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*Performance Management and Developmental System
within Department Of Education in the North West
Province.*

By

Basetsana Gloria MAHAPÉ

October 2005

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By

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*A mini dissertation submitted in partial fulfillment of the
requirements for the degree for a Master in Administration
(Industrial Relations) in the Department of Industrial
Psychology in the Faculty of Commerce and Administration
at the North West University – Mafikeng Campus.*

Supervisor: Prof. EJ Louw

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My family for always being there for me, for their encouragement and for allowing me time to complete this project.

ABSTRACT

The Minister for Public Service and Administration Geraldine Fraser-Moleketi, made a request to government departments to move towards improved productivity, an improved scale of service delivery and the kind of quality service where citizens can say that public servants across the board, are performing to the best of their ability. The Government has put in place policies such as Performance Management and Developmental System (PMDS) as a gesture of its commitment and seriousness about effecting a better life for all through a business like approach to public service. Unfortunately some governments departments fail to enforce the policy accordingly.

This paper is intended to examine the implementation of PMDS within the Department of Education in the North West. A qualitative research was conducted in the Corporate Center (Head Office) of the department. The data was collected from three managers and four staff members, two of whom are union representatives. The correspondence on PMDS and the researcher's observations were also used in this study.

The investigation conducted revealed that performance management is not a priority in the department as it is done on an ad ho basis. There are also no specific people appointed to enforce the policy and those supervisors who do not feel like implementing the tool do so.

This has a negative impact on the service delivery. There is a need for the department to make performance management a priority so as to improve productivity and service delivery.

DECLARATION

I, **BASETSANA GLORIA MAHAPE**, hereby declare that the research project of **Masters in Administration (Industrial Relations)** at the North West University submitted, has not previously been submitted by me for a degree at this institution or any other university. It is my own work and all material used herein has been duly acknowledged.

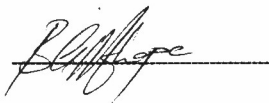
A handwritten signature in black ink, appearing to read 'Basetsana Gloria Mahape', is written over a solid horizontal line.

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CHAPTER ONE: OVERVIEW OF THE STUDY

1.1 INTRODUCTION

Many Commonwealth countries have made determined efforts over decades to bring about changes in Public Service Administration. Various measures were put in place as a way of improving the performance of the public sector, especially the civil service. All these aim at accelerating good governance and overall national development (Sangweni, 2003:1).

In 1994, South Africa followed the same route in effecting some changes with the intention of improving government performance and service delivery. According to the White Paper on Service Delivery (1997:23), the service delivery should be judged by, among other things, its effectiveness in delivering services that meets the needs of all. That is the reason why in the White Paper emphasis is placed on value for money. Managers have to play important roles in the achievement of institutional objectives.

The effective monitoring of subordinate performance and their competency are mandatory. Managers are, as a result, held accountable for achievement of predetermined objectives and goals. Sangweni (2003: 1), who is the Public Service Commissioner, asserts that with effective monitoring of performance one will obtain valuable information on institutional success or failure and draw attention to areas where urgent intervention is required.

It is unfortunate to note that with all changes that are brought about management in the Education Department seem to be reluctant in the implementation of the new measurement tool that was supposed to be put into effect from January 2003, namely the Performance Management and Development System (PMDS).

1.2 PROBLEM STATEMENT

1.2.1 Background to the problem

The employees in the North West Province of Education had the impression that their performance will be evaluated on an annual basis as per the new introduced PMDS policy governing all public servants. As performance management was introduced to them (PMDS), they were made to understand that their performance would be monitored and assessed so as to assist those who perform below the agreed and expected standard.

They also had an impression that they would be rewarded for outstanding performance as indicated in the policy. This was supposed to take effect from April 2003. The cycle runs from the said date every year up to March. Unfortunately the management in the Department of Education (Head Office) made no attempt to assess staff in terms of this policy. In June 2004 when employees demanded to be rewarded according to their performance, they were all given one percent pay progression to the next higher notch within their salary range.

That implies that everybody's performance was satisfactory which means their performance ranged between 50 – 69 percent. The policy outlined that an additional five percent performance bonus be given to those who rated between 70-71 percent and six percent to those rated between 72-73 percent and such bonus to be increased to 18 percent for those who were rated between 97-100 percent.(PMDS 2004: 14).

When this was questioned and employees demanded that they be rewarded for outstanding performance, a list was with names of those who were destined to be given 18 percent bonus was circulated. This came as a surprise to many as they only learned for the first time from the list that their performance had been monitored and that it did not qualify them to get a reward that those on the list were to receive i.e. the 18 percent bonus.

There has never been any monitoring, if there was any, no feedback was given on the unacceptable performance standard displayed as no performance standard was negotiated and agreed upon. This came as a surprise, moreover as no coaching was done nor any developmental programs that were put in place that could have alerted them that their performance was below the expected standard.

1.2.2 Main problem: PMDS was not properly implemented

Most employees were not given work plans, as their supervisor did not assist them in their development. Those that do have them were not having a standard to which they could gauge their daily performance. The following problems are prevalent:

- When performance ratings are given, the focus is on wrong things.
- The managers who are supposed to implement the policy do not involve employees at all. They give the ratings without communicating either by commending good performers or advising, coaching or encouraging poor performers.
- Those that were requested to handle performance management issues failed to communicate information about the process and to enforce it.
- The ratings are not informed by appraisals, they are done ad hoc when the due date for submission is announced and some end up not being appraised and as a result forfeit rewards.
- There are no developmental plans in place to assist employees whose performance is unsatisfactory and this defeat the purpose of the performance tool. Failure to assess and reward employees accordingly has caused dissatisfaction among employees. This has also lead to low morale, absenteeism, and staff-turnover. Most employees want to resign from their jobs to go where their good performance will be recognized and appreciated, and be developed when need be. and Homersa (1994); believe that a business without productivity objectives lacks direction.

1.2.2.1 Sub problem

The above-mentioned problems are experienced in this Department because performance management is not made a priority in the Department of Education. The evidence being:

- There are no people appointed to enforce the policy.
- Those responsible for implementing the policy were not trained to do so
- Performance management is not made a key performance area for those that are responsible to implement the policy.
- Those who do not appraise their sub ordinate are not held accountable for such failure.

1.3 RESEARCH QUESTIONS

The following questions came to the researchers 's mind when the problem emanated in the Department:

- Was management aware of the changes in the appraisal system?
- Were the managers not in support of the new PMDS?
- Were managers regarding performance management as one of their many tasks that can be left out?
- Can employees' dissatisfied and discouragement be attributed to the way performance is managed in the Department?
- Where managers trained PMDS implementations.

1.4 AIM AND OBJECTIVES OF THE STUDY

The aim of this study is to find out why management in the Department of Education (NWP) did not implement the performance management and developmental system as prescribed in the policy. In order to arrive at the said aim the following objectives are set

- To find out why Management is reluctant to put PMDS into effect or not aware of it.
- To determine whether management is in support of PMDS.
- To investigate whether supervisors were trained on the implementation of PMDS.

- To investigate whether management is too busy to monitor performance of their subordinates.
- To find out what really causes dissatisfaction and discouragement in the staff of the Department of education

1.5 IMPORTANCE OF THE STUDY

It is important to find out what really prevents management in the department of Education (NWP) to implement performance management as enshrined in the policy. Managing performance would help the Department to developed weak performers and improving further the quality of service delivery to the level aspired to by the government. It would also motivate good performers to expend more of their effort once their hard work is acknowledged and recognized. When performance is managed, poor performance will be remedied. This would be done through on the job training and mentoring. This way a culture of continuous improvement of service delivery will be inculcated.

This might also help the department to retain its valued employees. Workers are motivated to work for organizations that recognize their efforts. They will expend more effort when their performance is rewarded .Performance management would provide invaluable information when succession planning is made. The Department would avoid hiring employees on an ad hoc basis once the initial jobholder has resigned the post. The cost of hiring and replacing employees as disgruntled employees leave will be contained.

Gaebler (1992) as quoted by Swagweni (2003: 3), strongly believes that if one does not measure results, one cannot see success from failure. If one cannot see success one cannot reward it. If one cannot reward success one is probably rewarding failure. If one cannot correct it, one cannot demonstrate results and one cannot win public support.

1.6 RESEARCH DESIGN

1.6.1 The Organisation

The organization under study is the Department of Education in North West. It is a head office that service five regions in the province, the Southern Region, Bojanala West, Bojanala East, Bophirima and Central Regions. The Department has various Chief Directorates viz. Human Resource Management and Development, Professional Support & Education Support, Quality Assurance and Co-ordination and Financial Management each Chief Directorate has different sections with its own staff. They include Deputy Managers, Managers, Assistant Managers, Human Resource Practitioners and Assistant Human Resource Practitioners and the Administration Staff. The latter are in majority and are predominantly women. There are about hundred and fifty employees of which are women, the highest echelon predominated by men however the equity plan is slowly creating representation.

1.6.2 Population

Population is the study object, which may be an individual, group, organization, human products and events, or the conditions to which they are exposed (Welman & Kruger, 2000:46) In this particular study the population will include managers, supervisors and employees who are not in supervisory positions. A total of seven samples were used. Three from management, two in supervisory position and also union leaders and two from administration staff who are not in supervisory positions.

1.6.3.1 Sampling technique

According to Bailey (1982: 82) a sample is a portion of the total population. Those selected will be representative of the entire population. Since the study is descriptive in nature purposive sampling would enhance the credibility of the study (Mc Millan & Schumacher, 2001: 428).

(a) Judgment or purposive sampling

Judgment sampling is defined by Churchill (1992: 462) as a sample elements handpicked because it is expected that they can serve the research purpose. The sample elements are selected because it is believed that they are representative of the population of interest. This sampling technique will be used to select respondents from those in senior management especially in training and development, those who must see to the implementation as well as the one that have to see to implementation and administration of the performance management system. Furthermore, it will be used when selecting Union representatives who were accorded the opportunity of being brought on board through workshops when the PMDS was introduced. It will also be used when selecting two of the employees. As a result a samples of seven respondents will be used for this study.

1.6.3.1 Samples

The sample consisted of seven persons. Three are managers, two are union leaders who were put on board when the policy was introduced and who advocated it to their members, who are employees of the Department. The other two were employees in the department who are neither in management nor in supervisory positions.

1.6.4 Data gathering techniques and instruments

A combination of observation, in-depth interviews and documents on PMDS will be used in this study to collect information.

1.6.4.1 Interview

Interview is defined as "any personal interaction between two or more individuals with a specific purpose in mind (Kumar, 1999:109). The interview is chosen as it will enable the researcher to get detailed information on why performance management is implemented the way it was done and reasons given were verified with interview of senior personnel.

Different questionnaires for managers and staff members were used for the interviews. The two contains structured and unstructured questions.

1.6.4.2 Observation

Swanson and Holton (1997:97) advocate observation as a method of collecting data they asserts that observing people at work will yield a great deal of qualitative information about work, the people, and the environment. Since the researcher is an employee in the organization under study that gave her an added opportunity to observe and attend meetings where concerns of performance were voiced.

1.6.4.3 The use of PMDS documents in the department

For this study documents such as annual reports, internal office memos and minutes of PMDS meeting and circulars were reviewed. These documents provide information on how performance is managed.

1.6.5 Statistical analysis

Information collected through interviews, observations and other departmental circulars was analysed, compared, interpreted and conclusions drawn out of it. The interview responses were compared, and content the analysis method used in analyzing the data.

1.7 LIMITATIONS OF THE STUDY

The study is limited to the Department of Education in the North West. The findings and conclusion cannot be generalized to all organizations and institutions in the North West.

1.8. CONCLUSION

A brief insight into how performance management can contribute to improvement of the quality of service delivery has been indicated in this chapter.

In chapter two attention will be given to a literature review with specific focus on the following: definition of performance management, distinguishing terms used mostly in performance management, purpose of performance appraisal, why most manager resist appraisal, ways of improving performance management and the benefit it would bring.

Chapter 2 will be dedicated to a literature review with specific attention paid on what performance management is, its and the benefit it has to the employing organization and to the individual employees.

CHAPTER 2: LITERATURE SURVEY

2.1 INTRODUCTION

Productivity and service delivery improvement are a great concern to both line and Human Resource Managers in South Africa. It is through them that the country can survive global competition. For any country to attain and maintain its competitive edge, the proper execution of different human resource functions is critical. HR managers would have to contribute to the enhancement of productivity as well as the efficient and effective service delivery.

It is there for not surprising that skills development and performance management are given priority in the country. They are considered as keys to enable the country to progress in social and economic development. The government in its attempt to enforce the two, has enacted the Skills Development Act of 1998 and the policy on Performance Management System of 2003 (PMDS).

Organizations are faced with challenges of producing results like never before. This could be attained when performance is monitored closely and organizations become learning institutions where new skills are learnt and the culture of working is inculcated.

2.2 DEFINITION OF CONCEPTS

2.2.1 Performance appraisal

According to Grote and Grote (1996 : 4) performance appraisal is any personnel decision that affects the status of employees regarding their retention, termination, promotion, transfer, salaries increase or decrease or admission into a training system.

Baird (1992 : 143) as quoted by Gerber (1998) on the other hand defines it as a process of identifying, measuring and developing human performance.

2.2.2 Performance management

Armstrong and Baron (in Price 2004:499) define performance management as a strategic and integrated approach to increasing the effectiveness of organizations by improving the performance of people who work in them and by developing the capabilities of teams and individual contributors. Lansbury (in Rudman, 2003: 9) is of the same opinion and he quotes who defines performance management as the process of identifying, evaluating and developing the work performance of employees in the organization, so that organizational goals and objectives are more effectively achieved, while at the same time benefiting employees in terms of recognition, receiving feedback, catering for work needs and offering career guidance.

The idea is supported by Armstrong and Baron (in Price 2004: 499) and they define performance management as a strategic and integrated approach to increasing the effectiveness of organizations by improving the performance of people who work in them and by developing the capabilities of teams and individual contributors.

2.2.3 Performance Management System

Robbins and De Cenzo (1993 : 247) define performance management system as a process of establishing performance standards and evaluating performance in order to arrive at objective human resource decisions such as pay increases and training needs as well as to provide documentation to support personnel actions.

2.2.4 Performance

Rothwell and Sredl (2000:197) a define performance as accomplishment, achievement, or results.

2.3. WHAT PERFORMANCE MANAGEMENT ENTAILS.

2.3.1 Performance appraisals and performance management

Performance appraisal is ongoing process of evaluating and managing both the behavior and outcomes in the work place. Organisations use varies terms such as performance evaluation, annual appraisal, employee evaluation and merit evaluation to describe this process. (Grobler, Warnich, Carrell, Elbert, Hatfield, 2002:261)

McNamara (1999:1) views performance management as activities contributing directly to the preferred results of the organization. Its focus is on achieving results, useful products and service for customers inside and outside the organization. Performance management redirects efforts away from busyness toward effectiveness. This situation has put more focus on effectiveness, that systems and process in the organization be applied in the right way to the right things to achieve results.

Grobler et al. (2002:261) also view performance management as a broader term than performance appraisal. It is regarded as total quality management(TQM) programmes using all the management tools, including performance appraisals, to ensure achievement of performance goals.

Tools such as reward system, job design, leadership and training should join performance appraisal as part of a comprehensive approach to performance management. It can play a vital role in helping a company achieve its goals. Companies are interested in finding ways to get their strategic goals implemented at lower levels in the organization, especially with the emphasis on TQM, and on pushing decision-making and responsibility further down the organizational hierarchy (Grobler et al 2002:260).

Hellriegel, Jackson, Slocum, Staude, Amos, Klopper, Louw, and Oosthuizen (2004: 248) regard performance management as an integral part of an effective human resource management and development strategy. It is an ongoing process, in which the employee and employer, together, strive constantly to improve the contribution to the organization 's wider objectives. Since the performance of every employee contributes to the overall

delivery of the organization 's objectives, it follows that the performance of every employee should be managed.

Mathis and Jackson (2005:19) in support of the idea of performance of employees as being the major determinant of organization 's success, they add on to say they can as much be a liability Especially when few employees know how to do their jobs, when people are constantly leaving the organization, and when employee work ineffectively, can be a problem that put the organization at a disadvantage. They regard performance management, motivation and employee retention as key for organization to maximize the effectiveness of individual human Resources.

Nel, Gerber, Van Dyk, Haasbroek, Schultz, Sono and Werner (2001) recommend the use of performance management systems as the way to manage employees performance rather than relying on appraisals alone. They believe is only when performance management system is are tied to into the objectives of the organization that the resulting performance is more likely to meet organization needs. Navigation (2003:1) states that performance management system is designed to help employees succeed. It is directed by managers and supervisors buy encouraging active participation by employees. The performance management system ensure that employees:

- Are aware of their principal job function
- Understand the level of performance expected
- Receive timely feedback about their performance
- Have opportunity for education , training and development, and
- Receive performance ratings and rewards in a fair and consistent manner.

Nel et al. (2001:516) add on to say that a performance management system is considered to be operating when the following are met:

- A vision of objectives is communicated to employees;
- Departmental and individual performance target are set within wider objectives;
- A formal review of progress towards targets is evaluated to improve effectiveness.

2.2.2 Performance management process

According to Nel et al (2001:518-520) performance management involves the following processes:

2.2.2.1 Launching the process

During this process they recommend the following be done :

- **Manager and subordinate meet to jointly discuss how organization strategic goals must be adopted and adapted by the department and individual.**
- **Manager and subordinate jointly decide on an action plan to achieve the individual's goals.**
- **Managers and subordinate decide on specific times for formal checks to be made and progress toward the goals**
- **Manager and subordinate agree on the type of value and the amount that will be added if the goals are achieved.**

This is in line with Joubert (2002:12) thinking as he strongly recommends that in the initial performance process specific objectives and criteria be established to direct employees' energy. He strongly believe that at the outset of employment and at regular interval , employees should be told what to is expected of them and the criteria that will be used to evaluate their performance.

For him regular informal performance evaluation and frequent feedback can prevent major surprises and assists managers to focus on the way to improve and develop employees. Hellriegel et al(2004:249) also emphasis that performance should be on the ongoing basis of a work plan covering a specific period, setting out clearly his or her responsibilities and objectives to be achieved. The objective he believe should be expressed in terms of outputs to be delivered within a given time scale, and should include personal development as well as operational objectives.

2.2.2.2 Coaching and mentoring

According to Katz (as cited by Nel et al; 2001:519) The interim progress reviews and coaching and meetings are key elements in monitoring employee 's performance. During this stage the manager uses coaching skills to help the employees to improve, offers advice on changing behaviors and approaches, and encourages progress toward achieving the goals and adding value.

Gomez-Mejia (as cited by Nel et; al 2001:520) recommends that the following be done by the supervisors:

- Explore the causes of performance problem
- Direct attention to the causes of the problem
- Develop an action plan and empowers workers to reach a solution and
- They direct communication at performance and emphasize non-threatening communication.

This is also in line with the thinking of Anderson (2002: 28) and Anderson (1999) as they recommend that there be a range of strategies used for rewarding employees and developing their performance through coaching, counseling and training .

Towers (1994) is also of the same idea with the afore-mentioned idea and asserts that emphasis be placed on identifying and solving problems affecting job. That way he is sure that employee's behavior and performance will be positively impacted.

Armstrong (1999)also advocates for performance management that focuses on improving performance developing competence, realizing potential and providing a non financial reward in the form of feedback, recognition and opportunities to develop skills, competences and careers. Hellriegel et al . (2004:249) see this stage in performance process as helpful as it identify strength and weaknesses, and provide the intervention which are needed to deal with these, including the employees' future training and needs and other developmental interventions such as career counseling, coaching, and mentoring.

2.2.2.3 Performance evaluation

During this process it is recommended that the following be done:

- Performance be measured
- The amount of value added be measured
- Allocating the results of evaluation to HR system
- Reviewing new business strategy, and departmental as well as employees goals.(Nel,2001:520).The procedures are the same even in public service

2.4 PERFORMANCE MANAGEMENT IN THE PUBLIC SECTOR

In Public Sector employees and managers strive constantly to improve the latter's performance and his contribution to the organization strategic goals (delivery of effective and efficient service delivery). Government departments are faced with the demand to demonstrate that performance is managed, measured and improved. They have to demonstrate that public money is spent in accordance with the legal mandates. Moreover they must ascertain that the services clients receive are of a high standard and for this reason the performance improvement is mandatory (Van der Walt, 2004 : 171).

According to Van der Walt increasing productivity in the public service will be the accurate measurement of public programmes. For him measurement is the yardstick by which the value of productivity improvements can be quantified and assessed. He is further of the idea that productivity data collected over time can be used to monitor performance, identify problem areas, establish standard for improved performance.

This is supported by Armstrong (2001 : 476) and summarizes the process with the following illustration in figure 1.

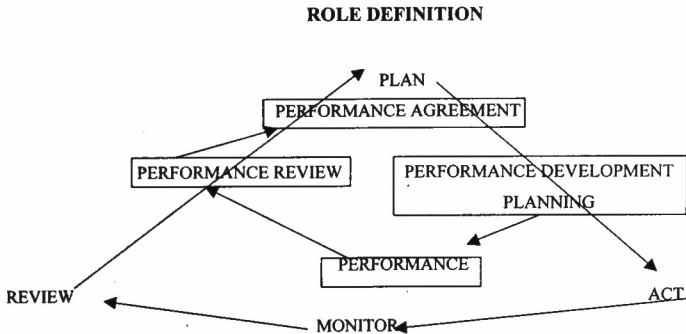


FIGURE 1 PERFORMANCE MANAGEMENT CYCLE

ARMSTRONG , M .(2001:486) **Human Resource Management Practice.**

The performance management and developmental system (PMDS) was developed in line with the thinking of Nel et al (2001), Armstrong (2001) Van der Walt (2004) and Grobler (2002). The procedure they advocate strongly informed the procedure recommended by the policy as indicated below. First the background, aims and principles are outlined.

2.5 THE PERFORMANCE MANAGEMENT AND DEVELOPMENTAL SYSTEM(PMDS)

2.5.1 The PMDS background

The White Paper on Human Resource Management 1997 and the new Public Service Regulations signal a way to performance management and development in the entire South African Public Service and in the Department of Education. The PMDS links the need for effective staff performance with the corporate plan.

The system identifies, evaluates and develops staff performance so as to:

- Achieve the department's Mission and Objectives.

- Practice its values
- Enable staff to benefits through clarification of expectations, recognition of their feedback on their performance, improved training and development and enhanced career planning.

2.5.2 The Aims of PMDS

- The policy (PMDS) outlines various aims that it intends to achieve. Among other its aims are to do the following:
Improve performance against corporate goals by establishing a performance culture.
- Improve individual's awareness and understanding of their work objectives and the performance standards expected of them.
- Ensure that individuals know how their performance against these standards is perceived.
- Improve communication between supervisors and their staff.
- Evaluate performance fairly and objectively
- Provide opportunities to identify individual's development needs and to devise, with their supervisors, plans to address those needs.
- Facilitate the effective management of unsatisfactory performance, and
- Provide a possible future basis for decisions on rewards.

The aims as highlighted in the above paragraph signify the importance and the value that the system can bring into the organization. No organization can afford to miss the benefit the system offers if it really wants to be successful and increase its competitive edge.

2.5.3 The key Principles of P.M.D.S.

The PMDS is a new approach to performance management as compared to previously used assessment that has been perceived as judgmental. Some of its key principles are:

- Its focus on future performance rather than judging the past performance.
- It encourages regular, honest and timely feedback, both positive and negative.

- Emphasis is on development
- The entire process must be transparent, and
- It aims at minimizing subjectivity through openness and discussion.

2.5.4 Performance Management and Development process

The diagram here illustrates and explains the performance management process

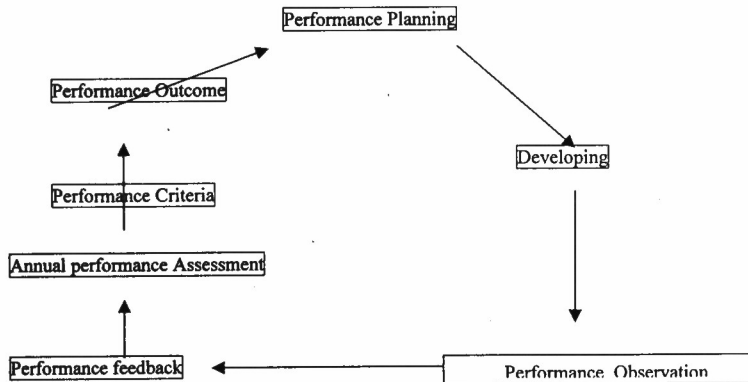


FIGURE 2: Performance management process (PMDS 2004)

The PMDS operates on an annual cycle, which runs from 1 April to 31 March, and it is directly linked with corporate planning cycle. It has six key processes as illustrated in the diagram. Each process will be highlighted in detail here-under (PMDS).

2.5.4.1 Performance planning

During the planning process the following are recommended :

a Develop a Work Plan

Developing a work plan should be a joint venture between a staff member and his/her immediate supervisor. It describes what the staff member is going to

achieve and is in the same format as the corporate operational and action plan. The plan outlines the following:

b Key objectives

The key objectives is the results expected and to be achieved during the PMDS cycle. The job objective should not be more than four to six.

c Action Strategies

The framework recommends that the action to achieve the work objectives be specified.

d Performance Indicators

The performance indicators are the measures by which employees and supervisors know they are achieving their objectives. The supervisor and employee are encouraged by the framework to agree on them.

e Common Plans

The policy recommends that groups of staff that are on the same level and do the same work to develop a common work plan.

2.5.4.2 Developing performance criteria

The framework prescribes that the employee's performance be assessed in terms of standard agreed upon when the work plan was developed. The interpretation of the employee's performance need to be fully understood by parties to the agreement, and be to their mutual consent.

2.5.4.3 Performance Observation

Ongoing performance monitoring by both staff member and supervisor should be made based on work plan and criteria set. The latter is expected to provide balanced and constructive feedback on regular basis. This avoids surprises for the staff member at the feedback interviews or at the end of twelve months (PMDS Policy).

2.5.4.4 Performance Feedback

The framework dictates that performance feedback be given every three months during the cycle. The supervisor and staff are expected to jointly review the work plan and capability to discuss progress. The reviews are believed to be an integral part of the PMDS and facilitate improvement of performance during the cycle. They also ensure that there are no surprises for either party at the annual performance appraisal interview.

Normal feedback methods and interventions available include coaching, mentoring, advice, attendance of courses and in-service training. Re planning may be made when it is discovered that objectives at the initial stage were not specific enough or they were unrealistic and not attainable.

The employee and the supervisor should append their signature to indicate that the formal quarterly performance review has been done.

2.5.4.5 Annual Performance Assessment

The annual performance assessment according to PMDS's framework is conducted at the end of a cycle. Its purpose is to determine whether the employees performance has been up to agreed standard.

It gives the employee an opportunity to give their own assessment of their performance against the work plan and performance criteria.

It also gives the employee an opportunity to respond to the way they were assessed. It is the stage in performance management where the overall performance rating and development of another work plan for the next PMDS cycle is done.

2.5.4.6 Performance Outcome

The framework allows that the outcome of performance assessment process be used to decide on rewards, pay (notch) progression and development of the employees. The following outcomes are linked to the completion of performance assessment.

Performing improvement mechanism(s) to address further training and development in identified aspects of the jobs.

Rewards such as notch progression that is in line with the Public Service Collective Agreements and Policies.

Corrective action – that is intended to improve performance or supervisors' consistent negative behavior patterns.

2.6 MANAGING UNSATISFACTORY EMPLOYEE PERFORMANCE

Davies, Brush and Dill (1997:28) recommend that employees be notified of unsatisfactory performance. They prescribe a procedure with two phases.

2.6.1 Notifying the employee of unsatisfactory performance

The first includes the meeting in which the employee is notified of his or her unsatisfactory performance and receives a written confirmation of the issues covered and the second one is performance review meeting. At the first meeting, which is between the employee and his or her supervisor, the supervisor covers four principle elements:

2.6.1.1 Areas of unsatisfactory performance

The supervisor informs the employees of the specific area in which performance is unsatisfactory (Davies, et al 1997:28).

2.6.1.2 Improvement criteria

The supervisor advises the employee of the changes in productivity, attitude, or behavior necessary for improvement and how this improvement will be measured or evaluated.

2.6.1.3 Time frame for correction

The supervisor informs the employee of how long the employee has to correct his or her performance.

2.6.1.4 Consequences of not correcting

The supervisor advises the employee of what may happen if the employee's performance does not improve in the prescribed time. Within 24 hours of the meeting, the supervisor provides the employee with a letter that confirms the four principal element were discussed and include a schedule for performance improvement review meetings. .(Davies, et al 1997:2 8-29)

2.6.2 Performance review plans

According to Davies et al. (1997: 29) the number of review meetings depends on the circumstances. In most cases, there are several meetings to provide the employee with feedback and give him or her sufficient time to make the necessary changes. In some cases, however, it is unnecessary to have more than one meeting either because one meeting is sufficient to fix the problem or because the situation has deteriorated to a point where it is not recoverable.

The meetings according to Davies et al is intended to among other things to tracking progress, provide the employee with positive feedback, encouragement, and support. The supervisor also uses the review meetings to remind the employee of the critical elements of the procedure. Restating the principle element not only provides incentive for improvement, it is necessary for ethical and legal reasons as well.

2.7 REWARDING PERFORMANCE

While unsatisfactory performances need to be corrected excellent performance on the other hand need to be rewarded .As a way of performance management, feedback and recognition for work well done are done as a way of motivating employees to achieve their full potential in line with the organization 's objectives. Organisations use various reward and remuneration systems as a measure to manage and improve performance. They include the following;

2.7.1 Incentive-based pay

Beardwell and Holden (1997:561) outline four types of incentive based results viz :

- Bonus scheme: which directly reward the performance of an individual and they also term it "payment by results."
- Collective bonus scheme which is based on profit generated.Examples of this include profit sharing
- Merit pay is determined by management's assessment of his or her performance for example performance related pay

2.8 PERFORMANCE EVALUATION

The success of performance evaluation depends on two decisions: the person, or persons designated to carry out the evaluation , and the method or technique chosen to measure the performance (Nel et al ,2001).

2.8.1 Who should evaluate performance ?

According to Cascio (as cited by Nel, 2001) since the requirement for any rater is that an adequate opportunity be made available for performance to be observed over a reasonable period of time, it offers then several different choices of raters. They can include the following:

2.8.1.1 The immediate supervisor

The supervisor is probably most familiar with the subordinate 's performance and has the best opportunity to observe actual performance on a daily basis. The only disadvantage of using the supervisor is that he or she may be too lenient in rating an employee in an attempt to curry favour. ((Dessler 1997: 365 ; Cascio, 1998:62 and Nel et al, 2001:521).

2.8.1.2 Peers

In cases where logistics preclude the immediate supervisor from rating some jobs peers may be given the opportunity to evaluate one another. In these cases the objective criteria could be used. The judgment of peers often provides a perspective on performance that is different from that of immediate supervisors. (Cascio, 1998:62 and Nel et al, 2001: 522)

2.8.1.3 Subordinates

Nel et al. (2001:522) refer this type of appraisal as " reverse appraisals". They assert it can be useful inputs to the immediate supervisor 's development. Subordinates know how well a supervisor delegates, communicates, plans, and organizes. This is also supported by Cascio, (1997) and they believe considerable trust and openness is a prerequisite if subordinates appraisals are to be valuable.

2.8.1.4 Self- appraisals

Cascio (as cited by Nel et al 2001: 522) believes that the opportunity to participate in the performance process, particularly if the appraisals are combined with goal setting and a chance to add value to the organization, improves the raters 's motivation and reduces defensiveness during the evaluation interview.

2.8.1.5 Customer appraisals

Cascio (1998:58) indicates that in jobs that requires a high degree of interaction with the public or require or with particular individuals e.g., purchasing, suppliers, sales representatives, appraisals can be done by consumers. of the organization 's service. Cascio believes that though the client served cannot be expected to identify completely with the organization 's objective, they can, nevertheless, provide useful information. Such information may affect employment decisions such as promotion, transfer, and need for training. The idea is supported by (Grobler et al. 2002: 269).

2.8.1.6 360 Degree Appraisals

According to Dessler (1997:367) many firms expanded the idea of upward feedback into what they call 360 degree feedback: here performance information is collected "all around" an employee from supervisors, subordinates, peers and internal or external customs. The feedback is generally bused for training and development rather than increase.

2.8.1.7 Team Appraisals

The growth of self directed work teams have created a need for a new way of managing and appraisal group performance. Team evaluations require a combination of two approaches: a measure of how well each member contributes to the team and a measure of how well the team accomplishes its goals. Individual member contributions are usually measured through peer evaluation. The focus of this appraisal is usually a developmental in nature (Dessler 1997: 367).

2.9. APPRAISAL METHODS AND INSTRUMENTS

According to Grobler et al. (2002: 269) the method chosen and the instrument used to implement these methods are critical in determining whether the organization manages its performance successfully. They recommend that methods and instruments should signal the operational goals and objectives to the individuals groups and the organizations at large.

The appraisal methods used are categorized into two, i.e. comparative method and absolute standards methods.

The comparative method such as ranking or forced distribution, rate the overall performance of one employee directly against that of other employee. Absolute standard methods such as rating scales or management by objectives (MBO) rate the employee against some objectives selected (Grobler et al. 2002:269).

2.9.1 Relative rating techniques

2.9.1.1. Ranking

Ranking entails the ordering of individual according to overall merit or selected performance factors, from the best to the worst performer. The final ranking of each individual is determined by the number of times he or she was judged to be better than the others. (Dessler,1997:344 and Grobler 2002:270)

2.9.1.2. Forced distribution

Categories are chosen to which a certain percentage of workers in a group are assigned. These categories usually range from poor performance through to superior performance. (Dessler,1997:350, Cascio, 1998:68, Nel et al., 2001:525, and Grobler et al.,2002:276)

2.9.2 Absolute rating techniques

2.9.2.1 Essay method

This method requires the rater to write a report in the form of an essay usually describing the strengths and weaknesses of the employee (Nel et al, 2001:525 and Grobler et al,2002:277).

2.9.2.2 Critical incidence

The techniques focused on the continuous recording of actual job behaviors that are typical of success or failure. Incidents reflecting good and bad performance are noted. It is time-consuming method and can be influenced by incidents that are recorded towards the end of the review period or by incidents that have been omitted.(Dessler,1997:351, Cascio, 1998:69, Nel et al.,2001:523, and Grobler et al.,2002:276)

2.9.2.3 Forced choice

The rater here is provided with a list of paired job related description from which he or she is forced to choose the descriptions that best-fits the employee in each case. It is a partly objective method of evaluation, but the rater may be forced into making a choice between the two descriptions, neither of which may fully describe the employee's performance.(Dessler;1997:351, Cascio, 1998:68, and Grobler et al,2002:275)

2.9.2.4 Graphic ratings

A rating scale that is developed by selecting various characteristics that relate to the specific jobs. The rater makes a choice across a continuum between to poles usually ranging from strong agreement to strong disagreement.(Cascio,1998:69, Nel et al, 2001:526, Hellriegel et al, 2004:249)

2.9.2.5 Behavioural anchored rating scale (BARS)

The BARS is an appraisal method that aims at combining the benefit of narrative critical incidents and quantified ratings by anchoring a quantified scale with graphic scales with specific narrative examples of good and poor performance. These rating scales are job specific and require a high level of participation from supervisors. (Dessler, 1997:353,Cascio, 1998 and Nel et al 2001:526)

2.9.2.6 Management by objectives (MBO)

The MBO technique provide for initial goal setting phase, based on the formation of long-range organizational objectives that are cascaded through the departmental goals, and finally individual goals. The employee and the manager should together develop the employee 's goals. The objectives will then be review periodically (Dessler, 1997:356, Nel et al, 2001:526, Grobler et al 2002:278).

2.10 RATER –ERRORS.

According to Cascio (1998), Dessler (1997), Nel et al., (2001) and Grobler et al (2002) there are usually problems that can undermine appraisal tools such as unclear standards, halo effect, central tendency, leniency or strictness and bias. Each of them is discuss here under.

2.10.1 Unclear standards

This include the appraisal scale that is too open to interpretation .It also refer to descriptive phrases that define each trait and what is mean by standard like “good” or unsatisfactory. Different supervisor would probably define “good” performance, “fair” performance, and so differently. The same is true with traits such as “quality of work” or “creativity” (Dessler1997, Nel et al 2001 and Grobler et al 2002). The best way to rectify this problem, Dessler (1997:360) recommends the inclusion of description phrases that determine each trait. They have to specify what is mean by “outstanding”, “superior”, and “good” quality of work.

2.10.2 Halo effect

The Halo effect means that the are rating of a subordinate on one trait such as getting along with others biases the way is rated on other traits like quality of work. This problem is believed occurs with employees who are friendly toward the supervisor. The unfriendly for example will often be rated unsatisfactory for all traits rather than just for the traits “get

along with other” Being aware of this problem is a major step toward avoiding it. (Dessler1997: 360, Nel et al 2001 and Grobler et al 2002).

2.10.3 Central tendency

Dessler (1997), Nel et al (2001) and Grobler et al (2002) assert that many supervisors have central tendency when filling in the rating scales. For example, if the rating scale ranges from 1 to 7, they tend to avoid the highs (6 and 7) and lows (1 and 2) and rate most of their people as between 3 and 5.If the graphic rating scale are used it could mean that all employees are simply rated “average”. Such a restriction can distort the evaluation, making them less useful for promotion, salary, or counseling purposes. Dessler (1997:360) recommends ranking employees instead of using graphic scale as the latter can avoid this central tendency problem.

2.10.4 Leniency or Strictness

According to Dessler (1997:360) some supervisors tend to rate all their subordinates consistently high or low, just as some instructors are notoriously high graders and others are not. This strictness/leniency problem is especially serious with graphic ratings scales since supervisors are not necessarily required to avoid giving all their employees high or low rankings. On the other hand, when you must rank subordinate, you are forced to distinguished between high and low performers.

2.10.5 Bias

Cascio (1998), Dessler (1997), Nel et al (2001) and Grobler et al (2002) believe that biasness occurs when characteristics such as the age, gender, race, or seniority of the employees influences the ratings. It may be done consciously or unconsciously. Nel et al (2001:528) cite proper training and specific development of the appraisals system by means of job analysis as the only way that can improve performance evaluations.

2.10.6 Recency

According to Nel et al (2001:528) raters can be influenced by recent incidents in the employee’s performance. This they believe will influence the supervisor’s performance.

They further suggest more frequent and regular performance evaluation in order to combat the problem of recency

2.11. LEADERSHIP AND MANAGEMENT IN PERFORMANCE MANAGEMENT

According to Amos and Ristow (1999:130) the effective management of individual performance is critical to achieving the goals of business. Charlton (cited by Amos and Ristow 1999) points out that it is the competence of managers and, in particular a leader that determine the returns that organizations realized from their human capital. Charlton argues that a productivity problem tells us much about the leader as does about the worker. The leadership Amos and Ristow point out is a process of influencing people to achieve goals willingly. Leaders of groups need to fulfill certain functions and certain maintenance if the e group is to be successful. The maintenance behaviors would include insuring that all group members are involved, that they are encouraged and that standards are set and maintained.

2.12. THE ESSENCE OF PERFORMANCE MANAGEMENT

Watling (2002) states that those who rejects performance appraisal to the extent of refusing to participate in it do so because the benefits there to the organization and to employees themselves are not known or fully understood. The dogma "what get measured get done has not yet dawned on them". This dogma is common especially with the proponents of performance management. It further goes like if performance is not measured success would not be distinguished from failure.

Armstrong (1999: 367) as he advocate for performance management says it is the means of getting better results from organizations, teams and individuals and its focus is on improvement, learning, development and motivation through the following process.

The agreement of objectives, which include:

- Knowledge of skills and competence
- Work and personal plan
- The joint and continuing review of performance against objectives.

- Requirement and plans. Agreement and implementation of an improvement plan and a further development plan.

In continuation, on that line of thinking regarding the essence of performance management, Armstrong (2001: 470) is further of the opinion that performance management 's great concern is performance improvement to achieve organization effectiveness through the use of individuals or teams. He believes incumbent upon organizations to get the rights things done successfully. He also cited employee development as major concerns of performance management. Armstrong believes the only way performance can be improved is when the organization has in place effective process of continuous development. For him any performance management should have the developmental intent as its priority.

2.13 THE PURPOSE OF PERFORMANCE MANAGEMENT

In the foregoing paragraph Watling (2000) highlighted the purpose of performance management and made them clear. It is necessary at this stage to detail the purpose and hopefully once the purpose is well understood by all employees in any organization the need to implement performance management would be every organization's priority. The following are purposes are highlighted:

2.13.1 Keep the vision focused in place

Rudman (2003: 9) asserts that performance management should start with a description of organization's the mission, goals and values. He believes once that has been described, the corporate and divisional objectives, which support the mission, should then be formulated. This would enable the latter to be translated into goals for managers, work team and individual employees. The goals would subsequently inform the performance plan of teams and individual employees.

Once the vision and goals are known in the organization every contribution or work plan would be tailored toward achieving the pre-determined goals. That is why most proponents of performance management regard it as a process by which organizations engage its employees to accomplish other goals (Sangwane 2003, Rudman 2003, Price 2004).

The old saying that goes “if you don’t know where you are going any road will take you there’ would be avoided. Through performance management that started with outlining vision it would be insured that everybody is going in the same direction. In accordance with the afore-mentioned authors, Watling (1995: 3) states that whenever performance is evaluated against the goals of realizing the vision of the organization all employees would turn to understand that their contribution has a contribution much wider than just the immediate job they do. He believes that in such cases performance management would foster co-operation among employees and varies departments.

Singeing (as cited by Van der Walt 2004) who is a public service commissioner clearly supports the importance that performance management has in keeping vision focused by outlining the principles under-pinning the Public Service Commission (PSC)’s approach in formulating framework for the Head of Departments’ (HOD) performance evaluation. He asserts the latter are evaluated on the contributions they made in promoting institutional success. They must ensure that their department is achieving the organizational effectiveness and governmental objectives.

Furthermore it is also believed that through performance management there would be a common standards and objectives across the organization.

2.13.2 Sets Performance standards and objectives across the organization

Watling (2000) is of an opinion that performance management allows every work and work environment to have standardized practice and the value it embraces. The standard make it easy to recognize the appropriate level of competence during assessment.

In line with Witting’s perception Saunders (2002: 48) asserts that performance standard when clearly defined would ease performance assessment. She is further of the opinion that the performance standard will also perform the following functions.

- Defines the required level of performance
- Clarifies performance expectations
- Reduces bias and subjectivity in assessment
- Translates the competence into outcome

- Defines the broader competency so that all assessors have the same idea of what competency is.

Most proponents of performance management like Williams (2002 : 171) emphasis the importance of setting measurable, challenging yet achievable goals so as to motivate the employees.

2.13.3 It offers two-way feedback on performance and other issues

Rudman (2003) is of the believe that performance appraisals system fail in organizations where managers approach the discussion of employees' performance as once a year event. He is of the same opinion with Watling (2000) on the importance of performance management in affording the employees and their supervisor's opportunities to have a frank and open discussion through feedback on the performance .Watling is further of the opinion that performance management is a good opportunity to identify stumbling blocks and to agree on the way forward.

2.13.4 Identifies training and developmental needs

In a situation where performance and skill needed are not up to standard, the employee and the supervisor have to be candour and frank about such performance. Employees need to be encouraged to speak up and cite hindrance that retards their performance progress.

If it is discovered that poor performance is caused by lack of proper skills, then training needs analysis should be made so as to design training and development programmes that are relevant.

Such training and development would equip employees with relevant skills and knowledge that will improve employee's performance and render them effective and efficient (Beach 1991: 22, Buckley; and Caplet 1995: 172).

2.13.5 It provides a database of people with skills for succession planning

Watling (2000) asserts that employees with outstanding competences and performance would be identified when performance is well managed whenever there are vacancies requiring competence they display such employees should be recommended. Even before a vacancy exists, those with great potential need to be groomed for higher position that might come out especially if such employees are passionate about the very career.

2.13.6 Maximizes people potential

In addition to the above mentioned purpose Watling 2000 believes that recognizing work well done incite employees to unleash their potential. Any organization that wants to gain or retain its competitive edge should not make mistake by letting its competitive advantage walk out of the door by not recognizing effort and success by rewarding it. Kinnear and Sutherland (2001) supports Watling (2000) and add on by saying that appropriate financial reward and recognition is needed by looking out for high performance and recognizing the true value of the knowledge worker, be it skills, knowledge or relationship they contribute to the success of the organization. The two are further of the opinion that project that stretch the employees do provide experiential learning opportunities and maximize people potential.

2.13. Increased employees motivation

When performance management is seen as developmental and is frank and fair it will boost morale. Employees would be intrinsically motivated since they will be getting satisfaction from the job, which requires application of skills they have. Workers are able to become what they are capable of only if their efforts are acknowledged and recognized and are promoted to higher positions.

The award as mentioned by Kinnear and Sutherland (2001) in the foregoing paragraph would motivate employees further (Buckley and Caplet, 1995, Watling 2000). As mentioned in the earlier on that performance management in public service is a

mandatory, there are statutory framework for the improvement of delivery within the South African public sector context.

2.14 REASONS WHY PERFORMANCE MANAGEMENT FAIL

Campbell and Garfinkel (1996:104) listed the following as reasons why performance management system fail. They are:

- Focusing on wrong things
- Ignoring senior management, managers and employees during design
- Failing to communicate information about the process and changes in it.
- Making the process difficult.
- Implementing “flavour of the month” programs that people don’t believe will last..

2.15. STATUTORY FRAMEWORK FOR IMPROVEMENT OF SERVICE

There are a variety of acts and policies that have a bearing on service delivery improvement such as the public finance management. Act No. 1 of 1999, the White Paper on Human Resource Development, the Constitution, the White Papers on transformation of public service delivery (Batho Pele) 1997 the Skills development act no 97 of 1998 to name but a few. Each of these will be highlighted here.

2.15.1 The Public Finance Management Act 1 of 1999 (PFMA)

The act prescribes the best practice guidelines to economic, efficient and effective (value for money) service delivery. The guidelines outline process to be followed in planning, budgeting, performance measurement and programme evaluation as well as how individual components should be integrated to facilitate value for money and assessment of individual state organs.

There is a clause requiring a report on financial and non-financial incidents. It enhances a focus on performance against budget and service delivery plans and effort the managers to take corrective action when need is required.

Van der Walt (2004: 178) supports the act and comment it for demanding from manager to show how public money is being spent.

He is further of an opinion that this practice especially where transparency and accountability is placed on managers will assist government in directing funds to where service delivery is priority.

2.15.2 The Constitution of the Republic of South Africa Act 108 of 1996

According to section 2 of 1996 constitution, the constitution is the supreme law of the Republic. All components of the state are regulated by it and other related norms.

Public administration is one of the primary themes in the Constitution. The Constitution in section 197(1) clearly states that within public administration there is a public service for the Republic, which must function and be structured in terms of national legislation, and which must loyally execute the lawful policies of the government of the day. Section 195 (1) of the same constitution stipulates that public administration be governed by the democratic values and principles enshrined in the constitution. The very same section further postulates the principles that should inform service delivery. The important ones being: services must be provided impartially, fairly equitably and without bias, people's needs must be responded to and the public must be encouraged to participate in policy-making.

Providing the public with timely, accessible and accurate information must foster transparency.

2.15.3 White Paper on Transforming Public Service Delivery (Batho-Pele)

An efficient, equitable and accountable service is a hallmark of any democratic society. Like other countries South Africa too has improvement of service delivery as her number one priority.

In the past the government had tendency of delays, inefficiency and poor customer service and a negative attributes. The Batho Pele policy was put in place in 1997 with the aim of eradicating the tendency. This policy sets out eight principles that regulate the behavior of public servants and politicians.

It ensures complete transformation of service delivery for superb client and customer service. This improvement not only matters to individual users of services, but also to the entire community.

In some work situation there were inappropriate office hours, untidy waiting areas long queues at lunch times caused by staff being on lunch breaks.

The White Paper advocates a fresh approach which puts pressure on the systems, procedures, attitudes and behavior within the Public Service and re-orient them in the customer's favor

The framework enables the public servants to be held accountable for service they delivery. It consist of seven principles taken from the policy goals and they are:

- Consultation
- Service standard
- Courtesy
- Formation
- Openness and transparency
- Responsiveness
- Value for money

2.15.4 Public Service Regulations (1999)

This is a framework that is designed to promote effective performance. It allows every department to come up with creative more efficient and effective ways of achieving policy goals. Its section C of part V111 required that executive authorities to establish and sustain service delivery improvement programme for the department.

Masongo (2000: 66) in support of the framework asserts that a performance management system that is geared towards excellence in service delivery would be suitable mechanism in pursuit of the realization of afore-mention objective.

The only way for him to realize the objective set in section A of Part VIII of this Regulation where “department should enhance results oriented organizational efficiency and effectiveness, as well as accountability for use of resources and performance management will be through performance management system. Masongo (2000) is further of an opinion that the latter should be directed toward ensuring that more and better services are delivered at the lowest possible cost. Masongo’s idea of performance management is in line with the demand place by Public Service Act 103 of 1994 as explained below.

2.15.5 Public Service Act 103 of 1994

The above act stipulates that all the departments should manage performance on consultative, supportive and non-discriminatory manner in order to enhances organizational effectiveness, efficiency and accountability for use of resources and the achievement of results. The framework prescribes that the performance management process be linked to broad and consistent plans for staff development and be aligned with the departmental strategic goals. It further prescribes that the performance management be developmental in nature. As a result it allows for effective response and consistent performance and for recognizing outstanding performance. It encourages transparency and justice in every performance management endeavors.

One is tempted to believe that the formulation of performance management and developmental system (PMDS) was incited by the demand place on the departmental government by the above legislation and regulation. The subsequent subsection will be dedicated to the PMDS policy.

2.15.6 Skills Development Act no. 97 of 1998

This Act was enacted with the following purpose:

2.15.6.1 To develop the skills of the South African Workforce

- Improve productivity in workplace and the competitiveness of employees
- To improve delivery of social services

2.15.6.2 To increase the levels of investment in education and training in the labour market and to Improve the return on that investment.

2.15.6.3 To encourage employers

- to use workplace as an active learning environment
- to provide employees with the opportunity to acquire skills

All these intentions and efforts attempt by the government to improve service delivery. They need to be enforced to realize the dream of effective and efficient service delivery.

2.15.7 White Paper on Human Resource Management in the Public Sector

The White Paper on Human Resource Management in the Public Sector emphasis that the success of Public service in delivering its operational and developmental goals depends primarily on the efficiency and effectiveness with which employees carry out their duties. Managing performance is therefore a key HRM tool to ensure that:

- Employees know what is expected of them
- Managers know whether the employee's performance is delivering the required objectives
- Poor performance is identified and improved and
- Good performance is recognized and rewarded.

2.16 CONCLUSION

This chapter was dedicated to the literature review. The importance of well-structured performance management to employees and to the entire organization is well articulated by proponents of performance management. A well-managed performance appraisal enables the supervisors to spot inefficiency and or inadequate performance well in time and come up with interventions that would remedy the situation well in time. There is no doubt that effectiveness and efficiency in any organization hinges upon well-managed performance management system.

The PMDS as an instrument to monitor performance in public service when used accordingly it would bring the aspired result. The tool is alluding the fact that if results are not measured, success cannot be distinguished from failure and if success is not seen it will obviously not be rewarded. If success is not rewarded probable failure is rewarded. If failure cannot be recognized it will not be corrected.

The subsequent chapter will be dedicated to research methodology. Attention will be on research design, data gathering instruments and techniques that will be used for gathering information needed for this study.

CHAPTER 3: RESEARCH METHODOLOGY

3.1. INTRODUCTION

For this study, the qualitative research method is used. The method is used based on Marvasti 's (2004:7) proposition and the value he attaches to it.

For Marvasti "qualitative research provides detailed description and analysis of the "quality or the substance of human experience".

The data needed in this study need to be a detailed description or storied description of the prevailing situation in North West Department of Education (NWED) only qualitative method can provide such information.

3.2. DATA GATHERING INSTRUMENT AND TECHNIQUES

The qualitative research method, according to Strewing and Stead (2004), and Punch (2000) employs a variety of data collecting methods such as participant observation, interviews, focus groups, content analysis and documentary study. This approach also focus on phenomena that occur in natural setting. It the researcher to describe, interpret and verify certain assumptions For this study the methods of observation, the use of available documents and interviews are used to gather data.

3.3. RESEARCH DESIGN

Punch (2000) and de Vos (2000) consider research design as a plan of empirical research. For them it encompasses strategy, conceptual framework and who or what will be studied as well as the tools and procedures that will be used for collecting and analyzing materials. Welman and Kruger (2000:46) define research design as a plan according to which the researcher obtain research participants and collecting information from them.

3.3.1 The population under study

The organization under study is the Department of the Education in North West Province. Its head office service 5 regions in the province namely the Southern Region, Bojanala West, Bojanala East, Bophirima and Central Regions. The Department has the following Directorates : Human Resource Management and Development, Professional Support and Education Support, Quality Assurance and Co-ordination and Financial Management. Each Chief Directorate has a different section with its own staff. They include Deputy Managers, Managers, Assistant Managers, Human Resource Practitioners and Assistant Human Resource Practitioners and Administration Staff. There are about hundred and fifty employees, the majority of which are women. The highest echelons are predominately men; however the equity plan is slowly creating equal representation by gender.

For effective and efficient service delivery, all employees' performance need to be monitored and developed. Employees' performance need to be acknowledged and be rewarded accordingly. The entire staff is the population of interest.

3.3.2 Sample

Seaberg (1988:240) as quoted by de Vos (2002) defines sample as “ a small portion of a total set of objects, events or persons that together comprised the subject of study”.

A sample of seven employees was used to gather information. Two are in supervisory positions and are also union leaders. Three of them are in managerial positions and the other two are employees who are neither supervisors nor managers. How the sample were selected is explain here-under.

3.3.2 Sampling Techniques

It was done in this manner since cases were selected on the basis that they have relevant information that would assist in the study. The purposeful random sampling is define by Struwig and Stead (2004:124) as information rich samples.

The sample were chosen in line with Marvasti 's (2004) thinking that qualitative research is a purposive research since the theoretical purpose of the project determines the selection of samples. In addition to purposeful sampling the stratified technique was also employed, meaning that the samples chosen from those in top management, the supervisory level and those staff at the lower echelon. That way samples selected were representative of lower, middle and higher strata employees. Two from each level except in management were three were sampled and as a result a total of 7 samples were interviewed.

3.4 DATA COLLECTION METHOD

3.4.1 Interviews

In an attempt to collect the relevant information and to check consistency from information given so as to enable the researcher to determine exactly the prevailing situation in the department with regard to PMDS, face- to -face interview was carried out with each individual. This type of technique was chosen as it enables one to ask questions that cover much of the information required. The questionnaires for managers and staff comprised of forced choice questions and open-ended question . (See appendix A and B).

The open ended questions enabled the researcher to discern attitude or opinion toward the PMDS as they were asked to express their views and opinion. The two sets of questions were made in line with guidelines suggested by De Vos (2002) and Struwig and Steal (2004) .

3.4.2 Participatory observation

Since the previous year, the researcher has been an employee of the organisation under study. This has afforded the researcher an opportunity to observe all acts and practice the of performance management system.

The request to conduct research was made from top management. Other managers and supervisors were not aware that their activities were monitored. The researcher availed herself to all meetings and gatherings where the implementation of PMDS was discussed. This interaction with other staff members and supervisors offered the researcher the

opportunity to share the concern of majority of staff members. This approach is recommended by (Struwig and Stead 2004).

3.4.3 Documentary study

Different authors use different terms to describe the use of documents as a source of data. De Vos (2002) call such a technique “secondary analysis” and defines it as “ analysis of any written material that contains information about the phenomenon being researched”. Berley and Moreland (1998) , on the other hand, call such procedure “ content analysis”. For this study documents such as annual reports, internal office memos and minutes of PMDS meeting and circulars were reviewed. These documents provided information on how performance is managed. They also throw light on research based upon contemporary ideologies, beliefs, and common held views (de Vos, 2002). To access this was not a problem as some were communicated to all staff.

3.5 DATA ANALYSIS

De Vos (2002:223) defines data analysis as the breaking down of data into constituent parts to obtain answers to research questions and to test research hypotheses. It is according to Struwig and Stead(2004), a method of organizing and bringing meaning to a large amount of data. The content analysis procedure will be used as data will be coded and be interpreted.

3.6. CONCLUSION

In this chapter the method intended for collection of data for this study that would help answering research questions are outlined. They included interviews, document study and what the researcher has observed from the year 2004 to date of the implementation of PMDS. The manner in which obtained information will be analyzed was suggested.

The next chapter will be on the presentation and analysis of data.

CHAPTER FOUR: PRESENTATION AND DATA ANALYSIS

4.1 INTRODUCTION

In chapter four, the focus is on deriving meaning from data collected and presenting the finding on the Performance Management and Developmental System in the Head Office of North-West Department of Education. The information is organized first in a way that would assist in giving meaning to it.

The information collected through closed ended questions were coded into categories. The information indicating disagreement, strongly disagreement, agreement and fully agreement will be coded so. This would enable the researcher to get the feel of the entire group comparing it and to discern the prevailing circumstance in the department.

4.2. FORCED CHOICE INTERVIEW QUESTIONS

4.2.1 (Questionnaire for staff - see appendix A)

4.2.1 Question 1: Is time made available for setting and developing a work plan ?

The responses to this question revealed that members of the sample are not in agreement about time been made available for setting and developing work plans. The difference revealed that there are those supervisors who made time to develop some work plans while others did not.

4.2.2 Question 2: With the assistance of supervisor you are able to set performance objectives?

The respondents agree that they were not involved in setting of the objectives. This would mean that consensus was not reached on what the expected level of performance is and the indicators that signal the work is been done.

4.2.3 Question 3: Were staff members given the opportunity to participate in determining their work plan?

The respondents unanimously agree that they were never involved in development of their work plans. Once there is no co-development of work plan it means the supervisor would not have a clear expectation from the subordinate and would not provide proper monitoring, mentoring and coaching that is developmental in nature and intended to realize particular predetermined objectives.

4.2.4 Question 4: Was your performance reviewed on quarterly bases ?

The three respondents differ with one another with their responses. One said their performance was review quarterly, one said he was not sure and the other one said their performance was not reviewed. That indicated that there was no consistency in the way supervisors are monitoring performance of employees. It also shows that the supervisors did not sit with their subordinate and discuss the performance that is why one was not even sure as to whether their performance was reviewed on quarterly bases. The policy prescribes that it be above board and those appraised append their signature to indicate their involvement and agreement to the ratings.

4.2.5 Question 5: Did PMDS encourage you to perform better and to expend their effort?

The responded agreed that the way PMDS was done discouraged them to expend their efforts. It clearly indicates that performance management was not in any way encouraging staff members to unleash their performance as no one will recognize such efforts and acknowledge work well done. Nothing is done whatsoever to remedy poor performance. This really defeats the purpose of PMDS of bringing about effective and efficient service delivery in the Department

4.2.6 Question 6: Did the implementation of PMDS assists in improvement of skills and performance is general?

The respondents unanimously disagree that PMDS assisted them to improve their skills as no couching, mentoring and development were done.

4.2.7 Question 7: Was the implementation of PMDS a priority in this Department?

The respondents agreed that the Department did not make PMDS a number one priority

4.2.8 Question 8: Did the way performance was managed in the Department lead to support of the system?

The way performance is implemented tarnishes the image of the tool to the extent that it is not accepted and everybody is skeptical about it.

4.2.9 Question 9: Was PMDS well accepted in the Department?

There is an agreement on the negative effect the implementation had on the tool and the negative perception of the staff about the tool. Failure to develop poor performer and to reward excellent performer frustrate the purpose of the PMDS as it no longer used as a developmental tool but as a punishment tool

4.2.10 Question 10: Did the implementation of the system leads to support for the system?

There is also agreement that the way the tool was used led to negative perception about it.

4.2.11 Question 11: Was performance evaluated with the incidents like before PMDS was introduced?

They confirm that there is no yardstick to measure performance, as there is no work plans and as a result incidences were used to evaluate performance.

For employees to qualify for performance bonus after being appraised they are further nominated and are requested to write incidences that shows that they do qualify to receive such bonuses.

4.2.12 Question 12: Were employees sometimes rewarded for excellent performance that is not part of their duty?

There is an agreement in their response that some are rewarded without regard of their performance.

4.2.13 Question 13: Did staff know well in time that their performance is not satisfactory?

The response indicates that there was no continuous monitoring of performance and the supervisors did not sit with their subordinate around the table on ongoing basis to discuss performance. This left the employees out in the dark on how they fair as nothing was said until when they are given form to sign.

Continuous monitoring would enable correction of poor performance before much damage is done. Commending work done is also important, as it is in itself encouraging.

4.2.14 Question 14: Monetary reward is an indication that one's performance is up to standard?

It indicates that 50% of respondents are not sure as to whether the monetary reward was for satisfactory performance while the other 50% disagree that the reward was for satisfactory performance. The reason being that they believe there are those people who really work up to standard and deserve the reward but did not receive them. While others whom as far as they are concern, are not good performers and were given reward willy-nilly. This adds to the frustration and the resentment to the tool.

4.2.15 Question 15: Withholding monetary reward means that one is a poor performer?

The respondents' perceptions differ because they sometimes don't understand why the monetary reward is withheld.

4.2.16 Question 16: Should monetary reward be given to outstanding performers only?

In this case the respondents agree that reward be given to outstanding performers only and they believe that that would inspire the others to expend more efforts

4.2.17 Question 17: Did poor performers receive monetary rewards?

In this case there is difference in responses ranging from agreeing, not sure and disagreement . That reveal that there was no transparency in the way rewards are given.

4.3. FORCED CHOICE INTERVIEW QUESTIONS (QUESTIONNAIRE FOR DEPUTY MANAGERS AND MANAGERS)

4.3.1 Question 1: Were there rules in place to manage implementation of the system?

Respondents agree and indicate that there are rules in place to manage the implementation of the system.

4.3.2 Question 2: Were there guidelines/methods on how it should be implemented in this Department?

They agree as well that there were the guidelines on how it should be implemented. In essence the instrument does prescribe the procedures to be followed. However in the Department the emphasis is place on the submission by the supervisors that is submission of job descriptions, work plans and the ratings. Managers are of the impression that such deadlines and how the ratings are made are the rules.

4.3.3 Question 3: Were there specific persons appointed to drive the system?

The respondents are of the idea that there are persons empowered and appointed to drive the system. This indicate that the respondents are not aware that people who are in charge of the Department are not appointed mainly for it and as a result are not guiding and controlling how it is done. In their view those people who are tasked with setting date lines for submission of job description, work plans and ratings are driving the PMDS. Those people are there to receive and recommend payment depending on the outcome of the sitting of the committee, which is in contravention of the policy.

4.3.4 Question 4: Were such persons empowered to drive the system?

The respondents differ with one another one not being sure of whether those who implemented the policy were empowered.

4.3.5 Question 5: Were the deadlines set on the submission of performance monitoring?

The respondents indicate that there is disagreement among them managers as two agree that the deadlines are set for submission of performance while one says there is no such a thing.

This is because the communiqué can be circulated and if it happens that one does not see it no one will come and remind those who did not see it or even request explanation from them for not submitting. Such are formality intended to close out those who are not eager to do what is expected of them so as to continue with other tasks.

4.3.6 Question 6: Was there monitoring of the implementation of quarterly reviews by management?

The respondents differ with one another with one not being sure as to whether reviews were done, as hers were never monitored.

4.3.7 Question 7: Was there monitoring of progress report and check management?

Two of the respondents believe the reports are check while one is not sure. The two have the impression that submission is intended for checking.

4.3.8 Question 8: Was there time to monitor performance on an ongoing basis?

Two to respondents believe it is time consuming to sit with every staff members and discuss their performance while one say it is not. They are of that opinion looking at their busy schedule. No wonder the employees whom are supervised by the managers are the one that complain of not being assessed. Time is needed to review performance and to come-up with developmental plan. Not making time to revisit performance of the staff members and finding out as well as agreeing on what really is falling employees to perform defeat the purpose of PMDS.

Developmental plans that convey how the conclusion was made that the was inadequate performance, what actions are to be taken and by whom and when as well as when performance will be reviewed again and how need time.

4.3.9 Question 9: Is it time consuming to sit with every staff member to discuss their performance?

The respondents feel the PMDS is worth time and effort. They feel not much time is given to enable the implementation of the tool so as to achieve the purpose for which it was intended.

4.3.10 Question 10: Was managing performance one of the many responsibilities of Supervisors and Managers?

The respondents agree that performance management is one of many responsibilities of supervisors and managers. It is not surprising that it is regarded by some managers as one of the tasks and not taken by some supervisors seriously..

4.3.11 Question 11: Were Managers held accountable on how they implemented Performance management?

One is not sure as to whether they are held accountable but two agree that they are. What surprises one is in their unstructured questions they cited that the only way to make PMDS to work, as it should is when managers are made to be accounted for its implementation

4.3.12 Question 12: Does PMDS worth the time and effort?

The respondents agree that PMDS worth time and effort.

4.3.13 Question 13: Was evaluation done once, at the end of each cycle?

Two out of the three responded do agree that the evaluation is done once at the end of each year but one disagrees. The policy prescribes that the final evaluation be done at the end of the cycle and the quarterly totals should be averaged.

4.3.14 Question 14: Was it always easy to recommend a developmental plan at the end of each cycle?

The respondents indicated that it would be easy to recommend developmental plan at the end of each cycle. They believe so because for them evaluation is done once at the end of the cycle. The policy recommends continuous planning and review of objective and mentoring. Only one out of the three asserts that it is not possible to come up with individual developmental plan.

4.3.15 Question 15: Was it possible to provide for an individual developmental program?

They differ with opinion on this one, however they confers they did not do such plans previously .

4.3.16 Question 16: Were there employees who stayed for years without being assess?

They agree that some employees stayed for years without being appraised.

4.3.17 Question 17: Were those that were not assessed and forfeit the reward?

The respondents agree that some employees stay for years without being assess and as a result forfeit their rewards.

4.4 OPEN ENDED QUESTIONS

4.4.1 Suggestions From staff

They suggested that for PMDS to work and benefit employees and the entire department that all be work shopped on the PMDS . They believe that the work shops will help managers not to use it as punishment tool and to refrain from the use of incidents. They suggest that employees be involved in their appraisals and those who lack necessary skills be developed.

4.4.2 Suggested by management

The managers are adamant that the PMDS is worth implementation and suggested commitment and making it key performance area to force commitment o the part of the managers to implement it the tool. They also suggested the need to be capacitated on the policy.

4.5 RESEARCHER'S OBSERVATION

People who are put in position of driving the system are not actually driving or enforcing it but manage the end process. Theirs' is to communicate and remind the supervisors and Managers on the due date for submission of work plans, job descriptions and quarterly reviews. The members of staff whose work plans and job description were not timeously submitted by their supervisors suffer the consequence. Some employees do not get what is due to them (monetary reward) as their supervisors could not submit their work plans on time.

The committee set the deadlines and those failing to meet the deadlines and not submitting their staff work plans are not followed up and made to account. Failing to submit on time or at all does not disturb the supervisors as no one will accuse them or made them to account.

One cannot blame the committee for not making follow-up or taking the managers to task for failing to implement PMDS and to submit their evaluation. The committee is not appointed solely for the performance management. They however do and take it as one of their many tasks they are tasked with. It might even not be part of their job descriptions. No wonder they do not dare and have time to follow-up those supervisors who are not willing to submit the job description and evaluation of subordinate in their directorate.

The performance management spirit as promulgated in the PMDS Policy does not exist in the department. The department does not give performance management and developmental system a priority. Ironically the spirit of efficient and effective service delivery is perpetuated .

One of the communiqué send to the Managers indicates that if the budget of 1.5% of annual remuneration budget prove to be insufficient to award 18% to deserving members, the department has to manage the situation by scaling down the applicable percentages to be granted or setting tight standards for granting of performance rewards. Information such as these one if not communicated to the entire staff and be kept to the managers, the employees would think that they are roped of. One further wonders when standards for granting of rewards would be tighten and how since according to the policy the final reward is the average of quarterly rating. Furthermore the employee upon been evaluated should append their signature as a gesture of been in agreement with the evaluation ratings.

The communiqué further advice the chief directorate to form a committee to evaluate and nominate employees who deserve to be granted performance/incentive bonus based on their performance. According PMDS policy the only persons legible to evaluate a particular staff member's performance is that person's supervisors. The policy does not allow the sitting around the table to discuss and decide about staff members' performance in absentia. This position has in itself a threatening element and subjectivity of the traditional performance appraisals.

This is one of the reasons why supervisors cannot have developmental plans programmes in place for employees whom did not receive performance incentive because their performance and incentives awards are discussed elsewhere by people whom does not even interact directly with job holder.

When incentive or reward depends on the outcome of the discussion and not on the actual performance employees' morale is lowered and they would not unleash their potential in service delivery as such would not be recognized and rewarded accordingly.

This has led to a situation where those employees who did not receive performance incentives and are good performers refuse to be tasked with the responsibility of developing new and less experience ones.

They refuse on the pretext that their level of performance does not warrant them to develop others and were not even rewarded for that matter. The way they make their supervisors to taste their medicine. This way the intention of PMDS of striving constantly to improve the employees performance and their contribution to the organization strategic goals are defeated.

In actual facts the entire objectives of PMDS as enshrined in the policy and which include to enhance communication, to remedy poor performance and reward good performance and utilizing the potential of team and individual group are frustrated. No wonder employees choose to go for other department not only through promotion but also with horizontal transfer. Employees especially those that a good performers want to work for organization that recognize their effort and appreciate it accordingly.

4.6. THE USE OF DOCUMENTS IN THE DEPARTMENT

The documents on PMDS that were accessed were the internal circular. From this communiqué the researcher realized that the only communication on PMDS is on the submission dates. The managers and supervisors were urged to submit the work plans and their ratings and nothing is said about the mangers who do not make submission. The subordinate whom their managers did not submit are the one to suffer the consequence. The other document was informing managers that if the allocated budget does not suffice the

selection committee will decide who to get the reward. This is in contravention of the policy as one supervisor is the one who can have a say about his or her subordinate 's performance.

4.7 REPORT ON THE RESEARCH QUESTIONS

i) QUESTION 1: Was management aware of the changed in the appraisals system?

The hypothesis is accepted since there was still the use of incidence and those that do not employ incidence in ratings end up not having rated employees and making them to forfeit the monetary reward. The failure to recommend developmental programme in the entire department is in itself and indication that the system is not well understood. Rating over 90% (ninety percent) of employees as average mean the department is in crisis however nothing is said and done to improve the status quo.

ii) QUESTION 2: Was management reluctance to put PMDS to effect?

The hypothesis is accepted since manager cite lack of commitment in the implementation and suggest that accountability of managers be enforce through monitoring of the process and making implementation of PMDS key performance area (KPA).

iii) QUESTION 3: Supervisors were not thoroughly work shopped on PMDS and its implementation.

The hypothesis is accepted, based on respondents' suggestion that the only way to enhance PMDS implementation is by addressing weaknesses in the capacity of managers through training.

Iv) QUESTION 4: Supervisor are too busy to assess performance.

The respondents are not clear, however their responses insinuate that, since they cite that it will be time consuming to sit with individual staff members to discuss their performance and to develop their developmental plan.

The PMDS requires that the group development plan be made, in a case where a group of individuals performing the same task display the need to be capacitated is then that a group developmental plan can be developed.

However where only a single individual's performance warrants to be developed the act recommends that it be so. Postponing discussion on performance and to develop work plans shows that supervisors cannot spare or fit in their busy schedule performance development and as result do not find the opportunity to identify individual's developmental needs, let alone to plan to address those needs.

V) QUESTION 5 : Can employees dissatisfaction and discouragement be attributed to the way their performance is managed ?

The hypothesis is accepted. Employees stated clear that the way their performance is managed is discouraging.

4.8. FINDINGS AS OBJECTIVES WERE INVESTIGATED.

Among other objectives that were mentioned at the beginning of this study were to investigate the reason behind such reluctance in the implementation of PMDS, to investigate the problem if any that prevents the implementation of the policy and to find out whether supervisors are well versed with the PMDS implementation. The aforementioned investigation led to the following findings.

The employees in the department are not capacitated on the PMDS. The supervisors to start with cannot assist in the development of work plans, if they do, such work plans are not aligned to strategic plan of the department. The situation where subordinate are left to do their own work plans contravenes the policy since work plan of each staff member is informed by the work plan of that person's manager. The managers in their responses suggest training, training and more training to assist in making PMDS to work as it should.

The department does not seem to have performance management as a priority. This is shown by its failure to capacitate or force employees especially those in management into understanding PMDS and managing it accordingly. It might be that there are workshop

organized, however one finds that supervisors especially those in management have so many things to do and end up not attending such workshop.

Not making performance management the key performance area (KPA) and failing to enforce and taking to task those supervisor and manager for failing to submit and helping in the development of the work plans shows that the department care less about how performance is managed. Nothing is said as training needs are not identified and the development programmes are not there.

The response of Manager that there are guidelines and people appointed to drive the system clearly reveal that our managers do not really know the PMDS. From the distance, one can see that the policy is been contravened in many different ways. The manager and their Deputy are not aware that if employees' performance does not warrant to be rewarded then unsatisfactory performance has to be managed effectively through identification of individual's developmental needs. The supervisors should devise means and plan to address those needs. In the entire department no one has come up with such plans, and no training and development programmes are in place to help those with unsatisfactory performance.

The staff members at the lower echelon seem to have better understanding of the policy as they demand to be rewarded or they be development in the area where they need to be trained so that their performance be improved or perfected. This let the researcher to conclude that employees especially those in supervisory position do not have clear understanding of PMDS and this prevent proper implementation of the policy.

Furthermore, there is a lot that is expected from the Managers and their Deputy as a result they regard PMDS as one of those tasks. They do not have much time and they take it can be left out. This is done at the expense of employees and moreover excellent service delivery. Since no one is made to accountable they manage to get-away with murder.

4.9 CONCLUSION

This chapter is focusing on the findings of the study that looked at the performance management in the Head office of Department of Education North West.

The investigations reveal that performance management and developmental system does not work as it should in the Department. It is clear that inadequate understanding of PMDS by supervisors is failing them to implement the policy as it should.

The policy is not used to indicate the direction and level of employee's ambition. The way it is done it does not reflect the Department's interest in employee development by nurturing the department's ambitious and capable employees instead of losing them out to other departments. Nothing is done to provide satisfaction and encouragement to the employees who have been trying to perform well.

The Department's performance management is primarily concerned with the past rather than being forward looking through the use of objectives and goals. If employees performance does not meet the desired performance standards, nothing is done to develop or make a performance developmental plan to address the performance gap. Interventions are not provided in the form of coaching, mentoring or training.

Furthermore the supervisors are not made to account for managing employees performance so in some sections employees are not appraised, rated and rewarded. There is dissatisfaction in the entire Department for not been assessed and those that were appraised feel that it was not properly done as they were never in agreement with the rating scores as they don't know how it was arrived at them.

Lastly the purpose that the policy is intended for is to create structure for communication between employees and supervisor, to help clarifying expectations of the employees by the supervisors and the employees. This has just been a dream as such opportunities are not offered and the environment is not made conducive to enable such intentions come truth. Only in mass meetings some complain are lodged and solutions to the mystery of the reward are requested.

In chapter five the empirical findings and recommendations will be made to assist the Department in implementation of the PMDS. That way it will enable the Department to realize its dream of effective and efficient service delivery.

CHAPTER FIVE: CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

The purpose of this study is to investigate the Performance Management and Developmental System (PMDS) within the Department of Education (North West Province). In chapter three a detailed explanation was made on the methods used to collect data as well as the techniques used. In chapter four the collected data was analyzed and findings presented. This very final chapter is intended to make recommendations that will assist the Department in the implementations of Performance Management and Developmental System.

5.2. MAIN FINDINGS

5.2.1 The Performance Management and Developmental is not well understood.

PMDS does not work, as it should in the Department. There is an inadequate understanding of the tool by supervisors who are supposed to implement the tool. As a result, some end up not evaluating their staff at all while those that evaluate them contravene the policy by not involving them throughout the process and even at the beginning when work-plans are developed. The way the performance is implemented brings doubt that the Department cares and has interest in developing and nurturing its human assets and enabling them to be what they are capable of being.

5.2.2 There are no persons appointed to steer the enforce of PMDS and see to it that its intended purpose is achieved.

The research revealed that people who are in charge of PMDS are also charged with many other tasks. With many task before them they choose to set date for submission of work plans, ratings and quarterly reviews to enable them to continue with other task.

As a result, no follow-ups are made on those who did not submit and only their subordinate born the burn of their failure.

Nothing is done or said to enforce to the implementation of the system. Those supervisors who are reluctant to implement the policy are just left to do as they wish. No one is appointed to ensure that all parts of the organization are working as efficiently and effectively as possible.

5.2.3 The performance management and development is not made the number one priority.

Failing to appoint people to enforce PMDS policy indicates that the department cares less about the performance management. In cases where majority of employees are not performing up to required standards the policy recommend the implementation of a performance development plan.

The plan according to the policy has to show how the conclusion was made that there was inadequate performance, the actions that are to be taken and the responsible persons and when the performance will be reviewed again and how. Such are not demanded from supervisors and no developmental plan are in place.

The intension to transfer skills and to ensure that employees of department have skills and competencies to deliver the effective service to the public is undermined.

The department is not like supporting the intention of the government of providing targeted, ongoing training programmes that will ensure that public servants are multi-skilled to meet the needs of the national and global environment.

Not much time is dedicated to conducting ongoing observations and measurements to track performance. There is also no feedback about the performance. Organization's preferred goals are not communicated and the work plans not informed by such goals. So the saying if one does not know were to go anyway can take you there is applies in the department. Performance that meet desired performance standard are not rewarded for performance.

5.2.4 Performance management is not an ongoing activity.

Once a communiqué is circulated to remind people of the submission of work plans, and quarterly review submission is then that performance forms are filled ad hoc.

5.3. THE EFFECTS THE FINDINGS HAVE IN THE DEPARTMENT

The afore-mentioned findings have a negative effect on the service delivery in the Department. Without a clear understanding of PMDS it resulted in the tool not achieving the purpose for which it was intended. People efforts are not recognized and appreciated. This led to apathy, boredom, intentional resistance and time wasting such behavior frustrates the intention of the government to provide effective and efficient service delivery.

Failure to develop poor performers as a result of not implementing the policy accordingly would also defeat the intention of the government of having skillful workforce that would improve service delivery. The good performers seek employment elsewhere with the hope of being developed and rewarded accordingly.

Because there are no people appointed mainly to enforce the policy some employees' performance was never evaluated. Those whose performance is not monitored rewarded or developed display lack of commitment to organization's goals tardiness and have tendency of leaving work situation during working hours.

Employees like to find self-fulfillment in the work place, they want to see how their work contributes to the longer picture. They want to feel that they contribute some thing for which they will get credit. This will make employee expend their effort and that way the department's goal of effective and efficient service delivery will be realized. The will be no point to leave for another organization if the need to self-actualize is satisfied. This way the organization will be able to retain in valuable employees.

5.4. RECOMMENDATIONS

The following recommendations are made as it is believed they would lead to proper implementation of performance management and developmental system that would develop and nurture ambitious and capable employees. This would also benefit both the employee and the department.

The latter would have and be able to retain satisfied and skillful employees that would enable the department to achieve effective and efficient service delivery.

5.4.1 The need to train all employees on the PMDS and its implementation.

It is imperative that every staff members be trained on the PMDS, how it works and how it should be implemented. This would enable both the supervisors and the staff managers to work together in managing performance and remind one another on what is expected from one another. The employees would upon failing to perform up to expected standard of performance request the training and as objective are reviewed decide how he/she intend to better his/her performance.

5.4.2 Performance Management be the number one priority.

5.4.3 Hire people to drive the implementation

It is recommended that the performance management be made number one priority and be given attention it deserves. As much as qualified people are hired for equal employment, Employee Assistance Programmes and for Job descriptions, it is imperative that people be hired to enforce the PMDS and maintain it.

5.4.4 Performance Management

5.4.5 be made a key performance area for supervisors.

It is recommended that supervisors be forced to manage their employee's performance by making performance management their KPA.

This way it will be ensure that all employees performance are assessed and those whose performance is not up to agreed standard be developed, trained and mentored.

5.5 CONCLUSIONS

It is imperative that the implementation of the performance management and developmental system be given the attention it deserves. The success of every organization depends on the manner in which employees' contributions are managed. Supervisors should reward performance improvement with recognition and praise. One of the highest ranked needs of employees is full appreciation for work done. It is also important to realize that behavior that rewarded tends to be repeated. When people feel that they important and that their contribution is meaningful, they work more effectively and contentedly in any context.

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THE QUESTIONNAIRE FOR STAFF

PLEASE FILL FREE TO ANSWER THESE QUESTIONNAIRE USING
THE GIVEN SCALE 1 >disagree 2 >Fully disagree 3> Not sure

4 >agree 5 >fully agree

- 1 Time is made available for setting and developing a work plans.

1	2	3	4	5
---	---	---	---	---

- 2 With the assistance of supervisor are you able to set performance objectives

1	2	3	4	5
---	---	---	---	---

- 3 Staff members are given the opportunity to participate in determining the work plan?

1	2	3	4	5
---	---	---	---	---

- 4 Your performance is reviewed on a quarterly basis.

1	2	3	4	5
---	---	---	---	---

- 5 PMDS encourages staff to perform better their effort.

1	2	3	4	5
---	---	---	---	---

- 6 The implementation of PMDS assists in improvement of skills.

1	2	3	4	5
---	---	---	---	---

- 7 The implementation of PMDS is a priority in the Department.

1	2	3	4	5
---	---	---	---	---

- 8 The way performance is managed enhances effective and efficient service delivery.

1	2	3	4	5
---	---	---	---	---

- 9 PMDS is well accepted in the Department.

1	2	3	4	5
---	---	---	---	---

- 10 The way PMDS is implemented in the Department leads to support for the system.

1	2	3	4	5
---	---	---	---	---

- 11 Performance is still evaluated on incidences

1	2	3	4	5
---	---	---	---	---

- 12 Employees are sometimes rewarded for excellent performance, even if such work was not part of their duty.

1	2	3	4	5
---	---	---	---	---

13. Staff know well in time that their performance is not satisfactory

1	2	3	4	5
---	---	---	---	---

14. Monetary reward is an indication that one 's performance is up to standard.

1	2	3	4	5
1	2	3	4	5

15 Withholding monetary reward means that one is a poor performer

1	2	3	4	5
---	---	---	---	---

16 Monetary reward should be given to outstanding performers only

1	2	3	4	5
---	---	---	---	---

17 Some poor performers receive monetary rewards.

1	2	3	4	5
---	---	---	---	---

REMARKS:

18 **Your suggestion** : what can be done to make PMDS work and benefit employees and the entire Department.

Questionnaire For Managers and Deputy Managers

PLEASE FILL FREE TO ANSWER THESE QUESTIONNAIRE USING
THE GIVEN SCALE 1 >disagree 2 >Fully disagree 3> Not sure

4 >agree 5 >fully agree

PERFORMANCE MANAGEMENT AND DEVELOPMENTAL SYSTEM

- 5 There are rules in place to manage implementation of the system.

1	2	3	4	5
---	---	---	---	---

- 6 There are also guidelines/methods on how it should be implemented in this Department.

1	2	3	4	5
---	---	---	---	---

- 7 There are specific persons appointed to drive the system

1	2	3	4	5
---	---	---	---	---

- 8 There are persons empowered to drive the system

1	2	3	4	5
---	---	---	---	---

- 9 Deadlines are set on the submission of performance monitoring

1	2	3	4	5
---	---	---	---	---

- 10 There is monitoring of the implementation of quarterly reviews by management

1	2	3	4	5
---	---	---	---	---

- 11 The monitoring progress report is checked by management

1	2	3	4	5
---	---	---	---	---

8. There is no time to monitor performance on an ongoing basis.

1	2	3	4	5
---	---	---	---	---

9. It is time consuming to sit with every staff member to discuss their performance.

1	2	3	4	5
---	---	---	---	---

- 12 Managing performance is one of the many responsibilities of Supervisors and Managers

1	2	3	4	5
---	---	---	---	---

11. Managers are held accountable on how they implemented performance management.

1	2	3	4	5
---	---	---	---	---

12. The PMDS is not worth the time and effort

1	2	3	4	5
---	---	---	---	---

13. Evaluation is done once, at the end of each cycle.

--	--	--	--	--

14. It will always be easy to recommend a developmental plan at the end of each cycle

1	2	3	4	5
---	---	---	---	---

15. It is not possible to provide for an individual developmental programme

1	2	3	4	5
---	---	---	---	---

16. Some employees stay for years without being assess.

1	2	3	4	5
---	---	---	---	---

17. Those that are not assessed forfeit the reward.

1	2	3	4	5
---	---	---	---	---

1

B REMARK

1. Your perception on PMDS, Is it worth implementing ?
2. What do you think would assist in making the system work as it should ?
3. What do you think should be excluded in its implementation ?
4. What can be done to enhance its implementation?

