement in the North West Province for possible application in other departments in South Africa. The model has contributed to the body of knowledge in PM and towards performance improvement with reference to the NWPA. Recommendations were provided, improving the PM process in the NWPA which should ultimately contribute positively towards service delivery for the citizens.

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Appendix A

Ethical Clearance Form



Private Bag X6001, Potchefstroom,
 South Africa, 2520

Tel: (018) 299-4900

Faks: (018) 299-4910

Web: <http://www.nwu.ac.za>

Institutional Research Ethics Regulatory Committee

Tel: +27 18 299 4849

Email: Ethics@nwu.ac.za

2016-06-14

ETHICS APPROVAL CERTIFICATE OF PROJECT

Based on approval by the **Human Sciences Research Ethics Committee (HSREC)** on **03/06/2016**, the North-West University Institutional Research Ethics Regulatory Committee (NWU-IRERC) hereby **approves** your project as indicated below. This implies that the NWU-IRERC grants its permission that, provided the special conditions specified below are met and pending any other authorisation that may be necessary, the project may be initiated, using the ethics number below.

Project title: Towards improving performance: A critical analysis of human factors impacting performance in the North West Province.															
Project Leader/Supervisor: Dr S Mosime & Prof S Swanepoel															
Student: K Klinck															
Ethics number:	N	W	U	-	0	0	2	4	1	-	1	6	-	A	9
	Institution			Project Number				Year		Status					
Status: S = Submission; R = Re-Submission; P = Provisional Authorisation; A = Authorisation															
Application Type: N/A															
Commencement date: 2016-06-03				Expiry date: 2019-06-03				Risk:				N/A			

Special conditions of the approval (if applicable):

- Translation of the informed consent document to the languages applicable to the study participants should be submitted to the HRREC (if applicable).
- Any research at governmental or private institutions, permission must still be obtained from relevant authorities and provided to the HRREC. Ethics approval is required BEFORE approval can be obtained from these authorities.

General conditions:

While this ethics approval is subject to all declarations, undertakings and agreements incorporated and signed in the application form, please note the following:

- The project leader (principle investigator) must report in the prescribed format to the NWU-IRERC via HRREC:
 - annually (or as otherwise requested) on the progress of the project, and upon completion of the project
 - without any delay in case of any adverse event (or any matter that interrupts sound ethical principles) during the course of the project.
 - Annually a number of projects may be randomly selected for an external audit.
- The approval applies strictly to the protocol as stipulated in the application form. Would any changes to the protocol be deemed necessary during the course of the project, the project leader must apply for approval of these changes at the HRREC. Would there be deviated from the project protocol without the necessary approval of such changes, the ethics approval is immediately and automatically forfeited.
- The date of approval indicates the first date that the project may be started. Would the project have to continue after the expiry date, a new application must be made to the NWU-IRERC via HRREC and new approval received before or on the expiry date.
- In the interest of ethical responsibility the NWU-IRERC and HRREC retains the right to:
 - request access to any information or data at any time during the course or after completion of the project;
 - to ask further questions, seek additional information, require further modification or monitor the conduct of your research or the informed consent process.
 - withdraw or postpone approval if:
 - any unethical principles or practices of the project are revealed or suspected,
 - it becomes apparent that any relevant information was withheld from the HRREC or that information has been false or misrepresented,
 - the required annual report and reporting of adverse events was not done timely and accurately,
 - new institutional rules, national legislation or international conventions deem it necessary.
- HRREC can be contacted for further information via Estie.Emtoch@nwu.ac.za or 018 289 2873.

The IRERC would like to remain at your service as scientist and researcher, and wishes you well with your project. Please do not hesitate to contact the IRERC or HRREC for any further enquiries or requests for assistance.

Yours sincerely

Linda du Plessis

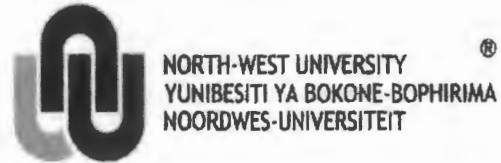
Digitally signed by Linda du Plessis
 DN: cn=Linda du Plessis, o=NWU,
 ou=Vaal Triangle Campus,
 email=linda.duplessis@nwu.ac.za,
 c=ZA
 Date: 2016.06.15 08:19:24 +02'00'

Prof Linda du Plessis

Chair NWU Institutional Research Ethics Regulatory Committee (IRERC)

Appendix B

Request for Permission to conduct the Study at the NWPA



11 March 2016

TO WHOM IT MY CONCERN

Permission to conduct research- Ms Kezell Klinck -PhD student

This letter serves to introduce Ms K Klinck who is presently a registered student for Doctor of Philosophy (PhD) programme at the NWU School of Business and Governance. She is conducting a research project on, **"Towards improving performance: A critical analysis of human factors impacting performance in the North West province"** towards a partial fulfillment of his PhD programme.

In this regard, your office is requested to afford her full co-operation to conduct this research .In particular, Ms K Klinck requires permission to access information, data or even to distribute questionnaires.

Your cooperation will be highly appreciated.


.....
Ismail Haffejee
Research Unit

Appendix C

Permission Granted to Conduct the Study at the NWPA



Office of the Premier

North west Provincial Government
Republic of South Africa

3rd Floor, Ga-Rona Building
Private Bag X129
MMAFIHO

Tel: +27 (0) 661 3111
Fax: +27 (0) 661 3111
Email: Premier@nw.gov.za

DIRECTOR GENERAL

TO : HEADS OF DEPARTMENT
CATA
EED
FINANCE
LG & HS
TOURISM

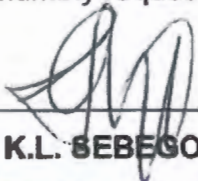
FROM : DIRECTOR GENERAL

SUBJECT : REQUEST FOR PERMISSION TO CONDUCT PHD RESEARCH

Kindly be advised that Ms K. MacCarthy-Klinck has formally requested our assistance and support, she is conducting a research project for her PhD on, **“Towards Improving performance: A critical analysis of human factors impacting performance in the North West province”**. Attached is the request letter from the University for easy reference.

Your office is requested to afford her full co-operation to conduct her research, she requires permission to access information, however on condition that Departments will not avail any classified information.

We humbly request that you assist Ms Klinck in this regard.


DR. K.L. SEBEGO

DIRECTOR GENERAL

DATE: 30/03/2016



Office of the Premier

North west Provincial Government
Republic of South Africa

3rd Floor, Ga-Rena Building
Private Bag X129
MABATHO
- 011

Tel: +27 18 368-4447
Fax: +27 18 368-4447
E-mail: premier@nw.gov.za

DIRECTOR GENERAL

**TO : HEADS OF DEPARTMENT
HEALTH
EDUCATION & SPORT DEVELOPMENT
PUBLIC WORKS & ROADS
SOCIAL DEVELOPMENT
COMMUNITY SAFETY & TRANSPORT MANAGEMENT
RURAL, ENVIRONMENT & AGRICULTURAL DEVELOPMENT**

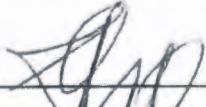
FROM : DIRECTOR GENERAL

SUBJECT : REQUEST FOR PERMISSION TO CONDUCT PHD RESEARCH

Kindly be advised that Ms K. MacCarthy-Klinck has formally requested our assistance and support, she is conducting a research project for her PhD on, "**Towards improving performance: A critical analysis of human factors impacting performance in the North West province**". Attached is the request letter from the University for easy reference.

Your office is requested to afford her full co-operation to conduct her research, she requires permission to access information, however on condition that Departments will not avail any classified information.

We humbly request that you assist Ms Klinck in this regard.



DR. K.L. SEBEGO
DIRECTOR GENERAL
DATE: 6/06/16



dc&tm

Department:
Community Safety & Transport Management
North West Provincial Government
REPUBLIC OF SOUTH AFRICA

HUMAN RESOURCE MANAGEMENT

Title: Building, Albert Lutuli Drive, Mafikeng.
2745
P/Bag X 18 Mafikeng 2735
Tel: +27 (0) 510 8080
Fax: +27 (0) 510 8080

Ref: PhD Research

TO : Ms K. MACCARTHY-KLINCK
PHD RESEARCHER

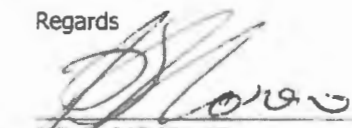
FROM : ACTING HEAD OF DEPARTMENT

DATE : 14 JUNE 2016

SUBJECT : REQUEST FOR PERMISSION TO CONDUCT PHD RESEARCH.

1. The above matter has reference.
2. Your letter dated 26 May 2016 regarding the request for conduct PhD research project on "Towards improving performance: A critical analysis of human factors impacting performance in the North West Province" is acknowledged. Kindly note that you are requested to communicate the dates that you wish to conduct your research in the Department on time so as to afford Officials who will be assisting with information the opportunity to prepare for that engagement.
3. In light of the above it is with great pleasure to inform you that the request to conduct your PhD research project have been approved by the Department (Department of Community Safety and Transport Management) and will afford you full cooperation on this academic endeavour. The Department further commits to giving permission to access information as required. Kindly note that the Department reserves the right not to avail any classified information.
4. Furthermore the Department wishes you success in your PhD research project.
5. Please liaise with Ms. Thobekal Lefane on 018 200 8080 for further information.

Regards


MR. O. MOSIANE
ACTING HEAD OF DEPARTMENT
DATE: 17/06/2016

Cc. DIRECTOR GENERAL – DR. K.L. SEBEGO

"Together we move Bokone Bophirima Province forward"



Appendix D

Phase 1: Qualitative Structured Interview Questionnaire used for Face-to-face and Focus Group Interviews

A Performance Management Model addressing Human Factors in the North West Provincial Administration

Researcher: Kezell Klinck

Promoter: Dr Mosime

Co-Promoter: Prof Swanepoel

FACE-TO-FACE AND FOCUS GROUP - STRUCTURED INTERVIEW QUESTIONS

1. What is the purpose of employee Performance Management and Development System?
 - 1.1 It is towards – progression (promotion, salary)?
 - 1.2 It is towards – identifying training needs?
 - 1.3 It is towards – headhunt of new managers?
 - 1.4 It is towards – ensuring compliance?
 - 1.5 It is towards - encouragement of development?
2. What are the main human factors that affect performance negatively in the workplace environment?
 - 2.1 Is it – resistance of state deployees?
 - 2.2 Managers perceptions of employees?
 - 2.3 Public service relationships?
 - 2.4 Lack of training and development?
 - 2.5 Feedback issues?
 - 2.6 Lack of good record keeping?
 - 2.7 Lack of job satisfaction?
 - 2.8 High turnover rates?
 - 2.9 Lack of motivation?
 - 2.10 Lack of communication
 - 2.11 Any other?
3. What is the status of the Performance Environment in Departments?
 - 3.1 Status of work ethic?
 - 3.2 Status of compliance?
 - 3.3 Status of good relationships? (lack of conflict)?
 - 3.4 Status of training, workshops, seminars?
 - 3.5 Status of unionism (proper relations between HR and Unions),
 - 3.6 Status of time-frames in the areas of assessment, project, punctuality, management, record-keeping?
 - 3.7 Status of manager-forum?
 - 3.8 Resources status /rewards, incentives?
 - 3.9 Attitudes?
 - 3.10 Leadership?
 - 3.11 Admin, planning, hierarchy
4. Service Delivery, is it happening, is what's measured through performance management a true reflection of the situation in the Province?

Is there any other issue that might have missed that you would like to mention to contribute towards the research proposal. Thank you for your time and your valid input/contribution...

Appendix E

Phase 2.1: Pilot Quantitative Clustered Comprehensive Questionnaire

NORTH WEST UNIVERSITY MAHIKENG CAMPUS

Survey Questionnaire

**A Performance Management Model addressing Human Factors in the North West
Provincial Administration**

Dear Participant,

Kindly take a few minutes to answer the questions below.

Your responses to this survey are voluntary and strictly confidential. Completed responses will be collected after 2 days.

Feel free to provide comments where applicable.

Thank you for your cooperation.

The Researcher (North West University, Mahikeng Campus)

Contact: Kezell Klinck on 083 518 2926 or e-mail kmccarthy@nwpg.gov.za

SECTION A: DEMOGRAPHICS

Place an **X** in the square next to your chosen response. To change your answer, cross out the incorrect answer and then mark the appropriate answer. Please answer all the questions.

1. How many years have you been employed within the North West Public Service?
 - Under 1 year
 - 2 to 5 years
 - 6 to 10 years
 - 11 to 15 years
 - more than 16 years
2. What is your gender?
 - Male
 - Female
3. What is your age group?
 - Below 25
 - 26 to 30 years
 - 31 to 35 years
 - 36 to 40 years
 - 41 to 50 years
 - more than 51 years
4. What is your current job level?
 - Lower Skilled (L1-2)
 - Skilled (L3-5)
 - Highly Skilled Production (L6-8)
 - Highly Skilled Supervision (L9-12)
 - Senior and Top Management (L13-16)
5. What is your highest educational level?
 - Below Matric (Grade 12) ABET
 - Matric (Grade 12)
 - Certificate
 - Diploma
 - Under grad or Degree
 - Post Grad / Hons
 - Post Grad / Masters
 - Other
6. Which Department are you employed in within the North West Public Service?
 - North West Provincial Office of the Premier
 - North West Department of Culture, Arts and Traditional Affairs
 - North West Department of Economy and Enterprise Development
 - North West Department of Finance
 - North West Department of Local Government and Human Settlements
 - North West Department of Tourism
 - North West Department of Rural Environment and Agriculture
 - North West Department of Social Development
 - North West Department of Community Safety and Transport Management
 - North West Department of Public Works and Roads
 - North West Department of Education and Sports Development
 - North West Department of Health

SECTION B: CLUSTER ONE: Human Factors

1. What do you regard as most important to you as an individual? (Kindly place an X in the square next to your chosen response)

Item: Performance Environment	Yes	No	Not sure
CONDUCTIVE performance environment for all			
Higher SALARY PACKAGE for performance improvement for all			
IMPROVED SERVICE DELIVERY to all clients/customers			
GOOD RELATIONSHIP between managers and employees			
REGULAR TRAINING AND DEVELOPMENT for managers and employees			
MORE EFFORT TOWARDS PERFORMANCE IMPROVEMENT for all employees			
IMPROVED TEAM BUILDING opportunity for all employees			
OPPORTUNITY FOR QUALITY TIME with manager's/employee's family			
To feel APPRECIATED AND VALUED at work			
STRICT ADHERENCE TO DEADLINES or timeframes for assigned tasks			
REGULAR COMMUNICATION between managers and employees			
REGULAR PERFORMANCE FEEDBACK between managers and employees			

Any other comment:

2. In your observation, do the following apply in your department?

Item : Performance Environment	Yes	No	Not sure
CONDUCTIVE performance environment for all			
Higher SALARY PACKAGE for performance improvement for all			
IMPROVED SERVICE DELIVERY to all clients/customers			
GOOD RELATIONSHIP between managers and employees			
REGULAR TRAINING AND DEVELOPMENT for managers and employees			
MORE EFFORT TOWARDS PERFORMANCE IMPROVEMENT for all employees			
IMPROVED TEAM BUILDING opportunity for all employees			
OPPORTUNITY FOR QUALITY TIME with manager's/employee's family			
To feel APPRECIATED AND VALUED at work			
STRICT ADHERENCE TO DEADLINES or timeframes for assigned tasks			
REGULAR COMMUNICATION between managers and employees			
REGULAR PERFORMANCE FEEDBACK between managers and employees			

Any other comment:

3. Which leadership style befits your working environment?

Item: Leadership Style	Yes	No	Not sure
Professional EMPATHY (<i>uses knowledge, expertise to empower others</i>)			
AUTOCRATIC (<i>bossy, stubborn, ignores complaints and inputs or suggestions from others</i>)			
DEMOCRATIC (<i>flexible, considerate, cooperative, consulting, pleasant to work with</i>)			
ROLE MODEL (<i>practises skills transfer, suitable to look up to</i>)			
LAISSEZ-FAIRE (<i>no discipline, carefree, does not care about employee wellbeing, too relaxed, opportunistic</i>)			

Any other comment:

4. Which manager personality type befits your working environment?

Item: Leadership Style	Yes	No	Not sure
Professional EMPATHY (<i>uses knowledge, expertise to empower others</i>)			
AUTOCRATIC (<i>bossy, stubborn, ignores complaints and inputs or suggestions from others</i>)			
DEMOCRATIC (<i>flexible, considerate, cooperative, consulting, pleasant to work with</i>)			
ROLE MODEL (<i>practises skills transfer, suitable to look up to</i>)			
LAISSEZ-FAIRE (<i>no discipline, carefree, does not care about employee wellbeing, too relaxed, opportunistic</i>)			

Any other comment:

5. Kindly answer the following questions.

Item: Supervisor-subordinate Relationships	Yes	No	Not sure
Does the PMDS process bring POSITIVE CHANGES IN SUPERVISOR-SUBORDINATE RELATIONSHIPS?			
Do you think that POSITIVE WORKING RELATIONSHIPS can positively affect performance?			
Does the PMDS process bring NEGATIVE CHANGES IN SUPERVISOR-SUBORDINATE RELATIONSHIPS?			
Do you think that NEGATIVE WORKING RELATIONSHIPS can negatively affect performance?			
Does FAVOURITISM feature as one of the supervisor-subordinate relationships in your department?			
Can the PMDS process be used as a form of PUNISHMENT?			

Any other comment:

6. Kindly answer the following questions?

Item: Relationships (Teamwork)	Yes	No	Not sure
Does your department EMPHASISE INDIVIDUAL performance?			
Does your department EMPHASISE TEAM BUILDING performance?			
Does management in your department PROMOTE TEAM WORK?			
Do managers across the different departments PROMOTE TEAM WORK?			

7. When was the last time you participated in a TEAM BUILDING EXERCISE in your department?
- Monthly
 - Quarterly
 - Half yearly
 - Annually
 - None of the above

Any other comment:

SECTION C: CLUSTER TWO: PMDS Process

8. Are you familiar with Performance Management - relevant aspects of government POLICY and LEGISLATION?
- Yes
 - No
 - Not sure

Any other comment:

9. Has management ever made you aware of the following Performance Management-relevant aspects of POLICY AND LEGISLATION?

Item : PMDS Policy and legislation	Yes	No	Not sure
The Public Service Act, 1994, as amended			
The Public Service Regulations, 2001, (Chapter 1, Part VIII)			
Basic Conditions of Employment Act, 2013			
White Paper on Human Resource Management, 1997			
Public Finance Management Act No 1 of 1999			
Treasury Regulations, 2001			
The Labour Relations Act (Act 66 of 1995)			
Employment Equity Act 55 of 1998			
White Paper on Transformation for the Public Service, 1995			
White Paper on Affirmative Action, 1998			
Promotion of Equality and Prevention of Unfair Discrimination Act, (Act 4 of 2000)			
The Skills Development Act (Act 97 of 1998)			
White Paper on Public Service Training and Education, 1998			
Promotion of Administrative Justice Act 3 of 2000			
Promotion of Access to Information Act (Act 2 of 2000)			
Employee Performance Management and Development Systems Policy 'EPMDS' (April, 2007)			
Departmental Performance Management and Development Systems (PMDS) Policy			
White Paper on Transforming Public Service Delivery (Batho Pele - "People First"), 1997			

Any other comment:

10. Kindly answer the following questions.

Item: PMDS Tool	Yes	No	Not sure
As an employee in the public sector, have you been EXPOSED to the Performance Management and Development System (PMDS) process?			
Are you FAMILIAR with the ' <i>Bell Curve or normal distribution curve</i> ' psychological rating instrument which is used in the PMDS?			
Is the PMDS assessment process TAKEN SERIOUSLY in your department?			
Is the PMDS assessment process REGULARLY ADMINISTERED in your department?			
Does the PMDS process ACCURATELY MEASURE PERFORMANCE in your department?			

Any other comment:

11. How OFTEN is your PERFORMANCE MEASURED?

- Monthly
- Quarterly
- Bi-Annually
- Annually
- None of the above

Any other comment:

12. Kindly answer the questions.

Item: Performance Management	Yes	No	Not sure
Is management of individual performance a key HUMAN RESOURCE MANAGEMENT FUNCTION?			
Is correct management of individual performance the RESPONSIBILITY of the immediate supervisor?			
Does the PMDS provide CLARITY to employees on what must be done, how and why it must be done?			
Does the PMDS provide a platform where IDENTIFICATION OF WHICH SKILLS are necessary to perform set tasks?			

Any other comment:

13. Kindly answer the following questions.

Item: National and Provincial Government Priorities	Yes	No	Not sure
Are you familiar with NATIONAL PRIORITIES as outlined in the National Development Plan (NDP)?			
Are you familiar with the North West PROVINCIAL PRIORITIES as outlined in the Provincial Development Plan (PDP)?			
- Are you familiar with the Rebranding, Repositioning and Renewal (RRR)?			
- Are you familiar with the North West Provincial Pillars Arts, Culture and Tourism (ACT)?			

Item: National and Provincial Government Priorities	Yes	No	Not sure
- Are you familiar with the Villages, Townships and Small“ <i>Dorpiess</i> ” (VTSD) programme?			
- Are you familiar with the Reconciliation, Healing and Renewal (RHR) programme?			
- Are you familiar with the “ <i>Saamwerk Saamtrek</i> ” Philosophy?			
- Are you familiar with the “ <i>Setsokotsane</i> ” outreach programmes?			
Is your Department’s STRATEGIC OBJECTIVES ALIGNED to the North West Provincial Priorities?			
Is your PERFORMANCE AGREEMENT ALIGNED to your department’s strategic objectives?			
Is your JOB DESCRIPTION ALIGNED to your performance agreement?			

Any other comment:

14. Kindly answer the following questions.

Item: Structural Issues	Yes	No	Not sure
Does your department have a FUNCTIONAL MODERATING COMMITTEE which ensures equity and consistency in the application of the PMDS?			
Does your department have a FUNCTIONAL PERFORMANCE ASSESSMENT APPEAL PANEL which manages disagreement over ratings in the PMDS?			
Do Managers have a Provincial Performance Management FORUM in the North West Province which serves as a platform to discuss provincial performance matters?			
Is there a need for the establishment of SUPPORTING STRUCTURES in the North West to assist departments in the administration of PMDS? (<i>Outsourcing</i>)?			
Do you think that the PMDS process must be applied UNIFORMLY between all the provincial departments?			

Any other comment:

15. Kindly answer the following questions.

Item: Record Keeping	Yes	No	Not sure
Does performance management take into consideration PAST PERFORMANCE?			
Does performance management take into consideration PRESENT PERFORMANCE?			
Does performance management take into consideration FUTURE PERFORMANCE?			
Does your department have an effective RECORD KEEPING OR FILING SYSTEM in place?			

Item: Record Keeping	Yes	No	Not sure
Are TIME-FRAMES for the submission of PMDS documentation adhered to?			
Is performance-related DOCUMENTATION easily retrievable by supervisors?			

Any other comment:

16. When the PMDS assessment process has taken place in your department, how does management deliver your PERFORMANCE RESULTS?

- Meetings
- One-on-one sessions
- Workshops
- Written
- None of the above

Any other comment:

17. How soon do you get FEEDBACK about your performance after the assessment?

- Monthly
- Quarterly
- Bi-Annually
- Annually
- None of the above

Any other comment:

18. Kindly answer the following questions.

Item: Feedback	Yes	No	Not sure
Have you ever formally SUBMITTED A GRIEVANCE on your PMDS outcome?			
If yes, was your grievance matter dealt with TIMEOUSLY?			
If yes, was your grievance matter dealt with FAIRLY?			
Were you SATISFIED WITH THE OUTCOME of the grievance process?			
Are you AWARE OF OTHER PLATFORMS WHERE REPORTING of unfair outcomes is done and dealt with?			

Any other comment:

19. How often does your department issue RECOGNITION CERTIFICATES to individual employees?

- Monthly
- Quarterly
- Bi-Annually
- Annually
- None of the above

Any other comment:

20. Kindly answer the following questions.

Item: Rewards	Yes	No	Not sure
Are you aware of any other REWARDS available for performance recognition to individual employees?			
Does the PMDS make provision for REWARDING OF GOOD PERFORMANCE?			
Does the PMDS make use of the PAY PROGRESSION system for reward of good individual employee performance?			
Does the PMDS make use of PERFORMANCE BONUS as a means of reward for good individual employee performance?			
Have you ever received ANY FORM OF RECOGNITION for good performance from your manager?			
Have you ever received a RECOGNITION CERTIFICATE in your department?			

Any other comment:

21. Have you ever received any of the following as status indicator REWARDS as a GIFT FOR GOOD PERFORMANCE from your supervisor?

- Personalised name tag
- Personalised desk name plate
- New furniture for your office
- Invitations to higher level meetings
- None of the above

Any other comment:

22. Have you ever received any of the following as NON-MONETARY REWARDS as a gift for good performance from your supervisor?

- Tie or Scarf
- Pen and stand or pen holder
- T-shirt or Golf shirt
- Tie pin or brooch
- Trophy (*could be differentiated by sizes*)
- None of the above

Any other comment:

SECTION D: CLUSTER THREE: Performance Environment

23. Kindly cite your opinion regarding your CURRENT JOB.

Item: Management of Performance	Yes	No	Not sure
Were you, on entry into the department, INTRODUCED into your working environment?			
Has your department's 'mission, vision and strategic objectives' ever been COMMUNICATED to you?			
Do you feel that you are CORRECTLY PLACED in your present position?			
Do you have a SIGNED PERFORMANCE AGREEMENT?			
Were you ever CONSULTED regarding your PERFORMANCE AGREEMENT?			
Are PERFORMANCE AGREEMENTS ever REVIEWED in your department?			
Do you have a SIGNED job description?			
Were you ever CONSULTED regarding your JOB DESCRIPTION?			
Are JOB DESCRIPTIONS ever REVIEWED in your department?			
Are your Generic Assessment Factors (GAFs) ALIGNED to your actual job?			
Are you SATISFIED with your current job and RESPONSIBILITIES assigned to you?			
Have you ever been assisted with the relevant RESOURCES to implement your job effectively?			

Any other comment:

24. How often are PERFORMANCE AGREEMENTS REVIEWED in your department?

- Monthly
- Quarterly
- Half yearly
- Annually
- None of the above

Any other comment:

25. How often are JOB DESCRIPTIONS REVIEWED in your department?

- Monthly
- Quarterly
- Half yearly
- Annually
- None of the above

Any other comment:

26. What do you LIKE ABOUT YOUR JOB?

- The job itself
- Co-worker relations
- Good supervision
- Opportunity to grow
- None of the above

SECTION E: CLUSTER FOUR: Performance Improvement

27. Around which of the variables mentioned do you place your OPTIMAL PERFORMANCE in the current job?

- Feeling of ownership
- Accountability
- Responsibility
- None of the above

Any other comment:

28. Kindly answer the following questions.

Item: Management of Poor Performance	Yes	No	Not sure
Does PMDS serve to MANAGE EMPLOYEE PERFORMANCE that is not fully effective in your department?			
Are there any remedial or DEVELOPMENTAL SUPPORT SYSTEMS provided by your department to assist employees?			
Does the PMDS have the potential to IMPROVE POOR PERFORMANCE in departments?			
Are there any SYSTEMS IN PLACE TO HANDLE POOR PERFORMANCE of employees?			

Any other comment:

29. How do you perceive TRAINING AND DEVELOPMENT (T&D) in the public service?

Item: Training and Development	Yes	No	Not sure
IMPROVES performance			
UPDATES employee SKILLS			
IMPROVES effective PEOPLE MANAGEMENT			
Addresses ORGANISATIONAL CHALLENGES			
Inducts and offers ORIENTATION to new employees			
Prepares incumbents for PROMOTION AND MANAGERIAL SUCCESSION			
Satisfies PERSONAL GROWTH needs			

Any other comment:

30. Kindly answer the following questions.

Item: Training and Development	Yes	No	Not sure
Is training and development regarded as IMPORTANT in your department?			
Is training and development ENCOURAGED BY MANAGEMENT in your department?			
Is the relevant JOB RELATED TRAINING identified in your Personal Development Plan (PDP)?			
Is the TRAINING in your PDP ALIGNED to the Departmental Workplace Skills Plan (WSP)?			

Item: Training and Development	Yes	No	Not sure
Does the PMDS process encourage ONGOING TRAINING within and between departments?			
Do the training and development programmes TRANSLATE TO PROMOTION AND PROGRESSION?			
Is training an ABSOLUTE NECESSITY for performance improvement?			
Is there a need for MANAGERS TO BE FULLY TRAINED in application of the PMDS?			

Any other comment:

31. Kindly answer the following questions.

Item: Performance Improvement	Yes	No	Not sure
Does EMPLOYEE PERFORMANCE IMPROVE as a result of the PMDS process?			
Does DEPARTMENTAL PERFORMANCE IMPROVE as a result of the PMDS process?			
Can you confidently say that actual PERFORMANCE IS CORRECTLY MEASURED in the North West Province?			
Can performance improvement be attained through BEST PERFORMANCE MANAGEMENT PRACTICES?			
Do you think that the PMDS process must be applied UNIFORMLY between all the provincial departments?			
Do you think that a UNIFORM approach to PMDS will INDIRECTLY IMPROVE PERFORMANCE in the North West Province?			
Does PERFORMANCE IMPROVEMENT HAVE AN IMPACT ON SERVICE DELIVERY?			
Do you think that there will be BETTER PROGRESS towards improvement of service delivery once performance management is done correctly?			

Any other comment:

Thank you.

Appendix F1 & 2

**Phase 2.2: Pilot
Quantitative Shorter Questionnaire**

**F1: Managers
F2: Subordinates**

NORTH WEST UNIVERSITY MAHIKENG CAMPUS

Survey Questionnaire F 1: Managers

**A Performance Management Model addressing Human Factors in the North West
Provincial Administration**

Dear Participant,

Kindly take a few minutes to answer the questions below.

Your responses to this survey are voluntary and strictly confidential. Completed responses will be collected after 2 days.

Feel free to provide comments where applicable.

Thank you for your cooperation.

The Researcher (North West University, Mahikeng Campus)

Contact: Kezell Klinck on 083 518 2926 or e-mail kmccarthy@nwpg.gov.za

SECTION A: DEMOGRAPHICS

Place an X in the square next to your chosen response. To change your answer, cross out the incorrect answer and then mark the appropriate answer. Please answer all the questions.

1. How many years have you been employed within the North West Public Service?
 - Under 1 year
 - 2 to 5 years
 - 6 to 10 years
 - 11 to 15 years
 - more than 16 years
2. What is your gender?
 - Male
 - Female
3. What is your age group?
 - Below 25
 - 26 to 30 years
 - 31 to 35 years
 - 36 to 40 years
 - 41 to 50 years
 - more than 51 years
4. What is your current job level?
 - Lower Skilled (L1-2)
 - Skilled (L3-5)
 - Highly Skilled Production (L6-8)
 - Highly Skilled Supervision (L9-12)
 - Senior and Top Management (L13-16)
5. What is your highest educational level?
 - Below Matric (Grade 12) ABET
 - Matric (Grade 12)
 - Certificate
 - Diploma
 - Under grad or Degree
 - Post Grad / Hons
 - Post Grad / Masters
 - Other
6. Which Department are you employed in within the North West Public Service?
 - North West Provincial Office of the Premier
 - North West Department of Culture, Arts and Traditional Affairs
 - North West Department of Economy and Enterprise Development
 - North West Department of Finance
 - North West Department of Local Government and Human Settlements
 - North West Department of Tourism
 - North West Department of Rural Environment and Agriculture
 - North West Department of Social Development
 - North West Department of Community Safety and Transport Management
 - North West Department of Public Works and Roads
 - North West Department of Education and Sports Development
 - North West Department of Health

SECTION B

(Kindly place an X in the square next to your chosen response)

1. Kindly answer the following questions below:

Communication	Monthly	Quarterly	Half yearly	Annually	Never
a) How often do you attend management meetings?					
b) How often do you have unit/division meetings with your subordinates?					
c) How often do you have one-on-one (personal) sessions with your subordinates?					
d) How often do you have team-building workshops with your subordinates?					
e) How often have you taken your subordinate/s out on tea or lunch as a means of motivation?					

Any other comment:

2. Kindly answer the following questions below:

Working Environment/Wellness	Yes	No
a) Is your working environment conducive for your subordinates?		
b) Is your department in compliance with Occupational Health and Safety (OHS) legislation?		
c) Have your subordinates ever complained to you about workplace problems?		
d) Are your subordinates correctly placed according to qualifications?		
e) Do you ever hold feedback briefing sessions with your subordinates?		

Any other comment:

3. Kindly answer the following questions below:

Do you support any of the leaders mentioned below?	Yes	No
a) An empathetic leader (<i>uses knowledge, expertise to empower others</i>)		
b) An autocratic leader (<i>bossy, stubborn, ignores complaints and inputs or suggestions from others</i>)		
c) A democratic (<i>flexible, considerate, cooperative, consulting, pleasant to work with</i>)		
d) A laissez-faire leader (<i>no discipline, carefree, does not care about employee wellbeing, too relaxed, opportunistic</i>)		
e) A role model (<i>practises skills transfer, suitable to look up to</i>)		

Any other comment:

4. Kindly answer the questions below:

In your management position	Yes	No
a) Do you encourage training and development for your subordinates?		
b) Are your subordinate's identified training needs in their Personal Development Plan?		
c) Are your subordinate's Personal Development Plan aligned to the departmental Workplace Skills Plan?		
d) Is the departmental Workplace Skills Plan implemented according to submitted/identified training needs?		
e) Do you ever attend management-related training arranged by your department?		

Any other comment:

5. Kindly answer the questions below:

In your department	Yes	No
a) Do you ever encourage your subordinates to submit resource needs to assist them to implement their KRA's (Key Result Areas)?		
b) Does your unit have sufficient resources to carry out it's Strategic Objectives?		
c) Do you have an internal records management plan?		
d) Do you have an external record management system in place that monitor impact on the citizens/public?		
e) Can your departmental records prove actual impact on service delivery in the Province?		

Any other comment:

6. Kindly answer the questions below:

What about Performance Management?	Yes	No
a) Are you familiar with performance management - relevant aspects of government policy and legislation?		
b) Have you used performance management to assess training needs?		
c) Can the Performance Management process be used assess for promotions?		
d) Does the Performance Management process encourage performance improvement?		
e) Do you approve of the 5point scale for performance appraisals?		

Any other comment:

7. Kindly answer the questions below:

Any Performance Support?	Yes	No
a) Are there functional structures to support performance in your department?		
b) Do you participate/represent your subordinate during the performance assessment sessions?		
c) Is there consistency when assessing subordinate performance in the support structures?		
d) Do you engage with other departmental managers on performance related issues?		
e) Is there uniformity between government departments in the application of performance management measurement tools?		

Any other comment:

8. Kindly answer the questions below:

Any Alignment to Prescripts?	Yes	No
a) Are your subordinate's approved the Job Descriptions linked to their Work Plans?		
b) Are your subordinate's approved Job Descriptions and Work Plans aligned to their Performance Agreements?		
c) Are your subordinate's approved Performance Agreements aligned to the departmental Annual Performance Plan?		
d) Are the department's Annual Performance Plan aligned to the departmental Strategic Plan?		
e) Are the departmental Strategic Plan aligned to the North West Provincial Priorities?		

Any other comment:

9. Kindly answer the questions below:

Service Delivery	Yes	No
a) Do your subordinates contribute towards improved service delivery to clients or citizens?		
b) Do your subordinates KRA's (Key Result Areas) have a positive impact towards the lives of ordinary citizens?		
c) Do your subordinates adhere to the Service Delivery Standards set by your department?		
d) Do your subordinates participate in any form of awards for excellent service or innovation (eg Public Service Excellence Awards)?		
e) Does performance improvement have a positive impact on service delivery in the North West Province?		

Any other comment:

.....

10. Kindly answer the questions below:

Labour Relations/Discrimination	Yes	No
a) Do you have a good relationship with the shop steward/s in your unit?		
b) Is your unit disability-friendly?		
c) Is your department race-sensitive?		
d) During promotions, do you give priority to gender?		
e) Do you always provide for progression of the other race/disabled/females?		

Any other comment:

Thank you.

NORTH WEST UNIVERSITY MAHIKENG CAMPUS

Survey Questionnaire F 2: Subordinates

**A Performance Management Model addressing Human Factors in the North West
Provincial Administration**

Dear Participant,

Kindly take a few minutes to answer the questions below.

Your responses to this survey are voluntary and strictly confidential. Completed responses will be collected after 2 days.

Feel free to provide comments where applicable.

Thank you for your cooperation.

The Researcher (North West University, Mahikeng Campus)

Contact: Kezell Klinck on 083 518 2926 or e-mail kmccarthy@nwpg.gov.za

SECTION A: DEMOGRAPHICS

Place an X in the square next to your chosen response. To change your answer, cross out the incorrect answer and then mark the appropriate answer. Please answer all the questions.

1. How many years have you been employed within the North West Public Service?
 - Under 1 year
 - 2 to 5 years
 - 6 to 10 years
 - 11 to 15 years
 - more than 16 years
2. What is your gender?
 - Male
 - Female
3. What is your age group?
 - Below 25
 - 26 to 30 years
 - 31 to 35 years
 - 36 to 40 years
 - 41 to 50 years
 - more than 51 years
4. What is your current job level?
 - Lower Skilled (L1-2)
 - Skilled (L3-5)
 - Highly Skilled Production (L6-8)
 - Highly Skilled Supervision (L9-12)
 - Senior and Top Management (L13-16)
5. What is your highest educational level?
 - Below Matric (Grade 12) ABET
 - Matric (Grade 12)
 - Certificate
 - Diploma
 - Under grad or Degree
 - Post Grad / Hons
 - Post Grad / Masters
 - Other
6. Which Department are you employed in within the North West Public Service?
 - North West Provincial Office of the Premier
 - North West Department of Culture, Arts and Traditional Affairs
 - North West Department of Economy and Enterprise Development
 - North West Department of Finance
 - North West Department of Local Government and Human Settlements
 - North West Department of Tourism
 - North West Department of Rural Environment and Agriculture
 - North West Department of Social Development
 - North West Department of Community Safety and Transport Management
 - North West Department of Public Works and Roads
 - North West Department of Education and Sports Development
 - North West Department of Health

SECTION B

(Kindly place an X in the square next to your chosen response)

1. Kindly answer the following questions below:

Communication	Monthly	Quarterly	Half yearly	Annually	Never
a) Does your manager ever conduct briefing sessions on new developments?					
b) Does your manager ever have individual (one-on-one) meetings with individuals?					
c) How often do you have one-on-one (personal) sessions with your manager?					
d) How often do you have team-building exercise sessions with your manager?					
e) How often have you been taken out on tea or lunch by your manager?					

Any other comment:

2. Kindly answer the following questions below:

Working Environment/Wellness	Yes	No
a) Is your working environment comfortable/peaceful?		
b) Is your office space congested and small?		
c) Is your manager a peaceful, relaxed, and friendly open-door type?		
d) Does your manager assist you with all the resources for your job?		
e) Do you enjoy job satisfaction and support from your seniors?		

Any other comment:

3. Kindly answer the following questions below:

How is your manager' leadership style?	Yes	No
a) Is your manager empathetic? (Does he/she show sympathy, <i>use his/her knowledge, and expertise to empower you and others</i>) ?		
b) Is your manager autocratic (<i>Is he/she bossy, stubborn, ignores complaints and inputs or suggestions from you and others</i>)?		
c) Is your manager democratic (<i>Is he/she flexible, considerate, cooperative, consulting, pleasant to work with</i>)?		
d) Do you consider your manager laissez-faire (<i>no discipline, carefree, does not care about employee wellbeing, too relaxed, opportunistic</i>) towards your subordinates?		
e) Do you consider your manager a role model (<i>practises skills transfer, suitable to look up to</i>) towards your subordinates?		

Any other comment:

4. Kindly answer the questions below:

In your section/department	Yes	No
a) Does your manager encourage training and personal development?		
b) Have you recently attended a training workshop in your department/section?		
c) Were you properly oriented and inducted into your job when you started?		
d) Has your manager ever told you about the Workplace Skills Plan?		
e) Has your manager ever encouraged you to enrol for a certificate or diploma course?		

Any other comment:

5. Kindly answer the questions below:

In your section/department	Yes	No
a) Does your manager have a record of your past three years' assessment?		
b) Does your unit have sufficient resources to carry out it's Strategic Objectives?		
c) Does your department have an internal records management plan?		
d) Does your department have an external record management system for monitoring impact on the citizens/public?		
e) Can your departmental records prove actual impact on service delivery in the Province?		

Any other comment:

6. Kindly answer the questions below:

What about Performance Management?	Yes	No
a) Is your manager familiar with the Performance Management and Development tools used for assessments?		
b) Does favouritism feature as one of the aspects of your supervisor-subordinate relationship?		
c) Can the Performance Management process be used as a form of punishment?		
d) Does the Performance Management and Development process result in promotions and salary progression?		
e) Does your manager assess you fairly in the application of the Performance Management Measurement tool?		

Any other comment:

7. Kindly answer the questions below:

Any Performance support?	Yes	No
a) Does the wellness section ever offer you workshops?		
b) Do your shop-stewards ever give you briefings and feedback from management?		
c) Do managers have the reputation of fair assessment of subordinates?		
d) Do you like to be subjected to a five-point assessment scale every quarter?		
e) Do you submit weekly/monthly reports to your unit managers as a measure of record-keeping for personal assessment?		

Any other comment:

8. Kindly answer the questions below:

In your department	Yes	No
a) Have you ever received an award for excellence in performance?		
b) Does your manager make efforts to encourage and motivate you in your performance?		
c) Has your department ever been awarded a trophy, certificate for excellent service delivery?		
d) Has your department ever gone out on a team building exercise?		
e) Are the departmental Strategic Plan aligned to the North West Provincial Priorities?		

Any other comment:

9. Kindly answer the questions below:

In your department	Yes	No
a) Do you think that your work contributes towards improved service delivery to the public?		
b) Are you familiar with the Batho Pele principles?		
c) Does your manager ever communicate to you the Service Delivery Standards set by your department?		
d) Do you sometimes feel that someone is receiving better treatment than yourself unfairly?		
e) Do you consider political appointments as fair and justified?		

Any other comment:

10. Kindly answer the questions below:

In your department	Yes	No
a) Do women ever feel discriminated against (gender, race, and disability)?		
b) Do you think race discrimination exists in your department?		
c) Can discrimination (race/gender) be examined in your department?		
d) Do disabled people get the respect they deserve?		
e) Has there been a visible race discrimination case?		

Any other comment.....

Thank you.

Appendix G

Phase 2.3: Pilot Quantitative Refined Questionnaire

NORTH WEST UNIVERSITY MAHIKENG CAMPUS

**A Performance Management Model addressing Human Factors in the North West
Provincial Administration**

Dear Participant,

Kindly take a few minutes to answer the questions below.

Your responses to this survey are voluntary and strictly confidential. Completed responses will be collected after 2 days.

Feel free to provide comments where applicable.

Thank you for your cooperation.

The Researcher (North West University, Mahikeng Campus)

Contact: Kezell Klinck on 083 518 2926 or e-mail kmccarthy@nwpg.gov.za

SECTION A: DEMOGRAPHICS

Place an X in the square next to your chosen response. To change your answer, cross out the incorrect answer and then mark the appropriate answer. Please answer all the questions.

1. How many years have you been employed within the North West Public Service?
 - Under 1 year
 - 2 to 5 years
 - 6 to 10 years
 - 11 to 15 years
 - more than 16 years
2. What is your gender?
 - Male
 - Female
3. What is your age group?
 - Below 25
 - 26 to 30 years
 - 31 to 35 years
 - 36 to 40 years
 - 41 to 50 years
 - more than 51 years
4. What is your current job level?
 - Lower Skilled (L1-2)
 - Skilled (L3-5)
 - Highly Skilled Production (L6-8)
 - Highly Skilled Supervision (L9-12)
 - Senior and Top Management (L13-16)
5. What is your highest educational level?
 - Below Matric (Grade 12) ABET
 - Matric (Grade 12)
 - Certificate
 - Diploma
 - Under grad or Degree
 - Post Grad / Hons
 - Post Grad / Masters
 - Other
6. Which Department are you employed in within the North West Public Service?
 - North West Provincial Office of the Premier
 - North West Department of Culture, Arts and Traditional Affairs
 - North West Department of Economy and Enterprise Development
 - North West Department of Finance
 - North West Department of Local Government and Human Settlements
 - North West Department of Tourism
 - North West Department of Rural Environment and Agriculture
 - North West Department of Social Development
 - North West Department of Community Safety and Transport Management
 - North West Department of Public Works and Roads
 - North West Department of Education and Sports Development
 - North West Department of Health

SECTION B

(Kindly place an X in the square next to your chosen response on the scale of 1-5 where 1 is the lowest and 5 the highest.

1. Kindly take some time to assess your manager by rating him/her on the scale provided.

Manager's relationships		1	2	3	4	5
1)	Respect					
2)	Administration					
3)	Trust					
4)	Support					
5)	Closeness					
6)	Frustration					
7)	Distrust					
8)	Expectation					
9)	Communication					
10)	Tolerance					

Any other comment:

2. In your opinion, can your performance improve if:

Performance Improvement		1	2	3	4	5
1)	Your manager is qualified for his/her job					
2)	Your manager is trustworthy					
3)	Your manager is dependable					
4)	Your manager is knowledgeable					
5)	Your manager is a good record keeper					
6)	Your manager is supportive					
7)	Your manager is motivational					
8)	Your manager is a role model					
9)	Your manager is a good communicator					
10)	Your manager is a team-builder					

Any other comment:

3. Kindly take some time to assess your subordinate by rating him/her on the scale provided.

Subordinate's relationships	1	2	3	4	5
1) Respect					
2) Administration					
3) Trust					
4) Support					
5) Closeness					
6) Frustration					
7) Distrust					
8) Expectation					
9) Communication					
10) Tolerance					

Any other comment:

4. In your opinion as a manager, can your subordinate's performance improve if:

Performance Improvement	1	2	3	4	5
1) They are qualified for his/her job					
2) They are trustworthy					
3) They are dependable					
4) They are knowledgeable					
5) They are good record keepers					
6) They are loyal					
7) They are motivated					
8) They are professional					
9) They are good communicators					
10) They are good team-players					

Any other comment:

Thank you.

Appendix H

Phase 2.4: Final Quantitative Highly Focussed Questionnaire

NORTH WEST UNIVERSITY MAHIKENG CAMPUS

**A Performance Management Model addressing Human Factors in the North West
Provincial Administration**

Dear Participant,

Kindly take a few minutes to answer the questions below.

Your responses to this survey are voluntary and strictly confidential. Completed responses will be collected after 2 days.

Feel free to provide comments where applicable.

Thank you for your cooperation.

The Researcher (North West University, Mahikeng Campus)

Contact: Kezell Klinck on 083 518 2926 or e-mail kmccarthy@nwpg.gov.za

SECTION A: DEMOGRAPHICS

Place an X in the square next to your chosen response. To change your answer, cross out the incorrect answer and then mark the appropriate answer. Please answer all the questions.

1. How many years have you been employed within the North West Public Service?

- Under 1 year
- 2 to 5 years
- 6 to 10 years
- 11 to 15 years
- more than 16 years

2. What is your gender?

- Male
- Female

3. What is your age group?

- Below 25
- 26 to 30 years
- 31 to 35 years
- 36 to 40 years
- 41 to 50 years
- more than 51 years

4. What is your current job level?

- Lower Skilled (L1-2)
- Skilled (L3-5)
- Highly Skilled Production (L6-8)
- Highly Skilled Supervision (L9-12)
- Senior and Top Management (L13-16)

5. What is your highest educational level?

- Below Matric (Grade 12) ABET
- Matric (Grade 12)
- Certificate
- Diploma
- Under grad or Degree
- Post Grad / Hons
- Post Grad / Masters
- Other

6. Which Department are you employed in within the North West Public Service?

- North West Provincial Office of the Premier
- North West Department of Culture, Arts and Traditional Affairs
- North West Department of Economy and Enterprise Development
- North West Department of Finance
- North West Department of Local Government and Human Settlements
- North West Department of Tourism
- North West Department of Rural Environment and Agriculture
- North West Department of Social Development
- North West Department of Community Safety and Transport Management
- North West Department of Public Works and Roads
- North West Department of Education and Sports Development
- North West Department of Health

SECTION B: QUESTIONS

(Kindly read the question carefully and then tick X (AGREE or DISAGREE) next to the relevant box below)

The human factors highlighted below have been identified as having an impact on the management of performance improvement and service delivery in the North West Public Service:

Do the following apply in your department?

- 1) A highly resourced, relatively well-managed, relatively well-satisfied corps of employees, housed comfortably in a safe space and performing in a conducive working environment.

Agree:

Disagree:

Comment:.....
.....
.....

- 2) Good relationships between and among managers and employees, well-balanced political interventions (individual and organizational), and comfortable individual and team efforts within and among the co-workers in the performance fraternity.

Agree:

Disagree:

Comment:.....
.....
.....

- 3) Workplace communication which targets improved performance, empathetic, democratic and professional leadership, which delivers feedback to performing employees on all fronts and at all levels of performance within the workspace.

Agree:

Disagree:

Comment:.....
.....
.....

- 4) Correct placement of incumbents according to correct procedures and qualifications, highly professional modes of assessment, reasonable development efforts, and routine reviews of job descriptions, coupled with service delivery reports from management.

Agree:

Disagree:

Comment:.....
.....
.....

5) Ongoing induction, training, team-building exercises, cross-departmental collaborative workshops and employee award ceremonies.

Agree:

Disagree:

Comment:.....
.....
.....

SECTION C: QUESTIONS

Kindly read the question carefully and then mark with a circle around the correct rating by using the following abbreviations:

Poor (P); Average (A); Good (G); Very Good (VG); Excellent (EX)

Kindly rate the following attributes of the departments which were reported by participants in the survey on Human Factors that Impact Performance in the North West Public Service:

6) How do you rate the situation in your department?

	P	A	G	VG	EX
a) Job Satisfaction	1	2	3	4	5
b) Manager-subordinate Relationships	1	2	3	4	5
c) Leadership Communication	1	2	3	4	5
d) PMDS Assessments	1	2	3	4	5
e) Training and Development	1	2	3	4	5

Comment:.....
.....
.....

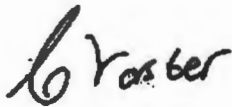
Thank you for your support.

Appendix I
Proof of Editing

DECLARATION

I, C Vorster (ID: 710924 0034 084), Language editor and Translator, and member of the South African Translators' Institute (SATI member number 1003172), herewith declare that I did the language editing of a thesis written by ms Kezell Klinck (student number 16134729).

Title of the thesis: A Performance Management Model addressing Human Factors in the North West Provincial Administration



26 July 2017

C Vorster

Date

Appendix J

Quantitative Descriptive Statistics

Quantitative Descriptive statistics

Number of years employed within the NWPA

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Under 1 year	69	9.1	9.1	9.1
2 to 5 years	191	25.1	25.1	34.1
6 to 10 years	210	27.6	27.6	61.7
11 to 15 years	104	13.6	13.6	75.3
more than 16 years	188	24.7	24.7	100.0
Total	762	100.0	100.0	

Gender

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Male	305	40.0	40.0	40.0
Female	457	60.0	60.0	100.0
Total	762	100.0	100.0	

Age group

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Below 25 years	39	5.1	5.1	5.1
26 to 30 years	107	14.0	14.0	19.2
31 to 35 years	155	20.3	20.3	39.5
36 to 40 years	141	18.5	18.5	58.0
41 to 50 years	205	26.9	26.9	84.9
more than 51 years	115	15.1	15.1	100.0
Total	762	100.0	100.0	

Current job level

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Lower skilled (L1-2)	67	8.8	8.8	8.8
	Skilled (L3-5)	178	23.4	23.4	32.2
	Highly skilled production (L6-8)	287	37.7	37.7	69.8
	Highly skilled supervision (L9-12)	186	24.4	24.4	94.2
	Senior and top management (L13-16)	44	5.8	5.8	100.0
	Total	762	100.0	100.0	

Highest Education

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Below matric (Grade 12) ABET	30	3.9	3.9	3.9
	Matric (Grade 12)	91	11.9	11.9	15.9
	Certificate	89	11.7	11.7	27.6
	Diploma	239	31.4	31.4	58.9
	Degree	163	21.4	21.4	80.3
	Honours	98	12.9	12.9	93.2
	Masters	47	6.2	6.2	99.3
	Other	5	.7	.7	100.0
	Total	762	100.0	100.0	

Which department are you employed in within the NWPA?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Office of the premier	71	9.3	9.3	9.3
	Culture, Arts and Traditional Affairs	67	8.8	8.8	18.1
	Economy and Enterprise Development	71	9.3	9.3	27.4
	Finance	51	6.7	6.7	34.1
	Local Government and Human Settlements	60	7.9	7.9	42.0
	Tourism	44	5.8	5.8	47.8
	Rural Environment and Agriculture	64	8.4	8.4	56.2
	Social Development	59	7.7	7.7	63.9
	Community Safety and Transport management	58	7.6	7.6	71.5
	Public Works and Roads	63	8.3	8.3	79.8
	Education and Sports Development	59	7.7	7.7	87.5
	Health	95	12.5	12.5	100.0
	Total	762	100.0	100.0	

Section B

A highly resourced, relatively well-managed, relatively satisfied corps of employees, house comfortably in a safe space and performing in a conducive working environment.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	317	41.6	41.6	41.6
	Disagree	445	58.4	58.4	100.0
	Total	762	100.0	100.0	

Good relationships between and among managers and employees, well-balanced political interventions...

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Agree	411	53.9	53.9	53.9
Disagree	351	46.1	46.1	100.0
Total	762	100.0	100.0	

Workplace communication which targets improved performance, empathetic, democratic and professional leadership...

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Agree	427	56.0	56.0	56.0
Disagree	335	44.0	44.0	100.0
Total	762	100.0	100.0	

Correct placement of incumbents according to correct procedures and qualifications, highly professional modes of assessment...

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Agree	372	48.8	48.8	48.8
Disagree	390	51.2	51.2	100.0
Total	762	100.0	100.0	

Ongoing induction, training, team-building exercises, cross-departmental collaborative workshops and employees...

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Agree	410	53.8	53.8	53.8
Disagree	352	46.2	46.2	100.0
Total	762	100.0	100.0	

Section C

How do you rate job satisfaction in your department?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Poor	140	18.4	18.4	18.4
	Average	224	29.4	29.4	47.8
	Good	258	33.9	33.9	81.6
	Very good	102	13.4	13.4	95.0
	Excellent	38	5.0	5.0	100.0
	Total	762	100.0	100.0	

How do you rate manager-sub-ordinate relationships in your department?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Poor	117	15.4	15.4	15.4
	Average	226	29.7	29.7	45.0
	Good	250	32.8	32.8	77.8
	Very good	129	16.9	16.9	94.8
	Excellent	40	5.2	5.2	100.0
	Total	762	100.0	100.0	

How do you rate leadership communication in your department?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Poor	161	21.1	21.1	21.1
	Average	237	31.1	31.1	52.2
	Good	206	27.0	27.0	79.3
	Very good	111	14.6	14.6	93.8
	Excellent	47	6.2	6.2	100.0
	Total	762	100.0	100.0	

How do you rate PMDS assessments in your department?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Poor	213	28.0	28.0	28.0
	Average	220	28.9	28.9	56.8
	Good	203	26.6	26.6	83.5
	Very good	96	12.6	12.6	96.1
	Excellent	30	3.9	3.9	100.0
	Total	762	100.0	100.0	

How do you rate training and development in your department?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Poor	217	28.5	28.5	28.5
	Average	206	27.0	27.0	55.5
	Good	180	23.6	23.6	79.1
	Very good	101	13.3	13.3	92.4
	Excellent	58	7.6	7.6	100.0
	Total	762	100.0	100.0	