

**Developing a strategy to address employee perceptions
regarding the Performance Management and
Development System in the Department of Social
Development, Women, Children and People with
Disabilities**

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DECLARATION

I, the undersigned, hereby declare that the work contained in this mini-dissertation is my own original work, and that I have not previously in its entirety or in part submitted it to any university for a degree.

Signature.....

Date:

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ABSTRACT

A Performance Management and Development System has become the main focus for many organisations in the Public Service. Organisations are always looking for strategies to effectively enhance the performance of their employees in order to improve the organisational performance. However, despite all these efforts the implementation of the System is still marred by many challenges and as a result it is perceived by many employees as ineffective and inefficient. The focus of this study is, therefore, to identify the different perceptions of employees regarding the System and to investigate the underlying factors influencing the employees' perceptions regarding Performance Management and Development System at the Matlosana Service Point, DSDWCPD.

A triangulation research approach encompassing qualitative and quantitative analysis was employed in this study. The primary data were obtained from a semi-structured questionnaire completed by 50 respondents. Secondary data were drawn from the departmental reports, business plans, performance agreements and other official documents from the North-West University library. The respondents for the questionnaire were sampled utilising the purposive sampling within the non-probability category of samples. The sample comprised social workers, social auxiliary workers, community development practitioners and human resource officers. The sample was purposively sampled due to the fact that the sample frame that was needed for this study included people who were aware of the Performance Management and Development System; were regarded as experienced in the subject matter and who could provide useful information. The data from the questionnaire were analysed by means of conceptual (thematic) analysis, every statement that was relevant to the research questions was created; and meanings were also attached to the categories.

The findings of the study show that the employees perceive implementation of the Performance Management and Development System as not complying with the legislation. The implementation of the Performance Management and Development System is not effective and efficient in the Matlosana Service Point. The findings also revealed that the need for training in the System is undisputed as employees felt that the training that they received is not adequate and failed to address their needs. The respondents also felt that the assessments were not properly implemented hence they

perceive the System as biased, unfair and subjective and also felt that the assessments were implemented just for compliance purposes. The findings of the study also highlighted the importance of effective communication and feedback in the entire process and in integrating the components of the Performance Management and Development System leading to poor supervision and monitoring of employees' performance. All these factors revealed a correlation between the negative perceptions of the employees and the Performance Management and Development System in the Matlosana Service point. The study concludes by providing recommendations on a systematic training strategy for changing employees' perceptions regarding the Performance Management and Development System in order to ensure a common understanding and consistent implementation of the Performance Management and Development System.

KEY WORDS:

Performance management and development system, employee perceptions, Goal-setting Theory, Expectancy Theory, Reinforcement Theory, Department of Social Development, Women, Children and People with Disabilities.

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CHAPTER 1

ORIENTATION AND RATIONALE FOR THE STUDY

1.1 INTRODUCTION

Performance management and development in organisations have become a bone of contention in the South African Public Service. Without an effective and efficient Performance Management and Development System Public Service organisations will not be able to achieve their mandate of delivering quality services to the public. The significance of enhancing the performance of human resources in organisations is central to this research study, as a competent and committed workforce can contribute to the achievement of organisational objectives. On the basis of these concerns, the need for an effective Performance Management and Development System is therefore inevitable. The study endeavours to investigate the influence that the Performance Management and Development System has on the perceptions of the employees regarding the management of their performance. The assertion is that the perceptions of employees, whether positive or negative, can have a tremendous influence on the effectiveness of the System; hence, it is important to determine the existing perceptions regarding the Performance Management and Development System and propose a strategy to address those perceptions of employees.

1.2 ORIENTATION

An employee's performance is essential to achieving the competitive advantage in the labour market where skilled, committed people are increasingly hard to find and keep (Prasetya & Kato, 2011:1). Employees who are highly satisfied will usually go the extra mile to perform effectively in an organisation. Hence, it is significant that a culture be established within an organisation where good performance from all employees at all levels will be encouraged and emphasised. Such performance requires effective management and leadership where employees will be consulted about their input and given feedback regularly. Where employees' perceptions are not considered, it could result in a demoralised workforce leading to the poor motivation and poor performance

of both the employee and the organisation (Armstrong, 2000; Schwartz, 1999 in Whittford & Coetsee, 2006:63).

According to Robbins (1996:90) perception can be interpreted as a process by which individuals organise and interpret their sensory impressions in order to give meaning to their environment. Schultz, Bagraim, Potgieter, Viedge and Werner (2003: 37) state that perception is a cognitive process by which individuals organise, interpret and understand sensory impressions from their environment.

From the above definitions one can deduce that perception assists people in selecting, storing, organising and attaching meaning to what they see in the environment, whether through vision, feeling and/or sensing. Perception gives and shapes people's understanding about their behaviour and thinking. The manner in which the employees view their environment and their work has either a negative or positive impact on their performance. For the purpose of the research, specific emphasis will be placed on determining employees' perceptions regarding the effectiveness of the Performance Management and Development System used in the Department of Social Development, Women, Children, and People with Disabilities (DSDWCPD) with specific emphasis on the Matlosana Service Point.

Performance can be regarded as a process in which resources are used in an effective, efficient and productive way to produce results that satisfy the requirements of time, quality and quantity, and which are the effect or outcome of the actions or behaviour of the performer in the work process (DSDWCPD, 2011:1). Otley (1999:364) in Van der Waldt (2004:37) refers to performance as doing the work, as well as describing the results to be achieved. For an organisation to be able to perform well it needs to utilise its resources effectively to deliver quality services or products on time and efficiently. Progress review, feedback, corrective action as well as rewards for performance are integral parts of the process (Nel, Werner, Poisant, Sono, du Plessis & Ngalo, 2011: 300). Employees generally consider rewards as a motivator; they need feedback on how they perform; and they need to be acknowledged and their contribution be appreciated for them to perform well. Therefore, the focus of the research has been to

investigate and analyse the perceptions of employees regarding the Performance Management and Development System used in the DSDWCPD with specific focus on the Matlosana Service Point.

The North West DSDWCPD, like all provincial departments, uses a uniform Performance Management and Development System. The aim of the System is to provide the guidelines for objectively managing and optimising performance of departmental employees from level 1-12, including professionals covered by the Occupation Specific Dispensation. The System applies to all employees appointed by the provincial administration, other than employees who are members of senior management whose management of performance is separately provided for (DSDWCPD, 2011).

This System (as explained in chapter 2 of this study) is based on the statutory and regulatory framework which includes Chapter 10 of the Constitution of the Republic of South Africa, 1996, which refers to the Public Service Commission and its functions with regard to performance management in the Public Service; the Public Service Act, 1994 which makes provision for the human resource management function within each department, the White Paper on the Transformation of the Public Service, 1995, which stipulates the need for transformation of the Public Service regarding service delivery and the White Paper on Human Resource Management in the Public Service, 1997, with its focus on the terms and conditions for the management of the Public Service and employees in general (DSDWCPD, 2011:8).

The purpose of the Performance Management and Development System is to (DSDWCPD, 2011:7).

- enhance organisational performance against the strategic plan;
- enhance individual performance against agreed-upon objectives by solving individuals' performance problems;
- allow for frequent communication and enhance the manager-employee relationship;

- find constructive and firm interventions in managing under performance;
- reward good performance;
- assist employees in their development and career progress; and
- enable and promote a culture of continuous improved service delivery.

The aim of the study is to analyse the perceptions of employees regarding the Performance Management and Development System in order to describe and understand the meaning they attach to it. Performance management is a broader term than performance appraisal, and it involves using management tools, including performance appraisal, to ensure the achievement of performance goals (Grobler, Wörnich, Carrel, Elbert & Hatfield 2006:262). Tools such as reward systems, job design, leadership and training should join performance appraisal as part of a comprehensive approach to performance (Grobler, Wörnich, Carrel, Elbert & Hatfield 2006:262). Van der Waldt (2004:205) asserts that performance management consists of a range of activities, the primary aim of which is to help managers obtain improved performance from their employees, who will be rewarded accordingly; that is, by way of monetary and non-monetary rewards.

The definitions from the above paragraph indicate that performance management is a multi-faceted, well-planned, joint process where the employer and the employee work together towards improving the environment and the performance in order to achieve both individual and organisational objectives (Armstrong, 2006:142). Employers are therefore responsible to ensure that management of performance is done appropriately and that employees have a common understanding of the objectives of the organisation, Performance Management and Development System, its implementation and the results thereof.

If there are any negative perceptions from the employees about the implementation of the System, such perceptions must not be ignored but must be addressed fairly and correctly. The focus of the study has thus been to investigate and determine the perceptions of employees regarding the Performance Management and Development System used in the DSDWCPD.

1.3 PROBLEM STATEMENT

The process of measuring and subsequently actively managing organisational and employee performance in order to improve organisational effectiveness is currently seen as critical to the development and survival of the organisation (Den Hartog, Boselie & Paauwe, 2004:2). Employee and organisational levels of performance are important to the effectiveness of the organisation and if the performance management and development system can be managed and implemented properly, it will help to create a work environment where people are motivated to perform to the best of their abilities, improve the organisational culture and be able to attract and retain those who are valuable to the organisation's success (Letsoalo, 2007:4).

Usually employees perceive the work environment according to their (own interpretation of their) imaginary world which could be negative or positive. Hitt, Miller and Colella (2006:137) allude to the fact that the perception process is influenced by several factors related to the nature of the perceiver. Therefore, the perception of employees could contrast with that of the organisation and the incidence of this clash could lead to differences of opinion. These differences of opinions often result in problems for management and employees which at a later stage leads to non-achievement of organisational objectives.

If employees are not happy about the System, they are likely to be unwilling to take an active part in the process because they do not see any value in it, which in turn creates low morale, absenteeism and inevitably affects productivity (Nyembezi, 2009:31). In the DSDWCPD the Audit Report for 2008 (2008:79-81), the Quarterly Review Report for 2009 (2009:39) and the Annual Report for 2010/2011 (2011:91) reveal a bleak picture of the way employee performance is managed.

The discussion below attempts to outline some of the factors that are considered to be a profound challenge regarding the Performance Management and Development System in the organisation.

Absenteeism appears to be one of the negative factors affecting the performance of many employees. The audit that was conducted in 2008/2009 indicates that 55% of leave days by employees could not be accounted for as there were no approved leave forms presented for employees indicated as absent from work on the attendance register. The Report also indicated that no action was taken against those who did not account for being absent from work (DSDWCPD, 2009:79).

Poor performance is also said to be contributed by 45% of employees' tardiness at work as they fail to keep to their daily schedule, resulting to failure to reach targets; a negative working culture of employees, including leaving for home before time and it appears that new employees are quickly being socialised to this behaviour because they are not properly monitored (DSDWCPD, 2009:39).

According to the Annual Report 2010/2011 (DSDWCPD, 2011:91) the other factor that was cited as a problem which impacts negatively on the performance of employees is the lack of dedicated staff and capacity to implement some projects and other services, all of which create backlogs in cases. The Annual Report 2010/2011(DSDWCPD, 2011:143) further indicates that the annual turnover rate by critical occupations for 2010/2011 was 5.1%, which appears to be higher than expected. Critical occupation groups consist of social workers, community liaison officers, probation officers and child and youth care workers.

Insufficient line management support for performance and the insufficient guidance and poor feedback on performance management by the managers to their subordinates are indicated by the Annual Report (DSDWCPD, 2011:84) as major problems, which often lead to inconsistent, inadequate information and late submissions of performance reports. The over-emphasis on compliance and appraisal at the expense of development also gives effect to poor quality performance because of a poor understanding of what the job requires and what the objectives of the organisation are. One-on-one performance meetings and quarterly meetings are not scheduled between employees and their managers (DSDWCPD, 2011:86).

The Annual Report (DSDWCPD, 2011:86) further highlights an ineffective and inefficient Performance Management and Development System, poor planning, organising, monitoring and reporting by both individual employees and managers resulting in a lack of understanding of the process. This Report also shows that the organisation does not maintain a sufficient system of internal controls to ensure effective and efficient monitoring, measurement and review of the performance management and development processes as required by the legislation. In terms of section 38(1)(a)(b) of the Public Finance Management Act, 1999, (Act 1 of 1999), the accounting officer is responsible for effective, efficient, economical and transparent use of resources of a department. The responsibility to ensure that all internal controls are in place for effective monitoring and managing performance lies with the head of the department.

In order to achieve the organisation's objectives it is important that the Performance Management and Development System be perceived as a tool for developing, rewarding and motivating both the employee and the organisation and not just as a requirement to comply with. Against this background the purpose of the study was therefore to investigate the perceptions of employees regarding the Performance Management and Development System used in the DSDWCPD, Matlosana Service Point. The research ascertained the advantages, inefficiencies and shortcomings of the Performance Management and Development System as identified through the perceptions of employees. Areas of possible improvements are identified and recommendations are made to ensure that better services may be delivered to the clients in the area.

1.4 RESEARCH OBJECTIVES

The objectives of this research study were to:

- describe the performance management and development theoretical framework;
- describe the regulatory framework supporting the Performance Management and Development System;
- identify the different perceptions of employees regarding Performance Management and Development System at DSDWCPD;

- investigate the factors influencing the employees' perceptions regarding Performance Management and Development System at Matlosana Service Point; and
- propose recommendations on how to change the perceptions of employees regarding Performance Management and Development System.

1.5 RESEARCH QUESTIONS

In order to achieve the objectives of the study, the study attempted to find answers for the following questions:

- What is the theory that underpins performance management and development?
- What is the regulatory framework that supports performance management and development?
- What are the factors influencing the employees' perceptions regarding Performance Management and Development System?
- What are the current perceptions of employees in the DSDWCPD at Matlosana Service Point regarding Performance Management and Development System?
- What recommendations can be provided to change the perceptions of employees regarding Performance Management and Development System in the DSDWCPD at Matlosana Service Point?

1.6 CENTRAL THEORETICAL STATEMENTS

A number of factors could negatively or positively influence the perceptions of employees regarding the effectiveness of a Performance Management and Development System. Employees facing even the most accurate and objective criticism may resist or trivialise findings if they perceive the assessment as a blow to their self-esteem (Swanepoel, Erasmus, Van Wyk & Schenk, 2000:417). Ignoring and underestimating the perceptions of employees may have many straining repercussions for the organisation. One of the eight dimensions of performance identified by Van der Waldt (2004:37) is the modification of perceptions and attitudes. It is necessary that not only the behaviour of the employees but also their perceptions should be modified by

applying a comprehensive and integrated Performance Management and Development System.

According to Welman, Kruger and Mitchell (2005:21) a theory is a statement or collection of statements that specifies the relationships between variables with a view to explaining phenomena such as behaviour in some or other population. Kerlinger (1986:9) as cited in De Vos, Strydom, Fouché and Delpont (2005:36) also alludes to the fact that a theory is a set of interrelated constructs (concepts), definitions, and propositions that present a systematic view of phenomena by specifying relations between variables, with the purpose of explaining and predicting the phenomena.

The findings of the study are interpreted against Goal-Setting, Reinforcement and Expectancy theories of motivation. The Goal-Setting Theory is based on Management by Objectives (MBO) which supports the assignment of specific goals which leads to enhanced performance, assuming the goal acceptance and increasing the challenge or difficulty of goals results not only in increased motivation but also to increased performance (Locke & Latham, 1994, as cited in Atkinson and Shaw, 2007:175). According to Stuart-Kotzé (2006:109) and Nel, Gerber, van Dyk, Haasbroek, Schultz, Sono and Werner (2001:334) the Expectancy Theory of Vroom, Porter and Lawler, hypothesises that individuals tend to act in certain way based on the expectation that a given act will be followed by a given outcome with a given level of attractiveness. For example, an employee's expectation of reward, whether through praise, recognition, or bonus after doing a good job; will result in increased performance and this (reward) will reinforce performance in a long-term.

1.7 RESEARCH METHODOLOGY

According to Mouton (2001:56) research methodology focuses on the research process and the kind of tools and procedures to be used. The following research methodology was used in this study.

1.7.1 Approach and design

Mouton (2006: 180) defines a research design as a plan or a blueprint of how one intends conducting the research. It is about what type of study one will be conducting and whether it will provide the best answer for the question that has been formulated. In this research study, triangulation approach was undertaken to investigate and determine the employee's perceptions towards the Performance Management and Development System. Edmonds and Kennedy (2013:146) state that the triangulation approach includes the collection and analyses of quantitative (closed-ended and textual) data (that is, a quantitative and qualitative research question must be posed, individually analysed and interpreted, and followed up by an overall interpretation). A qualitative research approach was employed due to the fact that it focuses on the significance of meaning derived from the data (Rasmussen, Ostergaard & Beckman, 2006:93). This research methodology was also chosen because of its naturalistic, holistic and inductive ways of studying and understanding the phenomenon as well as its ability to be flexible.

While qualitative research allows the emergence of new ideas and is capable of describing, explaining and understanding the phenomenon being studied, that is, employees' perceptions regarding the Performance Management and Development System (Auriacombe & Mouton, 2007:443), quantitative research views the approach as the study of observable human behaviour and aims to uncover the relationships that apply to all people and at all times (Welman, Kruger & Mitchell, 2005:7).

1.7.2 Population and sampling

The population is defined by Bless and Higson-Smith (2006:99) as the set of elements that the research focuses upon and to which the results obtained by testing the sample should be generalised. The population for the study was drawn from 99 employees of DSDWCPD, Matlosana Service Point. The sample of this study was purposive sampling within the non-probability category of samples (De Vos *et al.*, 2005:328). The reason for this choice of sampling method was that the sample frame needed for this study included people who are aware of the Performance Management and Development

System. All 50 respondents were permanently employed officials across occupational levels 1 to 12. The respondents were mainly females (80.4%) and the remaining 19.6% were males. Thirty-eight percent of the respondents were between the ages of 20-29 years, 34.6% between the ages of 30-39 and 26.3% between the ages of 40-49 years. The respondents were grouped into five salary level groups; the first group of 43% were employed at levels 1-4. The second group showed that 7.7% of the respondents were employed at levels 5-6. The highest group of employees were employed in levels 7–9 and constituted 48.1% of the respondents. The fifth group of employees are employed at levels 10–12 constituting 1.9% of the respondents.

Social workers and social auxiliary workers were the biggest groups of respondents. Social workers accounted for 42.3% while social auxiliary workers made up 40.4% of respondents. Community development practitioners represented 5.8% of the total respondents followed by the 1.9% human resource officers. The highest level of employment at level 7–9 are employed as social workers followed by levels 1–4 which are social auxiliary workers. Human resource officers and others were employed on levels 5-6.

1.7.3 Instruments of data collection

Secondary analysis refers to the analysis of any written material that contains information about the phenomenon that is being researched (De Vos *et al.*, 2004:314). For the purposes of this study, documents and secondary analysis were used to collect data. Secondary data were gleaned from the departmental reports, business plans, performance agreements and other official documents related to the study.

Data were also collected through a semi-structured questionnaire (see Annexure A). Boone (2003:105) asserts that although questionnaires often investigate subjective issues that are quantitative rather than qualitative (objective), they can be used to come up with results that can be rigorously analysed in qualitative research. Welman *et al.*, (2005:101) further indicate that questionnaires reveal data of higher quality since it measures the state of affairs at a specific time and opinions of all respondents are comparable.

According to Bless and Higson-Smith (2006:137) the advantage of a questionnaire is that it is easily standardised, relatively cheap and not time-consuming. Some employees may be scared to talk about their own experiences regarding the Performance Management and Development System as this might be seen as exposing those who are not doing what is expected of them. Therefore, respondents were assured of the greatest possibility of anonymity and as a result the chances are better that the questionnaire is completed honestly (Welman *et al.*, 2005:153). The questionnaires were distributed and collected personally and individually once they had been completed by the participants to ensure the response rate.

In qualitative research the pilot study is usually informal and is done to ascertain certain trends (De Vos *et al.*, 2005:331). Piloting of the questionnaire was conducted using ten employees from the district office, DSDWCPD. The questionnaire was given to the employees to complete after which the questionnaire was analysed to determine the flaws and to make appropriate modifications. Fifty questionnaires were given to the respondents to complete and all the questionnaires were received back from the respondents.

1.7.4 Data analysis

Ryan and Bernard (n.d.) in Welman *et al.*, (2005:211) state that theme identification is one of the most fundamental tasks in qualitative research. Themes can be described as umbrella constructs which are usually identified by the researcher before, after, and during the data collection.

The content of data from the questionnaire was analysed by means of conceptual (thematic) analysis. Qualitative data analysis was done by looking at every statement that was relevant to the research questions and meanings were created. These meanings were then clustered together for categories. Themes were generated across these categories. According to De Vos *et al.*, (2005:338) quoting Creswell (1998:144) the process of classifying means taking the text or qualitative information apart and looking for categories, themes, or dimensions of information. The content of the data from the questionnaire was presented by means of bar charts.

1.7.5 Limitations of the research study

The participants in the research study are employees of the focus department where the Performance Management and Development System is implemented. This may lead to a certain level of subjectivity in terms of the researcher's perception of the process. The disadvantages of document study as an instrument of data collection are that some documents which are considered critical to the study might not be available and it might be difficult to ascertain the origin or date of source. Furthermore, written sources cannot accurately reflect the real feelings and attitudes of the participants. The participants may lose the questionnaires or may not complete them, resulting in a low return rate. The findings of the study were generalised to the perceptions of the total population at the Matlosana Service Point only.

1.8 ETHICAL CONSIDERATIONS

De Vos *et al.*, (2005:56), citing Babbie (2001:470), state that anyone involved in research needs to be aware of general agreement about what is proper and improper in scientific research. Consent must be sought from the participants in the study; this was done by firstly explaining the objectives of the study, what was expected from the participants and how the investigation would unfold. Assurance was given to participants about remaining anonymous should they wish to, and about keeping all the information that was discussed. Participants were to tick the box included in the questionnaire which stated that their participation was voluntary and that they understood that the research was to be used for academic purposes only and that their anonymity and confidentiality were protected.

1.9 SIGNIFICANCE OF THE STUDY

Performance management is currently a key issue in many organisations. Without the effective management of performance many organisations are bound to lose valuable employees and will therefore fail to achieve their objectives. The findings of this study will assist the management of DSDWCPD to understand better the complexity and problems associated with the perceptions of Performance Management and Development System. The findings from the study will increase the opportunity for

further academic research on the topic. The study provided recommendations on how to effectively deal with the negative perceptions of employees regarding the Performance Management and Development System in order to enhance the existing Performance Management and Development System.

1.10 CHAPTER LAYOUT

- **Chapter 1:** Orientation and Rationale for the study. This includes a background to the problem to be investigated, justification of why the topic area is worth investigating, research objectives, research questions and research methodology. The chapter also discusses the limitations to the study and the ethical issues to be considered while conducting this study.
- **Chapter 2:** Literature relating to performance management and development was reviewed. Statutory and legislative frameworks on performance management were studied to provide the framework for establishing the importance of the study and to benchmark the study with other findings. Policies and other documents relevant to the topic in the DSDWCPD were also reviewed.
- **Chapter 3:** An analysis of the perceptions of employees, empirically collected, with regard to Performance Management and Development System in the DSDWCPD was done.
- **Chapter 4:** This chapter described the strategy to change the perceptions of employees regarding Performance Management and Development System.
- **Chapter 5:** Conclusions and recommendations on the challenges regarding the Performance Management and Development System. Conclusions proceed logically from the findings, attempting to answer research questions. Some recommendations from the study were made.

1.11 CONCLUSION

In this chapter the orientation of the study and the problem statement were provided. The research methodology that was used in this research was discussed; furthermore, the framework for the next chapters for the research study was highlighted. The following chapter deals with the theoretical overview of the performance management

and development to highlight the current knowledge on the subject. The legislative framework that underpins performance management and development and the Performance Management and Development System in the Public Service are discussed.

CHAPTER TWO

THE PERFORMANCE MANAGEMENT AND DEVELOPMENT SYSTEM:

A THEORETICAL OVERVIEW

2.1 INTRODUCTION

Organisations are witnessing a radical shift from the traditional and rather simplistic methods of performance appraisal to developing a Performance Management and Development System. Planning processes, individual motivation and a conducive workplace environment have gained recognition as key contributors to good performance. The simple mechanisms of measuring results of performance and awarding rewards are losing currency to much more contextual and relevant methods that put management and employees at the same understanding on expected goals and deliverables (Nel, Gerber, Van Dyk, Haasbroek, Schultz, Sono & Werner, 2001:515-516). The knowledge of expected outcomes and the provision of conditions that will permit the realisation of set goals have become both a managerial and employee preoccupation. This study establishes how strategies can be developed that will enhance employees' understanding of the Performance Management and Development System in the DSDWCPD. The interest of this study is in establishing how performance management and development can be deployed to maximise organisational performance and improve productivity while driving the Department to fulfil its mandates. The management of information and the entire communication process to ensure common understanding of goal achievement methods and a common understanding of targets between employers and employees are critical.

The chapter posits that people are valuable resources in an organisation and it is therefore essential that all the activities in an organisation must focus on enabling and empowering an individual employee to effectively pursue the realisation of their individual and collective potential. Brewster, Carey, Grobler, Holland and Wörnich (2008:134) assert that people possess a vast amount of potential that, when nurtured and challenged, can be brought to full fruition. As a result, organisations must invest in its key assets, employees, by enabling them to access to skills development with the

organisation's strategic objectives through training and development so that employees are motivated and equipped to perform better. The major vehicles for such investment are learning and development programmes (Baron & Armstrong, 2008:104).

In order to thrive or survive, organisations need to continuously improve the quality of their service, satisfy their customers, and enhance the potential of their employees by better managing their performance. Van der Waldt (2004:75) states that performance improvement strives to achieve a synergistic strategy that will nurture a culture conducive to service excellence within the organisational context. That particular culture is realistically cultivated by creating a work climate and organisational atmosphere that enable employee excellence. Performance management and development is therefore a critical and necessary aspect for effective organisations.

This chapter provides an examination of the theoretical concepts of performance management and development and performance appraisal. In order for this study to have a clear understanding of the two concepts, a close look at the views of some scholars will be taken. That will then be followed by a discussion of the purpose and benefits of performance management. The focus will be on theories of performance management, and the legislative framework that support the implementation of the System. Finally the chapter will describe the performance management process in the Public Service.

2.2 CONCEPTUALISING PERFORMANCE MANAGEMENT AND DEVELOPMENT

The confusion must be cleared as to what exactly performance management is and how it differs in essence from performance appraisal. According to Kandula (2011:5) performance appraisal is often confused with performance management and mostly misunderstood as being synonymous with it. Performance appraisal is a singular activity that is employed to assess the performance of employees for a predetermined duration on a set of parameters. Kandula (2011:11) went further to clarify this confusion by arguing that performance management is a process of designing and executing motivational strategies, interventions and drivers with an objective to transform the raw potential of human resources into performance.

Fisher, Schoenfeldt and Shaw (2006:420) state that performance management is the ability to measure how well employees perform and to use that information to ensure that performance meets present standards and improves over time. Performance management is an umbrella term for all of the organisational activities involved in managing people and measuring their output on job performance. Part of the success of the organisation derives from the ability to assess the performance of the employees against the set standard and being able to use the findings of the assessment towards improving performance and eliminating performance deficiencies and inadequacies.

Armstrong (2009:56) is of the view that performance management can be described as a strategic and integrated approach to delivering sustained success to organisations that focuses on performance improvement and employee development. The crucial factor is the sustainability of performance and enhancement of the employee for achievement of objectives. Creating around the employee an environment that is fertile for successful delivery to job mandate becomes a key organisational objective.

Snell and Bohlander (2010:362) state that performance management is the process of creating a work environment in which people can perform to the best of their abilities. The authors further argue that performance management is a whole work system that begins when a job is defined. The definition emphasises the importance of a good working environment which promotes high performance. Such an environment gives the organisation the ability to manage the behaviour and attitudes of employees towards a successful attainment of organisational objectives. Employees must be informed about what the organisation stands for, what it wants to achieve as well as what is expected from them before they can even start working (Meyer & Kirsten, 2005:55).

Armstrong and Baron (1998:9) concur that performance management is concerned with creating a culture in which organisational conditions, individual learning and development are a continuous process. Performance management involves training and development of employees and improving their work environment which can result in high levels of productivity. Performance management is not limited to the annual performance rating, as a tool for management; it involves continuously creating an

enabling environment for employees to perform better. In other words, creating a culture that values and encourages performance, sustaining high satisfaction among employees and better management of all human resource activities can assist employees and organisations to realise their full potential and to have a sense of ownership of the process resulting in a successful organisation. Therefore, it is for this reason that currently such factors as employee wellness have come into vogue.

The table below distinguishes performance appraisal from performance management.

Table 2.1: Performance appraisal compared to performance management

Performance appraisal	Performance management
Top-down assessment.	Joint process through dialogue.
Annual appraisal.	Continuous review all year round.
Use of ratings.	Rating less common.
Monolithic system.	Flexible process.
Owned by the HR department.	Owned by line managers.
Bureaucratic-complex paperwork.	Documentation and paperwork kept to a minimum.
Applied to all staff.	Applied to all staff.
Often linked to performance pay.	May not be linked.
Focus on levels of performance.	Focus on development as well as performance.
Backward looking.	Forward looking.

Source: Armstrong, 2009.

Thus in contrast to performance appraisal, performance management is a flexible; two-way process where the supervisor and an employee jointly discuss the performance objectives, the measurement of performance against the objectives and all the factors that can enhance performance of an individual. Performance appraisal is part of performance management and development and it must be done on a continuous basis, while feedback regarding performance must be given to employees on a regular basis.

There is a need for developing the employees in order for them to function efficiently and effectively. One of the key principles of performance management is that performance management should be developmental; therefore the feedback from the appraisal is very crucial as this will ensure that weaknesses are identified early, and forward-planning and other appropriate steps can be taken on time. Performance management and development is informed by various acts and policies in the Public Service, therefore, it is important to first look at the legislative framework that underpins performance management in South African Public Service.

2.3 THE REGULATORY FRAMEWORK SUPPORTING PERFORMANCE MANAGEMENT IN THE PUBLIC SERVICE

The following section examines and seeks to understand the regulatory framework for Performance Management and Development System used in the Public Service.

2.3.1 The Constitution of the Republic of South Africa, 1996

The Constitution of the Republic of South Africa, 1996 contains clear legal pronouncements within which government has to determine its policies and the administration thereof. Chapter 10 of the Constitution of the Republic of South Africa, 1996, requires public administration to be governed by democratic values and principles which include professional ethics, impartiality, fairness and equality. The Constitution of the Republic of South Africa, 1996, also emphasises accountability within public administration, including the need of the public to know how they are governed, which involves timeous and accurate information to the public by Public Service organisations. While these Constitutional provisions appear to be important mechanisms of Public Service organisations with little or nothing to do with employees and their motivation for excellence, the truth is that only an organisation with motivated, informed and equipped employees can successfully discharge its mandate to the public. Furthermore, Section 195 of the Constitution of the Republic of South Africa, 1996, makes provision for the promotion of good human resource management and career development practices to maximise human potential in the Public Service. The fact that the Constitution of the Republic of South Africa, 1996, as the supreme law of the land, spells out clearly the

importance of career development as a tool for cultivating a productive workforce lends weight to the need for employee empowerment which directly translates to productivity.

This section serves as a framework for the code of conduct for public officials as well as performance management in every sphere of government. The Constitution of the Republic of the South Africa, 1996, sets the scene for the development and implementation of performance management in the Public Service. Nel *et al.*, (2011:39) argue that any action that is in contravention with the Constitution can be challenged. Therefore, it means that these employee empowerment and motivation processes provided through the Performance Management and Development System are legally enforceable; they are not just ideas but concrete methods with legal standing and democratic relevance.

2.3.2 The White Paper on Transforming Public Service Delivery, 1997

The essence of the White Paper on Transforming Public Service Delivery, also known as the *Batho Pele* White Paper, 1997, is to enforce accountability and a caring attitude towards the public as the recipient of service. Published in 1997, it requires of every government department to improve their service delivery in terms of eight principles, namely: consultation, service standards, access to service, courtesy, information about service, openness and transparency, redress, and value for money. While these values might sound like a list of public relations slogans and marketing catch phrases, their essence centralises the interests of the public and within the public those of employees of Public Service organisations. In reality, the above-mentioned values speak to the democratisation of the Public Service and that of the Public Service workplace. It cannot be imagined that while serving the public in democratic means and ways, the same organisations would fail to have an internal democratic culture that is enjoyed by its employees. Emphasis is thus placed on ensuring a consultative environment in the implementation of the Performance Management and Development System. In addition to this, Van der Waldt (2004:75) states that the general public as a key stakeholder in Public Service performance improvement expects public officials to do the following:

- provide value for money for taxes paid;

- curb expenditure, maladministration and unnecessary extravagance;
- be sensitive to their needs, to be civil and polite;
- provide essential services without interruption;
- expose corruption, theft and fraud and; and
- provide maximum output, or the most goods and services at the minimum cost or least input.

All the above can be provided by the Public Service only if a systematic, well-planned and effective Performance Management and Development System is implemented and thoroughly monitored, which addresses not only a certain problem but a whole lot of factors regarding the external and internal factors of the organisation. What this means is that internal to the organisations, these values of ethical, professional and democratic conduct are experienced by the employees as they constitute the organisational culture.

2.3.3 The White Paper on Human Resource Management in the Public Service, 1997

The White Paper on Human Resource Management in the Public Service was published in 1997 in order to bring about a change from personnel administration to human resource management. The aim is to produce a diverse, competent and well-managed workforce which is capable of and committed to delivering quality services to the people of South Africa (Department of Public Service and Administration, 1997: Section 2). The White Paper as the primary policy for managing people provides guidelines that act as a foundation for all employees in the Public Service.

Section 1(2)(1) of the White Paper on Human Resource Management in the Public Service, 1997, ensures that the principles of fairness, equity, accessibility, transparency, accountability, participation and professionalism are adhered to with regard to managing employees and their performance in the Public Service. In terms of Section 4(2)(4) of the White Paper on Human Resource Management in the Public Service, 1997, provides for identification and assessment of strengths and weaknesses of employees in the Public Service with the aim of improving and managing poor performance through training and development.

Thus, training and development of human resources in the Public Service form a critical aspect for economic, effective and efficient service delivery as well as contributing to high performance organisations. The White Paper on Human Resource Management in the Public Service, 1997, remains a theoretical base which constitutes a commitment to the promotion of a friendly employee working environment.

2.3.4 The Public Service Act, 1994 (Act 103 of 1994)

The Public Service Act, 1994 (Act 103 of 1994), assigns the internal organisational powers and duties of a Public Service department to the executive authority. These powers include the establishment of a department, its organisational structure in terms of the composition and career incidents of employees, as well as performance management and development and dismissal. Chapter 3, Section 7 (3) (b) of the Public Service Act of 1994, assigns the following responsibilities to heads of departments:

- efficient management and administration;
- effective utilisation and training of staff;
- maintenance of discipline;
- promotion of sound labour relations; and
- proper use and care of state property.

Thus, from the above it can be argued that these pieces of legislation have a major impact on how the human resources and their performance are managed in the Public Service. The onus is on Public Service organisations to ensure that they apply and maintain these legislations as a framework guiding their work practices for the effective operation of the organisation, resulting to overall improvement of employee and organisational performance.

The powers concerning the appointment of heads of departments are assigned to the President and relevant Premiers by Chapter 5, Section 12 of the Public Service Act of 1994. According to Section 3 (5) (c) of the Public Service Act of 1994, performance appraisal should be provided for in the Public Service. Appraising performance is a very significant component of performance management and development and the

employers are therefore required in terms of this Act to assess the performance of all the employees in the Public Service.

2.3.5 Public Service Regulations, 2001

The Public Services Regulations, 2001, gives clear and explicit guidance to all persons employed, and organisations governed in terms of the law of the land. It outlines the framework and procedure for the management of performance management and development in the Public Service from levels 1-12, while the Senior Management Handbook (SMH) makes provision for employees from levels 13 upwards. The SMH came into operation on 1 January 2001 and stipulates that in order to provide services with the best value for money, measurable objectives for the department must be formulated. The government and managers must ensure that all resources are utilised appropriately and ensure that their organisations adhere to fair labour practices.

In terms of chapter 1 of the Public Service Regulations, Part VIII departments shall manage performance in a consultative, supportive and non-discriminatory manner in order to enhance organisational efficiency and effectiveness, accountability for the use of resources and the achievement of results. Departments are required to have performance management and development plans in place and such plans should be linked with the strategic plans of the departments. The Performance Management and Development Policy in the Public Service need to be understood within the foregoing regulatory framework.

2.3.6 Skills Development Act, 1998 (Act 97 of 1998)

The South African Qualifications Authority Act, 1995 (Act 58 of 1995), paved the way for the Skills Development Act, 1998 (Act 97 of 1998). Section 2 (1) (a) (i) of the Skills Development Act of 1998, stipulates that the primary aim is to develop the skills of the South African employees and increase the quality of working life for employees. The Skills Development Act of 1998, Section 2 (1) (ii) (iv) also makes provision to improve productivity and to promote self-employment and the delivery of social services. Furthermore, Section 2 (1) (i) of the Skills Development Act of 1998 seeks to encourage

the employers to use the workplace as an active learning environment, and to provide opportunities for new entrants to the labour market to gain work experience (Nel, van Dyk, Haasbroek, Schultz, Sono & Werner, 2001:123).

This view concurs with Senge's (1998) idea of a learning organisation. The Skills Development Act of 1998, Section 2 (1) (e) further encourages and promotes the improvement of opportunities for those who were previously marginalised through education and training. Training is of paramount importance and all the efforts of the employers should be channelled through capacitating their employees and improving opportunities for those who were previously disadvantaged. The fact that the interests of the employees and their needs are emphasised by the legislation in question becomes a clear testimony to the importance of approaching service delivery and other Public Service products from an angle of promoting employee development through performance management.

2.3.7 Labour Relations Act, 1995 (Act 66 of 1995)

The Labour Relations Act, 1995 (Act 66 of 1995), makes provision for the employer to conduct an appraisal or assessment of the employee's performance and to set the required performance standards. According to Schedule 8 of this Act, the employer's prerogative is to determine whether those standards are met before an employee can be dismissed for poor work performance. Furthermore, the Code of Good Practice which is contained in Schedule 8 of the Labour Relations Act of 1995, states that if the employee fails to meet the required standard of work performance, the employer must take all the necessary remedial action before a decision to dismiss can be taken. This emphasises the importance of performance management as a holistic and developmental approach.

The assessment of the employee's performance and other factors that may negatively affect the performance in general needs to be considered so that ways or means of correcting the poor performance are applied. The Labour Relations Act of 1995 ensures that all employees are protected and treated fairly according to their capabilities by

setting guidelines that can be followed in order to improve performance of both the individual and the organisation in the Public Service.

The above legislative framework mandates all Public Service organisations to establish and implement a Performance Management and Development System and to ensure that the performance of the individual employee is enhanced in order to render an effective and efficient service. It also obliges all organisations to implement various training programmes and policies to develop their human resources and consequently, the overall performance of the organisation.

In the light of the legislative framework that has been highlighted above, it is important to discuss the theories of performance management in the following section.

2.4 THEORIES PERTAINING TO PERFORMANCE MANAGEMENT

Theories pertaining to performance management are significant in this study because they are concerned with people's perceptions and understanding of their working environment. This is central to this study in so far as this study values an understanding of employee perceptions as critical to their satisfaction and motivation as employees are a primary source of competitive advantage in service-oriented organisations (Luthans & Stajkovic, 1999; Pfeffer, 1994 in Ying (2012:16)).

2.4.1 Goal-Setting Theory

The Goal Setting Theory is based on the premise that when a person sets goals for himself/herself, the likelihood is that his/her performance will improve. The Theory regards the person's goals as his/her primary determinants of task-related motivation. Goals direct thoughts and behaviour which leads to enhanced performance (Bowditch & Buono, 2005:77-78). The value that people place on the goal serves as a motivation to perform well or to apply more effort to a particular task; hence goals must be measurable rather than vague. Challenging or too difficult goals can also create a setback for the employee and the organisation which implies that goals must not only be realistic but also achievable. If goals are unachievable it will produce demotivational behaviour and reduce the level of performance (Leopold, 2002:119).

The Theory embraces management by objectives (MBO). MBO is a synthesis of three processes: goal setting, participation in decision-making and objective feedback. The essence of this theory (MBO) is that an employee must participate in the setting of goals and impartial feedback must be given. If the objectives are understood and accepted, the efforts expended will be far more likely to succeed (Ying, 2012: 14).

The employee and the manager are jointly responsible for setting specific individual goals which means that the employee's participation is crucial at this stage. Organisational goals must cascade down through the departments down to the individual level if the organisation is to reach its strategic goals (Meyrowitz, Mueller-Hanson, O'Leary & Pulakos, 2012:7). Clearly, this Theory assists this study to understand the attempts to achieve a meeting point for employees' interests and those of management, to create a common understanding and realisation of individual and organisational purpose.

When the employee is not involved in decision-making and setting the goals for his/her work, there is no support from management; and no clear mandate of what is expected of him/her, which means that different perceptions about the System and organisation may result; and employees may lack inherent faith in the System and perceive it as invalid. Therefore, this Theory could be highly useful and applicable to both the employee and management in the Public Service. Employees could have a sense of ownership regarding their performance and become more accountable if they set goals for their performance and they participate in the decision-making.

2.4.2 Reinforcement Theory

The Reinforcement Theory which was developed by Hull (1951), suggests that successes in achieving goals and rewards act as positive incentives and reinforce the successful behaviour, which is repeated the next time a similar need arises (Armstrong, 2009:38). For most employees rewards, whether intrinsic or extrinsic, serve as motivation to continue to perform well in their job. Intrinsic rewards entail a sense of achievement, feelings of recognition by the supervisor or the manager and

responsibility. Extrinsic rewards refer to salary and working conditions (Leopold, 2002:117).

Managers need to reward good performance if they understand that their subordinates need to be motivated to perform well. Managers must look at various ways on how they can motivate and reward the employees without only utilising extrinsic rewards. For instance, to be recognised as the best performer of the month in front of other colleagues in a small ceremony or taking a day off for a job well done can benefit the organisation enormously. Performance should be linked to rewards (intrinsic and extrinsic) in order for the employees to be motivated to fulfil the organisation's goals. Halliburton (2001:67) concurs that through recognition and rewards of their achievements, the employees on the receiving end as well as their peers are motivated to perform at higher levels. This Theory also adds to the understanding of the study and the possible initiatives by employees to achieve maximum worker motivation through extrinsic and intrinsic rewards in pursuit of meeting the goals of the organisation.

The Theory could also be relevant and applicable in the public service where the financial resources are not always available to reward high performance, as a way of enhancing the employee's performance and where there is perceived inconsistency in terms of the organisation's policy and practices regarding remuneration and reward System.

2.4.3 Expectancy Theory

The Expectancy Theory was formulated by Vroom (1964) as indicated in chapter one. Its core analysis is that people are influenced by the expected results of their actions (Leopold, 2002:115). The Theory is premised on three factors (Armstrong, 2007:125):

- the valency which stands for value;
- instrumentality which refers to the belief that doing one thing leads to another and;
- expectancy which involves the belief in the probability that action or effort will result in an outcome.

The Theory holds that people are motivated to perform better if their expectation is that increased effort will lead to good performance, and that good performance will lead to certain outcomes or rewards. The attractiveness of the outcome or the reward must be valuable to the performer (valence) in order to propel him/her to perform well (Leopold, 2002:115). Together with other mentioned theories above, this Theory also adds its own energy to the attempts at understanding what drives employees to maximum performance.

According to this Theory, people's perceptions of what the outcome or reward might be if they work hard play a crucial role in influencing their performance. The value of the reward or the outcome must be desirable to the employee (Nel *et al.*, 2001:336). For instance if the employee desires and values recognition or a promotion in his/her job; the probability is that the performance of such employee will increase as he/she will put more effort to achieve the said goal. Therefore, the amount of effort a person dedicates is dependent on the value of the reward and the perception of the effort-reward relationship (Leopold, 2002:116 citing Porter & Lawler, 1968). Managers should make an effort to know how their subordinates are performing, what motivates or satisfies them and what it is that the employee wants to achieve in his/her career as this can give a good basis to revisit set goals and amend them. Managers are able to get an indication of whether the employee requires training or other interventions (like transferring to another unit where the job will match the skill). An effective Performance Management and Development System which encourages regular feedbacks, coaching and mentoring can assist in influencing the negative perceptions in an organisation and it can facilitate smooth management of this process in turn yield high performance from employees.

The Goal-Setting Theory, Reinforcement Theory and Expectancy Theory are all vantage points from which scholars have tried to find practical ways of enhancing worker performance through management mechanisms. As such, the theories cannot be complete in themselves, but understood and combined together, their use is bound to bear results and this study acknowledges them as tools for understanding employee perception regarding Performance Management and Development System in the Public

Service. For managers and the employees, familiarity with the above-mentioned theories will assist in adapting the theories to their own work environment, improve their working relations and better manage their performance.

The previous section focused on the different theories of performance management where the significance of these theories and their influence on performance were highlighted. The next section will look at the purpose and benefits of a performance management system.

2.5 THE PURPOSE OF A PERFORMANCE MANAGEMENT SYSTEM

Bernett and Minty (1999:59-60) as cited in Nel *et al.*, (2011:408) identified the three purposes of performance management as:

- a process for strategy implementation;
- a vehicle for culture change; and
- providing input to other human resource systems such as development and remuneration.

What this study can draw from the above is that performance management is central to strategy in an organisation as well as to culture change and the entire human resources management process. Maila (2006:24), quoting Incomes Data Services (1992:2), and Williams (2002:19) view the central aim of performance management as developing the potential of employees, improving their performance and through linking an employee's individual objectives to organisational strategy, improving the organisation's performance.

As discussed earlier, performance management is broader than performance appraisal, and if it is implemented and managed properly it can lead to successful organisations. The intention of performance management is towards the implementation of a strategy to bring about change in performance and being able to identify gaps in performance, make decisions regarding the organisational resources (human, political, financial and technical) and finding ways to measure performance and correct the deficiencies. A

strategy is defined by Rossouw, Le Roux and Groenewald (2007:3) as a plan of action to achieve the set goals and objectives, irrespective of the changing environment. Stuart-Kotzé (2006:127) alludes that performance management is all about defining expected outputs and activities, applying various techniques to measure the accomplishment of these outputs, and rewarding people on the basis of their level of achievement. Performance management is an essential tool for many organisations and if not done properly it can compromise performance management practices and result in unsuccessful organisations.

Effective performance management in an organisation can serve as a means for decision-making regarding promotions, careers, transfers, rewards as well as employee training and development purposes. Armstrong (2009:251) concurs that performance management can provide a basis for motivating employees by enabling them to develop their skills.

2.5.1 The benefits of performance management and development

The overall aim of performance management is to establish a high performance culture in which individuals and teams take responsibility for the continuous improvement of business processes and for their own skills and contributions within a framework provided by effective leadership (Armstrong, 2006:496). Van der Waldt (2004:41) highlights the fact that performance management can benefit the organisation in several ways but most importantly it can benefit the employees by giving clearer targets and freedom to work autonomously to achieve these targets with the required level of support from their management that is improved personal self-development. On the whole this adds up to impressive performance by the organisation itself.

Van Aswegen (2012:131) asserts that some of the benefits of performance management are the following:

- it can identify an individual's strengths and areas of development and indicate how such strengths may best be utilised and weaknesses overcome;

- it can help to reveal problems that may best be restricting progress and causing inefficient work practices;
- it can develop a greater degree of consistency through regular feedback on performance and discussion about potential. This encourages better performance from staff and;
- it can improve communications by giving staff the opportunity to talk about their ideas and expectations, and how well they are progressing.

Clearly, in helping employees discover their own strengths and limitations, and in helping the organisation detect challenges early, performance management becomes a potent organisational developmental tool that rewards employees while it also helps the organisation deliver to its mandate. The very fact that performance management is beneficial to both the organisation and its employees makes it an attractive and worthy management function.

Mathis and Jackson (2008:327) argue that an effective performance management system should do the following:

- make clear what the organisation expects;
- provide performance information to employees;
- identify areas of success and needed development; and
- document performance for employee records.

All these factors highlighted above show the importance of effective performance management, in that it is a joint process which focuses on both individual and organisational development. The bottom line is to instil a culture of high performance, shared information about the expected standard of performance, progress as well as identifying gaps in performance and possible areas for development in order to achieve the organisation's overall strategic goals. It is thus important that managers must communicate clearly about the expected standard of performance and the goals that need to be achieved. Such goals must be simple and realistic; it is important that employees participate in goal-setting process and be assisted by providing guidance

and resources to achieve those goals. These goals will motivate employees to work towards achieving them and most importantly, can lead to the achievement of the overall objective of the organisation.

The subsequent discussion will describe the Performance Management and Development System in the DSDWCPD in the North West Province and the steps involved.

2.6 THE PERFORMANCE MANAGEMENT AND DEVELOPMENT SYSTEM

This section of the chapter focuses on the steps in the Performance Management and Development System, starting with performance planning, developing performance criteria, performance monitoring, performance review and assessment, and performance outcomes (DSDWCPD, 2011:20).

According DSDWCPD (2011:11) the performance cycle is a twelve (12) month period for which performance is planned, executed and assessed. The cycle commences from 1st April to 31st March of the following year. The probation cycle is linked to the appointment date of the job holder. There are six steps in the performance management process, as described individually below.

2.6.1 Performance planning

This is the initial step in the performance management process and it involves identification of tasks or functions through a role clarification session. Performance standards are set, and performance outputs/objectives are determined by both the supervisor and the employee. Bacal (2004:9) states that during performance planning, supervisor and manager should work with the employee to set measurable goals/objectives and focus on employee behavioural results which the employee is to achieve. Nel *et al.*, (2008:494) concur that during this stage, the supervisor and the employee meet to share information about strategic goals of the organisation and how best these goals can be achieved. Most importantly, these objectives must be aligned with the departmental strategic goals.

Planning also involves different methods of observation, feedback, evaluation, development and how all these will be implemented. The utilisation of the results of the assessment must be planned thoroughly. All employees from salary level 1-12 are required to complete and sign performance agreements. Performance agreements must be signed within two months after the start of the new cycle. Within the first three months, newly-appointed employees must sign a performance agreement. The employee must have gone through an intensive induction or orientation programme to familiarise him/her with the environment and the work.

According to the Department of Public Service and Administration (2007:11) the performance agreement must include the following, according to the work plan:

- Employees' job role including the main objectives, job purpose and the relevant Key Result Areas (KRAs). KRAs are actions and activities which are critical for making an effective contribution to the achievement of departmental strategies, goals and objectives. The Generic Assessment Factors (GAFs) are elements and standards used to describe and assess performance, taking into cognisance knowledge, skill and personal attributes.
- A completed annual work plan. A work plan is a document which is part of the performance agreement and which contains KRAs, associated outputs/activities and their performance standards and resource requirements.
- A personal development plan (PDP). It is a requirement of the performance agreement to include the important competency and other developmental needs of the employee, together with the means by which these needs are to be satisfied and which includes time lines and accountabilities (Department of Public Service and Administration, 2007:13).

The manager and the employee are jointly responsible for the development of the employee's performance agreement and the workplan. The workplan must be reviewed from time to time to ensure relevance throughout the review period, but at least two occasions during the review period. Performance agreement must include the PDP which was agreed on. The aim is to identify any output gaps with regard to the

performance of an employee, and to plan on how to bridge the gap. Van der Waldt (2004: 249) concurs that the performance agreement should also be linked to a longer-term personal development and career development plan based on the aspiration of the individual and the needs of the organisation. Hartle (1997:71) further states that the development plan would be more effective if it meets the following conditions:

- agreeing on personal development objectives which should be an interactive process between managers and their staff;
- individuals should be encouraged to own and take responsibility for their own development;
- the discussion should focus on future performance, rather than past failings; training and development activities should support the achievement of key objectives
- the development activities should fit the preferred learning style of the individual.

The employee and manager/supervisor are mutually responsible for the achievement of the PDP. Performance planning allows all stakeholders to know the tasks ahead and the efforts that it will take to surmount them. This process enables Performance Management and Development in that, it clarifies goals, targets and outlines the plans for areas of development for both the employee and the employer.

2.6.2 Developing performance criteria

This phase involves agreeing on criteria for assessment, which must be agreed upon a year in advance of the annual performance assessment. The criteria for assessment must entail KRAs, the GAFSs and assessment must be done on these two areas. KRAs cover 70% of the final assessment, and the GFAs make up the other 30% of the assessment score (DSDWCPD, 2011).

In the work plan the KRAs must be broken down into key activities and performance measures. Each KRA must be weighted in percentage according to its importance. All the KRAs must add up to 100 when weighted. This process clarifies the methodology that is used to measure performance, and therefore it allows stakeholders to know the

critical areas of performance in advance so that assessment does not become an ambush (Department of Public Service and Administration, 2007:12).

2.6.3 Performance monitoring

According to Van der Waldt (2004:67) performance monitoring involves the tracking of performance on ongoing basis, in order to determine whether or not the achievement of objectives is likely to occur. This step is very critical to the employee and the organisation as it offers an opportunity to work on the challenges relating to the substandard performance.

Performance must be monitored continually by the manager, and the manner in which the employee is utilising the knowledge, skills, and attributes in the performance of the activities in the work plan must be monitored. Strong and weak points as well as specific training and development needs of the employee must be noted and recorded. Constant monitoring, while it keeps everyone on their toes, also ensures the success by helping to detect faults and other points of weakness at work before it is too late, and therefore minimises large scale errors (DSDWCPD, 2011:15).

2.6.4 Performance review and assessment

Performance review and assessment constitute the cornerstone of the Performance Management and Development System as the employee is afforded an opportunity to reflect on the achievements and the shortcomings of his/her performance. Bacal (1999:34) states that the review process provides a forum for discussion to uncover processes and procedures in an organisation that are inefficient, unproductive, or destructive.

The manager and the employee must have one-on-one communication sessions to check progress towards goal achievement. These sessions are necessary to reveal areas required to modify performance assessment. They also provide a platform for the manager to provide meaningful feedback. Feedback must be provided or communicated in advance to the concerned employees. After a discussion between the employee and the manager, feedback must be both formally and informally i.e. verbally and written at

least twice during the six months period (Department of Public Service and Administration, 2007:16; Public Service Commission, 2007:11).

Van der Waldt (2004:295) asserts that where performance is regarded as satisfactory, feedback should be in writing.

The six-month review will be during September and March and must include discussion of the development plan requirements of the employee. The employee must be informed 48 hours prior the formal assessment to allow preparation and also about how he/she will be assessed. Coaching, mentoring, advices, attendance of courses are some of the interventions must be available. Recording must be done on any improvement mechanisms for performance. The Department of Public Service and Administration (2007:19) stipulates that the employee and manager must sign the performance assessment once the process is completed.

2.6.5 Annual performance assessment

Formal annual performance assessment is conducted to identify the overall level of performance of employees during a particular performance cycle. The purpose is to check whether the performance of the employee has been up to the agreed standard. After comprehensive assessment, categories of performance will be stated as unacceptable, not fully effective, performance fully effective or significantly above expectations. According to the DSDWCPD (2011:17) performance assessment must be done continuously, the yearly assessment must provide an opportunity for collating yearly failures and achievements, and correction of areas of weakness.

2.6.6 Performance outcomes

The outcome of the performance assessment will be used to decide on the confirmation of appointment for employees on probation, rewards and further development of the employees. This constitutes the results of the Performance Management and Development System in that it provides an opportunity for reading outcomes and interpreting them to seek corrective interventions, where necessary. Corrective measures involve various options such as training and development, counselling or

coaching (Employee Assistance Programme) and disciplinary action (Department of Public Service and Administration, 2007:24).

On the basis of the above, it is clear that once the employees know and understand the processes and the activities involved they can have control over their performance and make informed decisions about their performance. Employers must ensure that the performance management and development of employees are transparent and fair as this may influence the perceptions of the employees in a negative or positive way source. These perceptions and attitudes about the System often influence the performance and the motivation of the employees. For example, a negative perception of the System may lead an employee not taking the process seriously, failing to comply and record performance as required while a positive perception of the System may inspire employees to be more productive in order to achieve their performance objectives as well as the organisation's objectives.

Understanding an individual's work plan, performance expectations and the whole process offers an instrument for an employee to measure his/her performance against the set targets. Individuals are able to develop their abilities and achieve their full potential (Armstrong & Baron, 2005:52). Perceptions of both employee and the employer thus matter to make the Performance Management and Development System effective and useful.

2.7 CONCLUSION

Besides defining Performance Management and Development and profiling the multiplicity of its benefits for organisations and employees, this chapter explored relevant literature from a number of scholars. While a Performance Management and Development System is a fruitful managerial tool as argued above, its implementation and fruition are not as simple, hence the need for educating and informing stakeholders on its potency and mutual benefits. This chapter also dwelt on the legislative framework and administrative climate in the country's Public Service that permits the application of performance management and development. Finally the processes of the Performance Management and Development System in the Public Service and the stages of its

implementation were also explored to conclude this chapter whose burden was to discuss the concepts that are the theoretical pillars of this study. The following chapter will explore the different challenges faced by employees regarding the implementation of Performance Management and Development System in order to determine how the employees perceive the System.

CHAPTER THREE

AN ANALYSIS OF EMPLOYEES' PERCEPTIONS REGARDING THE PERFORMANCE MANAGEMENT AND DEVELOPMENT SYSTEM

3.1 INTRODUCTION

Chapter two described the theoretical framework supporting the Performance Management and Development System in the Public Service with specific emphasis on the Department of Social Development, Women, Children and People with Disabilities. This chapter analyses the theoretical and thematic discussions pertaining to employees' perceptions of the System. As has been shown in the preceding chapters, this study is concerned with the perceptions of employees regarding the Performance Management and Development System (Levels 1-12) in the Department of Social Development, Women, Children and People with Disabilities.

3.2 WHAT IS PERCEPTION?

Perception is defined by Bratton, Sawchuk, Forshaw, Callinan and Corbett (2010:129) as the process of selecting, organising and interpreting information in order to make sense of the world. In order that things in the environment should make sense, a person has to interpret the information he or she sees and give meaning to those things; however, that meaning will differ from one person to another because different people provide different meanings to the same situation. For example, employees' perceptions about the Performance Management and Development System applied in the organisation may be positive or negative depending on the way they perceive their managers.

Nzuve and Monica (2011:1) postulate that perception is the process of organising, interpreting and integrating external stimuli. Employee perception is a process by which individuals organise and interpret their sensory impression in order to give meaning to their environment (Panimalar & Kannan, 2013:18).

Perception can be a crucial facet in an organisation and if used properly it can help in motivating employees to perform effectively. Through regular communication and

feedback; managers can influence employees' perceptions to accept change in policies and systems in the organisation.

Otara (2011:21) affirms that having the right perception is a significant skill for any effective manager. Otara (2011:1) further states that a manager can have the best intentions and honest concern for his or her employees but if he/she does not communicate in a manner that employees can comprehend then perception may work contrary to the right intentions. Through communication and consultation, managers are in a better position to identify wrong perceptions of employees and influence them positively so as to support organisational objectives. Perception isn't a concept a manager can directly access or fix in others. What managers need is an understanding of how this factor impacts a person's view of the work environment (Elnaga, 2012: 57).

From the above it could be deduced that, perception has become an essential element in managing the performance of employees in the organisation. Human resources (employees) are complex to manage due to their different needs and expectations, and different employees can perceive the Performance Management and Development System of the same organisation differently. This variance of perceptions towards the System can be influenced by the ability of the manager to drive the System by communicating clearly the policies and objectives of the organisation as well as giving and receiving feedback regularly to help employees understand the purpose of the Performance Management and Development System. Being able to identify and understand different perceptions of employees can help the manager to put in place measures and systems to address negative perceptions which can have adverse effects on the performance of employees and the overall organisational performance. Though good processes are important in any Performance Management and Development System, the human factor is the most important component in whether employees perceive the System as effective. The relationship between an employee and his or her manager is the key factor in driving those perceptions (Oberoi & Rajgarhia, 2014:3).

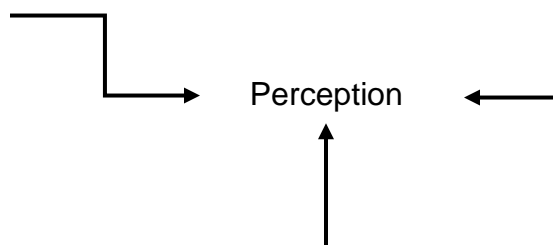
Figure 3.1 below depicts the different factors that could influence perception.

Factors in the perceiver:

Attitudes
Novelty
Experience
Interests
Expectations

Factors in the target:

Motives
Sounds
Size
Background
Proximity



Factors in the situation:

- Social setting
- Work setting
- Time

Figure 3.1: factors influencing perception

Source: Nzuve (1999)

As can be seen from Figure 3.1 factors in the perceiver like attitudes, novelty, experience, and interest influence the perception of a person. For example, if a manager makes presentations about advantages of the Performance Management and Development System, employees would have certain expectations from the manager. Employees would make assumptions about the management styles of the particular manager based on their experiences and expectations (that is, according to the perception they have developed). Factors in the target, like motives and size, will influence employees' perceptions.

The work environment and social setting can also influence the perception of employees. Factors in the situation (contextual factors) can have tremendous impact on employees' perception. For example, if the work environment is not conducive,

employees will have a negative attitude towards their work and this can compromise the performance in general (Haines III & St-Onge, 2012:1160-1161; Armstrong & Baron, 2006:16-17).

Based on the above, for the purposes of the research, perception is thus defined as the process of selecting, organising and interpreting the information in the environment and making sense out of that information. However, an individual perception can be subjective as factors like work environment, background, experience, attitudes, expectations, motives, and size can influence perception.

3.3 HOW IS PERCEPTION FORMED?

According to Bratton *et al.*, (2010:135) people's ability to perceive depends upon three things, namely:

- receiving: being physically able to attend to and receive signals from the environment (for instance, having sight, hearing, touch, taste and smell, and being able to control which we employ at a given moment);
- organising: being able to mentally organise and combine those signals (which is what is happening when we see and hear speech in perfect synchronisation, or see objects separate from their surroundings rather than as a mass of light patterns); and
- interpreting: being able to assign meaning or make sense of what is experienced (for instance, attaching personal significance to a particular combinations of sensory signals, like knowing when a person is in a conversation and he or she needs to talk back, or a person is threatening others, or a bus is approaching).

Thus, from the above it can be argued that in order to influence the perceptions of employees regarding the Performance Management and Development System, managers would need to understand how the System is received, and information regarding performance is organised and interpreted. Creating a positive perception means sending a positive message regarding the System.

Figure 3.2 below shows the basic framework and elements of perception functioning as a cognitive process. Each person makes, perceives, interprets and reacts differently to a situation.

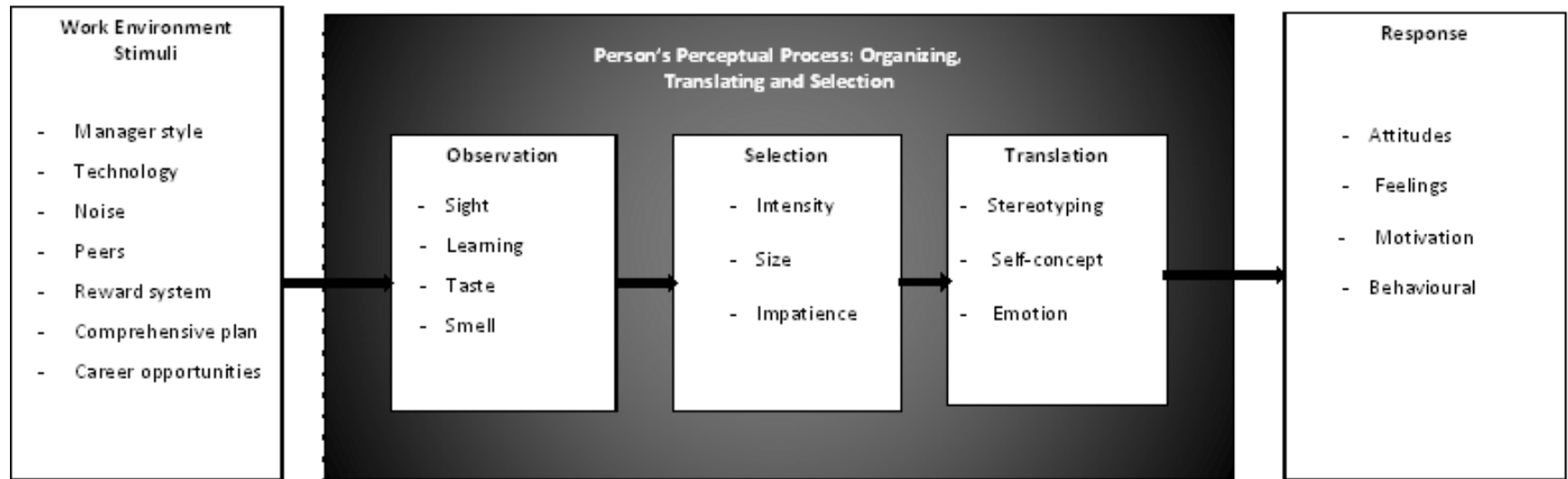


Figure 3.2: The perceptual process: an individual interpretation

Source: Elnaga (2012: 58)

In order to form a perception about something, a person receives information about elements of the world or stimulus; which can be through smelling, touching and seeing; and the information is organised in a way so as to attach a meaning to that information. Then the information is interpreted and a negative or positive response is formed. Elgana (2012:58) concurs that generally, people perceive stimuli that satisfy needs, emotions, attitudes or their self-concept. To have different perceptions simply means that people will interpret the information differently. This also implies that employees can interpret the attitudes of their managers according to their expectations and not according to the reality, or the actual intention of the Performance Management and Development system.

From the above it becomes clear that perception is not only formed through cognitive processes but information from other elements like smelling and seeing contributes to the formation of perception. For the purposes of this study, it is important that managers must try and eliminate and minimise all the negative factors in the work situation in order to encourage positive perceptions. When managers are easily approachable, there is effective communication from the horizontal and vertical levels, and the work environment encourages career development and growth; all these can influence and encourage positive perceptions and attitudes in the organisation as employees will feel motivated to work in caring environment with more opportunities. Therefore perceptions can be influenced by effective management style of the organisation.

3.4 WHAT IS THE INFLUENCE OF PERCEPTIONS ON THE SUCCESS OF THE SYSTEM?

According to Martin and Fellenz (2010:114) perception provides the inputs of people's conscious and unconscious decision-making about their behaviour. When employees are conscious of what their work requires, the objectives of the organisation, policies and the legal frameworks governing their organisation, they are in a position to select which behaviour is appropriate towards accomplishing the overall objectives of the organisation. Perception can contribute to a person's behaviour. In essence, employees' interpretation of their work environment influences their perception and subsequently their performance. If an employee's perception of his/her work setting and

other systems is positive, he/she can be motivated to perform better and this can lead him or her to be effective at work and in addition to that it will enhance the organisation's performance. However, if the work situation is frustrating; an employee can feel demoralised, invaluable and this can negatively influence his/her performance as well as the organisation's effectiveness.

Martin and Fellenz (2010:128) argue that individual' perceptions of managers; subordinates, fellow employees or customers can have a profound impact on the effectiveness of any organisation. Managers can create a good climate by regularly communicating with employees about their perceptions concerning the changes in the organisation and keeping an open-mind to contradictory perceptions. They should be able to understand and recognise employees' negative and positive perceptions about their job functioning, attitudes, including the Performance Management and Development System, as it will enable them to gauge those perceptions that are detrimental to the success of the system and the organisation and manage them effectively.

Poor management of the System will result in negative perceptions amongst the employees, for instance if there is no continuous feedback from managers about performance, or failure by managers to prioritise the employees training needs notwithstanding the pleas for such, it is more likely that the employees' will perceive the System only as an administrative compliance exercise. Once the manager understands the perceptions of their employees, he/she will be able to develop measures to deal with negative perceptions in the work place and ensure that individual performance and performance of the teams are in congruent with organisational overall objectives (Aguinis, 2007 as cited in Biron, Ferndale & Paauwe, 2011:1295). Perceptions of employees are crucial to the organisation as they can determine the success of the system and the organisation. More often inexperienced managers regard the employees' perceptions as being trivial because they already have preconceived ideas about the employees. This wrong perception often results in employees being demoralised and perceiving the system in a negative way. It is therefore important that managers should be aware of factors that may impact on their perceptions which can

influence their decision making (Goksoy & Alayoglu, 2013:57; Otara, 2011:23). Perception and performance of employees are crucial to any organisation as they influence the commitment, and when employees are committed to their work they put in more effort and performance is improved. The right perception about the System and the organisation places an obligation on the employee to work more productively. A positive attitude and the right perception can motivate the individual employee and teams to work together in order to improve their own performance and consequently, the organisation's performance (Colquitt, Colon, Wesson, Porter and Ng, 2001 in Goksoy & Alayoglu, 2013:58).

From the above it can be deduced that perception influences the behaviour of employees, hence it is vital that employees must perceive the System as effective. An effective Performance Management and Development System can drive and inspire employees to perform productively to realise the organisation's objectives. To ensure that the System is effective and is perceived as such, managers can encourage collaboration, teamwork and communication amongst employees and their managers.

The next section will discuss the thematic analysis of employees' perceptions.

3.5 THEMATIC ANALYSES OF EMPLOYEES' PERCEPTIONS

The following section provides the thematic discussion regarding employees' perceptions pertaining to the Performance Management and Development System.

3.5.1 Perceptions regarding the purpose associated with the System

Different perceptions can be beneficial in an organisation, since it can help the organisation to realise its objectives by respecting individual employee differences which may lead to increased performance levels. The fact that employees have different perceptions regarding performance management and development should not be the problem. However, if employees don't understand the purpose and what the System entails they may not commit to the vision of the organisation, which can hinder the success of the System and the overall performance of the organisation as the activities of the employees would not be aligned with the organisation's strategic goals. A lack of

understanding of the purpose and use of the Performance Management and Development System can create wrong perceptions among employees; employees may perceive the system as mainly focusing on appraisal, personal goals and incentives rather than a means to enhance both the employee and the organisational performance. Employees should understand that the Performance Management and Development System is a means to achieve organisational objectives and failure to understand that employee development is the key component of any performance management and development system can be detrimental to the performance of an organisation.

According to Ying (2004:9) the main purpose of a performance management system is to ensure that:

- the work performed by employees accomplishes the work of the organisation;
- employees have a clear understanding of the quality of work expected of them;
- employees receive ongoing information about how effectively they are performing relative to expectations;
- awards and salary increases based on employee performance are distributed accordingly;
- opportunities for employee development are identified; and
- employee performance that does not meet expectations is addressed.

Managers must ensure that the Performance Management and Development System is used for what it is intended for rather than settling scores for personal issues. Negative perceptions towards the System may affect the perception towards performance management and contribute to bad relations among employees and consequently can result in poor morale and poor performance.

When employees understand what is expected of them, their contribution to the organisation's goals are supported and when there is effective communication between the managers and employees about the performance, an environment of trustworthiness is formed and subsequently employees are motivated to perform harder. The objectives, purpose and benefits of the Performance Management and Development System

should be effectively communicated to employees to ensure that there is common understanding of the process and common objective.

The following figure provides an analysis of employees' perceptions regarding their knowledge of the Performance Management and Development System.

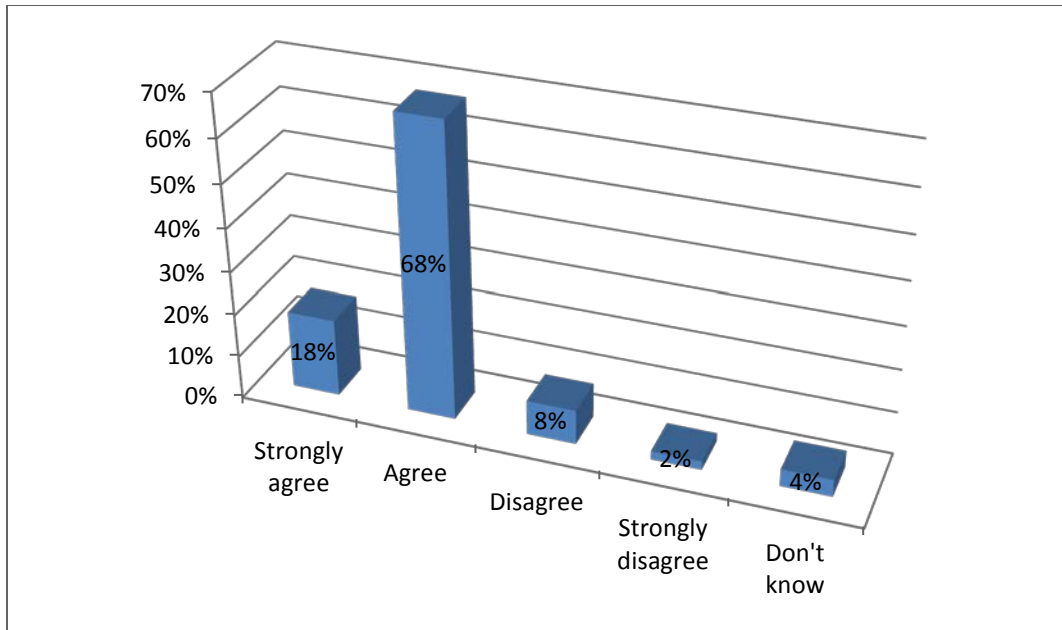


Figure3.5: Knowledge of Performance Management and Development System

The above figure 3.5 is about whether the respondents understand what the Performance Management and Development System is about and what is required of them as employees. The respondents were asked to state what their knowledge of the purpose of the Performance Management and Development System was in order to establish whether the respondents are aware and understand what the System entails. As can be seen from figure 3.5 above, the majority of employees (18% + 68%) stated that they agree with what the Performance Management and Development System entailed, including what is required of them. Only a total of 10% of the respondents disagreed with the view. Of the total sample, only 4% of the respondents did not know and therefore did not understand what the Performance Management and Development System was about and what was required of them.

Employees' understanding of the purpose of the Performance Management and Development System was that it is wrongly implemented because some employees are given recognition and rewards with and no information is provided as to why they did not receive any recognition or rewards. The criteria that were used and the lack of information as why other employees did not qualify meant that the Performance Management and Development System was wrongly implemented, according to one of

the respondents. Managers who are tasked with implementing the Performance Management and Development System do not know what employees are doing, remarked another respondent. These findings indicate clearly that nearly all the respondents in Matlosana Service Point are knowledgeable about the Performance Management and Development System and all its processes; although there is general negativity towards the whole System. These negative perceptions regarding the System could be influenced by the unfairness shown during the performance appraisals/assessments. Another reason could also be that the employees have knowledge of the System but they cannot comprehend the System holistically but instead they understand certain elements of the System, like unfairness in appropriating monetary incentives only.

The argument can be made that if employees agree to what the purpose of the System is, they would also have a positive perception of the System. However, from open-ended questions, the opposite was indicated. While knowing what the System should achieve, their negative perception emerges in how the System is used.

The following figure presents the data regarding employees' perception of the use of Performance Management and Development System as a vehicle to promote and reward employees.

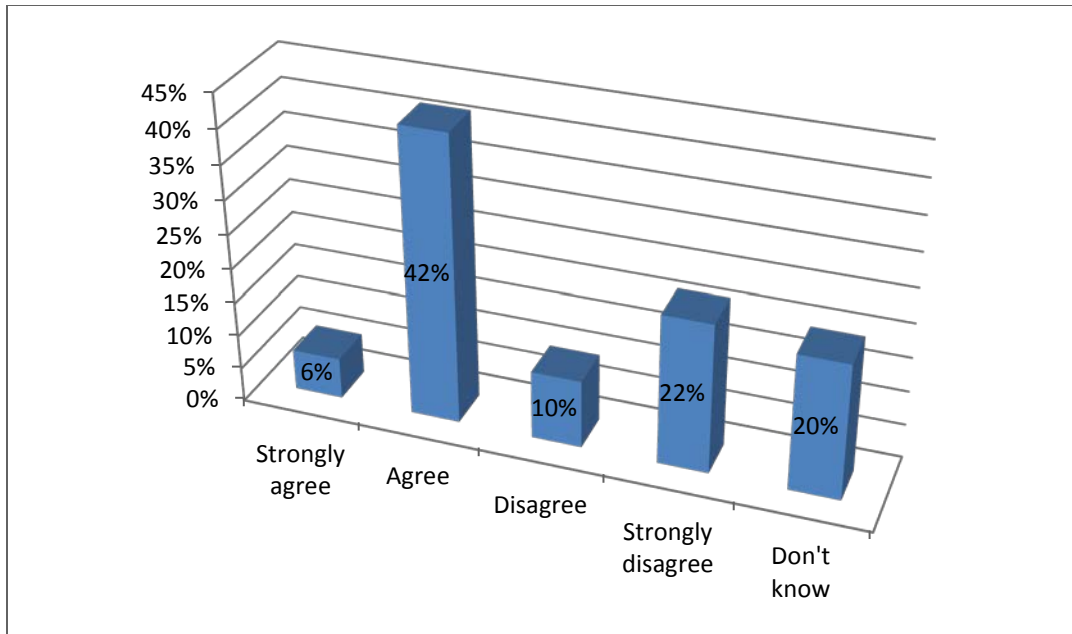


Figure 3.6: Performance Management and Development System is used as a vehicle to promote and reward employees

According to the data presented in figure 3.6 above, addressing the question whether the Performance Management and Development System is used as a vehicle to promote and reward employees, the results are mixed. Whereas a total of 48% of the respondents (6% strongly agree and 42% agree) confirmed that the Performance Management and Development System was indeed effected as a promotion and reward tool for employees, the majority clearly disagreed with the statement (with 10% disagreeing, 22% strongly disagreeing and a significant 20% of the respondents did not know). One employee stated that the implementation of the Performance Management and Development System was also seen to be ineffective as it is being considered as just a compliance process by most employees and managers with too many changes being implemented. Within this context, some employees are only submitting the assessments for compliance as the general feeling is that management does not really take the System serious. This finding clearly suggests that this aspect of the Performance Management and Development System has not been articulated clearly in policy terms and as a consequence the majority of the respondents and/or employees are excluded from the potential benefits of the System.

This finding indicates that the majority of the employees are not aware of the potential reward and promotional benefits of the Performance Management and Development System is consistent with the findings below (3.7 and 3.8) regarding training as well as the communication and feedback between the immediate manager and the employees. From these findings it can be deduced there is so much that employees simply do not know about in relation to the implementation of the Performance Management and Development System. The System itself embraces all the processes such as communication and feedback between the manager and employees, the importance of training and the promotion and reward mechanism, all which are not made clearly known to a substantial number of the employees within the Matlosana Service Point.

The next figure depicts the data regarding the training on the use of the Performance Management and Development System that the respondents received.

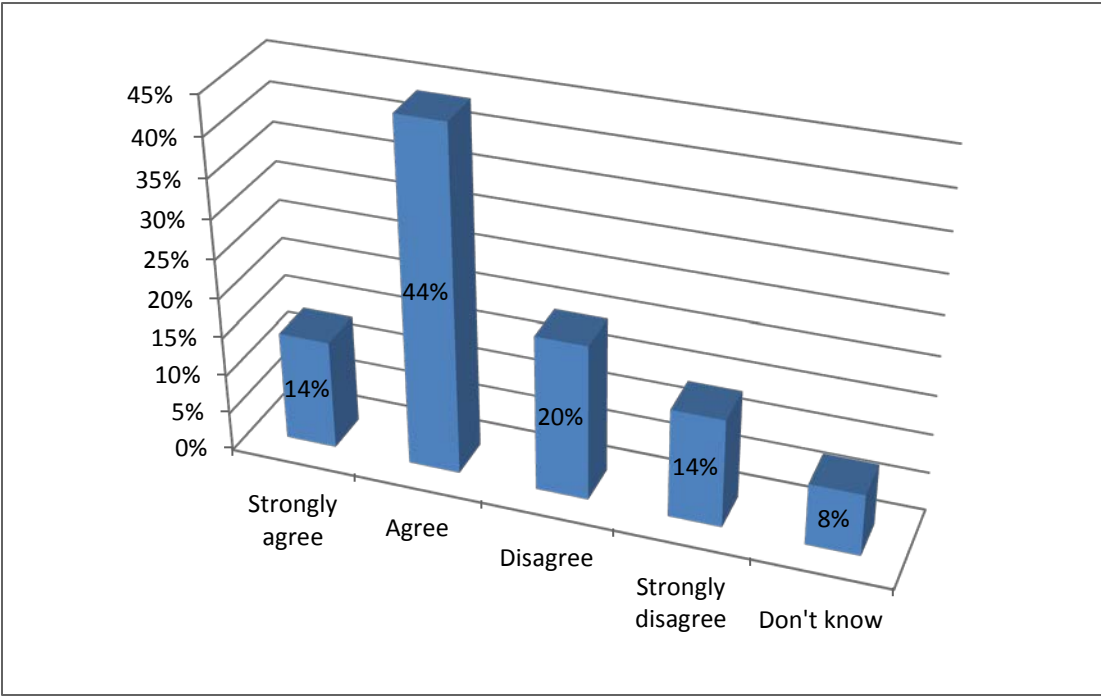


Figure 3.7: I have received training in the use of the Performance Management and Development System

Figure 3.7 above examines the question on whether training has been received by the respondents pertaining the use of the Performance Management and Development

System to determine the effectiveness of the System. The information shows that just over half of the respondents (58%) agree (with 14% strongly agreeing and 44% agreeing). Thirty-four percent of the respondents disagree (with 20% disagreeing and 14% strongly disagreeing) followed by 8% who do not know if they have received training in the Performance Management and Development System. Another respondent identified that more training was needed in order for an employee and the manager to agree on one thing. The argument can be made that even though training was given to the respondents, a substantial number of the respondents who disagreed infer that the training was inadequate and inappropriate as it could not have met their needs and expectations.

Obviously, if the respondents received training in the System the message that the System is a development as well as recognition tool was not clearly communicated. Thus, employees do not share a common understanding of why the System is important to their performance and future development.

The results are broadly consistent with Santos and Stuart (2003) findings on the employee perceptions about training effectiveness is influenced by the criteria of selecting and supporting participants on training courses which is often not sufficiently tailored or focused on the needs of the employee. Also the findings from this study showed that often the availability of a course triggered the nomination of an employee to attend, rather than being built in as part of the employee's development.

Figure 3.8 below presents the data regarding whether the System is compulsory and whether all the employees have been trained in it.

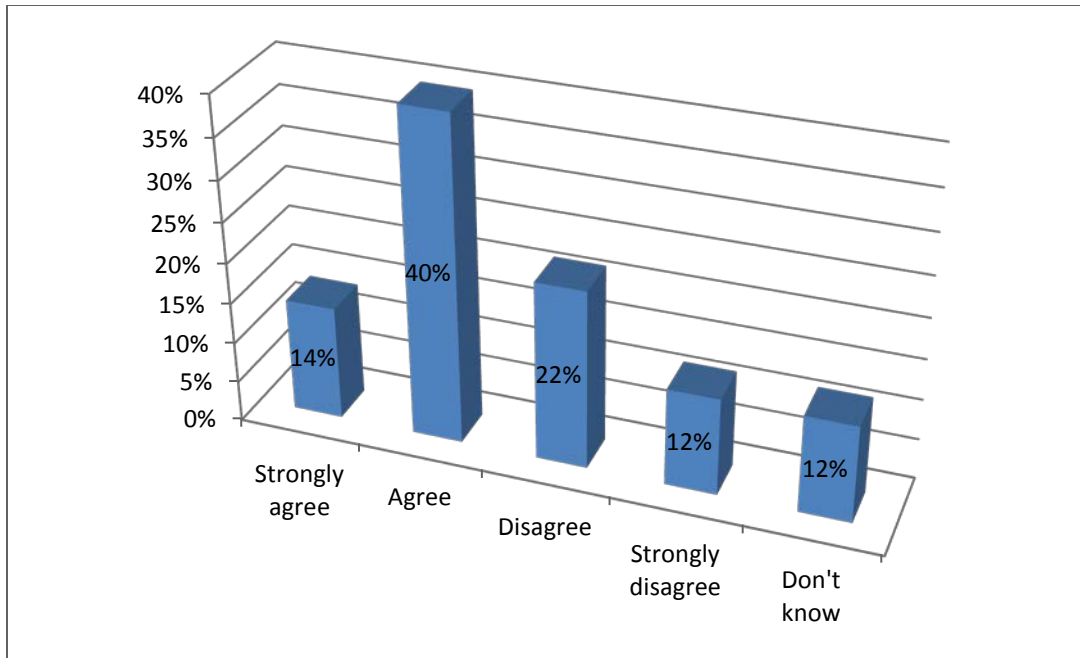


Figure 3.8: The System is compulsory and all the employees know about and have been trained in it

Validating the previous question in figure 3.7 above was significant to determine whether the employees were informed, what they knew about it and they have been trained in the use of the System. The reason for this question was to determine the employees' perception regarding their understanding of the System. When employees know and understand the policies and procedures relating to the System, they are likely to contribute positively to the success of the System. Figure 3.8 above addresses the question on the Performance Management and Development System as a compulsory mechanism that all employees know about as well as having been trained specifically in order for the employees to understand the System. The information on figure 3.8 shows that just over half of the respondents (with 14 % strongly agreeing and 40% agreeing respectively) that not only is the Performance Management and Development System compulsory but that employees have received training on it.

However, it is worth noting that about 46% of respondents (with 22% disagreeing, 12% strongly disagreeing and 12% not knowing anything at all) disagreed with the assertion that the System was both compulsory with employees having been trained on it. This suggests that the Matlosana Service Point faces a number of challenges in that respect.

The argument is thus made that the training for Performance Management and Development System was inadequate and ineffective as it did not address the performance management and development issues. It can also be concluded that the purpose and objectives for the Performance Management and Development System training had not been clearly explained so that the employees can understand why they have to be trained, also that training was not properly evaluated to determine whether the objectives for training were attained, whether the challenges regarding the performance and whether there is an improvement in the perceptions of employees. This could be attributed to the fact that training for Performance Management and Development System is not thoroughly planned and prepared for.

3.5.2 Perceptions regarding the effectiveness and the implementation of the System

An effective Performance Management and Development System is essential to ensure that both individuals and organisation are heading in the same direction in terms of its priorities. Effectiveness refers to the ability to achieve set goals and objectives. It also has to do with the actual impact of service and quality of service rendered (Productivity SA, 2007: 27). In simpler terms, it refers to the extent to which a programme or policy achieves its immediate objectives or produces its desired outcome. In this context, the Performance Management and Development System will thus be examined to determine the extent to which it fulfils its purpose (that is, in terms of the achievement of agreed objectives). Through the Performance Management and Development System managers can ensure that there is an alignment between the employees' work and the organisation's strategic objectives. Thus, the integration of employee's performance and objectives is very crucial in any Performance Management and Development System, as argued by Williams (1988) cited by Elgana (2012: 93).

Perceptions can cloud an individual's judgement hence managers should ensure that employees have the right perceptions and that goals (short-term and long-term) are consistently being met effectively and efficiently. This can be attained through communication and the necessary support from managers. There are some detrimental aspects which can hamper the effectiveness of the System, including office or internal

politics that is, if there are any inconsistencies in terms of how to reward good performance in an organisation; the criteria for selecting employees for training to develop their skills and consequently to enhance their performance can cause friction; a lot of animosity and resentment amongst employees can be created if there are perceptions regarding favouritism in terms of training and development opportunities. Such discrepancies can create a bad climate at work as employees can perceive the System as being inconsistent and ineffective because it promotes favouritism and does not provide for their needs (Goksoy & Alayoglu, 2013:65; Haines III & St-Onge, 2012:1161).

Managers can be perceived as biased and not trustworthy. The System can be viewed as not being fair and not objective, leading to employees not being motivated to perform at their best. Saeed and Shahbaz (2011:72) posit that the organisation should focus on the principle of justice and fairness while designing and implementing performance management and development programmes for employees by ensuring that only good performers are rewarded. Managers should ensure that all opportunities for development and growth are identified and pursued for different employees in a fair and rational manner. One factor that may affect employees' perceived performance management effectiveness is their attitude towards performance assessment. Attitudes towards performance assessment tend to affect attitudes towards performance management effectiveness (DeNisi & Pritchard, 2006 in Chompukum, 2011:7).

The implementation of the Performance Management and Development System in an organisation is critical to the success of both the employee and the organisation. The successful implementation of the Performance Management and Development System can lead to rewards as employees will be motivated, satisfied and committed to perform. According to Saravanja (2010:155) the real test of any system lies in its implementation. Well-designed systems often fail when the implementation process is not well managed. Kumaran and Sangeetha (2013:21) citing Casio (1987) and Copens and Jenkins (2000) concur that the assumption appears to be that an effectively designed, implemented and administered Performance Management and Development

System can provide the organisation, the manager and the employee with a plethora of benefits.

The lack of required knowledge and skills by managers to implement the process can be detrimental to the implementation of the System. Failure to manage the process can result in employees not having faith in the System and they can perceive the System as not adding any value to them and the organisation. The inability of managers to sign the performance agreements on time can be perceived by the employees as inappropriate. Inconsistencies regarding the implementation of the System can be perceived as biased (Folger, 1992) in Elgana (2012:91).

The figure 3.9 below provides the data regarding the implementation and effectiveness of the System in the directorate.

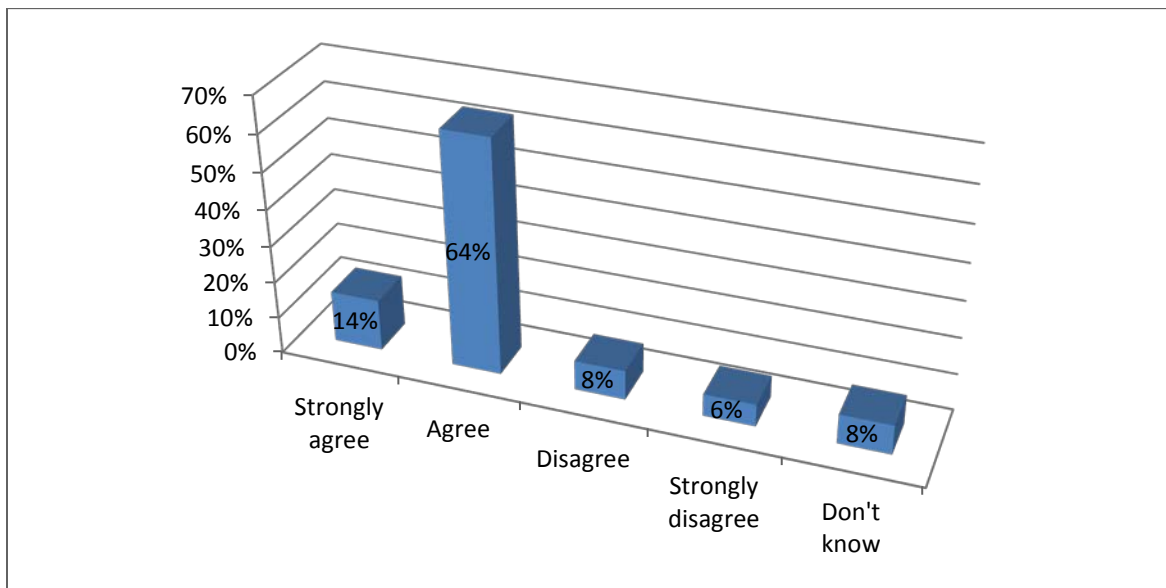


Figure 3.9: Implementation and effectiveness of the System in my Service Point

To establish the effectiveness of the System, the respondents were asked whether the Performance Management and Development System was being implemented in their Service Point. The data illustrated by figure 3.9 show that the majority of the respondents (64%+14%) of 100% agreed that the Performance Management and Development System had been implemented in their own Service Point. The majority of

respondents affirmed that the Performance Management and Development System was in existence in the Service Point, the fact that a total of 22% of the respondents either disagreed with that assertion or did not know suggest that implementation of the Performance Management and Development System was not properly communicated to all the employees at Matlosana Service Point. It may also suggest that the implementation was neither effective nor efficient, and therefore requiring some concerted review. According to one employee, the implementation of the Performance Management and Development System was also found to be ineffective, because the employees who participated are not consulted regularly in order to monitor their performance and develop their skills. One respondent also stated that the implementation is not effective as it does not offer a platform to raise issues that affect the employee's satisfaction. There is no regular meetings to discuss performance issues stated another respondent.

The above confirms that even though the Performance Management and Development System was being implemented in the department, specific individuals were still unsure about the implementation which could negatively affect the perceptions of employees regarding the value or effectiveness of the System.

The following figure 3.10 represents the data regarding whether the performance agreements are signed on time.

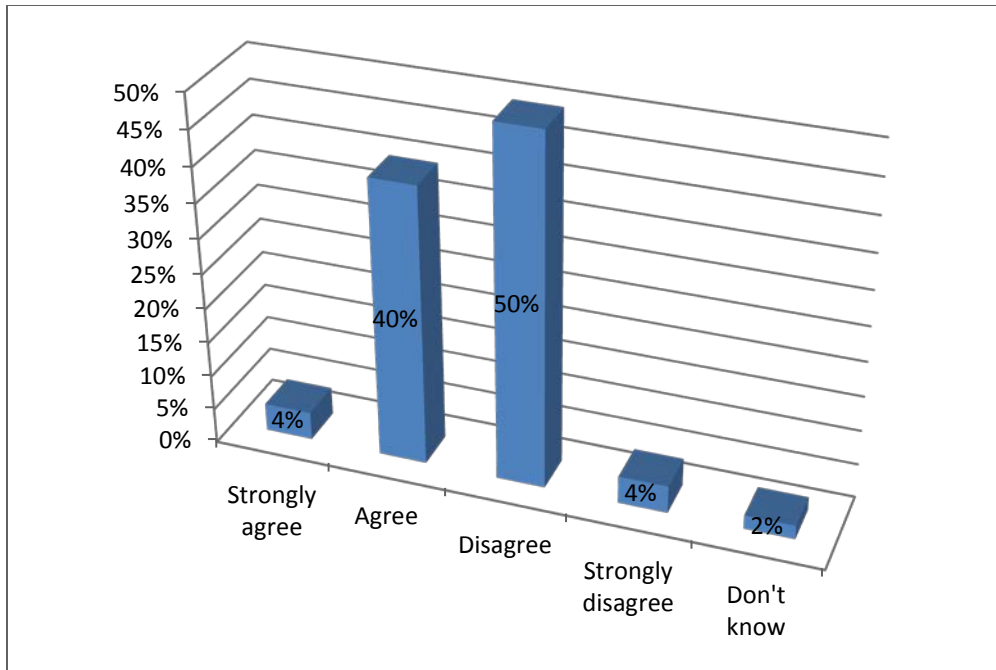


Figure 3.10: Performance agreements are always signed on time

The aim of the question whether performance agreements are signed on time was to establish the nature of the implementation of the System. Figure 3.10 above shows that a total number of 44% of the respondents agreed that their performance agreements were always signed on time. Fifty percent of the respondents disagreed, and 4% of the respondents strongly disagreed and 4% of the respondents strongly disagreed with the same view, while only 2% of the respondents indicated that they did not know whether their performance agreements were signed on time.

A broader inconsistency of the exact nature regarding the implementation of the Performance Management and Development System at the DSDWCPD is again highlighted by information presented on figure 3.9. As can be seen from figure 3.10 just over half the respondents of the total (100%) surveyed disagreed with the argument that performance management agreements are signed on time. This is in contrast to approximately the same number as shown on figure 3.11 below which stated that they had personal knowledge of formulating personal development plans. In terms of these results, the implementation of the Performance Management and Development System

appears to be fraught with inconsistencies and imbalances which cannot reveal the nature of the performance of the DSDWCPD.

A number of factors can hinder the implementation of the System: lack of communication about application and objectives of the system by managers, lack of feedback regarding the performance of employees, lack of support from managers to ensure the smooth implementation and management of the process as well as lack of knowledge and skill on how to communicate constructive feedback (Markus, 2004: 9).

Figure 3.11 below provides the data regarding the formulation of personal development plans.

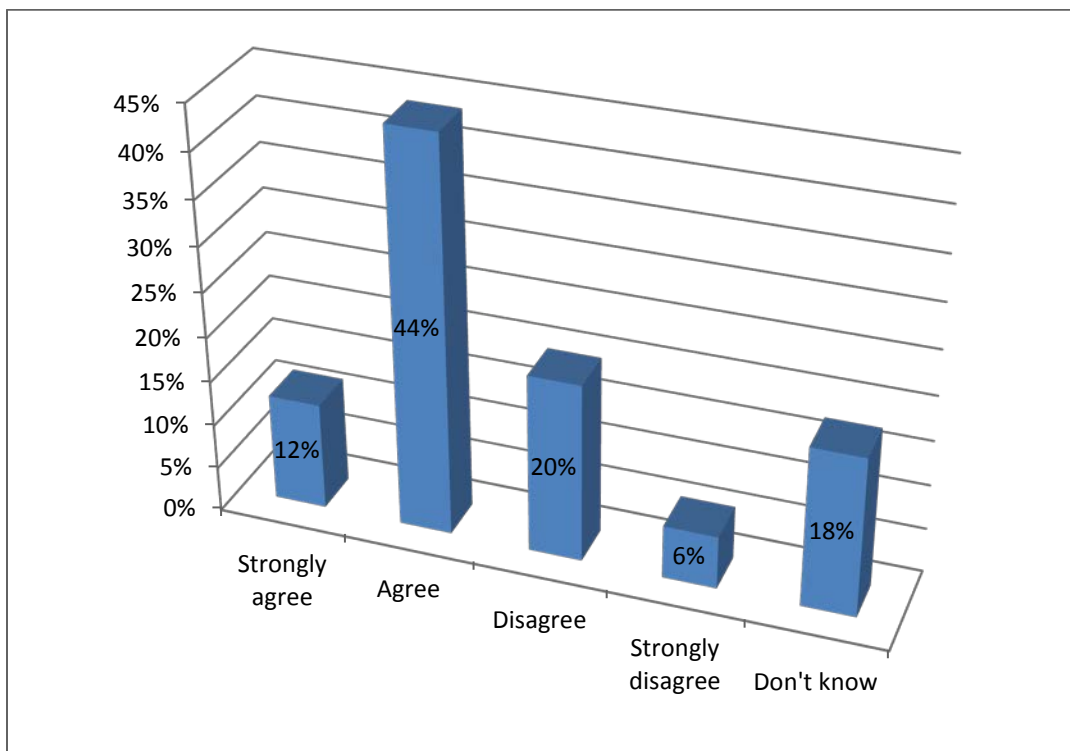


Figure 3.11: Formulating personal development plans

Respondents were asked whether they knew how to formulate personal development plans in order to determine the level of guidance and support from the managers/supervisors. According to figure 3.11 above a majority of 56% of respondents knew how to formulate their personal development plans (with 12% strongly agreeing

and 44% of respondents agreeing), a further 20% of respondents disagreeing that they had any knowledge on how to formulate personal development plans with 6% strongly disagreeing (constituting 26% of the respondents). Finally, 18% showed that they did not know how to formulate their personal development plans.

The failure to fully convey fully the role that the Performance Management and Development System plays in the overall performance management of individual employees within the Matlosana Service Point is revealed yet again by information presented on figure 3.11 above. Here the majority of the respondents stated that they had knowledge of formulating personal development plans. Again, conflicting messages are conveyed by the lack of real linkages and consistencies of how the different aspects of the Performance Management and Development System are implemented within the DSDWCPD. Both positive and negative feedback against which to evaluate the Performance Management and Development System includes different responses which make it difficult to establish the important role that the System plays within the DSDWCPD.

According to the three respondents, the managers are not involved in the formulation of development plans, the other respondent indicated that they assisted each other in formulating the plans; the managers just signed the plans. According to more than one respondent, employees were not fully involved with the implementation of the Performance Management and Development System. On the basis of this, final decisions were made without the involvement and participation of those in the lower ranks. From the findings it can be argued that the majority of the respondents know how to formulate their personal development plans but the implementation of the plans is a burning issue as those plans are not validated and prioritised according to the needs of the employees. It can also be concluded that the legislation mandates that this process should be a joint process between the employee and the manager; however, the management of the process fails to comply with the policy provisions and as a result the System is viewed as ineffective and inefficient.

Significant here is that if employees develop their own performance development plans without the involvement of managers chances are that employee performance development is not done to ensure organisational performance but rather to address individual employee ambition. The Performance Management and Development System will then be blamed if individual employee performance and development are not aligned to organisational requirements.

The next figure, 3.12, presents the data regarding the need for Performance Management and Development System training by the employees.

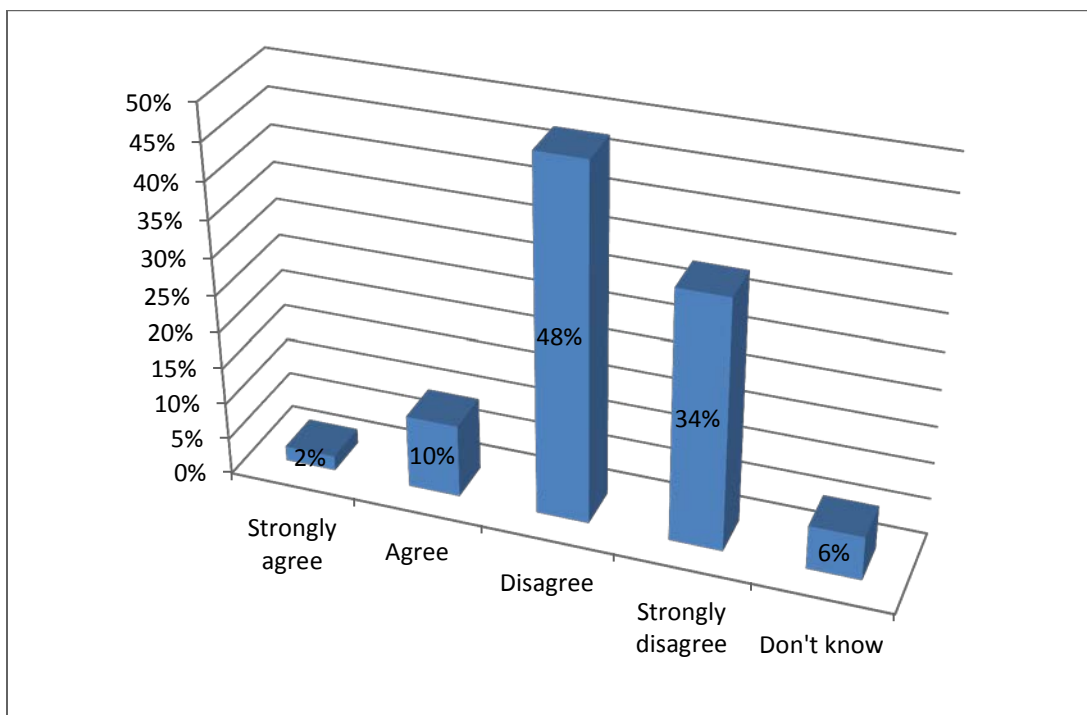


Figure 3.12: No need for further training

The importance of training for the Performance Management and Development System to improve the performance of both the individual employee and the organisation cannot be disregarded. Hence, determining whether there is a need for further training for the employees becomes crucial in this analysis. The results on figure 3.12 above further add to the connection between the perceptions of an imperfect annual assessments and the unhappiness of employees resulting in the desire by the respondents requiring further training. As can be seen in figure 3.12 above, the majority of the respondents

have dismissed the statement that there is no need for further training on the Performance Management and Development System within the Matlosana Service Point. The respondents stated that although training was conducted, they perceive it as inadequate. However, one of the respondents stated that not knowing how to implement the System by other managers is a problem because some managers are not able to explain the process correctly.

A clear majority representing 88% respondents (48% disagreeing, 34% strongly disagreeing and 6% who did not know) refuted the suggestion about there being an efficient and effective Performance Management and Development System. This figure contrasts sharply with that of 12% respondents (2% strongly agreeing and 10% agreeing), indicating without any ambiguity that nearly all the respondents still need to be trained in the process of the Performance Management and Development System.

The figure below shows the data regarding the nature of feedback and communication between the employee and immediate manager.

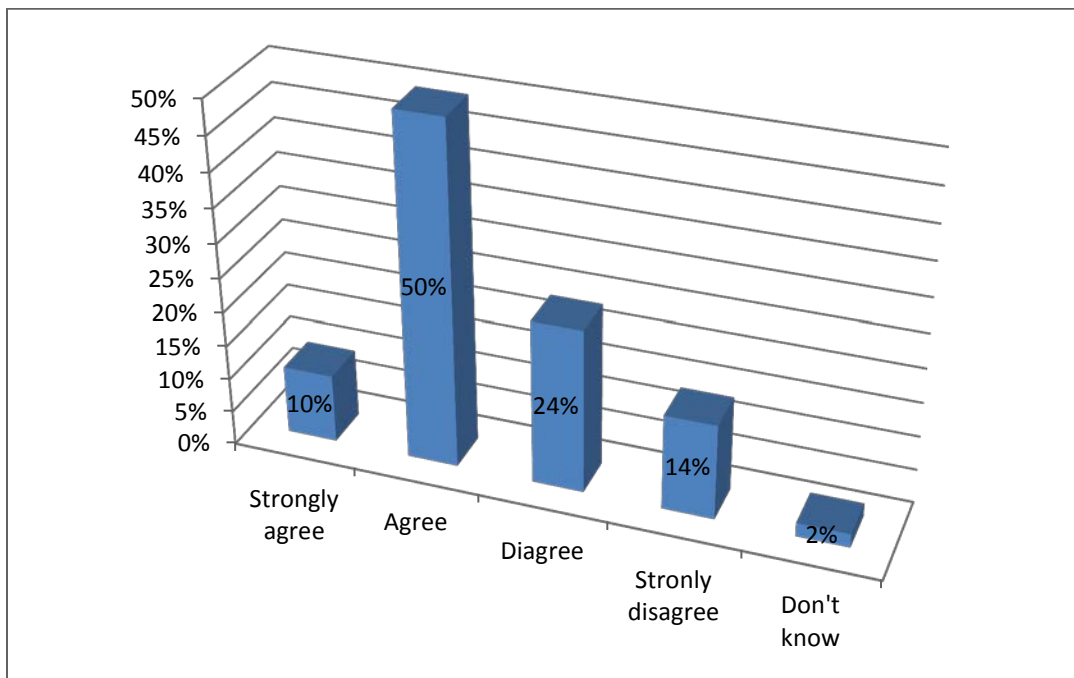


Figure 3.13: There is continuous feedback and communication between the employee and immediate manager

The above question was intended to determine the nature of communication and feedback between the employee and the immediate manager and how effective the communication was. The purpose of the question is also to establish the extent of the effectiveness of the System and compliance with the legislation and the departmental policy on Performance Management and Development System. With regard to this question, mixed results are illustrated in figure 3.13 above. According to this information, 38% of the respondents out of the total 100% surveyed indicated that there was no continuous communication between them and the immediate manager regarding their individual work performance. Only 2% of respondents did not know whether there was continuous feedback and communication.

This finding explains why, as we have seen on figure 3.16 below the majority of employees are not happy or satisfied with the manner in which their annual assessments are undertaken. Equally, however, this finding is contradictory in that in figure 3.13 above about two thirds (10% strongly agreeing and 50% agreeing) of the total sample of respondents confirmed that there was continuous communication and feedback between the employee and the immediate manager. In spite of these contradictions, this is possibly why there is a disillusioned workforce in an environment that is characterised by continuous communication and feedback as shown on both figures 3.13 and 3.9 the effectiveness of the implementation regarding the System.

The following figure presents the data regarding the extent of involvement of employees in their assessments.

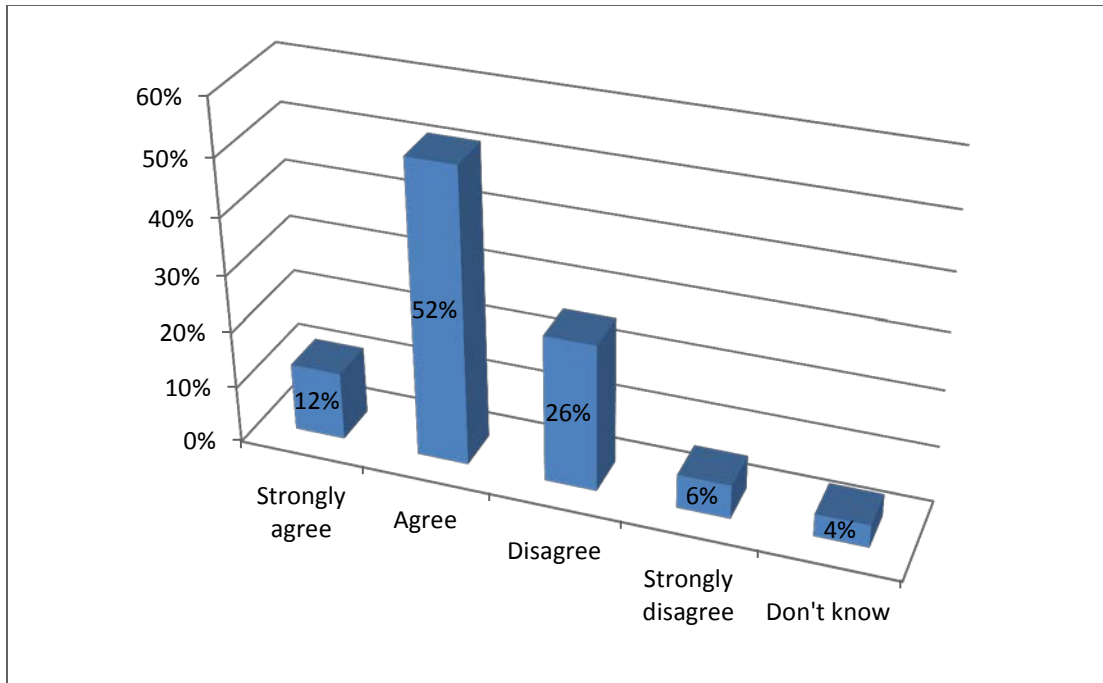


Figure 3.14: Personal involvement in assessment ratings

Participation as one of the principles of Performance Management and Development System is crucial to any organisation to succeed in their goals. The above-mentioned question sought to establish the extent of involvement in the ratings by the employee. The significance of the contradictory messages regarding the implementation of the Performance Management and Development System at the DSDWCPD is highlighted by the information presented in figure 3.14 above. The empirical results cited clearly show that the majority of respondents are personally involved in the assessment ratings of their performance within the DSDWCPD. These results contrast sharply with the other findings that show that the majority of respondents are clearly not satisfied (figure 3.17 below) with the manner in which personal assessment are conducted. The employees feel frustrated as there is no consistency in the implementation of the System. The Performance Management and Development System was also seen to be partially implemented without any elaboration being given for this partiality by one respondent. Yet another stated that Performance Management and Development System was implemented thoroughly in order to give employees knowledge.

The argument can thus be made that contradictory messages can imply that the implementation of the System is flawed. Some employees fear and are loathe to express the real issues for not participating in the assessment ratings due to reprisal while others may have given up to participate in the ratings because they feel that their participation does not make any difference. This argument is consistent with the views of Thomas and Bretz (1994) as cited in Femi (2013:91) that evaluations are often perceived by employees and managers with fear and loathing due to the absence of a sense of ownership and the absence of rewards for properly competing process.

Figure 3.15 depicts the data regarding whether the performance assessment are done annually.

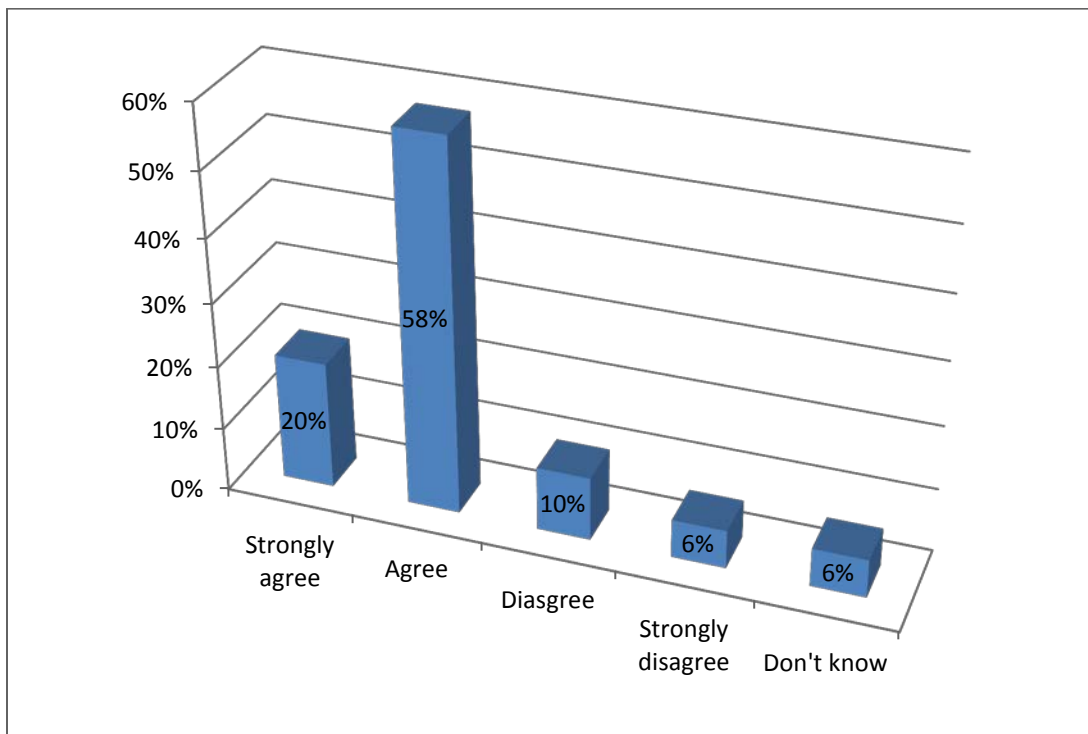


Figure 3.15: Performance assessments are done annually

The purpose of the question on whether performance assessments are done annually was to determine whether the level of consistency and effective implementation of the System. The results represented on figure 3.15 above show clearly that 78% of respondents (with 20% agreeing strongly and 58% agreeing) that this is indeed the

case. Ten percent of the respondents disagree, with 6% strongly disagreeing and, 6% do not know. In terms of these findings, there can be no doubt that performance assessments are done annually in Matlosana Service Point.

However, it also does seem that the System is also subject to inefficiencies and ineffectiveness in light of the fact that a total of 22% of employees have not been involved in the annual performance ratings. The explanation regarding the inadequacies of the implementation of the System should become apparent towards the end of this chapter when general observations regarding identified challenges are made.

According to one respondent, there were a lot of changes on how to write assessments, resulting in rewriting and re-correcting assessments many times. In contrast, one respondent stated that the Performance Management and Development System was being implemented efficiently, as a result of which the Matlosana Service Point was on course to achieving the organisational goals. But another immediately disagreed with this view, stating categorically that the Development Performance Management and System was being unfairly implemented by certain managers who used it to punish those they supervised. Yet another respondent stated that the Performance Management and Development System was not implemented correctly as everyone had his/her own interpretation of the System.

From the above, it can be argued that even though the performance assessments are done annually, there are still challenges in terms of the manner in which the process is being handled which shows some elements of irregularities and some lack of will from the managers, leading to poor implementation of the System which in influences the perceptions of the employees negatively.

The following section will look at the perceptions of employees regarding the impact on organisational culture.

3.5.3 Perceptions regarding impact on organisational culture

Martin and Fellenz (2010:481) maintain that organisational culture is a set of shared, often implicit assumptions, beliefs, values, and sense-making procedures that influence and guide the behaviour and thinking of employees, and is continuously enacted and in turn reinforced or changed by the behaviour of employees. Bratton, Sawchuk, Forshaw, Callinan and Corbett (2010:330) are of the view that culture comprises three levels: inner patterns of thought and perception; deep-level verbalisation (for example the syntax in language), of which the native speaker is seldom aware; and visible patterns of behaviour, which are also culturally determined.

The organisational culture of an organisation must be aligned to the Performance Management and Development System as culture serves as a guide and shapes the manner in which employees perceive their work environment and thus influence their behaviour. These guidelines can be formal, informal, written, unwritten and shared by other employees and reinforce a positive behaviour that contributes to the success of the organisation. In every organisation, employees are socialised to behave in a certain way because of uniquely shared values, beliefs, and attitudes. These main values, beliefs, and attitudes play an important role in influencing the perceptions of employees which will manifest in their behaviour. Robbins *et al.*, (2006:406) assert that the culture of an organisation is expressed in the values and behavioural norms of its employees. Right perceptions can infuse a strong, positive culture and thus determine the performance in an organisation and subsequent to that the overall success of the organisation.

If the overriding core values and beliefs of the organisation are positive then the likelihood is that the organisational culture will reflect in the employee's actions and performance. Peters and Waterman (1982:285) in Wilson (2010:220) state that strong cultures emphasise the values of being the best, of flexibility, initiative, and innovation, of superior quality and service, and of being open participative organisations in which employees were seen as the most important assets. Robbins *et al.*, (2006:406) argue that a strong culture is characterised by the organisation's core values being intensely

held, clearly ordered and widely shared. The more members who accept the core values, agree on their order of importance, and are highly committed to them and whose actions are guided by culture, the stronger the culture will be.

One of the key roles of managers in an organisation is to ensure that the culture of the organisation fits well with the Performance Management and Development System by aligning and integrating all the organisation's activities with the strategic goals and ensuring that employees understand the impact of their individual performance on the organisation's strategy. High performance culture can be entrenched by instituting and maintaining systems and processes that embrace opportunity for learning and growth for each and every employee.

In an attempt to foster a culture of excellent service the government introduced the *Batho Pele* principles which were described in chapter two of this study. These principles regulate the behaviours and actions of the employees in the Public Service. All the employees must always endorse them in order for organisations to continuously improve organisational performance. Adhering to these principles means that the Performance Management and Development System as a means to enhance both the employee and organisation's performance needs to be effectively monitored in order to gauge the negative perceptions regarding the System. Through these principles, organisations can realise a successful Performance Management and Development System which will positively influence the perceptions of the employees and possibly encourage a culture of Putting People First.

Employees' perceptions regarding the performance assessments are imperative as any element of the System (including the assessments) that is not managed appropriately can promote a culture of negativity and dissatisfaction in an organisation, ultimately compromising the overall performance of the organisation. Therefore, the importance of fostering a positive culture means that all the facets of the System must be effectively managed and a conducive working environment created which can inspire employees to be more productive in their work.

The following figure presents the data regarding the satisfaction of the employees in relation to their assessments.

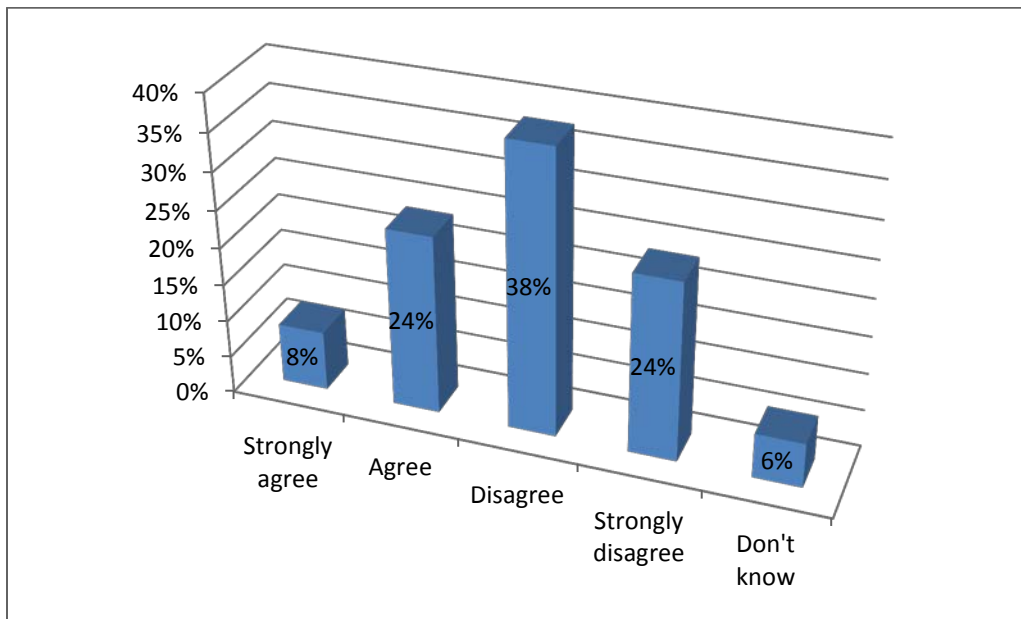


Figure 3.16: I am satisfied with assessments in my Service Point

Figure 3.16 above addresses the question whether respondents are satisfied with the assessments and sought to determine the perceptions of the employees regarding the assessments and whether the assessment complies with the principles of fairness and impartiality. Whereas in figure 3.15 above the majority of respondents (78% in total) confirmed the conducting of annual assessments, these same assessments appear to be done in ways that leave the employees very unhappy as shown on figure 3.16 above. The information on figure 3.16 above illustrates that the majority of the respondents (with 38% disagreeing and 24% strongly disagreeing) are not happy with the manner in which the annual assessments are conducted within their Service Point. Even those who indicated happiness and/or satisfaction with the manner in which the annual assessments are done are clearly in the minority (with 8% strongly agreeing and 24% agreeing).

In answer to the open-ended question of whether assessments are done annually, the respondents indicated that the numerous changes that took place from time to time

made the Performance Management and Development System inefficient and ineffective. They also stated that the general lack of understanding of the criteria that were being applied for performance measurement made the System inefficient and ineffective. Another respondent stated that there was not enough feedback and good communication between employees and their managers, while others indicated that the communication breakdown in turn resulted in a lack of commitment from the employees. Some respondents stated that the implementation of the Performance Management and Development System was not done at the beginning of the financial year but towards the end. Respondents mentioned that no training was provided, yet employees were instructed to rate themselves at each review period without the participation of managers.

These findings indicate that the Performance Management and Development System is implemented within the Matlosana Service Point with a number of anomalies that need to be corrected. It can be argued that the respondents know what is expected of them, they understand the System, they have been trained in the use of the System, but still they are unhappy with the System because of the manner in which the whole System is managed, including the assessment process which is unfair and inconsistently applied. This also suggests that the Performance Management and Development System is not taken seriously in the organisation and is left until the annual assessments when there are already problems and the whole process is being rushed through for compliance purposes. Also the failure of managers to prioritise the assessments indicates that there is lack of commitment from managers. The study conducted by Olivier (2008) on the analysis of the employee Performance Management System also supported the argument that the management of this System causes unhappiness and low morale amongst the employees. Also a case study on the analysis of the performance management by Kgantlapane (2009) indicates that a high percentage of the respondents believe that the Performance Management System in the organisation under study is unfair and not equitable.

The figure above provides the data regarding whether the System is used punitively.

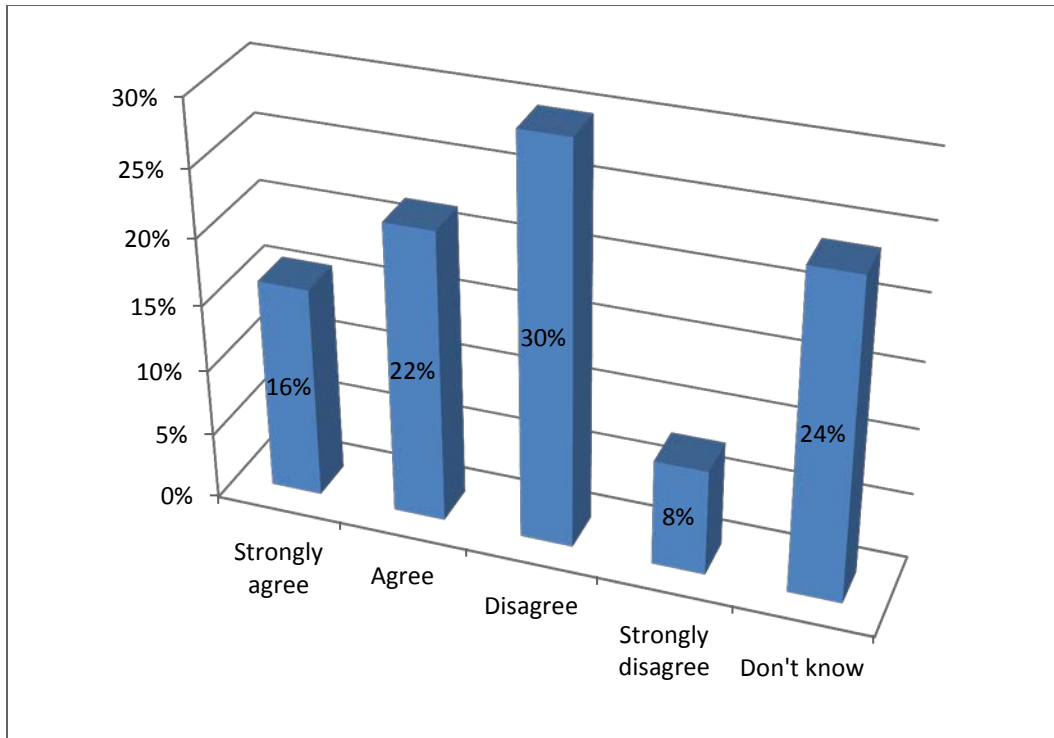


Figure 3.17: The System is used punitively

The information presented in figure 3.17 above examines whether the Performance Management and Development System is used as a punitive measure against employees. Again, as can be seen from the information contained on figure 3.17, the results are not only mixed but contradictory to the foregoing findings notably on figure 3.6. Equally, 38% of the respondents both agree and disagree with the statement. What is interesting is that 24% indicated that they do not know whether the System is used punitively or not. This indicates a culture that could be negative and not supportive of the implementation of Performance Management and Development System.

In answer to open-ended questions, figure 3.6, respondents stated that the System was not rewarding employees for their good contributions and hard work or used for development purposes, but that it was only used to punish those who are not loyal to the manager. One respondent stated that the System was used to punish those perceived to be trouble-makers. Some of the views expressed by these respondents concerned the perpetuation of the agendas of managers which triggered conflict amongst employees.

On the one hand, viewed comparatively to the results contained in figure 3.5 about the knowledge of the Performance Management and Development System and the findings pertaining to the System being used punitively as indicated in figure 3.17 below suggest that the respondents may not have clearly understood what was being asked of them. On the other hand, the findings may simply suggest inconsistency in terms of whether the respondents were either not aware of, informed about or experienced in the use of Performance Management and Development System as a reward and promotional benefit (figure 3.6) or as a punitive tool (figure 3.17).

3.6 CONCLUSION

This chapter has conclusively dealt with the perceptions as expressed by the employees themselves through the open-ended questions of the research questionnaire. There is sufficient evidence from this chapter that the implementation of the Performance Management and Development System has not gone according to the spirit of the various pieces of legislation. The efficient and effective implementation of the Performance Management and Development System has therefore not been demonstrated by the findings of this chapter. The findings also suggest that even though the employees received training in Performance Management and Development System, the training is not effective and there are no effective control mechanisms to verify if the training has yielded the desired outcomes.

The evidence, whilst showing some degree of a positive impact, arising from the implementation of the Performance Management and Development System the majority of the respondents though decried the issues of demoralisation and punishment. The issue of communication between managers and employees was shown to be virtually non-existent even though some respondents agreed that there was effective communication.

Efficiencies and effectiveness of the Performance Management and Development System have been similarly undermined by the implementation process that appears hell bent on promoting and rewarding those close to the supervisors at the expense of the majority of the employees within the DSDWCPD.

Since this study is about developing a strategy to address the perceptions of the employees regarding the Performance Management and Development System, the next chapter will focus on the conceptualisation of strategy, Systematic Training Model for training and development and finally, the proposition of strategy to address the employees' perceptions regarding the Performance Management and Development System will be proposed.

CHAPTER FOUR

DEVELOPING A TRAINING STRATEGY TO ADDRESS THE EMPLOYEES PERCEPTIONS' REGARDING THE PERFORMANCE MANAGEMENT AND DEVELOPMENT SYSTEM

4.1 INTRODUCTION

The previous chapter dealt with the analysis of employees' perceptions regarding the Performance Management and Development System. Data were collected and analysed according to the themes in order to demonstrate how the participants perceive the whole System and its implementation. Various challenges and shortcomings regarding the implementation of the System were identified and analysed. This chapter focuses on proposing the strategy for changing employees' perceptions regarding the System. The chapter will first conceptualise the term *strategy* and its evolution in order to understand its meaning and how it relates to the management and development of both the employee and the organisation. Training in general will be discussed followed by the discussion on the Systematic Training Model for training and development and lastly, the strategy will be proposed in an attempt to address the identified challenges.

4.2 CONCEPTUALISATION OF STRATEGY

According to Louw and Venter (2006:12) "the concept of strategy derives from the Greek word "strategos" associated with the military and the art of leading the army". In war, strategy was perceived as one of the key responsibilities of a leader or manager to lead and defeat the enemy, in other words this association is still relevant in the contemporary period, as the manager is supposed to have all the necessary expertise to lead the organisation towards its success. The concept later advanced to be utilised in other disciplines. Louw and Venter (2006:12) posit that strategy is the overall scheme for leveraging resources to obtain a competitive advantage. Graetz, Rimmer, Lawrence and Smith (2005:51) explained strategy as a perceived plan – a consciously intended course of action, which is premeditated and deliberate, with strategies as intended. Robbins and Barnwell (2006:147) define strategy as the adoption of courses of action and the allocation of resources necessary to achieve the organisation's goals.

Rossouw, Le Roux and Groenewald (2005:5) define the three levels of strategy, namely:

- strategic level which includes the responsibilities of top management in the organisation;
- tactical level also known as the functional level, includes the responsibilities of first line and supervisory management; and
- the operational level (first line and supervisory management) includes staff on the ground level and are responsible for the implementation of operational level's operational objectives and strategies, also known as action plans.

From the above it can be deduced that strategy is a roadmap or actions formulated by top management and cascaded down to the lower levels in order to assist the organisation towards achieving its success by utilising all the resources and creating a positive work environment. Strategy as a plan by management gives direction to all the role players in the organisation and is to be implemented by all the employees at the operational level hence, it is imperative that all employees must know and understand their organisation's strategy and how their performance will contribute to the success of the organisation. From the definitions above, it can be noted that the term *resources* is the key factor in attaining the overall objectives of the organisation. These resources can be human resources, as well as financial, technological and information resources. As mentioned in chapter two of this research study, people are valuable resources in an organisation and it is crucial that all the activities in an organisation must focus on enabling and empowering an individual employee to effectively pursue the realisation of their individual and collective potential.

The focus of this study is on the performance management and the development of human resources. Having and utilising all the organisation's resources effectively (especially human resources) are crucial to any organisational strategy more importantly is that, people as valuable resources must be capacitated to reach the organisation's goals. As discussed in the above section, managers should be the driving force behind strategy implementation and ensure that employees have a common

perception and understanding on the strategy and their activities are aligned to the main strategy. The implementation of the strategy is the task of the employees, the involvement of employees and collective effort are determinants of success or failure of the implementation (Gică, 2011:13).

Rossouw *et al.*, (2005:1) concur that without a vehicle to translate strategy into a dialogue or into action and to allow managers and employees to link strategy to their personal assumptions and beliefs, implementation is doomed to failure. Nel *et al.*, (2006:467) state that it is vital that an organisation's human resources should be managed successfully. Nel *et al.*, (2006:467) have further argued that human resources practices are effective only if they are aligned with the strategic direction of the organisation, make organisational sense, are focused on organisational operations, and executed professionally. Integrating the organisational strategy into day to day activities is the responsibility of the employees on the lower level; however, line managers or first line managers cannot exclude themselves from implementing the strategy. They (first line) managers must ensure that they support and give guidance to lower level employees to ensure that their daily activities are in line with the overall strategy. Hence it is vital that line managers must be trained so that they can be able to steer the performance management and development process. Whittford and Coetsee (2006:63) citing Armstrong (2000) argue that it is line managers who understand the dynamics and intricacies of their departments and who must provide feedback to their subordinates, and who are ultimately responsible for their employees' performance. For the organisation to succeed, management, i.e. top management down to lower level employees must take ownership of the strategy for the smooth operation of the System. Systematic training of line managers to conduct appraisals and to provide feedback is therefore of crucial importance to the success of the process (Armstrong, 2000 in Whittford & Coetsee, 2006:66).

For the purposes of the study, the proposed strategy will then be understood to encompass a training plan of action aimed at changing the negative perceptions of employees towards the Performance Management and Development System.

The next section will look at the Systematic Training Model for training and development

4.3 SYSTEMATIC TRAINING MODEL FOR TRAINING AND DEVELOPMENT

Training in general is defined by Nel *et al.*, (2011:59) as a tool to develop the full effectiveness of the most important resource of an organisation-its people. According to van Dijk and Thornhill (2003:462) the focus of training and development is to ensure, identify and help develop the key competencies that enable individuals to perform to current and future job requirements. Drawing from the key elements of training in general as discussed here, the focus of this section will be on the systematic training and development. Sloman (1999:45) defines the systematic training as training undertaken on a planned basis as a result of applying logical series of steps. Sloman (1999:45) further states that the number of and description of these steps tend to vary, but in general terms they would cover such aspects as:

- development of training policy;
- identification of training needs;
- development of training objectives and plans;
- implementation of planned training; and
- validation, evaluation and review of training.

The argument is made that for training in the Performance Management and Development System to be meaningful and effective, managers need to apply the Systematic Training Model for training and development. Emphasis must be made with regard to thorough planning and preparation of identifying training needs which entails an analysis of the employees' needs against training programme to be provided. An evaluation of all the steps is central in this Model to determine the impact of the training programme on the employees. Systematic training of employees to integrate the critical components of the System can provide employees with the necessary tools to perform their duties effectively and efficiently. Organisations need to apply the key elements of this Model to train and develop their employees to be able to implement the Performance Management and Development System effectively to achieve its key priorities (strategic goals).

Systematic training can improve employees' skills at work; once the skills of the employee have been improved the performance of such an employee also improves. This improvement in performance adds value to the organisation. The essence of this chapter is about developing human potential in order to influence the performance through systematic training and ultimately, the perceptions regarding the Performance Management and Development System.

Systematic training can be beneficial to the employee, the organisation and it can also improve the work environment in numerous ways. Nel *et al.*, (2011:388-389) contend that training and development could benefit the organisation and the individual as depicted in the following table:

Table 4.1: Benefits of training

Benefits for the organisation	Benefits for the individual	Benefits in human relations, intra-and inter-group relations
Improve the job knowledge and skills at all levels of the organisation.	Help the individual in making better decisions and effective problem solving.	Improve communication between groups and individuals.
Create an appropriate climate for growth, communication.	Aid in encouraging and achieving self- development and self-confidence.	Improve interpersonal skills.
Aid in improving organisational communication.	Provide information for improving leadership, knowledge, communication skills, and attitudes.	Make organisational policies, rules, and regulations viable.
Help in organisational development.	Increase job satisfaction and recognition; and	Improve morale.
Improve labour-management relations'.	Provide the trainee with an avenue for growth and a say in his or her own future.	Build cohesiveness in groups.
Foster authenticity, openness, and trust.		Provide a good climate for learning.
Aid in developing leadership skill, motivation, loyalty, better attitudes and other aspects that successful workers and managers usually display.		Make the organisation a better place in which to work and live.

Aid in understanding and carrying out organisational policies.		
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Source: Nel *et al.*, (2011:388-389)

From the above it can be argued that systematic training for the Performance Management and Development System, if implemented properly, can be beneficial to the organisation and the individual. Systematic training is specifically designed and deliberate action which endeavours to improve working relations amongst employees by ensuring that there is a positive climate which fosters growth, communication and advances morale of all the employees. It is imperative that the performance of the employees in an organisation be improved and their capabilities be developed to avoid being obsolete and also to afford them an opportunity to contribute to the bottom line (objectives of the organisation). By fostering and developing an organisational climate and culture in which greater personal responsibility and decision making is encouraged rather than suppressed can motivate employees to work harder towards their goals and the organisational goals (Punt, 1995:64).

By proposing a training strategy the intention of this study is to offer solutions to the negative perceptions of employees regarding the Performance Management and Development System as described in the previous chapter.

In chapter two of this study, the Performance Management and Development System was explained; which clearly indicates that the framework for performance management and development is close at hand as required by the legislation (Department of Public Service and Administration, 2007; Public Service Regulations, 2001) in the organisation under investigation. However, as indicated from the challenges in chapter three, the implementation process is embedded by the discrepancies that justify a strategy in order to address those challenges and make appropriate improvements. Against this backdrop, a comprehensive and Systematic training Model that will possibly assist to address the challenges will be proposed in the discussion below. This Model for training and development will be discussed in order to gain an understanding of the key issues

in the Model for training and development and its influence on the proposed strategy. This Systematic Training Model for training and development will serve as a basis for the proposed training strategy. The strategy could be implemented at the functional and the operational levels.

The Systematic Training Model for training and development has four phases, namely: the needs identification phase, the plan and design training phase, the delivery and implementation of training content phase and finally the evaluation of the training outcome phase. The essence of this Model is that training needs should be based on a systematic and organised framework. In other words, it means those who are responsible for providing training must thoroughly plan and design activities that will meet the needs of the employee, teams and organisations. In other words, the training must follow continuous, well-structured steps and these steps are interdependent with each other must link to each other in a circular process.

Effective feedback in all the steps becomes critical in this process as any barriers towards achieving stated objectives will require modifications to the training programmes. The analysis is made at the organisational level, the individual level and the operations level to determine the gap in the performance in relation to the skills, knowledge and attitudes. The objectives and the criteria are specified and finally the evaluation is thus made to examine the success of the programme (Nel *et al.*, 2001:497-498).

This model could be highly relevant and applicable in changing the negative perceptions of employees regarding the Performance Management and Development System as it encourages effective feedback, employee involvement and communication throughout the programme, this means that if all the role-players are involved problems can be identified early in the programme and modifications can be made to improve the effectiveness of the programme in the future. The following section provides a brief exposition of the proposed strategy in an attempt to change the negative perceptions of employees regarding the Performance Management and Development System.

4.4 A SYSTEMATIC TRAINING STRATEGY FOR CHANGING EMPLOYEES' PERCEPTIONS REGARDING THE PERFORMANCE MANAGEMENT AND DEVELOPMENT SYSTEM

Skills development through education and training has always been a powerful lever for improving both individual opportunity and institutional competitiveness in countries and organisations world-wide (Nel *et al.*, 2011:357). Successful implementation of the Performance Management and Development System requires that a systematic training strategy be designed to address the gaps in the System in order to maximise the performance of employees and the overall performance of the organisation. The following is the discussion of different steps in the proposed training and development strategy according to the Systematic Training Model. An integrated approach (that is, learning, training and development) to training will also be acknowledged in the strategy as the challenges identified are multi-faceted and thus requires a comprehensive approach to training and development for effective results.

4.4.1 The needs assessments phase

According to Erasmus *et al.*, (1998:499) training needs assessment is an investigation which is undertaken to determine the nature of performance problems in order to establish the underlying causes and how these can be addressed by training. Nel *et al.*, (2001:478-479) posit that the starting point for identifying the needs for training is to compile a comprehensive needs assessment. Abdullah (2010:12) emphasised the importance of assessing and analysing needs at this stage; as this stage builds the foundation by identifying the kinds of intervention needed for an effective effort. During this phase the objectives must be set to clearly define the purpose of the training, the skills, knowledge and attitudes required for the job. The comprehensive needs assessment can be viewed as a weakness, but the assessment should identify knowledge, competencies and skills generally referred to strengths. This comprehensive needs assessment focuses on the organisation, the job and the individual. For the organisation, it is of paramount importance that an analysis of the environment, strategies and the resources within the organisation must be conducted. This will assist in establishing critical areas where training is needed and which type of

training programme is needed. It will also assist the managers and human resource departments to gauge if training will be beneficial to the organisation or not and what type of training will be appropriate for all the employees or certain units in the organisation. It is also crucial that an assessment be done to determine the influence of training in Performance Management and Development System on the organisational culture. A positive culture determines the attitude of the employees and positively influences the perceptions of the employees. If the culture is negative, it is likely to foster poor performance and perceptions will also be negative.

Most organisations provide training that is incompatible with the employee's needs and as a result training becomes ineffective because it fails to address the employees' competencies necessary to carry out their tasks or job. This failure by the managers and human resource departments to identify training needs and making them a priority could influence the perception of employees in a negative way. Organisations that alienate employees through their practices will be less effective and efficient. Satisfied employees usually work harder and better than frustrated ones (Etzioni, 1994 in Ostroff, 1992:964).

In order to improve organisational performance the activities of employees must be congruent with the organisational objectives. Alignment means needs identification must link to the type of training provided, to the employees and that those needs must be assessed against the organisational needs and objectives.

Schermerhorn Jr (2004:91) asserts that unless strategies are understood, the daily tasks and contributions of people lose context and purpose. Schermerhorn Jr (2004:91) further states that everyone might work very hard, but without alignment to strategy the impact is dispersed rather than advancing in a common direction to accomplish the goals. Strategy alignment assists in channelling the work of employees to avoid working haphazardly. This study recommends that proper, systematic needs identification be done which will identify the degree of competence of employees in order to enable them to meet the performance standard in relation to the implementation of the Performance Management and Development System. Feedback from this process will help in making

decisions with regard to which employees should be prioritised in order to bridge the gap between actual and desired implementation of the System.

The findings also show that the employees know how to formulate personal development plans but there are also a significant number of employees who do not know how to formulate PDPs. It could be argued that if employees formulate the PDPs on their own rather than in conjunction with their immediate manager, there is no formal process in terms of setting the goals and ensuring that the individual employee's goals are incorporated into the organisational goals. In addition to that, there is lack of support and guidance to the employee in the whole process. This could also indicate that the PDPs are not utilised and prioritised as they should by human resource department (to design training programmes that suit their needs). All these could be the reason why the employees have negative perceptions towards the System.

From the above it can be deduced that this approach used by management, including human resource department is "one size fits all", and employees, especially those at lower levels, go for the same training regardless of their different training needs for Performance Management and Development System as indicated in the PDPs. Van Dijk (2004:511) concurs that due to a lack of evaluation of training courses, employees might be sent on training that does not satisfy their training needs and causes a non-alignment with the organisational needs. The argument can also be made that training needs could have been formulated in a generalist manner. In addition to that, it could be argued that training in Performance Management and Development System was not thoroughly planned and tailored to the specific needs identified. It could also imply that it was not meant to improve the understanding of the use of the System but it was only done for administrative purposes. Subsequently, it can be deduced that failure to link training needs for Performance Management and Development System to the relevant training programme and activities contributes to the negative variance of perceptions by employees regarding the System that is perceived to be not addressing the employees' needs.

While the proposed systematic training strategy is focused on ensuring a common understanding and consistent implementation of the Performance Management and Development System, the strategy should also address how specific parts, such as PDPs and their formulation, contribute to the overall success of the System and benefit derived from the System for the individual employee.

4.4.2 Plan and design the training phase

This phase entails planning and selecting the appropriate training methods and strategies to be used, the learning outcomes to be achieved and also who will provide the training to the employees. Desimone *et al.*, (2002) in Abdullah (2010:13) argue that developing lesson plans and selecting the appropriate methods of training delivery is also an important element in the planning and design phase. The final task is to arrange the programme schedule in order to ensure that the both the trainer and the employees who have been identified in the first phase are available for the training. In this phase effective communication with the human resource management department and the employees becomes essential as every detail of the strategy will have to be communicated to all the role-players

Another challenge highlighted in the research findings was that there is ineffective communication with regard to explaining the purpose and process associated with the System. The results show that there is insufficient or improper communication which results to lack of verification of the level of understanding of the process. Communication involves explaining clearly what the purpose is and what the process entails as well as the significance of the System as a whole. Active participation of employees here is of utmost importance as the roles, tasks and responsibilities in the process need to be clearly explained. Effective communication is a fundamental requirement for any effective strategy and for implementation to take place. Communication is a two-way process between the manager and the employee in organisations. Giving and receiving feedback is the foundation of effective performance management, managers must ensure that the performance of an employee is always discussed with an employee, the content is valid and there is no distorted information

that would compromise the training programme. Employees perform better if they know and understand what is expected of them and what their role or contribution is towards achieving the organisation's objectives. By understanding that employees' perceptions and behaviour can be influenced by various factors such as his or her background, experience and attitudes is very important and understanding how this can impact on communicating the strategy. Managers should acknowledge that employees perceive the same things or situations very differently (Schermerhorn Jr, 2011:219). Understanding and communicating effectively this human behaviour is essential to both the manager and the employee in order to have a common understanding regarding the goals they set. It is important that organisations find ways to clearly communicate successes that demonstrate how the organisation is performing, and especially to find ways to socialise stories of superior performance (Haid & Sims, 2009:8).

Another shortcoming is that there is poor communication in terms of explaining the performance-reward association and as a result a substantial number of employees are not aware that the rewards are tied to the performance. The lack of guidance and clarification regarding individual performance is another challenge that was identified in chapter three of this study. It can be argued that this contributes to poor communication which influences employees' perceptions as they feel worthless and unable to commit to perform to their best ability. In other words, employees feel demoralised and perceive the system as being of no value to them. Commitment represents a state where individuals feel strongly drawn to the objectives, values, and goals of their employer. In other words, it goes much deeper than mere membership of an organisation, in the sense that it makes goal achievement possible by ensuring a positive attitude towards the organisation, as well as the willingness to make a bigger effort on behalf of the organisation (Nel *et al.*, 2011:15-16).

Once all the planning and design phase has been completed the next phase is the implementation phase.

4.4.3 Deliver and implement the content phase

In this phase the focus is on putting all the training plans that were made in the previous phase into practice. The content for the training programme must be stimulating to encourage active participation from the employees. This phase entails providing training to the employees as scheduled in the preceding phase and which employees will be provided with the training. The important factor here is how is the training going to be delivered, for example, is it going to be on-the job training or off-the job training. The trainer must look at all the methods of delivering training and select the most appropriate one, for instance, he or she must consider whether off-the job, discussion, case-study or on-the job training is the appropriate method. More important is that more consideration has to be placed on whether the trainer has the required competencies and expertise on performance management and development. This is vital as it could have adverse consequences on the training programme. In cases where there are no competencies and expertise, the decision will have to be made whether the organisation will outsource the training.

One of the shortcomings in the implementation phase of performance management is the lack of emphasis on training and development, performance enhancement, career development and successions planning of employees hence the employees are unable to perceive the System comprehensively. The performance assessment is meant to identify the strengths and weaknesses in employee performance; however, the current System as applied is said to be biased and to lack transparency by the respondents. The absence of one or two components of the System could render the System ineffective; hence, the System must be seen and understood in totality. Lack of effective training in performance management and development is found to be the main challenge in the implementation process. This could be due to a lack of trainers with little or poor technical expertise in the subject which could jeopardise the success of the training programme and the System. Even though the results of the research findings show that employees received training in the use of the Performance Management and Development System, the quality of this training and the appropriateness of it are questionable.

Furthermore, lack of training also highlights a lack of regular supervision to ensure that the performance is regularly communicated and is up to the set standard. An argument can be made that a fertile breeding ground for advancing productivity and promoting organisational success can only be laid when individuals are respected for who they are and placed in positions that complement their strengths (Wentland, 2007:11). The focus of performance management and development should be on enhancing the performance of employees, thereby adding value to the organisation instead of one aspect of the System.

Based on the findings from the research it is recommended that the training strategy content should focus on the following:

- use of Performance Management and Development System as development tool;
- importance of each of Performance Management and Development System components to employee and organisational performance, that is, signing performance agreements on time, jointly deciding on performance priorities linked to organisational priorities;
- selection of trainers should be based on their competencies and expertise on Performance Management and Development System rather than experience on the subject matter only;
- The implementation phase, should effectively and efficiently deal with the content around career development and succession planning of employees.
- the content of the training programme must include extensive training on the performance-reward association;
- the significance of constructive feedback; and
- managers should be regularly and intensively trained on the various techniques of effectively appraising or assessing employees' performance.

In order to make the above recommendations possible, emphasis has to be placed on ensuring employee engagement in the process. Eyceoz (2009:25), citing (Gibbons, 2006) defines employee engagement as “a heightened emotional and intellectual connection that an employee has for his or her job, organisation, manager, or co-

workers that, in turn, influences him or her to apply additional discretionary effort to his her work". McShane and Glinow (2010:132) state that employee engagement is the employee's emotional and cognitive motivation, self-efficacy to perform the job, perceived clarity of the organisation's vision and his or her specific role in that vision, and belief that he or she has the resources to get the job done. For the purpose of this study, the terms "employee engagement" and "employee involvement" will be used interchangeably. Employees who are committed and engaged to their work are willing to perform to the best of their ability as they get fulfilment from doing what they are passionate about. Such employees take their role and work serious because of their strong beliefs with regard to their work and they immerse themselves in their work. Commitment and employee engagement are crucial as they inspire an individual to do more and succeed in whatever he or she is doing. Along with improving decision quality, employee involvement tends to strengthen employee commitment to the decision (McShane & Glinow, 2010:214).

According to Haid and Sims (2009:6) employees would quite willingly 'walk the extra mile' if they believed they were being valued and were encouraged to be part of the organisation's assets, and were given the necessary recognition when demonstrating their commitment. The recommendation is thus made that the content of the training must involve issues around performance reward; trainers can play an active role of effectively communicating the information regarding the performance-reward relationship. It is thus significant that there must be continuity in terms of circulating this information hence managers in the organisation need to consistently ensure that the employees are regularly informed about the link between the performance and reward so that employees can internalise the key components of the System. Monetary and non-monetary rewards are a source of motivation and enhance employee commitment hence it is vital that employees who are high performers should be rewarded accordingly. Failure to be objective during the review and assessments processes and to explain clearly the performance-reward relationship to the employees by supervisors cultivates the culture of infectious greed from the employees (Wentland, 2007:14). It is further recommended that the right reward strategies be incorporated into the

programme content, when there is an appropriate reward structure and the goals of employees and organisational mission are properly aligned this ensures greater employee commitment to the organisation and will help in building the employees' confidence and trust in the System. It will also encourage employees to take ownership of the System.

Performance assessment is a vital tool for managers to review performance in order to be able to gauge whether the performance of the employees contributes to the achievement of the organisation's strategic goals. Therefore, reviewing employees' performance becomes critical in any organisation. Due to this reason this study recommends that the content of the training programme should contain the process of reviewing and assessing of performance of employees and clearly explaining the rationale behind setting clear goals for employee to attain, this will assist in minimising the perceptual biases and subjectivity and it will improve the effectiveness and efficiency of the performance assessment process which will result to perceptions being positively influenced.

The other shortcoming from the findings of this study is that there is a lack or non-compliance with the submission of quarterly and annual assessments in terms of timing. The analysis of the research findings also highlighted a lack of feedback on annual assessment by the moderation committee which causes dissatisfaction with the whole process. In any organisation when organisational practices (managing performance) are not carried out effectively the relationship is often tarnished leading to lack of trust and dissatisfaction between the manager and the employee. According to Wentland (2007:11) dissatisfied employees purposively engage in many behaviours that limit productivity and compromise organisational success.

In view of the findings of the research it is recommended that the training strategy content should extensively contain effective interpretation of the policy in terms of time-frames on reviewing and assessing performance and the implications with regard to not conforming to such time-frames. Another shortcoming is a lack of feedback on annual assessment as highlighted in the previous paragraph should be part of the content on

training and development and should be aggressively dealt with in order to address the negative perceptions of employees regarding the System.

Chapter two of this study stated that the manager and the employee must have one-on-one communication sessions to check progress towards achievement of goals. These sessions are necessary to reveal areas required to modify performance assessment. They also provide platform for the manager to provide meaningful feedback. Feedback must be provided or communicated in advance to the concerned employees. In spite of this been clearly articulated in the policy, there is failure to conduct formal evaluations, assessments and follow-up visits to determine potential problems in the performance and areas for adjustments. According to Eyceoz (2009:26-27) a distinct contradiction occurs in the conformance and compliance methods of most management systems and achieving employee commitment and involvement. The argument is thus made that the review and assessment process is not done in accordance with the policy as explained in chapter two, the process is not managed continuously throughout the year and it has become an annual event that can be a blow to the whole System as quality can be compromised due to a speeding-up of the process. A study by Bourne, Mills, Wilcox, Neely and Platts (2003) identifies the reason for unsuccessful implementation of the assessment process to lack of guidance on implementation issues. It is thus recommended that reviewing and assessing of performance should be a priority in the training and development content. It is further recommended that the content of training strategy should address how constructive feedback must be provided or communicated in advance to the concerned employees. The training content can also look at the discussions of the ways in which the managers can commit to their roles as it will assist in building good working relationships with their subordinates. Eyceoz (2009:27) states that employee involvement within an organisation can mature from simple conformance model into a fully involved employee. Eyceoz (2009:27) further states that this is done by creating the right culture and aiding the employee with the right framework and integrated management system.

The evidence from the research findings in chapter three shows that the implementation is unfair and biased as the process is entrenched by favouritism and reprisals instead of

focusing on employees' development. It can be argued that the implementation of the process is impartial and it encourages cliques, non-commitment from those who are working hard as they feel that their contribution is not recognised. This also highlights the inability and lack of support from the management to weed out such discrepancies. It can also be argued that the general perception from the employees could be that the assessments are only for monetary rewards and that the benefits reinforce negative behaviour of employees who are not hard-working instead of those who are working hard, thereby encouraging mediocrity in performance. This results in resistance and non-cooperation from employees who feel that their efforts are not recognised. Wentland (2007:16) asserts that an atmosphere of non-cooperation exists when cooperation among individuals and departments/units is discouraged, politicking and favouritism are encouraged, and performance and compensation issues are not based on merit. An argument can be made that these actions have considerably damaged the credibility of the System, the level of trust and commitment required for employees to be more productive. The recommendation of this study is that the content of the training should incorporate creation of various strategies to enhance and reward a team which will contribute to organisational effectiveness (exceptional performance) rather than an individual employee. Ying (2012:14) in support of this view mentioned that there is a growing interest in pay-for-performance plans focused on small teams. Ying (2012:14) further indicate that small group pay plans provide monetary rewards based on the measured performance of the team. This will assist in fostering a spirit of team work among employees and hopefully will bring to end the cliques, culture of individualism as well as encouraging a committed workforce. As stated in chapter one of this research study, use of positive rewards reinforces a culture of high performance and therefore non-monetary rewards can also be utilised to enhance performance from good performers. According to Levy and William (2004) as cited in (Haines III and St-Onge, 2012:1162) effective performance management not only requires the coordination of multiple key practices but also an organisational context that is supportive of such practices. The next stage is the evaluation phase.

4.4.4 The evaluation phase

It is imperative that the training in the Performance Management and Development System must be evaluated to determine its effectiveness and efficiency in order to implement continuous improvement. Establishing to what extent the training in Performance Management and Development System has achieved the stated objectives and goals of ensuring more positive perception regarding the recommended System requires that the evaluation be conducted on four levels. Drawing from Erasmus *et al.*, (2005:473-474) the four levels of evaluation that help in measuring the impact that training has on trainee are the following:

- ***Level 1: reaction***

Here the aim is to gather information and feelings from the trainees about the training in order to determine whether the training objectives were clear. This must be done immediately after the training while the trainees still remember the details of the training. The fact that the trainee could have enjoyed training does not mean that training would ultimately be beneficial to the organisation, hence the need for evaluation (Erasmus *et al.*, 2005:473). Thus, for the purposes of the study, employees' reaction about the purpose and implementation of the Performance Management and Development System after training should be done through a reaction questionnaire.

- ***Level 2: learning***

This stage involves the learning measures; the degree to which the trainees have accumulated training knowledge, skills and all concepts related to the training context into their work environment. For the purposes of the study, this level of evaluation should include managers and employees jointly discussing the purpose and implementation of Performance Management and Development System during specifically created forums or meetings arranged by the Human Resource management departments.

- **Level 3: behaviour**

This level is about measuring the behaviour of trainees after training. The behaviour of trainees could be assessed by involving peers, managers, and customers. The trainer should visit trainees two to three months after the training in Performance Management and Development System has been conducted, in order to monitor the progress and provide support where it is needed (Erasmus *et al.*, 2005:474). This is done to check whether there has been improvement in performance since the training and where necessary, support or retraining will be arranged, so that the identified needs could be speedily addressed.

For the purposes of the research, in order to determine whether there has been any improvement in the perceptions of the employees regarding the implementation of the System, the Human Resource departments can arrange peer reviews to assess the impact of the training on the employees' perceptions. Managers can also use their skills to make an assessment of any change in the perceptions of the employees which will automatically have an influence in the way the employees perceive the System. The significance of getting the perceptions of the customers regarding the perceptions of the employees cannot be overemphasised. A specific form or register can be created for customers to write their opinions and comments about how they view the perceptions of the employees regarding the System. A follow-up must be made within three months by the trainers to check the progress made by the employees with regard to their perceptions on the System and to ascertain if there are any areas that require further training in the Performance Management and Development System.

- **Level 4: results**

This is the last stage and the focus is on the results of training. The impact of the Performance Management and Development Systems training programme as a whole is assessed objectively. Here significant questions such as what the impact of the training content and its objectives is in the achievement of the objectives of the organisation? Important facets to be looked are financial implications, productivity,

quality spending, quality service, productivity, and turnover, value for money, cost effectiveness, employee turnover and employee attitudes (Erasmus *et al.*, 2005:474).

For the purpose of the study, the evaluation of the results of the training in Performance Management and Development Systems must be done against the achievement of the organisational objectives. Evaluating the results also involves whether the training in Performance and Management and Development System has capacitated the employees to enable them to perform their work to the best of their ability and whether they can render quality service to the public. The evaluation of the impact of the training programme will also have to focus on establishing whether the employees are still satisfied with their current work environment, their attitudes and perceptions regarding the Performance Management and Development System as a tool for development. A questionnaire can be formulated and distributed twice a year among the employees by the Human Resource department to try and get their perceptions regarding the impact of training in Performance Management and Development System on organisational objectives. This will possibly assist in making valid, objective evaluations and uncover the real barriers to the successful implementation of the Performance Management and Development System.

The above-mentioned levels of evaluation signify that evaluating the training programme is integral to the organisation as it reflects on the important aspects transpired during the training process. Evaluation of the training programme should be carefully planned; it is worth noting that evaluation must be done continuously and sequentially in all the stages of training and should follow a systematic process. All levels of training should be evaluated to determine the effectiveness of the Performance Management and Development System training programme on employees' perceptions and the achievement of the objectives set. Systematic training should be conducted mainly for addressing the real concerns and the gaps in the performance not just for the mere compliance with the organisation's policy. Continuous evaluation throughout the course would also alleviate the burden of trying to find the right information after the training course has already been implemented (Van Dijk, 2004: 515).

The following section will look at the roles of different role-players in the recommended strategy.

4.5 THE ROLE-PLAYERS IN THE PROPOSED STRATEGY

Role players essentially are influential people who are interested in the functioning of the organisation. This section discusses the role of different role-players in the proposed training strategy.

4.5.1 Top management

The role of the top managers is vital in any organisation as they have the overall responsibility. Top managers have a major role to play in the creation of the mission, vision and for mapping out the strategy for the organisation. Top managers are also responsible for matching the organisational structure with the strategy, fostering and developing an organisational climate and culture which embraces excellent performance and personal growth. The strategy must be well be communicated to lower levels in the organisation, for instance to the human resource department which must incorporate the strategy in their training strategies and other human resource plans. During the strategic planning sessions managers can develop measures on how to communicate and mobilise the employees to come on board with the strategy. Nel *et al.*, (2011: 475) are of the view that final strategic planning is the responsibility of managers, including HR managers and line managers, although some organisations employ strategic planning experts.

For the purpose of the study top management can ensure that they support the proposed strategy. Top management's commitment to the strategy is very crucial hence they should ensure that during strategy formulation all the measures to communicate the proposed strategy are in place and that line managers effectively support the strategy. It is vital that all the role-players must have a buy-in to the strategy, including the employees.

4.5.2 Line management

First-line managers connect the employees to other levels of management. Pont (1995:18) states that every manager in an organisation has the opportunity to encourage individual self-development or to stifle it, to direct it or misdirect it. Line managers are responsible to support, give guidance to the employees and align their performance for the smooth operation of the organisation. They are also responsible for identifying employees with potential and encouraging them to advance their competencies in order to enhance their performance. Line managers are therefore responsible for ensuring that employees' personal goals are integrated with the organisational goals that is, there is fit or an alignment between their resources, individual employees' performance and the strategic objectives of the organisation. Whittford and Coetsee (2006:66) argue that an organisation needs to empower line management to drive the process. This is important because it is line management who understand the dynamics and intricacies of their departments, provide feedback to their subordinates, and who are ultimately responsible for their employees' performance. The strategy must be well articulated to both the managers and their subordinates. Managers must ensure that employees are accustomed to the strategy process and the strategy to minimise resistance to the new the strategy.

From the foregoing, it is clear that line managers' function is key to the success or failure of the System as they should use their expertise to steer the entire process and the performance of employees. It is therefore important that line managers should be trained to employ systematic approach, tools and techniques to effectively manage the performance of employees. Such training can assist in enhancing the perceptions of employees regarding the System.

4.5.3 Human resource management department

The traditional role of the human resource management department has evolved from just designing, planning, selection, executing payroll and benefits (administration) to a more integrated function (Nel *et al.*, 2011: 22). This paradigm shift has compelled the human resource management departments to seek ways to ensure that there is a fit

between organisational and HR strategic plans and the overall goals of the organisation. A human resource management department plays a critical role in the implementation of Performance Management and Development System and ensuring that the work plans and job descriptions of every individual employee are aligned to the main objectives. Training and development of the employee in Performance Management and Development System are also core functions of this department. Human resource practitioners must assess whether the employees are trained according to their training needs in order to meet organisational goals. The strategic integration of human resource management reflects the importance of the function with regard to the organisation's mission and vision. As a critical component of the overall human resource management architecture, performance management is more likely to be perceived as important when it is part of a strategically integrated system of human capital practices (Haines III & St-Onge, 2012:1162).

From the above, it can be argued that human resource departments and line management play a central role in training and development of employees. However, the role of human resource department in an organisation goes deeper than just remunerating employees. It is the responsibility of this human resource department to ensure that employees are informed and understand all human resource practices, processes and systems this will aid in dispelling any misperceptions that employees may have about certain systems and procedures. It will also minimise the level of resentment and friction that employees' have regarding the Performance Management and Development System.

4.5.4 Employees

The greatest resource for training and development opportunities lies within the organisation itself and use must be made of its needs and its employees as a resource for growth and development, both in personal and financial terms (Pont, 1995:4).

Employees are critical for the implementation of the Performance Management and Development System to realise the overall objectives of the organisation, without their commitment and engagement the System is bound to fail so is the entire organisation.

Committed employees have a strong urge to succeed in what they are doing and when their performance is aligned to the overall objectives they (employees) are motivated to perform and strive for excellence. As discussed in chapter two, the value that people place on the goal serves as a motivation to perform well or to apply more effort to a particular task; hence goals must be measurable rather than vague. Commitment represents a state where individuals feel strongly drawn to the objectives, values, and goals of their employer. In other words, it goes much deeper than mere membership of an organisation, in the sense that it makes goal achievement possible by ensuring a positive attitude towards the organisation, as well as the willingness to make a bigger effort on behalf of the organisation (Nel *et al.*, 2011:15-16).

Schermerhorn (2004:91) asserts that unless strategies are understood, the daily tasks and contributions of people lose context and purpose. Everyone might work very hard, but without alignment to strategy the impact is dispersed rather than advancing in a common direction to accomplish the goals.

From the above, it can be deduced that people play a vital role in the implementation of the Performance Management and Development System; hence it is vital that they must have the right perceptions regarding the System. The findings of this study emphasised that the respondents showed that a systematic, well-designed and effective training in Performance Management and Development System is indispensable in an organisation if an organisation has to realise its objectives (88% of the respondents are of the view that further training is needed). Training in Performance Management and Development System at all levels of the organisation can leverage the performance of individuals, teams and lastly it can foster a positive atmosphere for all the role-players, thereby positively influencing the perceptions of employees regarding the System. The importance of a carefully planned, systematic and comprehensive training programme which responds to the needs of employees cannot be over-emphasised. Development should not only focus on the skills and attitudes of the employees but rather an integration of these two factors (skills and attitudes) and the perception factor is also imperative for any organisation.

Human resources have always been critical of the effective functioning of the organisation and in attaining the organisational goals, therefore training and development of a competent work-force are key to an effective Performance Management and Development System and in attaining the overall goals of the organisation. Training and development in Performance Management and Development System remain key strategies that can be used to improve the performance and positively influence the perceptions in any organisation.

4.6 CONCLUSION

This chapter focused on a brief conceptualisation of the strategy and the discussion of the benefits of systematic training and development to the individual employee and the organisation. A brief overview of the Systematic Model of training and development was provided and a strategy to address the perceptions of employees regarding the Performance Management and Development System was discussed in line with the challenges highlighted in the previous chapter. The following chapter will discuss the summary of the chapters and will provide recommendations and conclusion regarding the challenges towards the effective Performance Management and Development System.

CHAPTER FIVE

CONCLUSION AND RECOMMENDATIONS

5.1 INTRODUCTION

The purpose of this study was five-fold: to describe the theoretical framework for the Performance Management and Development System; to describe the regulatory framework that supports the performance management and development; to identify different perceptions of employees regarding the Performance Management and Development System, to investigate the factors that influence the employees' perceptions and propose recommendations on how to change the perceptions of employees regarding the Performance Management and Development System. As has been shown in the first chapter of this study, there are several factors at play that positively and negatively influence perceptions of employees in an organization. Such perceptions, according to Swanepoel *et al.*, (2000:417) resulted in the resistance and trivialization by the employees of objective and necessary criticisms. The importance of not ignoring the perceptions and attitudes of employees in an organization is there in underlined. The key findings of this study are therefore tested against the research objectives in this chapter.

5.2 SUMMARY OF CHAPTERS

Chapter one of the study provided the orientation and the rationale for the study. The chapter proceeded to provide a detailed research methodology of the study, in which triangulation approaches (qualitative and quantitative methods) were used. The discussion also focused on the rationale for the use of a triangulation approach design. The study also discussed the target population and the limitations to the study. The chapter concluded by outlining the chapters for the research study. The main objective of chapter one was to describe the aim of the research study, the methodology undertaken and also to explain the relevance and significance of the study. This objective was realised.

In chapter two of this study, an attempt was made to provide a theoretical overview the performance management and development as a point of reference. Maximising the organisational performance and improving productivity of the employees became the key drivers of this research study in order to change the perception of the employees regarding the Performance Management and Development System. The understanding and conceptualisation was made very clear by introducing and implementing the Performance Management and Development System in the Public Service, departments not only had to improve the quality of their outputs, but had simultaneously also to enhance through performance management the potential of their employees. Chapter two of this study has in comparative terms demonstrated the differences between appraising performance and managing performance.

Underpinning the state-driven intervention in the Public Service is the legislation emphasis issues of professional ethics, the utility of resources in a sustainable manner and the application of democratic values and principles of impartiality, fairness and equality. The promotion of good human resource management and career development practices is also emphasised in the legislation. Compliance issues are also underlined in the legislation pertinent to the Public Service. The accountability and *Batho Pele* principles of consultation right up to the value for money highlight the extent to which the state intervention has democratised the Public Service.

The emphasis is made in line with theories pertaining to performance management as discussed in chapter two of this study. The Goal-setting Theory, Reinforcement Theory and Expectancy Theory are all underlined therein within a state-driven Performance Management and Development System. Setting goals for the employees postulates an improved performance. In this situation, employees not only set goals for themselves, but also actively participate in decision making and feedback processes. Positive incentives are also derived from the achievement of goals and they in turn successfully reinforce positive behaviour. Within the same context, the expected results from motivated employees influence increased effort resulting in good performance for the organisation. This chapter of the research study also provided a brief exposition of the Performance Management and Development System in the Public Service as point of

reference. The main objective of this chapter was to describe the regulatory framework supporting the Performance Management and Development System. This objective was also realised.

The table below presents the different themes derived from the literature reviewed in chapter two that were used to analyse and present the results and findings of the research study.

Table 5.1: Themes

Theory	Theme	Question in questionnaire
Reinforcement Theory.	Purpose associated with the System.	<p>I know what the System requires of me.</p> <p>The System is used as a vehicle to promote and reward employees.</p> <p>I have received training in the use of the System.</p> <p>The System is compulsory that all the employees know about and have been trained in.</p>
Goal-setting Theory.	The effectiveness and implementation of the System.	<p>Performance Management and Development System is implemented in my Service Point.</p> <p>Performance Agreements are always signed on time.</p> <p>I know how to formulate a Personal Development plan as part of the System.</p> <p>There is no need for training as the System is implemented effectively and</p>

		<p>efficiently.</p> <p>There is continuous feedback and communication between me and my immediate manager.</p> <p>I am involved in my own personal assessment rating.</p> <p>Performance assessments are done annually.</p>
Expectancy Theory.	Perceptions regarding the impact on organisational culture.	<p>I am satisfied with assessments in my Service Point.</p> <p>The System is used punitively as employees have been singled out and disciplined for no reason.</p>

Chapter three of the study focused on analysing the perceptions of employees regarding the Performance Management and Development System. The content of the data obtained from the questionnaire (survey) was processed manually and analysed according to thematic analysis as shown in table 5.1 above. Meanings were created and clustered together for categories. The results and the findings from the empirical research were scrutinised by means of graphical presentations (bar charts) in order to provide the different perceptions of the employees regarding the Performance Management and Development System. Different perceptions of employees regarding the Performance Management and Development System were identified and analysed in this chapter in order to determine the real factors behind the general negativity of perceptions towards the System.

Chapter four of the study focused on conceptualising the term *strategy* and the rationale behind the strategy was explained. The chapter discussed the benefits of the training in general to the individual, organisation and in human-relations and moved on to discuss

specifically the Systematic Training Model for training and development. This chapter also gave an outline of the proposed strategy, the Systematic Training Model for training and development, which was in line with the challenges and shortcomings, identified in chapter three of this research study. The purpose of the strategy was to provide possible solutions to these challenges and shortcomings in order to change the negative perceptions' that employees have regarding the Performance Management and Development System at Matlosana Service Point, DSDWCPD.

Chapter five aimed at providing possible recommendations on how the challenges and shortcomings identified in the preceding chapters can be rectified in order to change the negative perceptions of employees regarding the System and finally, the conclusion of the chapter was provided.

5.3 RECOMMENDATIONS

This section of the research study provides recommendations for alleviation of the identified challenges and shortcomings. The recommendations are made in line with the different themes as discussed in chapter three.

5.3.1 Recommendations on the perceptions of employees regarding the purpose associated with the System

The findings showed that a majority of employees have knowledge of the Performance Management and Development System and what is required of them. However, the findings shows that some employees still cannot view the System comprehensively as they could not understand some components of the System. This was evident especially where there was an even split regarding the question whether the Performance Management and Development System was used as a tool to promote and reward employees. This study recommends that for the Performance Management and Development System to be effective and well-accepted, management should ensure that the System's components (like assessments and training) are conducted

continuously, not when the annual assessments are nearer and that the content about the purpose of the System and its use are regularly communicated in the organisation. It is further recommended that the performance expectations and the standard of performance to be attained by the employee be continuously communicated in order to raise awareness and to emphasise the significance of these issues to employees. When the right procedures and processes are applied the likelihood is that employees' negative perceptions can be influenced positively and the System will be perceived comprehensively.

5.3.2 Recommendations on the perceptions of the employees regarding the effectiveness and implementation of the System

The findings of the study revealed that a majority of employees have received training in the use of the Performance Management and Development System but the training is inadequate as it does not address the needs of the employees. It is recommended that Systematic Training Model for training and development be implemented when conducting the training in Performance Management and Development, specifically with the emphasis on changing employees' perceptions regarding the purpose, use and implementation of the System. The recommendation is further made that the needs for the training programme in Performance Management and Development System must be identified and analysed using the systematic approach, this will ensure that the training content and design are specific and tailored to specific needs of employees, duties and responsibilities. Ying (2012:14) argues that development is individual and should be tailored to fit the individual and the situation. Ying (2012:14) further posits that attempts to squeeze everyone into the same model may even prove a waste of effort. This research study recommends that training in Performance Management and Development System should offer training programmes that will meet the specific training needs for each employee.

Another challenge was that there is inadequate feedback and communication between employees and their managers with a significant percentage of respondents highlighting that even though there is communication there is a general feeling that the

communication and feedback mechanisms are not effective and efficient; which hinders the implementation of the entire System. Effective communication with all the role-players is necessary while providing feedback to the employees. When employees are part of the process they often feel valuable. The study thus recommends that an employee and the manager should jointly participate in the formulation of PDPs, setting objectives for performance, reviewing and assessment of performance. This will hopefully change the way the employees perceive the System.

Performance assessments are conducted annually as stipulated by the departmental policy; however, the shortcoming here is that there is non-compliance in terms of the timing of submission of assessments reports which makes the System ineffective. The performance assessments are significant as they inform training needs and an ongoing development of employees. Thus a recommendation is made that the content of the training programmes should encompass this challenge and addresses it extensively.

The findings of this study further revealed that there are inconsistencies in terms of the application of policy and practices regarding the assessment of employees and the reward system. This results in employees perceiving the entire System as biased, subjective and unfair. The study recommends that as managers' function is crucial in the Performance Management and Development System especially the assessment and review process, it is recommended that managers, like employees at lower levels, should regularly undergo intensive training and the training content must address, for instance, issues around assessments techniques, all the relevant tools and the content required in the process, all with the purpose to positively influence the negative perceptions of employees.

The empirical findings also revealed that the knowledge about formulating PDPs was confirmed by the majority of the respondents. However, the findings show that those plans are impartially implemented as managers and employees are not jointly discussing the plans and jointly agreeing on them. The study recommends that effective control systems, like supervision and monitoring, be intensively applied. It is further recommended that adequate attention should be paid by the managers to ensure that

they guide and coach employees in formulating their PDPs and that the training needs that were identified in these PDPs receive adequate attention. Managers should ensure that they pursue the implementation of these PDPs as development of employees is one of their responsibilities with regard to managing the System. When the correct emphasis is placed on training and development through the PDPs, the perceptions of employees regarding the purpose of the System will be positively affected.

In this study the empirical results show that another challenge that was identified is that performance agreements are not signed on time as indicated by more than half the respondents (56%) and the assessments are rushed, making the process vulnerable to abuse, flawed with irregularities and ineffectiveness. Employees were nevertheless personally involved in the assessment ratings, a finding that was confirmed by a significant majority. It is recommended that the managers should adhere to and comply with the policy in terms of signing performance agreements, and assessments be done properly as required by the departmental policy. A Performance Management and Development System that is properly designed and implemented can bring the organisation enormous benefits and change misperceptions regarding the System.

Another finding from the research is that there is a lack of trustworthiness in the use of ratings in the System which results in the System losing its credibility. If people feel they have been invested in, automatically their trust in the organisation increases and that has an indirect benefit for the work and ultimately for their performance-related issues (Santos & Stuart, 2003:36). The recommendation is made that managers should approach the assessment and evaluation objectively and in a fair manner. They should not be easily influenced by personal agendas. This will help to retain the credibility of the System and thereby positively influencing employees' perceptions of the System.

5.3.3 Recommendations on the perceptions of the employees regarding the impact on organisational culture

The findings of this study shows that the majority of employees are not satisfied with the manner in which assessments are conducted in the Matlosana Service Point, as they

perceive it as unfair and biased. Managers use the assessment to settle scores against the employees and the System is perceived to be punitive and not developmental. The recommendation is thus made that training for managers in Performance Management and Development System should focus on providing managers with a systematic approach in managing the entire process, focusing on creating a positive perception of the use, purpose and implementation of the System.

5.4 CONCLUSION

In conclusion, this study has presented the findings on the perceptions of employees regarding Performance Management and Development System. The conclusion that is drawn from this study is that the results are undoubtedly mixed. Perhaps the reason for these mixed results is the implementation process itself, which is still an ongoing exercise in light of the fact that the implementation of Performance Management and Development System has not fully matured.

Like any new System that is designed to foster new change relations, the implementation of the Performance Management and Development System was bound to encounter a variation of perceived insights and understanding. This study has attempted to investigate the employees' perceptions' on the underlying factors that influences negative perceptions towards the Performance Management and Development System. The study also attempted to explain and understand the various processes involved regarding the implementation of the Performance Management and Development System at the DSDWCPD.

Given that the study was conducted only at the Matlosana Service Point, the perceptions of employees regarding the Performance Management and Development System in other Service Points could serve as areas for further research. Based on the findings of the study, it is also recommended that further research be undertaken in terms of the perceptions and attitudes of the managers towards the Performance Management and Development System in order to establish the challenges that the managers experience in implementing and evaluating the System. This will assist in

identifying the gaps in the implementation of the System from both angles (the employees and the managers) and suggest alternatives for sustained employee performance.

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APPENDIX A
RESEARCH QUESTIONNAIRE
Developing a strategy to address employees' perceptions regarding the
Performance Management and Development System in the DSDWCPD

Researcher: N.M.V. Legalatladi
 Supervisor: Professor H. G. van Dijk

Note to respondent.

I am a Masters student at the North West University, currently undertaking a mini-dissertation on 'employee perceptions of the Performance Management and Development System in the Department of Social Development, Women, Children and People with Disabilities'.

Your assistance is required in the completion of the questionnaire which should take not more than 10 minutes. Your participation is voluntary and all information will be confidential and anonymous. The findings will be used for academic purposes only.

You are therefore kindly requested to:

- read the questions carefully,
- answer all questions either by placing an X in the appropriate block or by completing the open-ended questions,
- kindly submit your completed questionnaire to N.M.V. Legalatladi office number: 136 and/ or email address: vlegalatladi@nwpg.gov.za

Section A: Demographic particulars

A.1. I am employed by:

Department of Social Development		SASSA	
Other: please specify:			

A.2. My level is:

1-4	5-6	7-9	10-12

A.3. I am employed as:

Social worker	Social Auxiliary worker	Community development practitioner	Human resource officer	Other: please specify

A.4. Age group

20-29	30-39	40-49	50-59	60+

A.5. Gender

Male	Female

Section B: Structured questions

Please choose the appropriate answer

No	Question	Strongly agree	Agree	Disagree	Strongly disagree	Don't know
B.1	The performance Management and Development System has been implemented in my Service point.					
B.2	I know what the Performance Management and Development System requires from me					
B.3	I have received training in the use of the System					
B.4	The System is a compulsory System that all employees know about and have been trained in					
B.5	Performance assessments are done annually					
B.6	I am happy with the way the assessments are done in my Service Point					
B.7	There is continuous feedback and communication between me and my immediate manager regarding my performance					
B.8	There is no further need for training as the System is implemented effectively and efficiently throughout the Service Point					
B.9	The Performance Management and Development System is used as a vehicle to promote and reward employees					
B.10	The System is used punitively as employees have been singled out and					

	disciplined for no reason					
B.11	I now know how to formulate a personal development plan as part of the Performance Management and Development System					
B.12	My performance agreement is always signed on time with my manager					
B.13	I am involved in my own personal assessment rating					

Section C: Open-ended questions

Please complete by indicating your perceptions regarding the questions asked.

C.1. What are your own views regarding the manner in which the Performance Management and Development System is implemented in your Service Point?

.....

C.2. What is your understanding of the purpose of the Performance Management and Development System?

.....

C.3. Do you think that your Service Point and the entire department of Social Development, Women, Children and People with Disabilities have become more effective and efficient in discharging its responsibilities, since the implementation of the Performance management and Development System? Please elaborate.

.....

C.4. What is your impression regarding the quality of communication between employees and their managers since the introduction of the Performance Management and Development System?

.....
.....
.....

C.5. What is the nature of the organisational culture since the introduction of the Performance Management and Development System? Comment on the behaviour and attitude of employees since the introduction of the System?

.....
.....
.....

Declaration

This is to declare that I, Annette L Combrink

Accredited language editor and translator of the

South African Translators' institute

have language edited the dissertation by

NMV Legalatladi (20138806)

with the title

**Developing a strategy to address employee perceptions regarding the
Performance Management and Development System in the
Department of Social Development, Women, Children and People with
Disabilities**



Prof. Annette L Combrink

Accredited translator and language editor,

South African Translators' Institute

Membership no. 1000356

Date: 17 November 2014

**the dsdwcpd**

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and People with Disabilities
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Tel: (018) 4625111

Cell: 0839787803

TO: **ADVOCATE M.C. MOGALE**
THE HEAD OF DEPARTMENT
DEPARTMENT OF SOCIAL DEVELOPMENT, WOMEN, CHILDREN
AND PEOPLE WITH DISABILITIES

FROM: **MS. N.M.V.LEGALATLADI**
SOCIAL WORKER

DATE: **09/09/2013**



**SUBJECT: REQUEST FOR PERMISSION TO CONDUCT RESEARCH AT
DSDWCPD: MATLOSANA SERVICE POINT.**

I hereby request permission to conduct research at the afore-said department. I am a masters' student with the North West University in the field of Development and Management and specialising in Public Management and Governance studies. I was given a task to conduct a research on the topic: Developing a strategy to address employees' perceptions regarding the performance management and development system in the department.

As indicated in my earlier correspondence with the office of the Director: Dr. Kenneth Kaunda District, the main instrument used in the research study will be survey by questionnaire (not interviews). The questionnaire will be given to a sample of fellow colleagues to take and complete



**SUBJECT: REQUEST FOR PERMISSION TO CONDUCT RESEARCH AT
DSDWCPD: MATLOSANA SERVICE POINT.**

after work. These will be distributed and collected during tea or lunch time from the 1st of September 2013 until 30th October 2013, thus limiting possible interference with work.

COST IMPLICATIONS.

There are no cost implications for the Department. All the costs will be incurred by the requestor.

RECOMMENDATION

To request the Head of the Department to approve the submission.

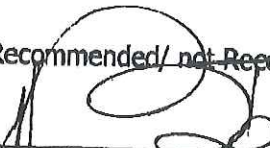
Requested by: Ntswaki Legalatladi



Ms. N. Legalatladi

09/09/2013
Date

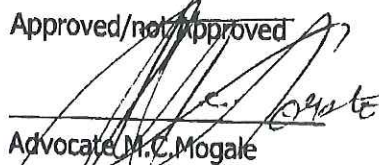
~~Recommended/ not Recommended~~



Mr. K. Kgobe

2013/09/11
Date

~~Approved/not approved~~



Advocate M.C. Mogale

17/09/2013
Date