

**EMPLOYEE PERFORMANCE MANAGEMENT DEVELOPMENT SYSTEM: A
CASE OF THE DEPARTMENT OF GOVERNMENT COMMUNICATION AND
INFORMATION SYSTEM**

By

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I declare that the above dissertation is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references.

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DEDICATION

It is you LORD, all the GLORY belongs to you father for you have never left or forsaken me. You walked with me every step of the way. You guided and gave me your wisdom of which without I would not have made it this far. Thank you LORD for your faithfulness, Amen.

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ABSTRACT

The Constitution of Republic of South Africa, 1996 stipulates that public service should promote human resource management and career development to maximise human capabilities. The introduction of the Employee Performance Management and Development System (EPMDS) is an organised effort to improve performance through an ongoing process of establishing desired outcomes, setting performance standards to improve performance and productivity improve quality of public service delivery. The implementation of EPMDS in the South African government has recently attracted a lot of disputes, this ignited my interest in conducting research in this area. **The Provincial and Local Liaison (PLL)** in the Government Communication and Information System (GCIS) is also expected to implement the EPMDS as it is a Chief Directorate in the government department.

The study was set to investigate **whether the EPMDS of the PLL Chief Directorate in the GCIS enhances the performance of public servants and the effectiveness of the public service.** The approach to this study was exploratory in nature and thus has adopted a quantitative research method, utilising the PLL Chief Directorate as a case study. The major finding of the study suggests that the implementation of the EPMDS in the PLL Chief Directorate does not effectively enhance the performance of public servants in the department, due to inadequate training of managers and supervisors as implementers of the system. The study concludes that continuous training of supervisors and managers on the implementation of the EPMDS may positively contribute towards realising its objective of enhance the performance of public servants in the public service.

Key Words: Performance, Perceptions, Motivation, Training, Monitoring, Development, Appraisal, Standards, Effective, Implementation

KGUTSUFATSO

Molaotheo wa Rephaboliki ya Afrika Borwa wa 1996, o bolela hore tshebeletso ya setjhaba e lokela ho phahamisa tsamaiso ya basebetsi le ntshetsopele ya mesebetsi ho hodisa bokgoni ba batho. Ho tsebahatswa ha Sistimi ya Tsamaiso ya Tshebetso ya Basebetsi (EPMDS) mafapheng a mmuso wa Afrika Borwa e bile boiteko bo hlophisitsweng ba ho ntlafatsa tshebetso le tlhahiso le boleng ba phano ya ditshebeletso tsa setjhaba ka tshebetso e tswelang pele ya ho theha dipheho tse lakatsehang le ho beha maemo a tshebetso. Ho kengwa tshebetsong ha EPMDS Afrika Borwa ho bakile ho se dumellane ha setjhaba, mme se ileng sa tsosa thahasello ya mofuputsi ya ho etsa dipatlisiso sebakeng sena. Kgothahano ya Diprofinse le ya Dibaka (PLL) ho Tsamaiso ya Dipuisano le Tlhahisoleseding ya Mmuso (GCIS) e lebelletswe ho kenya tshebetsong EPMDS kaha e le bolaodi bo ka sehloohong lefapheng lena la mmuso. Maikemisetso a thuto e ne e le ho batlisisa haeba EPMDS ya Bookamedi-bo boholo ba PLL ka ho GCIS e ntlafatsa mosebetsi wa basebetsi ba mmuso le ho sebetsa hantle ha tshebetso tsa setjhaba. Mokgwa o latelwang thutong ena e ne e le wa tlhaloso ka tlhahlo. Ho ile ha amohelwa mokgwa wa ho etsa dipatlisiso tsa boleng, o neng o kenyelletsa ho sebedisa Bolaodi bo ka Sehloohong ba PLL ho GCIS e le boithuto ba taba.

Sephetho se ka sehloohong se hlosa hore ho kengwa tshebetsong ha EPMDS Lefapheng le ka Sehloohong la Botsamaisi ba PLL ha ho phahamise hantle tshebetso ya basebeletsi ba setjhaba ho GCIS, ka lebaka la kwetliso e sa lekaneng ya baokamedi le batsamaisi e le ba kenyang tshebetsong tsamaiso ena. Qetelo e fihletswe ke sephetho sena ke hore phano ya dithupelo tse tswelang pele mabapi le ho kengwa tshebetsong ha EPMDS ho baokameli le batsamaisi e ka kenya letsoho molemong wa ho matlafatsa tshebetso ya basebeletsi ba setjhaba.

Mantswe a Bohlokwa: Tshebetso, Maikutlo, Tshusumetso, Kwetliso, Tekolo, Ntshetsopele, Tekanyetso, Maemo, e sebetsang, Phethahatso.

OKUCASHUNIWE

UMthethosisekelo WaseNingizimu Afrika, ka-1996, ubeka ukuthi izisebenzi zikahulumeni kufanele zikhuthaze ukuphathwa kwabasebenzi kanye nokuthuthukiswa kwemisebenzi ukuze kwandiswe amakhono abantu. Ukwethulwa koHlelo Lokuphathwa Kokusebenza Kwabasebenzi Nokuthuthukiswa (i-EPMDS) eminyangweni kahulumeni waseNingizimu Afrika bekuwumzamo ohleliwe wokuthuthukisa ukusebenza nokukhiqiza kanye nezinga eliphezulu lokulethwa kwemisebenzi yomphakathi ngokusebenzisa inqubo eqhubekayo yokusungula imiphumela efiselekayo kanye nokubeka amazinga okusebenza. Ukuqaliswa kokusebenza kwe-EPMDS eNingizimu Afrika sekudale impikiswano enkulu, kwasusa intshisekelo yomcwaningi ekwenzeni ucwaningo kule ndawo. Ukuxhumana Kwezifundazwe Nezasekhaya (PLL) oHlelweni Lwezokuxhumana Nolwazi LukaHulumeni (i-GCIS) kulindeleke ukuthi luqalise ukusebenza kwe-EPMDS njengoba iyihhovisi lomqondisi omkhulu kulo mnyango kahulumeni.

Inhloso yalolu cwaningo bekuwukuphenya ukuthi i-EPMDS yoPhiko Oluyinhloko Lomqondisi we-PLL ku-GCIS iyakuthuthukisa yini ukusebenza kwezisebenzi zikahulumeni kanye nempumelelo yezisebenzi zikahulumeni. Indlela elandelwe kulolu cwaningo bekuwukuhlola ngokwemvelo. Kwamukelwa indlela yocwaningo ehlanganisa ukuqoqa nokuhlaziya imininingwane okungeyona izinombolo, ebandakanya ukusebenzisa iHhovisi Lobuqondisi Le-PLL ku-GCIS njengocwaningo. Okukhulu okutholwe kulolu cwaningo kuphakamisa ukuthi ukuqaliswa kwe-EPMDS oPhikweni Oluyinhloko Lomqondisi we-PLL akukhulisi ngempumelelo ukusebenza kwezisebenzi zikahulumeni ku-GCIS, ngenxa yokuqeqeshwa okunganele kwabaphathi nezinduna njengabaqalisi bohlelo. Isiphetho esithathwe kulokhu okutholakele ukuthi ukuhlinzekwa kokuqeqesho oluqhubekayo mayelana nokuqaliswa kwe-EPMDS kubaphathi nezinduna kungaba negalelo elihle ekuthuthukiseni ukusebenza kwezisebenzi zikahulumeni.

Amagama asemqoka: Ukusebenza, Ukubona, Ugqozi, Uqeqesho, Ukuqapha, Ukuthuthukisa, Ukulinganisa, Amazinga, Ngempumelelo, Ukuqalisa

TABLE OF ABBREVIATIONS

| Abbreviations | Abbreviations Meaning |
|---------------|--|
| EPMDS | Employee Performance Management Development System |
| DPSA | Department of Public Service Administration |
| GCIS | Government Communications and Information Systems |
| PLL | Provincial and Local Liaison |
| OPSC | Office of the Public Commission |
| KRA | Key Result Area |
| SMS | Senior Management Services |
| MMS | Middle Management Services |
| HRD | Human Resource Development |
| RS | Respondent |
| PSCBC | Public Sector Coordination Bargaining Council |

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CHAPTER 1: GENERAL INTRODUCTION

1. INTRODUCTION

In April 2007 Department of Public Service Administration (DPSA) made provision of the determination for Employee Performance Management Development system (EPMDS) as a voluntary guide for public service to consider when developing their departmental policies on EPMDS. The success of the implementation of the system is based on the following two requirements: (a) the organisational framework that determines responsibilities for specific aspects of the EPMDS and with the strategic plan as basis, the department is able to identify high-level priorities and specific objectives to be achieved by business units. However, all the work done in a department is not captured in a strategic plan, which means that performance agreements for public servants whose key responsibility areas and activities are not covered in the strategic or operational plan, must reflect their own Key Result Areas (KRAs) and priorities. Performance Agreements enable the department to assign specific performance objectives and targets to employees. The framework further states that the performance agreement enables public servants in the department to participate meaningfully in the management of their own performance (EPMDS voluntary framework 2007:8); and, (b) Training on the EPMDS. Managers, supervisors and public servants must be trained in the mechanics of the system and areas such as communication, problem-solving and conflict resolution in order to manage the system more effectively. The training of supervisors in particular is of the utmost importance, and this should result in supervisors knowing how to implement the system, ensuring that public servants receive adequate training and possess sufficient information to be able to fully participate in the processes. This must be done with the support and co-operation of the HRD unit in the Department (EPMDS Voluntary Framework, 2007:8).

This study focuses on the perceptions of public servants on the (EPMDS) within the Chief Directorate: Provincial and Local Liaison (PLL) of the Government Communication and Information System (GCIS). This introductory chapter provides background to the study and ensure that the research problem is contextualised. The chapter further discusses the research questions, aims and objectives, motivation and rationale for the study, as well as the demarcation of the study. The aim of the chapter is also to shed light on the terminology used in the study, the assumption(s) of the study, research design, ethical considerations, confidentiality and limitations of the study.

1.1 BACKGROUND AND RATIONALE FOR THE STUDY

Section 197(1) of the Constitution of the Republic of South Africa, 1996 (hereafter referred to as the Constitution) dictates that the public service must function, and be structured, in terms of national legislation, and must loyally execute the lawful policies of the government of the day. In line with the Constitution and the White Paper on Human Recourse transformation of (1997:38), the DPSA has developed and regulated policies governing the South African public service on EPMDS. Chapter 4 of the Senior Management Services Handbook, in particular is a directive compulsory to be implemented by all government departments for the management of EPMDS for the Senior Management Services members (hereafter referred to as SMS Members). For public servants on lower levels 1-12, a performance management development system, 2007 and its 2016 amendment serve as guidelines for government departments on the effective and efficient implementation of an EPMDS. The GCIS EMPDS policy is therefore, developed in line with the DPSA EPMDS voluntary framework (2007) as stipulated in the introduction of this study (**GCIS EMPDS, 2019:3**).

The following section gives a brief background of the study. In 1998, the then minister for the DPSA, Honourable Geraldine Fraser-Moleketi introduced a system of performance management for SMS as well as heads of departments (HoDs) within the South African public service. The EPMDS is aimed at managing performance and enhancing the expertise and productivity of public servants in the South African public service (Grobler, Warnich, Carrel, Elbert, & Hatfield, 2011: 293). The EPMDS has been designed by the DPSA to assist with performance management of all public service public servants in national and provincial departments (Public Service Commission (PSC), 2018:1). The system became effective on 1 April 2001, amended on 1 April 2007 and the regulation was updated with effect from 1 April 2018. According to the DPSA and the Public Service Regulations (PSR) (2016:27) part 5 regulation 72, it is mandatory for all government departments to have an effective and efficient EPMDS for managing the performance of their employees.

According to the White Paper on Human Resource Transformation, employees' performance should be assessed based on a work plan covering a specified period, setting out clearly the employees' responsibilities and the objectives to be achieved. Based on the above-mentioned provision, all GCIS public servants are evaluated bi-annually or quarterly, depending on their employment status in the organisation. Furthermore, Section 73 of the Public Service

Regulation, 2016 stipulates those public servants who perform above expectation receive merit awards while those who perform below expectation are provided with the necessary training and mentoring (South Africa, 2016: 28; South Africa, 2004/5: 24).

The GCIS was launched on 18 May 1998, during the communication budget vote in the South African Parliament. The GCIS was formally established in terms of section 7(subsection 2 & 3) of the Public Service Act, 103 of 1994. The purpose of the GCIS is to provide leadership in the government communication and to ensure that the public is informed of government's implementation of its mandate and to set up a new government communication system and transforming the communication functions of the government (South Africa, 2018: internet).

As indicated in the introduction section above, GCIS was established to provide leadership for the government communication space to ensure that the public is informed about government's implementation of its mandate. The GCIS is also responsible for setting up new government communication systems and to transform the communication functions in government (South Africa, 2020:2). The PLL Chief Directorate is the cornerstone of the department as it is responsible for ensuring that the departmental mandate is effectively carried out through the dissemination of information to the public. Public servants employed in this Chief Directorate have the responsibility to foster transparency in all three spheres of government by providing the public with information that is timely, accurate and importantly, accessible (South Africa, 2020:22).

The significance of this study is the realisation of the challenges experienced by the PLL Chief Directorate of the GCIS on the implementation of EPMDs and to recommend reasonable strategies that will assist with the effective implementation of the EPMDs. The study will thus assist in improving the effective and efficient implementation of EPMDs of the PLL Chief Directorate of the GCIS. The aim of this study is to establish employees' perceptions on the effectiveness and efficiency of EPMDs and also to ascertain if there are any discrepancies between what it is intended for and how the system is being implemented. The findings of the study will be shared with the GCIS management for effectively and efficiently implementation of the EPMDs within the PLL Chief Directorate and within the GCIS.

1.2 PROBLEM STATEMENT

South Africa (2013:58) states that the EPMDS of the department needs to be refined to ensure the integration of all forms of reward and recognition as well as standardisation and uniformity regarding the setting of standards and targets. Further, the recent GCIS Annual Report states that whereas 60% of senior managers (level 13 and above) received performance bonuses, about 40% of operational public servants (level 1-12) received performance bonuses during the financial year 2020/2021 (South Africa, 2021: 99-101).

In April 2007 the DPSA made provision for the EPMDS framework for public servants on salary levels 1 to 12 in terms of the Public Service Act, 103 of 1994, with the aim of improving employee performance in the public service (South Africa, 1994). However, the PSC (2014:7) argues that the problem is that the public service still experiences countless challenges such as (a) poorly formulated performance agreements (b) ineffective performance management and (c) policy-related weaknesses in respect of achieving effective implementation of the EPMDS. The manifestation of the PSC finding above was confirmed by the DPSA (2019: 2), which states that amongst other reasons for the public service to eliminate the performance bonus incentive is that other public service departments are found not to be complying with section 16A of the Public Service Act 103 of 1994. DPSA (2019:2) further states that inconsistencies in application of EPMDS amongst the department has resulted in payment of performance bonuses based on localised departmental schemes irrespective of the actual performance of the organisation or fairness in the application of the system. Based on the above observation, the DPSA necessitated to make a comprehensive review of what should constitute a defensible incentive scheme for the future in terms of the implementation of EMPDS.

Based on the above, it can be deduced that all organisations need to manage the performance of their public servants and ensure that they reward good performance and address poor performance (DPSA, 2018: 8). This study seeks to explore whether EPMDS enhance public servants' performance and public service effectiveness of the PLL Chief Directorate in the GCIS?

1.3 RESEARCH QUESTIONS

The following are the research questions of the study:

- Where does EPMDS originate from and what does literature say about its applications?

- What is the legislative framework that informs the implementation of EPMDS in the South African public service?
- What are the perceptions of the public servants of the PLL Chief Directorate of the GCIS on whether the implementation of the EPMDS enhances effective performance in the public service?
- What recommendations can be drawn from the empirical findings?

1.4 RESEARCH OBJECTIVES

The primary objective of this study is to investigate whether the implementation of the EPMDS in the PLL Chief Directorate of the GCIS is positively contributing towards effective enhancement of public servants' performance.

The objectives of this study are to:

- Trace the origins, evolution and applications of EPMDS;
- Explore the legislative framework informing the implementation of EPMDS in the South African public service;
- to explore the perceptions of the public servants in the PLL Chief Directorate of the GCIS on whether or not does the implementation of the EPMDS enhance effective performance in the public service; and
- Draw recommendations emanating from the empirical study and round off the research report.

1.5 RESEARCH DESIGN AND METHODOLOGY

Welman, Kruger & Mitchell (2005: 46) explain that a research design is a plan according to which research participants (subjects) are selected in order to collect information. Neuman (2011:6) further states that a research design aims at providing a plan or strategy with practical value in order to answer questions regarding social problems. For Blaikie (2010: 37), the research design is the plan, structure and strategy of investigation conceived to obtain answers to research questions and to control variance. The plan is the overall scheme or programme of the research. It includes an outline of what the investigator will do from writing the hypotheses and their operational implications to the final analysis of the data. In addition, Creswell (2011:4-5) describes three types of research designs, namely qualitative, quantitative and mixed method designs by stating that quantitative research follows methodical dimension and

statistical analysis, whereas qualitative research systematically explains events, individuals, and matters associated with them and while mixed methods approach focuses on collecting, analysing, by mixing both quantitative and qualitative data in a single study. The choice of methodology in research is pre-empted by the problem to be solved. It is essential for an explanation to be given as to why a particular methodology is chosen (Welman, Kruger & Mitchell, 2012: 2).

This study utilises quantitative research design in an attempt to investigate whether the implementation of the EPMDS in the PLL Chief Directorate of the GCIS is positively contributing towards effective enhancement of public servants' performance.

According to Leedy & Ormrod (2010:196), in quantitative research, the questionnaire(s) are utilised to receive responses from the target audience. The responses received through quantitative sources are interpreted and analysed for an in-depth understanding of the related area of this study. Maree (2011:157) argues that the questionnaire is designed to collect data from large, diverse, and widely scattered groups of people. It is used in gathering quantitative data as well as securing the development of data of a qualitative nature where appropriate. The aim of this study is to explore the perceptions of public servants on the implementation of EPMDS in the PLL Chief Directorate of the GCIS. This approach will assist the researcher to have a better understanding of how public servants perceive the effectiveness of the EPMDS and thereafter propose some recommendations to address the perceptions where appropriate.

1.6 DATA COLLECTION

The empirical investigation was conducted in the PLL Chief Directorate of the GCIS using a questionnaire as the data collection instrument. The objective of a questionnaire is to obtain facts and opinions about a phenomenon from individuals who are knowledgeable on a particular issue. The advantage of questionnaires is that they can be administered in various ways including the mail, telephones, and hand delivery, and can be administered individually or in groups (De Vos, *et al.*, 2011:186-189). Electronic mails were used to distribute the link to the online questionnaires in this study.

1.7 SAMPLING OF POPULATION

Monette, et al., (2011:13) define sampling as a process of selecting a small portion or subset from a defined population with the intention of representing the particular population. For this study, purposive sampling was considered. Babbie (2010: 193) states that purposive sampling refers to a non-probability sampling method in which the units to be observed are selected on the basis of the researcher’s judgement about which respondents are most useful. Saunders, Lewis & Thornhill, (2012:288) add that purposive sampling is a non-probability sampling method and it occurs when elements selected for the sample are chosen by the judgment of the researcher. Masoga (2012:52) believes that purposive sampling method is used when the researcher relies on their experience or previous research findings to deliberately obtain units of analysis in such a manner regarded as being representative of the relevant population. In this study, a purposive sampling research design is used because only a certain group of public servants within the GCIS’s PLL Chief Directorate took part. Population refers to the complete set of units, or the whole group a researcher is interested in and from which a sample is usually drawn (Laws, 2003:457; Welman & Kruger, 2002:18; Maree & Pietersen, 2007:147). In this research, the population comprises 110 public servants of the PLL Chief Directorate in the GCIS based in Pretoria head office and all nine provinces.

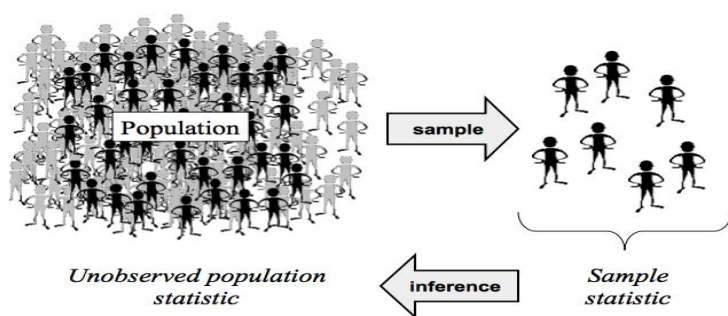


Figure 1.1 Purposive sampling methodology (Source: Fricker, Jr: 2010)

1.8 DATA ANALYSIS

According to Rubin & Babbie (2010) quoted in De Vos, Strydom, Fouche & Delport (2011:249), quantitative data analysis is a technique by which researchers can convert data to an understandable and interpretable numerical form so that it can be statistically analysed. This conversion helps to study, test, explain, find meaning and draw conclusion about research problems, and obtain answers to the research question. According to Nieuwenhuis (2007:78), the qualitative approach is based on a naturalistic approach that seeks to understand phenomena in context (or real-world settings), i.e. research is carried out in real life situations

and not in an experimental (test re-test) situation. The understanding of the phenomenon is acquired by analysing. For the purpose of this study quantitative data analysis technique is used.

1.9 CONCEPTUALISATION

To avoid uncertainty, there are some concepts that need to be defined in order to provide a common understanding. The following concepts are vital and are continuously used throughout the study:

1.9.1 Performance management system (PMS)

According to Armstrong (2009:95) PMS is a set of interrelated activities and processes that are treated holistically as integrated and key components of the public service approach of managing performance of public servants through developing skills and capabilities of its human capital. Armstrong (2009:95) further argues that in order to enhance public service capability and the achievement of sustained competitive advantage PMS is key. For the purpose of this study the concept EPMS will be used as an leading concept for managing performance management, setting goals, communicating expectations, monitoring, motivating, giving feedback and assisting subordinates to develop their own skills and acquire more experience and knowledge (Manyaka & Sebola, 2012:302).

1.9.2 Performance management

According to Joubert & Matshiqi (2007:6), effective performance management involves a formal management process of directing, measuring, evaluating and rewarding human effort, competence and talent towards achieving the organisation's goals within a framework of core values. Performance management is a process through which managers can ensure that public servants' activities and outputs are directed towards the attainment of organisational goals (Noe, Hollenbeck, Gehart, & Wright, 2011: 8).

1.9.3 Performance

Mwita (2000: 19) states that performance is a multi-dimensional construct, of which the measurement varies, depending on a variety of factors that comprise it. The author further argues that performance should be defined as the outcomes of work, because they provide the strongest linkage to the strategic goals of the organisation, customer satisfaction and economic

contributions. For Armstrong (2009: 23), performance is about doing the work, and about the results achieved. It is the opinion of Werner, Bagraim, Cunningham, Landman, Potgieter, & Viedge (2011:117) that performance is what people say and do, and all performance starts with a thought. This statement can be further explained by means of an example. When a manager asks a public servant to draw up a report within a specified time, the public servant may first think about the request or instruction, and in the thought process shall weigh the consequences and may decide whether to complete the task or not.

1.9.4 EPMDS

DPSA EPMDS Framework (2007:8) defines EPMDS as a system that assist with performance management of public servants and provides a standardised framework for employee performance. Olsen, Zhou, Lee, Chong & Padunchwit_(2007: 563) define EPMDS as a set of activities or processes which ensure that the objectives and goals of an organisation are consistently being met in an effective and efficient manner by focusing on measuring and improving an individual's performance. EPMDS is a continuous process of identifying, measuring, and developing the performance of individuals and teams and aligning performance with the strategic goals of the organisation (Aguinis, 2013:2). EPMDS is the day-to-day management of public servants in realisation of the goals and objectives of the organisation.

1.10 LITERATURE REVIEW

Van Dijk (2005:162) defines Human Resource Development (HRD) as an integrated use of training and development, organisational development and career development to enhance individual, team and organisational effectiveness. Grobler, *et al.*, (2011: 340) is of the opinion that HRD is about improving the knowledge, skills, abilities and characteristics which enhance the competence of public servants. The above definition shows two aspects of HRD: firstly, the increasing of employees' capabilities, training, with the latter part being, secondly enhancement of competency and performance. Levy (2014:137) argues that only a small part of the performance gap can be attributed to lack of capacity. In this regard, training and development can be a means to addressing the challenges between current performance and expected future performance of an individual (Weil & Woodall, 2005:9). The above definitions give an impression that performance improvement in the public service is unmanageable without HRD and therefore is it critical for organisations to have an effective and efficient HRD.

If training and development's purpose is to improve performance, it should therefore form part of EPMDS. Although various definitions are given for HRD, one such definition cited by various authors is that HRD is set to impact on the performance of public servants. Amongst the authors, Erasmus & Schenk (2005: 446) define HRD as a practice of learning which is normally organised for a specific period by the employer with the purpose of enlightening organisational performance and individual growth. Adhikari (2010: 307) concurs by stating that HRD is a program which is destined to institutionalise the growth, application and obligation of HR resulting in the organisation being able to meet its entire organisational challenges. DeSimone & Werner (2012: 4) also define HRD as a pool of methodical and planned training events which are intended by an organisation to provide its public servants with the opportunities to learn required skills to achieve job expectations. Zinyama, Nhema & Mutandwa (2015:8) are of the opinion that development and training result in the attainment of skills necessary for improved performance of public servants. The management of systems and people in organisations should involve support for each other to optimise utilisation of resources, particularly human resources, for enhancement of outputs and the resultant outcomes. Section 8 of the South African Labour relations Act 66 of 1995 states that before a can be confirmed with misconduct of poor performance, the manager should have exhausted all the possible solutions to assist the subordinate to perform at an expected level. An EPMDS is an orderly process that properly documents the goals and objectives of each with a built-in review process (Tilley, 2010:16). Having a good performance management system means that each person will have goals and measures that are linked directly to the organisation's strategy. The process of developing individual measures starts by taking the strategy of the organisation and cascading the strategic objectives down through the diverse departments. Once managers of the different departments have set their goals and objectives, each person in the department should be assisted by means of a co-operative goal setting session to set his or her goals and the associate measures. (Aguinis, 2013:16). The author elaborates that there are six main purposes of the performance management system, which are the strategic, administrative, developmental, informational, organisational maintenance and documentation. Singh & Twalo (2015:9) suggest that an ideal EPMDS in the public service must help individuals to acknowledge their weaknesses, realise their strengths, and improve their skills, knowledge and attitudes. Moreover, it should motivate individuals' career growth through training and development. It should also assist managers in identifying shortfalls and gaps in employment regulations, procedures and practices.

1.11 ETHICAL CONSIDERATIONS

According to Fox (2013: 148), being ethical is conforming to the standards of conduct of a given profession or group. Therefore, ethical considerations had to be adhered to by the researcher when the study was conducted. The researcher has ensured confidentiality of the information gathered by showing proof of undertaking of consent in respect of honesty to that effect. All participants' information and responses shared during the study is kept private and the results are presented in an anonymous manner in order to protect the identities of the participants. The nature of the research is not harmful to participants' and the researcher emphasised to the participants that there was no harm in taking part in the research project. Guided by the Unisa Research Ethics Review Committee (URERC), ethical clearance was granted by the Department of Public Administration and Management at Unisa and permission letter to conduct the in the PLL Chief Directorate of the GCIS was granted by the GCIS: HRD Director. Unisa ethics clearance certificate attached as annexure A and the GCIS permission letter as annexure B.

1.12 LIMITATION OF THE STUDY

The study was undertaken in the PLL Chief Directorate in both the head office and the nine provincial offices of the GCIS. The PLL Chief Directorate is one section amongst many in the department and the findings may not just be generalised. Due to COVID19 pandemic, some employees in the PLL Chief Directorate of the GCIS did not have access to resources while working from home. The researcher had to allow time longer than the anticipated for the participants to return to the work place and access the resources such as computers and internet to be able to complete the online questionnaire.

1.13 LAY OUT OF CHAPTERS

This study consists of the six chapters and the layout of these chapters is as follows:

Chapter 1: Introduction

This Chapter focuses on the general introduction of the study to be undertaken and highlights the background, problem statement, research questions, research objectives, research design and methodology, ethical considerations and limitations of the study.

Chapter 2: EPMDS Literature Review

This chapter analyses literature relating to EPMDS within the PLL Chief Directorate within GCIS.

Chapter 3: Legislative Framework

This Chapter provides a legislative framework that supports EPMDs.

Chapter 4: Research Design and Methodology

This chapter outlines the details of research design and methodology employed in this study which includes data collection and planned data analysis.

Chapter 5: Data analysis and interpretation of results

This chapter presents the data analysis and interpretation of the results.

Chapter 6: Findings, Recommendation and Conclusions

The chapter presents the findings, recommendations and conclusions drawn from the study.

1.14 CONCLUSION

This chapter focused on the introduction and the background of this study. The focus extended to the contextualisation of the research problem. It further discussed the research questions, aims and objectives, motivation and rationale for the study, as well as the demarcation of the study, the envisaged research design and methodology, ethical considerations, and limitations of the study. The next chapter focuses on analysing the literature relating to EPMDs.

CHAPTER 2: EPMDS LITERATURE REVIEW

2 INTRODUCTION

Chapter one of this study provided a scientific orientation of the study by discussing the introduction, background, research objectives, research questions and rationale for this research. In addition, the problem of the study was contextualised together with the aims and objectives and the motivation for the study. The chapter further provided the demarcation of the study, research design, ethical considerations and limitations of the study. The first objective of this study is to trace the origins and applications of EPMDS. Thus, this chapter focuses on EPMDS literature. The basic factors contributing to effective and efficient implementation of EPMDS and its processes are explained in detail. The history and the evolution of EPMDS, contextualisation and its conceptualisation, significance and goals and objectives of EPMDS form the core of this chapter. Recent challenges in the public service have brought challenges to managers to enhance the performance of their subordinates, but how to do it becomes a problem to most of these challenges such as inconsistency of the outcome of EPMDS, lack of participation, inadequate management training, lack of motivation, transparency, delegation and other related problems have a negative impact on the implementation of EPMDS (Chauke, 2009:5). Therefore, the starting point for reviewing literature on EPMDS is to revisit its history and revolution.

2.1 HISTORY AND EVOLUTION OF EPMDS

The performance management system in South Africa is regulated through the Public Service Regulation (2001) part VIII, which requires any executive authority to determine a system for performance management and development for employees in a department other than employees who are members of the Senior Management Services consistent with the principles of performance management. In South Africa, from 1 July 1999, the new public

service management framework was introduced in line with the Public Service Act, 103 of 1994, The rationale for the introduction of the framework was so that departmental activities can be informed by legislation such as the Public Service Regulations 1999/2001, various White Papers such as White Paper on Human Resource Management in the Public Service of 1999 and White Paper on Public Service Training and Education of 1998, and by collective agreements concluded by bargaining councils in the public service (South Africa, 2001:13). Public Service Regulations serve as primary guides to departments in developing and implementing their departmental EPMS systems. These Regulations require of each executing authority to determine a system for performance management and development for employees in that department (South Africa, 2001:13). According to Chenhall (2003:128), performance management began around 1949 as a source of income justification and was used to determine an employees' wage based on performance. Organisations used performance management to drive behaviours from the employees to get specific outcomes. Chenhall (2003:128) is also of the opinion that while this process worked for employees who were solely driven by financial rewards, it has not helped in instances where employees were driven by learning and development of their skills, even if such financial rewards were made available for them. The gap between justification of pay and the development of skills and knowledge has been evidenced as a key problem in performance management. The development of performance management systems was accelerated by the following factors: the introduction of human resource management as a strategic driver and integrated approach to the management and development of employees and the understanding that the implementation of performance management is a process that is completed by line managers throughout the year, not a once-off annual event coordinated by the personnel department (Hartmann, 2005:245). However, a number of problems have been picked up in performance appraisal interviews. Problems that are experienced in appraisal interviews are the feeling of playing God, inability to give criticism, personality bias and inability to give feedback (Grobler, *et al.*, 2011:327-328). Rothman and Cooper (2013:203) note that research indicates the effects of performance appraisal meetings as:

- Managers evaluate employees less favourably.
- Managers not being able to defend the ratings of their subordinates at the appraisal meetings.
- Hard working and the most deserving employees are left uncertain about their performance after the appraisal meetings.

Rothman & Cooper (2013:204-205) note that for an effective appraisal interview, the interview should be structured, controlled; the interviewer must establish and maintain rapport, remain calm, ask appropriate questions to obtain meaningful information, provide feedback, resolve conflict, develop and motivate the employee.

EPMDS began as simple applications of laboratory research results in experimental analysis of behaviour and applied behaviour to various organisations and evolved parallel to developments in the experimental analysis of behaviour, applied behaviour analysis, behavioural economics and verbal behaviour (Johnson, Redman & Mawhinney, 2005: 8). According to Aguinis (2014:18-22), the ideal EPMDS must have: strategic and contextual congruency, thoroughness, practicality, meaningfulness, specificity, identification of effective and ineffective performance, reliability, validity, acceptability and fairness, inclusiveness, openness, correct ability, standardisation and ethicality; Tell and Listen: manager expresses the identified weakness and allows the employee to discuss their opinions; Problem Solving: incorporates, listening, accepting, responding as well as developmental of the employee.

2.1.1 History of the Public Service Performance Appraisal

The history of performance appraisal emanated from the White Paper for human resource management, which showed the need for increased delegation of managerial responsibility and authority to departments and within departments, for decentralisation of HR and a decentralised implementation of policy that was made at a central level. Macro-organisation and certain aspects of job evaluation should be centralised, but departments could develop certain defined policies. This had come into effect in 1999 and the Public Service Regulations of 2016 regulation (72) clearly states that departments were required to determine their human resource management policies and practices and ensure that there were adequate organisational and managerial mechanisms in place.

Performance appraisal aims to ensure each executive authority for each department needs to determine a system for EPMDS and that employee performance is a continuous process, aimed at positively influencing employee's behaviour's for the achievement of strategic goals (Aguinis, 2013:2), the need to measure performance measurement by stakeholders and internally were outlined, including the improvement of accountability, strategic planning and goal setting, decision making and long term goals and objectives. The heads of organisation,

senior managers, and other employees should all be measured. It would determine the correct activities, enhance efficiency and understand and manage performance within an agreed framework of planned goals, objectives, indicators and support incentives. The objective of timeous submission of Performance agreement was to ensure that early in the financial year executive and heads of departments clarify performance expectations as well as development needs for the year. It was critical that the heads of departments sign in order to cascade down other performance agreement.

With the above information one can deduct that there are still gaps in the implementation of the performance appraisal system which needs to be addressed by the leadership of various department in the public service.

2.2 CONCEPTUALISATION OF EPMDS

According to Grobler, *et al.*, (2011:293), there is a relationship between performance management and performance appraisal, as a result, it is essential to distinguish between the two terms. Performance appraisal is part of EPMDS (Grobler, *et al.*, 2011:293; Binza, 2011:10). However, performance management is a far broader term than performance appraisal (Nel, Werner, Poisat, Sono, du Plessis, & Ngalo, 2011:353; Grobler, *et al.*, 2011:293). Performance management is defined by Grobler, *et al.*, (2011:293) as a process which significantly affects organisational success by having managers/supervisors and employees work together to set expectations, review results and reward performance. Nel, *et al.*, (1993: 15) view performance management as the means to get the maximum output from each employee through communication, training and career development and management. According to Bendix (2001: 444), training becomes part of EPMDS in instances where an employee fails to meet standards set in the performance agreement.

Fox (2006: 91); Grobler, *et al.*, (2011: 293); Nel, Kirsten, Swanepoel, Erasmus, & Poisat(2012: 377); Spence & Keeping (2011: 85); Nikpeyma, Abed_Saeedi, Azargashb & Alavi_Majd (2014:8) and Bendix (2001: 303) view performance appraisal as a means of determining whether an employees' performance meets agreed standards or does not by means of rating and informing them of the outcomes by giving them the necessary feedback regarding the job they are doing. According to Benade (2009: 30), Kuvaa (2011:124-125) and Kirkpatrick (2006:6) giving constant feedback to employees greatly improves their performance and the willingness to accept the appraisal results. Swanepoel, Erasmus, &

Schenk (2008: 369) define performance appraisal as a formal and systematic process by means of which the job-relevant strengths and weaknesses of employees' are identified, observed, measured, recorded and developed. Dusterhoff & Cunningham (2014: 265) describe performance appraisal as a tool used by an employer and an employee to define, communicate, and review expectations, goals and progress in achieving strategic objectives of the organisation.

In comparing performance management to performance appraisal, in line with Grobler, *et al.*, (2011: 293-294), the following can be said: performance management links the performance to the organisational goal, while performance appraisal tracks whether targets are met. This view is also shared by Binza (2011: 11). Nel, *et al.*, (2011: 353) views performance management as a long-term item and performance appraisal as a short-term item. Performance management links both the managers/supervisors and the employees to the organisation. Benade (2009: 8) shares this view by stating that performance appraisal is about the employees and their performance in the organisation, performance management spells out what will be done if employees are not meeting performance management standards. According to Spence and Keeping (2011: 85), performance appraisal answers the question of whether an employee meets the set performance standards or not. Martin & Bartol (2003: 119) and Spence & Keeping (2011: 85) state that most organisations appraise their employees on an annual basis. It is also possible to appraise employees on a quarterly or half yearly or an annual basis (Martin & Bartol, 2003: 116). In distinction, performance management is a continuous activity and it is occasionally formalised EPMDS (Spangenberg & Theron, 2000: 35).

2.3 CONTEXTUALISING OF EPMDS

In most countries and especially in developing countries, public sector administration is vital to the optimum performance and development of the economy (Lekorwe, 2010:3). The EPMDS in public organisations, according to Pollit & Bouckaert (2004:2), is one of the key topics in public administration research, and EPMDS has gradually become an integral part of modern governance arrangements. EPMDS of the public service is perceived in terms of its capacity for effective and efficient public service delivery to enable a wide range of actors in society to deliver the development goals and objectives of a country (Issa, 2010:2).

According to Naser, Abolhassan, & Mohammad_(2013:24), public service have relied on rules and procedures to control organisations; however, the past decade has witnessed various

changes in management control of the public service, including a shift towards output controls. Minnaar (2010:157) states that it is usually difficult to measure performance improvement and productivity in the public service because the outputs are also intangible. For example, Naser, *et al.*, (2013:24) argue that the general welfare of the community, its effectiveness, efficiency and the general satisfaction of the society by services provided are not easily measured. It is generally believed that EPMDS optimises the contribution of people to the service while at the same time meeting the individual needs of employees (Van der Waldt, 2004:75).

According to Roos (2009: 10) and Maila (2006:2), EPMDS is key in service delivery, as well as ascertaining that the service rendered puts people first (Batho Pele). By managing performance, managers/supervisors ascertain that there is value for money in the use of resources and the management of employees' performance ultimately leads to an economic, efficient and effective use of resources (Thantsa, 2013; Benade 2009; Heslin & Walle, 2011; Maila, 2006; Roos, 2009). Hellriegel, Jackson, Slocum, Staude, Amos, Klopper, Louw, & Oosthuizen (2006:247) define performance appraisal as the process that systematically evaluates employees' job-related strengths, development needs, and progress towards achieving goals, and then determining ways to improve the employees' job performance.

2.4 SIGNIFICANCE OF THE STUDY

Gunaratne & du Plessis (2007:17) value EPMDS and define it as a process that is not simply a once a year meeting to review the past year's performance and set goals for the next year, but it involves a number of activities, namely:

- Setting goals;
- Preparing performance plans;
- Conducting reviews;
- Tracking behaviours;
- Gathering data; and
- Writing evaluations.

The significance of the EPMDS in public service delivery in South Africa is confirmed in the White Paper on Transforming Public Service Delivery (1997:15) and is commonly known as the Batho Pele. Erasmus, Swanepoel, Schenk, van der Westhuizen, Wessels (2005:35) also states that statutory legislation and policies define the structures within which EPMDS is

managed and further direct the activities of supervisors in the public service. All these activities are of significance as they require time, commitment and skills. According to Esu & Inyang (2009:100), EPMDs is not simply the appraisal of individual performance, rather it is an integrated and continuous system that develops, communicates and enables the future direction, core competencies and values of the organisation, and helps to create an achievable degree of understanding. It ensures the development and effective carrying out of corporate, department, team and individual objectives; performance appraisal system; reward strategies and schemes; training and development strategies and plans; feedback, communication and coaching; individual career planning; and mechanisms for monitoring the effectiveness and efficiency of EPMDs and interventions (Esu & Inyang, 2009:100). Padovani, Yetano & Orelli (2010), cited by Bhengu, (2015:4) argue that to comprehend the challenges impacting on the implementation of EPMDs in the public service, the meaning of an effective PMS must be defined and understood. Two more sources

Based on the above significance, EPMDs is a chain process that requires all its elements to be functional for its successful implementation and to achieve the required results and also contribute to the personal development and growth of employees. For EPMDs to be successful there needs to be ongoing communication between managers and employees, and clear expectations and understanding created about the important duties the employee is expected to perform.

2.5 OBJECTIVES OF EPMDS

For EPMDs to realise excellence there are set objectives for performance management that are to be achieved. EPMDs should be evaluated against its own objectives and the said objectives are prescribed by the (DPSA, 2007: 10) as follows:

- establish a performance and learning culture in the public service
- improve service delivery
- ensure that all job holders know and understand what is expected of them
- promote interaction on performance between job holders and their supervisors
- identify, manage and promote job holders' development needs
- evaluate performance fairly and objectively
- recognise categories of performance that are fully effective and better
- manage categories of performance that are not fully effective and lower

These objectives give an overview of the intended goals of performance management in the public service, supporting the above objectives, are the findings of the study conducted by McAdam, Hazlett & Casey_(2005) which draws the following conclusions on the EPMDS and translates corporate goals into:

- i. Directorate;
- ii. Divisional; and
- iii. Team and individual goals.

The goals help to clarify:

- a) Corporate goals;
- b) Improves performance overtime through a continuous and evolutionary process;
- c) Relies on consensus and cooperation rather than control or coercion;
- d) Creates shared understanding of what is required to improve performance and how this should be done;
- e) Encourages self-management of individual performance;
- f) Encourages a management style that is open and honest, thereby;
- g) Encouraging a two-way communication between managers and subordinates at all levels;
- h) Delivers continuous feedback on organisational, team, individual level;
- i) Enables individual staff members to modify corporate objectives;
- j) Measure and assess all performance against jointly agreed goals; and
- k) Demonstrates respect for the individual; and a fair and transparent procedures (McAdam, *et al.*, 2005:266).

Based on the above, in order to improve productivity of the organisations, it is important to establish vision, mission, objectives and goals. Strategies need to be implemented to achieve goals considered as part of the performance management process. Abdullah (2010) emphasises the importance of assessing and analysing needs as part of building the foundation by identifying the kinds of intervention needed for an effective effort. During this phase the objectives must be set to clearly define the purpose of the training, skills, knowledge and attitudes required for the job.

2.6 EMPLOYEES' PERCEPTIONS TOWARDS EPMDS OF THE STUDY

Perception: is defined by Bratton, Sawchuk, Forshaw, Callinan, & Corbett_(2010:129) as the process of selecting, organising and interpreting information in order to make sense of the world. Kuk, Banning & Amey_(2010:87) state that perception is a fundamental attribute of each individual and it is the way in which one organises and attributes properties and characteristics and attribute cause and effect to it. Nzuve & Monica (2011:1) postulate that perception is the process of organising, interpreting and integrating external stimuli. Panimalar & Kannan (2013:18) define employees' perception as a process by which individuals organise and interpret their intellectual impression in order to give meaning to their environment While (Griffin & Moorhead, 2013:75) also argues that perception is the manner in which an individual regards, understands, or interprets information about the environment. In the above definitions, an emphasis is placed upon the ability of the employees to organise, interpret and integrate information regarding the EPMDS in order to attach a negative or positive meaning to it.

Employees' performance is essential in achieving a competitive advantage in the labour market where skilled, committed people are increasingly hard to find and keep (Prasetya & Kato, 2011:1). By placing emphasis on the shared or joint nature of the EPMDS, a deduction can be made that managers or supervisor and subordinates should exhibit shared perceptions regarding its purpose, process and values (Nyembezi, 2009:31). The author elaborates that employers are responsible for ensuring that the management and development of performance is done appropriately and that managers and employees have a common understanding of the objectives of the organisation, the EPMDS, its implementation and the results thereof, if employees have a negative perception of the EPMDS. This research study focuses on the perceptions of employees on the EPMDS.

An effective and efficient EPMDS is essential to ensure that both individuals and the organisation are on the same page in terms of its priorities. That is coupled with the ability to achieve set goals and objectives as well as with the actual impact of service and quality of service rendered (Productivity SA, 2007:27). Erbası, Arat & Buyukipekci_(2012) state that income level and education status have a significant effect on employee attitude to performance management. Otara (2011:21) affirms that having the right perception is a significant skill for any effective manager. The author further states that a manager can have the best intentions and honest concern for his or her employees, but if he/she does not

communicate in a manner that employees can comprehend, then perception may work contrary to the right intentions.

Through communication and consultation, managers are in a better position to identify wrong perceptions of employees and influence them positively, to support organisational objectives. Elgana (2012:57) is of the opinion that what managers need, is an understanding of how this factor affects a person's view of the work environment. De Cenzo & Robbins (2009:119) explain that employee's behaviour is based on the perception of the reality and maybe influenced by the perceiver's attitudes, motives, interests, experience and expectations. Factors in the situation that is the work setting, social setting and time and factors in the target that is novelty, motion, sounds, size, background, proximity and similarity influence employee behaviour. Being able to identify and understand different perceptions of employees can assist managers to put in place measures and systems to address negative perceptions, which can have adverse effects on the performance of employees and the overall organisational performance. Though effective processes are important in any EPMDS, the human factor is the most important component, indicating whether employees perceive the system as effective and efficient. The relationship between an employee and his or her manager is the key factor in driving those perceptions (Oberoi & Rajgarhia, 2014:3).

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

receiving: being physically able to attend to and receive signals from the environment (for instance, having sight, hearing, touch, taste and smell, and being able to control that which is employed at a given moment);

organising: being able to mentally organise and combine those signals (which is what is happening when a person sees and hears speech in perfect synchronisation, or sees objects separate from their surroundings, rather than as a mass of light patterns); and

interpreting: being able to assign meaning or make sense of what is experienced (for instance, attaching personal significance to a particular combination of sensory signals like knowing when a person is in a conversation and he or she needs to talk back, or a person is threatening others, or a bus is approaching (Bratton, *et al.*, 2010:135).

Based on the above summary provided by Bratton, *et al.*, (2010:135), it can be argued that, in order to influence the perceptions of employees regarding the EPMDS, managers would need

to understand how the system is received and information regarding performance is organised and interpreted. Creating a positive perception means sending a positive message regarding the system. An effective and efficient EPMDS can drive and inspire employees to perform productively in order to realise the organisation's goals and objective. Werner (2011:126) states that managers can express their support by making employees aware that they have confidence in them, and will stand by them in time of need.

2.7 DEFINITION OF PERFORMANCE MANAGEMENT

Performance management has been defined by various scholars from different perspectives. Nyathi (2014:8) defines performance management as the process through which managers ensure that employees' activities and outputs are congruent with the organisation's goals. This definition emphasizes the need for the performance management to be aligned to the strategy of the organisation. Hale & Whitlam (2000: 2) emphasize that the nature of performance management is the approach or philosophy geared towards improving the performance of employees and ultimately that of the organisation. These authors define performance management as the application of processes, techniques and systems which maintain and improve individuals' performance whilst simultaneously aiming to improve the performance of the organisation. Brudan (2010: 109) supports the definition of performance management as raised by Hale & Whitlam (2000) by stressing that performance management is aimed at individuals and organisations. Brudan (2010) goes further to define performance management as a term used to reflect progress from conception to the achievement of results. The author identifies three levels of performance management, namely: (1) organisational, (2) operational team and (3) individual. Amaratunga, Baldry & Sarshar (2001:183) and Bahri, St-Pierre & Sakka (2011:604) contend that the performance management should be the improvement of individual, team and organisational performance. Goedegebuure, Geradts & De Waal (2011:6) state that even when performance is satisfactory performance management should aim to improve the very satisfactory performance. He further assert performance management should be an ongoing process.

Mothae (2008:825) defines organisational performance as the sum total of the performances of individual employees and teams in an organisation as well as the performance of organisational systems and sub-systems. This is understandable because Van der Waldt (2012:217) states that performance management focuses not only on individual employees, but also on systems, processes, programmes, and the organisation as a whole. It can therefore be

argued that organisational performance takes a wider organisational perspective as far as the input (resources), processing (systems, procedures, methods, policies, administration, etc.), output (services and products), and outcomes (results of output) of public service are concerned. Operational team goals are set by lower management. They are short-term in nature, i.e. for one year. Goals are set to serve a number of purposes. Firstly, they provide a standard for performance. Goals focus attention on the activities of the organisation and give direction for everyone in the organisation. It is crucial that the system used integrates the three levels of performance management (Aguinis, 2011:12). Werner (2011:121) agrees that individual goals and measures are derived from the strategy of the organisation, such that the strategic objectives of the organisation are cascaded down through the different departments to the managers and to their subordinates. Each official in the department therefore, has his or her goals and measures, aligned with and linked to the organisation's broader goals. This alignment ensures that every individual's efforts are directed towards the common goals, and that there will be no wasted or deviant efforts. Thus, performance planning begins with goals setting.

Based on the above definitions, it can be emphasised that the objective of performance management should be the improvement of individual, team and organisational performance. Even when performance is satisfactory, the contention runs and performance management should aim to improve the very satisfactory performance. In essence, performance management comprises various activities that include the establishment of organisational goals and relevant objectives, assessing, observing evaluation of employee performance and rewarding employees who attain the pre-set performance goals and objectives (Tsang, 2007:272). Monitoring and evaluating performance is the essence of the performance measurement process and the process of performance measurement is a complicated sub-process of the performance management, hence the argument that performance measurement and performance management should not be used inconsistently (Hellqvist, 2011:929).

2.8 FACTORS INFLUENCING INDIVIDUAL PERFORMANCE

Werner (2011:118) notes that many managers will say: If only my staff were motivated, my problems would be over. This statement assumes that all what organisations need in order to improve performance is to have staff committed and motivated to do their work. However, employees' performance does not only rely on how well they are committed and motivated,

many other factors come into play. Table 2.1 identifies some of the factors that influence individual performance.

Table 2.1: Factors influencing individual performance

| Relating to the individual | Relating to the organisation |
|--------------------------------|----------------------------------|
| Commitment to the organisation | Leadership |
| Selection | Structure of working units |
| Personality | Systems and procedures |
| Attitude | Enabling support |
| Skills | Empowerment |
| Ability | Opportunity to perform |
| Knowledge | Job design |
| Being there (not being absent) | Rewards (pay and benefits, etc.) |
| Motivation | |
| Energy level | |

Source: Adapted from Werner (2011:118)

Table 2.1 demonstrates that there are various factors that influence employees' performance. In this article, a focus is on motivation as it is at the nexus of factors relating to the individual and the organisation. In this article, it is believed that when employees are motivated, it becomes easier for them to flow with the other factors. The main question is: what motivates employees? Different people have different expectations and therefore require to be motivated using a differentiated approach. For some employees motivation is intrinsic; for others motivation depends on extrinsic values. In this context, the researcher supports Werner (2011:85) when she insists that theories of motivation fall into two basic groups: content theories and process theories. Content theories of motivation focus on what motivates an individual. What factors produce, direct and sustain behaviour? They are typically concerned with determining the specific needs that motivate people. Both approaches to understanding motivation are important for managers.

2.8.1 Motivation as an enabler of employees' performance

Werner (2011:118) notes that managers often say only if only my subordinates were motivated, my problems would be over. This statement assumes that all that organisations need in order to improve performance is to have staff committed and motivated to do their

work. However, employees' performance does not only rely on how well they are committed and motivated, many other factors come into play. According to Werner (2011:118), many managers/supervisors are of the view that if their subordinates were motivated they would have been committed and not be facing EPMDS challenges as they currently do daily. In South Africa, as stressed by Sangweni (2007:4), EPMDS is a HRM process used to evaluate and improve employees' performance against clearly defined objectives that are linked to organisational strategies. Daft & Marcic (2011:274) state that EPMDS is a process of a strong HRM system that fosters a strong organisational climate in which employees understand what is expected of them. The EPMDS is used to communicate goals of an organisation, provide rewards to motivate employees and hold employees accountable for their actions. Demartini (2014:9) states that EPMDS is the evolving formal mechanisms, processes, systems and networks used by public service for conveying and implementing the key objectives. Sangweni (2007:4) identifies a five-step process that can be used by departments in achieving desired outcome as follows:

- Decide on the main objectives to be achieved;
- Design performance measures under each objective;
- Assign responsibility to a specific person for each objective and ensure there are adequate resources allocated;
- Measure performance and give feedback; and
- Review the performance making adjustments where required.

By having clear goals and objectives of a department and putting systems in place to manage the EPMDS, it becomes clear to all (supervisors and employees) what needs to be achieved, by when and how. By ensuring good management of though the implementation of EPMDS, accountability is promoted and service delivery is achieved effectively, efficiently and economically (DPSA, 2007a:10). Employers are faced with the task of motivating employees and creating high job satisfaction among their staff. Creating programmes and policies that develop job satisfaction and serve to motivate employees takes time and is costly. When the employer understands the benefits of job satisfaction and motivation in the workplace, though, the investment in employee-related policies can be justified. The purpose of any motivation programme is to motivate employees of the organisation to enable them to work effectively. However, motivating employees is not an easy thing as what motivates employees differs among people (Cong & Van, 2013:212). O'Riordan (2013:11) argues that motivated employees constitute a prerequisite for providing effective public services. The PMDS should

be used to motivate and incentivise employees to perform to the best of their ability. The DPSA (2007b:36) stresses that in order to improve performance management in the public service, one should focus on compliance and improve the way in which EPMDS is applied. Therefore, it is essential that HR policies must be present, clearly defined and understood by all in every organisation. The absence of HR policies might encourage unfair and inconsistent labour practice and consequently, enhance discrimination and favouritism (Ngima & Kyongo, 2013:235).

2.9 STAKEHOLDERS IN THE EPMDS IMPLEMENTATION

According to Rothwell, Hohne & King (2007:14), the human resource department is responsible for performance management as analysts, intervention specialists, change managers and evaluators. Stakeholders should be role players in the development and implementation of a performance management system in public service. Important stakeholders are human resource managers, line managers or supervisors and employees (Simmons, 2008:469). Each role player namely human resource managers, line managers or supervisors and employees will be discussed below:

2.9.1 Human Resource Manager

Human resources departments usually have overall responsibility for the administration of the formal performance management system by coordinating the system for the entire organisation. Rothwell, *et al.*, (2007:14) concurs when stating that the human resource department is responsible for performance management as analysts, intervention specialists, change managers and evaluators. This is supported by Van Aswegen (2012:130) who states that the process of performance management includes most human resource functions, such as human resource planning, employee recruitment and selection, training and development and compensation; while on the other hand, performance appraisal is a formal process of evaluating or assessing the work done by employees. He further argues that the above are of the least popular activities in the job of a human resource manager. According to Barton (1994:146) human resource department should perform the following duties:

- a) research into the organisation's appraisal needs;
- b) develop systems and preparation of submissions to top management;
- c) distribution of performance management policy and design of appraisal forms in conjunction with other parties, such as supervisors, union representatives, and employees to be appraised;

- d) issue instructions to appraisers and organise any training of appraisers and employees to be appraised;
- e) set time periods for completion of each stage of the process;
- f) control the stockpile of appraisal forms and information; and
- g) monitor issuing of forms, their completion and return by appraisers.

Rothwell, *et al.*, (2007:14) further indicate that depending on the size of the department, the establishment of a dedicated performance or programme management unit with a designated manager is highly advisable. Rowley & Keith (2011: 47) concur, stating that without human resource development, there will be no future performance improvement. Government gazette notice on Public Service Training and Education of 1998 5(10) (11) links the EPMDS to the skills development plan that is developed by the HRD section in the department by stating that the performance management of individual needs will be facilitated by the introduction within departments of a system of personal development plans (PDP) for all employees. These PDPs will be designed to identify the needs of employees, and appropriate ways of staff development, training and development through which they can be met to assist in improving the performance of employees. The DPSA has developed the employee performance management policy which is linked to the training and development of the employees. The EPMDS policy makes provision for the training and development of employees who are not performing to a satisfactory level of an organisation. Sisa (2014:65), citing Armstrong & Baron (1998) emphasises that the PDP is crucial in the EPMDS process.

2.9.2 Line Managers or Supervisors

According to Leonard & Hilgert (2007:375), a manager or supervisor is responsible for firstly, evaluating the subordinate, as he or she is in the best position to observe and judge how well the subordinate has performed the job; secondly, establish performance expectations on standards; thirdly, provide regular feedback on employee performance, and; fourthly, keep an accurate record of the subordinate's performance. EPMDS is used as a confidential reporting closed system whereby supervisors report about subordinates on issues such as conduct, performance and promotion eligibility (Thabane, *et al.*, 1975 cited in Sefali, 2010: 56). Walters (1995:69) emphasises that the role of the supervisor in performance management is that of the host of the meeting, therefore he or she should prepare the meeting place, ensure that there are no physical barriers to inhibit the discussions and to appropriately position the participants during the meeting.

2.9.3 Employee or Subordinate

All employees of the GCIS Department are responsible for clarifying with their immediate supervisors the dates and process for developing and submitting their performance agreements. Employees are responsible for presenting the draft performance agreement to their managers/supervisors for joint agreement on the final performance agreement (GCIS EPMDS Policy, 2014: 23). Walters (1995:69) argues that both supervisor and subordinate should prepare for the meeting independently for the discussion of the employee's performance agreement and assessments.

For the purpose of this study, Figure 2.1 below shows the relationships of EPMDS stakeholders as elaborated above that it starts with the Human Resource managers who are responsible for providing guidance and support to the line managers of the organisation, while line managers are responsible for providing support and guidance to the supervisors and the supervisors are responsible for providing support and guidance to the subordinates or employees of the organisation. Figure 2.1 shows that the custodian of the EPMDS is the Human Resource managers and without a proper and clear guidance from them the line managers will not be able to provide clear and proper guidance to the supervisors which will lead supervisors to failure when guiding their subordinate or employees.

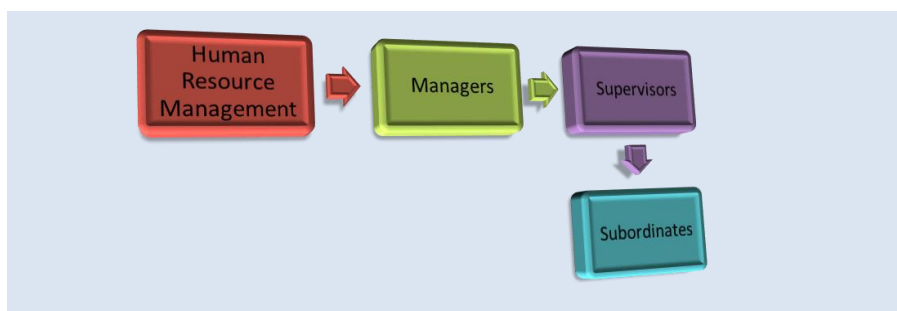


Figure: 2.1: Relationship of EPMDS stakeholders (Source: DPSA 2018)

Based on Figure 2.1 above, the researcher is convinced that the honours lie with the Human Resource managers to ensure that all line managers and the supervisors are fully capacitated to implement EPMDS and monitor the implementation thereof. The success of the EPMDS lies with the successful monitoring of line managers by Human Resource managers on the implementation of the EPMDS as prescribed by the departmental authorities.

2.10 ESTABLISHING PERFORMANCE STANDARDS

Performance standards: are the numeric values of a performance metric that must be achieved by a given date and are typically expressed as a degree of excellence or some required level that meets or exceeds predefined specifications (Shane, 2010:14). Performance standards are baseline data against which individual and team performance will be measured (Chau & Witcher, 2011:180). An attainment of performance results over the baseline is typically considered as good performance.

The first step in the process of performance appraisal is the setting up of the standards. As pointed out by Nel, *et al.*, (2011:420) training of supervisors in the performance appraisal process, for example in setting of performance standards, giving constructive criticism and motivating employees to be a better person would enhance appraisal outcome that will be used as the base to compare the actual performance of the employees. This step requires setting the criteria to judge the performance of the employees as successful or unsuccessful and the degrees of their contribution to the organisational goals and objectives. The standards set should be clear, easily understandable and in measurable terms. In case the performance of the employee cannot be measured, great care should be taken to describe the standards (Tuytens & Devos, 2012: 756). This sentiment is also shared by Legget (2004: 236) who states that performance standards are mutually agreed criteria to describe how well work must be done in terms of quantity, quality, timeliness and cost. Therefore, performance standards or targets are the scales that measure performance progress and attainment of organisational goals by an individual employee during performance of his/ her duties (Legget, 2004; Tilbury, 2006). The setting of performance standards elicits positive action from employees. Performance standards provide employees with a better understanding of performance expectations and how those expectations are to be measured. In this way, employees develop an insight into the control system that is used by the organisation (Sui-Pheng & Khoo, 2001:106).

2.10.1 Communicating the standards

Once the performance standards are set, it is the responsibility of the management of the organisation to communicate these standards to all the employees within the organisation. Employees should be informed and the standards should be clearly explained to them. This will help them to understand their roles and responsibilities and to know what is expected from them. The standards should also be communicated to the appraisers or the evaluators and if required, the standards can be modified at this stage according to the relevant feedback from

the employees or the evaluators (Tuytens & Devos, 2012: 756). According to Boninelli & Meyer (2004:222), ongoing communication is a process by which supervisor and subordinate work together to share information about work progress, potential barriers and problems, possible solutions, and how the manager can help the subordinate. Ongoing performance communication allows supervisors to gain an understanding of the subordinates needs, and barriers they face, and ensure that there is a constant discussion about performance measures.

2.10.2 Measuring the actual performance

It is the view of the researcher that performance appraisal is a process that involves a supervisor and subordinate working together to assess the progress that the subordinate has made towards the goals set in performance planning, and to summarise what has gone well and poorly during the period under review. Mackenzie & Hamilton-Smith, (2011:9), share the same view by stating that reporting on performance is an invaluable step of performance management in the sense that it ensures that effective decisions are made. Where reporting is applied, it is likely that processes become transparent and employees become accountable for their practices. It provides a forum for discussion to uncover processes and procedures in an institution that are inefficient, unproductive, or destructive (Bacal, 1999:34). This is underscored by Kirkpatrick (2006:166), who states that performance reviews are the cornerstone of the performance management process and are vital in the ongoing development of staff. Measuring employee performance is a continuous process, which involves monitoring the performance throughout the year. This process requires the careful selection of the appropriate measuring, taking into cognisance that personal bias does not affect the outcome of the process and providing assistance rather than interfering in an employees' work (Tuytens & Devos, 2012: 756).

2.10.3 Comparing actual performance with desired performance

According to Smit, Cronije, Brevis, & Vrba (2011: 42), the actual performance is compared with the desired or the standard performance. The comparison tells the deviations in the performance of the employees from the standards set. The result can show the actual performance being more than the desired performance or, the actual performance being less than the desired performance depicting a negative deviation in the organisational performance. It includes recalling, evaluating and analysis of data related to the employees' performance (Tuytens & Devos, 2012: 756).

2.10.4 Giving feedback to individual public servants

It is the opinion of Mackenzie & Hamilton-Smith, (2011:9) that the findings in the performance reports should be clearly explained, whilst reports should be presented on a continuous basis. These performance reports should spell out what employees have actually achieved in relation to planned performance outcomes. According to Tuytens & Devos (2012: 757), the result of the appraisal should be communicated and discussed with the employees on a one-to-one basis and the focus of this discussion communication should be on: listening, the results, problems and the possible solutions are discussed with the aim of problem solving and reaching consensus and the feedback should be given with a positive attitude as this can have an effect on the employees' future performance.

2.10.5 Decision-making

According to Chaudhary (2014:2) the purpose of conducting employee performance appraisals is for making decisions about employees without any bias by the supervisor/manager. Decision-making by these supervisors/managers are about subordinates rewarding, promotions, demotions, transfers and sometimes suspensions/dismissal of subordinates and are depended upon the subordinates' performance appraisal. The decision taken by supervisors/managers should match exactly with the performance appraisal results of subordinates to avoid grievance or disturbances in between them, as they affect overall performance of the organisation (Tuytens & Devos, 2012: 756). Rothman & Cooper (2013: 204) and Armstrong (2010) cited in Mthibi & Namusonge (2013: 3) argue that a good performance comes from motivated staff, this means that a manager should identify the subordinates' needs and develop specific work mechanisms to gratify those needs while ensuring that an organisation's objectives are also realised. It is important that managers reward individual and team performance (Macaulay & Cook, 1994:5).

In managing employee performance, establishing performance standards is the most crucial step that should be taken before commitments can be made and establishing performance standards is one of the transparency aspects of the EPMDS. Performance standards give employees clarity of the expectations by the organisation of them to deliver. A set or established performance standards need to be clearly communicated to the employees in a simplified language to avoid misinterpretations and misunderstanding. In monitoring the implementation of the set standards managers and supervisors are required by the organisation

to measure the actual performance against the set standards to determine the progress of the realisation of the established standards. After the realisation of the actual achievements of employees against the established standards as proper feedback should be given to individual employees regularly to motivate where they are performing well and encourage them to improve where there are signs of poor performance. After the performance of employees has been measured against the established standards, a decision should be taken on how to compensate employees to who have met and exceeded the established standards and be rewarded as such.

2.11 RELATING PERFORMANCE MANAGEMENT, ACCOUNTABILITY, PERFORMANCE APPRAISAL AND REWARDING

Beardwell & Holden (2001:538) argue that performance management is an integrated and continuous process that develops, communicates and enables the future direction, core competences and values of the institution and helps to create a horizon of understanding. The goals are based on the operational plan of the organisation and include the plans for employee development and could be said that an effective and efficient EPMDS has multiple benefits for the organisation, ultimately resulting in better, and more effective and efficient goods and service delivery (Nel, *et al.*, 2011: 353).

EPMDS serves to ensure high levels of job satisfaction for staff members, as they know exactly what is expected of them and can therefore focus their attention on achieving set goals and objectives of the organisation. With supervisors/managers being available to render assistance when needed, subordinates can always depend on them for extra support. In order to enhance their performance, continuous monitoring and evaluation by the organisation limits unnecessary expenses that could occur due to errors, delays or fruitless expenditure while corrective action can be taken timeously thus preventing unnecessary complaints from clients, reruns in the production line or even litigation against the organisation (Nel, *et al.*, 2011: 353). Spence & Keeping (2011: 85) state that in appraising employees, different objectives may be achieved and it is essential to establish what it is that can be achieved by appraising employees. Some scholars such as Njanja, Maina, Kibet, & Njagi (2013:44) and Pitsoe (2013:310) agree that performance appraisal is used to evaluate the performance of employees and develop their competencies, and Njanja, *et al.*, (2013:44) further argue that performance appraisals is an ongoing, systematic evaluation process of how well an individual is meeting the expectations of the employer in terms of performance or individual contributions towards

the achievement of business goals. Pitsoe (2013:310) states that performance appraisals provide feedback on how well an individual employee is carrying out his/her duties and responsibilities on his or her job and also assist in identifying the required development mechanisms. However, Thantsa (2013: 24), Herholdt (2007: 7) and Brown, Hyatt & Benson (2010: 375) hold a slightly different view which states that organisations appraise employees so that performance and productivity may be enhanced and that organisational goals and objectives may be attained.

Manoharan, Muralidharan & Deshmukh (2011); Chen, Wu & Leung (2011: 87); Binza (2011:10); Boswell & Boudreau (2002:391); Grobler, *et al.*, (2011: 297) and Nel, *et al.*, (2012:377) divide the reasons for appraising employees into two, that is, evaluative purposes and developmental purposes. Mulvaney, McKinney, & Grodsky (2012:505) and Spence & Keeping (2011:85) view the evaluative purpose as an administrative purpose. When performance appraisal is used as a developmental tool, it is aimed at looking at which skills the employees' needs and ascertaining that the employees' continue to function in a motivated mode (Chen, *et al.*, 2011; Binza, 2011; Dupee, *et al.*, 2011; Martin & Bartol, 2003; Mulvaney, *et al.*, 2012:505; Goel, 2008: 21; Boswell & Boudreau, 2002:391; Grobler, *et al.*, 2011: 154). As a developmental tool, performance appraisal is used to inform the employees' how they have performed and what is expected of them in the next financial year, and if they will be required to undergo any training and development in the future (Krause, 2004; Smither, 1998; Nikpeyma, *et al.*, 2014:8; Muchinsky, Kriek & Schreuder 2005; Nel, 1997; Grobler, *et al.*, 2011:154). For administrative purposes, according to (Binza, 2011: 15) the use of the performance information data as a bases for personnel decision makings include the followings:

- a) Human resources planning;
- b) Rewarding decisions; and
- c) Placement decisions such as promotions, transfers, dismissals and retrenchments

The author elaborates that developmental necessity of performance appraisals focus on developmental functions on the individual as well as the organisational level.

Appraisal can serve as individual development purposes by:

- a) Providing employees with feedback on their strengths and weaknesses and on how to improve future performance;
- b) Assisting in career planning and development; and
- c) Providing inputs for personal corrective interventions. (Binza, 2011: 15)

Organisational development purposes may include:

- a) Facilitating organisational training needs analysis and development by specifying performance levels as well as suggesting overall training needs guided by the departmental objectives;
- b) Providing critical information for affirmative action programmes, job redesign efforts, multi skilling programmes, and
- c) Promoting effective communication within the organisation through on going interaction between superiors and subordinates (Binza, 2011: 15)

In relating performance management, accountability, performance appraisal and rewarding, figure 2.2 below gives a clear distinction that performance should be managed before accounting to the outcomes of performance that is managed, after performance have been managed a responsible manager should account for all the expected deliverables of outputs. The responsible managers who have been managing employees who implemented the indicators to contribute to the organisational performance are appraised as per the agreed performance standards and the outcomes of the performance appraisal determines the reward according to the agreed reward categories (Nel, *et al.*, 2011: 353).



Figure 2.2: Relating performance management, accountability, performance appraisal and rewarding (Source: Nel, *et al.*, 2011: 353)

Based on the figure 2.2 above, employee performance needs to be managed. Responsible managers and supervisors have a huge responsibility resting on their shoulders as the success of performance management lies with them as they have to account for the delivered outputs by their employees. This also shows that the realisation of honest and fair implementation of EPMDS depends on the integrity and honesty of responsible managers and supervisors by conducting realistic performance appraisals to their subordinates or employees and rewarding individual employees according to their actual performance.

2.12 BARRIERS AFFECTING THE IMPLEMENTATION OF EPMDS IN ORGANISATIONS

According to Fox (2006), Thurston & McNall, (2010), Chen, *et al.*, (2011), Cascio (1995), Benade (2009) and Blignaut (2009), in order for any workforce to remain productive, it is essential that employees remain motivated. Most supervisors or managers do not commit themselves fully to the performance management exercise as they do not incorporate the organisational systems into an ongoing performance management process. Lawson (2007:3) contends that coaching is an on-going process designed to help the employee gain greater competence and overcome barriers to improve performance. Nel (2010) and Minnaar (2010) concur that coaching is the unlocking of a person's potential to maximise their own performance by helping them to learn rather than teaching them. According to Werner (2011:117), performance management also reflects the barriers that hinder performance such as amongst others, (a) no enough Feedback on individual performance (b) no enough manager support (c) no enough resources and (d) no incentives, and institutes measures to eliminate them, and deliberates on how the manager and the employee must work together to improve employee performance. Furthermore, performance feedback serves as a motivator that inspires employees to achieve their full potential, experience, satisfaction as well as commitment contribute to organisational success.

According to Pulakos (2009: 43), a barrier is a problem that prevents two people or groups from agreeing, communicating, or working with each other. Sefali (2010: 201) concurs by stating that a barrier is something such as a fence or wall that is put in place to prevent people from moving easily from one area to another. Supported by Zigarmi, Nimon & Shuck (2014: 17) who says a barrier is an object or layer that physically prevents something from moving from one place to another. Clardy (2007:339) states that barriers in the implementation of

EPMDS in organisations include; (a) lack of appropriate principles for performance management and development, (b) poor alignment of performance management processes with the strategic goals and (c) risks of ratter's errors in performance appraisals. The details of these factors are evaluated as follows.

2.12.1 Lack of appropriate principles for performance management and development

Clardy (2007:339) emphasises that the design of the performance management framework along such principles influences the assurance that it contributes to measuring what the public service organisations aims to measure and improve.

2.12.2 Poor Alignment of Performance Management Processes with Strategic Goals

Osborne (2010:229) reveals that in most of the studies which were conducted on EPMDS in the public service s, it was noted that EPMDS has not been able to produce the desired results because of lack of alignment of the performance management processes with the objectives of the public service.

2.12.3 Risks of Rater Errors in Performance Measurement

Noe, Hollenbeck, Gehart, & Wright (2008:381) argue that research consistently reveals that human beings have numerous limitations in processing information and because of this, end up taking an easy way out to make judgments., and also end up making subjective measures of performance which can lead to errors, which in the end, can distort evaluations and create unpleasant environment in the organisation.

Managers and supervisors are responsible for the successful implementation of EPMDS in organisations. Cloete (2008:118) argues that barriers that are experienced in the implementation of EPMDS managers and supervisors have a contribution in them, the organisation culture that the organisation is instilling on employees have a long-term impact of barriers that might be experienced by the organisation. Based on the above managers and supervisors are not fully committed in the implementation of EPMDS and therefore are not taking full responsibility and accountability on the outcomes of EPMDS.

2.13 EFFECTIVENESS OF EPMDS

Clardy (2013: 12) argues that for EPMDS to be effective it requires a business plan or strategy, which defines how organisational resources will be used to provide goods and services, a management control system, which is regarded as a form of performance measures

against targeted goals and outcomes. Furthermore, management practices identified by Clardy (2013) include identifying and communicating performance expectations, training and coaching to improve capabilities and monitoring performance for organisational control, reporting systems and how employees do their work, through tracking performance by direct observation and regular reports. Sisa (2014:61) states that the most critical step of establishing an effective EPMDS is for managers/supervisors to communicate the strategic objectives of the organisation which will assist the employee to establish goals as required by the strategic objectives.

Figure 2.3 below shows that effectiveness of EPMDS depends on the efficiency by the organisation. In order for the EPMDS to be effective an efficient decision should have been taken to develop the performance management indicators that employees are expected to deliver on and the said performance management indicators should be measurable in order to realise its impact.

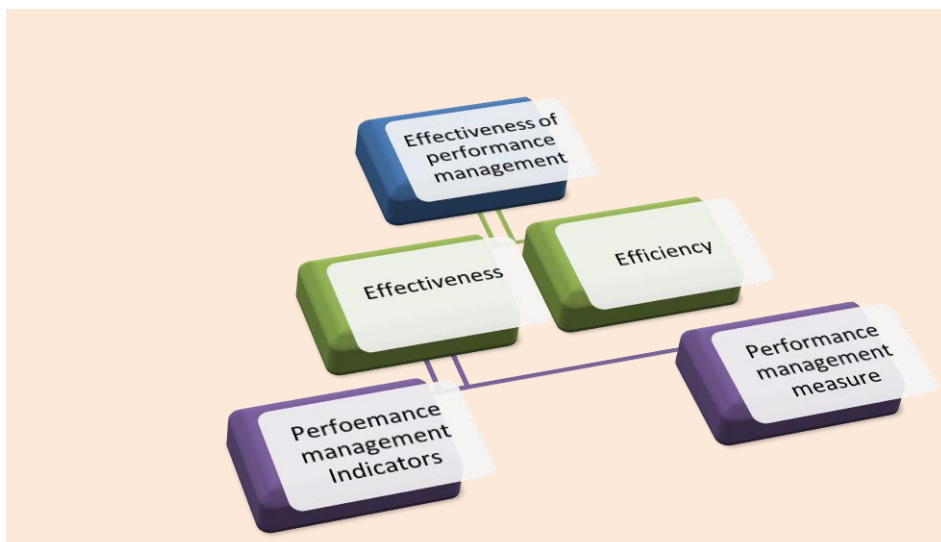


Figure 2.3: Factors influencing effectiveness of performance management (Source: Minnaar and Bekker, 2005:128)

2.13.1 Effectiveness

Effectiveness refers to the ability to achieve goals and objectives with available resources (Minnaar & Bekker, 2005:128). According to Grobler, *et al.*, (2011:154), effectiveness constitutes doing the right things.

2.13.2 Efficiency

The definition of efficiency applicable to this study is that of Werner (2011:20), which suggests that efficiency is doing things right the first time to avoid wastage of resources. If work has to be re-done, the resources and time used for the first work was wasted.

2.13.3 Performance Management Indicators

Performance management indicators are qualitative or quantitative measurements that demonstrate meaningful steps are being taken toward the stated goal (McEwen, Shoesmith & Allen 2010:587). It is imperative to establish the criteria for each performance dimension with required components leading to the establishment of indicators. At the operational sphere performance management indicators are developed to measure the internal operating efficiency (input and output measures) and efficacy (service quality and customer indicators) of an organisation (Halchmi, 2011: 28). Some of the examples for the performance management indicators follow below:

- The setting of meaningful KPIs that assess all-round performance
- The setting of challenging performance targets
- The provision of rewards and recognition to motivate the effective implementation of the system
- A good blend of outcome, efficiency, productivity and output quality indicators
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- Follow-up action upon performance evaluation; and
- Making the achievement of performance targets the joint responsibility of senior management in the organisation.

2.13.4 Performance management measure

According to Hellqvist (2011:929), performance management measure is a sub-process of EPMDS that focuses on the identification, tracking and communication of performance results using performance indicators. It deals with the evaluation results, while performance management deals with taking action based on the results of the evaluation and ensuring that

target results are achieved (Brudan, 2010: 28). Measures allow managers and supervisors to do far more than simply check progress and the behavioural consequences of measures are frequently discussed (Brudan, 2010: 32). Performance management measures are tools to help understand, manage and improve the performance of the organisation

Based on the above it is clear that each aspect toward effectiveness of EPMDS in an organisation is important and the system have a potential of collapsing should one aspect not be correctly implemented. An organisation with efficient strategy or plan for implementation is likely to have effective implementation of the said strategy or plan. It is also critical to have clear performance indicators that employees are expected to deliver on and the mechanism to measure the extent of delivery on the said indicators to realise the objectives of the organisation.

2.14 TRAINING SUPERVISORS AND MANAGERS

DeCenzo & Robbins (1999:310) argue that training of appraisers can minimise common errors such as halo and leniency, because supervisors can practice observing and rating behaviours. Jorm & Agere (2000: 80) state that course material for supervisors and managers should include (a), understanding the principles of performance management; (b), understanding benefits and processes of the new system; (c), drawing departmental work plans from the business plan; (d), skills development in formulating objectives and performance measures; (e), providing on-going coaching to employees; (f), recognising, managing and improving unsatisfactory performance; (g), conducting objective appraisal interviews and (h), completing the appraisal form and using the rating scale fairly and accurately. Training in the EPMDS should encompass principles of performance management; processes of the system; skills development in formulating objectives and performance measures; understanding bias-free rating; the role of managers/supervisors in handling performance management enquiries; procedural issues relating to confidentiality, handling and storage of system documents and dealing with grievances; and common questions and answers relating to the new system (Jorm & Agere, 2000:79).

According to Fletcher (2008:101) supervisors and managers do not have great confidence in their ability to handle appraisal interviews effectively and tend to cling to the paper work, some have an exaggerated idea of what appraisal involves and what it demands of them, therefore training on performance management for supervisors is about giving confidence and

about teaching specific skills. The author further claims that it is vital that training is arranged to ensure that there is enough time for supervisors to see that they are capable of doing a good job; and training is delivered as close as possible to the time of the first appraisals. Fletcher (2008:101) further states that training should reflect the dimensions on which the appraisees/subordinates are to be assessed; provide exercises to help course participants to correctly identify the behaviour relevant to each dimension and assess them appropriately; and outlining the main rating/assessment errors. Schermerhorn (2011:219) postulates that managers should be trained to acknowledge that subordinates perceive the same phenomena, understanding and communicating this human behaviour effectively is essential to both the manager and the employee in order to have a common understanding regarding the goals they set. Apart from human resource planning, training and development, and compensation, it also encompasses the management of employee behaviour and attitudes, as well as the creation of good relationships between individuals and teams (Van Aswegen, 2012: 130).

2.15 TRAINING SUBORDINATES

Fisher (1995:185) claims that EPMS training should be given to both appraiser/managers/supervisors and appraisee/subordinates. He further recommends that the training should include guidance and training on competencies, the preparations of performance agreements and work plans, preparation for conducting for reviews, ratings and completion of review forms. Jorm & Agere (2000:81) state that the course content of the training manual for employees should include (1), understanding the principles of performance management; 2, understanding the benefits and principles of the new system; (3), skills development in formulating objectives and performance measures; (4), developing draft performance work plans, and (5), participating in performance management interviews.

According to Fletcher (2008: 109), if employees are to have a significant input into the appraisal process, they should be given some training to make it effective. He argues that the content of appraisee/subordinate training can include the following: (a) background briefing, which includes the aims of the system and how it runs; (b), how to prepare, which includes completion of a self-appraisal form as an integral part of the process; (c), providing guidance on objectives, which includes training on how objectives should be framed;(d), discussion of self-assessment, which includes the strengths and weaknesses of self-assessment and reviewing its place in appraisals;(e), how to combat anxiety, which includes training on cognitive-behaviour techniques to reduce anxiety; (f), assertiveness training, which includes

assisting appraisees to put their own point of view across to a supervisor without being emotional or defensive; (g), how to respond to criticism; and (h), how to get action, which includes encouraging the appraisee to take the initiative in following up action recommendations to ensure that they are implemented. In support of the above Grobler, *et al.*, (2011:299) also argues that EPMDS should follow a definite sequence. The system starts with determining the performance requirements. An appraisal method is chosen, and managers/supervisors are trained on the tool. The process is then discussed with employees and the actual appraisal is conducted

The value of training on organisations systems, including the EPMDS requires to be recognised. Makamu & Mello (2014: 108) agree with Mosoge & Pilane (2014: 4) that the lack of understanding what performance management entails is a major challenge for its implementation, when subordinates understand how the system works it assist with the effective implementation of the system and contribute from soliciting by-in from all. Taking into consideration the literature, arguments and views of the authors in the above section it is the researcher's assumption that training on EPMDS helps subordinates to understand the aims and objectives of the system and it combats the anxiety that the subordinate might have about the system. Training further helps subordinates on how to draft work plans, how reviews are conducted and how to complete the relevant forms.

2.16 DEVELOPING CRITICAL SUCCESS FACTORS

The critical success factors should be integrated to ensure that the performance management system becomes successful (Public Administration Review, 2006: 23). The EPMDS should be kept current and functional by aligning it with changing circumstances and the changed circumstances should be reflected in the relevant critical success factors and key performance indicators. The relevant critical success factors and key performance indicators facilitate the monitoring and assessment of the organisations strategy and employee performance (Hvidman & Andersen 2006: 62-63). Moreover, according to (De Waal & Counet, 2009:371) the success of the EPMDS is dependent on the relationship between the critical success factors and the key performance indicators. Shane (2010:14) defined critical success factors as the attributes or characteristics to be measured and used to measure output. Skrinjar & Trkman (2013: 48) argue that critical success factors are those activities and processes that are designed to support

achievement of desired outcomes as specified by the organisation’s objectives or goals and as such provide organisations with the greatest competitive leverage upon which resources should be focused. According to Kiruja & Mukur (2013:76), the starting point of EPMDs is setting goals and measures. The authors further emphasise the need for EPMDs to guide employees in contributing towards organisational success and the behaviours that relate to attainment of critical success factors.

Critical success factors and their respective critical practices in order to improve EPMDs process and objectives are summarised in the table 4.1 below.

Table 2.2: Critical success factors and their respective critical practices

| CRITICAL SUCCESS FACTORS | CRITICAL PRACTICES |
|---|--|
| <p>Strategic alignment In order to reach long-term success and improved performance, EPMDs processes must be linked to the organisational strategy.</p> | <ul style="list-style-type: none"> • Leadership is actively involved in improvement process of the organisation • Organisational process goals are derived from and linked to the organisation’s strategy. • Organisational processes are frequently improved and are on the agenda of top management meetings. • Changing of processes is communicated to all employees. • Affirm employees of different departments within the organisation that the goals of their departments are aligned with the organisational strategy. |
| <p>Performance measurement EPMDs is crucial for achieving justifiable improvement.</p> | <ul style="list-style-type: none"> • Performance results are used in setting improvement and developmental targets. • Performance indicators are communicated within the organisation frequently. |
| <p>Organisational changes EPMDs involves a detailed analysis of the organisation and as well as a change in organisational structure.</p> | <ul style="list-style-type: none"> • The organisational structure should support processes across departments. • Process owners are appointed and held accountable for their processes. |
| <p>Information system support The importance of aligning the information technology strategy with the organisational strategy to successfully adhere to the organisational required standards outlined by the authorities and the overseers of the</p> | <ul style="list-style-type: none"> • Information system development is based on organisational processes. • Information systems provide relevant management information on the performance of the organisation. |

| CRITICAL SUCCESS FACTORS | CRITICAL PRACTICES |
|---|--|
| organisation. | |
| <p>Employee training and empowerment</p> <p>The final critical success factor identified was the need to invest more funds and time into the training and consequently the empowerment of employees.</p> | <ul style="list-style-type: none"> • People are trained to implement new or changed processes prior to their implementation. • Employees should understand the organisation as a chain of linked processes • Process terms such as input, output, process and process owners be explained and used more often as they are common organisational concerns. • Policy and strategy should be communicated and shared throughout the organisation and as frequent as possible. |

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2.17 EMPLOYER-EMPLOYEE RELATIONS

According to Finnemore (2002: 123) and Nel, Erasmus, & Swanepoel_(1993: 4), the relationship between an employer and employee emanates from a contract of employment. The employment contract is a written contract concluded and in place. Employer - employee relationship, the employees have a responsibility to do what they are employed to do (Finnemore, 2002: 123; Nel, *et al.*, 1993: 4). The employer has a duty or an obligation to remunerate the employees for the faithful services they render (Du Plessis, Fouche & Van Wyk2002: 14; Finnemore, 2002: 123; & Nel, *et al.*, 1993: 4). In order for this right and obligation to be given effect, there must be an agreement on what is it that the employer anticipates to do and such an agreement is often termed a ‘performance agreement’ (Muchinsky, *et al.*, (2010: 210). Grobler, *et al.*, (2011: 292) state that it is essential that an employer is positioned to tell whether human resources are delivering what they are supposed to deliver or are failing to do so; as this has an impact on the efficient, economic and effective running of an organisation (Moreno, Ortega-Egea & Llorens-Montes2012: 739; and Binza, 2011: 1).

Employers often award good performance with pay progression and /or give financial benefits for performance which is above average/expectation, the financial benefit is called a performance bonus (Brown *et al.*, 2010: 376; Benade 2009: 1; Binza 2011: 17; and Erasmus, *et al.*, 2005:274). The common term used to describe the above processes is performance

appraisal. An employer has an obligation to appraise employees' and an employees' have an obligation to ascertain that they are appraised (Binza, 2011: 2).

Figure 2.4 below shows factors enhancing effectiveness and efficiency of EPMDS. As illustrated in the section above and its sub-sections for EPMDS to be effective training of managers and supervisors and subordinates or employees on EPMDS is crucial. For an organisation to realise its objectives factors enhancing effectiveness and efficiency of EPMDS such as training of managers and supervisors and subordinates or employees is critical. The figure 2.4 Further shows that it is important for an organisation to develop critical success factors to assess the impact of training provided to managers and supervisors, and subordinates or employees. For the purpose of this study, managers and supervisors represent the employer and the success implementation of training on both the managers and supervisors and employees or subordinates as well as the developed critical success factors that are effective strengthen the employer-employee relationship. Good employer-employee relationship brings a positive work understanding simplifying management role for managers and receiving of instructions by the subordinates or employees.



Figure 2.4: Effectiveness and efficiency of EPMDS (Source: Kahn, 2010:483)

It can be deduced that training gives supervisors and managers confidence when implementing the EPMDS, it makes them aware of possible rating errors and how to avoid such errors. Training also helps managers and supervisors to understand the performance EPMDS better. Training may also contribute to consistency among raters especially when all participants are

exposed to the same training materials and perhaps also to the same instructor. Training can also sensitise raters to appropriate rating strategies and behaviours, thereby improving accuracy. Knowledge of the judgment process and common judgment errors can also improve ratings and it may increase the rater's self-confidence about his or her rating skills, as well as improve skills levels through practice and feedback. It can be deduced that training gives supervisors confidence when implementing the system. It makes them aware of possible rating errors and how to avoid such errors. Training also helps managers/supervisors to understand the performance management system better. Training on performance management helps subordinates to understand the aims and objectives of the system. It combats the anxiety that the subordinate might have about the system. Training further helps subordinates on how to draft performance plans, how reviews are conducted and how to complete the relevant forms.

2.18 STEPS TO ENHANCE EFFECTIVE AND EFFICIENT PERFORMANCE MANAGEMENT OF STAFF AND OVERCOMING RATING ERRORS

According to Nel, *et al.*, (2011:407), an effective organisation's work is planned in advance, including the way to manage the performance of employees, in this sense planning means setting performance expectations for groups and individuals. Planning therefore is the first step towards effective management of staff performance and the other four steps are monitoring, capacity development, and performance rating and rewarding good work (Nel, *et al.*, 2011; and Dessler 2011).

2.18.1 Planning

Getting employees involved in planning will help them to understand what needs to be done, why it must be done, and how well it should be done. The requirements for planning employees' performance include establishing the elements and standards of their performance appraisal plans. Performance elements and standards (or objectives) should be measurable, understandable, verifiable, equitable, and achievable (Nel, *et al.*, 2011:407). Dessler, *et al.*, (2011:329) concur by stating that the starting point of the performance management process is setting the direction, by sharing the organisation's higher-level goals such as vision, mission and strategies throughout the organisation. Viedge & Werner (2011:121) agree that individual goals and measures are derived from the strategy of the organisation, such that the strategic objectives of the organisation are cascaded down through the different departments to the managers/supervisors and to their subordinates, they also argue that employee performance plans should be flexible so that they can be adjusted for changing programme objectives and

work requirements and when used effectively, these plans can be beneficial working documents that are discussed often, and not merely paperwork that is filed in a drawer and seen during appraisal time. According to Mawila (2013:21), planning phase is the most important phase on which all the other phases depend on to succeed. He further state that in the planning phase, the supervisors and their subordinates are involved in a joint participative process and set organisational goals, as well as specific goals for individual employee. Costelio (2014:3) adds that an effective performance management system should serve as the cornerstone and driving force behind all organisational decisions, work efforts and resource allocation. Organisations should make sure that the goals of individual employees coincide with the goals of the institution.

Based on the arguments by the researchers above, Van der Walt (2004) and Saravanja (2010) suggest that it is of high importance to involve employees on the planning phase of the organisational performance, they further suggest that involvement of the employees in the planning process gives employees a better understanding of the expectations of the organisation from them. Managers must be encouraged to engage employees in a systematic and professional manner in planning and implementation of the organisation performance.

2.18.2 Monitoring

According to Ammons (2012:11), effective organisations monitor assignments and projects continually. Monitoring well means consistently measuring performance and providing ongoing feedback to employees on their progress therefore monitoring provides the opportunity to check how well employees are meeting predetermined standards and to make adjustments as may be necessary. He argues that performance reporting serves as the backbone of performance measures for purposes of internal and external accountability while monitoring means consistently measuring performance and providing ongoing feedback to employees and work groups on their progress toward reaching their goals.

2.18.3 Developing capacity

According to Reyna and Sims cited in Aguinis (2009:16), the development plan provides an action plan to improve areas of weaknesses and further develop areas of strength, effective organisations evaluate employee developmental needs and address them and other than training, an employee's capacity to perform can also be raised by assigning them duties that introduce new skills or higher levels of responsibility, and improving work processes where

necessary. This is underscored by Warnich, *et al.*, (2015:343-344), who provide the below benefits for implementing training and development in an organisation.

- **Improving performance** - Employees who perform unsatisfactory because of a deficiency in skills are prime candidate for training and development. A sound programme is often instrumental in minimising and/or addressing these problems.
- **Updating employees' skills** – all line managers in all areas and at all levels must always be aware of changes in both the internal and external environment that impact on organisations. These changes might require changes in skills, knowledge and job roles subsequently updating of employees skills and knowledge. This should be linked to the organisations strategic goals and objectives to address the possible impact the changes could have on the organisation,
- **Improving effective people management** – rapidly changing technical, legal and social environment have affected the way managers performs their jobs and management employees who fails to adapt to these changes become obsolete and ineffective,
- **Addressing organisational challenges** – Organisational challenges are addressed in many ways. Training and development is one important way to solve many of these challenges.
- **Orientating new employees** - During the first few days on the job, new employees form their initial impression of the organisation and its managers. Therefore training and development provide orientation/on-boarding to new employees in terms of the organisation and their specific job/department,
- **Preparing for promotion and managerial succession** - one way to retain, attract and motivate employees is through talent management and career development strategies and plans. Training and development enables employees to acquire skills required for a promotion and ease the transition from the employee's current job to one involving greater responsibilities and/ or accountabilities
- **Satisfying personal growth needs** – many managers and front-line employees are achievement oriented and need to face new challenges on the job. Training and development can play dual role by providing activities that result in both greater organisational effectiveness and increased personal growth for all employees.

2.18.4 Performance Rating

Saravanja (2011:1) states that the absence of appropriate mechanisms to ensure the objectivity of performance assessments ratings and judgments by reducing favouritism and bias, is also a contributor to the failure of the EPMDS. From time to time, organisations find it useful to summarise employee performance. This can be helpful in comparing performance over time or among various employees. Organisations need to know who their best performers are. Performance rating means evaluating employee achievements against the elements and standards in a performance plan, and assigning a summary rating.

2.18.5 Performance Rewarding

According to Bagraim & Werner (2011: 99), the theory states that individuals engage in activities that have positive consequences, and avoid activities that do not produce positive consequences. Molofa (2012:75) states that rewarding means recognising employees for their performance, good performance should be recognised without waiting for nominations for formal awards to be solicited. Actions that reward good performance, such as expressing verbal appreciation, do not require a special arrangement. Nonetheless, scheduled rewards can take the form of cash, time off, trip, and many non-monetary items, rewards are typically the outcome of performance evaluations and as such according performance management system should be used as a tool or measure to reward performance in various ways; for example, financial rewards or recognition of achievement should be used. Employees will feel valued if they are equitably compensated for their efforts. Without a link between performance and rewards, poor performers may not be motivated to improve (Tung, Baird & Schoch, 2012:165).

Monitoring gives opportunity to managers to verify whether employees are meeting the agreed objectives as per the set standards and to take corrective measures where required. Capacitating employees with skills is also critical to increase knowledge and experience of employees, this an able employees to deliver beyond expectation if done correctly. Rating of individual performance is also critical as the organisation need to know how each employee performed on the individual objectives provided, this is important as the organisation need to take corrective measures where employees are not performing as expected. Where employees have exceeded the expectations, the organisation need to identify and recognise such performance to motive employees and rewording of excellence performance to keep employees enthusiastic about their work and striving to perform even better.

2.19 BENEFITS OF EPMDS IN THE PUBLIC SERVICE

According to Aguinis (2013: 26), any organisation before implementing any policy or system to manage its employees first has to check the benefits and risks associated with that system. Many organisations first consider whether the system will add any value to the current management processes or not. It is vital for policy to have many advantages than disadvantages in order for the management of that organisation to adopt it. However, with regard to the EPMDS, if implemented effectively it can help an organisation to achieve its goals and improve employee's performance, therefore, the main question remains as to what are the benefits of the performance management system and what are the disadvantages of the system if poorly implemented. Aguinis (2013: 88) attempts to answer the above question by providing a list of some common advantages of EPMDS namely; (1) performance based communication (2) targeted staff development (3) encouragement of staff (4) rewards of staff for the good work and (5) under-performers identified and eliminated.

2.19.1 Performance Based Conversations

According to Lotich (2013:2), managers or supervisors get busy with day-to-day responsibilities and often neglect the necessary interactions with staff that provide the opportunity to coach and offer work related feedback a performance management process forces managers to discuss performance issues with employees and this consistent coaching affects changed behaviours and employee development. The author further states that performance management process compels managers to discuss performance issues with employees. When managers constantly give feedback to employees it compels employees to change behaviours and becomes developed and cooperative. When providing feedback on past performance, a supervisor can encourage employees to sustain good behaviour. When employees receive regular feedback, they may become highly motivated to perform well (Van der Waldt, 2004:245). Aguinis (2013) states that receiving feedback about one's performance increases the motivation for future performance. Knowledge about how one is doing and recognition about one's past success provides the fuel for future accomplishments.

2.19.2 Targeted Staff Development

Lotich (2013:3) indicates all employees are on a development journey and it is the organisation's responsibility to be preparing them for increased responsibility. If done well, an

effective performance management system can help to identify employee developmental opportunities and can be an important part of a succession planning process. Employees in the system are likely to develop a better understanding of the organisation and of the kind of developmental activities that are of value to them as they progress through the organisation and also gain a better understanding of their particular strengths and weaknesses that can help them better define future careers path (Aguinis, 2013:5).

2.19.3 Encouragement to Staff

Aguinis (2013: 4) indicates that performance appraisals should be a celebration of all the wonderful things an employee does over the course of a year and should be an encouragement to staff. Regular feedback daily activities are preferable to avoid surprises that might arise during the review period, issues should be addressed as they arise and not held until the annual review. The trick to positive appraisals is to focus as much on what the subordinate is doing well while gently course correcting undesired behaviours. The new DPSA Directive on EPMDS (2018:25) places an emphasis on the continuous assessment factor.

2.19.4 Poor Performers

According to Erasmus (2005: 35), in cases where a subordinate under-performs, the supervisor should first take corrective measures such as systematic remedial or development support to provide assistance to the relevant employee. The author further argues that corrective measures involve various options such as training or re-training, counselling or coaching, setting clear work performance standards, provision of enabling working facilities, and designing of a personal development plan. If the employee continues to under-perform, the supervisors can discharge the relevant employee for unfitness or incapacity to carry out his or her duties. All employees should set performance targets and performance agreements with their supervisors. Training programme on application of EPMDS be designed and implemented. The system should help supervisors/managers to identify areas of poor performance and design initiatives for staff development and improvement. A reward system should go hand in hand with EPMDS to incentivise excellence. Poor performance is assessed by comparison with existing performance standards as well as observance of workplace rules. These cover aspects such as time-keeping, behaviour, insubordination, safety, work practice and discipline. There are two points of managing unsatisfactory performance, namely, corrective measures, and discharge for unfitness or incapacity to perform (Erasmus, *et al.*, 2005:290). Sheridan (2007:110) claims that poor performance is costly and impacts negatively on the institution and the causes of

poor performance vary from institution to institution. Therefore, management should understand the nature of such causes so that corrective actions can be taken to resolve such issues. The development of employees' by linking organisational performance to individual performance to cascade the responsibilities to the relevant subordinates is essential (Van der Waldt, 2014: 147). The entire EPMDS should therefore cascade to all subordinate in the organisations.

Based on the above, managers have to apply corrective measures for poor performance which is supposed to be subjected to a performance development plan to improve employee performance (Hendricks & Matsiliza, 2015:129).

Figure 2.5 below shows that it is critical to keep performance-based communication to endure that all performance related conversation is held to detect early symptoms of poor performance. The development of staff is also critical to ensure that employees are capacitated to deliver as expected. Regular motivation is also critical to encourage employees to perform better in their respective areas and also to identify poor performance as early as possible it is critical and assist to improve on time.

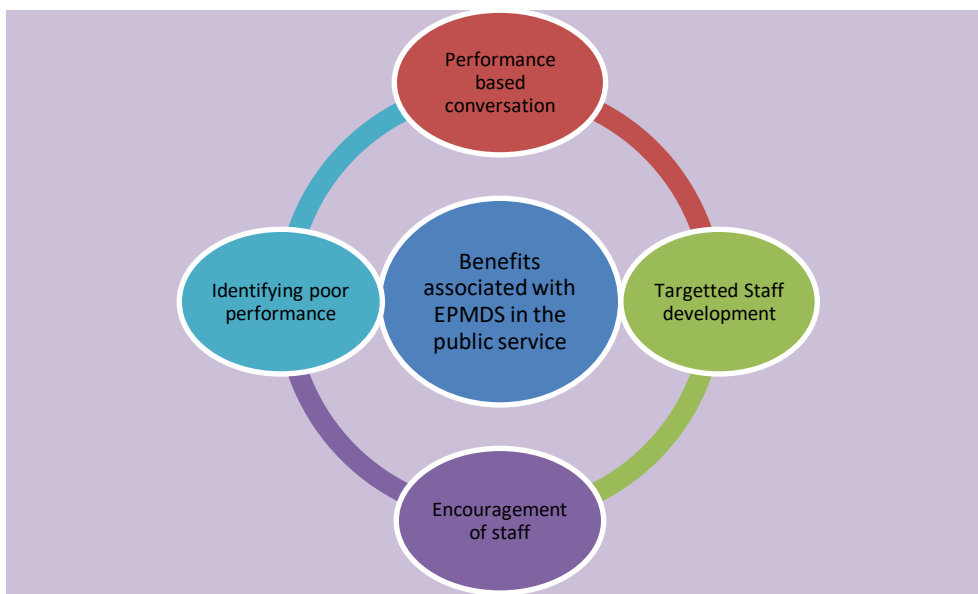


Figure: 2.5: Benefits associated with EPMDS in the Public Service (Source: Aguinis, 2013: 7)

It is the researcher's view that the outcomes of performance management can either be positive or negative and if they are positive the managers or supervisors should encourage the

subordinates by either increasing their salaries, paying incentive bonuses, using non-financial rewards, or a combination of some of the above mentioned methods. And if they are negative the managers or supervisors should use corrective measures such as training, coaching, mentoring and setting clear performance standards, and should the subordinates continue to under-perform then the managers or supervisors should follow a proper incapacity disciplinary process against the employees. Every organisation needs managers and/or employees to achieve their goals effectively and efficiently. Managers within organisations are primarily responsible to ensure the tasks or the job is done through employees in the right way. To achieve this management responsibility, managers must ensure that they have a competent personnel department for the recruitment of the best employees that are capable to do the job. For the organisation to optimise employee's performance there is a need for the employees to be sufficiently motivated. The purpose of non-monetary incentives is to reward associates for excellent job performance through opportunities. Non-monetary incentives include flexible work hours, training, pleasant work environment, and sabbaticals.

2.20 POSITIVE WORK ENVIRONMENT

According to Ruth, Crawford, Wysocki, & Kepner (2012:1), creating a positive workplace is critical to an organisation's success and managers can create positive workplaces for their employees by establishing and maintaining good relationships, nurturing teamwork, and encouraging innovations. Leblebici (2012:39) supports that a positive work environment is critical because it motivates employees for better performance and better productivity. The workplace environment can impact on employee morale, productivity and employee engagement both positively and negatively. As such, creating a positive work environment must be the goal of all managers, as the environmental factors influence employees engagement with their immediate environment, the quality of work, level of innovation, teamwork, absenteeism and ultimately, the length of their employment with the organisation (Chandrasekhar, 2011:2).

A positive and favourable work environment can simply be defined as the difference between success and failure for an organisation (Ruth, *et al.*, 2012: 1). According to White & Zone, cited by Ruth, *et al.*, (2012:1), a positive work environment is where employees are happy and motivated. One of the important ways to create a favourable work environment is to adopt a

management style that would positively affect the ethics, behaviour, commitment, professionalism, drive and interpersonal relations of employees (Chandrasekar, 2011:4). The author adds that a favourable work environment can also be created if managers provide necessary management support to their employees, management support can be demonstrated by delegating responsibilities with necessary authorities, making employees accountable for their actions, encouraging teamwork, displaying confidence and trust in the ability of their team members, and treating them as professionals. Such an environment will promote trust, loyalty, and a sense of ownership towards the organisation, and influence the quality of work, level of innovation, and team spirit. Furthermore, immediate managers must act as advocates for employees. They must ensure provision of the necessary resources and support structures with which to undertake the tasks. Most of all, they must give recognition and positive encouragement when a job is well done (Chandrasekhar, 2011:4, 10). Sundaray (2011:54) defines employee engagement as the emotional and intellectual commitment to the organisation, while Frank, Sue, Lewis & Gregory, (2004) cited in Sundaray (2011:54) explain it as the amount of discretionary efforts exhibited by employees in their job. These definitions point to the fact that employee engagement is vital for the performance and growth of organisations. Baumruk (2004) cited in Sundaray (2011:54) defines employee engagement as the emotional and intellectual commitment to the organisation, while Frank, *et al.*, cited in Sundaray (2011:54) explain it as the amount of discretionary efforts exhibited by employees in their job. These definitions point to the fact that employee engagement is vital for the performance and growth of organisations. Employee engagement also reflects a two-way relationship between employer and employee, therefore must realise that the management initiatives will not materialise without determined, involved and engaged employees, and must therefore keep employees engaged in their jobs to make them more efficient and effective, furthermore employee engagement originates from (a) employee commitment and (b) organisational citizenship behaviour and these two aspects are important parts as well as predictors of employee engagement. The feeling of commitment creates positive attachment to and identification with the organisation, the willingness to expend extra efforts for the success of the organization, and the proud feeling to be a member of that organization (Sridevi & Markos, 2010:90).

Sridevi & Markos (2010:91) explain positive work environment as a factor that influences the desire to be proactive, and the desire to seek opportunities to contribute one's best, and work beyond one's employment contract. Sundaray (2011:55) adds that engagement is an outcome

of employees' experiences in an organisation and manifests in three types of behaviour namely say, stay and strive. According to Hewitt (2015), behaviour signifies that engaged employees will talk good and positive things about the organisation and act as its advocates, also engaged employees will continue to stay with the organisation as their talents are recognised and rewarded and are offered attractive career opportunities to advance and such employees will focus their energy and effort to 'strive' for exceptional performance because management clarifies objectives, creates a vision, put in place necessary systems and processes, provides sufficient and necessary resources and gives appropriate feedback. According to Baumruk, *et al.*, (2010:92), involved employees demonstrate behaviours, which improve organisational performance. Such employees advocate for the organisation, have an intense desire to stay with the organisation even if they have opportunities to work elsewhere and exert extra time, effort and initiative towards the success of the organisation. Engaged employees give their organisation the competitive advantages needed for its success such as higher productivity, customer satisfaction, and lower employee absenteeism and turnover (Sundaray, 2011:57).

2.20.1 Factors influencing Positive Work Environment

Naidu (2009:9) states that factors such as the feeling of being an important and integral part of the workplace, recognition, and the sense of belongingness, all contribute to employee morale and productivity. Shahu (2011:52) states that lack of job satisfaction is even a forecaster of employees' wanting to leave a job or the organisation. Job satisfaction, employee morale and work environment are all linked as contributors to effective and efficient performance, he further suggests that if an employee is satisfied with his or her job, it is certain that his/her level of morale will be high as well as the passion about the job. Morale can create a positive work environment and positive work environment can generate employee morale. According to Ngambi (2011:764), employee morale can energise and improve the productivity of employees. According to Shahu (2011:51), employee morale depends on various factors, one being work life. The work environment plays a vital role in determining employee morale, as an employee will be happy in an organisation that possesses a healthy positive work environment, and a positive work culture, encouraging superior, friendly co-workers and opportunities for growth. The importance of morale in organisations and its relevance to the organisational environment, as well as to individuals' and organisational success, can be discovered in the following definitions. According to Ngambi (2011:764), morale refers to the positive feeling groups have towards their organisations to which they belong and the special affinity the members of the groups share with others, such as trust, self-worth, purpose, pride

in one's achievement, and faith in the leadership and organisational success. The author defines employee morale as the general level of confidence or optimism experienced by an individual or a group, especially if it affects discipline and willingness. Akintayo (2012:87) quotes Mendel in defining morale as a feeling, a state of mind, and a mental and emotional attitude. McKnight, *et al.*, (2012:5) explain morale as the good feelings that employees have about their work and work environment. Washington & Akintayo (2012:87) add that morale is the feeling that an employee has about his or her job and this feeling is founded on how the employees perceive themselves in the organisation, and the extent to which the organisation not only satisfies and values the employee's expectations but also the employees' inputs.

Bentley & Rampel (2012:88) attach two other dimensions to the meaning of morale namely, (1) the professional interest and (2) enthusiasm that a person displays towards the achievement of organisational goals. Linda, Babajide, Ajala and Akintayo (2012:88) add that leadership styles, communication, employee participation in decision-making, and employee awareness on issues and problems affecting the organisation also affect employee morale, job satisfaction, and their intention to stay or leave an organization. Akintayo (2012:88) proposes that a managers' ability to create a positive work environment can impact on employee morale and performance, he further argues that managers who manage the work environment and provide reinforcement for desirable work behaviour improve morale and satisfaction of the employees. Ngambi (2011:762) suggests that leaders/managers need to create a culture of trust in an organisation to improve morale in the work environment, as most employees who experience low morale in the work environment blame management or their immediate supervisors for their leadership-related competencies such as communicating vision, energising staff, demonstrating trust and loyalty, and developing teams. Thus, leaders will be able to shape and influence organisational culture by being role models, by demonstrating how objectively they allocate resources, how fairly they reward employees, and by means of the criteria they use for recruitment, promotions, and terminations. The author further suggests that managers can create a climate of trust by correlating their words and actions, as well as by being consistent in their actions. The study by Ngambi (2011) on employee morale recommends that leaders should be more effective in addressing issues of morale, by doing the following:

- being active listeners;
- providing clear expectations;

- having open and informal interaction with staff;
- communicating clearly and regularly;
- assigning tasks to employees based on skills rather than office politics;
- holding employees accountable and assigning them more responsibility;
- managing resistance to change; and
- yielding to individuals with greater expertise.

Lee, *et al.*, (2012:6) add that employees of organisations that have higher morale arrive on time for work, communicate better, waste less time on gossip, have higher rates of retention, and are more creative. This is underscored by McKnight, *et al.*, (2012:6), who argue that it is evident that employee morale is very important in organisations, and if not effectively managed, it can have adverse effects to the overall productivity and performance of organisations, he also hold that motivation is a contributor to employee morale. Taking into consideration the importance of motivation in an organisational setting, the concept is explained in more detail hereafter. Chandrasekhar (2011:2) states that the quality of an employees' workplace environment is a critical factor that influences their level of motivation and subsequent performance. An article on motivation by the Society for Human Resource Management (2010:1), titled '*moral principles framework for human resource management ethics*' narrates that the responsibility for motivation rests on three pillars namely:

- Senior leadership,
- The direct manager, and
- The subordinate.

Motivation is essential for independent work as well as collaboration and teamwork, motivation is important for organisations to retain talents, meet goals and to succeed beyond expectations. Bartol & Martin (2009:23) explain motivation as the force that ignites, directs and maintains people's behaviour in an organisation. It is the engine that drives human beings, energises behaviour, gives direction and provides the motivation to persist, even in the face of obstacles According to Mawoli & Babandako (2011:2), the definitions of motivation have some shared commonalities. First, motivation is in-built in every human being and only needed to be activated or aroused. Second, motivation is temporal as a motivated person at one time can become de-motivated another time. Senyucel (2009:23) explains how motivation works in individuals to change their behaviour. Individuals have two self's namely:

- The actual self; and
- The ideal self.

Actual self means that each individual has strengths, weaknesses, feelings, beliefs and abilities, but may wish to be different and be something else (the ideal self). The differences between the actual self and ideal self are then termed as the needs. Individuals are energised by these needs that direct them to certain goals. Therefore, motivation process can be said to be activated by the needs of individuals and this particular concept of needs as the motivator is the central theme of many motivational theories

Various factors influence employee engagement. According to Sundaray (2011: 55), these factors include recruitment, candidates who are best-suited to the job and to the organisation's culture, job design, career development opportunities, leadership, empowerment and training and development, equal opportunities and fair treatment, performance management, compensation, job satisfaction and communication. The author states that while a sustainable workload, feelings of choice and control, appropriate rewards and recognition, a supportive work environment, fairness and justice, and meaningful and valued work leads to engagement and the absence of the above may lead to employee disengagement.

According to Sridevi & Markos (2010:92), employee engagement is the outcome of both personal as well as organisational attributes. Personal attributes relate to knowledge, skills, abilities, temperament, attitudes and personality, whereas organisational characteristics include amongst others leadership, physical and social setting, human resource practices and components of job performance. Therefore, employee engagement refers to a positive attitude that the employees hold about an organisation, and this positive attitude is essential for individual and organisational performance and success as engaged employees can help the organisation achieve its goals (Sundaray, 2011:56). Similarly, job satisfaction which is one of the many work-related attitudes (Kumari, 2011:13) and as stated earlier, one of the characteristics of a positive work environment is explained in the next paragraphs. In support of the above there are favourable work environment characteristics such as employee engagement, job satisfaction, employee morale, and employee motivation which are described as follows:

2.20.1.1 Morale and Positive Work Environment

Morale can create a positive work environment and positive work environment can generate employee morale. In the opinion of Ngambi (2011:764) employee morale can energise and improve the productivity of employees. According to Shahu (2011:51), employee morale depends on various factors, one being work life. The work environment plays a vital role in determining employee morale, as an employee will be happy in an organisation that possesses a healthy (positive) work environment, and a positive work culture, encouraging superior, friendly co-workers and opportunities for growth.

2.20.1.2 Employee Engagement and Positive Work Environment

Sridevi & Markos (2010:92) identify a positive relationship between employee engagement and organisational performance outcomes, employee retention, productivity, profitability, and customer loyalty as factors contributing toward a positive work environment. They further state that the more engaged the employees are, the more likely their organisation is to exceed its growth financially and otherwise.

2.20.1.3 Job Satisfaction and Positive Work Environment

Job satisfaction denotes favourable feelings and emotions with which employees view their work. An individual with a high level of job satisfaction has positive feelings about the job, while an individual who is dissatisfied with his/ her job has negative feelings about the job (Kumari, 2011:23). Job satisfaction is the result of employees' perceptions of how well their jobs provide those things that are important to them. Mafini & Pooe (2013:2) define job satisfaction as the effective orientation that an employee has towards his or her work.

2.20.1.4 Motivation and Positive Work Environment

A widely accepted assumption in an organisational context is that a positive workplace environment motivates employees and produces better results. Chandrasekhar (2011) agrees that the quality of an employee's workplace environment is a critical factor that impacts on their level of motivation and subsequent performance. According to Mol (2012:20), other factors that motivate employees include pride in tasks and respect for achievements. Individuals are motivated to perform only when their tasks stimulate their pride in what they have accomplished, or have to accomplish, and they are respected for their achievements.

Figure 2.6 below shows that the positive work environment has a dependability of factor. It illustrates that morale of employees is very critical for them to deliver as expected and exceed the expectations. Work engagement is also an important factor as communication is also the

key to giving instructions and monitoring of progress on implementation. With positive morale and proper engagements employees are bound to be satisfied with their jobs.

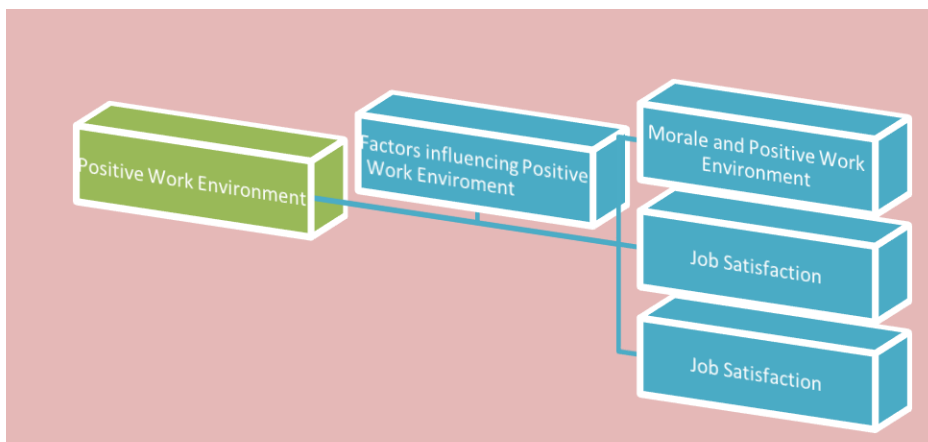


Figure 2.6: Dependency of positive work environment (Source: Ruth *et al.*, 2012:1)

The effective implementation of EPMDS, like any other policies and processes, depends on how well managers perform their human resource functions. Marais (2011: 6) argues that many managers do not have the skills to effectively manage employees. Furthermore, PMDS is regarded by many managers as a time-consuming process and thus, this perception, is the root of many problems in education. Tella, Ayeni, and Popoola, (2007:5) argue that skills variety means that the job gives the opportunity to the incumbent to do different tasks using different skills, abilities and talents, whereas task identity refers to performing a complete job from beginning to end, rather than in bits and pieces. Task significance relays the meaningfulness and the importance of the job, and how it impacts on others, while autonomy refers to the freedom to do the work, freedom to make decisions, and the freedom to choose how the job is done. Finally, the fifth dimension, feedback, relates to clear and direct information the employee receives about the job outcomes or the employee's performance, and how effectively the job was executed. Therefore, "job satisfaction is critical for both the employee and the employer, as it impacts on organisational behaviours and ultimately on the performance and success of individuals and the organisation (Kumari, 2011:11).

Based on the above, it can be deduced that the more engaged employees are, the more likely their organisation is to exceed its growth financially and otherwise. Employees who are not engaged often waste their efforts and talents on less important tasks, will not show full commitment, might leave the organisation, and lead to far more issues about their

organisation. Job satisfaction denotes favourable feelings and emotions with which employees view their work. An individual with a high-level job satisfaction has positive feelings about the job, while an individual who is dissatisfied with his/ her job has negative feelings about the job. Morale can create a positive work environment and positive work environment can generate employee morale. Workplace environment is a motivation for employees to produce better results, therefore the quality of an employee's workplace environment is a critical factor that impacts on their level of motivation and subsequent performance.

2.21 CONCLUSION

This chapter provided a literature review on EPMDs that covered background, rationale and history of EPMDs, the chapter further focuses on the conceptualisation and contextualisation of EPMD, stakeholders in the EPMDs as well as factors influencing EPMDs. It further gave insight on the EPMDs status and perspective from other countries, it further alluded to the important factors for keeping employees motivated and the benefits thereof. The next chapter focuses on the legislative frameworks relating to EPMDs.

CHAPTER 3: EPMDS LEGISLATIVE FRAMEWORK

3. INTRODUCTION

In chapter two literature for EPMDS as a tool that integrates all levels of an organisation or a department was presented. Lunenburg (2011:1) stresses that there should be a linkage of individuals' performance to the goals of the department/organisation. Therefore, this chapter is set out to address the second objective of this study, which is 'to explore the legislative framework informing the implementation of EPMDS in the South African public service'. In this chapter, the researcher presents an overview of the Constitution and some applicable legislations and regulatory frameworks supporting EPMDS in the public service. Thantsa (2013: 44) holds the view that the regulatory framework assists in service delivery and in government administration such laws are often supplemented by policies, directives and standard operating procedures (SOPs).

Performance management refers to a wide variety of activities, policies, procedures and interventions designed to help employees to improve their performance. These activities begin with performance appraisals but also include feedback, goal setting and training, as well as reward systems. Therefore, performance management systems begin with performance appraisal and then focus on improving individual performance in a way that is consistent with strategic goals and with the ultimate goal of improving an organisation's performance (DeNisi & Murphy, 2017:421).

3.1 OVERVIEW OF PUBLIC SERVICE LEGISLATION, REGULATIONS AND POLICIES

The next section discusses the legal framework related to the study, namely the Constitution of the Republic of South Africa, 1996 and EPMDS-related legislations.

3.1.1 The Constitution of the Republic of South Africa, 1996

The Constitution is the supreme law of the Republic of South Africa and is the foundation for both private and public service legislation and policies. The basic principles and values that should govern public administration in South Africa as outlined in Chapter 10, section 195 of the Constitution apply to administration in every sphere of government. Section 195(1) (b-c) and (f) of the Constitution advocate for efficient, economic and effective use of resources, public administration must be development orientated and public administration must be

accountable. In addition, section 195(1) (h) and (i) of the Constitution stipulates that good human resource management and career development practices must be cultivated to maximise human potential and further states that public administration must be broadly representative of the South African people, with employment and personnel management practices based on ability, objectivity, fairness, and the need to redress the imbalances of the past to achieve broad representation. These provisions, amongst others, support the legislation, regulations and policies that are presented hereunder.

3.1.2 Public Service Act, 1994, (Act 103 Of 1994), as Amended

Section (3) (7) (a-b) of the Public Service Act (PSA) of 1994 provides for the powers and duties of the Executive Authority (EA) concerning the internal organisation of a department. This includes the career incidents of employees other than Heads of Department (HoDs), *inter alia*, performance management and all other matters which relate to such employees in their individual capacities. Section (7) (3) (b), of the Act further stipulates that the HoD shall be responsible for the efficient management and administration of his or her department, including the effective utilisation and training of staff (South Africa, 1994).

3.1.3 Labour Relations Act, 1995 (Act 6 Of 1995), as Amended

The Labour Relations Act 6 of 1995 (LRA) rules out discrimination in the work place and puts in place measures for the protection and promotion of economic development, labour peace and democratisation of the workplace. The LRA protects the rights of the employee and the employer and outlines mechanisms for dispute resolution (South Africa, 1995).

3.1.4 White Paper on the Transformation of the Public Service, 1995

The aim of the White Paper on the Transformation of the Public Service of 1995 is to establish a planning framework that will guide the creation and implementation of new policies and legislation aimed at transforming the South African public service. Section 13.1(b) of the White Paper calls for the elevation of the role and status of human resource development within the overall framework of government policy and the development of effective and lifelong career development paths for all categories of public servants through promotion and career advancement based on performance rather than on seniority or qualifications. Section 13.1(c) of the White Paper further advocates for the development of a coherent strategic framework for human resource development at both the national and provincial levels to ensure optimal fit between the needs of the employee, the job, the organisation and the

environment, so that employees reach their desired level of satisfaction and performance, and the organisation meets its goals (South Africa, 1995).

3.1.5 White Paper on Transforming Public Service Delivery, 1997

The purpose of the White Paper on Transforming Public Service Delivery, 1997 (Batho Pele) is to provide a policy framework and a practical implementation strategy for the transformation of public service delivery. Section 3 of the white paper expressed eight *Batho Pele* principles that were linked to transforming service delivery in the Public Service. The principles are: consultation, service standards, courtesy, access, information, openness and transparency, redress and value. Section 4.4.3 of the white paper encourages that the performance of staff who deal with customers must be regularly monitored, and poor performance should not be tolerated. In terms of Section 5.2 of the white paper, the performance management procedures must in future include assessment of the performance of individual staff in contributing to improving service to the public. This is essential for staff who serve the public directly, but it is also important for staff who provide services directly to their fellow public servants whether in their own or other departments. Section 7.2.8 of the white paper further states that monitoring and reporting systems which enable senior management to check on progress, and take remedial action where necessary are needed (South Africa, 1997).

3.1.6 White Paper on Public Service Training and Education, 1997

The purpose of the White Paper on Public Service Training and Education, 1997 is to provide a policy framework to facilitate the development of human resource management practices which support an effective and efficient public service geared for economic and social transformation. Section 3 of the white paper states that the public service values employees who are willing to devote themselves to a career in the service of the public, and whose performance is maximised and their potential fully developed via the comprehensive provision of appropriate and adequate training and education at all levels. In terms of section 3.1(a) of the white paper, government will seek in particular to enable all public servants to develop their knowledge, skills and attitudes in ways which serve to maximise performance in their current roles; to allow them to regularly review their training and education needs and requirements, and to provide ways of meeting these; to provide opportunities for them to prepare themselves for changing roles, duties and responsibilities within the public service; to increase job satisfaction and facilitate career progression; and to motivate and enable all public

servants to contribute positively to the transformation and operation of the new public service in South Africa (South Africa, 1997). **3.1.7 Skills Development Act, 1998 (Act 97 of 1998) as Amended**

The current legislation in the form of the Skills Development Act 97 of 1998 (SDA) has been enacted in order to implement structures and processes to transform skills development in South Africa. Some of the purposes of the SDA include: to improve the employment prospects of persons previously disadvantaged by unfair discrimination; to improve the quality of life of workers, their prospects of work and labour mobility; to improve productivity in the workplace and the competitiveness of employers; to provide employees with the opportunities to acquire new skills in and for the workplace; and to increase the levels of investment in lifelong education and training in the labour market and to improve the return on that investment (South Africa, 1998).

3.1.8 Employment Equity Act, 1998 (Act 55 Of 1998) as Amended

The purpose of the Employment Equity Act 55 of 1998 (EEA) is to ensure equity and representation across occupational levels in the workplace and to eliminate discriminations inherited from the pre-democratic government. Section 2 of the EEA also ensures the implementation of affirmative action measures in order to address the disadvantages experienced by designated groups in the workplace. Sections (2)(6)(20)(36) of the Act were amended through the Employment Equity Amendment Act 47 of 2013 to, amongst others, further regulate the prohibition of unfair discrimination against employees and further regulate the preparation and implementation of employment equity plans (South Africa, 2013).

3.1.9 Public Service Co-Ordinating Bargaining Council Resolutions (PSCBC) Resolution No 13 Of 1998

The resolution states that the purpose of the collective agreement is to set a framework for senior managers to agree to signing individual performance agreements (PA). The agreement thus extends the signing of PAs from HODs to all senior managers and prescribes the following five items that must be included in a PA:

- Key duties and responsibilities;
- Output targets for the PA period;
- Dates for performance review;
- Dispute resolution mechanism; and

- Date on which salary increments will come into effect and mechanisms for the management/awarding of salary increases (South Africa, 1998).

3.1.10 Senior Management Services Handbook 2003 as Amended

The purpose of the Senior Management Handbook (SMS) Handbook is to set out clear and concise terms and conditions of employment and the role of SMS members. Chapter 4 of the SMS Handbook describes the process and requirements of performance management and development (PMD) for SMS members. SMS Handbook 2003 section 2 also promotes the development of good practice in the management and development of SMS members with a strong emphasis on continuous feedback obtained during consultations, reviews and assessments (South Africa, 2003).

One of the objectives of Chapter 4 of the SMS Handbook is to promote efficient and effective performance, and in the case of poor performance provide assistance in dealing with it. The Chapter also ensures that the employer and SMS members share a common understanding with regards to incapacity and how it should be averted or corrected. The key EPMDS elements and objectives that are outlined in the Handbook relate to (a) achievement of organisational goals/strategic targets (b) professional development (c) rewarding good performance; and (d) managing poor performance (SMS Handbook 2003 section 6). The PMDS shall be deemed to be effective when it achieves its desired results in terms of the stated aims, purpose and objectives (South Africa, 2003).

In 2017, the Minister for Public Service and Administration (MPSA) approved the amendments to the PMDS for SMS members for implementation with effect from 1 April 2018. According to PSR 2016, as stipulated in section 2 of Chapter 4 of the SMS handbook 2018, the directive issued replaces the former directive that was contained herein Chapter 4 of the SMS handbook. The directive clearly states the process that must be followed and requirements when dealing with PMDS for SMS members (South Africa, 2018).

3.1.11 Public Finance Management Act, 1 of 1999

According to Section 36(5) of the Public Finance Management Act (PFMA) 1 of 1999 the employment contract of an accounting officer for a department, trading entity or constitutional institution must be in writing and, where possible, include performance standards. Section 40(3)(a) states that the accounting officer must fairly present the state of affairs of the

department, its financial results, its performance against predetermined objectives and its financial position as at the end of the financial year concerned (South Africa, 1999).

3.1.12 Code of Good Practice on the Integration of Employment Equity into Human Resource Policies and Practices, 2005

The objective of the code is to provide guidelines on the elimination of unfair discrimination and the implementation of affirmative action measures. Furthermore, the guidelines will enable employers to ensure that their human resource policies and practices are based on non-discrimination and reflect employment equity principles. Section 8.4.5 of the code provides for all new employees to be provided with information of the work they are required to perform and the standard to which this work must be produced. In terms of section 14.2.2, performance management should not be a punitive but development oriented. The code emphasizes the importance of assessing employee performance and reviewing the results of performance appraisals to ensure consistency (South Africa, 2005).

3.1.13 Public Service Regulations, 2016

The Public Service Regulations (PSR) 2016 is subordinate to the PSA and elaborates on the powers conferred upon Executive Authorities in terms of the PSA. Prior to the PSR 2016, the PMDS was regulated through the 2001 PSR that were amended on numerous occasions and later repealed in 2016. The PSR provides clarity on the implementation of the PSA in order to enable HoDs to manage their departments effectively and efficiently with the support and guidance of the Executive Authority. The PSR addresses a number of mandatory elements and key principles on which the development of human resources must be based. According to Section (14)(h-k) of the PSR 2016 An employee shall (h) be committed to the optimal development, motivation and utilisation of employees reporting to him or her and the promotion of sound labour and interpersonal relations; (i) avail himself or herself for training and development; (j) promote sound, efficient, effective, transparent and accountable administration; and (k) give honest and impartial advice, based on all available relevant information, in the execution of his or her official duties.

Section 71 underscores the importance of the performance management and development system as follows:

(1) The cycle for performance management shall be linked to a financial year.

(2) Heads of department shall ensure that accurate records of all performance assessments and the outcomes thereof are kept.

(3) An employee acting in a higher position shall be assessed at the level of his or her post that he or she occupied at the time immediately prior to the acting position. Regardless of whether or not the employee was remunerated for so acting, the performance incentives shall be calculated at the lower level (South Africa, 2016).

Section 72 of the PSR provides a guideline for managing performance management in the Public Service. It provides a guideline for entering, structuring and managing performance agreements. It also provides for the management of appointments, secondments and transfers to positions of the same level or positions on a higher level. The section also makes provision for the management of performance rewards, acting on higher levels or any dispute that may arise during any of the aforementioned processes. It also provides a guideline for instances whereby employees are appointed to act in a higher position or seconded for periods longer than three months. It also provides the steps to be followed when dealing with the performance of employees that have been absent for a continuous period of three months or longer. In this respect the regulations states that such employee will be regarded as having performed satisfactorily on condition that he or she was granted permission for being absent (South Africa, 2016).

3.2 CONCLUSION

In this chapter, the researcher demonstrated the statutes and regulations affecting the EMPDS. The regulatory framework commences with the Constitution, 1996 which is the cornerstone of all laws and action. The DPSA is the custodian of the functioning of government in relation to EPMDS and various benefits offered to employees appointed in terms of the Public Service Act 103 of 1994. From time to time, the DPSA issues out guidelines on implementing EPMDS. Government departments are compelled to execute such guidelines in a raw form or adapt them to their specific departmental EPMDS policies. Scholars have shown the impact that the regulatory framework has on the EMPDS in the South African public service. In the next chapter, the study focuses on the methodology of the study.

CHAPTER 4: RESEARCH DESIGN AND METHODOLOGY

4. INTRODUCTION

In the previous chapter, the legislative and related framework pertaining to the EPMDS and related regulations were discussed. This chapter outlines the research design and the manner in which data was collected from respondents. The sampling procedure used to draw units of analysis is also clarified. The importance of ethics in research is highlighted. Data analysis, interpretation and reporting process is done through ITS, which helps to set the statistical logic by which interpretations are made (Creswell & Clark, 2011:52).

4.1 RESEARCH

On one hand Malatji (2015:34) defines research as a systematic process of collecting and logically analysing information for some purpose. On the other, Nyanjui (2013:1) defines research as a systematic activity directed towards objectively investigating specific problems as it helps to discover relationships between and among variables, and helps to answer specific questions. “Research is a systematic collection, analysis and interpretation of data in order to solve a research question, and it performs a methodical study in order to prove a hypothesis or answer a specific question” (Girish, 2012:8). Bhattacharjee (2012:1) describes research as scientific as it contributes to a body of science by following scientific methods. These definitions suggest that the collection and analysis of data are determined by the research methodology, research design and research philosophies that the researcher has employed.

According to Bhattacharjee (2012:15), “the scientific method applied to social sciences dealing with people or collections of people and their individual or collective behaviours includes a variety of research approaches, tools and techniques such as qualitative and quantitative data, statistical analysis, experiments, field surveys, questionnaires and case research, among others”. Moeng (2011:38) maintains that research may be described as the investigation of an idea, subject or topic for a study; an area of interest is investigated from a particular context. Contrary, methodology is the justification of specific methods that are used in a given study. According to Tshiyoyo (2012:34), in quantitative research, the researcher attempts to portray how phenomena can be influenced by manipulating the variables. Quantitative data collection will be by means of a questionnaire design, from a sample implementing a standardised research instrument in the form of a questionnaire. According to Fox & Bayat (2013: 7), qualitative research methods are designed to explain events, people

and matters associated with them scientifically and does not depend on numerical data, although it may make use of quantitative methods and techniques. Wagner, Kawulich & Garner (2012:273) state that a qualitative research method allows researchers to find answers by explaining or seeking to understand the behaviour and perceptions of individuals and by describing the lived experiences of participants in certain situations. According to Moore & Hall (2014:368), “a mixed-methods research design is a research design that has its own philosophical assumptions and methods of inquiry. As a methodology, it includes philosophical assumptions to provide directions for the collection and analysis of data from multiple sources in a single study”. Moore & Hall further state that in a mixed methods study, the qualitative and quantitative approaches are often applied sequentially or concurrently.

4.2 RESEARCH PROCESS

The research question forms the basis of the research design and method, target population, sampling method, ethical consideration, limitations of the study, data collection, data analysis and interpretation (Wagner *et al.*, 2012:269). In chapter one of this study the researcher outlined the research question as “Is the EPMS of the PLL Chief Directorate in the GCIS enhancing the performance of employees and the effectiveness of the organisation”? Therefore, the research process is aligned to address the research questions as said. This section of the study focuses on the research approach and methods adopted for collecting data, interpretation, presentation of the findings, and drawing conclusions.

4.3 RESEARCH DESIGN AND METHOD

In addressing the issue of research design and method it is essential to know the type of data used; the nature of the data; the degree of control; and the instrument used in the study (Mouton, 2011: 145). The data used in the study is primary data. The nature of the data is textual. The degree of control in the study was low due to the non-experimental nature of the study. A questionnaire was used to address the problem statement and the realisation of the objectives of this study identified in chapter one. The questionnaire enabled the researcher to get answers from the managers/supervisors and employees/subordinates.

4.3.1 Research Method

According to Bhattacharjee (2012:5), “scientific research method refers to a standardised set of techniques for building scientific knowledge such as how to make valid observations, how to interpret results and how to generalise those results. The scientific method allows researchers to

independently and impartially test pre-existing theories and prior findings, and subject them to refinement or enhancements”. There are several characteristics of scientific research methods including replicability, precision, falsifiability and parsimony. Replicability ensures that others will be able to obtain similar results when a scientific study is repeated. Precision guarantees that theoretical concepts are defined accurately, so that others are able to use the definitions to measure the concepts and test the theory. Falsifiability suggests that a theory that is not specified in precise terms, or that cannot be measured and tested, is not a scientific theory. Finally, parsimony advocates that the scientific method must be the simplest, or logically the most economical, of explanations (Bhattacharjee, 2012:5).

Fox & Bayat (2013: 77) are of the opinion that quantitative research concerns things that can be counted. A quantitative research embodies investigations where the relative data can be analysed in terms of numbers that may be quantified or summarised. The following are the characteristics of a quantitative research:

- i) Data are in the form of numbers;
- ii) The focus is concise and narrow;
- iii) Data are collected by means of structured instruments such as questionnaires;
- iv) Results supply less detail as far as behaviour; attitudes and motivation are concerned;
- v) Results are based on larger sample sizes representative of the population;
- vi) Given its high reliability, the research can be repeated or replicated;
- vii) Analysis of results is more objective;
- viii) Hypotheses may be tested;
- ix) Concepts are in the form of distinct variables;
- x) Standardised measures are systematically created before data collection;
- xi) Reasoning is logically deductive, going from the general to the specific;
- xii) Knowledge is based on the relationship between cause and effect; and
- xiii) Analysis progresses by way of charts, statistics, tables and discussion on what they reveal in relationship to the hypothesis (Fox & Bayat, 2013: 78).

4.3.2 Research design

According to Wagner, Kawulich & Garner (2012:274), research design refers to a form of blueprint that is followed to conduct a study. Babbie (2010:114) states that a research design

starts with an interest, idea, or a theory that suggests the need for empirical research and the initial interest may lead to the formulation of an idea, which may fit into a larger theory and the theory then may produce new ideas and interests. Fox & Bayat (2013: 51) define a research design as the actual plan in terms of which one obtains research participants or subjects and collect data from them. The view advanced by Mouton (2011:145) cited in Thantsa (2013: 75) is that the two terms are used in an inseparable way. According to her explanation, the research design relates to the ‘what’ and research methodology relates to the ‘how’.

The author chose to use a questionnaire due to the possibility of using a sample, which can be used to represent a large population. From the views elicited from a sample, it is possible to generalise about a concerned population (Mouton, 2011: 153). The author is aware that a questionnaire has the shortcoming of not addressing identified issues in depth. Fox & Bayat (2013: 51) define a research design as the actual plan in terms of which one obtains research participants or subjects and collect data from them. A research design is a framework, guide or master plan used for the planning, analysis and implementation of a study (Dutta, 2013:10; Patidar, 2013:2). Research design is the planning of scientific enquiry or designing a strategy for enquiring and finding out something. The researcher has chosen quantitative design because it is highly flexible in that the data collection is on-going and occurs simultaneously with data analysis, which allows the research plan to be altered as needed (Krysik & Finn, 2010:102).

According to McMillan & Schumacher (2010:20), the purpose of a research design, is to specify a plan for generating empirical evidence that will be used to answer the research questions. The intent is to use a design that will result in drawing the most valid, credible conclusions from the answers to the research questions. The authors further indicate that a research design describes the procedures for conducting the study, including when, from whom and under what conditions the data will be obtained. Research design is the planning of scientific enquiry or designing a strategy for enquiring and finding out something. Research design encompasses two important requirements namely (1) to specify clearly, what needs to be found out and (2) to determine the best way to do it (Babbie & Mouton, 2001:72).

4.4 TARGET POPULATION

According to Kum, Cowden & Karodia (2014:82), a population refers to the entire set of data that is of interest to the researcher and the target population refers to the group of people or objects from which the sample should be taken. McMillan & Schumacher (2010:129) comment that a population is a group of elements or cases, whether individuals, objects or events, that conforms to specific criteria. Fox & Bayat (2013: 51) support the above definition by stating that the population is the object of research and consists, among others, of individuals, groups, organisations, human products and events or the conditions to which they are exposed. The target population for this study is the Chief Directorate: PLL is in the GCIS. The sample of population of this study are managers/supervisors who are familiar with the implementation of EPDMS in the Chief Directorate.

The population is typically a total of individuals that the researcher intends to learn about (McBride, 2010:114). It is the larger group, whether individuals, objects, of events which could also be referred to as the target population (McMillan, 2004:107). In this study, the sample of population are all employees in the Chief Directorate: PLL. These employees are from different racial groups, namely, Black, White, Coloured, Indian or Asian. The elements of the population encompass employees irrespective of gender or sexual orientation.

During the approval of the research proposal the total number of GCIS personnel was 456 (GCIS Annual Report 2014: 95). The PLL Chief Directorate had 128 employees due to resignations, transfers, some lower posts being eliminated to upgrade others and retirements which led to some posts being vacant. Currently the total number of personnel is 418 (GCIS Annual Report 2020: 70). The number of employees in the Chief Directorate is 110, which is the sample of population as at the date of sending online link to the questionnaire and are categorised as follows:

- Level 13-14 = (11) senior management services (SMS) responsible for planning and formulating strategies;
- Level 12-9 = (63) middle management (MMS) assist in planning and formulating strategies and also physically implementing the planned programme and projects;
- Level 6-8 = (28) operational and junior management: operational and junior management: It is where programmes and projects are operational and physically implemented; and
- Level 2-5 = (8) operational and junior management: clerical support staff to the SMS, MMS and operational staff.

4.5 SAMPLING

According to Kum (2014:82), sample refers to a small, manageable number of respondents selected by the researcher to participate in the study. A sample is both derived from a population and acts as a means to understanding that population. A sample is the group of individuals chosen from the population to represent it in the research study (McBride, 2010:114). A sample is represented when it has the similar attributes of the target population from which it was selected from (McMillan & Schumacher, 2006:122). By implication, descriptions and explanations emanating from an analysis of the sample are considered to represent the target population. The sources of information used by qualitative researchers include individuals, groups, documents, reports and sites (McMillan & Schumacher, 2010:325). In this study, a sample size of approximately 110 employees in the Chief Directorate PLL of the GCIS was used for sampling.

4.5.1 Methods of Sampling

According to Fox & Bayat (2013: 55), there are two kinds of sampling methods. These are (a) probability sampling and (b) non-probability sampling. In sampling, individuals who can provide the most relevant information are strategically selected (Wagner, *et al.*, 2012:9). According to Welman, *et al.*, (2009:73), regardless of the sampling method used, a challenge of non-responses to the questionnaire should be considered. Non-responses do not matter if it can be convincing that the non-respondents are very similar to respondents, in that they would have answered the questionnaire similarly if they had taken part. Welman, *et al.*, (2009:73) further state that non-responses occur because participants refused to be involved in the research for various reasons. Non-responses may therefore occur due to problems such as:

- Inability to locate participant
- Participant located, but unable to make contact
- Refusal to respond; and
- Not responding to all questions

Probability sampling: refers to the predetermined chance of any individual's being selected for the study, given the particular constraints under the study (Ray, 2006:311). The probability sampling methods constitute simple random sampling, stratified random sampling, systematic

sampling method, random-digit-dialling sampling, cluster sampling and multi-stage sampling (McCready, 2006:254).

Non-probability sampling: connotes that there is no assurance that every element in the population has a chance of being included. The key advantages of non-probability sampling are that it is convenient method and it is inexpensive to use (Best & Kahn, 2006:17). The non-probability sampling methods comprise convenience sampling, purposive sampling, and quota sampling (Ary, Jacobs & Sorensen, 2010: 155). It is not the object of this study to elaborate on each one of these methods, hence only sampling methods relevant to the study are explained. For the purpose of this study purposive sampling was used because it is the researcher's perception that PLL Chief Directorate is the heart of GCIS. The Chief Directorate deals with information dissemination of South Africa as a whole. In order to archive optimal service delivery, the employee's in the Chief Directorate are to be satisfied with the EPMDS. Another reason for the researcher to employ purposive sampling procedure is that the role and responsibilities of employees in PLL are critical in the service delivery in South Africa.

4.6 PURPOSIVE SAMPLING

According to Daniel (2012:14), purposive sampling is about selecting population elements that are most useful in providing rich information on the topic of study. In this research study the researcher went for a purposive sampling in the GCIS where the Chief Directorate: PLL is chosen. According to Krysik & Finn (2010:109), in purposive sampling researchers choose individuals for their special knowledge and for their formal training or education. Denscomber (2010:34) and Daniel (2012:8) agree that purposive selecting of participants allows the researcher to use his/her own judgement based on the previous experience and relevance to the topic, to purposefully approach individuals to participate. Henning (2004:71) concurs that participants must fit the criteria of being knowledgeable of the topic. Some of the strengths of purposive selection as compared with other non-probability sampling is that bias is less likely to occur and findings are more generalisable (Daniel, 2012: 92).

4.7 QUESTIONNAIRE

There are various types of questionnaires which are mostly used for data collection purposes in a study and these include, first, open-ended questionnaires which are questions for which the respondents are asked to provide their own answers. Open-ended questions leave the participants completely free to express their views as they wish in as detailed or complex a

manner, as long or as short a form as they feel appropriate. No restrictions, guidelines or suggestions for solutions are given (Bless, Higson-Smith & Sithole, 2013: 209). Second, close ended questionnaires are questions in which the respondent is asked to select an answer from a list provided by the researcher. These are popular in research because they provide a greater uniformity of responses and are more easily processed than open-ended questions (Babbie, 2011:244). In close ended questions the possible answers are set out in the questionnaire or schedule and the respondent ticks the category that best describes the respondent's answer.

The advantage of questionnaires is that they can be administered in various ways including the mail, telephones and hand delivery, and can be administered individually or in groups, and via electronic devices such as e-mails, online and websites (de Vos, Strydom, Fouche & Delpont, 2011:186-189). An online distribution method was used to distribute the questionnaires in this study. Nkatini (2012:71) argues that if we want to know how people feel, what they experience and what they do, why can't we ask them? The author elaborates that data may be gathered by a variety of data collection methods which corresponds with data sources. Based on Nkatini's view, the researcher structured the questions in a manner that the participants were able to elaborate or give detailed information based on their chosen answers where they only have to select from a list of structured answers. The researcher used an online questionnaire to collect data in this research study due to Covid-19 restrictions.

4.8 DATA COLLECTION

Regardless of the kind of data involved, data collection in a study takes a great deal of time (Leedy & Ormrod, 2010:143). The online link to the questionnaire was sent to the prospective participants to give their views and perceptions of EPMDs. The questionnaire had sufficient open-ended questions to allow participants to voice out their views and perception openly without restricting them to particular questions or leading questions (McMillan & Schumacher, 2010:323).

4.9 DATA ANALYSIS

According to Kruger, De Vos, Fouché & Venter (2005:218), data analysis is a process concerned with classifying, collating, manipulating and summarising data in attempting to respond to the research question. In support of Kruger, De Vos, Fouché and Venter, Wagner *et al.*, (2012:269) also state that during the process of data analysis the researcher examines and collates data in order to deduce meaning. Mouton (2001:108-109) further supports by agreeing

that data analysis means that the researcher provides an analysis of data or explains the stage at which gathered data are transformed into information. In this study, data were processed through the Statistical Package for the Social Sciences (SPSS). The SPSS enables the presentation of findings in numerical manner in both figures and tables.

4.10 ETHICAL CONSIDERATION

Ethics is a set of moral principles that are suggested by an individual or group. Ethics principles are widely accepted and offer rules and expectations about the most correct conduct of researchers, assistants and students (Mavuso, 2015:6). According to Fox & Bayat (2013: 148), ethical is defined as conforming to the standards of conduct of a given profession or group. According to McMillan & Schumacher (2010:335), researchers make strategic choices in the field, some of which are based primarily on ethical considerations. A record of ethical concerns helps to justify choices in data collection and analysis. According to Brikci & Green (2007:5), there are two issues that should be considered in any research, namely consent and confidentiality. Consent means allowing participants to take part in the research without being coerced or pressurised. According to McMillan & Schumacher (2010:122), confidentiality means that no one has access to individual data, names and any other personal information of the participants except the researcher(s) and that the authorised team who will see the data. Strydom (2006:68) confirms that confidentiality implies that only the researcher(s) should be aware of the identity of participants. Best & Kahn (2003:121) emphasise the importance of conducting research in such a way that the dignity and concern for the welfare of all participants are upheld at all times during the research process. As a result, the following ethical considerations are of paramount importance to this study:

- Prior to conducting research, written consent was sought from the GCIS; and
- Information is treated as confidential and no public service employee will be identified or be identifiable in the research report/dissertation or any subsequent writing emanating from this study.

Ethics in research further means that data should be legitimately obtained and credit accorded to those who contributed to the research. The fabrication of data is unacceptable since future researchers may unknowingly base their research on false data. The danger herein lies with later research projects being spurious (Bazeley, 2010:439). Research ethics also require researchers to present ideas in their own words without forgetting to make appropriate

references. This will, in essence, obviate plagiarism. Plagiarism is scientific theft“- stealing the ideas of others (McBurney & White, 2010: 59).

In this study, the necessary permission was obtained from the institution, the GCIS, and participants gave consent to voluntarily participate in the study after they were informed about the purpose of the study. Respondents were assured of their right to privacy and that their identity will remain anonymous. The researcher ensured that no unethical tactics and techniques were used during sending of the online link to the questionnaire to the participants and that participants are treated with dignity and respect. The University of South Africa also granted ethics approval for the researcher to proceed with the study after complying with all university requirements to conduct research. According to Hennink, Hutter & Bailey (2011: 63), individual participants should be provided with sufficient information about the research, in a format that is comprehensible to them and make a voluntary decision to participate in the research study. For this reason, all purposefully sampled participants in this study were provided with a written consent letter as part of the online questionnaire, explaining the purpose and value of the research study. The informed consent letter or form also harnessed the understanding development between the researcher and the participants at the early stages of fieldwork in this study (Hennink, *et al.*, 2011: 192).

4.11 CONFIDENTIALITY

According to McMillan & Schumacher (2010:122), confidentiality means that no one has access to individual data or the names of the participants except the researcher(s) and that the subjects know before they participate who will see the data. Strydom (2006:68) states that confidentiality implies that only the researcher should be aware of the identity of participants and that confidentiality could be accomplished by: collecting data anonymously, using a system to link names to data that can be destroyed, using a third party to link names to data and then giving the results to the researcher without the names, asking participants to use aliases or numbers and reporting only group and not. Keeping responses that are anonymous ensures their truthfulness, which could have been different with personal interviews (Welman & Kruger, 1999:151; Leedy & Ormrod, 2010:197) The researcher will enhance further confidentiality by ensuring that the electronic data is stored on the researcher’s laptop computer where only the researcher have password access to it.

4.11.1 Reliability and Validity According to Bhattacharjee (2012:9), in qualitative research, validity and reliability depend on criteria that are used to judge the integrity, values and trustworthiness of the individual researcher. Validity is deemed as one significant aspect to be considered in a research study. Denscombe (2010:298) asserts that “data validity relates to the extent to which research data and the tools for data collection are deemed accurate, honest and relevant. McMillan & Schumacher (2010: 179) define reliability as the consistency of measurement – the extent to which the results are similar over different forms of the same instrument or occasions of data collection. Wallen & Fraenkel (2010:147) refer to reliability as the consistency of scores or answers from one administration of an instrument to another and from one set of items to another. McMillan & Schumacher (2010: 179) further argue that reliability is the extent to which measures are free from error. If an instrument has little error, then it is reliable and if it has a great deal of error, then it is unreliable To ensure reliability of data, all participants were completed the same online questionnaire was circulated to all the public servants in the PLL Chief Directorate. Additionally, to improve the reliability of this study the responses given by the participants are saved by the researcher and available for reference purposes by the authorised team involved in this study.

4.12 CONCLUSION

In this chapter the research method, design, the research process, target population, sampling, methods of sampling, approach to sampling, questionnaire, data collection, data analysis and the limitations of the study were outlined. The chapter further explained the population and the sample for this study. The population was indicated and the sampling procedure outlined. Purposive sampling was used to gather information from participants. Purposive sampling is regarded as the most appropriate sampling method for this research as only office-based educators who were subjected to EPMDS were chosen to participate in this study. The study utilised structured online questionnaire as a method of collecting data. The next chapter focuses on the application of EPMDS in the GCIS, which includes data analysis and interpretation of results.

CHAPTER 5: DATA ANALYSIS AND INTERPRETATION OF RESULTS

5. INTRODUCTION

In the previous chapter the research method was discussed. In this chapter the research data are analysed and interpreted, and the findings are presented. This is done as a way of addressing the objective of this study stated as ‘to explore the perceptions of the employees in the PLL Chief Directorate of the GCIS on whether or not does the implementation of the EPMDS enhance effective performance in the public service’. The primary data collection instrument was the questionnaire. The questionnaire is divided into three sections of which Section A has eight biographical information questions, Section B has thirteen EPMDS-related questions and Section C has six questions on the general framework of performance management. The findings are presented in figures, tables and in wording analysis.

5.1 QUESTIONNAIRE DISTRIBUTION AND RESPONSE RATE

A total number of 110 questionnaires were sent to respondents using an online questionnaire. In total, 51 participants completed the questionnaires, of which two were no longer in the chosen sampling category. The responses of the two were not included in the analysis. Therefore, the views represented here are for only 49 participants who are in the chosen sampling category. The analysis and findings are based on a total number of 49 questionnaires which were correctly completed.

The questionnaire used in this study applied structured (closed ended) questions and unstructured (open-ended) questions. A closed ended section of the questionnaire provided the researcher with quantitative or numerical data and an open-ended section of questionnaire provided qualitative information. Since each section of the questionnaire has its own strengths and weaknesses, Seliger & Shohamy 1989 (cited in Zohrabi, 2013: 254) are of the opinion that closed ended questionnaires are more efficient because of their ease of analysis,

whilst Kumar (2005:132) states that with close ended questions the possible answers are set out in the questionnaire or schedule and the respondent ticks the category that best describe the respondent's answer. Close ended questionnaires facilitate answering questions and makes it easier for the researcher to code and classify responses. Gillham 2000 (cited in Zohrabi, 2013: 255) argues that open-ended questions can lead to a greater level of discovery. He admits the difficulty of analysing open-ended questionnaires. The important issue in open-ended questions is that the responses to these types of questions will more accurately reflect what the respondent wants to say (Zohrabi, 2013: 255). Bless, *et al.*, (2013:209) argue that open-ended questions leave the participants completely free to express their views as they wish and as long as they feel appropriate. It is therefore crucial that any questionnaire includes both closed ended and open-ended questions to complement each other.

Readers should note that the findings of the survey do not necessarily represent the views of all employees in the chosen sampling category, but only the views of those participants who participated in the research study.

5.2 DATA ANALYSIS

The analysis section is focusing on the classification and interpretation of data collected by means of online questionnaire that was circulated to the participants in the PLL Chief Directorate in the GCIS.

5.2.1 PLL staff and respondents' rate

Figure 5.1 below shows that the total number of the employees in the PLL Chief Directorate is 110 (100%) and 49 (44%) participated, 49 (44%) did not participate and 12 (11%) declined participation.

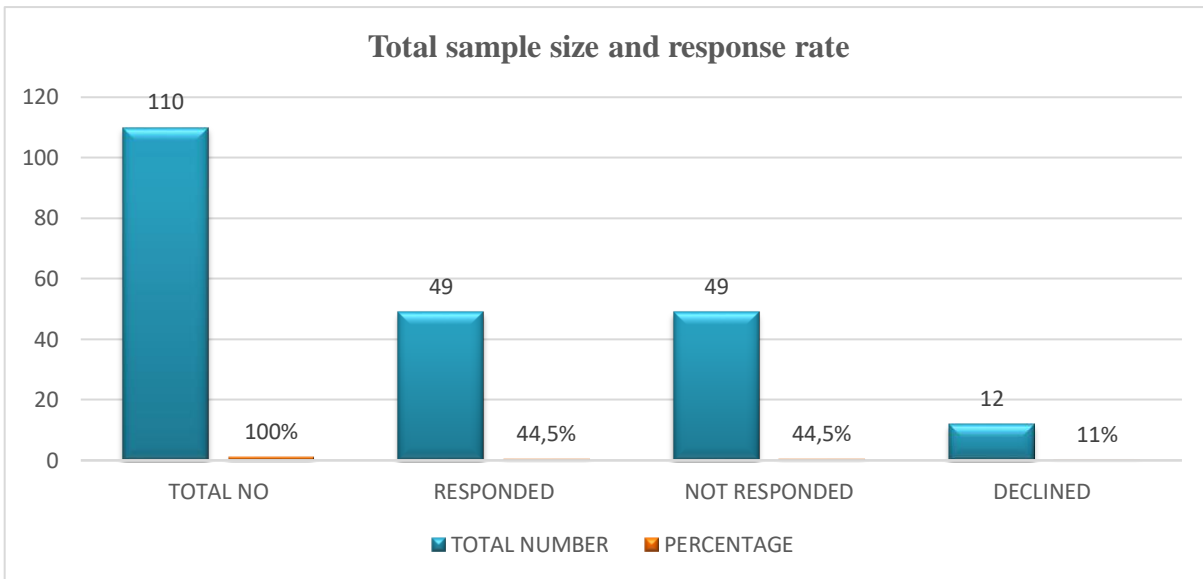


Figure 5.1: Total sample size and response rate

5.2.2 Analysis per province

Figure 5.2 below illustrates the analysis of responses of participants per province as follows:

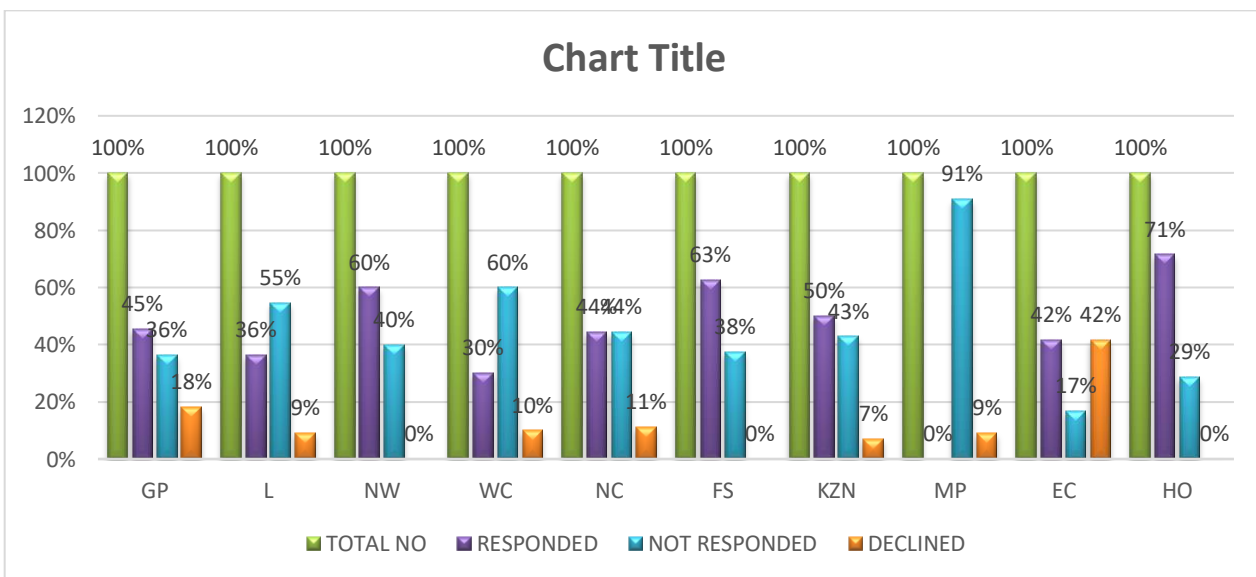


Figure 5.2 Analysis of participants per province

Of the 11 (100%) employees employed at the Gauteng provincial office, there are 5(45%) participated in this study. 4 (36%) did not respond and 2 (18%) declined participation in the study. At the Limpopo provincial office, of the 11 (100%) employees employed, only 4 (36%) participated in this study, whilst 6 (55%) did not respond and 1 (%) declined participation. Whilst in the North West provincial office: of the 10 (100%) employees only

6 (60%) participated in this study whilst and 4 (40%) did not respond. **In the Western Cape provincial office** of the 10 (100%) employees, 3 (30%) participated in this study, 6 (60%) did not respond and 1 (10%) declined participation. **Within the Northern Cape provincial office, there are** 9 (100%) employees of which 4 (44%) participated in the study, 4 (44%) did not respond and 1 (11%) declined participation. **The Free State provincial office** have 8 (100%) employees of which 5 (63%) participated to the study and 3 (38%) did not respond. **From the Kwa-Zulu Natal provincial office** there are 14 (100%) employees of which 7 (50%) participated in the study, 6 (43%) did not respond and 1 (7%) declined participation. **whilst Mpumalanga provincial office** have 11 (100%) employees of which 10 (91%) did not respond and 1 (9%) declined participation. **Eastern Cape provincial office** have 12 (100%) employees and 5 (42%) participated in the study, 2 (27%) did not respond and 5 (42%) declined participation. **And lastly the Pretoria Head Office consists of** 14 (100%) employees of which 10 (71%) participated to the study and 4 (29%) did not respond.

5.2.3 Quantitative Data Presentation and Analysis

This section gives a presentation of the findings on various themes from the survey questionnaire. Additional themes that emanated from the open-ended questions will also be presented in the qualitative findings section. The section will commence with findings from the closed ended question (quantitative data) and later on followed by qualitative findings (open-ended questions). The questions will be presented in a sequential order as reflected in the questionnaire and linked to the objectives of this study.

5.3 BIOGRAPHICAL INFORMATION

This section presents the demographic information of the 49 respondents in terms of gender, age group, level of educational, management level, years of experience, remuneration level and the chief directorate/directorate.

Figure 5.3 below reflects the gender of participants of the research study, which is 19 (39%) males and 30 (61%) females.

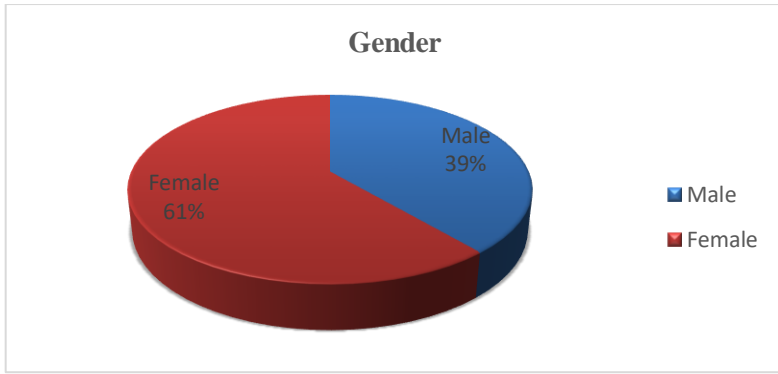


Figure 5.3: Gender of participants

Figure 5.4 below reflects the age groups participated in this research, that is, 18-35 years category were 17 (35%), 36-50 olds 23 (47%) and 51 and above were 9 (18%).

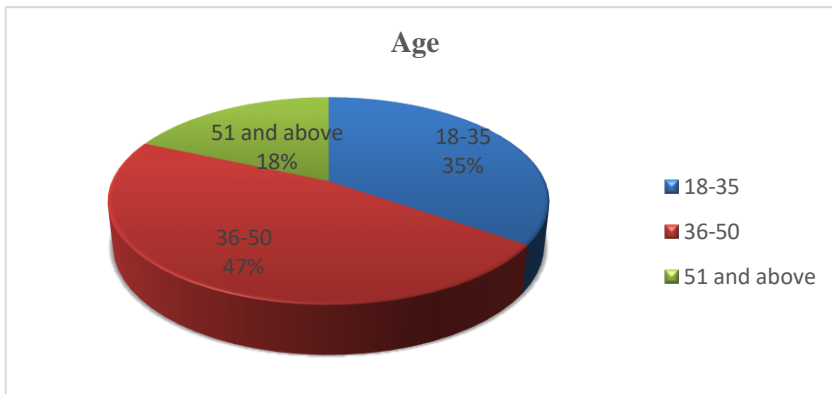


Figure 5.4: Age of participants

Figure 5.5 below reflects the qualifications of high the participants. Those having a high school qualification are (6%), undergraduate (29%) and postgraduate (65%)

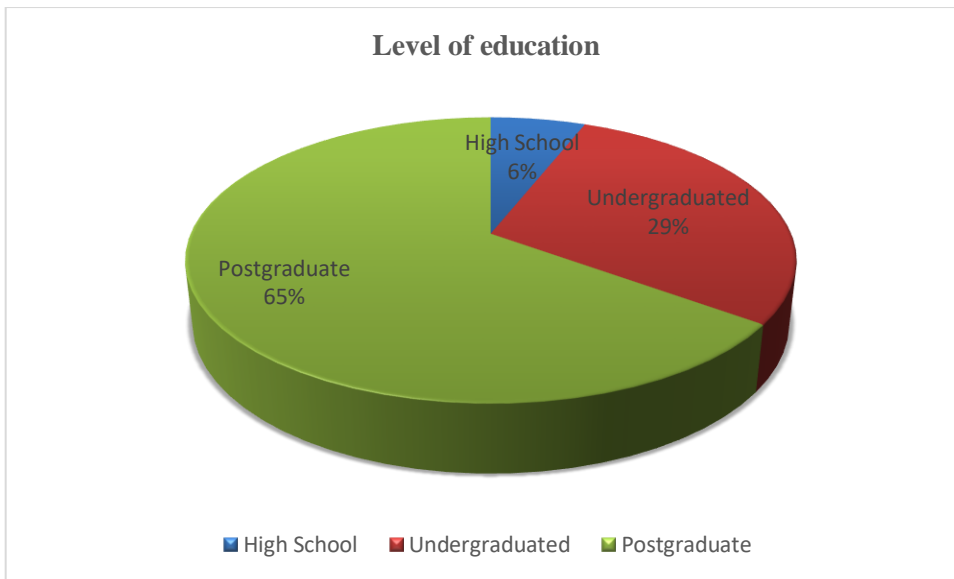


Figure 5.5: Level of education

Figure 5.6 below reflects the management level of participants of the study. 12% are senior managers, 63% are middle managers, 20% are lower management and 4% are clerical support staff.

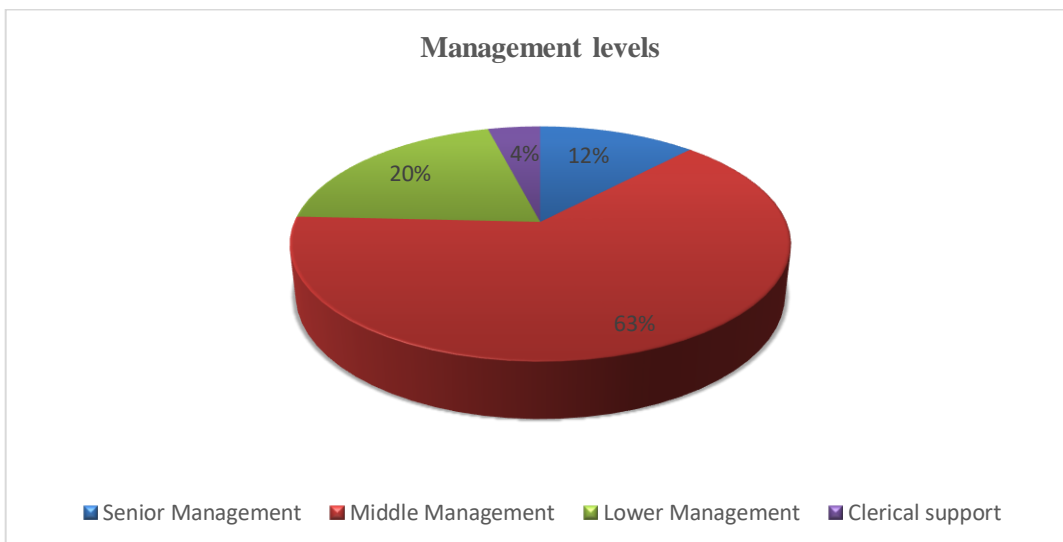


Figure: 5.6 Management levels

Figure 5.7 below reflects years of experience of the participants of which those having 10 years plus experience are 30 (61%), 6-9 years are 13(27%), 3-5 years are 3 (6%), 1-2 years are 2(4%) and less than one year are 1 (2%).

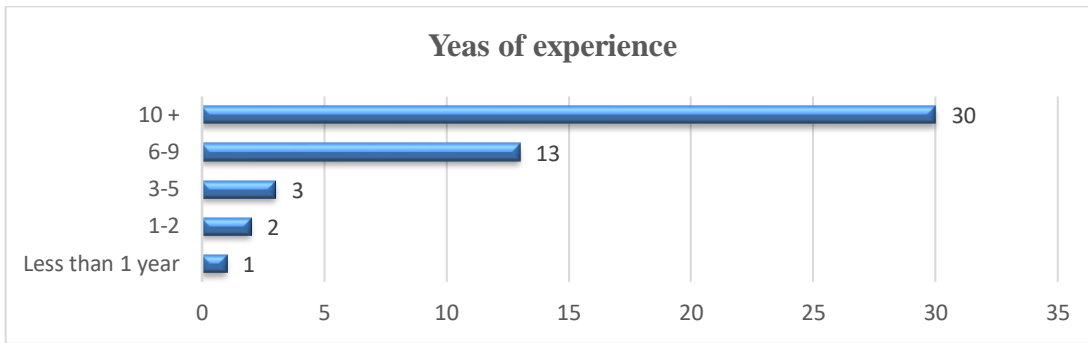


Figure: 5.7: Yeas of experience

Figure 5.8 below reflects the remuneration levels of the participants. Salary level 2-5 were 2 (4%), salary level 6-8 were 10 (20%), salary 9-12 were 31 (63%) and salary level 13 plus were 6 (12%).

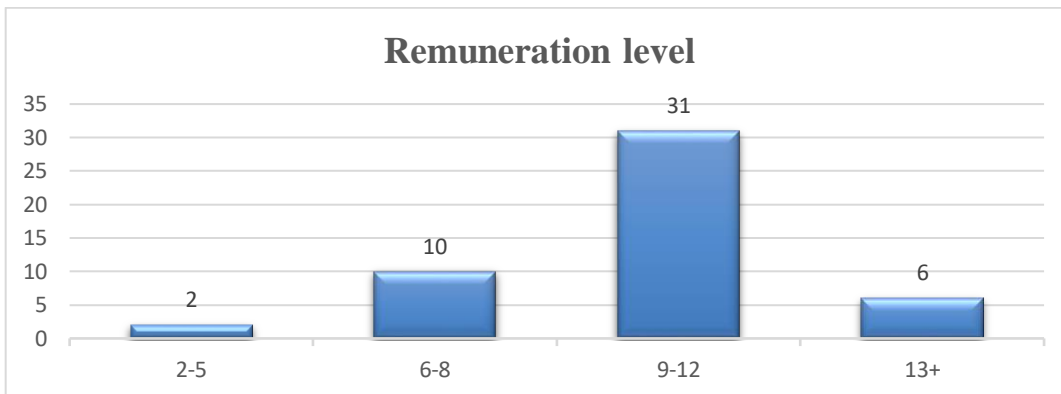


Figure 5.8: Remuneration level

5.4 SECTION B EMPLOYEE PERFORMANCE MANAGEMENT DEVELOPMENT SYSTEM (EPMDS)

This section considers the EPMDS used by the PLL Chief Directorate in the GCIS, as well as the participants' understanding of its contents. Participants expressed their views and described their experiences of EPMDS by answering questions illustrated below. The questions were presented in a sequential order as reflected in the questionnaire and be linked

to the objectives of this study. For the purpose of this research study, in categorising the views of the respondents the researcher employed the following three words:

- **Positive:** to identify the satisfaction of the respondents,
- **Negative:** to identify dissatisfaction of the respondents, **Neutral:** to identify improbability of the respondents and
- **Not Detected:** to identify no remarks of the respondents

In categorising the participants' views the researcher classified them as respondent1 (**RS1**), responses of participants on salary level 2-5 as respondent2 (**RS2**), responses of participants on salary level 6-8 as respondent3 (**RS3**), responses of participants on salary level 9-12, and respondent4 (**RS4**) responses of participants on salary level 13+.

5.4.1 Morale of employees on EPMDS

One of the objectives in this study was to establish the morale of employees on EPMDS in the PLL Chief Directorate that motivates the employee to be effective and efficient performers in their respective work environments. Figure 5.9 below gives an indication of the responses by participants of the study on the overall morale of participants on EPMDS and from which deductions on the objective could be concluded.

Figure 5.9 shows participants' reflection on their understanding of EPMDS of which 49 respondents 48 (98%) have heard about EPMDS and 1 (2%) have not heard about EPMDS.

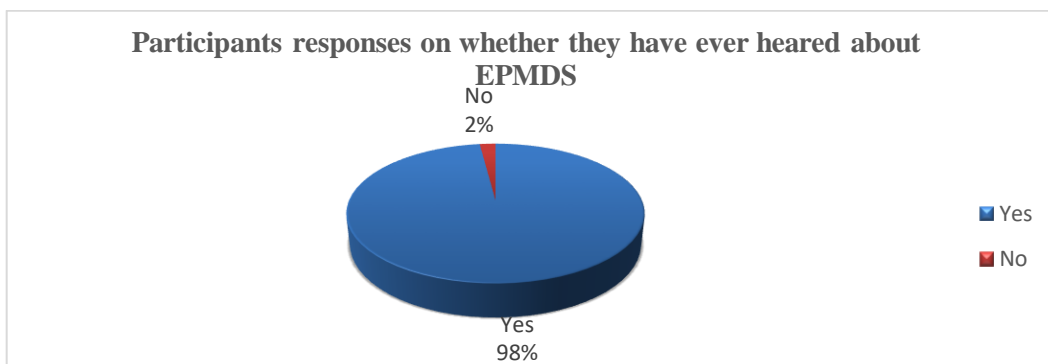


Figure 5.9: Have you heard about EPMDS?

RS1: 50% of participants on level 2-5 responded to the question and 50% of those who responded have positive morale on EPMDS, there was no detection of negative or neutral

morale and the other 50% morale could not be detected due to no comments provided on the questionnaires.

RS2: 50% of participants on level 6-8 responded to the question and 30% of those who responded have positive morale on EPMDS, there was no detection of negative morale, 20% have neutral morale and the other 50% morale could not be detected due to no comments provided on the questionnaires.

RS3: 45% of participants on level 9-12 responded and 35% of those who responded have positive morale on EPMDS, while 10% have negative morale, there was no detection of neutral morale and another 55% morale could not be detected due to no comments provided on the questionnaires.

RS4: 66% of participants on level 13+ responded and 66% of those who responded have positive morale on EPMDS, there is no negative and neutral morale and in another 34% morale could not be detected due to no comments provided on the questionnaires.

Overall morale in the PLL Chief Directorate: 49% of all participants in the Chief Directorate responded to the question and 38% have positive morale on EPMDS, while 6% have negative morale, 4% have neutral morale and in the 33% morale could not be detected due to no comments provided on the questionnaires.

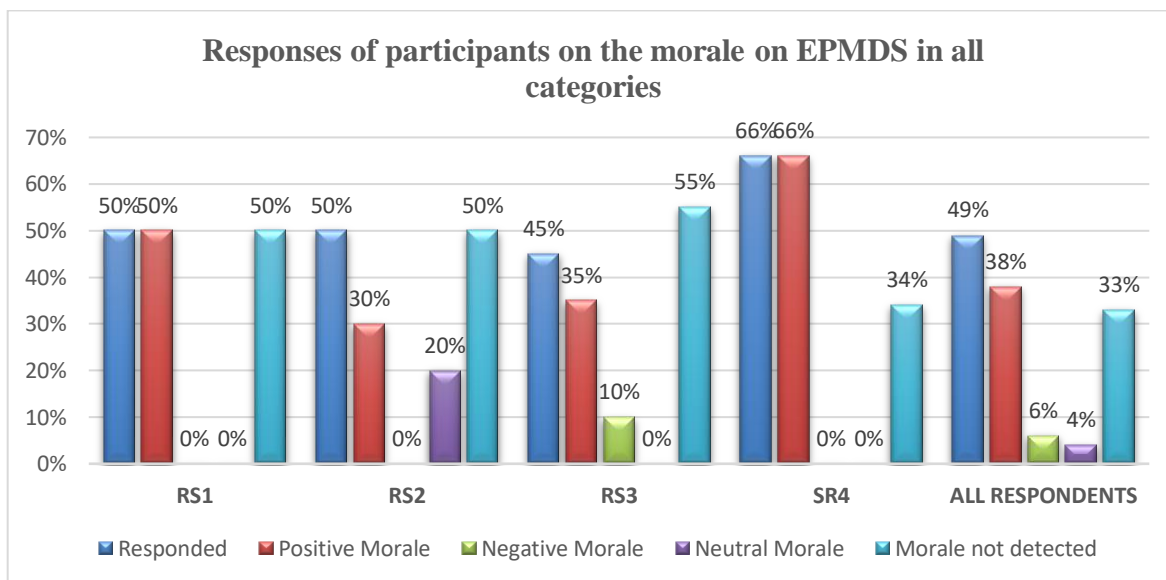


Figure 5.10: Responses of participants on the morale on EPMDS in all categories

Figure 5.10 above displays that 38% of participants have high morale in the Chief Directorate influenced by the EPMDS with 6% that is in dispute.

RS3 said *“EPMDS is not a fair and transparent process. Some supervisor allocates score without be objective. Issues of friendship with subordinates and favouritisms underperforming employees. All supervisors allocating more scores to employee just to avoid the critics that the section is not performing”*.

RS3 said *“the system does not really deal with performance issues, it is just for compliance responded”*.

Another lesser percentage of respondents gave neutral responses being unbiased to the system and the managers of the system. Some of their views raised are quoted below according to their categories.

RS3 *“It is a fair way of evaluating one’s performance. It assists to identify areas of improvement and skilling/re-skilling an employee. It makes it fair and easy for an employee to be remunerated for extraordinary performance, if it’s implemented fairly”*.

RS2 *“it’s a good management tool if implemented in accordance to its guidelines”*. And another **RS2** is in support by stating that *“It is a good tool to measure performance if it is done right”*

There is percentage of respondents that is not far from the majority with positive morale that did not respond to the question.

38% of participants in figure 5.10 give a picture that of the employees with high morale in the Chief Directorate, but 6% of participants have low morale and displayed valuable concerns as outlined in the interpretation above. 4% of respondents recognised the purpose of EPMDS not forgetting to express their frustrations on the manner in which the managers implement EPMDS. With the 38% of participants with high morale, the researcher made an observation that the morale of the employees in the Chief Directorate are not entirely high.

5.4.2 Motivational levels of employees

The other objective of this study was to establish the motivational levels of employees in the Chief Directorate. Figure 5.11 below gives an indication on the responses by participants of the study on the overall motivation of employees on EPMDS and from which deductions on the objective could be concluded.

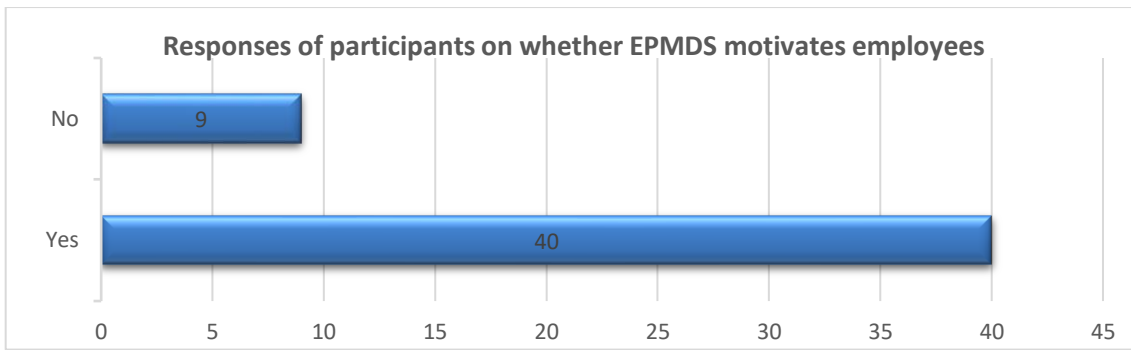


Figure 5.11: Responses of participants on whether EPMDS motivates employees

RS1: Only 50% of participants on level 2-5 responded to the question and 50% of those who responded are motivated by EPMDS. No participant responded negatively to the question and no neutral views. The other 50% did not provide comments to the question.

RS2: 20% of participants on level 6-8 responded to the question and 20% of those who responded are motivated by EPMDS, there are no negative or neutral views on motivation and the other 80% views on motivation could not be detected due to no comments provided on the questionnaires.

RS3: 42% of participants on level 9-12 responded to the question and 32% of those who responded are motivated by EPMDS, while 3% is not motivated, 6% have neutral views on motivation and another 58% views on motivation could not be detected due to no comments provided on the questionnaires.

RS4: 83% of participants on level 13+ responded to the question and 67% of those who responded are motivated by EPMDS, there are no negative views on motivation, 16% have neutral views on motivation and another 16% views could not be detected due to no comments provided on the questionnaires.

Overall motivation in the PLL Chief Directorate: 43% of all participants in the chief directorate responded and 35% of those who responded are motivated by EPMDS, while 2% is not motivated, 6% have neutral views on motivation and another 57% views could not be detected due to no comments provided on the questionnaires.

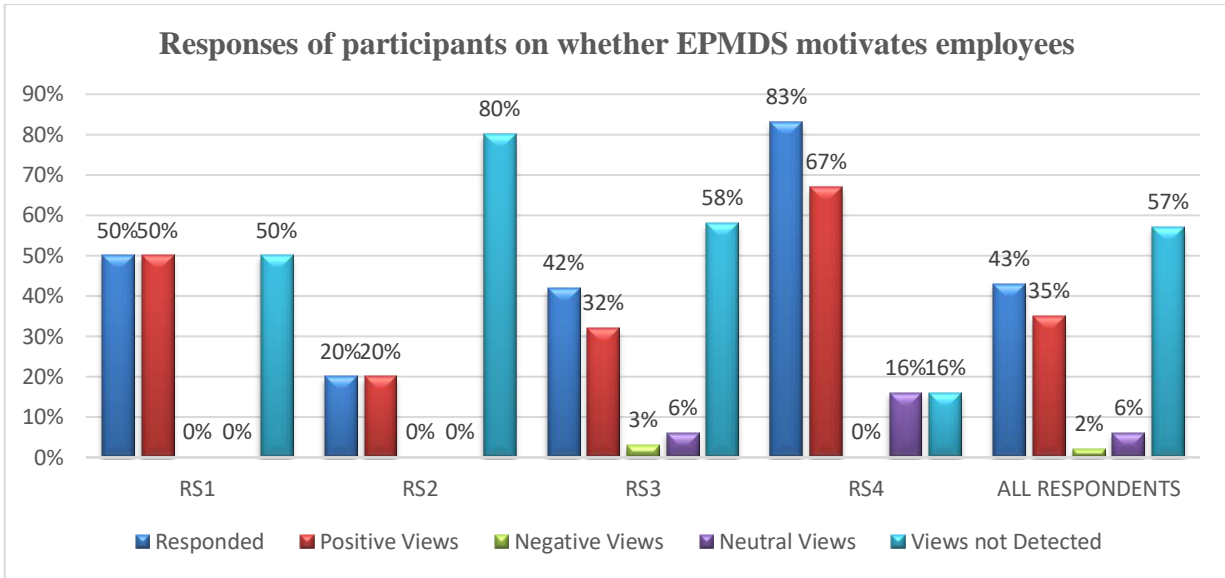


Figure 5.12: Responses of participants on whether EPMDS motivates employees

Figure 5.12 above shows that of the 43% of participants who responded to the question 35% is motivated by the EPMDS in the Chief Directorate, and 2% of respondents is not motivated.

RS3 *“It creates a competitive atmosphere amongst employees and jealousy to those who do not get performance bonuses, it creates the “us” and “them” situation”.*

Another lesser percentage of respondents gave neutral responses being unbiased to the system and the managers of the system. Some of their views raised are quoted below according to their categories.

RS4 *“It motivates employees as it creates healthy competition if implemented correctly, also if there is a rewards system attached to it”.* And this is supported by **RS3** stating that *“It can, provided it is used optimally”*

A percentage of respondents higher than the majority that is motivated that did not respond to the question.

The narrative above indicate that 35% of participants are motivated in the PLL Chief Directorate, with 2% that is not motivated while 6% of respondents understand the intention of EPMDS with concerns on how it is portrayed by the management. With (35%) of participants that are motivated, employee in the PLL Chief Directorate are not fully motivated according to the analysis above, it is the opinion of the researcher.

Figure 5.13 below shows that out of 49 employees 36 (74%) signs their performance agreements annually and 11 (22%) bi-annually and 2 (4%) quarterly).

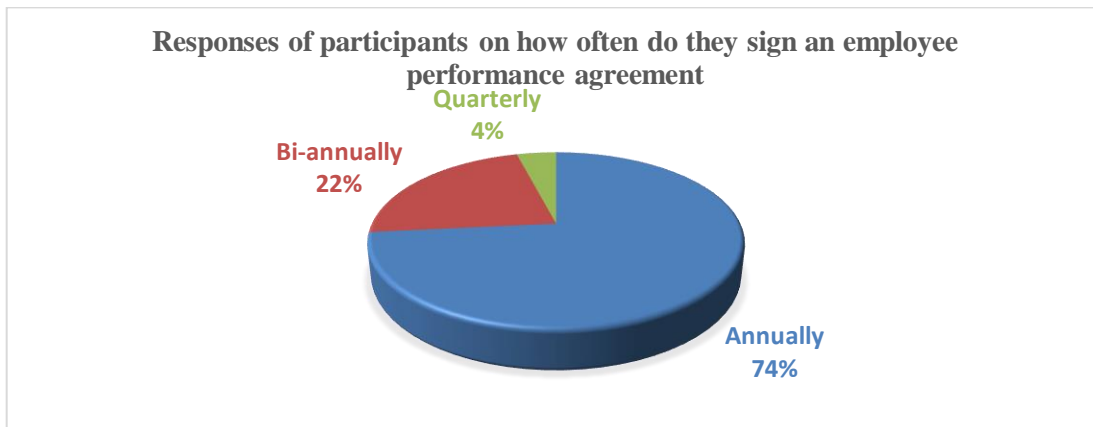


Figure 5.13: Responses of participants on how often do they sign an Employee Performance Agreement

Figure 5.14 below shows that of the 49 (100%) participants 40 (82%) indicated that they are assessed bi-annually while 7 (14%) are assessed quarterly and the other 2(4%) states that they are assessed annually.

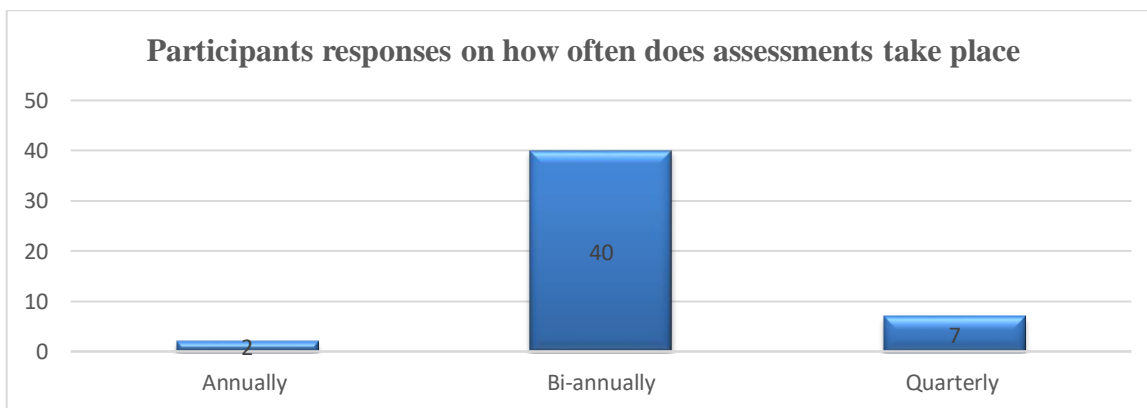


Figure 5.14: Participants responses on how often do assessments take place

5.4.3 Perception of employees on EPMDS

The objective of this study was to determine the perception of employees in the Chief Directorate on EPMDS that enables employee to be effective and efficient performers in their respective work environments. Figure 5.15 below gives an indication on the responses by

participants of the study on the overall perceptions of employees on EPMDS and from which deductions on the objective could be concluded.

Figure 5.15 below indicates that out of 49 respondents, 30 (61%) feel that the EPMDS system is fair, 8 (16%) feel that it is not fair, 7 (14%) feel that it depends of some circumstances so not always that it is fair and 4 (8%) could not state their views. The table below narrates the views of the respondents and are categorised on various aspects that are very influential to EPMDS.

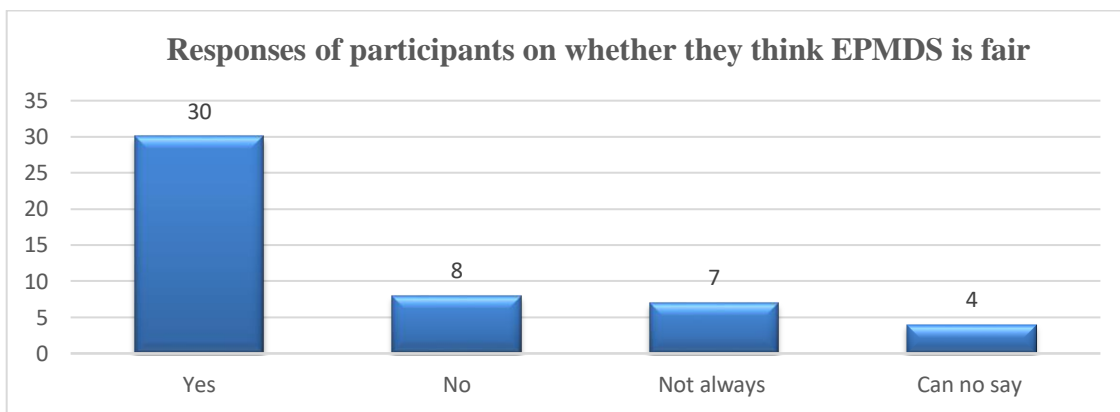


Figure 5.15: Responses of participants on whether they think EPMDS is fair

RS1: 50% of level 2-5 participants responded to the question and those who responded gave positive perceptions on EPMDS. No negative and neutral perceptions, we shown and the other 50% did not give their views to the question.

RS2: 50% of participants on level 6-8 responded to the question and 30% have positive perceptions on EPMDS, while 10% have negative perceptions, 10% have neutral perceptions and the other 50% perceptions could not be detected due to no comments provided on the questionnaires.

RS3: 61% of participants on level 9-12 responded to the question and 23% have positive perceptions on EPMDS, while 19% have negative perceptions, 19% have neutral perceptions and another 39% perceptions could not be detected due to no comments provided on the questionnaires.

RS4: 50% of participants on level 13+ responded to the question and 17% have positive perceptions on EPMDS, there are no negative perceptions, 33% have neutral perceptions and another 50% perceptions could not be detected due to no comments provided on the questionnaires.

Overall perceptions on EPMDS in the PLL Chief Directorate: 71% of all participants responded to the question and 31% have positive perceptions on EPMDS, while 16% have negative perceptions, 24% have neutral perceptions and another 29% perceptions could not be detected due to no comments provided on the questionnaires.

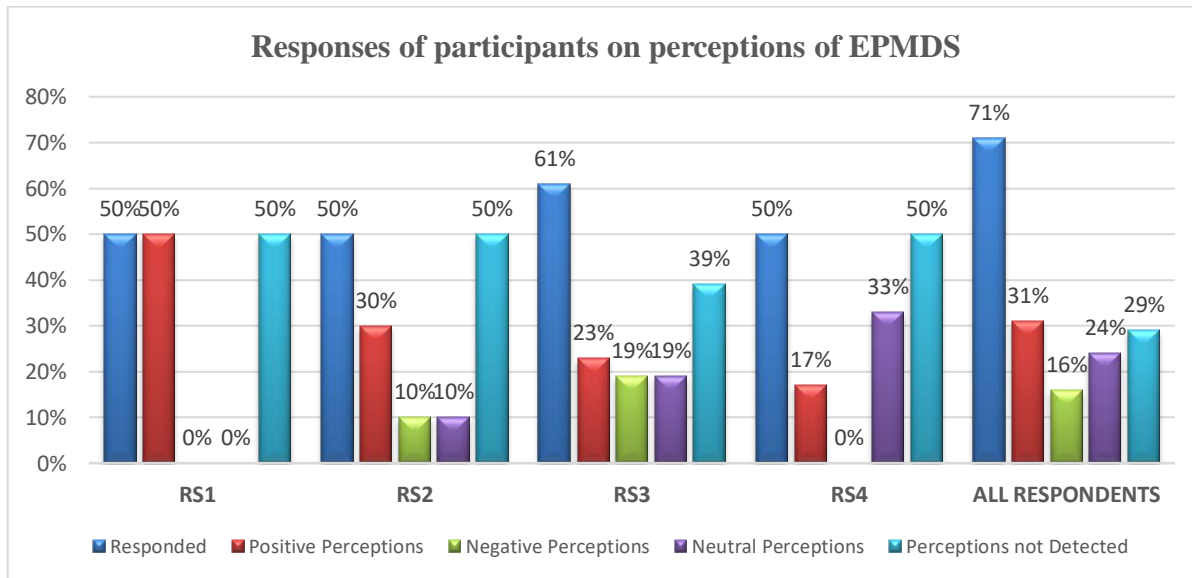


Figure 5.16: Responses of participants on perceptions of EPMDS

The analysis above in figure 5.16 display that 31% of participants who responded to the question have positive perceptions on EPMDS in the Chief Directorate, with 16% of respondents with negative perceptions on EPMDS in the Chief Directorate.

RS2 *“I don't know, but I do know people who motivate for the work they supposed to do and did it but will still get performance with nothing extra according to me”*. And **RS4** stated that *“No it's more dependent on the views of your supervisor”*.

Another lesser percentage of respondents gave neutral responses being unbiased to the system and the managers of the system. Some of their views raised are quoted below according to their categories.

RS3 *“EPMDS is fair, however supervisor and assessment committees implement it unfairly. A case in point, you will do the assessment with your supervisor and agree on the scoring and motivation for that, only for the committee to overrule those scorings”*. And another **RS3** stated that *“I do think it is fair. I think it differs on the set targets and the criteria used to determine who qualifies”*.

There is percentage of respondents that is lesser than the majority with positive morale that did not respond to the question.

Based on the responses given by participants on their perception of EPMDS 31% of participants are of the perceptions that EPMDS is correctly implemented in the Chief Directorate. While, 16% is not agreeing. There is also 24% of respondents who acknowledged the intention of the EPMDS but with concerns on the management implementation method. With the 31% of participants with positive perceptions on EPMDS, it is the view of the researcher that those participants are the most fairly treated employees in the Chief Directorate. Despite the 31% of participants with positive perceptions, the researcher could not lose sight of the 24% of participants who could not be precise on their responses and the 16% whose morale is low given the reasons for their morale to be low above and some of their concerns raised are quoted above according to their categories.

5.4.4 Supervisor’s level of understanding of EPMDS and its implementation

One of the objectives in this study is to determine supervisor’s level of understanding of EPMDS and its implementation in the Chief Directorate to manage employees’ performance effectively and efficiently. Figure 5.17 below gives an indication of the responses by participants of the study on the overall supervisor’s level of understanding of EPMDS and its implementation and from which deductions on the objective could be made.

Figure 5.17 below shows that out of 49 (100%) respondents, 37(76%) say supervisors understands EPMDS and its implementation, 1 (2%) state that they do not, while 7(14%) states that to a certain degree, and 4 (8%) could not comment. However, Figure 5.17 below illustrates the different views of respondents.

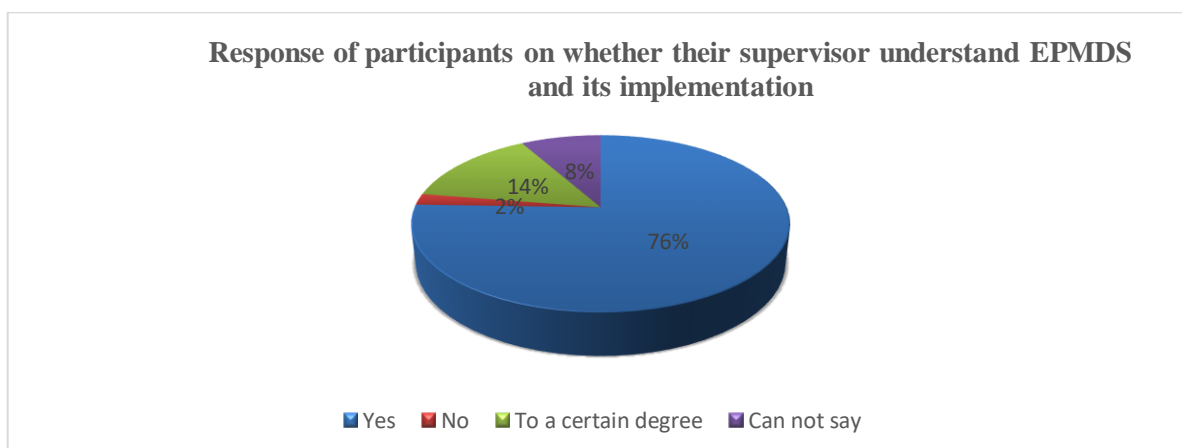


Figure 5.17: Response of participants on whether their supervisor understand EPMDS and its implementation

RS1: The 50% that responded believe that supervisors understand EPMDS and its implementation. And none gave negative or neutral views, while the other 50% did not express themselves.

RS2: 40% of participants on level 6-8 responded to the question and 30% believe that supervisors understand EPMDS and its implementation. There are no negative views, while 10% have neutral views and the other 60% views could not be detected due to no comments provided on the questionnaires.

RS3: 42% of participants on level 9-12 responded to the question and 23% of those who responded believe that supervisors understand EPMDS and its implementation, while 6% have negative views, 13% have neutral views and another 58% views could not be detected due to no comments provided on the questionnaires.

RS4: 67% of participants on level 13+ responded to the question and 33% of those who responded believe that supervisors understand EPMDS and its implementation, while 16% have negative views, 16% have neutral views and another 33% views could not be detected due to no comments provided on the questionnaires.

Overall, supervisors understanding of EPMDS and its implementation in the PLL Chief Directorate: 45% of all participants in the chief directorate responded to the question and 27% of those who responded believe that supervisors understanding of EPMDS and its implementation, while 6% have negative views, 12% have neutral views and another 55% did not comment.

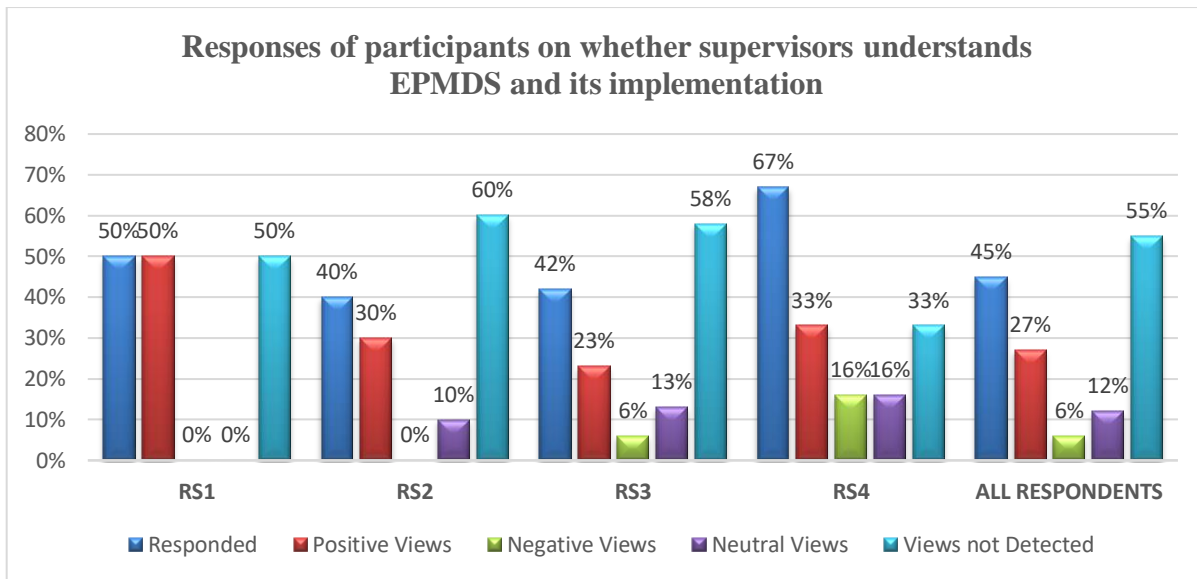


Figure 5.18: Responses of participants on whether supervisors understands EPMDS and its implementation

The analysis above figure 5.18 above shows that (27%) of participants who responded to the question believe that supervisors understanding of EPMDS and its implementation in the Chief Directorate, with the (6%) who believe that they do not understand.

RS4 “Currently not. Moderation at the end of the cycle should allow a supervisor to, even if scores don't add to a merit award, if he or she feels the sum total of the assessment allows for a bonus he or she as supervisor should be able to MODERATE...not simply follow the outcomes of scoring mechanically”.

RS3 “Not really, the supervisor would only consult with the employee when performance agreement and assessment are due for submission, and do use the EPMDS as tool to improve performance throughout the performance cycle”. And another **RS3** further stated that “She understands it when it suits her and when it is going to work on her favour”.

Another significant percentage of respondents gave neutral responses being unbiased to the system and the managers of the system. Some of their views raised are quoted below according to their categories.

RS3 “Not exactly cause, one will mention a certain course that is relevant to the job, but the Supervisor will turn it down, by stating budgetary constraints”

RS2 “some they don't understand but normally I believe the HRM has to strengthen the managers to attend the course of the EPMDS so that they can have a better understanding”.

Supported by **RS3** by stating that *“It varies from department to department, some do understand it and apply it fairly. Some do not understand it and they require some trainings”*.

There is percentage of respondents that is significantly higher than the majority who believe that supervisors understanding of EPMDS and its implementation, that did not respond to the question.

Analysis above with 27% of participants who believes that the supervisors’ understanding of EPMDS and its implementation in the Chief Directorate is sound gives the researcher an impression there is an understanding between the supervisors and the employees on the requirements and the expectations of EPMDS. However, only 6% of respondents that is in dispute of the above statement. With the researcher noting the 27% views of the respondents believes that these participants are the most fairly treated employees in the Chief Directorate, therefore employees in the Chief Directorate are not given the same treatment by the supervisors.

Figure 5.19 below reflects that 98% respondents receives feedback from their supervisors and 2% does not. These participants are not happy with the manner in which EPMDS is conducted in the Chief Directorate. Some of their concerns raised are quoted below according to their categories.

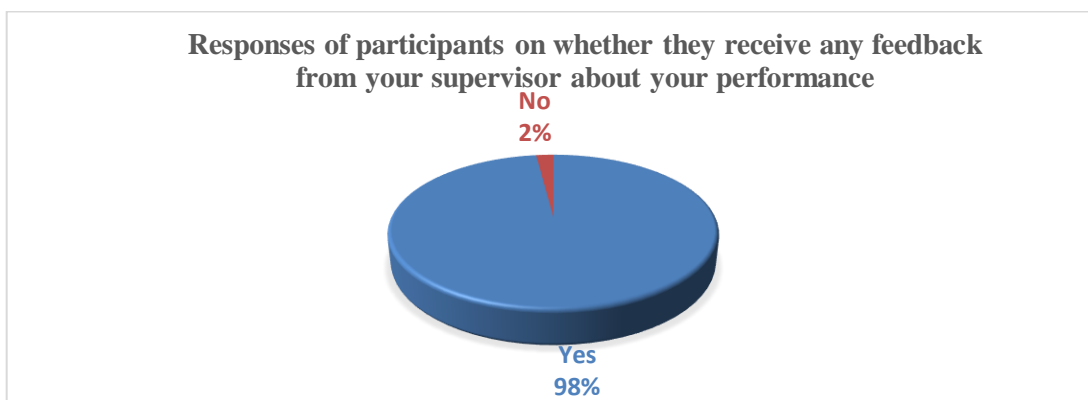


Figure 5.19: Responses of participants on whether they receive any feedback from your supervisor about your performance

Figure 5.20 below shows that 27 (55%) respondents receives performance bonuses annually, 18 (37%) receives sometimes and 4 (8%) have never received performance bonuses.

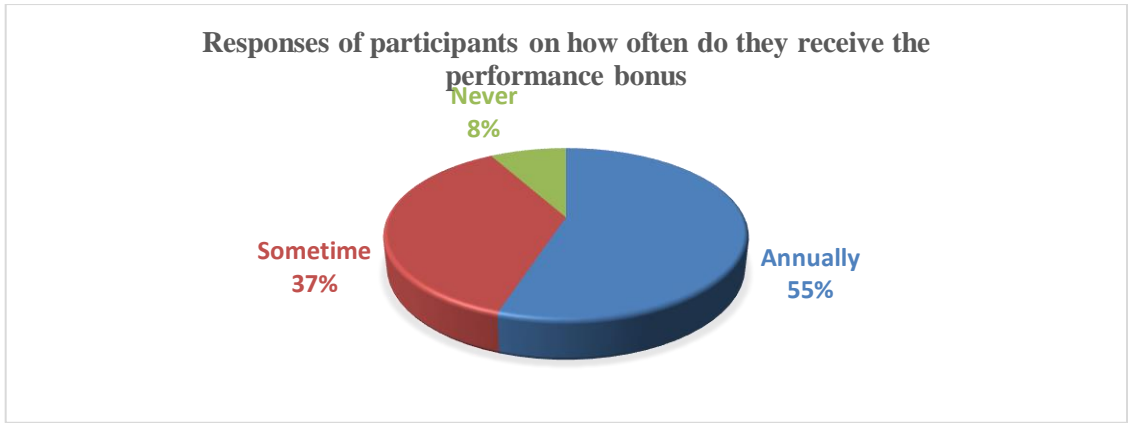


Figure 5.20: Responses of participants on how often do they receive the performance bonus

Figure 5.21 below shows that 27 (55%) feel that performance bonuses are awarded fairly while 22 (45%) do not agree.

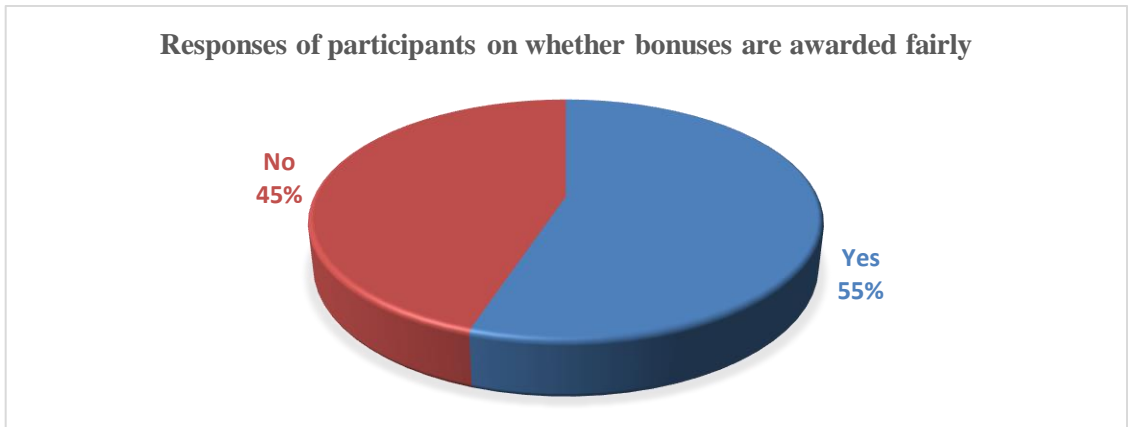


Figure 5.21: Responses of participants on whether bonuses are awarded fairly

Figure 5.22 below shows that 44 (%) feel that the aim and objective of EPMDS is service delivery while 4 (%) are of the view that its objective is training, and 1 (%) feel that it is salary based.

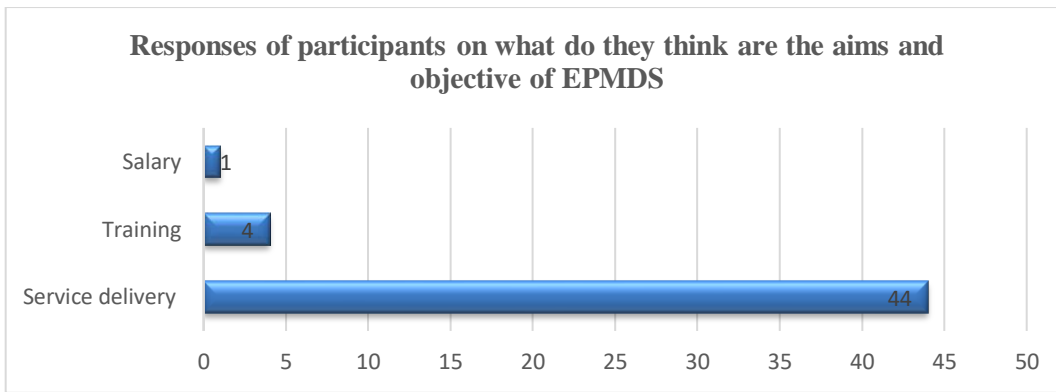


Figure 5.22: Responses of participants on what do they think are the aims and objective of EPMDs

5.4.5 Challenges currently experienced on EPMDs

One of the objectives in this study was to determine challenges currently experienced on EPMDs in the Chief Directorate that hinder effective and efficient implementation of thereof. The figure 5.23 below gives an indication on the responses by participants of the study on the overall challenges currently experienced on EPMDs and from which deductions on the objective could be concluded.

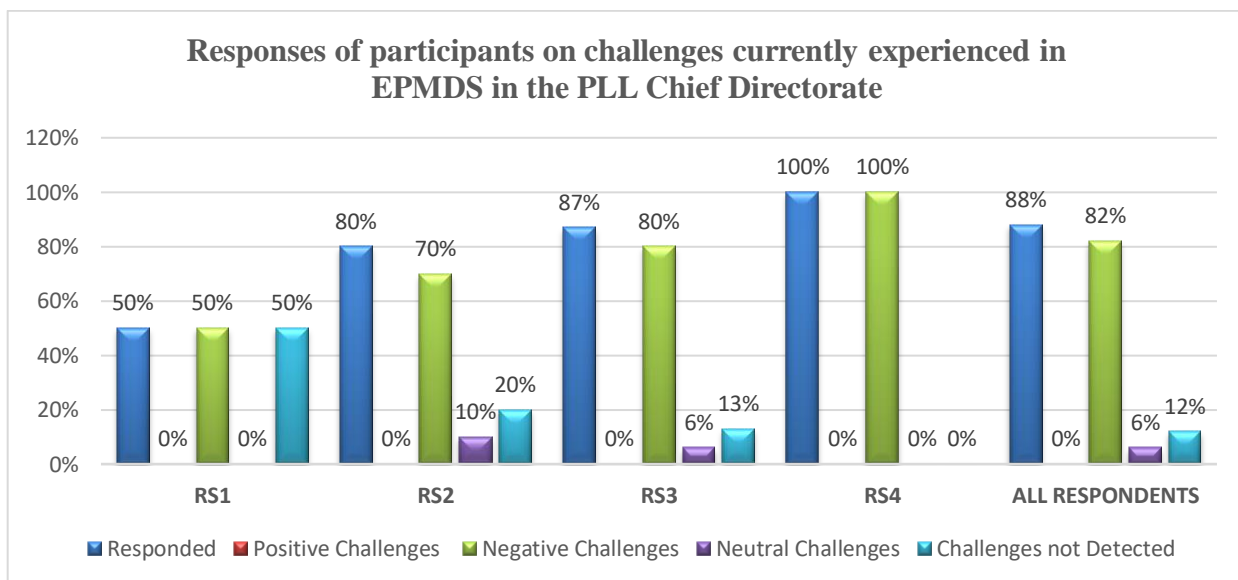


Figure 5.23: Responses of participants on challenges currently experienced in EPMDs in the PLL Chief Directorate

RS1: Level 2-5 participants 50% of participants responded negatively and none gave positive comments, and the other 50% responded negatively, whilst the other 50% chose not to comment.

RS2: 80% of participants on level 6-8 responded to the question and none of those who responded have positive challenges on EPMDS, while 70% have negative challenges, 10% have neutral challenges and the other 20% views could not be detected due to no comments provided on the questionnaires.

RS3: 87% of participants on level 9-12 responded to the question and none of those who responded have positive challenges on EPMDS, while 80% have negative challenges, 6% have neutral challenges and another 13% views could not be detected due to no comments provided on the questionnaires.

RS4: 100% of participants on level 13+ responded to the question and none of those who responded have positive challenges on EPMDS, and 100% have negative challenges.

All respondents, overall challenges of EPMDS in the PLL Chief Directorate: 88% of all participants in the chief directorate responded to the question and none of those who responded have positive challenges on EPMDS, while 82% have negative challenges, 6% have neutral challenges and another 12% views could not be detected due to no comments provided on the questionnaires.

Data reflected above show that the majority of respondents are experiencing more challenges in the implementation of EPMDS. These respondents are not happy with the manner in which EPMDS is used in the Chief Directorate. Some of their concerns raised are quoted below according to their categories.

RS3 *“Even when you have identified areas of challenge within your work, you do not attend the recommended or suggested training”.*

RS4 *“There is only limited time to address issues related to skills development since EPMDS is given priority twice a year. Regular assessment or provision of skills development could assist in improving EPMDS”.*

RS3 *“Yes there are, if employees are no longer going to get performance reward, they then not going to perform beyond what is expected of them since there is nothing that motivate them.”.*

RS1 *“Sometimes being unable to capture the performance agreement in the system when the system is giving an error code”.*

RS2 *“The motivation process and evidence as well with the supervisor ability to convince the panel on scoring so that bonus can be awarded”.*

RS3 “.....It should not be only when there is underperformance that the supervisor intervene doing the performance development plans and evaluations thereof regularly to enhance employee performance”.

RS3 “Currently the EPMDS is not functional in our institution and we are left in the dark and morale of performance is very low”.

RS4 “There are Managers who have used EPMDS unfairly towards their subordinates which creates tension and unhappiness”.

RS2 “Most Managers they score the employees according to personal interest”.

Another lesser percentage of respondents gave neutral responses being unbiased to the system and the managers of the system. Some of their views raised are quoted below according to their categories.

RS3 “The EPMDS is a good system although it is applied differently by departments and supervisors. EPMDS should be about performance standards”.

According to the employees’ views, it the majority believe that there are more challenges than solutions in the implementation of EPMDS in the Chief Directorate. There is also a lesser percentage that acknowledged the good intentions of the EPMDS but with concerns on the management’s method of its implementation. With the percentage of participants who are experiencing EPMDS challenges, it can be deduced that employees are highly frustrated with the manner in which EPMDS is being managed and implemented.

5.5 SECTION C: GENERAL FRAMEWORK FOR EMPLOYEE PERFORMANCE MANAGEMENT DEVELOPMENT SYSTEM

5.5.1 EPMDS in line with the Constitution and Legislative Frameworks

One of the objectives in this study was to determine whether EPMDS is in line with the Constitution and legislative frameworks. Figure 5.24 below gives an indication on the responses on the overall understanding of the respondents on whether EPMDS is in line with the Constitution and legislative frameworks or not.

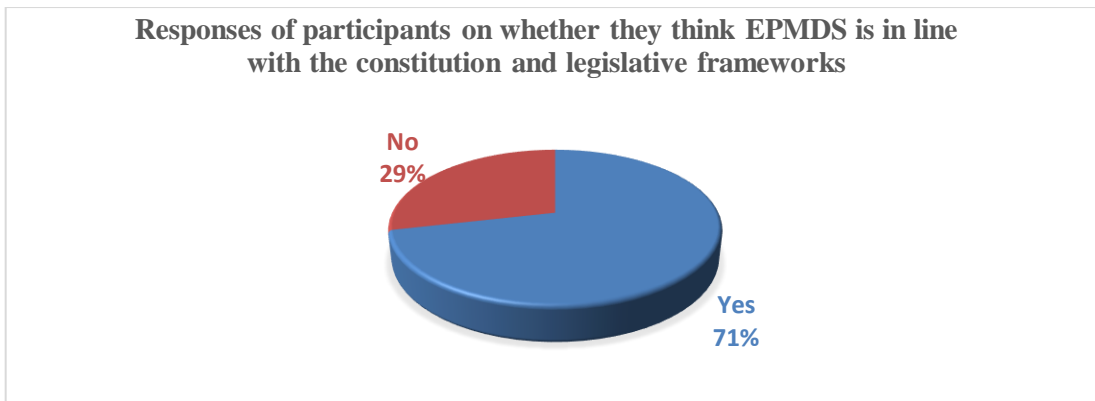


Figure 5.24: Responses of participants on whether EPMDS is in line with the constitution and legislative frameworks

Figure 5.24 above shows that 35 (71%) of the respondents feel that EPMDS is implemented according to the requirements of the Constitution and other relevant legislations, while 14 (29%) feel that it is not.

RS1: On level 2-5 participants who responded to the question are 50% and none of those who responded have positive view on EPMDS legislative frameworks, while the another 50% have negative views and the other 50% did not comment.

RS2: 70% of participants on level 6-8 responded to the question and 50% of those who responded have positive view on EPMDS legislative frameworks, while 10% have negative views, 10% have neutral views and the other 30% views could not be detected due to no comments provided on the questionnaires.

RS3: 68% of participants on level 9-12 responded and 48% of those who responded have positive view on EPMDS legislative frameworks, while 16% have negative views, 3% have neutral views and another 32% views could not be detected due to no comments provided on the questionnaires.

RS4: 67% of participants on level 13+ responded to the question and 67% of those who responded have positive view on EPMDS legislative frameworks, there are no negative and neutral views and another 33% views could not be detected due to no comments provided on the questionnaires.

Overall morale in the PLL Chief Directorate: 67% of all participants in the Chief Directorate responded to the question and 49% of those who responded have positive view on EPMDS legislative frameworks, while 21% have negative views, 6% have neutral views and another 33% views could not be detected due to no comments provided on the questionnaires

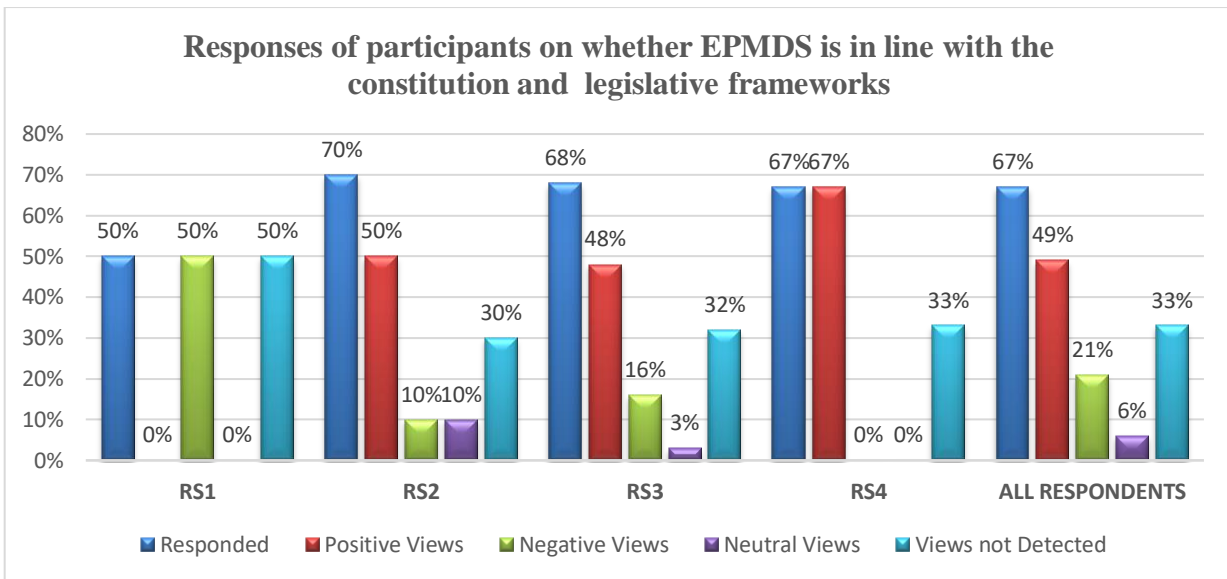


Figure 5.25: Responses of participants on whether EPMDS is in line with the constitution and legislative frameworks

The analysis above shows that the 49% of respondents agree that the EPMDS is implemented in line with the Constitution and its relevant legislating frameworks. These respondents are happy with the manner in which EPMDS is being aligned with the Constitution and its relevant legislating frameworks. There is 21% of respondents who are not happy with the manner in which EPMDS is implemented in the Chief Directorate. Some of their concerns raised are quoted below according to their categories.

Three responses from **RS3** state that “No, we are not informed”, “never informed” and “Not informed”

RS2 “HRM has to conduct the training for all employees”.

RS1 “I don't have idea about EPMDS policies”.

Another lesser percentage of respondents gave neutral responses being unbiased to the system and the managers of the system. Some of their views raised are quoted below according to their categories.

RS2 “Not really”.

RS3 “The policies are also available on the intranet for everyone to read, and we are sometimes informed to make inputs on policies”.

There is percentage of respondents that is slightly lower than the majority who believe that EPMDS is being aligned with the Constitution and its relevant legislating frameworks that did not respond to the question.

About 6% acknowledged that the intentions constitution is good for EPMDS and the system only works to fulfil the intentions of the constitution if it is fairly implemented by the management of the organisation and the Chief Directorate. It is the view of the researcher that those participants who are happy with EPMDS are the most fairly treated employees in the Chief Directorate. The researcher links those who are unhappy with the EPMDS with their low morale. Given the above narrative the researcher views the EPMDS compliance with the constitution as low.

5.5.2 Importance and the impact of performance monitoring

Figure 5.26 below gives an indication the respondents' overall understanding of the importance and the impact of performance monitoring.

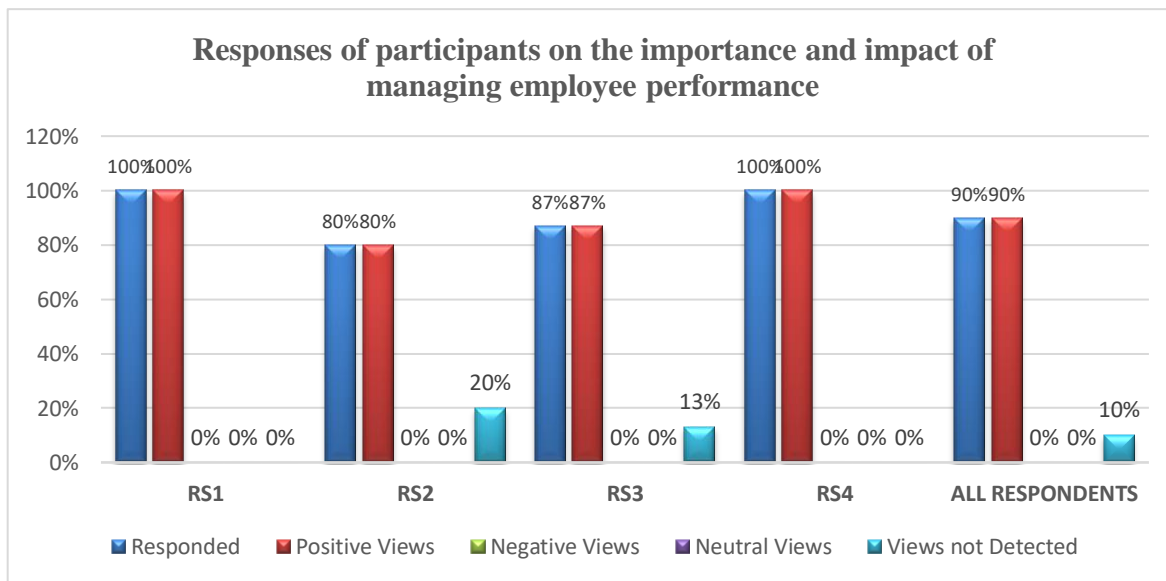


Figure 5.26: Responses of participants on the importance and impact of managing employee performance

RS1: 100% of participants on level 2-5 responded the question and 100% of them have positive view on monitoring of employees' performance.

RS2: 80% of participants on level 6-8 responded to the question and 80% of those who responded have positive view on monitoring of employees performance, there are no negative

or neutral views, and the other 20% views could not be detected due to no comments provided on the questionnaires.

RS3: 87% of participants on level 6-8 responded to the question and 87% of those who responded have positive view on monitoring of employees performance, there are no negative or neutral views, and the other 13% views could not be detected due to no comments provided on the questionnaires.

RS4: 100% of participants on level 2-5 responded the question and 100% of them have positive view on monitoring of employees' performance.

Overall view on managing of employees performance in the PLL Chief Directorate: 90% of all participants in the Chief Directorate responded to the question and 90% of those who responded have positive view on monitoring of employees performance, there are no negative or neutral views, and the other 13% views could not be detected due to no comments provided on the questionnaires.

It is the researcher's observation that 90% of respondents are of the view that EPMDS need to be managed. Deducing on the participants views above, it can be concluded that participants' understand that employee performance need to be managed in the Chief Directorate looking at 90% of participants who responded to the question all of them are in agreement that employee performance need to be managed. It is the opinion of the researcher that employees in the Chief Directorate the purpose of managing EPMDS and are in agreement with the EPMDS management framework and its objectives.

5.5.3 EPMDS enhances service delivery

Figure 5.27 below gives an indication of the respondents' overall understanding of whether EPMDS enhances service delivery.

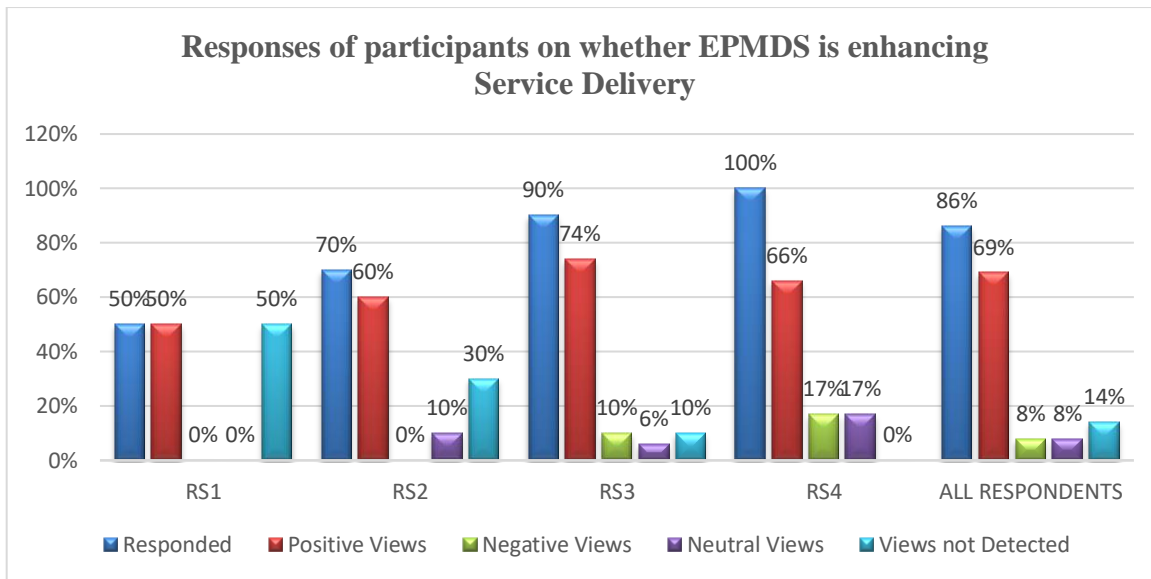


Figure 5.27: Responses of participants on whether EPMDS is enhancing Service Delivery

RS1: 50% of level 2-5 participants responded to the question and those who responded gave positive views on performance targets enhancing service delivery, there are no negative or neutral views and the other participants did not comment and are of 50% .

RS2: 70% of participants on level 6-8 responded to the question and 60% of those who responded have positive on performance targets enhancing service delivery, no negative views while, 10% have neutral views and the other 30% views could not be detected due to no comments provided on the questionnaires.

RS3: 90% of participants on level 9-12 responded to the question and 74% of those who responded have positive views on performance targets enhancing service delivery, while 10% have negative views, 6% have neutral views and another 10% views could not be detected due to no comments provided on the questionnaires.

RS4: 100% of participants on level 13+ responded to the question and 66% of those who responded have positive views on performance targets enhancing service delivery, while 17% have negative views, 17% have neutral views.

Overall morale in the PLL Chief Directorate: 86% of all participants in the chief directorate responded to the question and 69% of those who responded have positive views on performance targets enhancing service delivery, while 8% have negative views, 8% have neutral views and another 14% views could not be detected due to no comments provided on the questionnaires.

The picture portrayed in figure 5.27 above shows that 69% of participants are in agreement that EPMDS enhances service delivery and that only 8% is not in agreement.

RS3 *“No, as indicated before. People qualify for cash bonuses without really their work being evaluated or even meeting targets. If targets are not met, it simply tells you that service delivery is suffering”.....“No not at all because the system of EPDMS has discouraged employees who really work hard and who are entitled to achieve the performance bonuses but are denied due to power struggles and score settling issues”.*

RS2 *“No, there is a challenge with addressing skills development gaps that exist however; on the other hand monetary motivation in a form of bonuses does assist in motivating employees to excel in their work in that service delivery improves”.*

RS3 *“It can enhance service delivery if it is taken seriously and employees' achievements are recognised and appraised by their respective supervisors. On the other hand, the EPDMS if is not properly managed competition between employees arises and as a result sabotage and jealousy are the order of the day”.*

Another lesser percentage of respondents gave neutral responses being unbiased to the system and the managers of the system. Some of their views raised are quoted below according to their categories.

RS4 *“Unsure...there is still too much emphasis placed on financial reward and no other forms of incentives which could be linked to the core business of the department”.*

RS2 *“if the procedure and recommendation are followed and fairly provided to the officials”.*

RS3 *“To a certain extent, sometimes it's not performance its people”.*

There is percentage of respondents that is slightly lower than the majority who believe that EPMDS is being aligned with the constitution and its relevant legislating frameworks that did not respond to the question.

Conforming to the narrative in figure 5.27 above that 69% of the participants agree that EPMDS enhances service delivery, despite 8% that is not in agreement. The researcher also noted that another 8% of respondents understands how the EPMDS should function in enhancing service delivery. With 69% of participants who believes that EPMDS enhances service delivery, it is the observation of the researcher in this analysis is that employee in the

Chief Directorate understand the purpose and the objective of the Chief Directorate that by being the mouthpiece of the government of the Republic of South Africa service delivery is key.

5.5.4 Challenges experience during EPMDS Agreement and Reviews

Figure 5.28 below gives an indication on the responses by participants of the study on the overall challenges experience during EPMDS Agreement and Reviews and from which deductions on the objective could be concluded.

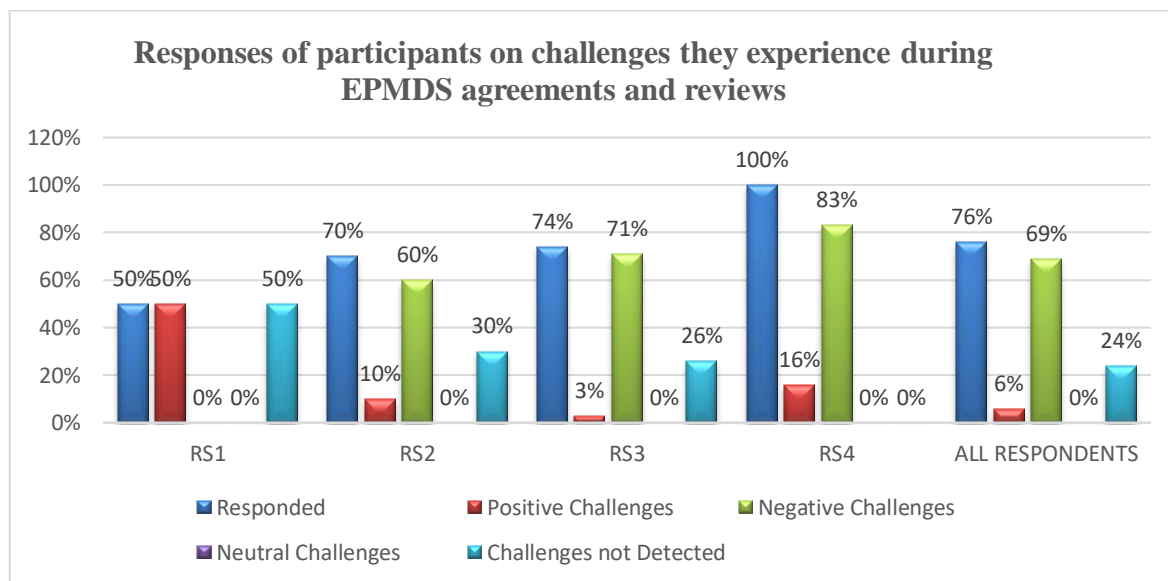


Figure 5.28: Responses of participants on challenges they experience during EPMDS agreements and reviews

RS1 Participants on level 2-5 responded to the question were 50% and have positive challenges experienced during EPMDS agreement and reviews, there are no negative or neutral challenges, the other 50% did to no comment.

RS2: 70% of participants on level 6-8 responded to the question and 10% of those who responded have positive challenges experienced during EPMDS agreement and reviews, while 60% have negative challenges, no neutral challenges and the other 30% views could not be detected due to no comments provided on the questionnaires.

RS3: 74% of participants on level 9-12 responded to the question and 3% of those who responded have positive challenges experienced during EPMDS agreement and reviews, while 71% have negative challenges, no neutral challenges and another 26% views could not be detected due to no comments provided on the questionnaires.

RS4: 100% of participants on level 13+ responded to the question and 17% of those who responded have positive challenges experienced during EPMDS agreement and reviews, while 83% have negative challenges.

Overall morale in the PLL Chief Directorate: 76% of all participants in the Chief Directorate responded to the question and 6% of those who responded have positive challenges experienced during EPMDS agreement and reviews, while 69% have negative Challenges, no neutral challenges and another 24% views could not be detected due to no comments provided on the questionnaires.

The analysis above shows that the majority of respondents are experiencing more challenges in the EPMDS agreements and reviews. These respondents are not happy with the manner in which EPMDS agreements and reviews are conducted in the Chief Directorate. Some of their concerns raised are quoted below according to their categories.

RS4 *“Often the indicators are vague and pressure of work leads to rushed completion of these processes by set timeline”.*

RS3 *“Officers would choose one indicator out of 5 in a KPA and want to give themselves 4s. There's bound to be a disagreement mainly because people want extra money. The other challenge is when an underperformer is depressed.....”.*

RS3 *“That I may identify a gap and request assistance but don't receive it”.* Supported by another RS3 by stating that *“The training I require is never carried out, which then defeats the purpose of performance reviews”.*

RS3 *“The issue of resources is a problem especially for us working in regions that are closer to communities...”.*

RS3 *“The challenge is when your supervisor requires a motivation for the work that you did. The motivation part is irrelevant as it undermines the performance, rather rely on the narrative in motivation”.*

RS4 *“sometimes people think it's about money and they don't want to motivate for the extra work done because they say the money is too little anyway....”.* Supported by another **RS4** by stating that *“The unwillingness of officials to submit their correct scores to avoid writing motivations”.*

Figure 5.28 above demonstrates that 69% of participants consider EPMDS to have challenges when signing performance agreement and conducting performance reviews. While 6% of participants do not perceive challenges. Considering the views of participants in figure 5.28 it is perceived by the researcher that managers and employees do not share the same sentiment on EPMDS matters.

5.6 EPMDS MITIGATION FACTORS

At the end, respondents were asked what can be done to correct the EPMDS challenges they identified. Table 5.1 below illustrates the EPMDS mitigation factors suggested by the participants to correct EPMDS errors.

Table 5.1: Mitigation factors suggested by participants of the study

| Category of respondents | Mitigation factors suggested by participants of the study |
|-------------------------|--|
| RS4 | The department needs to priorities short term courses and offer couching sessions on regular basis. |
| RS4 | Increase budget allocation for bonuses. |
| RS4 | Having strategic session before signing of agreements and quarterly reporting to identify gaps and address them. |
| RS4 | Constant transparency; discussing with employees; expanding incentives beyond money; promoting peer learning |
| RS4 | Through automated performance linked to weekly reporting against individual key result areas and targets |
| RS1 | By having a person who is always availed to assist officials. |
| RS2 | All new employees should be trained so that they understand the objective and what the system aims to achieve. |
| RS2 | First we need to take action and implement process for example every employee must get the training of EPMDS so that they can understand why is so important |
| RS2 | Not adding extra work on the agreement to assist as your evidence and extra mile |
| RS2 | Supervisor support |
| RS2 | IT must work on the system, and make it user friendly for everyone. |
| RS2 | The system should be more accommodating to the work one is doing on a daily basis as it does not always speak to the Key Performance Areas of one's work plan, you do more than what is expected of you but is not measured as such. |
| RS2 | Always update data |
| RS2 | Better understanding given of what is just your work and what is more that your work. |
| RS3 | By providing adequate training and capacity to IT department to help we roll the EPMDS easy without fail. |

| | |
|-----|---|
| RS3 | Policy need to new reviewed |
| RS3 | Clear definition of what is required. |
| RS3 | The departments to continue awarding employees with performance bonuses as outlined in Public Service Regulations |
| RS3 | I do not experience challenges as I understand the importance of the EPMDS. |
| RS3 | As said before the score motivation should be done by your supervisor both for overachievement/underachievement not the employee as it amount to one blowing their own horn and lead to conflict. |
| RS3 | There should be consistence monitoring other waiting for once off annual assessment |
| RS3 | Availability of resources be fast-tracked if employer expects an employee to provide good services. |
| RS3 | HRD must upgrade the system to be more user friendly |
| RS3 | If employees outline areas that challenge the execution of their work, they must be attend to through the personal development plan system |
| RS3 | Continuous assessment with a written feedback should be introduced. Peer review mechanism should also be explored. |
| RS3 | HR and IT is always available to attend to any challenges of the system |
| RS3 | Apply the EPMDS explicitly. The EMPDS does not have a motivation clause on the cash bonus payment, therefore supervisors and managers need not request the motivation. |
| | All the training needs on the performance agreements should be implemented or employees should have a redress on why they were not implemented. |
| | Departments should use all the avenues to assist low or non-performers, including re skilling, counselling and other forms. |
| RS3 | If each employee can represent himself or herself in the moderation |
| RS3 | To allow the system to make changes to the P agreement every 6 months to cater for environmental facts that hamper an employee to perform. |
| RS3 | Proper procedures needs to be followed and discussions when adding tasks |
| RS3 | Appoint independent person to assess employees when there are disagreements |
| RS3 | To do away with Performance agreement, but continue with EPMDS |
| RS3 | By finding common ground |
| RS3 | Have tools in provincial offices that creates holistic wellness support for struggling public servants and for the star performer keep them well-resourced and appreciated |
| RS3 | Enhanced system capability provision |
| RS3 | By implementing Employee Development plans and ensuring you up-skill staff in all departments. |
| RS3 | The GCIS has well system of EPMDS yet the system is used to collect information and still leave the score allocation to employees and supervisors. The system must be upgraded to where the work plans is loaded in the system, evidence uploaded in the system and the system was automatically allocate the |

| | |
|-----|---|
| | score. In this fashion, the system will be fair and will also reduce and save time for moderations and motivations. |
| RS3 | Employees to compile bi-weekly or monthly plans on how they will implement for the cycle under review and write a report with evidence being filed to be referred to during the performance review period |
| RS3 | Do not make empty promises |

5.7 CONCLUSION

The responses of the questionnaire were analysed and interpreted by the researcher. It can be concluded based on the information provided by the respondents that EPMDS in the PLL Chief Directorate is still inadequate due to the fact that the system is not consistently applied to all employees. The review of literature and empirical findings show that the implementation of the EPMDS is not fully effective. Therefore, the main findings suggest that managers and employees' conflicts and disagreements are as a result of biased ratings of employee on performance appraisals. The participants of this study seem to be dissatisfied with the manner in which performance bonuses are paid to non-deserving employees who appear to be favoured by managers. Inconsistencies and inaccuracies in the implementation of EPMDS are the major factors which result in unmanageable employees, resulting in overpowering the great purpose of EPMDS. The next chapter provides summaries of chapters, recommendations and final conclusion of this study.

CHAPTER 6: SUMMARY OF CHAPTERS, RECOMMENDATIONS AND CONCLUSION

6. INTRODUCTION

In the previous chapter, empirical data were analysed and interpreted. This chapter outlines chapters' summaries, including overall empirical findings of the study, recommendations and conclusion. Thus, the chapter is aimed at addressing the last objective of the study, that is, to draw some recommendations emanating from the empirical study and round off the research report.

6.1 SUMMARY OF CHAPTERS

Chapter 1: general overview as well as background of the study to help the reader gain insights into the EPMDS in the public service in general was provided, as well as the research questions and the objectives of the study to measure the finding of the research study. The significance of the study and the layout of the six chapters of this research study are outlined in the chapter.

Chapter 2: literature review pertaining EPMDS effect on its implementation were outlined. Existing literature on EPMDS was critically interrogated in order to gain an understanding of how other researchers have examined and conceptualised issues in the past.

Chapter 3: was dedicated to legislative framework of the various pieces of legislation and frameworks that supports an EPMDS and various legislations and frameworks, directives and circulars were outlined.

Chapter 4: was dedicated to discussing the research methodology for data collection adopted in this study and how the collected data would be analysed. After the introduction, the researcher examined logical research methods from which the research approach applicable to this study was chosen. The research approach adopted in this study is a qualitative methods research approach.

Chapter 5: is dedicated to the presentation of the research findings stemming from the survey questionnaire. Based on the analysis of results and deduction made in chapter five of this study

the majority of respondents (51%) morale is high, they are motivated and have positive perception of how EPMDS in the Chief Directorate is implemented, while 39% is not 10% is not. The following main findings are made:

Performance management training: Performance management training is considered important in attempting to improve an effective implementation of EPMDS in the organisation. Performance management training enables individuals not only to understand the rationale behind the system, but also to understand its aim, objective and how it is supposed to be implemented. One of the challenges that organisations face is that supervisors are not implementing the policy effectively because they do not fully understand it. It is the responsibility of the HR managers in this regard to take lead of the training at all levels in the organisation as an initiative to improve the implementation of the EPMDS and also to fulfil the requirements of the EPMDS legislated frameworks on training of all employees. Furthermore, some of the respondents are of the view that managers and supervisors are not taking the system seriously. In this case, training on performance management and consequence management could be a solution in addressing the knowledge and skills problem as well as non-compliance with the requirements of the system.

Subjectivity: One of the findings of this study is that managers in the Chief Directorate are not sufficiently fair in the manner in which they conduct performance appraisals. Some respondents mentioned that the results of the appraisals are often not a true reflection of the performance of employees but are based on biased supervisor-subordinate relationships. The managers decide to score employees well or badly based on whether they like the employees on a personal level.

Perceptions about the moderating committee: The main concerns raised by employees about the management and implementation of the EPMDS are the changing of scores by the moderating committee without the consent of the employees concerned and inability of the supervisors and managers to defend the scores agreed upon at the moderation committee whilst they are the ones who witnessed the performance as they daily managed and monitored it. This is demotivating as employees are surprised by the changes in the scores which they agreed upon with their direct supervisors. Respondents reported that the judgments of the moderation committee are not consistent with the outcomes derived from performance appraisals. Some outcomes are unfairly favourable to specific individuals, and this shows

biasness and victimization of employees by managers seems to be a common factor affecting employees' performance in the chief directorate. This research shows that both supervisors and subordinates are not honest and open with each other. Some participants are of the view that some managers and supervisors favour certain employees, while other managers and supervisors use the process to settle scores with subordinates who are not in agreement with them. Some supervisors feel threatened by subordinates. Subordinates use the process as a means of getting extra money through performance bonuses. Performance assessment period is viewed as a period of high tension between supervisors and subordinates.

Lack of honesty and integrity: The findings revealed that a lack of professional ethics and integrity could compromise the effective implementation of the EPMDS in government departments. The ethics and levels of honesty and integrity need to improve in the system of administering the EPMDS. All public servants and their managers need to have a mind shift when it comes to implementation of the EPMDS. They should have an attitude geared towards implementing it with integrity and honesty.

Training and development: Employees in the Chief Directorate do not receive the required training to improve their performance. There are budgetary training constraints in the organisation and as a result training intervention identified by participants in their personal development plans and performance improvement plans are not implemented in the Chief Directorate and employees are expected to perform at an expected standard without providing required training.

Poor communication and feedback on employee performance results: Another finding of this study is that communication and feedback on the performance results of the individual employees is of the utmost importance and needs to improve significantly. Managers should ensure that they constantly communicate with their subordinates about their performance results and inform them about those areas which require improvement.

Employee wellness: Segkala & Holtzhausen: This study found that wellness of employees is not prioritised in the Chief Directorate's provincial offices as some of the poor performance reasons are due to poor wellbeing of participants.

Work Resources: The lack of resources clearly poses a challenge in implementing EPMDs. This study found that in the provincial offices work resources are a challenge when communities vandalise the resources and the employees are expected to deliver on key result areas with no resources provided, which leads to employee poor performance.

6.2 RECOMMENDATIONS

Based on the empirical findings, it can be deduced that EPMDs implemented in the PLL Chief Directorate is effective to a particular degree, and that there are enough legislative and policy directives supporting the EPMDs in the directorate. What appears to be a concern is the ineffective application of EPMDs principles. Following the identified research findings regarding the implementation of EPMDs the researcher saw it suitable to make the following recommendations for implementation:

Performance Planning: the majority of participants indicated that the PLL Chief Directorate holds strategic planning sessions every year prior to the signing of the performance agreements. However, this activity does not guarantee that all employees understand what is expected of them, the strategic planning session should have a strategy of simplifying the expectations and objectives of the Chief Directorate by means of avoiding the use of complicated terms and wording.

Resource availability: it is the responsibility of the managers and supervisors to ensure that all resources needed by the employees to execute their functions effectively are available. Measures need to be put in place to ensure that all resources are available, whether financial or physical, it should be the responsibility of the organisation to ensure that everything is there for use. The issue of lack of resources must not be made an employee's problem. If it is discovered that certain resources are lacking to enable the employees to execute their functions effectively, it should be recorded and such lack should not be used to disadvantage the employees and be rated ineffective during the assessment phase. If this is done correctly, it will play a very crucial role in ensuring that employees are not demotivated to carry out their functions due to lack of certain resources.

Employee wellness: the departmental wellness programmes should be extended broadly in provincial offices in order to assist employees who find themselves in stressful situations

during working hours as a result of work and personal circumstances that negatively affect their daily performance.

Employee satisfaction untraceable survey: the impact of communicative factors on job satisfaction. A survey may assist in keeping the organisation informed on matters such as leadership, justice, social support, victimisation, job satisfaction and measuring the expectations of the employees in their roles. This survey may afford the organisation an opportunity to detect early demoralisation factors on employees, investigate and take corrective actions on time.

Performance outputs and standards: one of the most important factors which is a challenge for both employees and supervisors is to derive clear key required outputs which employees are measured against. Managers and supervisors should ensure that they undergo proper training to learn how to derive the key performance areas of their subordinate, for this is the reason why at the end of the financial year employees achieve or meet their target but still the department does not achieve its overall performance targets. Clear key performance targets are very crucial as it gives clarity to employees on what needs to be done in order for the organisation to achieve its goal.

Training and Development to improve poor performance: All listed training needs under the personal development plans (PDPs) on the performance agreement form should be addressed (training and development) to ensure that all employees improve their performance up to the optimal level. If the employees' PDPs are not addressed it should be made clear that an employee cannot be evaluated below effective as the employee had already agreed on his/her shortfall by listing the training needs needed for his/her performance improvement. It should be the responsibility of the organisation to ensure that training is provided to all government employees as agreed on the performance contract.

Individual performance monitoring: the participants have indicated that the department has a system where they report on quarterly bases and the very same system is recommended to be used to replace the motivation trauma that employees are subjected to and be linked to the individual EPMDS as individuals report their monthly and quarterly achievements instead of requesting employees to write motivations for activities that happened over twelve (12) months. Since the Organisation Performance Management System (OPMS) in the Chief Directorate is a normal process which is conducted quarterly, linking it to EPMDS would help

to ensure early detection of poor performance and take remedial action where necessary and as and when it is detected.

Introduce monitoring and evaluation committee: Instead of waiting for the final year to introduce the moderating committee, a monitoring and evaluation committee should be established and meet on quarterly basis to monitor and provide recommendations on what to be done, resolve all complaints and give heads-up before the final evaluation process takes place. All matters arising from quarterly assessments should be identified and resolved in this level before final assessment takes place.

Poor performance route cause investigated: If the employee is found ineffective, remedial actions apart from the training needs listed under the personal development plans need to be developed. The supervisor or manager should investigate the cause of ineffective performance and ensure that proper action is taken to help the employee improve. Wellness programme should be fully effective and relevant physiological and health programmes be recommended and identified employees be encouraged to get assistance.

Discipline unethical managers/supervisors: based on some of the participants' responses, it can be deduced that some managers/supervisors deliberately act unethically by rewarding performance that does not deserve to be rewarded, penalising employees who are exceeding expectations of their performance standards, refusing to identify poor performance and refusing to account for such. The researcher noted that in the Chief Directorate management is too relaxed when it comes to ethical conduct of managers/supervisors. This might be due to lack of strict consequences for non-compliance. All managers/supervisors who have been found to have exploited the system for their personal gain should face harsh consequences for their actions. If the case is too severe, such employee should be suspended for a certain period and not get compensated for that duration while the investigation is taking place.

Manager/Supervisor forum of EPMDS knowledge: the researcher is cognisance of the fact that not all managers/supervisors in the PLL Chief Directorate in the GCIS are not complying with the EPMDS implementation requirements, therefore it is recommended that the department establish a forum where managers/supervisors can gather and share information, challenges and solutions, as well as EPMDS implementation techniques to equip those managers/supervisors who are struggling with effective implementation of EPMDS.

Reward best performers: all employees who have been found effective according to the standard rating scale should be rewarded for their outstanding contribution based on the recommendations that would have been made by the monitoring and evaluation committee. Management should come up with the most suitable reward which can be used to motivate employees to continue performing effectively, this is critical due to the fact that the public service will no longer have performance bonuses planned for by the DPSA and the National Treasury (DPSA incentive policy framework 2019: 7 and DPSA circular no 1 of 2019).

Introduction of other incentive schemes other than monetary rewards: as it has been proven that performance bonus incentives in a monetary value are being eliminated by the DPSA (DPSA incentive policy framework 2019: 7 and DPSA circular no 1 of 2019). Regulation 50 of the Public Service Regulations 2016 stipulates that the executing authority may offer any non-monetary reward to employee. This recommendation may assist the department in ensuring that employees stay motivated, are willing to go an extra mile and have something positive to look forward to.

One of the participants in (Chapter 5, section 5.4.7) of this study made a very interesting comment that **RS3** “*I feel sorry for the managers who have vacant posts because employees will not be interested in assisting without any remuneration*”. Section (b) of the Incentive Policy Framework 2019 states that 2021 is the last year for receiving performance bonus incentives and paragraph (9) of DPSA Circular No. 21 of 2021 states that no pay progression will be paid in 2021 and it will be re applicable in 2022 unless otherwise agreed. Further research in the similar subject could be undertaken to determine how GCIS as a whole is keeping employees motivated and ensuring effective service delivery in the absence of performance bonus incentives, and to assess the challenges and the advantages coming with the non-monetary value incentives scheme. It is the researcher’s belief that there are many public servants who shares the same sentiment as **RS3** above, therefore it might be of interest to study how public service will function henceforth.

6.3 CONCLUSION

This chapter was aimed providing concluding remarks to the research on the implementation of EPMDS in the PLL Chief Directorate of the GCIS. A summary of the previous five

chapters has been given. Several findings were identified and recommendations for the improvement of the EPMDS in the PLL Chief Directorate of the GCIS were made.

In general, this study indicates that the implementation of EPMDS in the PLL Chief Directorate in the GCIS is ineffective. Thus, the core findings are suggested that managers and employees are often in conflicts and disagreement are resulting from biased ratings during the EPMDS appraisals. The participants are mostly unhappy with the fact that performance bonuses are paid to non-deserving employees due to favouritism practiced by some managers and supervisors. Participants also expressed their frustration regarding the allocation of high scores to some of the employees who are underperforming, as this creates conflicts between managers/supervisors and subordinates in the PLL Chief Directorate in the GCIS.

Hopefully, this study would contribute to the body of knowledge of EPMDS implementation in the public service since it has use the PLL Chief Directorate in the GCIS as a case study. Therefore, EPMDS should be implemented carefully in order to improve employees' job performance. Managers/supervisors should fairly rate/score employees without being bias to ensure that the conflicts arising from ratings/scores are minimised or eliminated. Based on the above findings, the researcher is confident that the study has achieved its objectives.

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**DEPARTMENT: PUBLIC ADMINISTRATION AND MANAGEMENT
RESEARCH ETHICS REVIEW COMMITTEE**

Date: 21 April 2021

PAM/2021/008 (Mohapi)

Name of applicant : Ms NE Mohapi

Student #: 50843354

Dear Ms Mohapi

Decision: Ethics Clearance Approval

Details of researcher:

Ms NE Mohapi student#: 50843354 email: 50843354@mylife.unisa.ac.za tel: 074 612 8155

Supervisor Louw, staff#: 90053915 email: louwvn@unisa.ac.za

Research project 'Employee Perception on the Implementation of Employee Performance Management System in Government Communications and Information System'

Qualification Master of Public Administration (MPA)

Thank you for the application for **research ethics clearance** submitted to the Department: Public Administration and Management: Research Ethics Review Committee, for the above mentioned study. Ethics approval is granted. The decision will be tabled at the next College RERC meeting for notification/ratification.

For full approval the application was **reviewed** compliance with the *Unisa Policy on Research Ethics* and the *Standard Operating Procedure on Research Ethics Risk Assessment*

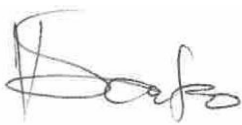
The proposed research may now commence with the proviso that:

- 1) The researcher will ensure that the research project adheres to the values and principles expressed in the Unisa Policy on Research Ethics.
- 2) Any adverse circumstance arising in the undertaking of the research project that is relevant to the ethicality of the study, as well as changes in the methodology, should be communicated in writing to this Ethics Review Committee.



- 3) The researcher will conduct the study according to the methods and procedures set out in the approved application.
- 4) Any changes that can affect the study-related risks for the research participants, particularly in terms of assurances made with regards to the protection of participants' privacy and the confidentiality of the data, should be reported to the Committee in writing, accompanied by a progress report.
- 5) The researcher will ensure that the research project adheres to any applicable national legislation, professional codes of conduct, institutional guidelines and scientific standards relevant to the specific field of study, among others, the **Protection of Personal Information Act 4/2013**; **Children's Act 38/2005** and **National Health Act 61/2003**.
- 6) Only de-identified research data may be used for secondary research purposes in future on condition that the research objectives are similar to those of the original research. Secondary use of identifiable human research data requires additional ethics clearance.
- 7) Field work activities **may not** continue after the expiry date of this ethics clearance, which is 21 April 2024. Submission of a completed research ethics progress report will constitute an application for renewal of the ethics clearance certificate for approval by the Research Ethics Committee.

Kind regards



Dr V Sambo

Chairperson: Research Ethics Review
Committee
Department of Public Administration and
Management
Research Ethics Review Committee Office
tel. : 012 429-4355;
Email : Esambovt@unisa.ac.za



Prof MT Mogale

Executive Dean:
College of Economic and Management
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government communications

Department:
Government Communication & Information System
REPUBLIC OF SOUTH AFRICA

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Pretoria 0083. Tel: (+27 12) 473-0000 Fax: (+27 12) 473 0593 Website: www.gcis.gov.za
Enquiries: D H Nthite Tel: 012 473 0060 Email: dikeledin@gcis.gov.za

Ms VN Louw
Supervisor
University of South Africa

CONFIRMATION FOR THE RESEARCH STUDY

I hereby confirm that Ms Nuku Eunice Mohapi (student number 50843354) has been granted permission to undertake her research work for her Master of Public Administration.

Permission is granted on condition that any information collected for this purpose will be kept confidential and for academic purpose only.

Regards,

A handwritten signature in black ink, appearing to read 'Thabile Zuma'.

Ms Thabile Zuma
Director: Human Resource Development
Date: 21/08/2019.



Tshimollo Consulting

E-mail: pilanelebogang9@gmail.com
Tell: 073 385 2587 / 064 6569824

11 January 2022

Faculty of Economic and Management Sciences
University of South Africa

Dear Sir/Madam

Proof of Language Editing of masters dissertation – Mohapi NE (50843354)

This letter serves to certify that Tshimollo Consulting, a research and consulting company, has edited M^s NE Mohapi 's dissertation with the title: **“Employee Performance Management Development System: A Case of the Department of Government Communication And Information System”**.

The editing included checking and correcting language (e.g. spelling, tenses, word usage, abbreviations and acronyms and sentence structure), checking in-text citations and comparing them with the entries in the list of references, and checking that the style used in the list of references conforms to the prescribed style.

Inconsistencies relating to numbering, headings, spacing, lists, tables and figures, have also been edited.

Regards,

Prof Steve Mpedi Madue (PhD)

PARTICIPANT INFORMATION SHEET

April 2021

Employee Performance Management Development System in Government Communications and Information System Department.

Dear Prospective Participant

My name is Nuku Eunice Mohapi, Deputy Director: Human Resource Development (Performance Management Development System) in the Department of Communications and Digital Technologies, I am doing a research supervised by Ms Valery Louw a lecture in the Department of Public Administration towards a Master of Public Administration degree, at the University of South Africa. We are inviting you to participate in a study entitled **Employee Performance Management Development System: A Case of the Department of Government Communication and Information System**

WHAT IS THE PURPOSE OF THE STUDY?

The aim of this study is to explore the perceptions of public servants on the implementation of EPMDS in the PLL Chief Directorate of the GCIS. This approach will assist the researcher to have a better understanding of how public servants perceive the effectiveness of the EPMDS and thereafter propose some recommendations to address the perceptions where appropriate.

WHY AM I BEING INVITED TO PARTICIPATE?

The significance of this study lies in the realisation of whether the implementation of EPMDS in the PLL Chief Directorate of the GCIS is effective or not. The study will thus assist in improving the GCIS EPMDS and enhance implementation thereafter. The aim of this study is to establish employees' perceptions on the effectiveness and efficiency of EPMDS and also to ascertain if there are any discrepancies between what it is intended for and how the system is being implemented and to share the findings of the study with the GCIS management for the department to assess whether it can make use of the report to improve the departmental EPMDS system for the future.

WHAT IS THE NATURE OF MY PARTICIPATION IN THIS STUDY?



Describe the participant's actual role in the study.

The study involves *questionnaires about Employee Perception on the Implementation of Performance Management Development System in the Government Communication and Information System. with three (3) sections and the sections are classified as follow:*

1. *Section A (biographical information excluding names)*
2. *Section B (EPMDS implementation related questions)*
3. *Section C (EPMDS General Framework related questions)*

CAN I WITHDRAW FROM THIS STUDY EVEN AFTER HAVING AGREED TO PARTICIPATE?

Participating in this study is voluntary and you are under no obligation to consent to participation. You are free to withdraw at any time and without giving any reason.

ARE THERE ANY NEGATIVE CONSEQUENCES FOR ME IF I PARTICIPATE IN THE RESEARCH PROJECT?

There are no potential risks as the information that you will be providing will be classified as anonymous and confidential.

WILL THE INFORMATION THAT I CONVEY TO THE RESEARCHER AND MY IDENTITY BE KEPT CONFIDENTIAL?

Your name will not be recorded anywhere and no one will be able to connect you to the answers you give. Your answers will be coded or a pseudonym and you will be referred to in this way in the data, any publications, or other research reporting methods such as conference proceedings *and therefore your identity will be fully protected.* Records that identify you will be available only to people working on the study. Your anonymous data may be used for other purposes, such as a research report, journal articles and/or conference proceedings.

HOW WILL THE RESEARCHER(S) PROTECT THE SECURITY OF DATA?

Hard copies of your answers will be stored by the researcher for a period of five years in a locked cupboard/filing cabinet *at my workplace* for future research or academic purposes; electronic information will be stored on a password protected computer. Future use of the stored data will be subject to further Research Ethics Review and approval if applicable.

Hard copies will be permanently deleted and the scanned copies will also be permanently deleted from the laptop and the server to ensure that they are completely destroyed with no recovering *computer through the use of a relevant software programme.*

WILL I RECEIVE PAYMENT OR ANY INCENTIVES FOR PARTICIPATING IN THIS STUDY?

You will not be offered any incentives or payments as this research is conducted for only study purpose.

HAS THE STUDY RECEIVED ETHICS APPROVAL

This study has received written approval from the Research Ethics Review Committee of the *University of South Africa* and a copy of the approval letter can be obtained from the researcher if you so wish.

HOW WILL I BE INFORMED OF THE FINDINGS/RESULTS OF THE RESEARCH?

Once the findings of the research are available the researcher will inform you and send you a copy of the research report, should there be change of contacts or you leave the department before the research findings are published please contact Nuku Eunice Mohapi on Cellphone 074 612 8155/ work 012 421 7102 or eunicemohapi07@gmail.com/ euniced@dtps.gov.za.

Should you require any further information or want to contact the researcher about any aspect of this study, please contact Nuku Eunice Mohapi on Cellphone 074 612 8155/ work 012 421 7102 or eunicemohapi07@gmail.com/ euniced@dtps.gov.za

Should you have concerns about the way in which the research has been conducted, you may contact my supervisor Ms Valery Louw on cellphone 082 710 9436 work 012 429 6074 email louwvn@unisa.ac.za

Thank you for taking time to read this information sheet and for participating in this study.



Nuku Eunice Mohapi

PARTICIPANT INFORMATION SHEET

* Required

ANNEXURE A QUESTIONNAIRE

QUESTIONNAIRES FOR STUDY PURPOSE TO BE COMPLETED VOLUNTARILY

Section A: Biographical Information

INSTRUCTIONS TO COMPLETE THIS QUESTIONNAIRE

- The questionnaire will not take longer than 25 minutes to complete.
- Please note that the information you provide in this section will remain confidential and will only be used for research purposes.
- Please select the choices relevant to you where applicable throughout the questionnaire.

Section A: Biographical Information

1. Gender *

Mark only one oval.

- Female
- Male
- Other
- Other:

2. Age Group *

Mark only one oval.

- 18-35
- 36-50
- 51 and above

3. Level of Education * *Mark only one oval.*

- High school
-
-

Under-graduate

Post-graduate

4. Management Level *

Mark only one oval.

Lower-level management

Middle Management

Senior Management

5. Years of Experience * *Mark only one oval.*

Less than 1 year

1-2

3-5

6-9

10 +

6. Remuneration Level * *Mark only one oval.*

2-5

6-8

9-12

13+

7. Chief Directorate/Directorate-Place and Area of Work: *

8. Position in the chief Directorate/Directorate *

Section B: Employee Performance Management Development System (EPMDS)

9. Have you ever heard about EPMDS? *

Mark only one oval.

Yes

No

10. If Yes, what is your view on EPMDS? *

11. Do you think EPMS motivates employees? *

Mark only one oval.

Yes

No

12. If Yes, How does EPMS motivates you? If No why do you say so? *

13. How often do you sign an Employee Performance Agreement? *

Mark only one oval.

Annually

Bi-annually

Quarterly

Never

14. How often does assessments take place? *

Mark only one oval.

Annually

Bi-annually

Quarterly

Never

15. Do you think EPMDS is fair? Please motivate your answer *

16. Do you think your supervisor understand EPMDS and its implementation? Briefly explain *

17. Do you receive any feedback from your supervisor about your performance? *

18. How often do you receive the performance bonus? *

Mark only one oval.

Annually

Sometime

Never

19. Are bonuses awarded fairly? *

Mark only one oval.

Yes

No

20. What do you think is the aims and objective of EPMDs? *

Mark only one oval.

Salary

Training

Service delivery

21. In your view what are the challenges currently experienced by the EPMDs? Please elaborate *

22. Do you think EPMDS is implemented according to the requirements of the constitution and other relevant legislations? * *Mark only one oval.*

Yes

No

23. If yes, are you informed about the institutional EPMDS policies in your department? Please elaborate *

24. Do you think it is important to manage employee's performance? Whether Yes or No please elaborate. *

25. In your view does EPMDS enhancing service delivery in your department? If Yes or No please elaborate. *

26. What are the challenges that you experience during EPMDS agreements and performance reviews? *

27. In your view, how can the above mentioned challenges be mitigated? *

28. DATE OF COMPLETION OF QUESTIONNAIRE *

Example: January 7, 2019

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Google Forms

CONSENT TO PARTICIPATE IN THIS STUDY

I, _____ (participant name), confirm that the person asking my consent to take part in this research has told me about the nature, procedure, potential benefits and anticipated inconvenience of participation.

I have read (or had explained to me) and understood the study as explained in the information sheet.

I have had sufficient opportunity to ask questions and am prepared to participate in the study.

I understand that my participation is voluntary and that I am free to withdraw at any time without penalty.

I am aware that the findings of this study will be processed into a research report, journal publications and/or conference proceedings, but that my participation will be kept confidential unless otherwise specified.

I have received a signed copy of the informed consent agreement.

Participant Name & Surname..... (please print)

Participant Signature..... Date.....

Nuku Eunice Mohapi

Researcher's signature



Date: 29 April 2021

