

Employees' perceived performance management behaviour of managers at a North- West Provincial Government Department

Palesa Bodutu

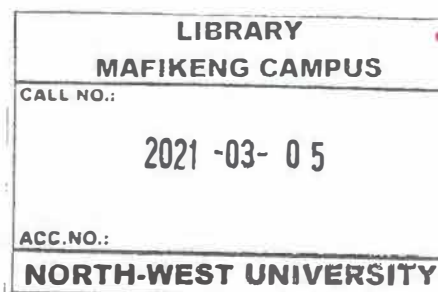
 **orcid.org/0000-0002-6569-9743**

Mini-dissertation accepted in partial fulfilment of the
requirements for the degree *Masters of Business
Administration* at the North-West University

Supervisor: Prof Petrus Albertus Botha

Graduation ceremony October 2018

Student number: 16078128



DECLARATION

I, Palesa Bodutu, hereby declare that this research report titled “Employees perceived performance management behaviour of managers at a North-West Provincial Government” is my own original work and that all sources have been accurately reported and acknowledged, and that this document has not previously in its entirety or in part been submitted at any university in order to obtain an academic qualification.

.....
P. Bodutu

.....
Date

DEDICATION

I dedicate my dissertation to GOD, the Father, the Son and the Holy Spirit that guided me throughout the study process.

My classmates who have supported me throughout the process. A particular word of gratitude to my mother, whose words of encouragement and push for tenacity ring in my ears.

I also dedicate this dissertation to my nanny for being a mother to my children when I could not make it for them.

I dedicate this work and give special thanks to my children for loving me unconditionally; you have been my best cheerleaders.

ACKNOWLEDGEMENT

I would like to thank most warmly the following people, without whom this research would not have been possible:

I humbly would like to convey my first gratitude to the father, the son, and the Holy Spirit for carrying me throughout this enduring and yet so enriching project

To Professor Botha, my sincere appreciation for the professional guidance and contributions in completing the dissertation

Mr Tsoku for his assistance regarding the statistical processing accept my endless gratitude

I would like to acknowledge Ms Joubert for the language editing

It is hard to find words to express appreciation to my precious children Keamogetswe, Tumelo, Paballo, Phehello for their love and hugs.

My mother for always reminding me of the value of prayer and my sister and brothers for their love and care.

Many thanks to Keamogetwse for the support and encouragement

A particular word of thanks to the North West Parks and Tourism Board for permitting me to conduct the research and the employees who completed the questionnaires

To the University of North West and the various lectures, your willingness to provide feedback and support made the completion of the Degree an enjoyable experience.

ABSTRACT

TITLE: Employees perceived performance management behaviour of managers at a North-West Provincial Government Department

The study aimed to measure the employee's perceptions of managers' performance management behaviour, which is critically viewed as a contributory factor to the inefficacy of the appraisal system. Some studies have been conducted on employee's perceptions of the performance management system, but little attention has been given to employees perceived performance management behaviour of managers. Therefore, this sheds light on an angle of the study that has been long overlooked. Organisations such as the North West Parks and Tourism Board (NWPTB) could also benefit from the implementation of an effective and properly constituted performance management system because managers will gain the skills, understanding, and knowledge regarding effective performance management behaviours and consequently improve the effective execution of the performance management system.

A quantitative cross-sectional survey design was used and self-administrative questionnaires measured employees perceived performance management behaviour of managers. A census was done on the total population. Descriptive statistics were used to measure the mean scores of the six factors and performance management behaviour scale. An independent samples t-test was done to compare the mean scores between males and females while ANOVAs were done to compare the mean scores between age groups, positions, qualifications and work locations. A Pearson product-moment correlation was computed to measure the intercorrelation between the six factors of the performance management behaviour scale.

The mean scores for the process of goal-setting factor was 3,12, communication 3.24, feedback 2,96, coaching 3.06, providing consequences 2.53, monitoring performance expectations 3,36 and overall' perceived mean score of 3,05 for managers performance management behaviour which was above the midpoint of the range indicating moderate satisfaction with their manager's' performance management behaviour. However, some of the items of the six factors that indicated serious shortcomings. The major problems identified were the lack of career planning by managers, no rewards for good performance and the inability to link recognition and/or to performance. There were no statistically significant differences in the mean scores on the performance management behaviour scale between males and females, age groups, positions and qualification levels. The results showed that there was a strong

positive correlation between coaching and feedback; monitoring performance expectations and feedback; monitoring performance expectations and coaching; feedback and process of goal setting and between coaching and the process of goal setting.

Table of Contents

DECLARATION	i
DEDICATION	ii
ACKNOWLEDGEMENT	iii
ABSTRACT	iv
LIST OF TABLES	v
LIST OF FIGURES	vi
CHAPTER 1	7
THE PROBLEM AND ITS SETTING	7
1.1 INTRODUCTION	7
1.2 BACKGROUND/CONTEXT	7
1.3 STATEMENT OF THE RESEARCH PROBLEM	8
1.4 RATIONALE OF THE STUDY	9
1.5 AIM OF THE STUDY	10
1.6 OBJECTIVES OF THE STUDY	11
1.7 RESEARCH QUESTIONS	12
1.8 THE RESEARCH THEORETICAL PROPOSITIONS	14
1.9 IMPORTANCE AND BENEFITS OF THE STUDY	14
1.10 DELIMITATIONS AND ASSUMPTIONS	15
1.10.1 Delimitations (Scope)	15
1.10.2 Assumptions	15
1.11 DEFINITION OF KEY TERMS	15
1.12 PRELIMINARY LITERATURE REVIEW	16
1.13 RESEARCH DESIGN AND METHODS OF THE STUDY	21
1.14 VALIDITY AND RELIABILITY OF THE MEASURING INSTRUMENT	21
1.15 DATA ANALYSIS AND INTERPRETATION	21
1.15.1 Descriptive statistics	21
1.15.2 T-test	22
1.15.3 One-way analysis of variance	22
1.15.4 Pearson Product-Moment Correlation	22
1.16 RESEARCH ETHICS	22
1.17 BRIEF OUTLINE OF THE RESEARCH STUDY	22
1.18 SUMMARY	23
CHAPTER 2	24

LITERATURE REVIEW	24
2.1 INTRODUCTION.....	24
2.2 CONCEPTUALISING PERFORMANCE MANAGEMENT	24
2.3 THEORETICAL FRAMEWORK OF PERFORMANCE MANAGEMENT	25
2.3.1 Goal-setting theory	26
2.3.2 Maslow's Needs Hierarchy	28
2.3.3 Herzberg's Two-factor Motivation Theory.....	29
2.4 PERFORMANCE MANAGEMENT AND DEVELOPMENT CYCLE AT THE NORTH-WEST PARKS AND TOURISM BOARD	29
2.4.1 Planning	31
2.4.2 Performance observation	33
2.4.3 Performance Appraisal	34
2.4.4 Performance criteria	35
2.4.5 Recognition and corrective measures	36
2.4.6 Employee/ Career/ Organisational capability development	36
2.4.7 Cycle conclusion	37
2.5 ROLE OF MANAGERS AND THEIR BEHAVIOUR TOWARDS PERFORMANCE MANAGEMENT	38
2.5.1 Process of goal setting	42
2.5.2 Performance feedback	42
2.5.3 Coaching	43
2.5.4 Communication	44
2.5.5 Monitoring.....	45
2.5.6 Providing performance consequences	45
2.6 EFFECTIVE EXECUTION OF AND CHALLENGES FACING PERFORMANCE MANAGEMENT AND DEVELOPMENT SYSTEMS.....	46
2.7 SUMMARY.....	49
CHAPTER 3.....	51
RESEARCH METHODOLOGY	51
3.1 INTRODUCTION.....	51
3.2 RESEARCH APPROACH	51
3.3 RESEARCH DESIGN	51

3.4	RESEARCH METHODOLOGY	52
3.4.1	Quantitative approach	52
3.4.2	Qualitative approach	53
3.5	PROCEDURES FOR DATA MANAGEMENT	53
3.5.1	Administration of the data collection.....	53
3.5.2	Administration of the returned questionnaires	54
3.5.3	Measuring instrument.....	54
3.5.4	Research participants.....	56
3.5.5	Population	56
3.5.6	Data capturing	56
3.6	RELIABILITY AND VALIDITY OF THE MEASURING INSTRUMENT.....	56
3.7	PROCEDURES FOR QUANTITATIVE DATA ANALYSIS.....	57
3.7.1	Descriptive statistics	58
3.7.2	T-test	58
3.7.3	Analysis of variance (ANOVA).....	58
3.7.4	Pearson product-moment correlation coefficients	59
3.8	ETHICAL CONSIDERATION	59
3.9	SUMMARY.....	60
	CHAPTER 4.....	61
4.1	INTRODUCTION.....	61
4.2	DESCRIPTIVE STATISTICS.....	61
4.2.1	Demographic Information	61
4.2.2	Descriptive statistics of employees perceived performance management behaviour of line managers	66
4.3	DIFFERENCES IN EMPLOYEES' PERCEIVED PERFORMANCE MANAGEMENT BEHAVIOUR MEAN SCORES BETWEEN DEMOGRAPHIC VARIABLES.....	70
4.4	INTERCORRELATIONS BETWEEN THE SIX SUBSCALES OF THE PERFORMANCE MANAGEMENT BEHAVIOUR SCALE	72
4.5	SUMMARY.....	73
	CHAPTER 5.....	74
	DISCUSSIONS OF THE FINDINGS, CONCLUSIONS AND RECOMMENDATIONS .	74
5.1	INTRODUCTION.....	74

5.2	DISCUSSION OF FINDINGS	74
5.2.1	Employees' perceived performance management behaviour of line managers in the NWPTB.....	74
5.2.2	Differences in employees' perceived performance management behaviour mean scores between gender, age groups, position and qualification levels	77
5.2.3	Intercorrelation between the six factors of the performance management behaviour scale	77
5.2.4	Gaps identified in the process of goal setting, communication, feedback, coaching, provision of consequences and the monitoring of performance expectations by line managers.....	77
5.2.5	Proposed relevant training and development interventions	78
5.3	CONCLUSION	78
5.4	RECOMMENDATIONS	79
5.4.1	Incentives	79
5.4.2	Coaching/ mentoring	79
5.4.3	Training and development.....	79
5.4.4	Feedback.....	79
5.4.5	Communication	80
5.4.6	Goal setting	80
5.4.7	Commitment to checking for accuracy and quality	80
5.4.8	Appraisal assessments.....	81
	REFERENCES	82
	ANNEXURE A: QUESTIONNAIRE	86

LIST OF TABLES

Table 1.1: Abbreviations used in this document.....	16
Table 3.1: Cronbach's alpha coefficients of the PMBQ scale and sub-scales.....	57
Table 4.1: Work location	65
Table 4.2: Process of goal setting	66
Table 4.3: Communication	67
Table 4.4: Feedback	67
Table 4.5: Coaching	68
Table 4.6: Providing consequences	69
Table 4.7: Establishing/monitoring performance expectations	69
Table 4.8: Descriptive statistics of the six subscales.....	70
Table 4.9: Independent Samples t-test to measure the perceived performance management behaviour mean scores between gender	71
Table 4.10: ANOVA to measure the perceived performance management behaviour mean scores between age groups	71
Table 4.11: ANOVA to measure the perceived performance management behaviour mean scores between position/post grade	71
Table 4.12: ANOVA to measure the perceived performance management behaviour mean scores between the qualification levels	72

LIST OF FIGURES

Figure 2.1: Steps in the performance management process	31
Figure 4.1: Gender	62
Figure 4.2: Age group	62
Figure 4.3: Experience	63
Figure 4.4: Current Post Grade	63
Figure 4.5: Highest qualification	64
Figure 4.6: Race	64

CHAPTER 1

THE PROBLEM AND IT'S SETTING

1.1 INTRODUCTION

The current chapter depicts an outline/overview of the different critical research variables (units of analysis) contained in this study. The aim of the chapter; by its nature (overview/outline), is to inherently provide highlights of the contexts for more detailed discussions on the self- same research variables in varying degrees later in the upcoming chapters. Contexts such as a statement of the research problem, the rationale of the study, objectives of the study, and the importance/benefits of the study will be examined. The preliminary literature review will also be included as an introduction to the main discussions.

The structure of this chapter is firstly a discussion of the background, research problem, the relevance of the study, aim, objectives and research questions. After that followed a discussion of the theoretical propositions, importance and benefits of the study, delimitations and assumptions, definition of key terms, preliminary literature review, research design and methods, validity and reliability of the measuring instrument and data analysis and techniques. After that the research ethics, the structure of the study and chapter summary.

1.2 BACKGROUND/CONTEXT

Given the prevalent climate of extremely difficult economic conditions (such as global competitiveness, slow economic growth, and economic decline), organisations are forced to concentrate on performance that is becoming more and more driven internally and on productivity profits; rather than focusing on externally-driven improvements determined by market growth factors (Luong, 2012:1). Organisations have realised that their success is largely premised on their ability to compete with their competitors through innovation (Seidu, 2012:73). Seidu (2012:73) maintains further that the proper management of human resources can also contribute to improved organisational competitiveness. Farrell (2013:7) adds that the role of human resources (HR) practitioners in organisational performance are becoming increasingly indispensable, as employees' performance is itself influenced by the particular organisation's management of the self-same employees.

Matlala (2011:16) concurs that organisational strategy and human resources management are factors of organisational performance management systems and contribute to organisational development. Organisations need to stay ahead of the game and deploy HR systems that will drive it into doing things better than the rest; on that note, a mutually inclusive and beneficial relationship/association should exist between organisations, managers and the general employees. The two entities (organisations and employees) are bound together by performance or service delivery expectations and standards in order to increase *productivity* levels and the *quality* of service delivery, as well as the enhancement of relevance to stakeholders and maintenance of the competitive edge by means of *innovative* performance management systems (Seidu, 2012:75).

Organisations need to put in place comprehensive performance management systems, to improve efficiency and effectiveness, both of which would lead to increased sustainability (Bussin, 2013:25). Jacobson, Kinicki, Peterson, Prussia (2013:2) attest that the latest statistics that have been gathered show that many workers do not notice or understand that their performance management systems were intended for their benefit. An understanding of employees' perceptions of the effectiveness of the PMDS system would, however, assist top management to implement and administer the system correctly and effectively (Bussin, 2013:30).

1.3 STATEMENT OF THE RESEARCH PROBLEM

In the context of this study, the North-West Parks and Tourism Board (NWPTB) is essentially the principal site within which the research problem is situated. The employees' perceptions of managers' performance management behaviour within the North-West Parks and Tourism Board presents a huge challenge (NWPTB Employee Perception Survey, 2015). Employees are ***continuously*** discussing their dissatisfaction with the system of performance management and development, as applied by the line managers of (Employee Perception Survey, 2015).

The various modes of understanding this appraisal system are now of problematic proportions, as employees' performance is reduced (NWPTB Employee Perception Survey, 2015). This study, therefore, seeks to measure the employee's perceptions of managers' performance management behaviour, which is critically viewed as a contributory factor to the inefficacy of the appraisal system. Conversely, general employees regard the managers - as agents responsible for the implementation of the appraisal system, rather than the appraisal system itself – as the focal point of the

problem (NWPTB Employee Perception Survey, 2015).

Bekele, Shigutu and Tensay (2014:145) attest that performance management systems are premised within the context of appraising employees' performance. Performance appraisal of employees' is regarded as a very frequently utilised management aid in organisations. Combined goal setting and an ongoing performance review concerning objectively agreed upon aims are involved (Matlala, 2011:4).

Organisations such as the NWPTB could also benefit from the implementation of an effective and properly constituted performance management system. The PMDS manager wrote a letter to the Chief Executive Officer (CEO), requesting intervention in support of the recommendations concerning the problems the PMDS manager was experiencing within the organisation. There is a range of disconcerting remarks from both the employees and some managers concerning the manner of the NWPTB's application or implementation of the performance management and development system. There is a lack of formal and mutually inclusive discussions between the PMDS manager and the employees regarding PMDS (NWPTB Employee Perception Survey, 2015).

In addition to the lack of formal discussion and consultation, the situation was compounded even further by the fact that there is no PMDS-related submission from some divisions within the organisation (NWPTB); and those that do submit, do so long after the closing date of submission. Also, there are no intervention plans from managers or supervisors for staff who have underperformed, which shows a perceived lack of interest from both the employees and the managers concerning PMDS implementation within the organisation. **Therefore, the problem statement is that managers lack effective performance management behaviour.**

Based on the context of the problems outlined above, this study, therefore, seeks to explore, describe, and assess the perceptions of the employees regarding the performance management behaviour of managers at the North-West Parks and Tourism Board.

1.4 RATIONALE OF THE STUDY

The rationale of and justification for the study is mainly premised within the context of the research problem. Interest in the study was prompted by the researcher's desire to investigate the cause and effect of the research problem and its context on human resources management and its contribution to effective organisational development.

Accordingly, the rationale of the study is then analysed here as being interstitial to the research problem, the research aim/purpose and objectives in the first place; and to the methods and processes of data collection in the second place. In this regard, the rationale and justification of the study are then the catalysts and the product/outcome of the research problem. That is the *conflicting* PMDS perceptions between management (as senior-level employees) and general employees.

On the one hand, general employees exhibit an attitude of disdain, cynicism, and suspicion to management's approach to the organisational PMDS, while on the other hand, management itself lacks a coherent approach to an understanding of the application and implementation of employees' appraisal. Such a state of affairs would then imply that both employees and management ought to be subjected to an appraisal that the performance management and appraisal processes are irrefutably legitimated within the organisation. The methodological/empirical rationale of the study is, therefore, justifiable insofar as obtaining the experiential perspectives of both the management and the lower-level employees are concerned. Such a perspective is more accurate in defining the actual reality of the working environment as the primary site of occupational experiences (Matlala, 2011:15).

1.5 AIM OF THE STUDY

The research aim/purpose or goal and the research objectives are closely linked to the research problem. Together with the data collection, the research aim and objectives form the means by which the identified research problem is resolved satisfactorily, using the data collection instruments. According to Hussey and Hussey (1997:2), there is a difference between the aim/purpose or goals of research on the one hand and research objectives on the other. The above-cited authors illuminate the fact that various research traditions/paradigms adopt various orientations to the research aims and research objectives (Hussey & Hussey, 1997:2).

Some academic scholars and research scientists refer to research aim/purpose or goals and research objectives as synonymous/similar and something that could be used interchangeably. Regarding this perspective, the terms 'research aim/purpose/goal' and 'research objectives' serve a complementary function. The opposite perspective upholds that these two concepts are dissimilar (not synonymous) and refer to different research nuances, but could be used interchangeably and complementarily (Coopers & Schindler, 2011:40). For reasons that are encouraging to the researcher's intentions in undertaking the study in the first place, the current study

adopts the perspective according to which 'research aim/purpose/goal' and 'research objectives' are two different (dissimilar) research nuances that refer to two different, but complementary approaches.

According to Coopers and Schindler (2011:57), the research aim/purpose or goal could be differentiated from the research objectives by the conceptual levels of exploration, description, or explanation associated with each concept. In the context of the current study, the research aim, purpose, or goal refers to those broader or more general ideas underlying what the study intended to show. Based on the context of the identified research problem (Section 1.3, p.1-2), the research aim/purpose or goal of this study is articulated as follows: to explore, describe, and assess the employees' perceived performance management behaviour of line managers within the North-West Parks and Tourism Board. The measurement of performance management behaviour will assist managers in effectively executing the performance management system.

1.6 OBJECTIVES OF THE STUDY

In tandem with the differentiation (conceptual levels of exploration, description, or explanation) indicated in Section 1.4 (p. 3-4) above, the study's objectives are diametrically different but inseparably linked to its objectives (Hussey & Hussey, 1997:6). They attest that in the most common respect, both the research goal and objectives are mutually linked and reciprocate each other insofar as the resolution of the identified research problem is concerned (Hussey & Hussey, 1997:6).

Whereas the aim, purpose, or goal of research refers to the broader or more general ideas on which the study is based, the research objectives of a study – on the corollary – most specifically refer to the more restricted (irreducible) aims of the researcher in undertaking the study. That is, "the more concrete, measurable and more speedily attainable conception" of the means expended by the researcher's utilisation of the chosen or relevant instruments in order to obtain the desired outcomes of the study (Schultz, Ramulumisi & Jordaan, 2015:523). Research objectives are further constructed as the means by which the research aim/purpose is actualised or 'unpacked.' The latter author illuminates further that the following propositions are the most fundamental attributes that distinguish the research objectives from the aim, goal, or purpose of research:

- A research objective is by its nature (specificity) more *concrete*, as contrasted

with the most *abstract* nature of the research aim/goal/purpose;

- A research objective is *measurable*, as opposed to the *general* scope of the research aim/goal/purpose; and
- A research objective has the element of *immediacy*, with observable findings expected from the evidence-based data.

In line with the levels of conceptualisation (differentiation between the research aim/purpose and research objectives), the following propositions constitute a context of the study's objectives; and are not peripheral to the study's rationale, problem statement, aim or purpose, the research questions, or the processes of collection and analysis of data. In other words, the study's objectives (specific/irreducible intentions) are:

- To measure the employees' perceived performance management behaviour of line managers in NWPTB;
- To establish if there is a difference in employees' perceived performance management mean scores between gender, age groups, position and qualification levels;
- To determine whether there is an intercorrelation between the six dimensions or factors of the performance management behaviour of line managers;
- To identify gaps in the various processes, such as determining goals, communication and giving and receiving feedback, coaching or mentoring, explaining the consequences and monitoring of what is expected of performance by line managers;
- Based on the gaps identified in the factors mentioned above, to propose relevant training and development interventions to improve the performance management behaviour of line managers that will ultimately lead to a more effective performance management system within NWPTB as part of a comprehensive HRM strategy.

It is envisaged that at the end of the study, the realisation of all the above-cited objectives will yield the desired outcomes, symmetrically correlate with the study's rationale, problem statement, aim or purpose, the research questions, as well as the processes of data collection and analysis.

1.7 RESEARCH QUESTIONS

The research questions of the study are associated with the research problem, its purpose or aim, its objectives, the significance of the study, and not less than to the

former; it is associated with the accompanying collection of data and the analysis processes (Coopers & Schindler, 2011:137). The proposed research questions – which are unrelated, but to a large degree complementary to the questions intended for the research instrument (e.g. interview guide and questionnaire in the event these are applicable) – further provide a context for determination of the extent to which the research problem could, or could not be resolved adequately.

Coopers and Schindler (2011:91) state that a review and evaluation of the literature logically leads to the research questions to be asked. They postulate further that some research questions may just have no answers within the prevalent secondary data context, in which case the researcher may be compelled to rely exclusively on available primary data (Coopers & Schindler, 2011:91). In the context of this study, the research questions have been articulated such that three essential elements have been incorporated, namely: the employees; management; and the NWPTB as an employer, by whose agency the PMDS could be viewed as either effective or detrimental to organisational development.

The following research questions have been formulated to integrate these three essential elements, while also being central to the core research units of analysis as represented by the research problem, research aim/purpose and objectives, importance of the study, and to the accompanying data collection and analysis processes (Hussey & Hussey, 1997:190):

- What are the employees' perceptions of managers' performance management behaviour?
- Are there any differences in employees' perceptions of managers' performance management behaviour between gender, age groups, position and qualification levels?
- Is there an intercorrelation between the six dimensions or factors of the performance management behaviour of line managers?
- What are the weaknesses or gaps concerning the goal determining process, communication, and giving and receiving feedback, coaching or mentoring, explaining the consequences and monitoring of what is expected of performance by line managers?
- What are the training and development interventions that are based on the gaps identified and are needed to improve the performance management behaviour of line managers?

It is worth mentioning here that the above-cited research questions – in the same vein as

the research objectives – are construed to guide the researcher throughout the study. These research questions are so designed that the findings and results of the study could provide the answers, rather than the study participants. It is hoped that the research interviews will provide clarity on the degree to which the intended policy goals and outcomes of the government have been realised, or not reached.

1.8 THE RESEARCH THEORETICAL PROPOSITIONS

Goal setting is a motivational technique and is critical to many performance appraisal schemes (Bipp & Kleingeld, 2011:310). Goal setting is a way of giving direction to what people are working on in their jobs and presenting a norm to measure performance against (Hamumokola, 2013:9). Kinicki *et al.* (2013:11) assert that there is a direct relationship between the goal determining process, conveying information, coaching, giving feedback, and providing results. Reasons behind this relationship have been acquired from practising managers and academic literature and will be used to guide the research as follows:

- To implement specific goals that are demanding and specific, can lead to benefits in performance.
- Participation in goal setting leads to higher performance in employees than assigned goals.
- There is a positive relationship between coaching, communication, feedback, providing consequences and improved performance.

1.9 IMPORTANCE AND BENEFITS OF THE STUDY

Much work has been done on the improvement of the management of employee performance. This study offers some advice for interventions at the organisational level that may lead to the improvement of the total functioning of the system. The study seeks remedial actions that could be taken by managers to enhance the effectiveness of performance management systems. The investigation will thus lend support to the belief that the effectiveness of performance management is not merely a system design function or the best practices to implement, but also a function of what an employee thinks it is. It is clear from the above discussion that the benefits that PMS brings to the organisation cannot be understated. The study will, therefore, do the following:

- Identify the current perceptions of employees towards the existing performance management system
- Alert Human Resource Management of the organisation to take remedial action on

the practices of the performance management system for them to minimise the factors causing negative perceptions of PMDS

- Give the researcher the opportunity to gain knowledge in the practice of performance management

1.10 DELIMITATIONS AND ASSUMPTIONS

1.10.1 Delimitations (Scope)

The population will be NWPTB's twelve national parks, two hotel schools, and head office. A census will be done on the total population because the distribution of employees in the parks is not equal and will, therefore, make it difficult to sample, and reduce the probability of having enough returned questionnaires.

1.10.2 Assumptions

The assumption is that the staff members of the North-West Parks and Tourism Board will be honest and will reveal their true feelings when filling in the questionnaire.

The response from the participants will be determined by how they understand the PMDS process and the relationship with their supervisors. The quality of the research will depend entirely on the researcher's efforts and experience expended during the entire research process.

1.11 DEFINITION OF KEY TERMS

- **Perceptions** encompass a mentally coordinated meaning-making process on whose (objective or subjective) basis individuals view their world, environment, and surroundings (Schultz et al., 2015: 519).
- **Communication** is "a process by which information is exchanged between individuals through a common system of symbols, signs, or behaviour" (Le, 2013:8).
- **Coaching**, according to Armstrong (2009:167), is a personal approach that usually means that a one-to-one on-the-job approach is adopted to help people to develop their skills and competence levels (Armstrong, 2009:137).
- **Feedback**, Armstrong (2009:69) maintained, is a process during which people get information on what their performance was like in respect of "results, events, critical incidents and significant behaviours" (Armstrong, 2009:105).

- **Outcome**, Armstrong (2009:69) claims, is an effect that is obvious to the observer; it is also the effect of effort. However, the outcome is not something that one can measure like something that is quantified.
- **Performance** is a behaviour or action, closely connected to the achievement of goals of the organisation. These goals can be scaled and measured (Armstrong, 2009:31).
- **Performance management** consists of a collection of the behaviour of managers. Their behaviour is directed at obtaining definitions and measurements that will act as motivation and development of the needed performance by employees. Performance management, also, is aimed at the performance of the company's employees (Kinicki *et al.*, 2013:1).
- **Performance management system** consists of a system of actions and processes that are related to one another. The system is dealt with holistically as a combined, related but a core part of an organisation's way of dealing with performance using people and causing the development of the skills and abilities of its workers' force. In that way, the organisation is improving its capability and allowing its competitive advantage to remain at its best (Armstrong, 2009:59).

Table 1.1: Abbreviations used in this document

Abbreviation	Meaning
NWPTB	North-West Parks and Tourism Board
PMDS	Performance Management and Development System

1.12 PRELIMINARY LITERATURE REVIEW

According to Farell (2012:73), the success, survival and competitive strength of organisations depend on their employees' commitment and satisfaction with the particular organisation's performance management systems (PMS). Seidu (2012:73), however, maintains that factors such as the employees' perception of outcomes that lead to career growth, as well as targets and uses of performance appraisal results, would greatly benefit the organisation's performance management profile (PMP). The implication is that there is a probability that employees will be responsive and encourage towards the organisation's performance management system because of their view of the system as a useful feedback mechanism intended to improve their performance (Seidu, 2012:76). The opposite is also true, namely that not all employees believe that their organisations' performance management systems help them (employees) to

improve their performance (Luong, 2012:10). The latter perception is perpetuated by the employees' cynicism of the capacity of performance management to generate honest feedback, establish clear performance goals, and define fair performance standards (Luong, 2012:4).

According to Haines and St-Onge (2012:158), an employee performance management system is used to implement strategic initiatives and to manage employees' professional development and career growth. However, performance management systems may, at times, be failing because managers lack the requisite skills to integrate scholarly knowledge with the actual performance management practices and the social context in which these practices are implemented (Haines & St-Onge, 2012:1158). Since organisations make enormous financial and non-financial investments in performance management systems, such systems, then, need to be owned and used effectively by organisations (Matlala, 2011:14). However, despite extensive research in the area, factors that influence the satisfaction of employees towards performance lack evidence (Hamumokola, 2013:5).

Employees who are satisfied with how a performance management system is implemented will respond positively to it. Moreover, they will do their best to perform their responsibilities and duties in an efficient and effective way. Such an attitude and understanding on the part of the employees are critical to the organisation's productivity (Bekele *et al.*, 2014:148). Bipp and Kleingeld (2011:13) attest that some organisations use goal setting as an intervention to measure performance. The latter authors further add that determining goals is a way that forms part of performance appraisal and broader performance management interventions (Bipp & Kleingeld, 2011:10). Companies view communication to be an aspect of importance, but not much is known about the critical success factors of goal setting, according to employees (Hamumokola, 2013:5).

In summary, Kinicki *et al.* (2013:9) attest that behaviours necessary for effective performance management have all been identified as the process of determining goals, providing feedback and communication, as well as coaching and offering the proper rewards. Kinicki *et al.* (2013:9) further maintain that managers are not practising these behaviours and generating effective performance management, despite being identified in the academic literature.

According to Schultz *et al.* (2015:520), the key expectation from management is measuring and managing performance. Schultz *et al.* (2015:520) further assert that

performance management became popular as total quality management programs emphasised the use of total management tools that included performance appraisals, to optimally achieve performance goals. Furthermore, performance management is an organisational approach reflection of performance, which includes sub-processes such as definition and performance of strategy and training and the measurement of performance (Schultz *et al.*, 2015:521). For this study, the theoretical foundation is the six factors that influence the performance management behaviour of managers, namely the goal determination process, communication and reactions, coaching/mentoring, forecasting consequences and establishing/monitoring what is to be expected as a result of performance.

Locke (1968:160) was the first to introduce the theory of setting a goal to highlight that determining difficult goals can lead to greater effort, perseverance, and total success. Organisations employ goal setting as part of the broader performance management interventions (Bipp & Kleingeld, 2011:50). Hamumokola (2013:49) defines goal-setting theory as the introduction of performance goals that are difficult to achieve so that employees will be challenged to work more intensely and longer to improve their performance. Theory suggests that there is a direct relationship between performance goals that challenge workers and performance; therefore, managers need to know how to increase performance by giving challenging goals that motivate employees to increase performance. Without setting goals and the much-needed motivation for goal achievement, businesses are without purpose or direction (Pulakos, 2009:45).

Communication is “the transfer of information from a sender to receiver and the meaning inferred from that information” or “a process by which information is exchanged between individuals through a common system of symbols, signs, or behaviour” (Le, 2013:8). Communication is used as a broad, all-encompassing term because it is not defined in management literature. Communication is a two-way process. Thus, aspects such as manager openness lead the employee’s ability to communicate with the manager (Le, 2013:8). Communication at every stage is the number one ingredient to make a performance management system effective. According to Davis (2015:40), communication is characterised as: one of the main leader behaviours that influence performance in employees. An employee should always have an opportunity to provide input into the performance management process, mainly in the form of asking questions or making an input for improvement (Pulakos, 2009:55).

The type of feedback changes according to the situation. It could, for example, be an

interview between the supervisor and the subordinate (Hamumokola, 2013:42). There are, however, other forms of feedback which may be in the form of communication, such as counselling, coaching and interviewing. According to Osmania and Maliqi (2012:439), traditionally, feedback was something managers regarded as a focus on employees' previous performance with particular emphasis on the problems. Osmania and Maliqi (2012:439) claim that a long list of shortcomings was the result. Osmania and Maliqi (2012:439) further maintain that such a type of feedback frequently causes the receiver to be on the defence. It is an action that makes the sender feel uncomfortable, strengthens remarks that were negative, and is repudiated if it is considered to be opposed to the receiver's self- image. Sarwar (2013:161) have the opposite view, namely that feedback that is positive includes conversations at work that are more effective, leads to increased trust, better performance at individual and team levels creates stronger skills in leadership and the achievement of goals.

Osmania and Maliqi (2012:436) note that coaching can be defined on various bases. These are definitions with the focus on perspective, or on those who receive coaching, or the objectives to be achieved and the setting. Aguinis, Joo and Gottfredson (2011:507) define coaching as "managers providing one on one feedback and insights aimed at guiding and inspiring improvements in employees to work performance." Luong (2012:15) defines coaching as a broader process "through which supervisors may communicate clear expectations to employees, provide feedback and suggestions for improving performance and facilitate employees' efforts to solve problems or take on a new challenge". "Employee coaching is a process in which an employee works together with his or her direct manager to improve current performance or meet the needs of future roles; when implemented properly, coaching can be used to support the delivery and use of feedback, be a facilitator for goal setting, and also help employees reflect on their progress" (Davis, 2015:39).

Coaching is a process that inspires the person who receives training to think and be creative about it, to develop their potential to the maximum. The use of coaching promotes a perspective of trust, continued learning and ever-improving performance (Mueller-Hanson & Pulakos, 2015:22). Duff (2013:210) believes that coaching is similar to giving direction, advice, and assistance where necessary on activities and tasks that have been assigned to the person; to use strengths to a minimum and improve the weak areas, as the person needs to coach employees to observe favourable circumstances and methods. Duff (2013) further emphasises that demonstrating skills and to give the employee feedback is the role of the coach. It is crucial for the manager to have good listening skills and ask the right questions (Davis,

2015:52).

Regarding the provision of consequences, the NWPTB has a process to discuss the disagreements when an employee's opinion differs from that of the manager about their performance assessment. The human resource manager's role in managing disputes of performance is to establish a performance appeals panel. The panel is set up in such a way that experts from various line functions are included. The panel is obliged to consider all representations that are in writing within fourteen working days from the date the representations have been received. An employee can request help from a person within the organisation who has been designated as an ombudsman (PMDS policy (REF: P01) on Human Resources Policies and Procedure Manual, 2015).

Duff (2013:207) states that a performance management system is a method of continuously monitoring employees' progress and performance. Duff (2013) continues to emphasise that employees should not be micro-managed by managers in the form of being watched over every activity and task that have been assigned to them. Instead, managers should concentrate on the effect of employees' performance of their work. There should be regular meetings between the employees and their manager to do the following:

- Evaluate progress made in order to comply with performance objectives.
- Look for any obstacles that could be obstructions keeping the employee from meeting performance objectives and what is required to help overcome them.
- Inform employees on progress made towards accomplishing goals.
- Look out for any changes that could be necessary to the work plan, owing to a change in the priorities of the organisation, or if the employee has been given new responsibilities.
- Determine if the manager should give more support to help the employee towards achieving their objectives.

The encouragement of the professional development of a mentee is the main role of a mentor; this can be attained through sharing information, experience and expertise (Kinicki *et al.*, 2013:5). The relationship should be built on trust, communication and respect. Hudson (2013:780) maintains that the mentoring relationship has benefits for both the mentor and the mentee. The benefits for mentees include that they come across new ideas and opinions on making the most of their strengths and trying to overcome their weaknesses. On the other hand, the benefits for mentors include that they are acknowledged as an expert and leader in their subject and that they develop

their personal style of leadership and coaching.

These six factors mentioned above will be discussed in more detail and depth in Chapter Two.

1.13 RESEARCH DESIGN AND METHODS OF THE STUDY

The researcher will adopt a quantitative research strategy. When quantitative research is employed, the intention is to measure something precisely (Cooper & Schindler, 2011). A survey design will be adopted for the study, while questionnaires have been decided on for data collection. The questionnaire will be designed to measure an independent variable (employee perception of managers' behaviour) by emphasising the overall employee satisfaction with the way the manager has implemented the performance management system.

To deal with the research objectives, both primary and secondary sources of data will be utilised. To attain primary data, the researcher will use structured questionnaires; whereas secondary data will be obtained by investigating related documents from publications, i.e. journals, articles, abstracts and company policies.

1.14 VALIDITY AND RELIABILITY OF THE MEASURING INSTRUMENT

The Cronbach's Alpha coefficients will be used to determine the internal consistency or to indicate how well the different items in a questionnaire correlated to one another. Ultimately, the reliability of the questionnaire will be established. For this study, Cronbach's Alpha coefficients of 0.7 or higher will be regarded as acceptable levels of reliability.

1.15 DATA ANALYSIS AND INTERPRETATION

The following statistical techniques will be used to analyse the data.

1.15.1 Descriptive statistics

Descriptive statistics, such as tables and graphs, will be used. Minimum and maximum scores and means will be analysed. The mean will be used to determine the ranking for the six dimension scales of employees' perceptions of managers' performance management behaviour within the North-West Parks and Tourism Board. The average scores on the Likert Scale that lie between rarely/never and very frequent/always for all six factors will be determined. The six dimension scales are

the goal-setting process, monitoring expectations, communication, feedback, coaching and stating consequences.

1.15.2 T-test

An independent t-test will be conducted to compare the mean perceptions scores on gender, to determine the effectiveness of the performance management behaviour of line managers between male and female respondents.

1.15.3 One-way analysis of variance

To determine the difference in employees' perceived performance, management mean scores and demographic variables, the analysis of variance test (ANOVA) was computed.

One-way analysis of variance (ANOVA) will be done to compare the mean perception scores of managers' performance management behaviour among age groups, positions occupied, qualification levels and work locations.

1.15.4 Pearson Product-Moment Correlation

Pearson Product-Moment Correlation Coefficients were used to measure the intercorrelation between the six dimensions of the performance management behaviour scale.

1.16 RESEARCH ETHICS

Permission to conduct the study in NWPTB was obtained from the HR manager and the CEO. Each questionnaire will have an attachment to the cover letter that will clearly explain the purpose of the study. The confidentiality clause will be attached. An application for ethical clearance was made with the University, where a form was signed, binding the researcher to comply with the rules that have been set out. The findings of the study will be readily available to participants upon request. Ethical considerations of confidentiality and privacy will be attended to.

1.17 BRIEF OUTLINE OF THE RESEARCH STUDY

Chapter 1: Introduces the research topic as well as the rationale for the research. The effectiveness of performance management literature is briefly discussed. The chapter also briefly sketches the aim and objectives of the research and specifies the research questions that the research has investigated. The chapter finally introduces the

research propositions that are guiding the research.

Chapter 2: Literature review – gives a review of the literature and discusses what other researchers have studied and their conclusions in the research field. Different aspects of performance management systems and their effectiveness have been scrutinised, including their success and failure factors. The conceptual framework will be discussed, focusing on the steps of performance management. The theoretical framework will be focusing on related theories of the topic, including the goal-setting theory.

Chapter 3: Research design and methodology – it will describe the methodology that will be used in conducting the research. It will also offer reasons for the approaches that have been chosen. Data collection sources and data analysis procedures will be described in detail to reinforce the validity of the research. Trustworthiness and research process validity will be discussed in detail as the quality assurance of the research. Both the limitations and the ethical considerations of the research will be summarised in this chapter.

Chapter 4: Research results –the crucial research findings reflected in Chapter 4 will be analysed to obtain answers to the research questions. Related literature is also integrated and theoretical propositions to guide the analysis and keep it focused on addressing the research questions. Solutions are recommended to find an answer to problems that have become apparent by the findings.

Chapter 5: The chapter will report the findings of the research and will link them to other literature. Findings will be reported by concentrating on crucial themes that resulted from the research questions. A conclusion and recommendations will also be drawn from the discussion, and potential areas of further research will be considered.

1.18 SUMMARY

This chapter provided a summary of the effectiveness of performance management initiatives, which will be discussed at great length in Chapter Two. The chapter also presented the research problem, aim, objectives, and the theoretical research propositions. A brief synopsis of the method used in the research has also been provided.

CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION

This chapter presents a theoretical basis for the research study. The aim of the literature study is to gain knowledge and insight into perceptions of employees on managers' behaviour concerning performance management system. The theoretical framework of performance management, with goal setting as a driver of the study, will be examined. Performance management and the development cycle at the North- West Parks and Tourism Board, the role of managers and their behaviour towards performance management and effective execution of, and challenges facing, performance management and development systems will be included.

2.2 CONCEPTUALISING PERFORMANCE MANAGEMENT

Many kinds of organisations use performance management. A performance management system (PMS) is the development of employees and the measurements of performance in an effective way that will enhance the organisation's effectiveness (Rashidi, 2015:210). Schultz *et al.* (2015:5) see performance management as all organisational processes that verify and manage the performance of their employees and teams. Bussin (2013:8), on the other hand, defines it as a measurement process that gauges the performance of individuals against fixed standards of performance.

The theory of performance management suggests that different organisations have different purposes for Performance Management and Development Systems (PMDS) and different organisations need to find their unique purposes and execute them correctly (Pulakos, 2009:15). The primary purpose of performance management and development at the North-West Parks and Tourism Board (which is the organisation under study) is for training and development purposes.

Pulakos (2009:23) further maintains that to know the purpose of performance management; organisations need to establish what their first achievement aim was with their performance management process, that is, what performance management is used for in their organisation. Farrel (2013:19) postulates that organisations use performance management for different purposes, depending on the need of the organisation; the purpose could range from making decisions about salaries, promotion, and other personnel activities, pinpointing those that do not perform well or to provide documentation to defend against legal action. Therefore, it is not

reasonable to imagine that one process should be used as the basis for more than one decision. According to Davis (2015:20), “performance management is a system incorporated by managers to set expectations, measure and review results, provide feedback and reward performance”. Schultz *et al.* (2015:521) assert that the main aim of performance management is to be more dynamic and transparent when assessing the relevance, objective achievement, efficiency, effectiveness or success, influence and the ability to be maintained at a certain rate or level. In contrast, Pulakos (2009:22) is of the opinion that the reason for performance management is to bring productivity to its maximum using making it possible for employees to reach their potential in their performance. Also, Pulakos (2009) further emphasised that performance should be managed in such a way as to reach crucial goals, such as helping employees remove barriers to performance and making it possible for them to aim their efforts so that they make a significant contribution to organisational goals.

Schultz *et al.* (2015) and Pulakos (2009) hold the same views about the purpose of PMDS. Schultz *et al.* (2015) emphasise transparency in appraising fulfilment of objectives amongst other matters of PMDS, while Pulakos (2009) highlights maximising productivity through employees. Performance management acts as a connection between both the mission of an organisation and its strategic direction and the performance that is a requisite for success (Schultz *et al.*, 2015:520). Luong (2012:36) holds a different view, namely that performance management functions in order to measure how effective or efficient the workplace is. This is especially the case when comparisons are made between units or external issues using which those workers who are the strongest and the weakest in their performance can be identified. Farrel (2013:8) outlines that the performance management system can feature as part of the effort to forge a relationship with the employee that is more open, where organisations’ plans can be agreed on, appraisal discussions can be open and honest, and ways to improve performance can be stimulated. Also, Schultz *et al.* (2015:522) believe that the intention is to generate a system that is fair and equitable and that increases the employee/management level of trust.

2.3 THEORETICAL FRAMEWORK OF PERFORMANCE MANAGEMENT

Even though there are some theories underpinning performance management, a single performance management model that is accepted all over is absent. A variety of ideas have been the subject of research to find those that should be incorporated in performance management. Motivation has been suggested on account of its significant role in performance. As a result, the different theories of motivation are essential to the

field of performance management (Davis, 2015:25). Understanding theories of motivation and how they are connected with elements of performance management could help to understand performance management. Davis (2015:27) suggested that aspects of performance management are characterised by various theories, which are classified into goal-setting theories, motivational theories and expanded utility theories. Maloba (2012:14) believes that motivation is the critical factor to consider in performance management and, therefore, a key to improvement. Motivation is defined as “the ability of people, institutions, and societies to perform functions, solve problems, set and achieve objectives” (Hamumokola, 2013:48). For this study, the goal-setting theory, Maslow’s Needs Hierarchy and Herzberg’s Two- Factor theory serve as the theoretical framework of performance management.

2.3.1 Goal-setting theory

Locke (1968) was the first to introduce the Goal-Setting Theory. Locke (1968) attempted to highlight that determining difficult goals can improve effort, persistence, and all-embracing success. Organisations employ goal setting as part of the broader performance management interventions (Bipp & Kleingeld, 2011:50). According to Hamumokola (2013:49), goal-setting is the implementation of challenging performance goals to motivate employees to work harder and keep it at that level to improve their performance. Theory suggests that there is a direct relationship between performance goals that challenge employees and their performance; therefore managers need to know how to increase performance by giving challenging goals that motivate employees to enhance performance. Businesses have no purpose or direction without goal setting and the motivation that is required for achieving those goals (Pulakos, 2009:45).

Goal setting can become a strategic advantage if it is planned in such a way that it is sufficiently flexible to reflect the varying economic and working conditions (Maloba, 2012:17). In contrast, Mueller-Hanson and Pulakos (2015:26) highlight that employee reactions to performance appraisals have been more favourable only when agreed-upon goals are fully understood by both the manager and the employee, and individual and team efforts agree with organisational goals. Pulakos (2015:26) further suggests that the reflection on theory is in contrast to a situation where employees are evaluated based on personality traits, and no merits of evaluation are employed. Locke’s (1968) research resulted in the realisation that setting challenging goals led to better performance and setting specific goals led to better results than merely setting general goals. This research acted as the cause of a stimulant for the characteristics of

goal setting that evolved and were introduced as SMART goals (Davis, 2015:10).

According to Kinicki *et al.* (2013:4), goal setting turns aspirations into tangible objects that require commitment and action by employees. Armstrong (2009:97) emphasises that goal setting be aimed at performance measurement, increased income and fulfilling the challenges of the business. Pulakos (2009:39) maintains that goal setting makes it possible for the organisation and its employees to generate fixed business models, mission statements, and comprehensive. Moreover, it enables the organisation to more or less accurately guess in which direction it would like to go. Maloba (2012:16) warns that contrary to having poorly planned goals, no goals at all or having goals that are too vague will cause low motivation. Hamumokola (2013:48) confirms that adding an incentive to the goal that positively influences the employees would create a balance between motivation and goals. Hamumokola (2013) further argues that factors that directly and positively impact on employees' careers and personal lives motivate them. Therefore, incentives that are aligned with goals will increase performance. Hamumokola (2013) intensifies the importance of goals by linking goals to incentives to create a balance between motivation to perform and goals that positively impact on employees.

Organisations need to focus on improving their competitive edge by implementing goals that will increase efficiency (Pulakos, 2009:168). Organisations need to have the following:

- A number agreed by both employees and managers of three to five performance goals that are naturally in line with the organisation's priorities.
- Goals should encompass only the most significant outcomes.
- The timeframe of the goals should be determined by what is relevant to the job.
- Goals have to be challenging. They have to force employees to move out of their comfort zones in order to be successful. Achieving such goals should be meaningful.
- The connections between what employees' goals are and what they receive in return add value to their work.

The recommendations are conflicting if goal setting focuses on numerical ratings that impede discussions about performance because there is a tendency to concentrate on the employee's rating instead of the performance itself (Pulakos, 2009:43).

Hamumokola (2013:50) claims that, given the challenges in the case of the usual system

of performance management focusing on rating the employee, organisations started redesigning the system by selecting the real goal of their system of performance management.

2.3.2 Maslow's Needs Hierarchy

According to Armstrong (2009:38), Maslow examines human needs and divides them into five main categories according to importance. Maslow further maintained that human needs are arranged in a hierarchy of importance from the bottom to the top of the hierarchy. These needs serve as motivators for behaviour that start at the lowest level being the most basic human need. The needs levels in Maslow's hierarchy are the following:

- Physiological needs – needs that should be satisfied by the biological functioning and survival of human being. These are the needs for food, water and warmth.
- Safety needs – needs to the next level emerges once physiological needs have been satisfied, and the previous needs become less important. People now concentrate on fulfilling their need for safety that is directly in line with survival.
- Social needs – someone now feels the needs for love, acceptance, and friendship once safety needs are satisfied.
- Ego needs – these needs are broken down into self-respect and self-esteem as well as respect and approval from other people, which embraces self-confidence, independence, liberty, praise, respect, and success.
- Self-actualisation needs – Self-actualisation is the need for a person to express their true self and their talents. Once all the needs have been met, people start looking for opportunities to use their skills in practice to the best of their abilities.

Managers need to empower their subordinates by making awards relevant to an employee's self-actualisation, and ego needs as described by Maslow to fulfil their self-esteem, confidence, achievement, acceptance, approval from others and respect, praises for a good job done and feeling good about themselves. Employees need to be given the freedom and independence to display their skills and be awarded for a job well done. Matters regarding salary is not a prime source of motivation, but performance can be increased by introducing ego needs and self-actualisation needs as sources of motivators.

2.3.3 Herzberg's Two-factor Motivation Theory

Armstrong (2009:40) identified two sets of factors that affected motivation and work satisfaction; one set is called factors that affect hygiene and the other set is known as motivators. Hygiene factors are those that have a bearing on the job environment such as pay, status, working conditions, organisational policy and administration, job security, and equipment. Hygiene factors do not act as motivation if they are not fulfilled. The employees become dissatisfied and once they are fully complied with, the employee feels neither satisfaction nor dissatisfaction.

Motivators, also known as factors that promote growth, are those that have a bearing on the type of work, such as being in a responsible position, receiving feedback on one's work, accomplishment, recognition for what has been accomplished, progress or growth and how interesting and challenging the job is. According to Armstrong (2009:41), job enrichment is the centre of an employee's position at work to make it more demanding and fascinating and to lead to opportunities for increasing responsibility, growth, and recognition. Motivators are believed to be intrinsic by nature.

In conclusion, poor company policies, working conditions, administration, supervision, and pay cause dissatisfaction and demotivate employees to work to their potential if they are not met. Once they are fully met, the employee is neither satisfied nor dissatisfied. Organisations need to make the job more challenging and interesting by giving meaningful goals because challenging goals to empower the employees. The theory further suggests that growth, recognition and responsibility maximise performance.

2.4 PERFORMANCE MANAGEMENT AND DEVELOPMENT CYCLE AT THE NORTH-WEST PARKS AND TOURISM BOARD

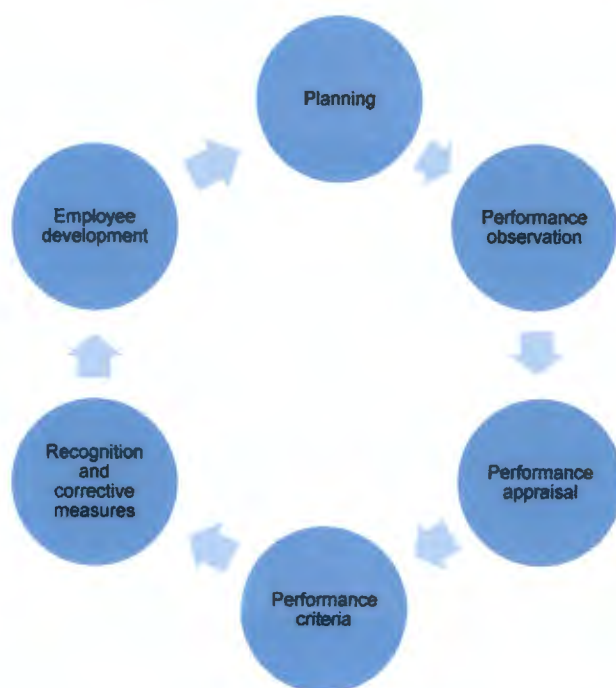
The NWPTB performance cycle is 12 months, commencing 01st April to 31st March annually. The Job Descriptions are amongst one of the fundamentals of PMDS. An employee is required to fill in Annexures A, B and C during April annually. All that forms part of the performance contract. Performance is reviewed quarterly, or per semester for the four quarters (Annexure E) or two semesters within the first two weeks of the next quarter or semester. The PMDS officer's mandate is to consolidate the four quarters or the two semesters at the end of the cycle. Moderations start in June annually, but can only be done if the process mentioned above has been finalised. The PMDS includes the following:

- Annexure A: Performance Agreement
- Annexure B: Annual Work plan
- Annexure C: Personal Development Plan
- Annexure D: Definition of GAFs
- Annexure E: Quarterly Performance Review
- Annexure G: Probation tool

NWPTB uses the management by objectives (MBO) rating method, which entails gathering information about the position, stating clear and understandable goals for each position and establishing the standards concerning performance about quality, quantity, and time (Pulakos, 2009:140). This view concurs with that of Kinicki *et al.* (2013:2) who further denote that MBO emphasises the organisational culture, such as beliefs and ideas, as well as the planning and evaluation. Pulakos (2009:137) suggests that organisations using MBO should focus on the outcome or key responsibilities and on how well the outcome was achieved, i.e. the performance standards. Schultz *et al.* (2015:521) state that the MBO method minimises bias because it lessens concentration on the personal characteristics of the employee. Schultz *et al.* (2015) further maintain that as this method is result-oriented; it appears to be the method of rating most often employed in organisations.

According to Khan and Ukpere (2014:663), PMS is not subject to any universal process. The use of various processes could help towards outlining an objective model. Also, the most popular processes are in a range of four to eight stages. Seidu (2012:74) nevertheless believes that the ideal performance appraisal cycle is constituted of five phases. These phases start after the corporate strategy and overall direction of the organisation have been decided on and approved. NWPTB uses six steps of performance management processes. These steps are discussed below.

Figure 2.1: Steps in the performance management process



2.4.1 Planning

According to Khan and Upere (2014:664), the planning stage is also known as the phase when the agreement is reached. This stage is the time when job duties, performance expectations and statement of goals or objectives are agreed upon at the stage when the period of work is starting (Rashidi, 2015:211).

The planning step is the initial stage of performance management and offers the foundation for an effective process (Mueller-Hanson & Pulakos, 2015:15). According to PMDS policy (REF: P01) as in the Human Resources Policies and Procedure Manual (2015), five forms are used during the PMS process. These are Annexure A, Annexure B, Annexure C, Annexure D and Annexure E. Annexures A, B and C are signed during the planning stage and form the contract.

Annexure A: Performance Agreement – This involves the employee or their supervisor signing a document that has been agreed upon. It contains the critical performance areas and what is expected of the performance of the employee, the applicable performance assessment measures. Also included are the names of two parties, namely the employee and the supervisor.

Annexure B: An annual work plan is contained in a document that forms part of the performance agreement and sets out the key performance areas (KPAs), KPA outputs involved and their indicators and measures, as well as the generic standards, indicators

and measures of the GAFs, which are job description (guiding tool), KPAs/ Weight and Key activities, Timeframe, Quality/Quantity, Indicators and Generic Assessment Factors.

Annexure C: A Personal Development Plan which includes activities directed at the development of the employee's knowledge, skills and capacities by an agreement of job outputs and what is necessary to achieve them. These needs have to be in document format, together with how these needs have to be met. Timeframes and accountability, e.g. details of an employee, competency details, an area identified for development, conferences and training attended in the last 12 months are included.

Annexure D: Includes General Assessment Factors which comprise a behavioural indicator demonstrated by an employee that is in a direct relationship to effective work performance. Employees have different GAFs to choose from, related to effective performance in a job. The description of ratings ranges from 1-5 for every GAF. It is used as a guiding document when selecting five suitable GAFs during the assessment.

Annexure E: A performance assessment is an assessment means used for assessing whether an individual employee has achieved or underachieved as far as KPAs and GAFs are concerned, as stated in the work plan and performance agreement.

According to the PMDS policy (REF: P01) on Human Resources Policies and Procedure Manual (2015), it is at this stage where both supervisor and employee identify and clarify tasks, set standards and determine objectives. These must be in line with the strategic objectives of the Board. Recent, realistic and signed Job Descriptions should be in place. Both parties have to agree on a manner and methods of observation, feedback, evaluation and development. They should also agree on the assessment results and their use. Line managers should give employees at least two days' notice before the consultation process of discussing and signing Performance Contracts.

According to Seidu (2012:74), goals and targets are among other issues discussed during the planning session of the appraisal stage; they draw the attention of the employees to what they should achieve, they mobilise the employees' efforts, they increase the perseverance of the employees in their wish to achieve a goal and persuade them to be scrupulous in considering the right strategies that they have to use to reach the targets. Sarwar (2013:108) added that to determine goals is one of the most powerful ways to give energy direction and concentrate and achieve better performance.

Kinicki *et al.* (2013:5) allude that goal setting is aimed at the manager's capacity to state performance and development goals that are connected to the vision and strategic goals of the organisation. It is on that note that organisations need to prioritise, having clear, established expectations as their initial task in the process of performance management, in order to have optimal performance (Davis, 2015:70).

Goals set by managers should be effective, to working for the organisation. According to Mueller-Hanson and Pulakos (2015:7), the best goals are those that challenge the worker and are relevant and significant to the worker. Seidu (2012:76) concludes that managers should ensure that targets and goals are SMART (specific, measurable, achievable, realistic, and time-related). Also, they should review the targets at a regular interval and set the right number of targets.

Seidu (2012) concurs with the views of Pulakos (2009:7) that goal setting directs/mobilises the energy and focus of employees as they increase persistence and, ultimately, improve performance. Kinicki's *et al.* (2013), however, emphasise the issue of ensuring that the goals have a bearing on the vision and strategic goals of the organisation in question.

2.4.2 Performance observation

According to Ryan (2013:20), observing employees allows the assessor to be objective. Khan and Ukpere (2014:663) become more specific by asserting that the manager uses various criteria such as strict principles, stability, quality, morals, timeliness, safety and effort when assessing an employee. According to the PMDS policy (REF: P01) on Human Resources Policies and Procedure Manual (2015), managers must regularly check how the employees apply their knowledge in practice, using their skills and attributes in performing their assigned work as specified in the Annual Work Plan. The policy further emphasises that in addition to what has been stated above, the manager must note both the strong and weak points and specific training and development requirements of employees, and prioritise interventions, where needed.

Khan and Ukpere (2014:664) state that employees should be monitored so discreetly that they are not aware of it, to avoid modification of behaviour. Ryan (2013:25), on the other hand, argues that a more favourable performance observation may be attributed by scenarios such as going over reports of the employee's performance, making sure of work-specific aspects that obtrude in the employee's everyday work. What is also needed is observing an employee by objective criteria. Ryan (2013) and

Khan and Ukpere (2014) are specific in giving details on how performance observation should be conducted, while HRM policy concentrates merely on how managers should observe the way employees use their skills and knowledge in performing the activities in the work plan.

The next subsection discusses the performance appraisal form, which is used to record the performance measurements.

2.4.3 Performance Appraisal

Du Plessis (2015:36) is of the opinion that the ideal for an appraisal form is that it should contain details concerning the required behaviour of the employee. That should form part of the organisation's critical competencies. Du Plessis (2015:36) further emphasises that an appraisal form should convey what is known about the employee, what responsibilities and goals are part of his position, required competencies for the position, together with information on the expected behaviour, what contributions the employee should make, information concerning the employee's development, information from interested parties such as clients, manager's feedback and the employee's comments and finally, signatures of all parties concerned.

In light of the above, performance management extends on the performance appraisal research. Therefore, it is not surprising that performance appraisal is part of all the steps (Kinicki *et al.*, 2013:5). According to Sarwar (2013:115), the performance management appraisal is of great importance, although it is still sensitive. Sarwar (2013:115) further emphasises that the performance appraisal should be conducted in confidence and in a room that is private and confined. To reduce the stress levels of employees, it is important that it should not be where the employee normally works. Osmania and Maliqi (2012:436), on the other hand, add that the stage involves the appraiser and appraisee independently, evaluating the extent to which the various components of the plan have been satisfied. The PMDS policy (REF: P01) on Human Resources Policies and Procedure Manual (2015) highlights that the appraisal session gives the employee the opportunity to mention specific problems and/or make suggestions. Appointments for assessments of employees should be made two days before the assessment session.

Khan and Upere (2014:664) further reveal that most companies give their employees the opportunity to make a self-assessment of their performance before the appraisal meeting starts. According to Kinicki *et al.* (2013:5), the purpose of the performance appraisal meeting is that managers and employees should have discussions and raise

questions. The meeting usually includes the following:

- The managers are sharing the positive aspects and comparing them with what should be improved.
- The goals for the next period of appraisal are determined.
- Managers follow up to make sure that the goals that have been determined are followed up to ensure that the goals are achieved.

According to the PMDS policy (REF: P01) on Human Resources Policies and Procedure Manual (2015), the employee signs Annexure E while the appraisal session is on. That is a single performance tool that is employed for assessment of an individual's performance in respect of reaching KPAs and GAFs. Performance assessment takes place every six months, and the average of the two scores of the assessments makes up the final score. Performance assessment forms contain the workstation, grade, occupation, the name of two parties, KPAs and GAFs of the employee as per the performance agreement, and the date of the review.

Pulakos (2009:150) provides some of the essential practices to make the appraisal session more meaningful. He advises organisations to reduce the number of ratings required (Pulakos, 2009:150). Instead of rating each objective and each competency, an overall summary rating should be provided. Pulakos (2009) also advises that self-assessments should be eliminated, as they are time-consuming and may result in conflict. He also maintains that the annual review conversation should be changed: instead of looking back on what has been achieved during the past year, it should concentrate on looking at future possibilities regarding career performance, and provide training on its use to managers.

2.4.4 Performance criteria

The criteria for assessment must be agreed during the performance planning. The main job areas are covered by Key Performance Areas (KPA). They represent 70% of the final assessment. The Generic Assessment Factors (GAFs), in their turn, cover the remaining 30% of the assessment score. Each KPA and GAF must be given a percentage in line with their important priorities in the employee's job. To adapt the GAFs to the specific jobs and job contents, the employee and supervisor will need to discuss and agree which of the GAFs apply to the employee's job. Job descriptions are used as a guideline when the annual work plans are developed. Employees are required to identify development areas or training interventions to increase their performance in their respective occupations and discuss those with the line manager

when the performance contract is signed.

As per the PMDS policy (REF: P01) on Human Resources Policies and Procedure Manual (2015), performance and development reviews are conducted quarterly (every three months). The initial review is constituted of a manager and an employee agreeing and signing a performance contract. Activities and targets are set. Subsequent performance overviews for the period, between manager and employee, consist of determining if the set targets have been achieved, by awarding points to the level of performance agreed upon. The process helps in assessing the employee's performance and whether development is required or either acceptable or outstanding.

2.4.5 Recognition and corrective measures

The critical part of the performance management process is recognition. It is also viewed as a force that promotes employee performance, should the surrounding conditions be positive (Khan & Ukpere, 2014:664). Increased, mutually beneficial productivity, according to Sarwar (2013:161), is possible when employees' need to be recognised is acknowledged. That leads to boosted morale. Sarwar (2013) further argues that rewards to and recognition of employees vary from small to large scale, which includes celebrating employee of the month using certificates/awards, long-service certificates, vouchers for shopping and meals, various gifts, and performance bonuses.

Osmania and Maliq (2012:441) state that activities concerned with the management of poor performers also include corrective measures. Some of the factors using which unsatisfactory performance may be managed include incentives, coaching and mentoring and disciplinary procedures.

HRM Policies and Guidelines of NWPTB emphasise the following monetary rewards:

Employees that have scored between 3 and 4 (above satisfactory) qualifies for 1 to 3% of the total annual package. Those who scored between 4 and 5% (excellent high flyers) qualify for 4 to 6% of the total annual package. The Board may allocate 1% to 6% of a total annual package for effecting a performance bonus, which will be a once off payment, with the approval of the CEO.

2.4.6 Employee/ Career/ Organisational capability development

The final, decisive stage of the process of performance management is training and development (Khan & Upere, 2014:665). These authors further explain that it encourages employees' development and to upgrade their competencies. Also, the ability of the organisation to grow, should it be managed effectively and efficiently, can

then be improved. Farrel (2013:26) outlines that the organisation should make sure that the results at that point of development, which could range from rewards or training and development, are presented fairly and equitably.

Kinicki *et al.* (2013:662) maintain that training employees should be by individual development areas that affect their daily jobs, as this will help in achieving the best performance. Employees accept and make sensible contributions to a performance management process if they can see that it presents a promotion opportunity, a way towards personal development and the prospect of being visible and show what skills and abilities they are capable of performing (Seidu, 2012:74). The performance assessment form should include expectations for training and development, and the results of the learning activities should also be documented at the end of the year (Farrel, 2013:24).

Managers may often find it difficult to implement any training and development interventions in the performance management of organisations if the exact dimensions of the challenges and causes are not known (Seidu, 2012:75). Osmania and Maliqi (2012:438) emphasise that performance development plans should be considered by organisational and employee needs. Aguinis *et al.* (2011:505) further argue that training and development, if used as a vehicle to enhance knowledge and performance, will positively influence employees.

2.4.7 Cycle conclusion

According to the PMDS policy (REF: P01) on Human Resources Policies and Procedure Manual (2015), all assessments should be finalised and submitted at the end of March. The submissions are then recorded, captured and updated as preparations for moderations. When the moderations are concluded, the PMDS officer prepares a performance report and presents it to the CEO for approval and, subsequently, to the executive.

However, there are some gaps in the performance management and development system at the NWPTB. According to the PMDS policy (REF: P01) on Human Resources Policies and Procedure Manual (2015), the Board allocates 1% to 6% of a total annual package for performance bonuses, which, as has been stated, is a once off payment, with the approval of the CEO. Rewards are not aligned with promotion, and recognition is not used as a tool to motivate performance. According to literature, rewards make sense for work. Rewards should have a positive impact on employees, else the pain of implementing a performance management system is fruitless. Jobs

with quantifiable results and which are controlled directly by the employee could have rewards in line with goals and can be very effective (Pulakos, 2009:3). A PMS that has lucrative rewards for employees makes it easy for managers to manage the system with no reluctance from employees. In performance management approaches of the NWPTB, managers are only responsible for observing the rules of the formal process (for example, the full and timeous completion of forms). They are not supposed to have conversations of high quality on performance. Employees that have lodged queries about their assessments sometimes do not get any response from the moderation committee, with the result that fewer employees are participating in appraisal sessions. NWPTB managers avoid allocating an employee rating that exceeds expectation because there is associated documentation for justifications.

2.5 ROLE OF MANAGERS AND THEIR BEHAVIOUR TOWARDS PERFORMANCE MANAGEMENT

Managers need to ensure that they are efficient, effective and accountable in reaching their objective. Consequently, they need to be accountable for their internal processes and management (Bussin, 2013:60). Bussin (2013) continues to explain that the increased accountability brings with it both the risk and the opportunity; increased attention on managers exposes them to external criticism that highlights its internal deficiencies, but it also provides the opportunity for improved systems and increases efficiency and sustainability. To enhance performance, organisations need to provide training on performance management and on assessment/evaluations methods to assess the extent to which the training has been effective (Schultz *et al.*, 2015:520).

Maloba (2012:29) argues that one of the most significant problems in performance management systems is the anxiety and ineffectiveness of managers to hold honest conversations. People do not like any situation that leads to conflict. Furthermore, Bussin (2013:50) asserts that it is crucial for organisations to confront the reality of working to resolve issues during an appraisal session, where all team members could feel safe and comfortable about challenging points of view. Providing feedback and being actively involved in PMDS is the main role for managers, yet some managers are uncomfortable in performing their key role (Schultz *et al.*, 2015:521). These authors (Schultz *et al.*, 2015:521) emphasise that employees perform better if they are given feedback on their strengths and weaknesses, and what is expected of them to plan their career prospects. Luong (2012:14) concurs with the views of Schultz *et al.* (2015:521) in that managers frequently give their subordinates informal feedback because they are hesitant to document their feedback since they do not want to be labelled bad or

damage their relationship with their subordinates. Schultz *et al.* (2015:521) further maintain that some employees do not want negative feedback to be documented, because it might affect their salary increases and promotion.

Bekele *et al.* (2014:143) postulate that managers need to be well trained to be objective during the appraisal process. Pulakos (2009:113) adds that managers should be trained on the way to communicate remuneration decisions without basing it on a rating, because remuneration involves many factors, such as the organisation's annual budget, market compensations and equity considerations.

According to Seidu (2012:74), an organisation's success depends on having the right management that gives direction to both teams and individuals to present the mission and objectives of the organisation according to the organisation's strategy. Seidu (2012) further highlighted that the connection between the strategic objectives of the business and employees' everyday duties as a result of effective performance management. Schultz *et al.* (2015:522) concur with the views of Seidu (2012:74) in that if the system is effective, managers will have the capacity to evaluate and measure the performance and productivity of individuals and teams. This can be achieved by:

- Bringing an individual employee's daily work in line with the strategic objectives of the business
- Explaining accountability about performance assumptions
- Recording the performance of the individual to justify decisions on remuneration and career planning
- Creating a focal point regarding the development of skills and decisions on learning activities
- Generate documents to fulfil legal requirements and to give reasons for decisions in order to have fewer disputes

Schultz *et al.* (2015:524) advise that organisations should not emphasise micro-management behaviours that rely on the command and control style of management. Bekele *et al.* (2014:145) assert that managers should be instructed to create a management style that involves an ethos based on coaching. They should, furthermore, engage in a more open communication style and behaviour that is focused on people. Bekele *et al.* (2014:145) add that managers should be engaged in an attitude that acknowledges and express their approval of the performance of teams and individuals by showing their trust of and respect for people. What is more, they should

include people in their planning and decision-making processes.

The HRM Policies and Guidelines of NWPTB give supervisors some roles, including meeting with their subordinates to discuss their expectations on the outcomes of the appraisal meeting and the targets they are expected to meet. This includes ensuring that:

- Job descriptions are in place and aligned with the divisional structure, supporting and driving the process forward by creating an enabling environment;
- Communicating the performance contract and assessment process to all employees before the commencement of the performance assessment cycle;
- Showing the employees the link between the strategic objectives of the Board;
- Identifying training needs together with the employees;
- Carrying out and conveying the performance contracts and assessments every semester and annual assessments of the employee on the designated date;
- Affording the employee the right to refuse to sign a performance contract or assessment template if not satisfied with the outcome of the assessment;
- Identifying the appeals route to be followed in the event of dissatisfaction with the outcome of the assessment; and
- Ensuring that at every management meeting, progress on PMDS is made available.

The employees obtain and sign a job description and participate in the preparation of performance contracts. Employees, together with their supervisor and managers, draft their performance contracts for discussion and agreement. They also take full responsibility for their career and commit themselves to personal development for purposes of advancement and growth. Also, they participate in the preparation of semester assessments and annual performance assessments.

As NWPTB policy is clear in outlining the policies and processes of PMDS, the extent to which managers administer the policies and processes differ within the organisation. As a result, this influences employees' perceptions of their managers' behaviour (Khan & Upere, 2014:661). According to Du Plessis (2015:41), the manager's negative attitude toward performance management and the development system fails in the system. Du Plessis (2015:41) further highlights that factors affecting managers' negative attitudes or behaviour towards performance management and a development system could be summarised as follows:

- Ownership: Managers/employees do not form part of the creation of the performance appraisal system, and their complaints about the performance appraisal system evoke no reaction. As a result, they do not have a sense of ownership in performance appraisal.
- Negative feedback: Employees dislike receiving negative feedback, and managers fear that it could result in defensive and hostile employee attitudes. As a result, managers are opposed to giving negative employee feedback.
- Adverse impact: Managers do not want to be responsible for the negative consequences because of the adverse impact of negative employee feedback that might affect the employee's career.
- Scarce availability of rewards: Managers feel that they are not rewarded for delivering negative feedback and taking the processes more seriously.
- Personal reflection: As negative feedback might reflect on the manager's own ability to recruit and train the employees, they do not like to give negative feedback to employees.

Reports indicate that managers are responsible for the performance appraisal making the system ineffective (Du Plessis, 2015:1). Du Plessis (2015:1) further suggests that organisations are not achieving their goals and that weak employee confidence and damaged relationships are a result of an ineffective performance management system. According to Pulakos (2009:114), managers should be trained to manage and lead by using a wide variety of strategies, systems and processes. Some of the strategies effective managers employ include the following:

- Provide definite instructions for identifying definite goals, objectives and results.
- Provide solutions to problems and engage the assistance of individuals or teams to help in making decisions.
- Make effective arrangements for time and stratagems.
- Rather speak to individuals than doing it in writing.
- Support and make working in teams easier.
- Train and act as a driving force to encourage people's development as part of a team.
- Assist workers and teams in finding solutions to problems
- Step in to help in solving conflict situations.

According to Armstrong (2009:78), trust is central to a manager's credibility. Therefore, managers should understand the importance of building trust and support that underpins performance improvement. Pulakos (2009:45) adds that managers should understand

that they should strive for a balance between management and the achievement of the tasks. Managers, according to Pulakos (2009), also need to arrange priorities and use their time and resources to fulfil the requirements of the mission and vision of the organisation. Research studies found that the employees would rather feel part of a team and a sense of commitment regarding the organisation if they perceive their managers as honest, capable and motivating (Seidu, 2012:77).

Armstrong (2009) argued that the vital behaviour that maximises performance lies in the personality of the manager, and his main emphasis is based on trust. However, Pulakos (2009) holds different views from the above two authors. He highlights the manner in which managers could enforce performance. This includes strategies, systems, processes and balancing task management and task achievement.

The following section elaborates on and explains the various components or factors that are used to measure the performance management behaviour of managers. When performance management is measured, managers are filled with the desire to perform their duties as part of the performance management system to the best of their abilities. They engage in goal setting; communication; feedback, coaching, predicting consequences and setting/observing what is to be achieved through performance (Kinicki *et al.*, 2013:3).

2.5.1 Process of goal setting

Locke (1968) was the first to introduce the theory of goal setting to stress that setting difficult goals can lead to greater effort, perseverance and all-embracing success. Organisations employ goal setting as part of the broader performance management interventions (Bipp & Kleingeld, 2011:50). Hamumokola (2013:49). As has already been said, define goal setting theory as an implementation of performance goals that challenge employees to work more intensely and longer in order to realise improved performance. Theory suggests challenging performance goals are directly related to performance; therefore managers need to know how to increase performance by giving challenging goals that motivate employees to increase performance. Businesses are without purpose or direction if they have no set goals nor the essential will to attain those goals (Pulakos, 2009:45).

2.5.2 Performance feedback

The way feedback is given varies according to the situation. It could be conveyed during a supervisor and subordinate interview (Hamumokola, 2013:42). There are, however, other forms of feedback which may be in the form of communication, such as

counselling, coaching and interviewing.

According to Khan and Ukpere (2014:664), performance feedback is a critical component of performance management, and the organisation needs to implement effective ways of giving regular feedback to employees, both during and at the end of the year. They further argue (Khan & Ukpere, 2014) that there is a strengthening element in providing relevant and objective feedback. Khan and Ukpere (2014) maintain that receiving feedback on that basis strengthens the employer-manager relationship. Miah and Hossan (2012:10) highlight the fact that both time and resources are essential elements of the performance management process. This is particularly the case when employees are receiving feedback from their managers. According to the PMDS policy (REF: P01) on Human Resources Policies and Procedure Manual (2015), however, feedback must be formal in writing after a discussion every six months and informally on a quarterly basis.

Luong (2012) maintains that performance feedback entails essential details shared with the employee that informs them which activities should be increased, which should be kept at the same pace and which should be stopped or reduced in their performance. According to Pulakos (2009:50), feedback should be an ongoing process between tasks, as opposed to waiting for an annual appraisal session. Pulakos (2009) further highlights that giving feedback at the end of the year falls short for many reasons which are:

- It is not given frequently, so it does not influence behaviour and performance;
- The formalised process used most often puts extra stress on employees and managers without bringing about a corresponding improvement in performance;
- It should be noted that managers steer clear of giving feedback regularly as they assume that it should be given at formal meetings only; and
- Formal feedback makes employees defensive.

2.5.3 Coaching

According to Osmania and Maliq (2012:439), managers used to follow the customary perspective in their approach to feedback, i.e. concentrated on the employees' performance in the past and particularly on where they found difficulties. According to Osmania and Maliq (2012:439), this attitude had many drawbacks. These authors further maintain that that type of feedback usually provokes a defensive attitude in the employee. Also, it is disagreeable for the sender, strengthens negative expectations,

and is repudiated if regarded as not in line with the person's self-image (Osmania and Maliq, 2012). Sarwar (2013:116) has the view that where it is customary to provide sympathetic feedback, discussions among workers, their trust, performance, leadership skills and attainment of goals are all affected positively.

Osmania and Maliqi (2012:436) note that coaching is defined in various ways that are founded on viewpoints, persons for whom it is intended, objectives and environment. Aguinis, Joo and Gottfredson (2011:507) narrowly define coaching as a broader process "through which managers are providing one on one feedback and insights aimed at guiding and inspiring improvements in employees to work performance." In contrast, Luong (2012:15) definition of coaching is that it is "a broader process through which supervisors may communicate clear expectations to employees, provide feedback and suggestions for improving performance and facilitate employees' efforts to solve problems or take on a new challenge." Employee coaching is a procedure where an employee co-operates with his/her direct manager to improve on prevalent performance or fulfil future demands. When implemented correctly, coaching can reinforce the give-and-take of feedback, facilitate goal setting, and assist employees in self-reflection (Davis, 2015:39).

Coaching is a creative and stimulating process that pushes an individual to his/her maximum potential. When coaching is employed, a culture of trust, continuous learning and improved performance are created (Mueller-Hanson & Pulakos, 2015:22). Duff (2013:210) believes that coaching is equivalent to giving direction, guidance and support, as these actions are needed for activities and tasks that have been assigned. To reduce strengths to a minimum and maximise weak points, a coach needs to cooperate with employees to pinpoint opportunities and methods. Duff (2013) further emphasises that demonstrating skills and giving the employee feedback is the role of the coach. It is crucial for the manager to have good listening skills and ask the right questions (Davis, 2015:52).

2.5.4 Communication

Communication is "the transfer of information from a sender to receiver and the meaning inferred from that information" or "a process by which information is exchanged between individuals through a common system of symbols, signs, or behaviour" (Le, 2013:8). Communication is used as a broad, all-encompassing term because it is not defined in management literature. Communication is a two-way process. Thus, aspects such as manager openness lead the employee's ability to communicate with the manager (Le, 2013:8). A performance management system can

only be effective if there is communication in all stages (Kinicki *et al.*, 2013:5). According to Davis (2015:40), communication is characterised as one of the main leader behaviours that influence performance in employees. An employee should always have an opportunity to provide input into the performance management process, mainly in the form of asking questions or making an input for improvement (Pulakos, 2009:55).

2.5.5 Monitoring

Duff (2013:207) maintained that a performance management system could only be effective, if the progress and performance of employees are monitored without interruption. Duff (2013:207) continued to emphasise that employees should not be micromanaged by managers in the form of being watched over in everything they are working on. They should, instead, concentrate on what has been achieved. The employees and manager should meet regularly to:

- Control whether there has been progressing in fulfilling performance objectives;
- Pinpoint any obstacles that may be in the way of the employee's meeting performance objectives and what could help in preventing them;
- Tell employees about progress concerning the goals;
- Pinpoint anything that could be put in place to standardise the work plan, when it has changed owing to a different perspective of organisational priorities, or if the employee's new duties justify a new perspective on his/her work; and
- Assess if the manager should offer additional help to assist the employee in reaching his/her objectives.

Supporting the professional development of a mentee is the central role of a mentor; this can be attained through sharing information, experience and expertise (Kinicki *et al.*, 2013:5). The relationship should be built on trust, communication and respect. Hudson (2013:780) maintains that the mentoring relationship has benefits for both the mentor and the mentee. The benefits for mentees include exposing them to fresh ways to think of some problem and telling them how to make the best of their strengths and master their weaknesses, while the benefits for mentors include recognition as an expert and leader on a particular subject. It also includes the development of the mentor's personal style of leadership and coaching.

2.5.6 Providing performance consequences

According to Kinicki *et al.* (2013:5), providing performance consequence serves to

reinforce and reward employee behaviour. Kinicki *et al.* (2013:5) further note that it includes processes associated with performance and employment decisions. NWPTB has a process during which disagreements can be discussed when the employee's opinion about his/her performance assessment differs from that of the manager. There is a performance appeals panel that has been established by the CEO to manage disputes of performance. The constitution of the panel was established in such a way that experts in the various line functions, including labour relations, were included. All written representations must be considered within fourteen working days from the date of being received. An employee can request help from someone within the organisation who has been designated as an ombudsman (PMDS policy (REF: P01) on Human Resources Policies and Procedure Manual, 2015).

2.6 EFFECTIVE EXECUTION OF AND CHALLENGES FACING PERFORMANCE MANAGEMENT AND DEVELOPMENT SYSTEMS

Bussin (2013:35) believes that the effectiveness of the system is propelled by the commitment of managers to participate in a non-stop process of planning, coaching, assessing and reviewing. Luong (2012:38) maintains that the perceptions of employees may be a more important indicator of the validity of the system than the usual psychometric measures (e.g. halo, recency error, clone error and central tendency). Luong (2012) further outlined that the positive outcomes that an effective system brings to the organisation (e.g. improvement in work performance, inspiration and ways of sharing information) may not be realised if employees have negative perceptions of the system.

Rashidi (2015:212) asserts that managers have the most important role in the system, which is to provide adequate training and resources to develop skills and abilities in the achievement of organisational goals. Bussin (2013:40) further emphasises that managers must be key players in making sure that employees' goals that are aligned with the organisation's objectives are set in the execution of performance management, which will ultimately improve the employees' performance, motivation and commitment to the company.

Productivity is inhibited if managers are not given sufficient guidelines to assess people (Bekele *et al.*, 2014:140). In light of the above statement, it is important for managers to realise that their performance is dependent on the performance of their subordinates (Schultz *et al.*, 2015:519). To enhance performance, all effective performance management programs should have the element of allowing appraisal to be

linked to rewards. The supervisor and the employee need to co-operate to highlight goals that will encourage employees to be more efficient (Bussin, 2013:45). Bussin (2013:45) further maintains that if the performance management system is to be effective, the employee and the manager should both benefit from it and perceive the process as productive, since if that were not the case, the system could not possibly function properly.

Bekele *et al.* (2014:136) highlight that the perceptions of any HR system could affect employees' job satisfaction, trust in management as well as performance. Farrel (2013:20) further emphasises that the success of any Human Resource intervention rely on the perceptions of the organisation's employees. Davis (2015:21), on the other hand, believes that it is crucial to ensure that managers are well trained so that they can download the information to their subordinates for the proper effectiveness of the system. Performance management is based on managers having guiding and motivating initiatives (Hamumokola, 2013:4). Bussin (2013:45) emphasises that a well-implemented performance management system will put the organisation and individual goals in line, encourage commitment throughout the organisation to a culture that is based on performance, develop and manage the required human resources for the achievement of organisational outcomes, identify inefficient performance and motivate people to improve. An accountability culture and concentration on customer service associated with performance should also be created.

Effective performance management can also improve the flexibility and performance in workplaces that are changing fast. Such customary periodic performance management should be augmented with some of the recommendations listed by Hamumokola (2013:16), which include:

- Feedback that is clear and constructive.
- Clarifying and conveying performance objectives and standards.
- Fair and consistent review of performance and providing inducements.
- Making available opportunities for individuals to engage in applicable learning and development.
- Noticing and giving individuals and teams that perform well what is their due.
- Associating performance to payment and recognition.
- Identifying definite routes for employees' career progression.

Some challenges obstructing effective performance management in organisations are experienced. More than half of organisational performance management

implementations are not successful (Davis, 2015:22). Whereas, in general, performance management is similarly based in all organisations, the way various elements are emphasised differ to a great extent. Davis (2015:22) offers various ways of how performance management systems are inhibited. These are the ways performance is measured, upgrading the ratings of performance appraisals and the meaning of performance. Pulakos (2009:105) adds that performance management fails if its approaches try to serve too many purposes; if they use the same set of ratings to raise salaries and present a bonus; decide on promotion and redundancies; identify development requirements, and inspire top achievers. Rashidi (2015:212) further emphasises that performance appraisals also fail if the employees develop a negative attitude towards it and more so if it is not properly implemented. When the system does not have specific goals and objectives, managers and employees will not know what they have to do or what they can achieve through the system. Therefore, they will not see the good intentions of the system (Davis, 2015:23).

Bekele *et al.* (2014:120) outline that the failed system will result in decreased commitment and motivation from the employees. They further add that another problem is when employees do not have adequate training. The result will be that they will lack the knowledge and information to work with the system, leading to resistance and negative attitudes towards the performance management system (Bekele, 2014). Rashidi (2015:212) concurs with the view of Bekele *et al.* (2014) in that performance appraisals also fail when the employees develop a negative attitude and more so if the system is not adequately implemented. If employees, however, experience the implementation of the performance management system as satisfactory, they will feel positive and make an effort to carry out their work efficiently and effectively. The result will be a more productive organisation (Bekele *et al.*, 2014:144).

Managers and employees are not satisfied with the fact that they spend a great deal of time on the documentation, forms and administration of performance management. This raises doubt about the value of the performance management process (Mueller- Hanson & Pulakos, 2015:20). These authors claim that managers should focus on the initiatives that involve motivating performance rather than focusing on documentation (Mueller- Hanson & Pulakos, 2015:20). The rating of performance is often not really reliable presentations of objective performance. Managers have some interests and limitations that have nothing to do with an employee's real performance and that influence rating. The results of studies have indicated that there is no correlation between the ratings awarded to an individual and business unit performance. Clearly then, ratings do not form the correct decision-making basis.

To enhance the effectiveness of performance management, some goals and strategies need to be considered. The main focus of performance management, according to Mueller-Hanson and Pulakos (2015:2), is to maximise productivity by making it possible for employees to perform to their potential. If this is to be realised, the following three critical goals should be adhered to:

- Enable employees to put their efforts in line in such a way that it makes the greatest contribution to the goals.
- Present guideposts to employees so that they can monitor behaviour and results and put the necessary adjustments in place in real time in order to maximise performance.
- Help employees in identifying and removing obstacles to performance.

Managers should be trained to execute performance management in a manner that will lead to attaining performance from employees to accomplish the goals and vision of the organisation. Organisations need to observe if managers, when setting goals, are following the best practices so that the goals are specific, encouraging, achievable, to the point and tractable. Managers should measure the extent to which employees believe that they have effective goals that give direction to and inspire their performance. Continuously observe the amount of time managers are spending with their employees. Leaders should meet with their subordinates at least twice a month to discuss progress towards goals and tackle what they perceive as their employees' needs and be supportive. That way performance would be directly influenced positively. Also, managers should conduct continuous reviews. Organisations usually determine goals at the beginning of the year and only look at them again when the year is nearly over. Pulakos (2009:150) asserts that a series of mini-reviews during the year allows the leader to introduce improvements in the course of the year, thus eliminating any surprise for the employee and strengthening the manager-employee relationship. Enabling growth opportunities and career development is the best way that managers can show that they care and have invested in employees.

2.7 SUMMARY

This study focused on gaining knowledge and insight into the performance management system. The factors that determine if performance management is effectively executed by line managers were also looked into, and the factors that determine what management behaviour will enhance an effective performance management system were examined. Effective execution of and challenges facing the

performance management and development system have also been included in the chapter.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 INTRODUCTION

Chapter Three entails a description of the methodology that was used in the research. Also, it sets out justifications for the approaches that have been selected. Also, the chapter provides a review of the research methods, research design, research methodology, data collection and measuring instruments. Furthermore, it presents a justification for the use of self-administered questionnaires, sample design, data analysis, procedures and quality assurance.

Sources of data collection and data analysis procedures are described in detail to reinforce the validity of the research. Trustworthiness and research processes validity are discussed as well as the quality assurance of the research. The limitations, as well as the ethical considerations of the study, are outlined in this chapter.

3.2 RESEARCH APPROACH

According to Farrel and Petersen (2010:117), there are two types of research approaches that can be adopted when conducting research, namely an inductive approach and deductive approach. The inductive approach involves the researcher collecting the data, analysing the data and then later going on to develop a theory based on the data analysis. Deductive approaches, however, involve five stages:

- Coming to a hypothesis
- Communicating, in operational terms, the hypothesis
- Carrying out trials by the hypothesis
- Explaining the result
- Adapting the theory based on findings, if necessary

This research will be based on the inductive approach that is in line with the above explanation.

3.3 RESEARCH DESIGN

The role and purpose of the research design should be clarified before the researcher goes on to examine various types of research designs. Understanding what research design is and what it is not is vital. What is just as important is to understand the place of design, based on the entire research process: from constructing a question up to the final analysis and report of data.

Coopers and Schindler (2011:141) state that the research design deals with the researcher's total strategy for integrating the various parts of the study coherently and logically, and so ensuring that the research problem will be dealt with effectively. Coopers and Schindler (2011:150) further mention that the research design is the actual blueprint for gathering, measuring and analysing the data. It, therefore, guides the research on choosing the right method of data collection. Hamumokola (2013:72) defines the research design as "a logical plan for getting from here to there". Farrel and Petersen (2010:120) further add that the research design is aimed at ensuring that the researcher will base his research on the evidence obtained to solve the research problem in the most effective and unambiguous way.

A cross-sectional survey design is adopted for the study. A survey design was adopted because its focus is to determine the prevalence, distribution and interrelationships among variables in the fields of sociology and psychology that concentrate on people, the crucial factors relating to people, as well as their "beliefs, opinions, attitudes, motivations and behaviour" (Boikanyo, 2012:36). Boikanyo (2012:36) further maintains that survey designs are regarded as very reliable within the sampling error. Furthermore, survey design is seen as probably the most useful for gathering personal and general or social facts, convictions and attitudes. The researcher adopted an analytical survey because there is the intention to establish whether different variables are in a mutual relationship.

3.4 RESEARCH METHODOLOGY

Leedy (1993:88) describes research methodology as an "operational framework within which facts are placed so that their meaning may be seen more clearly". Various methodologies could be used, determined by the kind of research undertaken. The types of research could either be qualitative, or quantitative or both. That depends on the type of research. Hussey and Hussey (1997:52) maintain that the research methodology is a process used to collect information for decision-making. Hussey and Hussey (1997:57) further added that it is not uncommon in business research to use a mixture of methodologies, especially in methods of collecting and analysing data. This means that both qualitative and quantitative data collection and analysis methods can be used. This study, however, focuses mainly on quantitative methodology.

3.4.1 Quantitative approach

According to Maree (2012:70), quantitative research is a data gathering method that is

organised and analysed in order to get the findings. Maree (2012:78) further explains that a quantitative approach is based on structured questions, with predetermined response options, and includes a large number of respondents. Groebner, Shannon, Fry and Smith (2005:252) add that “quantitative research considers numbers, symbols, measurements and statistics in outlining key variables for the collection, analysis and interpretation of data; however, measurements applied must be objective, quantitative and statistically valid”.

3.4.2 Qualitative approach

The qualitative research method is defined by Neuman (2011:165) as a “case study research which is the approach usually associated with the social constructivist paradigm which emphasises the socially constructed nature of reality”. According to Burns and Grove (2011:73), qualitative research approaches are generally suitable for subjective views on a research problem. Babooa (2008:21) is of the opinion that the qualitative method is a more appropriate technique for research, as it puts the respondents and their perception of the world at the centre of attention.

3.5 PROCEDURES FOR DATA MANAGEMENT

The researcher is responsible for the collection, storage, security and use of data. The data is stored on the researcher’s laptop, and a backup was created on a memory stick. An online copy has also been created, in case the researcher loses both the laptop and memory stick.

3.5.1 Administration of the data collection

Data was collected from all the employees of NWPTB. A self-administered questionnaire was distributed to all employees. The researcher works in NWPTB, which made it easy for the researcher to acquire appointments with the managers of the different departments. The researcher delivered the questionnaires personally in order to reach every employee, to ensure the safety of the questionnaires and to validate the questionnaires. The researcher kept a logbook of employees who received questionnaires and the dates they received it. Employees signed upon receiving the questionnaire. They were given a timeframe to fill in and return the questionnaire. The completed questionnaires were also returned to the researcher by hand and employees signed upon returning the questionnaires.

The researcher used a different approach to administering data for the parks. Park managers were contacted via telephone to arrange the dates they will be holding their

debriefing meetings, to enable the researcher to be allocated a slot during one of their meetings. At the meeting, the questionnaires were handed out with a covering letter and members were informed about the confidential nature of it. The employees were also allocated time to ask questions and to clear any misunderstanding about the questions. Respondents were asked to place the questionnaires in a collection box before leaving the meeting. Owing to cost constraints, the researcher was unable personally to visit all 12 parks. Mafikeng Hotel School is in the same area as the researcher's workstation and that gave her the advantage of personally visiting it. The questionnaires were posted to other parks and Taung Hotel School to enable the managers to request their employees to complete the questionnaire.

The names of the participants were omitted from the questionnaire to obtain confidentiality. Information was also protected from unauthorised access, use, disclosure, modification or loss. The process was done to ensure the trust relationship between the researcher and the participant and to reinforce the integrity of the research project. Participants were personally explained filling in the form that confidentiality will be upheld if they prefer that.

3.5.2 Administration of the returned questionnaires

The researcher requested the driver of a company pool vehicle to collect the completed questionnaires with dates when they completed the questionnaire. This was done to ensure that all the employees who had received the questionnaire returned them. The dates employees returned the questionnaires were also documented. Not all employees adhered to signing the register upon returning the questionnaire. Some questionnaires were found stuck under the door of the researcher.

Five hundred and thirteen (513) questionnaires were distributed to the employees of the North-West Parks and Tourism Board. From a total of 513 questionnaires distributed, four hundred and ninety (490) were returned, twenty-three (23) questionnaires were not returned, and seven (7) questionnaires were incomplete and therefore excluded from the study. Four hundred and eighty-three (483) were completed and captured. The response rate was 95, 5%.

3.5.3 Measuring instrument

The survey design instrument that was selected for data collection was questionnaires. The questionnaire included a five-point Likert-type scale in order to measure employee perceptions of the PMDS behaviour of managers, ranging from 1 (strongly disagree) to

5 (strongly agree). The questionnaire was designed to measure an independent variable (employee perception of manager's behaviour) by emphasising the overall satisfaction with managers' activities about PMDS. For example "I am satisfied with the way my organisation provides me with feedback; the feedback I receive from doing my work is relevant". A self-administered questionnaire was selected because the study was measuring variables with numerous values; investigating attitudes and opinions that are not easy to observe and study behaviours that may be difficult to observe. This data collection method was selected because objective answers were required. The advantages of choosing a personal interview are that participants co-operate well with the researcher and the interviewer was able to answer questions concerning the survey and ask questions to obtain answers, such as "use follow up questions and gather information by observation". Misunderstandings about the questions can be attended to personally.

The questionnaire was divided into two sections, namely: Section A: Biographical Information and Section B, which was aimed at probing into the main factors. Section A comprised the following variables: gender, age group, length of service, current position and grade/level, whereas Section B constitutes the performance management behaviour scale, consisting of 27 items and six subscales relating to Performance Management Behaviour of line managers, namely:

- The process of goal setting – four items
- Communication – five items
- Feedback – five items
- Coaching - five items
- Providing consequences – three items
- Establishing/monitoring performance expectations – five items

The performance management behaviour of line managers was measured using a five-point Likert scale. The scale ranged from 1 (Rarely/never) to 5 (Very frequently/always).

The researcher designed the questionnaire that is easy to complete, administer and score. The questionnaire comprised closed-ended questions only in order to control the flow of information and to reduce the probability that some questions may be misunderstood; therefore it is a document consisting of questions to be answered by participants for the researcher's feedback. The questionnaire was designed to avoid ambiguous questions, leading questions that generate bias response and that are

difficult to analyse.

3.5.4 Research participants

The selection of participants was based on a census type of selection where all the employees have an equal chance of being included to participate. Five hundred and thirteen (513) questionnaires were distributed to the employees of the North West Parks and Tourism Board. Out of the total of 513 questionnaires distributed, four hundred and ninety (490) were returned, twenty-three (23) questionnaires were not returned, and seven (7) questionnaires were incomplete therefore excluded from the study. Four hundred and eighty-three (483) were completed and captured. The response rate was found to be 95.5%.

3.5.5 Population

The population consisted of employees from the twelve North-West Province National Parks, Head Office and two Hotel Schools. A census was taken on the total population because the distribution of employees in the parks is not equal and it would not only make it difficult to sample, but also to reduce the probability of having enough returned questionnaires.

3.5.6 Data capturing

Data was captured using an Excel spreadsheet. A label or number was attached to the questionnaire and the same number was used when capturing the data of that particular questionnaire. This was done to ensure identification of the questionnaire if corrections needed to be made.

3.6 RELIABILITY AND VALIDITY OF THE MEASURING INSTRUMENT

Fruhling and Lee (2005:2395) distinguish between the two concepts in the following manner: *validity* is concerned with confirming the truth-value or believability of the findings that will be established by the researcher, which means the extent to which the data provides insight, while *reliability* focuses on identifying and documenting recurrent accurate and consistent features or themes. Validity is based on the view that it is essential for a demonstration that a particular instrument measures what it purports to measure, whereas reliability has to do with the quality of measurement (Krishnaswamy, Sivakumar & Mathirajan, 2009). It is the consistency or repeatability of measurement of an attribute. Both qualitative and quantitative researchers agreed that

research findings need to be reliable and valid.

Cronbach's Alpha was used to measure the internal consistency and reliability of the measuring instrument. The Cronbach's Alpha coefficients were used to determine the internal consistency or to indicate how well the different items in a questionnaire correlated to one another. Ultimately, the reliability of the questionnaire will be established. In this study, Cronbach's Alpha coefficients of 0,7 or higher were regarded as acceptable levels of reliability (Coopers & Schindler, 2011).

Table 3.1: Cronbach's alpha coefficients of the PMBQ scale and sub-scales

Sub-scales and scale	Cronbach's alpha	Number of items
Process of goal setting	0.93	4
Communication	0.66	5
Feedback	0.90	5
Coaching	0.90	5
Providing consequences	0.90	3
Establishing/monitoring performance expectations	0.92	5
Total Performance Management Behaviour Scale	0.97	27

The Cronbach's alpha coefficients of a study conducted by Kinicki *et al.* (2013) were the process of goal setting (0.90); communication (0.76); feedback (0.78); coaching (0.87); providing consequences (0.91) and establishing/monitoring performance expectations (0.79). The Cronbach's alphas in this study were for process of goal setting (0.93); communication (0.66); feedback (0.90); coaching (0.90); providing consequences (0.90); establishing/monitoring performance expectations (0.92) and the total Performance Management Behaviour Scale (0.97) was found highly reliable in this study.

3.7 PROCEDURES FOR QUANTITATIVE DATA ANALYSIS

Data analysis is a procedure that entails processing raw data into information (Saunders, Lewis & Thornhill, 2007: 406). A statistical package for social science software (SPSS) was used to analyse data for this report. The data were analysed using descriptive statistics, Pearson product-moment correlation coefficients, t-test and analysis of variance (ANOVA). The concepts are discussed under the following

subtitles.

3.7.1 Descriptive statistics

Descriptive statistics such as frequencies and percentages, means and standard deviations were used to analyse the data. The mean was used to determine the ranking for the six dimension scales of employees' perceptions of managers' performance management behaviour within the North-West Parks and Tourism Board. The average scores that lie between rarely/never and very frequent/always on the Likert Scale for all six factors were determined. The six dimensions of the scale are a process of goal setting, monitoring expectations, communication, feedback, coaching and providing consequences.

The mean is often called the average. This measure of location is "equal to the sum of all the observed values divided by the total number of observations" and "can be used with both discrete and continuous data" (Upton & Cook, 2001:36). Upton and Cook (2001:62) further defined standard deviation as "the square root of the sample variance". The standard deviation was used to "describe the extent of spread of quantifiable data" (Saunders *et al.*, 2007:439).

3.7.2 T-test

If a variable that is quantifiable is divisible into two distinct groups using a descriptive variable, the probability of these being different can be assessed using the t-test of an independent group. "This compares the difference in the means of the two groups using a measure of the spread of the scores" (Saunders *et al.*, 2007:447).

An independent samples t-test was used to compare the mean or average perception scores of managers' performance management behaviour between females and males.

3.7.3 Analysis of variance (ANOVA)

The purpose of the analysis of variance is to test the significance of differences between three or more sampling means (Spiegel & Stephens, 2011:403). Analysis of variance was used to compare the average perception scores of employees concerning the effectiveness of PMS between age groups, the position and qualification levels.

3.7.4 Pearson product-moment correlation coefficients

A Pearson's Product-Moment Correlation Coefficient is used to give a measure of the strength of association between two variables (Saunders *et al.*, 2007:451). The assumption for correlation is that X and Y values are related (correlated) either negatively or positively. A high mark for Y would mean that X is also high. A high mark is the one above the average of the values in the sample (Upton & Cook, 2001:415). It is used if a linear relationship between variables is assumed, it also displays symmetry between X and Y.

A Pearson Product-Moment Correlation Coefficient was used to measure the intercorrelation between the six factors of the performance management behaviour scale.

3.8 ETHICAL CONSIDERATION

The researcher outlined information about how the research will unfold; this includes the nature of the research, purpose and usefulness, procedures, confidentiality and the protection of anonymity. The researcher adhered to the following ethical principles throughout the process:

- Confidentiality: Confidentiality was adhered to and participants were informed.
- Rights to privacy: The participants were informed that information collected will be kept safe and data collected was only to be used for completion of a Master of Business Administration study.
- Consent: The researcher obtained informed consent from individuals when completing the data collection tool.
- There was a restriction placed on access to participant identification.
- The researcher obtained permission from the CEO of North-West Parks and Tourism Board to interview their staff members.
- Equity and justice: Participants were advised that participants' treatment and inclusion in the research and research results as well, would be distributed equally and fairly.
- The researcher interviewed the participants without any preconceived opinion that is favourable or unfavourable about the answers that respondents were giving (bias). She also accurately recorded the necessary information without additions or deductions.

3.9 SUMMARY

In this chapter, a research plan was developed for data collection, the questionnaire was assessed for relevance and avoiding wrong questions to be asked. It was later concluded that the whole population would be interviewed to increase the chances of getting more information from the staff members, instead of sampling. The researcher used questionnaires to collect data and, ultimately, the collected data was analysed.

In Chapter Four, the data was captured using the Excel Spreadsheet and later transported to the Statistical Package for Social Science (SPSS) for analysis. Recommendations and the results of the study are discussed in Chapter Four.

CHAPTER 4

PRESENTATION, ANALYSIS AND INTERPRETATION OF RESULTS

4.1 INTRODUCTION

The chapter presents the results of the data obtained using a questionnaire administered to employees of the North-West Parks and Tourism Board. The data from the questionnaire is presented and analysed in order to achieve the research objectives presented in Chapter One. The questionnaire has two sections, namely, Section A: Biographical Information Scale and Section B: General questions that deal with Performance Management Behaviour. The data analysis was done to achieve the main research objectives and to provide answers to the research questions.

The objectives were to measure the employees' perceptions of the performance management behaviour of line managers in NWPTB; establish if there is a difference in employees' perceived performance management mean scores between gender, age groups, position and qualification levels. Also to determine whether there is an intercorrelation between the six dimensions or factors of the performance management behaviour of line managers. Based on these objectives, the following research questions were formulated: what are the employees' perceptions of managers' performance management behaviour; whether there are any differences in employees' perceptions of managers' performance management behaviour between gender, age groups, position and qualification levels; and whether there is an intercorrelation between the six dimensions or factors of the performance management behaviour of line managers.

4.2 DESCRIPTIVE STATISTICS

Descriptive statistics were used to analyse the demographic information of the respondents and their perceptions of the performance management behaviour of line managers.

4.2.1 Demographic Information

The following figures and tables illustrate the demographic variables:

Figure 4.1: Gender

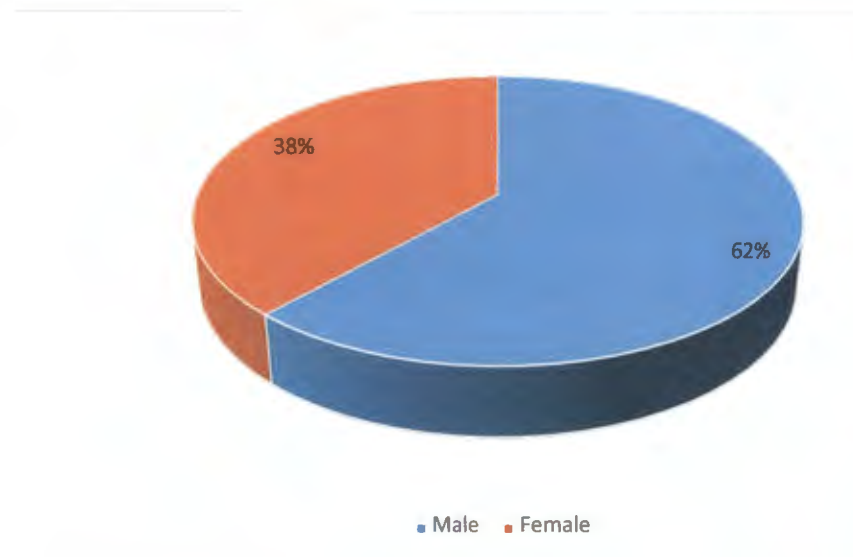


Figure 4.1 above depicts that the majority (62%) of the respondents were males, whereas 38% of the respondents were females. This shows that the male participants dominate female participants.

Figure 4.2: Age group

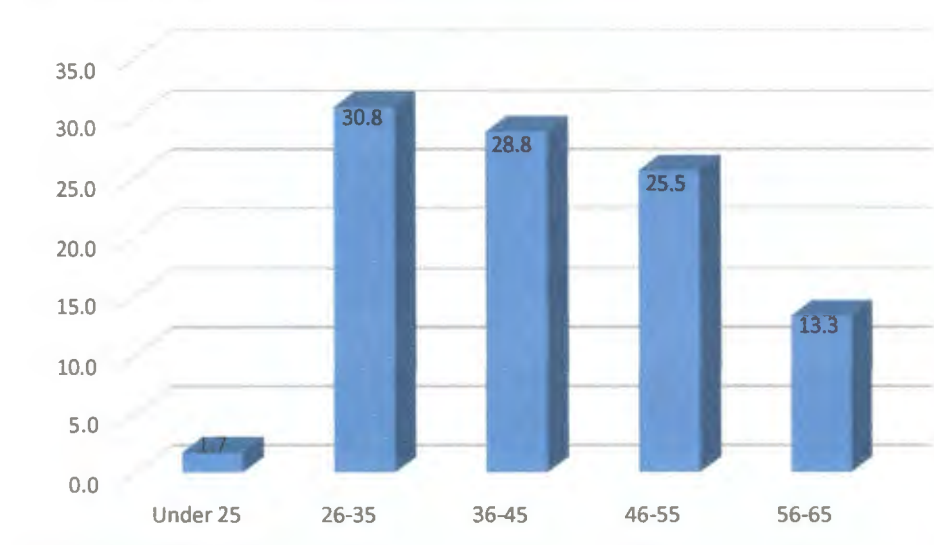


Figure 4.2 shows that the majority (30,8%) of the respondents fall between the age group of 26 - 35 category, followed by 36 - 45 with 28,8%. The lowest number of respondents fall below the 25-year-age group with 1, 7%. This clearly shows that the age group between 26-35 years dominated the age category.

Figure 4.3: Experience

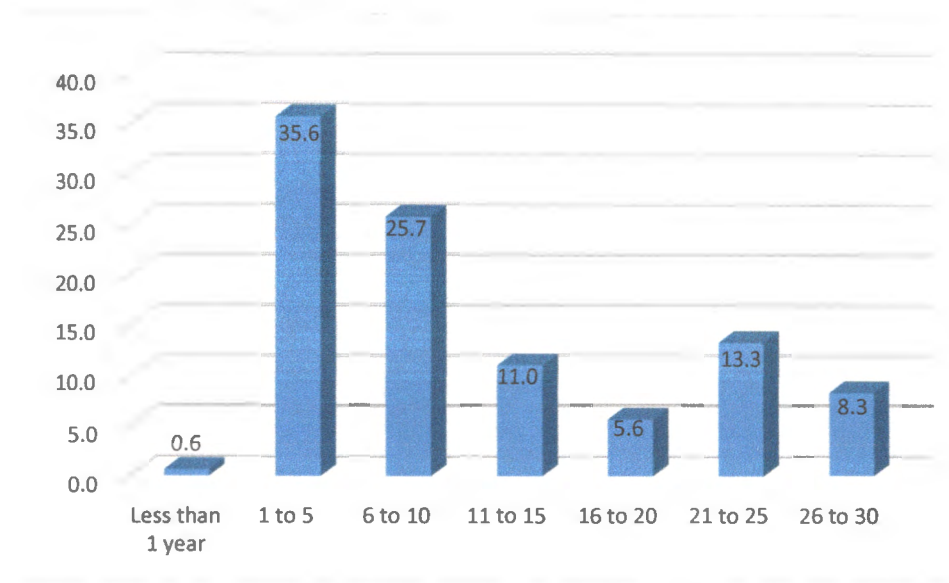


Figure 4.3 above shows that the majority (35,6%) of the respondents have been working for North-West Parks and Tourism Board for 1 – 5 years and the lowest is 0,6% of the respondents, whose experience is less than 1 year.

Figure 4.4: Current Post Grade

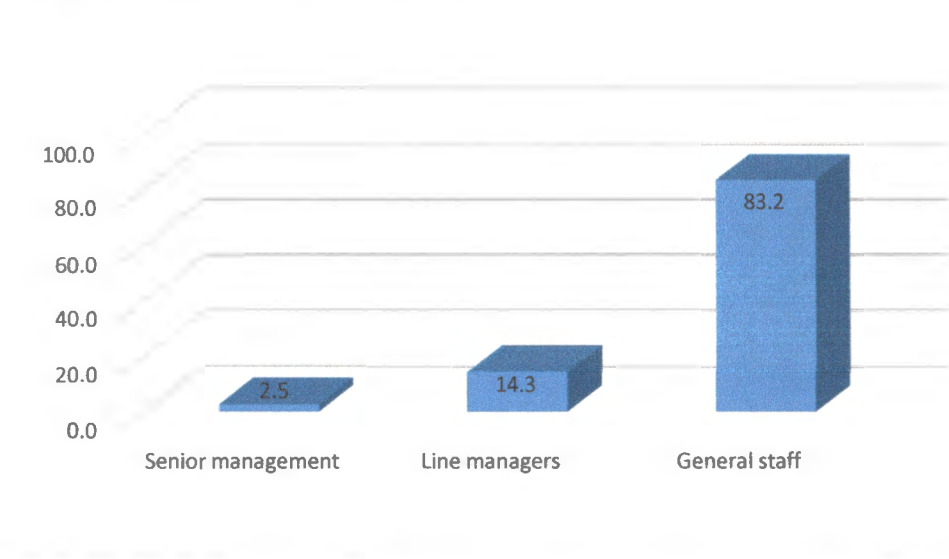
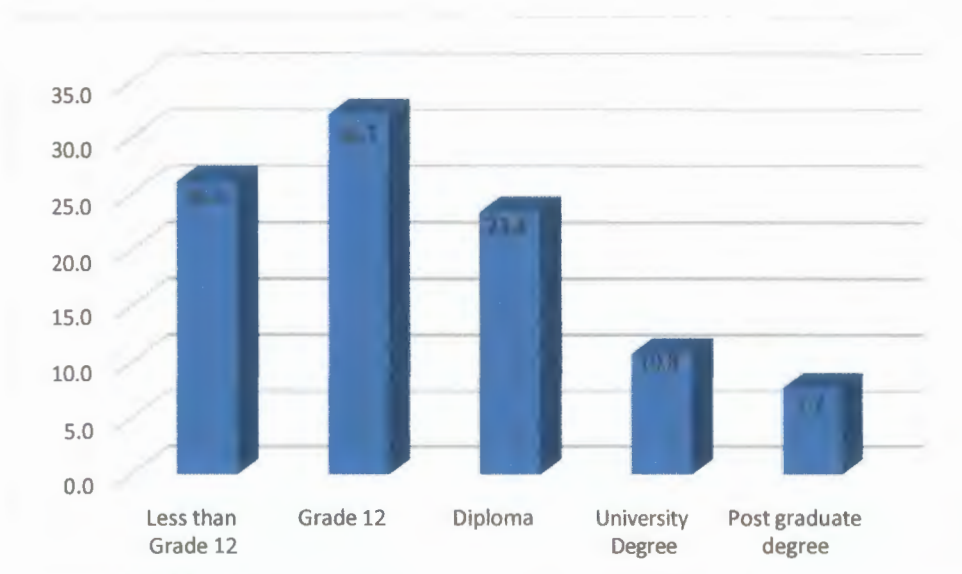


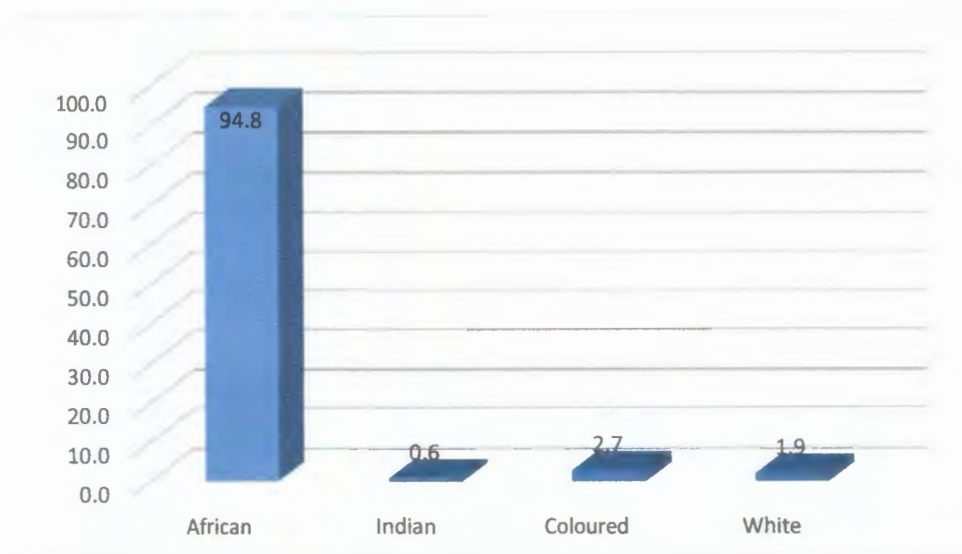
Figure 4.4 above shows that the majority (83,2%) of the respondents are currently employed as general workers, followed by line managers with 14,3%; and the lowest category is senior managers with 2,5%. This means that the highest number of respondents are general workers.

Figure 4.5: Highest qualification



The figure above shows that the majority (32,1%) of the respondents have grade 12 as their highest qualification and those whose qualification is a post-graduate degree came to the lowest percentage of 7,7%.

Figure 4.6: Race



The above figure depicts that the majority (94,8%) of the respondents are Africans and the lowest are Indians with 0,6%. This means that the majority of the participants from the North-West Parks and Tourism Board are Africans.

Table 4.1: Work location

Work location	Frequency	Percentage	Work location	Frequency	Percentage
BPRO-Product Development	6	1,24	PBOS- Boskop Dam Nature Reserve	7	1,45
BRE- Research	4	0,83	PBLOM- Bloemhof Dam Nature Reserve	15	3,11
BBDB- Communication	5	1,04	PSAL- SA Lombard Nature Reserve	9	1,86
MSMM- Marketing	14	2,90	PBOR-Borakalalo National Park	21	4,35
CEO-Chief Executive Officer	20	4,14	PMME- Molemane Eye Nature Reserve	6	1,24
HR- Human Resource	20	4,14	PKGW- Kgaswane Mountain Reserve	16	3,31
Kgama	4	0,83	PBOT- Botsalano Game Reserve	4	0,83
Finance	38	7,87	PMAD- Madikwe Game Reserve	50	10,35
Taung Hotel School	57	11,80	PVAA- Vaalkop Dam Nature Reserve	14	2,90
Mafikeng Hotel School	44	9,11	PWOL- Wolwespruit Nature Reserve	7	1,45
PPNP- Pilanesberg National Park	53	10,97	PAPU- Anti Poaching Unit	3	0,62
PMAF- Mafikeng Game Reserve	20	4,14	PBAB- Barberspan Bird Sanctuary	13	2,69
PSEC- Social Ecology	3	0,62	PHNP- Highveld National Park	6	1,24
PMNG- Parks Man Protected Area	8	1,66	PPAE- Park Area Expansions	4	0,83
PECO- Ecological Services	3	0,62	PMOL- Molopo Nature Reserve	9	1,86

Table 4.1 above summarises the workstations of the respondents. The results

revealed that the majority of the respondents are stationed at Taung Hotel School (11,8%), followed by PPNP-Pilanesberg National Park with 10,97% of the total respondents. The lowest proportion of the respondents are stationed at PSEC- Social Ecology, PECO- Ecological Services and PAPU- Anti Poaching Unit.

4.2.2 Descriptive statistics of employees perceived performance management behaviour of line managers

The employees’ perceived performance management behaviour was measured using the performance management behaviour questionnaire that consisted of six subscales.

Table 4.2: Process of goal setting

Items and factor	N	Minimum	Maximum	Mean	Std. Deviation
Ensures that performance goals are linked to the strategic or operational goals of North-West Parks and Tourism Board (NWPTB)	479	1	5	3.25	1.292
Participatively sets goals	479	1	5	3.18	1.297
Assists others in setting specific and measurable performance objectives	479	1	5	3.09	1.368
Assists others in developing action plans that support performance goals	479	1	5	3.01	1.337
Encourages others to set challenging yet attainable goals	479	1	5	3.05	1.311
Process of goal setting	479	1	5	3.12	1.170

Table 4.2 presents the responses to the questions relating to the process of goal setting. The respondents were requested to respond to five of the statements. The mean score 3.25 indicated the majority of the respondents agreed that their managers have ensured that performance goals are linked to the strategic or operational goals of North-West Parks and Tourism Board (NWPTB). The respondents indicated that their managers participatively set goals (mean 3.18) and assisted them in setting specific and measurable performance objectives (mean 3.09). The mean score of 3.01 showed that their managers assisted them in developing action plans that support performance goals and managers also encouraged them to set challenging, yet attainable goals. The mean score of 3.12 has indicated that they are satisfied with the process of goal setting.

Table 4.3: Communication

Items and factor	N	Minimum	Maximum	Mean	Std. Deviation
Has a communication style that causes others to become defensive	479	1	5	2.81	1.212
Is a good listener	479	1	5	3.23	1.336
Is approachable and available to talk with others	479	1	5	3.66	1.259
Provides more positive than negative feedback	479	1	5	3.27	1.294
Communication	479	1	5	3.24	.897

The results in Table 4.3 revealed that the mean score of 2.81 indicated that a substantial number of respondents felt that their managers have a communication style that caused others to become defensive. The mean score of 3.23 indicated that managers are good listeners and the mean score of 3.66 revealed that managers are approachable and available to talk to others. Lastly, the mean score of 3.27 pointed out that managers provided more positive than negative feedback. The mean score for communication was 3.24.

Table 4.4: Feedback

Items and factor	N	Minimum	Maximum	Mean	Std. Deviation
Give others timely feedback about their performance	479	1	5	2.98	1.321
Give others specific feedback about what is good and bad about performance	479	1	5	3.12	1.287
Assists others in their career planning	479	1	5	2.47	1.456
Gives honest feedback	479	1	5	3.17	1.328
Explain how someone's behaviour affects him/her and the workgroup when providing feedback	479	1	5	3.03	1.279
Feedback	479	1	5	2.96	1.114

Table 4.4 presents the responses to the questions relating to feedback. The mean

score of 2.98 showed that the majority, of the respondents, indicated that their managers gave them timely feedback about their performance. A mean of 3.12 indicated that their managers gave them specific feedback about what is good and bad about their performance. The low mean score of 2.47 revealed that managers rarely assisted them in their career planning. The mean score of 3.17 showed that the majority of respondents felt that their managers gave honest feedback while the mean score of 3.03 indicated that managers often explained how someone's behaviour affects them and the workgroup when providing feedback. The overall mean score for the feedback dimension was 2.96.

Table 4.5: Coaching

Items and factor	N	Minimum	Maximum	Mean	Std. Deviation
Shows other to complete difficult assignments and tasks	479	1	5	2.99	1.289
Provides the resources needed to get the job done	479	1	5	3.14	1.349
Helps identify solutions to overcome performance roadblocks	479	1	5	3.13	1.305
Helps people to develop their skills	479	1	5	2.66	1.494
Provides direction when it is needed	479	1	5	3.39	1.278
Coaching	479	1	5	3.06	1.134

Table 4.5 presents the analysis of coaching. The mean score of 2.99 revealed that the majority of respondents perceived that managers had shown them to complete difficult assignments and tasks, while the mean score of 3.14 indicated that managers provided the resources needed to get the job done. The mean score of 3.13 indicated that managers helped in identifying solutions to overcome performance roadblocks. A slight majority, as reflected by the mean score of 2.66, indicated that managers assisted in helping people to develop their skills and finally the mean score of 3.39 indicated that managers had frequently provided direction when it was needed. The overall means score for the coaching dimension was 3.06.

Table 4.6: Providing consequences

Items and factor	N	Minimum	Maximum	Mean	Std. Deviation
Gives special recognition for exceptional performance	479	1	5	2.79	1.374
Rewards good performance	479	1	5	2.36	1.392
Links recognition and/or rewards to performance	479	1	5	2.45	1.383
Providing consequences	479	1	5	2.53	1.253

Table 4.6 presents the responses to the questions relating to providing consequences. The respondents were requested to respond to three of those statements. The mean score of 2.79 indicated that managers gave special recognition for exceptional performance. The low mean score of 2.36 showed that the majority of respondents were of the opinion that managers rarely rewarded good performance the low mean score of 2.45 indicated managers rarely linked recognition and/or rewards to performance. The overall mean score for the providing consequences was 2.53.

Table 4.7: Establishing/monitoring performance expectations

Items and factor	N	Minimum	Maximum	Mean	Std. Deviation
Checks work for accuracy and/or quality	479	1	5	3.37	1.269
Keeps people informed about changes, deadlines, or problems	479	1	5	3.45	1.315
Communicates expectations relating to quality	479	1	5	3.29	1.282
Monitors his/her own work performance	479	1	5	3.39	1.300
Prioritises tasks and goals	479	1	5	3.30	1.319
Establishing/monitoring performance expectations	479	1	5	3.36	1.131

Table 4.7 presents the responses to the questions relating to monitoring performance. The mean score of 3.37 indicated that their managers checked the work for accuracy and/or quality and the mean score of 3.45 showed that managers frequently kept people informed about changes, deadlines, or problems. Also, the mean score of 3.29 reflected

that managers communicated expectations relating to quality and that managers monitored their own work performance and, finally the mean of 3.36 showed that managers prioritised tasks and goals. The overall mean score was 3.36 for this dimension.

Table 4.8: Descriptive statistics of the six subscales

Factors and scale	N	Minimum	Maximum	Mean	Std. Deviation
Process of goal setting	479	1	5	3.12	1.170
Communication	479	1	5	3.24	.897
Feedback	479	1	5	2.96	1.114
Coaching	479	1	5	3.06	1.134
Providing consequences	479	1	5	2.53	1.253
Establishing/monitoring performance expectations	479	1	5	3.36	1.131
Total performance management behaviour scale	479	1	5	3.05	.979

The above table presents the summary of the means for the six subscales of employees' perceptions of managers' performance management behaviour within the North-West Parks and Tourism Board. The average scores lie between 2.53 and 3.36 which are all over the midpoint of the scale. Monitoring performance expectations (mean = 3.36) was ranked highest, followed by communication (mean = 3.24), process of goal setting (mean = 3.12), coaching (mean = 3.06), feedback (mean = 2.96); and, finally, providing consequences (mean = 2.53). However, some individual items related to the different factors obtained scores less than the midpoint of the scale and needed to be addressed. The overall mean of the performance management behaviour scale was 3.05.

4.3 DIFFERENCES IN EMPLOYEES' PERCEIVED PERFORMANCE MANAGEMENT BEHAVIOUR MEAN SCORES BETWEEN DEMOGRAPHIC VARIABLES

In order to determine if there were any differences in employees' perceived performance management behaviour mean scores between demographic variables, the analysis of variance test (ANOVA) was computed, except in the case of gender where an independent-samples t-test was computed. ANOVA was not appropriate for gender since gender has only two variables (male and female).

Table 4.9: Independent Samples t-test to measure the perceived performance management behaviour mean scores between gender

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
TOTAL PERFORMANCE MANAGEMENT BEHAVIOUR SCALE	Equal variances assumed	.240	.625	-.028	477	.978	-.003	.092	-.183	.178
	Equal variances not assumed			-.028	392.748	.978	-.003	.092	-.183	.178

The perceived performance management mean score was statistically insignificantly different since the p-value is greater than 5 percent level of significance. There were no significant differences in the mean perceived performance management behaviour scores between males and females.

Table 4.10: ANOVA to measure the perceived performance management behaviour mean scores between age groups

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	5.472	4	1.368	1.433	.222
Within Groups	452.375	474	.954		
Total	457.846	478			

There were no statistically significant differences in the perceived performance management behaviour mean scores between the different age groups.

Table 4.11: ANOVA to measure the perceived performance management behaviour mean scores between position/post grade

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2.107	2	1.053	1.100	.334
Within Groups	455.740	476	.957		
Total	457.846	478			

The results in Table 4.11 revealed no statistically significant differences in the perceived performance management behaviour mean scores between the different positions.

Table 4.12: ANOVA to measure the perceived performance management behaviour mean scores between the qualification levels

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	9.627	4	2.407	2.545	.039
Within Groups	448.219	474	.946		
Total	457.846	478			

The results in Table 4.12 showed no statistically significant differences in the perceived performance management behaviour mean scores between the qualification levels.

4.4 INTERCORRELATIONS BETWEEN THE SIX SUBSCALES OF THE PERFORMANCE MANAGEMENT BEHAVIOUR SCALE

The intercorrelation between the six subscales of the performance management behaviour scale is depicted in table 4.13.

Table 4.13: Correlation analysis

Process of goal setting	1				
Communication	0,661 **				
Feedback	0,723 **	0,680 **			
Coaching	0,732 **	0,631 **	0,791 **		
Providing consequences	0,592 **	0,461 **	0,640 **	0,697 **	
Monitoring performance expectations	0,669 **	0,590 **	0,705 **	0,749 **	0,582 **

Note: **. Correlation is significant at the 0,01 level (2-tailed).

The pairwise correlation between the six dimensions is presented in Table 4.15. The results revealed that the correlation coefficient ranges between 0,461 and 0,791. All the correlation coefficients are significant at 1 percent level of significance. The results further revealed that there is a strong positive correlation between coaching and feedback; monitoring performance expectations and feedback; monitoring performance expectations and coaching; feedback and process of goal setting; and finally between coaching and the process of goal setting. This means that an increase in any one factor can trigger increases in any of the other factors. The opposite is also true: any decrease in any one factor may stimulate a decrease in any of the other factors as well.

4.5 SUMMARY

The present chapter presented empirical data. The data were analysed in order to answer the research questions presented in Chapter One earlier. The raw data had been processed through the SPSS (Statistical Packaging for Social Science) system and the SPSS output was put into the tables. The next chapter discusses the results and conclusion and the recommendations.

CHAPTER 5

DISCUSSIONS OF THE FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

Chapter Five presents the findings from the study and also contains the discussion. The discussion is based on the results obtained on each of the research objectives. Based on the discussions, conclusions and recommendations are made. Finally, areas that need further research are proposed.

5.2 DISCUSSION OF FINDINGS

5.2.1 Employees' perceived performance management behaviour of line managers in the NWPTB

The majority of the respondents indicated that their managers ensure that performance goals are linked to the strategic, operational goals of North-West Parks and Tourism Board (NWPTB) and their manager's participatively set goals. The respondents also indicated that their managers assist others in setting specific and measurable performance objectives; they also assist others in developing action plans that support performance goals. The results further revealed that managers encourage others to set challenging, yet attainable goals. The mean score of 3.12 for the process of goal setting showed that respondents were generally satisfied with this dimension. The results of the study tally with Locke (1968:160) who was the first to introduce the theory of setting a goal to highlight that determining the difficult goals can lead to greater effort, perseverance, and total success. Hamumokola (2013:9) further emphasised that goal setting is a way of giving direction to what people are working on in their jobs and presenting a norm to measure performance against; which emphasises the fact that NWPB is headed to the right direction.

Regarding communication, a large number of respondents had indicated that managers have a communication style that causes others to become defensive (mean = 2.81). However, the respondents indicated that managers' were good listeners and they are approachable and available to talk the others. Their managers provided more positive than negative feedback. The mean score of 3.24 for communication was above the midpoint of the scale indicating satisfaction with this dimension of managers performance management behaviour. The findings revealed that employees were satisfied with their manager's performance management behaviour about communication. The findings are

in line with Pulakos (2009:55); who stated that employees should always have an opportunity to provide input into the performance management process, mainly in the form of asking questions or making an input for improvement. Pulakos (2009:150) further indicated that the annual review conversation should be changed; instead of looking back on what has been achieved during the past year, it should concentrate on looking at future possibilities regarding career performance and providing training on its use to managers.

Regarding the feedback dimension, the mean score of timely feedback was 2.98 indicating room for improvement. The majority of the respondents indicated that their managers gave them specific feedback about what is good and bad about their performance. However, the mean score of 2.47 which is below the midpoint of the scale, showed that the majority of respondents felt that their managers rarely assisted them in their career planning. The mean score of 3.17 showed that managers gave honest feedback while the mean score of 3.03 reflected that managers did explain how someone's behaviour affects them and the workgroup when providing feedback. The major problem is the lack of career planning by managers. The mean feedback score of 2.96 indicated that the majority of respondents were satisfied with this dimension of their managers' performance management behaviour. However, there is room for improvement. The results of the study are in line with the views of several authors reviewed in Chapter 2. Schultz *et al.* (2015:521) indicate that providing feedback and being actively involved in PMDS is the main role for managers', yet some managers are uncomfortable in performing their key role. Schultz *et al.* (2015:521) also emphasise that employees perform better if they are given feedback on their strengths and weaknesses, and what is expected of them to plan their career prospects. Luong (2012:14) concurs with the views of Schultz *et al.* (2015:521) in that managers, who often provide informal feedback to their subordinates, are reluctant to document it, because they do not want to be labelled bad or damage their relationship with their subordinates. Schultz *et al.* (2015:521) further maintain that some employees do not want negative feedback to be documented, because it might affect the employee's salary advances and promotion. Seidu (2012:74) also states that an organisation's success depends on having the right management that gives direction to teams and individuals to deliver the organisation's mission and objectives according to the organisation's strategy.

Although managers showed respondents how to complete challenging assignments and tasks the mean score of 2.96 indicated a need for improvement. The results of the study, as reflected by the mean score of 3.14, revealed that managers provided sufficient resources needed to get the job done. The mean score of 3.13 indicated that managers were helpful to identify solutions to overcome performance roadblocks. Although the

majority of respondents indicated that managers were helping people to develop their skills the mean score of 2.66 showed that a significant number disagreed. Therefore, skills development was identified as a problem that needs to be addressed. The mean score of 3.39 indicated that managers did provide direction when needed. The overall means score for the coaching dimension of 3.06 showed that the majority of respondents were satisfied with their managers coaching behaviour. This finding appears to be in line with what Mueller-Hanson and Pulakos (2015:22) who observed coaching as a creative and stimulating process that pushes an individual to his/her maximum potential, they also highlighted that when coaching is implemented, a culture of trust, continuous learning and improvement is created.

The mean score of 2.79 indicated that managers were given special recognition for exceptional performance. The low mean score of 2.36 showed that the majority of respondents were of the opinion that managers rarely rewarded good performance and the low mean score of 2.45 indicated managers rarely linked recognition and/or rewards to performance. The overall mean score of 2.53 for the providing consequences showed that only a slight majority was satisfied with this dimension of their managers' behaviour. The major problems identified were the lack of rewards and recognition for exceptional performance. According to the literature stated; NWPB it is in contrary to the best practice as depicted by (Khan & Ukpere, 2014:664) who viewed recognition as a force that promotes an employee's performance. The position is further emphasised by Armstrong (2009:38) who highlighted that managers need to empower their subordinates by making awards relevant to an employee's self-actualisation, and ego needs to fulfil their self-esteem, confidence and acceptance. Osmania and Maliq (2012:441) further stated that activities concerned with the provision of consequences include corrective measures, incentives, coaching, mentoring and disciplinary procedures.

The mean score of 3.37 showed that managers indeed checked work for accuracy and/or quality and the mean score of 3.45 showed that managers frequently kept people informed about changes, deadlines, or problems. The mean score of 3.29 reflected that managers communicated expectations relating to quality and the mean score of 3.39 confirmed that managers monitored their own work performance. Also, the mean score of 3.30 showed that managers prioritised their tasks and goals. The overall mean score of 3.36 showed general satisfaction with the monitoring performance expectations behaviour of managers. The findings concur with the expressions of Ryan (2013:25) who elaborated that a more favourable performance observation may be attributed by scenarios such as going over reports of the employee's performance making sure of

work-specific aspects that interfere in the employee's everyday work.

5.2.2 Differences in employees' perceived performance management behaviour mean scores between gender, age groups, position and qualification levels

The control variables namely gender, age group, position and qualification levels showed no significant differences in the mean performance management behaviour scores.

5.2.3 Intercorrelation between the six factors of the performance management behaviour scale

The results revealed that the correlation coefficient ranges between 0.461 and 0.791. All the correlation coefficients are significant at 1 percent level of significance. The results further revealed that there is a strong positive correlation between coaching and feedback; monitoring performance expectations and feedback; monitoring performance expectations and coaching; feedback and process of goal setting; and finally between coaching and the process of goal setting. This means that an increase in any one factor can trigger increases in any of the other factors. The opposite is also true: any decrease in any one factor may stimulate a decrease in any of the other factors as well.

5.2.4 Gaps identified in the process of goal setting, communication, feedback, coaching, provision of consequences and the monitoring of performance expectations by line managers.

The gaps identified from the analysis is that managers did not play a role in setting specific, measurable performance objectives; they have a communication style that encourages employees to be defensive; managers did not assist employees in their career planning, which means that they lack coaching styles; managers did not provide honest feedback to the employees, thus creating a lack of trust between the two; managers did not assist in developing the employees' skills and to overcome performance roadblocks; managers did not check for accuracy and quality in the employees' work assignments; and good performance was not rewarded to motivate the employees.

Contrary to what came out of the study, the reviewed literature revealed that providing feedback and being actively involved in PMDS is the main role for managers, yet some managers are uncomfortable with dealing with their key roles (Schultz *et al.*,

2015:521). Khan and Ukpere (2014:664) also state that performance feedback is a critical component of performance management, and the organisation needs to set up effective ways of giving regular feedback to employees, both during the year and at the year-end. Khan and Ukpere (2014:664) further argue that relevant and objective feedback strengthens the employer-employee relationship.

5.2.5 Proposed relevant training and development interventions

Formal and online training/intervention for performance management that targets managers is proposed. The training will emphasise the purpose of it to the organisation. The training will persuade managers to make time in their busy schedules and properly apply performance management in their units. There should be colloquial in-house evaluations of managers on the methods used to measure the performance of employees. Awards are recommended for rewarding managers of departments that are committed to following the right procedures for measuring the performance of employees.

A strategy and Annual Performance Plan workshop for line managers need to be conducted, where all managers can sit and obtain performance indicators/strategic roles for units that are SMART. This process will allow the process of goal setting that has been discussed in the study.

5.3 CONCLUSION

The aim/purpose or goal of this study was to explore, describe, and assess the employees' perceived performance management behaviour of line managers within the North-West Parks and Tourism Board. The needs of both the organisation and the employee should be prioritised and a mutually beneficial process is to be implemented because Performance Management is a two-way process affecting both the organisation and its employees. The study revealed certain aspects of the performance management system as challenges that need to be reviewed by the organisation. Feedback, coaching and communication were the highlights of the challenges.

Methods such as strategy workshops and training for managers are recommended to create awareness, improve the situation and remedy issues. Matters that could improve are, for example, obtaining employees' responses to performance management feedback given by management, as well as exploring different types of

training and development initiates.

5.4 RECOMMENDATIONS

Deductions of the analysis of the findings highlight the gaps and inconsistencies in the current performance management process and structure.

5.4.1 Incentives

Rewards should be aligned to promotion. Incentives or rewards should be instituted to improve commitment to increasing performance such as an additional amount paid out to the employee with the annual performance bonus. Awards may be granted to the divisions that ranked first regarding performance and the employee within the division with the best performance should be rewarded accordingly. This may improve the competitiveness of the organisation. The culture of the organisation could also benefit, because employees may feel part of the larger body and not just like employees in a division of the larger setup.

5.4.2 Coaching/ mentoring

Mentoring/coaching/on the job training may be incorporated into the performance management system, in order to ensure that it is carried out within the organisation. The organisation should also introduce a comparative analysis of the data for before and after to check the extent to which coaching has an impact on or adds value to employees.

5.4.3 Training and development

Training and development in any organisation is a vehicle that can aid in moving the organisation from one point to the next regarding skills base and capability if used appropriately. Training and development should be considered one of the essential steps in the performance and management process, as it creates opportunities for employees to grow and explore other avenues of the organisation. This change could also encourage employees to improve their performance and it could have an indirect positive impact on their behaviour.

5.4.4 Feedback

Feedback is an essential step in any performance management process. Feedback was found as the most prevalent challenge facing employees. PMDS policy (REF: P01)

on Human Resources Policies and Procedure Manual (2015) emphasises that feedback must be formal, in writing, after a discussion every six months and informally on a quarterly basis.

NWPB should consider utilising other forms of feedback, which may be in the form of communication, such as counselling, coaching and interviewing, measures such as creating an online platform for employees to communicate with management, as well as physical checklists and questionnaires to improve meeting the challenge.

A mechanism should be put in place to ensure that managers are not only accountable for compliance with the formal process (for example, filling in forms completely and on time) but should be held liable if they were found not having high-quality performance conversations concerning PMDS.

A mechanism should be put in place to ensure that employees that have lodged queries about their assessments receive a response from the Moderation Committee, as this will encourage more participation from employees.

5.4.5 Communication

Organisations can prevent or remedy the majority of performance problems by “ensuring that two-way conversations occur between the manager and the employee, resulting in a complete understanding of what is required, when it is required and how the employee’s contribution measures up” (Hamumokola, 2013:41).

5.4.6 Goal setting

Goal setting is a method of directing individuals' efforts at work and providing a standard against which performance can be assessed (Hamumokola, 2013:9). Employees perform better if they have a target/milestone that is set for them to achieve; goal setting can, therefore, act as a motivation for employees to perform better. Linking goals to the strategic, operational goals of any organisation increase the effectiveness of the organisation at large.

5.4.7 Commitment to checking for accuracy and quality

Hamumokola (2013:59) emphasise the detrimental impact of a lack of management commitment to the implementation of change initiatives or on any system within the

organisation, such as performance management. The phenomenon of declining commitment from senior management was attributed to a range of factors, including a lack of understanding of the objectives and methodologies of the new system.

5.4.8 Appraisal assessments

Pulakos (2009:150) indicated that organisations should eliminate self-assessments as they are time-consuming and may result in conflict. They should change the annual review conversation from a backwards-looking retrospective in the past year to a forward-looking career performance and train managers how to use it.

REFERENCES

- Aguinis, H., Joo, H. & Gottfredson, R. (2011). Why we hate performance management: and why we should love it. *Business Horizons*, 54(6): 503-507.
- Armstrong, M. (2009). *Armstrong's Handbook of Performance Management: an evidence-based guide to delivering high performance*. London: Kogan Page.
- Babooa, S. K. (2008). Public participation in the making and implementation of policy in Mauritius with reference to Port Louis' Local Government. Pretoria: University of South Africa. (Unpublished doctoral thesis - D.Admin).
- Bekele, A., Shigutu A. & Tensay A. (2014). The effect of employees' perception of performance appraisal on their work outcomes. *International Journal of Management and Commerce Innovation*, 2(1):136 -173.
- Bipp, T. & Kleingeld, A. (2011). Goal setting in practice: the effects of personality and perceptions of the goal-setting process on job satisfaction and goal commitment. *Personnel Review*, 40(3):306-323.
- Boikanyo, H. (2012). An exploration of the effect of employee engagement on performance in the petrochemical industry. Potchefstroom Business School: North-West University. (Thesis - Masters).
- Burns, N., & Grové, S. K. (2011). *Understanding nursing research: building an evidence-based practice*. 5th edition. Texas: Elsevier.
- Bussin, M. (2013). *Performance management for government, universities, schools and NGOs*. 1st edition. Randburg: Knowres Publishing.
- Coopers, D.R. & Schindler, P.S. (2011). *Business Research Methods*. 11th edition. Singapore: McGraw-Hill.
- Davis, B. (2015). Best practices in the field of Performance Management: a Delphi Study. *School of Organizational Leadership. University of the Rockies*. (Thesis - PhD).
- Du Plessis, E.S E. (2015). Factors influencing managers' attitudes towards performance appraisal. Pretoria: University of South Africa. (Thesis - Masters).
- Duff, A. S. (2013). *Information society studies*. S.I., Routledge.

Farrell, A. (2013). An investigation into performance appraisal effectiveness from the perception of employees in an Irish consumer service company. National College of Ireland. (Thesis - Masters).

Farrell, D. & Petersen, J.C. (2010). The growth of internet research methods and the reluctant sociologist. *Sociological Inquiry*, 80(1):114-125.

Fruhling, A. & Lee, S. (2005). Assessing the reliability, validity and adaptability of PSSUQ. AMCIS 2005 Proceedings, 2005.

Groebner, D., Shannon, P., Fry, P. & Smith, K. (2005). Business Statistics. 9th ed. Prentice Hall: Pearson.

Haines, V. & ST-Onge, S. (2012). Performance management: practices or context. *International Journal of Human Resource Management*, 23(6):1158-1175.

Hamumokola, N.N. (2013). The contributions of performance management to performance in the Namibian Context. Faculty of Commerce, Law & Management. Johannesburg: University of Witwatersrand. (Thesis - Masters).

Hudson, V.M. (2013). Foreign policy analysis: classic and contemporary theory. Rowman & Littlefield.

Hussey, J. & Hussey, R. (1997). Business Research (a practical guide for undergraduate and postgraduate students). New York: Palgrave.

Khan, S. & Ukpere, W. (2014). Employee performance management at a South African government organization. Faculty of Management: University of Johannesburg. (Thesis - Masters).

Kinicki, A.J., Jacobson, K.J., Peterson, S.J. & Prussia, G.E. (2013). Development and validation of the performance management behaviour questionnaire. *Personnel Psychology*, 66(1):1-45.

Krishnaswamy, K.N., Sivakumar, A.I. & Mathirajan, M. (2009). Management research methodology: integration of principles, methods and techniques. Business and Economics. New Delhi, India. Pearson Education.

Le, Q.V. (2013). Building high-level features using large scale unsupervised learning. In

Proceedings of IEEE International Conference on Acoustics, Speech and Signal Processing 2013(ICASSP-2013), p. 8595–8598, May 2013.

Leedy, P.D. (1993). Practical research planning and design. 5th edition. New York: MacMillan.

Locke, E.A. (1968). Toward a theory of task motivation and incentives. *Organizational Behaviour and Human Performance*, 3(2):157-189.

Luong, M. (2012). Performance management and performance: the mediating role of engagement. The Faculty of the Department of Psychology. San Jose: State University. (Thesis - Masters).

Maloba, M. (2012). The perceptions of employees on performance management system in the Mpumalanga Provincial Department of Culture, Sport and Recreation. (University of Limpopo: Mini-Dissertation). .

Maree, K. (2012). First steps in research. Pretoria: Van Schaik.

Matlala, M. (2011). Employee fairness perceptions of a performance management system. Pretoria: University of South Africa. (Thesis - Masters).

Miah, M.K. & Hossan, C.G. (2012). Performance management system in the UK retail industry: a case study. *Far East Journal of Psychology and Business*, 7(2):13-25.

Mueller-Hanson, R.A. & Pulakos, E D. (2015). Putting the “Performance” back in performance management. *Society for Human Resource Management and Society for Industrial and Organizational Psychology*, 1-27.

Neuman, W . L . (2011). Social research methods: quantitative and qualitative approaches. 7th edition. Boston: Allyn and Bacon.

North West Park Parks and Tourism Board, 2015. Employee Satisfaction Survey Report. Organisational Material.

North West Park Parks and Tourism Board, 2015. Human Resources Policies and Procedure Manual 2015-2017. Organisational Material.

Osmani, F. & Maliqi, G. (2012). Performance management, its assessment and importance. *Social and Behavioural Sciences*, 41, 434-441.

Pulakos, E.D. (2009). *Performance Management: a new approach for driving business results*. Chichester, NY: Willey-Blackwell.

Schultz, C.M., Jordaan, C.J. and Ramulumisi, T.V., 2015. Perceived effectiveness of a performance management system. *Journal of Contemporary Management*, 12(1), pp.517-543.

Rashidi, R. (2015). A review of performance management system. *International Journal of Academic Research*. 7(1):210-214.

Ryan, T. (2013). How to observe employee performance. Available at: <http://smallbusiness.Chron.com/observe-employee-performance-19393.html> [Retrieved on 20 February 2015].

Sarwar, B. (2013). Motivational strategies in the ELT classroom: the Bangladeshi context at the tertiary level. *Spectrum*, 8: 153-162.

Saunders, M., Lewis, P. & Thornhill, A. (2007) *Research methods for business students*. Harlow, England: Pearson Education.

Seidu, P. (2012). Employees' perception of performance appraisal system: a case study. *International Journal of Business Management*, 7(2):73-90.

Spiegel, M.R. & Stephens, L.J. (2011). *Statistics*. 4th edition. New York: McGraw Hill.

Standards Australia (2009) 'Construction in bushfire prone areas.' AS 3959-2009 SAI Global. Sydney, NSW.

Upton, G. & Cook, I. (2001). *Introducing statistics*. 2nd edition. Oxford: Oxford University Press.

ANNEXURE A: QUESTIONNAIRE

COVERING LETTER

3031 Nelson Mandela Drive
Cooke's Lake
Mahikeng,
North-West Province
2745

2 June 2016

Dear Participant

Research Topic: *Employees' perceived performance management behaviour of managers at the North-West Parks and Tourism Board*

I am a postgraduate student at the North-West University (South Africa) undertaking a Master of Business Administration degree. I am currently researching the employees' perceived performance management behaviour of managers at the North-West Parks and Tourism Board.

The purpose of the study is to investigate the perceptions of employees regarding their managers' performance management behaviour. Your name has been selected to participate in the survey by completing the questionnaire. I wish to assure you that all information I receive will remain confidential and that your participation will remain anonymous. Your contribution to this study is significant to ensure the success of the study.

The questionnaire has been structured in such a way that it facilitates quick and easy completion. In trial runs, it was determined that it would only take 20 minutes to complete. Your task is to work through the questionnaire as quickly as you can and answer the questions as accurately and honestly as possible. Instructions are provided on how to complete the questionnaire.

Please return the completed questionnaire before 30th June 2016 via e-mail to pbodutu@nwptb.co.za or mail: Palesa Bodutu North-West Parks and Tourism Board, 3031 Nelson Mandela Drive, Cookes Lake, Mahikeng, 2745

Once they have been analysed, summary findings will be presented to the North West Tourism Board (NWTB), and I will cooperate with the Board on how to respond to the results. In this way, your contribution to the research should benefit you and NWTB in future. The value and outcome of this research depend on your willingness to take part in this project. If you have any queries, which I have not addressed and would like to discuss these with me, please contact me:

Yours faithfully

Palesa Bodutu

(Researcher)

Contacts: 018 397 1543 or 0769091483

E-mail: pbodutu@nwptb.co.za

SECTION A: BIOGRAPHICAL INFORMATION

Please circle your answer to the following questions

1. Gender

Male	Female
1	2

2. Age group

Under 25	26-35	36-45	46-55	56-65
1	2	3	4	5

3. How many years have you been working in North-West Parks and Tourism Board (NWPTB)

Less than 1 year	1 to 5	6 to 10	11 to 15	16- 20	21-25	26-30
1	2	3	4	5	6	7



4. Indicate your current post level

Grades 1 – 5 (Senior Management)	1
Grades 6- 8 (Line managers)	2
Grades 9-16 (General staff)	3

5. Indicate your highest qualification

Less than Secondary School (Grade 12)	1
Secondary School (Grade 12)	2
Diploma	3
University degree	4
Postgraduate degree	5

6. Indicate your race

African	1
Indian	2
Coloured	3
White	4
Other	5

7. Please, indicate your work location

Work location	
BPRO-Product Development	1
BRE- Research	2
BBDB- Communication	3
MSMM-Marketing	4
CEO-Chief Executive Officer	5
HR- Human Resource	6
Kgama	7
Finance	8
Taung Hotel School	9
Mafikeng Hotel School	10

Work location	
PPNP-Pilanesberg National Park	11
PMAF- Mafikeng Game Reserve	12
PSEC- Social Ecology	13
PMNG- Parks Man Protected Area	14
PECO- Ecological Services	15
PBOS-Boskop Dam Nature Reserve	16
PBLOM- Bloemhof Dam Nature Reserve	17
PSAL- SA Lombard Nature Reserve	18
PBOR-Borakalalo National Park	19
PMME- Molemane Eye Nature Reserve	20
PKGW- Kgaswane Mountain Reserve	21
PBOT- Botsalano Game Reserve	22
PMAD- Madikwe Game Reserve	23
PVAA- Vaalkop Dam Nature Reserve	24
PWOL- Wolwespruit Nature Reserve	25
PAPU- Anti Poaching Unit	26
PBAB- Barberspan Bird Sanctuary	27
PHNP- Highveld National Park	28
PCCO- Chief Conservation Office	29
PPAE- Park Area Expansions	30
PMOL- Molopo Nature Reserve	31

SECTION B: PERFORMANCE MANAGEMENT BEHAVIOUR QUESTIONNAIRE

After reading each statement, please rate the person you are evaluating in terms how frequently your manager or supervisor engages in the performance management behaviour. Indicate your answer by selecting the description that best represents your observation and or experience. The descriptions range from rarely/never, once in a while, sometimes, fairly often, and very frequently/always. There are no right or wrong answers. The correct answer is the answer which expresses your honest observation or experience. Please make a circle or cross in your answer.

Statements		Rarely/never	Once in a while	Sometimes	Fairly often	Very frequently/always
1.	Ensures that performance goals are linked to the strategic or operational goals of North-West Parks and Tourism Board (NWPTB)	1	2	3	4	5
2.	Participatively sets goals	1	2	3	4	5
3.	Assists others in setting specific and measurable performance objectives	1	2	3	4	5
4.	Assists others in developing action plans that support performance goals	1	2	3	4	5
5.	Encourages others to set challenging yet attainable goals	1	2	3	4	5
6.	Has a communication style that causes others to become defensive*	1	2	3	4	5
7.	Is a good listener	1	2	3	4	5
8.	Is approachable and available to talk with others	1	2	3	4	5

Statements		Rarely/never	Once in a while	Sometimes	Fairly often	Very frequently/always
9.	Provides more positive than negative feedback	1	2	3	4	5
10.	Give others timely feedback about their performance	1	2	3	4	5
11.	Give others specific feedback about what is good and bad about performance	1	2	3	4	5
12.	Assists others in their career planning	1	2	3	4	5
13.	Gives honest feedback	1	2	3	4	5
14.	Explain how someone's behaviour affects him/her and the workgroup when providing feedback	1	2	3	4	5
15.	Shows other to complete difficult assignments and tasks	1	2	3	4	5
16.	Provides the resources needed to get the job done	1	2	3	4	5

Statements		Rarely/never	Once in a while	Sometimes	Fairly often	Very frequently/always
17.	Helps identify solutions to overcome performance roadblocks	1	2	3	4	5
18.	Helps people to develop their skills	1	2	3	4	5
19.	Provides direction when it is needed	1	2	3	4	5
20.	Gives special recognition for exceptional performance	1	2	3	4	5
21.	Rewards good performance	1	2	3	4	5
22.	Links recognition and/or rewards to performance	1	2	3	4	5
23.	Checks work for accuracy and/or quality	1	2	3	4	5
24.	Keeps people informed about changes, deadlines, or problems	1	2	3	4	5

Statements		Rarely/never	Once in a while	Sometimes	Fairly often	Very frequently/always
25.	Communicates expectations relating to quality	1	2	3	4	5
26.	Monitors his/her own work performance	1	2	3	4	5
27.	Prioritises tasks and goals	1	2	3	4	5

Thank you for completing the questionnaire