

**PERCEPTIONS OF ORGANIZATIONAL JUSTICE IN THE APPLICATION OF
PERFORMANCE MANAGEMENT SYSTEMS IN THE DEPARTMENT OF TRADE,
INDUSTRY AND COMPETITION IN THE PUBLIC SECTOR IN SOUTH AFRICA**

by

Meshack Moses Mahlangu

Submitted in accordance with the requirements for

the degree

MASTER OF COMMERCE

In the subject

Business Management

at the

UNIVERSITY OF SOUTH AFRICA

Supervisor: Dr. Petri Bester

October 2023



DECLARATION

I, Meshack Moses Mahlangu, declare that this research report is my work. It is submitted in partial fulfilment of the requirements for the degree of Master of Commerce in Business Management in the University of South Africa. It has not been submitted before for any degree or examination in this or any other University.

Name: Meshack Moses Mahlangu

Signature.....

Student number: 41748174

ACKNOWLEDGMENTS

I want to sincerely thank the following people for their invaluable assistance in helping me do this study and finish this dissertation:

- I give thanks to God, the Almighty, for providing me with the guidance, mercy, and strength I needed to realise this dream.
- To my supervisor, Dr. Petri Bester: Please accept my profound gratitude for your suggestions, counsel, and support as well as for the way you have consistently been cordial and encouraging of all my endeavours and tribulations. Working under your direction has been a very gratifying and pleasurable experience that has helped me develop my epistemology.
- To my employer for providing me with the chance and all the resources I needed to carry out this research study.
- My deepest gratitude to all the colleagues and interview subjects at the Department of Trade, Industry, and Competition who helped make this study possible.
- To my mentor Bafana Morodi: I'd want to express my gratitude for your advice, encouragement, and unwavering faith in me.
- Lastly, I would want to express my profound gratitude to my family, friends, and co-workers for all your unwavering support and inspiration.

ABSTRACT

Concerns about the Performance Management and Development System's (also known as the PMDS) implementation are prevalent throughout the South African public service. In certain cases, the distribution of the PMDS bonuses has led to discontent, low staff morale, and outright fighting. Due to the loss of knowledgeable and talented workers, the institutional memory of the Department of Trade, Industry, and Competition (hereinafter referred to as the DTIC) is also lost. A human resource gap results from the staff attrition that follows. The study's goal was to discover how DTIC staff members felt about the way the PMDS is conducted in the department.

Three senior managers, six middle managers, three junior managers and four team assistants participated in the study. A total of sixteen DTIC staff members participated in semi-structured one-on-one interviews with the purpose of gathering qualitative data. A purposive sampling approach was used to choose the respondents. Twelve categories, nineteen subcategories, and five key themes were discovered and addressed. The results of this study show that the way in which PMDS evaluations are carried out is inconsistent and does not conform to the DPSA's PMDS policy. However, it was discovered that the DTIC's annual performance evaluations continued to be based on the PMDS Policy Framework.

Keywords: *Grievances, implementation, PMDS, allocation, conduct, qualitative data, evaluation, inconstant, misaligned, DPSA policy.*

ACRONYMS

APR	- Annual Performance Review
BIs	- Behavioural Indicators
PSCBC	- Public Service Coordinating Bargaining Council
CIMA	- Chartered Institute of Management Accountants
CMC	- Core Management Criteria
DPSA	- Department of Public Services and Administration
DTIC	- Department of Trade, Industry and Competition
EA	- Executive Authority
EPA	- Effective Performance Appraisal
EPMDS	- Employee Performance Management and Development System
FFM	- Five-Factor Model
HR	- Human Resources
IPMS	- Integrated Performance Management System
KPI	- Key Performance Indicator
KRA	- Key Responsibility Area
MMS	- Middle Management Services
MPSA	- Minister of Public Service and Administration
OCBs	- Organizational Citizenship Behaviours
OECD	- Organization of Economic Development and Cooperation
PDP	- Personal Development Plan
PIP	- Performance Improvement Plan
PMDS	- Performance Management and Development System
PMS	- Performance Management Systems
PSC	- Public Service Commission
PSR	- Public Service Regulations
RDT	- Relative Deprivation Theory
SADC	- Southern African Development Community
SMS	- Senior Management Services

TABLE OF CONTENTS

DECLARATION	II
ACKNOWLEDGEMENTS	III
ABSTRACT	IV
ACRONYMS	V
LIST OF FIGURES	XIV
LIST OF TABLES	XIV
CHAPTER 1	1
INTRODUCTION AND BACKGROUND OF THE STUDY	1
1.1 INTRODUCTION	1-2
1.2 BACKGROUND TO THE RESEARCH PROBLEM	3
1.3 THE CHALLENGES OF THE PMDS AT THE DTIC	5-8
1.4 LITERATURE REVIEW ON PERFORMANCE MANAGEMENT	8-11
1.4.1 Definitions of Performance Management	11-13
1.4.2 Purpose of Performance Management Systems	13-15
1.4.3 Equity Theory as a Function of Performance Management	15-16
1.4.4 Organizational Justice as a Part of Performance Management	16-17
1.4.4.1 Distributive Justice	17-18
1.4.4.2 Procedural Justice	18-19
1.4.4.3 Informational Justice	19
1.4.4.4 Interactional Justice	19
1.4.5 Performance Management Rating Systems	20-21
1.5 THE RESEARCH PROBLEM	21
1.6 THE RESEARCH QUESTION	22
1.7 THE RESEARCH OBJECTIVES	22
1.8 THE RESEARCH METHODOLOGY	23-27
1.8.1 Research Design	23-25
1.8.2 Data Analysis and Findings	26-27
1.9 TRUSTWORTHINESS OF THE STUDY DATA	26-28
1.10 THE STUDY ETHICAL PROCEDURES	28
1.11 THE STUDY ASSUMPTION	28-30
1.12 THE STUDY LIMITATIONS AND DELIMITATIONS	30-31
1.13 THE STUDY CONTRIBUTION TO KNOWLEDGE IN THE FIELD OF PMDS	31-32
1.14 THE STRUCTURE OF THE DISSERTATION	32

1.15 CONCLUSION	33-34
CHAPTER 2	35
PERFORMANCE MANAGEMENT AS APPLIED IN ORGANIZATIONS	35
2.1 INTRODUCTION	35-37
2.2 DEFINITION OF KEY CONCEPTS	37-43
2.2.1 Performance	37-38
2.2.2 Performance Measurement	38-40
2.2.3 Performance Management	40-42
2.3 THE PURPOSE OF PERFORMANCE MANAGEMENT	42-43
2.4 PERFORMANCE MANAGEMENT IN THE PUBLIC SECTOR	44-45
2.5 THE KEY PITFALLS OF PERFORMANCE MANAGEMENT	45-46
2.6 IMPLEMENTATION OF PERFORMANCE MANAGEMENT IN THE PUBLIC SECTOR	48-52
2.6.1 Budgetary Control as a Tool for Performance Management	46-47
2.6.2 The use of Key Performance Indicator (KPIs) and Benchmarking as PM Tools	47
2.6.3 Balanced Scorecard as an Approach to Performance Management	47-48
2.6.4 Lean Management as an Approach to Performance Management	48-49
2.6.5 Managerial Checklists as an Approach to Performance Management	49-51
2.7 AN OVERVIEW OF PERFORMANCE MANAGEMENT IN THE SOUTH AFRICAN PUBLIC SECTOR	51-53
2.8 IMPLEMENTATION OF A PERFORMANCE MANAGEMENT SYSTEM	53-57
2.9 GOAL SETTING AS A FUNCTION OF PERFORMANCE MANAGEMENT	57-58
2.10 EFFECTIVENESS IN RELATION TO PERFORMANCE MANAGEMENT	58
2.11 FEEDBACK AS PART OF PERFORMANCE MANAGEMENT	58-60
2.12 THE CONTEXT OF PERFORMANCE MANAGEMENT AT DTIC	60-62
2.12.1 Fairness and Equity in the Conduct of the PMDS at DTIC	62-64
2.12.2 Linkages between Job Design (Organizational Justice) and its Impact of the Performance of the DTIC Employees	64-65
2.13 CONCLUSION	65
CHAPTER 3	66
ORGANIZATIONAL JUSTICE AS A FUNCTION OF PERFORMANCE MANAGEMENT MANAGEMENT AND DEVELOPMENT SYSTEM (PMDS)	66
3.1 INTRODUCTION	66-67

3.2	ORGANIZATIONAL JUSTICE	68-70
3.2.1	The Influence of Perceived Justice and Fairness on Performance Management	70-72
3.2.2	Important Studies on Organizational Justice	72-77
3.2.3	Distributional Justice	77
3.2.3.1	The Equity Theory and Distributive Justice	78-80
3.2.3.2	The Relative Deprivation Theory and Distributive Justice	80-81
3.2.3.3	Expectancy Theory	81-82
3.2.3.4	Fostering Distributive Justice in an Organization	83-84
3.2.4	Procedural Justice	84-85
3.2.4.1	Interventions to Enhance Procedural Justice in Organizations	86-89
3.2.5	Informational Justice	89-96
3.2.6	Interactional Justice	90-91
3.3	EFFECTS OF PERCEIVED INJUSTICE ON ORGANIZATIONAL OUTCOMES	91-92
3.3.1	Outcome Satisfaction and Job Satisfaction	92
3.3.2	Organizational Commitment and Trust	92-93
3.3.3	Authority Evaluation and Organizational Citizen Behaviour	93
3.3.4	Employee Withdrawal, Negative Reactions and Behaviour	93-94
3.4	RECTIFICATION TO PERCEIVED PERCEPTIONS OF INJUSTICE	94
3.4.1	Organizational Remedies	94-95
3.4.2	Communication	95-96
3.4.3	Participation in Decision-Making	96-97
3.4.4	Training	97-98
3.5	CONCLUSION	98
	CHAPTER 4	99
	RESEARCH DESIGN AND METHODOLOGY	99
4.1	INTRODUCTION	99
4.2	THE RESEARCH QUESTION	99
4.3	THE QUALITATIVE RESEARCH DESIGN	100
4.3.1	Research Design	100-104
4.3.1.1	Exploratory Research Design	104-105
4.3.1.2	Descriptive Research Design	105
4.3.1.3	Interpretive Research Design	105-106

4.3.2	Research Philosophy	106-107
4.3.3	Target Population and Sampling Techniques	107-110
4.3.4	Participants Profile	110
4.4	DATA COLLECTION AND THE INTERVIEW PROCESS	111-114
4.5	DATA ANALYSIS TECHNIQUE	115-120
4.6	STUDY TRUSTWORTHINESS	121-122
4.6.1	Credibility	122-123
4.6.2	Transferability	123
4.6.3	Dependability	123-124
4.6.4	Confirmability	124-127
4.7	ETHICAL CONSIDERATIONS	127-128
4.7.1	Informed Consent	128-130
4.7.2	Confidentiality, Privacy and Anonymity	130-131
4.7.3	Beneficence	132-133
4.7.4	Justice	133
4.8	STRENGTHS AND LIMITATIONS OF THE STUDY	133-134
4.9	CONCLUSION	135
	CHAPTER 5	136
	DATA ANALYSIS AND FINDINGS	136
5.1	INTRODUCTION	136-137
5.2	DATA COLLECTION SUMMARY	138-140
5.3	FINDINGS ACCORDING TO A THEMATIC ANALYSIS	140-141
5.3.1	Theme 1: PMDS Process	141-143
5.3.1.1	Evaluation	143
5.3.1.1.1	Managerial Attitude	143-145
5.3.1.1.2	The Practice of PMDS	145-146
5.3.1.1.3	Criteria	146
5.3.1.1.4	Quality Standards	146-148
5.3.1.1.5	Managerial Expertise	148
5.3.2	Theme 2: Organizational Justice	149-150
5.3.2.1	Distributive Justice	150
5.3.2.1.1	Equity	150-151
5.3.2.1.2	Transparency	152-153
5.3.2.2	Procedural Justice	153

5.3.2.2.1	Neutrality	154
5.3.2.2.2	Consistency	155
5.3.2.2.3	Interactional Justice	156-157
5.3.2.2.4	Dignity	157-159
5.3.3	Theme 3: Feedback Loops	159-160
5.3.3.1	Mode	160
5.3.3.1.1	Level of Support	160-162
5.3.3.1.2	Impact	163
5.3.3.1.3	Attributes	163-165
5.3.4	Theme 4: PMDS Policy	165-166
5.3.4.1	Understanding	166
5.3.4.1.1	Context	166-167
5.3.4.2	Implementation	168
5.3.4.2.1	Alignment	168-169
5.3.4.3	Criteria	170
5.3.4.3.1	Equity	170-173
5.3.5	Theme 5: Automated Performance Assessment Tool (APAT)	173-174
5.3.5.1	APAT System	174
5.3.5.1.1	Interactive	175-176
5.3.5.2	Fit-For-Purpose	177-180
5.4	CONCLUSION	180-181
	CHAPTER 6	182
	CONCLUSIONS AND RECOMMENDATIONS	182
6.1	INTRODUCTION	182
6.2	THE RE-EVALUATION OF THE RESEARCH QUESTIONS AND OBJECTIVES	182-183
6.3	LINKING OBJECTIVES TO PRIMARY AND SECONDARY DATA	184-186
6.4	REFLECTING ON EACH OBJECTIVE: CONCLUSIONS AND RECOMMENDATIONS	186
6.4.1	Objective: 1	186
6.4.2	Objective: 2	187-188
6.4.3	Objective: 3	188
6.4.4	Objective: 4	189
6.4.5	Objective: 5	189-190

6.5	PROVIDING ANSWERS TO THE RESEARCH QUESTION	190-192
6.6	RECOMMENDATIONS	192-193
6.7	LIMITATIONS OF THE STUDY	193
6.8	SUGGESTED AREAS FOR FUTURE RESEARCH	194
6.9	CONCLUSION	195
	REFERENCES AND BIBLIOGRAPHY	196-218

LIST OF FIGURES

Figure 1.1:	Employee hierarchical structure at the DTIC.....	4
Figure 1.2:	Grievances at the DITC.....	7
Figure 1.3	Outline of the chapters.....	33
Figure 2.1:	Performance management cycle.....	54
Figure 2.2:	feedback as a component of PMDS.....	56
Figure 2.3:	Steps in the communication process.....	60
Figure 2.4:	Employee hierarchical structure at the DTIC.....	61
Figure 2.5:	Grievances at the DITC.....	64
Figure 3.1:	Moderating role of employee participation on the relationship between distributive fairness and the EPA.....	76
Figure 4.1:	The nature of participation consent.....	131

LIST OF TABLES

Table 4.1:	Characteristics of qualitative research application to this study.....	104-106
Table 4.2:	Participants' profiles.....	110-111
Table 4.3:	Coding categories from the interview transcripts.....	119-121
Table 4.4:	Outline of validity, reliability and trustworthiness.....	122-123
Table 4.5:	Strategies for trustworthiness.....	126-130
Table 4.6:	The nature of participant consent.....	132
Table 4.7:	Ethical principles of the belmont report (adapted).....	134-135
Table 5.1:	Reference system used to report on the findings.....	143
Table 5.2:	Thematic map (Themes, Categories and Codes).....	144-147
Table 5.3:	Conducting the PMDS Process.....	146
Table 5.4:	Some typical partial measures of performance.....	146-147
Table 5.5:	Organizational justice.....	153-154
Table 5.6:	Feedback loops.....	164
Table 5.7:	Theme 4: PMDS Appraisal policy.....	170
Table 5.8:	Performance management cycle.....	178-179
Table 5.9:	Theme 5 PMDS assessment tool.....	180
Table 6.1:	Linking objectives to the primary and secondary data.....	191

CHAPTER 1

INTRODUCTION AND BACKGROUND OF THE STUDY

1.1 INTRODUCTION

Several problems have emerged due to the implementation of the Performance Management and Development System (referred to as PMDS) and the accompanying incentive system (also known as Performance Bonus or Award) in the context of the South African public sector. The scoring system, which is characterized by clear prejudice, inconsistency, and favouritism, poses a significant challenge in the implementation of the PMDS. Due to its controversy, complexity, lack of adherence to its objectives and principles, and failure to improve the provision of quality service, managing the PMDS of public officials is one of the most difficult tasks the government is currently dealing with (PSC, 2018: 14). The main issue with performance evaluation is the unhealthy close connection to financial rewards and the perception of implementation control by the Human Resources (HR) department, which causes rating errors and bias (Rakgoale, 2011 cited in the PSC, 2018: 13–14). This problem adds to the difficulties facing the implementation of the PMDS.

The Senior Management Service (SMS) staff members must be aware of the PMDS's implementation in order to conduct an investigation into how the Department of Trade, Industry and Competition (DTIC) employees perceive organizational justice in relation to the evaluation process and criteria used to conduct the employees' annual performance assessments. With the introduction of Management by Objective (also known as MBO), the formal process of performance appraisal management was first employed in the 1940s (Ngubane, 2013, as referenced in Rakgoale, 2011). The MBO approach reinforced the performance review process in which the manager and employee converse about strategic and personal concerns to enable the former to evaluate and provide feedback to the latter on his or her performance (PSC, 2018: 13). All government agencies are required to evaluate each employee's annual performance using the objectives and

guiding principles of the PMDS policy framework (DPSA, 2007: 9). In addition to conducting annual evaluations of employee performance, the PMDS (Performance Management and Development System) must take into account the degree of alignment between individual and organizational aims and goals, and the overarching objective of enhancing service delivery.

The aim of this study is to investigate how DTIC employees perceive organizational fairness in relation to the implementation of the PMDS. The primary focus of this study includes:

- Supervisors' viewpoints on performance evaluations and the standards employed in the process;
- Communication and feedback channels between SMS employees and their non-SMS colleagues;
- Various organizational justice factors, including distributive, procedural, informational, and interactional justice;
- Understanding of the PMDS policy; and
- Introduction of an automated performance assessment tool (APAT).

Through a review of both national and international secondary sources, the researcher has obtained background knowledge on the PMDS policy framework of the Public Service Commission (PSC). Based on this knowledge, the researcher speculates on how various PMDS components may be incorporated into the process in the near future, not only for the DTIC but also for the public sector of the Republic of South Africa (RSA). The researcher is confident that the insights from the secondary data and practical experience gathered from interviewing the department's PMDS practitioners can be extended to the point of executing the PMDS across multiple government departments.

1.2 BACKGROUND TO THE RESEARCH PROBLEM

Setting expectations, reviewing results, and rewarding performance are all parts of the process of performance management, which has a substantial impact on an organization's ability to succeed (Warnich, Carrell, Elbert, and Hatfield, 2016: 295). Planning, managing, and increasing employee performance are other goals of performance management (DPSA, 2007: 10). The Department of Public Services and Administration (DPSA) holds responsibility for performance management within South Africa's public sector, as set forth in Section 3 of the Public Service Act (1994). In order to fulfill this mandate, the DPSA established the Performance Management and Development System (PMDS) in 2002. This framework is designed to promote accountability by enabling performance planning, tracking, and reporting.

The DPSA also introduced a PMDS framework in 2007, which is used as a standard by all national, provincial, and local government departments and entities. Each Executive Authority (EA) must put in place a system for the performance management of personnel, with the exception of those who are SMS members, according to the Public Service Regulations, 2001 (as amended). In accordance with the DPSA laws, the EAs are also permitted to create unique Performance Management Systems (PMS) for various occupational categories or levels of work in their departments. Additionally, the Act permits the departments to create their own PMDS in accordance with their local context (PSA, 2001, as amended). Following the introduction of the DPSA's framework, the DTIC has further created its own PMDS and also adopted an Automated Performance Appraisal Tool (also known as APAT), that is, a technology-based assessment instrument.

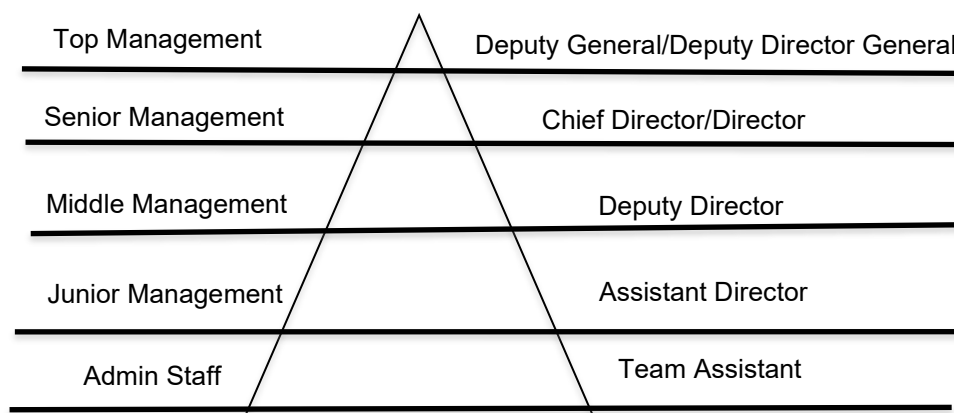
According to the current PMDS policy, the EAs are responsible for the PMS approval for both the departmental and individual employee performance. This duty indicates that in order to enhance service delivery, EAs are directly responsible for and must manage performance. Additionally, both the department's and individual employee's performance goals must be in line with the strategic and operational goals of their respective

departments. The Public Service Regulations' (PSR) mandate emphasizes the need for supportive and consultative performance management (PSR, 2001, as amended).

The DTIC is tasked with making sure that the nation has a thriving economy that is built on the full potential of all citizens and is characterized by growth, employment, and equity (DTIC, 2021). Therefore, performance management has a direct bearing on achieving this mission since better planning, strategy implementation, and human resource management enhance the DTIC's overall functionality and make it possible for it to fulfil its purpose. All government departments in the RSA are required by the Public Service Regulations to create a well organized and effective performance appraisal system that may improve subpar performance and reward high performance (PSC report 2014).

The DTIC employs over 1,385 staff members spread across nine divisions. Each employment level in the department is subject to the PMDS as a means of integrating work objectives, evaluating performance, and allocating performance-related rewards. The employee hierarchical strata span from top management to administrative workers. Employees' hierarchies are depicted in Figure 1.1 below.

Figure 1.1 Employee Hierarchical Structure at the DTIC



Source: DTIC

Performance planning and expectations, performance monitoring, performance evaluation, performance development, and

incentives management are some of the several parts of a PMDS at the DTIC. Furthermore, the DTIC's PMDS aims to promote the alignment of performance goals for departments, divisions, business units, and individuals. As a result, as these performance agreements stem from and are connected to the department's mission and strategic goals, the performance agreements and measurement practises in the DTIC are meant to recognise and reward exceptional performance. Therefore, the alignment of the DTIC's personnel with divisional objectives as well as performance agreements and metrics, must be considered while implementing a comprehensive and integrated PMDS.

As required by the DPSA's national policy, performance planning and performance reporting are where the DTIC's policy requirements and alignment come from. The Department's, divisional, business units and business plans should ideally not be finalized and authorized before performance agreements are signed. As such, no departmental, divisional, or business unit performance reports may be finished before individual performance reviews at the individual level are introduced (DTIC, 2015). The aforementioned statement affirms the necessity of coordinated, aligned, and synergized performance management reviews and implementation at the individual, business unit, and departmental levels.

1.3 THE CHALLENGES OF THE PMDS AT THE DTIC

The challenges associated with the PMDS at the DTIC are well documented. Akella and Waqif (2017: 7) and Arnaboldi and Steccolini (2015: 1) highlight the difficulties in successfully implementing performance management systems within organizations. Fryer, Antony, and Ogden (2009: 488) caution against haphazard implementation of the PMDS, as success is not guaranteed. The EPMDS framework, introduced in 2007, aims to maximize employee output in terms of quality and quantity to enhance the Department's overall performance and service delivery.

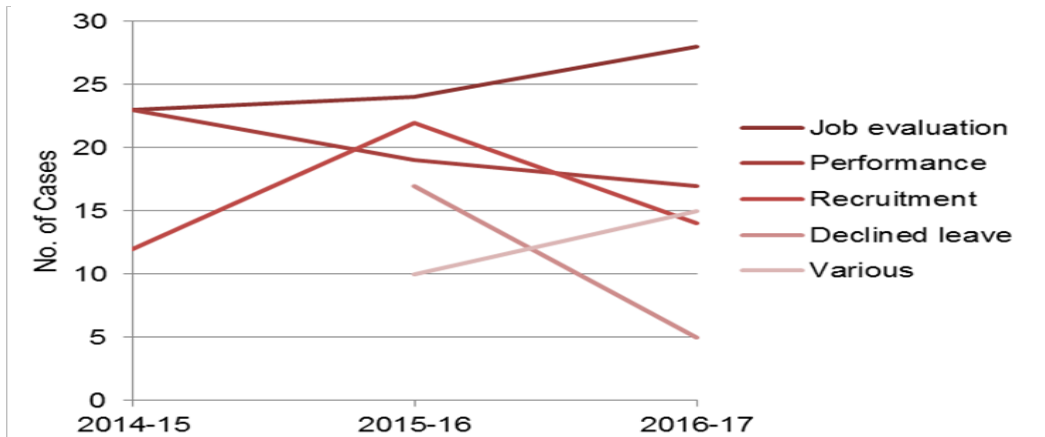
Following the DPSA's adoption of the performance management and system in 2002, the DTIC adopted its first PMDS in 2003. Additionally, a review of its performance

management framework was first suggested in 2007 following the identification of the following difficulties (DTIC, 2007):

- A bottom-up strategy that results in weak strategic alignment, as shown, for example, in the Deputy Director-General's performance agreements not being informed by the Director-General's performance agreement and the lack of cascading of processes to lower levels;
- The idea that the performance management framework required too much time to implement because it was lengthy and complex, lacked strategic and operational focus, and was difficult to apply;
- Managers across the DTIC viewed the PMDS and rating system as subjective, with little to no standardisation in its application;
- Employees and supervisors both believed that the rating scale was applied inconsistently;
- Beliefs that supervisors could act favourably towards specific employees while still abiding by the PMDS system, and
- Restrictions imposed by a 1,5% incentive cap, such as manipulating scores to stay inside the budgetary cap.

The success of the PMDS's stated goal, namely to improve service delivery, is in doubt as a result of the significant number of complaints that resulted from its implementation in the DTIC (PSC, 2014). The Public Service Commission (also referred to as the PSC) further advised that the PMDS should not be routinely seen as a straightforward method of allocating financial awards at the conclusion of the reporting period (PSC, 2014). According to the Employee Relations Unit at the DTIC's annual grievance report for the years 2014 to 2017, the number of instances involving unfair labour practises connected to employee performance has remained high over time (see Figure 1.2 below). As a result, most cases involved unfair labour practises, the denial of bonuses or notch raises, and employees carrying out tasks that were not part of their personal job description (DTIC, 2017).

Figure 1.2 Grievances at the DTIC



Source: DTIC

Employee desire to meet the aims and objectives of their particular business units may be hampered if it is felt that individual employee performance reviews at the DTIC lack objectivity. This impression raises the possibility that, when it comes to the application of the PMDS processes, the principle of equity may not always be observed in practice. The PMDS continues to be mostly reliant on a line manager's arbitrary judgement and the interpersonal interactions between the line manager and employee (PSC, 2014).

Moreover, the DTIC policy mandates that line supervisors continuously assess each employee's performance, providing verbal feedback in the case of satisfactory performance and written criticism in the case of unsatisfactory performance (DTIC, 2015). At the DTIC, cases involving performance management frequently involve late document submissions that resulted in neither bonus awards nor notch increases and, eventually, no assessment. The preceding irregularity casts doubt on the PMDS's usefulness as an accountability tool and raises questions.

Performance agreements must be strictly finished within the allotted periods, according to both the Senior Management Services Handbook (SMS-Handbook) and the PMDS Framework. The method used at the DTIC raises questions about whether there are

sufficient safeguards in place to ensure that the performance agreements' content is directly derived from the Department's strategic and operational plans in the form of designated tasks cascaded down from operational division heads. The DTIC's employees actively resolve their own evaluation disputes, and as a result, they don't show enough motivation to support the scores assigned.

This practice highlights apparent issues with the DTIC's current performance agreement framework. Many of the issues encountered with the system appear to be caused by a failure to uphold the ideal of equity regarding the PMDS evaluations and its attendant scoring methods. Consequently, irregularities and inconsistencies regarding the PMDS evaluations and its scoring system undermine the Department's goals. On the surface, the difficulties are caused by a lack of support for departmental goals and a failure to address typical employee complaints with regard to the PMDS implementation procedures. The purpose of this study is to ascertain how the public sector in South Africa perceives organisational justice in the context of the use of PMDS at the DTIC.

1.4 LITERATURE REVIEW ON PERFORMANCE MANAGEMENT

The following section introduces the literature review on performance management (PM) and will cover the following topics:

- a) The Context of Performance Management.
- b) Opinions on the goal of PM.
- c) Conversations about the role of PM in the Equity Theory.
- d) Various Organizational Justice Aspects, including Informational Justice in Relation to PM, Procedural Justice, Interactional Justice, and
- e) The Performance Management Rating Systems' Contextual View (hereinafter referred to as PMRS).

Establishing performance goals, reviewing performance, and rewarding performance output provide the context for performance management (PM). Performance

management constitutes a tool for training and skill transfer among staff members at the DTIC as well as among different government departments. Performance management helps in facilitating the execution of a business strategy in addition to coordinating the strategic and personnel goals of a company. Moreover, the linkage of team, individual, and organisational goals promotes a high-performance team culture. High performance teams are frequently praised for their success in producing outcomes by routinely defining new goals and targets, assessing performance, and rewarding production. Implementing an integrated PM evaluation method with the aim of fostering a culture of continuous performance improvement can help the DTIC achieve performance management excellence.

The main goal of PM is to make it easier for team members, individuals, and organisations to align their goals and objectives in order to perform better. The PM tool promotes teamwork and controls how work is organised and performed. Further, it (PM) helps managers to frame feedback for employees with the goal of taking remedial action for on-going monitoring in an effort to enhance performance. PM deals with more than just concerns related to performance evaluation; it also considers employee career growth, training, and development. Furthermore, senior management can use it to pinpoint skill shortages and recommend the on-the-job training and other pertinent skills interventions. Both organizational justice and the equity theory can be used to measure work inputs and outputs with the goal of allocating resources and rewards in the best way possible. Organizational justice is addressed in the part that follows a discussion of the Equity-Theory in section 1.4.2.

In a nutshell, the equity theory compares and contrasts characteristics of fairness and inequality in relation to the input-output ratio and the distribution of associated benefits. According to a predetermined set of equity ratios or criteria, perceptions of fairness with regard to effort (input) and rewards (output) are quantified. When it comes to improving performance management, the equity theory plays a significant role and collaborates with organizational justice. Managers and supervisors can manage employee attitudes, conduct, conflicts, motivation, and equality issues with the help of organizational justice.

When it comes to addressing concerns regarding equity, fairness, and justice in the workplace, it functions virtually identically to the Equity Theory. As a result, it is believed that an organization's performance will improve if organizational justice is perceived to be prevalent. The four elements of organizational justice—distributive justice, procedural justice, informational justice, and interactional justice—as well as how they relate to PM are discussed in detail in the paragraphs that follow.

The distribution of resources according to inputs (effort) and outputs (productivity) is referred to as distributive justice. Distributive justice implies fairness when it comes to performance incentives. Performance improves and happiness increases when people believe that resources are allocated fairly and equally. It is believed that distributive fairness and procedural justice are the primary forces behind improved performance. Procedure-based justice addresses concerns with fairness in relation to decision-making procedures for performance rewards. Application of policy, wise decision-making, and a fair distribution of resources or performance incentives are all part of organizational justice. It establishes fairness in how each person is treated and gives them the ability to judge what is right or wrong and fair or unfair in the workplace.

Informational justice elaborates on issues of employees' self-reflection regarding the decisions made by management on PM (addressed in detail in section: 1.4.4.3). Any delays in informing the workforce of management's decisions could be seen as unfair. Therefore, regardless of the decision's outcome, management must make decisions that are impartial, objective, swift, and honest. The value of interpersonal relationships between an employee and his or her manager or supervisor is governed by interactional fairness, which is discussed in more detail in section 1.4.4.4.

A performance plan and a contract between the manager and his or her staff make up a performance management rating system (PMRS). The organization's and the employees' performance requirements are outlined in this agreement. Key Performance Areas (KPA) and Key Performance Indicators (KPI) are used to assess performance expectations and outputs. Both managers and their staff developed the KPA and KPI,

which are used to grade or assess every employee. These tools are designed to promote a continuous improvement culture within enterprises and the DTIC is no exception to this human resources management integral principle. Public sector organisations such as the DTIC are more likely to pursue political or public policy aims than private sector enterprises, which aim to make financial gains. Political or public policy goals are challenging to evaluate and score, because they frequently lead to bias and favouritism, albeit usually unintentionally.

Lack of uniform standards and rating systems present a problem for public sector organisations. It is precisely because of this flaw, it is challenging for managers and supervisors to assess, grade, and score the performance of their staff. The purpose of the moderating committees, like the DTIC's, is specifically to address this issue. However, because they only employ one straightforward instrument for this process, these committees lack objective evaluation standards that are consistent across the board. The performance of anyone employee is impacted indeed on by a wide range of variables. The performance of each individual employee requires thorough evaluation and a rating tool rather than a single, straightforward instrument like the one employed at the DTIC. The definition and discussion of PM are covered at length in the next section.

1.4.1 Definitions of Performance Management

Insofar as it offers a platform for managers and employees to collaborate on setting expectations, reviewing results, and rewarding performance, performance management is a process that strongly influences organizational success (Warnich and Grobler, 2016: 295). A holistic approach to performance should include measures like reward systems, job design, leadership, and training in addition to performance appraisal (Warnich and Grobler, 2016). The aforementioned suggest that, performance in an organisation, is guided by performance targets or goals, anticipated outcomes, and associated reward systems.

Besides, Aguinis (2014: 2) presents an alternative interpretation of what performance management is. Performance management is described by the author as a continual process of recognizing, evaluating, and developing an individual's or team's performance

as well as coordinating that performance with the strategic objectives of the company (Aguinis, 2014: 2). According to this concept, performance management ought to be a continuous process that entails routinely updating goals and objectives, reassessing performance, and providing coaching and feedback. Furthermore, it indicates that while accomplishing the strategic objectives that are most important to the employees' performance, this approach should also prioritize the employees' personal growth.

Performance management is a planned and integrated strategy to delivering sustainable success in enterprises, according to Armstrong (2006: 142). In order to create sustainable success in organizations, PM aids in enhancing employees' performance as well as developing both team and individual contributions. These criteria of PM are connected to a comprehensive and uniform staff development plan that is in line with the strategic objectives of the company. The organizational business plan should be linked with the strategic goals in order for them to be accomplished. PM must be integrated with all other organizational processes, policies, and systems in order to be effective. Although its integration may be challenging, in Armstrong's opinion (2006: 63), it is not completely impractical to do.

Performance management must be viewed as the centre of the enterprise if it is to support strategy (West and Blackman, 2015: 79). Therefore, PM is a continuous process that helps an employee comprehend their function, be clear about the reason behind their work, and promote high performance levels in terms of behaviour and output. A performance management method analyses and evaluates the connections between the job description, work schedule, and goals, objectives, and strategic plan of the organization for the person. Therefore, it takes continual work to achieve employee and organizational objective alignment.

A cascading approach-based business plan is the foundation of a performance management process, which encourages a collaborative flow of information up, down, and horizontally across the firm. It establishes a clear connection between employee performance and organisational objectives, enabling an employee to contribute to the broader objectives of the firm. Therefore, as long as an employee's performance goals

and the organization's goals are in line with a performance management system, it creates a shared understanding of what has to be accomplished and how this is to be accomplished.

Armstrong (2006: 496) argues that performance management is about lining up personal goals with organizational goals in order to guarantee that people preserve the company's basic values. Additionally, the overall goal of performance management is to create a high-performance culture in which teams and individuals take ownership of their skills and contributions within a leadership-provided framework as well as for the continuous improvement of business processes. Employees and teams must therefore comprehend the organization's objectives and recognize how collectively their outputs contribute to the achievement of the organization's goals and values. The function of PM systems is covered in the following section.

1.4.2 Purpose of Performance Management Systems

By tying organizational goals to personal ones and fostering behaviour that is consistent with achieving organizational goals, performance management systems aid top management in achieving strategic company objectives. The most important strategic initiatives can be communicated throughout the firm by connecting personal aspirations with organisational ones. PM can be used to ensure that personal goals are closely matched with organizational goals by forging these connections. By tying together personal and corporate ideals, this alignment promotes personal growth. Moreover, the PMDS policy of the DTIC, which stipulates that the terms of performance agreements shall be explicitly and directly tied to the strategic and business plans of the particular component for the performance year, meets with this goal in this regard (DTIC, 2015). Aguinis (2014:15), asserts that all other systems and procedures should support effective PM and concentrate on continual performance improvement, supports this school of thought.

Furthermore, Aguinis (2014:154) states that numerous people must be involved in the deployment of a performance management system. This approach offers the concept

that widespread organizational support and acceptance are necessary for the system's successful application. By giving the many parties involved a clear grasp of how the system functions and its benefits, broad organizational support is made possible. Holistic PM is made possible by the connection between the organizational setting and employees' performance (Singh and Twalo, 2015: 81).

The difficulties in effectively implementing the PMDS, which must be integrated with all other organisational systems, are highlighted by this orientation. The fact that the PMDS is basically a strategy that determines how work is done and managed rather than merely a performance grading system is essential to its successful adoption. Performance management ought to be used strategically rather than only as a way to ensure compliance (PSC, 2014). A feedback loop should include a successful project manager to allow for continual development.

Employees' major requirement for developmental feedback is performance feedback since they want to know how their managers view their work (Warnich and Grobler, 2016: 298). In order to coach workers and boost their performance, managers can also use feedback. Feedback enables the identification of strengths and weaknesses as well as the root reasons of performance issues (which may be brought on by individual, group, or environmental variables) to some level. Continual learning and continual improvement are therefore closely related. Warnich and Grobler (2016: 297) posit that performance agreements are crucial to maximizing employee performance and development within the company. Aguinis (2014: 16) shares similar sentiments when he argues that the purpose performance agreement is to inform each employee's regarding his/her personal growth and career advancement.

A performance management system must help individuals identify their own strengths, shortcomings, and grow their knowledge, skills, and attitudes in relation to their expectations and abilities for it to be genuinely effective (Singh and Twalo, 2015: 81). Additionally, a performance management system must equip staff members with the knowledge and tools necessary to advance their own professional development through

well-informed choices and job-integrated learning and training (Singh and Twalo, 2015: 81). An efficient performance management system is required in this regard for the public service, according to Arnaboldi and Steccolini (2015). Further, these writers stress those managers in the public sector under constant pressure to raise the caliber of their service delivery mandates (Arnaboldi and Steccolini, 2015).

Top management, managers, personnel, support functions, and customers all benefit from performance management within the organization (van der Waldt, 2004: 41). Accordingly, performance management should allow senior management to continue setting organizational goals while also managing relationships with external stakeholders like customers, legislators, or regulatory bodies and converting their needs into organisational goals (Van der Walt, 2004: 41). PM should assist managers in fully understanding the organization's objective, setting goals and expectations for their team, and delegating tasks, freeing them up to focus on strategic planning, on-going operations improvement, and team development. The achievement of goals and objectives for people, teams, and organizations must be supplemented by a fair and consistent system of compensation that adheres to the equity principle covered in the following section.

1.4.3 Equity Theory as a Function of Performance Management

Results ought to be allocated in accordance with individual contributions, claims the equity theory (Rockham, 2013: 38). Based on a comparison of their input-output ratio with another person they see as an equal, a person's impression of a connection is determined (Smit, Cronje, Brevis, and Vrba, (2011: 394)). This viewpoint supports organizational justice. Based on inputs and outcomes, a comparison of one's own actions and those of others produces evaluations of fairness and injustice (Adams, 1963: 1965). Inputs include things like effort, experience, credentials, seniority, and status, whereas outputs include things like praise, recognition, salary, promotions, and other things, according to Smit, Cronje, Brevis, and Vrba (2011: 394). According to Adams (1963: 1965), people are more likely to believe that the distributions are equitable when the input-output ratios are equal. However, if the input-output ratios are unbalanced, the situation

will appear unfair. In regard to the Equity Theory, the explanation that follows before it conveys a sense of organizational justice.

Their opinion of fairness may influence how people behave inside an organization (Dai and Xie, 2016: 55). Furthermore, the sense of justice can promote favourable feelings and behaviours in employees, such as trust, organizational citizenship, and job satisfaction. The fairness of actions and their outcomes depends on the employees' of the decisions processes and approaches of these actions (Rokhman, 2013: 35). An employee who compares their own situation to that of another comparable employee will come to one of three conclusions: either they are underpaid, overpaid, or fairly rewarded (Smit, Cronje, Brevis, and Vrba, 2011: 394). Employees will act to correct injustices if they become aware of them (Warokka, Gallato, and Moorthy, 2012: 5).

The aforementioned viewpoints provide a reasonable predictor of how employees react to perceived instances of unfairness when compared to their counterparts in similar circumstances. A strategic PM who aligns strategic employees' aspirations with corporate goals for continuous improvement and equitably rewards accomplishment creates the perception of organizational fairness. The following section further delves into this subject.

1.4.4 Organizational Justice as a Part of Performance Management

According to Saunders and Thornhill (2003) and Rokhman (2013), the organizational justice theory provides a framework for examining and comprehending employees' attitudes towards workplace behaviour, job performance, and feelings of trust or mistrust. Organizational justice perceptions can be utilized in this way to forecast and guide employee behaviour in organizations as well as to sustain strong morale and loyalty in the workplace (Komodromos and Halkias, 2015: 21). This argument highlights the significance of the justice theory in terms of attitudes towards work, commitment to organizational performance, and work relationships.

Additionally, organizational justice and workers' views of fairness at work are related (Kreitner and Kinicki, 2004). People are more likely to feel obligated to do their duties with higher levels of involvement when they have a high view of fairness in their company (Ram and Prabhakar, 2011: 51). Productivity and performance are also improved when views of justice are improved (Karriker and Williams, 2009). Iqbal, Rehan, Fatima, and Nawab (2017) indicate that organizational justice can improve employee performance at the individual and group levels in the workplace. Additionally highlighting the connection between organizational fairness, job happiness, and work performance is Warokka, Gallato, and Moorthy (2012: 3). According to Colquitt (2001), there are four different kinds of justice: distributive, procedural, informational, and interactional. Below is a discussion about them.

1.4.4.1 Distributive Justice

The perceived fairness of how resources and benefits, such income and recognition, are allocated is reflected in distributive justice (Kreitner & Kinicki, 2004: 294). Given that it has to do with how employees are given resources and results, distributive justice is seen as the first element of organizational justice. Distributive justice, according to Farooq (2014: 57) and Adams (1965), can be promoted when results appear to be applied evenly. Roch and Shanock (2006: 304) assert, however, that distributive justice promotes outcomes and places less emphasis on views of social exchange connections.

Additionally, according to Ram and Prabhakar (2011), distributive fairness predicts satisfaction with a result. When an organization has a resource it may allocate to some employees, this is referred to as "allocating resources." This viewpoint leads to the conclusion that distributive and procedural justice interact to affect how people perceive fairness. As a result, when people sense that their desired results have been achieved, they are less concerned with the procedure, which suggests that procedural fairness is less important when people believe that distributions have been made fairly. Contrarily, people pay great attention to the process when the results are not favourable.

Making and upholding peace depends on decisions regarding distributive justice (Tyler, 2000: 118). According to the equity idea, outcomes should be distributed based on individual efforts in this regard (Rokhman, 2013:38). According to Gilliland, Steiner, and Skarlicki (2015) (p. 201), allocating resources to employees is another crucial component of a supervisor's job. Furthermore, according to these writers, supervisors frequently deal with competing requests for resources from both their superiors and subordinates. According to Gilliland, Steiner, and Skarlicki (2015: 201), supervisors only manage to achieve the intended maximal justice in the contest to allocate demands. Kalay (2016: 3) indicate that the distributive and procedural dimensions of justice significantly and favourably impact task performance.

1.4.4.2 Procedural Justice

According to Kreitner and Kinicki (2004), procedural justice is the perception of fairness in the procedures and processes used to make allocation decisions. Thibaut and Walker carried out the first organized series of experiments to demonstrate the effects of procedural fairness in 1975. These authors contend that there are two sub dimensions to procedural justice. The first of these sub-dimensions focuses on the structural techniques applied when deciding how to distribute resources. The second sub-dimension examines whether when making decisions, decision-makers equally apply policies and practices Kalay, 2016:6). The findings of the study by Thibaut and Walker (quoted in Tyler, 2000: 118) also show that people's opinions about the fairness of third-party decision-making processes influence how happy they are with the results.

Moreover, Saunders and Thornhill (2003), perceived fairness of procedures used to assign duties, pay, or rewards is referred to as procedural justice. Additionally, according to these writers, the organizational justice framework is employed to explain and comprehend employees' feelings of trust or mistrust. According to Iqbal, Rehan, Fatima, and Nawal (2017), procedural justice measures the fairness of the processes used to decide how people are treated and how their benefits are distributed. Procedural justice is thus present when methods reflect normatively acknowledged principles (Farooq, 2014:

57). An evaluation of the management's choices regarding each employee's performance raises questions about information is covered in the part after this.

1.4.4.3 Informational Justice

Informational justice is the extent to which employees are given accurate justifications for actions conducted or judgement made. It focuses on interactional justice, which has been connected to performance, organizational citizenship, withdrawal behaviour, job happiness, and contentment with results (Komodromos and Halkias, 2015: 24). Moreover, informational justice simply refers to providing employees with accurate and sufficient knowledge regarding organisational decision-making.

According to this school of thinking on informational justice, employees should be timely and accurately informed about the decisions made by management in an organization. These choices must be fair, without bias, and supported by sufficient evidence. Interactional justice deals with the importance of a worker's relationship with his or her manager or supervisor whereas informational justice deals with the decisions made by management on each employee's performance. The discussion of this component of justice follows.

1.4.4.4 Interactional Justice

Interactional Justice is the standard of interpersonal treatment a worker receives while organizational procedures are being carried out, according to Komodromos and Halkias (2015). Additionally, interpersonal justice emphasizes the significance of compassion, respect, and regard in interpersonal relationships, notably in the relationships between employees and supervisors (Bies and Moag, 1986; Greenberg, 1993; Kala and Turkey, 2016; Komodromos and Halkias, 2015).

Moreover, this type of justice focuses on whether or not individuals believe they are treated fairly when decisions are made rather than the results or processes involved in decision-making (Kreitner & Kinicki, 2004). Assessment is the end result of processes that direct interactions between employers and employees, encourage acts of justice, and

direct decisions to reward achievement. The following section discusses the PM rating system and scales.

1.4.5 Performance Management Rating Systems

According to Armstrong (2006), performance planning is a step in the performance management process that involves a contract between the manager and the employee. This agreement outlines what the other party must do to meet its goals, raise the bar, boost performance, and build the necessary competencies. Performance planning is when an employer and employee start the performance management process, according to Bacal (1999). In order to discuss and decide what has to be done and how it should be done, the supervisor and an employee will meet at the start of each performance cycle.

In this regard, the examined literature suggests that issues with performance management systems are often related to ambiguous performance indicators and the difficulty in obtaining consistent ratings. The development of performance indicators or metrics for efficient, effective, and economical government and administration is the most difficult challenge facing any public service organisation (Hilliard, 1995: 5). Hilliard (1995: 5) also further warns that measuring performance indicators accurately is challenging because imprecise performance indicators leave space for inaccuracy. Public institutions typically pursue social and political aims rather than commercial ones, which can make the problem worse (Hilliard, 1995). In this context, Aguinis (2014) proposes that an effective system should incorporate reliable and consistent performance measures.

Armstrong (2006) also cautions that maintaining a consistent approach by managers in charge of rating can be difficult, if not impossible, without very careful management of rating scales. Due to this conundrum, choices on performance bonuses or rewards could be made based more on subjective than on objective criteria. Akella and Waqif (2017) issue a warning that a prevalent human component might lead to inaccurate performance measurements. It is inevitable that some people will be kinder to their employees than others, and vice versa. Due to bias or favouritism, certain managers may be inconsistent in how they assign ratings to their employees (Kunaratnam, 2011). As a result, human

error is likely to affect performance evaluations. These mistakes may be the consequence of intentional or unintentional bias.

Since the precise definition of "performance" is frequently ambiguous, ratings are typically a superficial and arbitrary subjective opinion, making it challenging to achieve consistency between the scores provided by different managers (Armstrong, 2006). Even if objectivity is attained, it is grossly oversimplified to sum up a person's entire performance with a single grade when there may be a complex array of variables impacting that performance (Armstrong, 2006). Line managers control the moderating committees, and they frequently lack a reliable foundation for evaluation.

1.5 THE RESEARCH PROBLEM

According to the PSC (2018: 14), the PMDS is likely one of the systems that has been introduced in the Public Service that has generated the most controversy and is one of the most difficult problems in human resource management. Therefore, thorough and rigorous research ought to be able to aid in the creation of a comprehensive and all-encompassing strategy to the PMDS's implementation in the SA public sector. Therefore, this study focuses on the implementation of the PMDS with the goal of examining how the DTIC employees feel about organizational justice in relation to how the PMDS was handled in the department.

Although the focus has primarily been on examining the basic implementation of the PMDS, there is a sizable amount of academic literature data on PMDS both domestically and globally. A thorough and integrated approach to the implementation of the PMDS with an emphasis on organizational justice practices has not been examined in previous academic studies. Additionally, a number of academic and public sector researchers have looked broadly at the adoption of PMDS in their studies. In 2016 and 2018, the PSC, respectively, performed research on the efficacy and efficiency of the PMDS across all government ministries.

1.6 THE RESEARCH QUESTION

The question that this research seeks to answer is, ***“What are the perceptions of organizational justice of the DTIC employees with respect to the implementation of the PMDS and its attendant principles?”***

This aforementioned question focuses on investigating the method the DTIC SMS-staff members’ practice in evaluating the department’s employees’ annual performance assessments and the criteria they use to arrive at the decisions to award or deny the PMDS bonuses or awards.

1.7 THE RESEARCH OBJECTIVES

To answer the research question, the researcher developed the study’s primary objective, which is to investigate the perceptions of the DTIC’s SMS-staff members’ practices regarding the annual performance evaluation process and the criteria used in conducting every employee’s annual performance. The following secondary objectives that support the main objective of this study:

- To assess the attitude of the DTIC’S SMS staff members regarding the conduct of the PMDS processes.
- To evaluate different aspects of organisational justice with respect to the PMDS.
- To evaluate the status and impact of the DTIC’s communication and feedback loops between the SMS and non-SMS staff members.
- To determine the level of understanding of the PMDS Policy Framework.
- To assess the challenges and efficiencies of the PMDS Automated Performance Assessment Tool (APAT) compared to those of the Manual PMDS Process.

A discussion of the research methodology is undertaken in the Section 1.8 below.

1.8 THE RESEARCH METHODOLOGY

This study was aimed at exploring the perceptions of the DTIC employees' views of organizational justice regarding the conduct of the PMDS in the department. The PMDS policy framework was conceptualized through the collection of secondary data and the literature sources that the researcher explored. This process helped the researcher to contextualize the study. It also facilitated the design of a data collection instrument (an interview guide). An interview guide was used to conduct the semi-structured interviews with the DTIC SMS-staff members to collect the primary data for this study.

1.8.1 Research Design

This study used an interpretive philosophy as its research design. According to interpretivism, social actors like the DTIC are understood as socially constructing reality (Saunders, Lewis, and Thornhill, 2019: 639). It is necessary to take into account the various realities of the DTIC's PMDS implementation processes from the various viewpoints of employees at various hierarchies (SMS-Staff and non-SMS Staff-members). In order to provide a thorough explanation of this occurrence, the researcher used a phenomenological research approach to examine the DTIC's employees' narratives of their reality and experience about the implementation of the PMDS. In the paragraph that follows, the researcher talks about the phenomenological study design.

The researcher used a phenomenological approach in his quest to comprehend the various facets of adopting the PMDS at the DTIC. A qualitative method called phenomenological research aims to comprehend the fundamental nature of occurrences. The method examines how people interact with the world on a daily basis while putting the researcher's previous notions about the phenomenon on hold (Neubauer et al., 2019). Consequently, phenomenology can be characterized as a research strategy that aims to capture the essence of a phenomenon by looking at it from the viewpoint of individuals who have really experienced it. According to Neubauer et al. (2019), the purpose of phenomenology is to explain the significance of this experience in terms of both what was experienced and how it was experienced.

Through the application of an interpretive philosophy, which frequently guides qualitative research studies, this study aimed to get a comprehensive knowledge of the PMDS implementation at DTIC (2019: 639). It was decided that a qualitative research design would be the best method for carrying out this investigation. The researcher used a purposive selection technique to select a sample of sixteen (16) DTIC employees in order to examine a comprehensive description of the experiences of the DTIC participants. Three Directors, six Deputy Directors, three Assistant Directors, and four Administrative Staff made up this group of DTIC staff. Through in-depth accounts of the study participants, the qualitative technique used in this study helped to establish elements of a complete and integrated PMDS knowledge base in the South African public sector.

In order to explore different understudied issues (such as attitudes in the conduct of PMDS, organisational justice, communication feedback loops, policy prescripts, and APAT), the study's exploratory and descriptive design is used (Saunders, Lewis, and Thornhill, 2019: 639). The setting, or the manner in which the PMDS was conducted, must first be established (exploratory) in order to answer the research question. The challenges and effectiveness of the APAT are also investigated in this study, along with the attitudes of the SMS-staff towards the conduct of the PMDS, various aspects of organisational justice, the status of the communication feedback loops, and an understanding—or lack thereof—of the PMDS policy prescripts.

The conduct of the PMDS procedures in the department was therefore investigated using semi-structured in-depth interviews with DTIC workers. Chapter 4 of this study undertakes an in-depth and detailed exploration of the research methodology. In order to fully comprehend the deep structures that underlie conscious thinking, feeling, and behaviour of the studied participants, the researcher notes that a phenomenological approach necessitates that the researcher set aside any prior assumptions and personal biases, empathize with the participant's situation (SMS-staff members and their counterparts at the DTIC), and tune into existential dimensions of that situation (Neubauer, et al.). Additionally, the researcher had to make sure that problems with data saturation were

carefully handled when carrying out this investigation. The next paragraphs discuss data saturation.

According to conventional interpretation, saturation means that additional data collection and/or analysis are not required based on the data that have already been gathered or processed (Saunders, Sim, [...] and Jinks, 2017: 1). When Saunders, Lewis, and Thornhill (2019: 315) note that many research textbooks simply advise continuing to collect qualitative data, such as by conducting additional interviews, until data saturation is reached—in other words, until additional data collected provides little to no additional information or suggests new themes—they provide support for this idea. According to scant information that is currently available, a homogeneous group should have between 4 and 12 individuals, and a heterogeneous group should have between 12 and 30 (Saunders, Lewis, and Thornhill, 2012). The researcher chose a sample of 16 uniform employees from the DTIC for this investigation. The discussion that follows is about the data analysis and conclusions.

1.8.2 Data Analysis and Findings

In order to categorize the various themes and subjects that emerged from the various components of the PMDS data, this study used a thematic analytical focus. This study was conducted using an inductive methodology, where the researcher followed the progression of the data that had been gathered (Saunders, Lewis, and Thornhill, 2019: 639–643). Phenomenological bracketing was used to remove the researcher's personal assumptions and biases in order to ensure that the researcher can identify themes and categories from the data.

In order to help readers understand their position early on in the study process, researchers employ the practice of bracketing to identify their beliefs and biases. Researchers reflect on the social, cultural, and historical variables that impact their interpretation as the research goes on by suspending their prejudices using a technique known as bracketing (Creswell and Miller cited in Tufford and Newman, 2010: 84). For the purposes of data analysis, a variety of coding techniques were employed in this study

to identify themes, categories, and subcategories. Therefore, in this study, open, axial, selective, pattern, and inductive coding were used to uncover themes and patterns in the data that had been gathered.

The following were the main conclusions of the data analysis for the study:

- While taking into account various facets of the PMDS processes, the DTIC SMS-staff members' experiences and views regarding the workers' yearly performance evaluations.
- A working knowledge of the many facets of organizational justices by the DTIC's PMDS practitioners (DTIC SMS employees).
- The SMS-staff members' approach to communication and use of feedback loops when conducting PMDS processes with their counterparts.
- An awareness of how an integrated and comprehensive PMDS policy framework is put into practice with regard to components of the PMDS's conduct, justice, and communication (feedback loops), and
- The use of an APAT tool that is based on technology to implement the PMDS procedure.

In Chapter 5 (5), the conclusions of this investigation are thoroughly discussed. Additionally, the conclusions of this dissertation are based on both empirical and secondary literature reviews, from which the study's findings were derived, and they address the study's goals and respond to its research questions. Chapter 6 of this study contains recommendations. The reliability of the research is covered in more detail in the following section.

1.9 TRUSTWORTHINESS OF THE STUDY DATA

If qualitative research is credible, transferable, dependable, and confirmable, it can be said to be valid and reliable (trustworthy) (Guba, cited in Shenton, 2004). Compared to qualitative researchers, quantitative researchers are less thorough when describing how reliable their findings are. In Section 4.6 of this study, the researcher goes into more detail

about the four constructs of trustworthiness, namely credibility, transferability, dependability, and conformability. The sentences that follow briefly explore each of these constructs:

- **Credibility** (Zhang and Wildemuth, 2009:6) is defined as an adequate depiction of the social world under study. Using an audio recorder, the researcher made sure the information gleaned from the interview process was accurately captured. An impartial and qualified transcribe processed the material from the audio recordings and entered it into a word document.
- **Reliability:** An inquiry audit was done to address data dependability; the results contain findings, interpretations, and recommendations. The supervisor will review all study-related paperwork, paying particular attention to the consistency of the procedures used throughout the investigation (Zhang and Wildemuth, 2009:7).
- **Conformability:** The audit trail comprises confirmation of all data acquired during the research process, including recordings, themes formed, conclusions, and the final report, to address the consequence of research biases. The supervisor and co-supervisor both reviewed the interview protocol and the log.
- **Transferability:** The researcher gathered thorough data through interviews and audio recordings to address the transferability of data. This made it possible for other organisations to apply the study's conclusions. Transferability of data, according to Zhang and Wildemuth (2009:6), relates to the extent to which the researchers' working suggestion can be used to various situations.
- **Authenticity:** Refers to determining the "truth" through identifying participants' "hidden voices" (Raply, 2007:25). This suggests that the methods of data collection and analysis enable the participants' understanding of the events' significance to become obvious.

With the participants' consent, all of the interviews for this study were recorded, and professional services were used to transcribe the interviews for data analysis. The correctness of the data for this study was made possible thanks to the field notes, audio recordings, and interaction between the researcher and the staff of the transcription

services. As part of the data cleaning procedure, some researchers send participants a copy of the transcript for final review (Saunders et al., 2019: 645). Due to time constraints, the researcher was unable to complete this step in this case. The next section discusses the study's ethical practises.

1.10 THE STUDY ETHICAL PROCEDURES

By requesting approval from the university's research ethics committee to conduct this study, which is provided here as Appendix, the researcher hoped to protect the confidentiality, objectivity, and rights of the study's participants. According to A. Lakshmi (2014:66), ethical conduct is concerned with universal norms and ideas of right and wrong, good and bad. This includes how one does one's study. The worldwide ethical norms, which place particular focus on concerns of informed permission, privacy, secrecy, and anonymity, serve as the researcher's guide in performing this study. As a result, the study's participants were made aware that each participant's involvement in this study was voluntary and that they might revoke their consent at any point during the investigation.

Additionally, employing pseudonyms and assigning special codes to each participant's script protect the privacy of all participants. Pseudonyms and special codes also contributed to the anonymity of each participant, ensuring that no script of data could be connected to any of the study subjects. In Section 4.7 of this dissertation, ethical issues are covered in detail. The study assumptions are discussed in the following section.

1.11 THE STUDY ASSUMPTIONS

Researchers are impacted by the following research's underlying philosophical assumptions, as described by Creswell and Poth (2018: 15), in addition to bringing their own world views to the study:

- a) **Ontological** (The nature of reality): Researchers accept the concept of numerous realities and present evidence for these multiple realities by examining a variety of sources from various people's points of view and experiences. Because of this, the researcher in this study investigated several realities from the perspectives of both SMS-staff members and their non-SMS counterparts at the DTIC.
- b) **Epistemological** (How researchers come to know what they know): Subjective evidence is compiled based on unique perspectives from field research. Subjective information was acquired from the DTIC SMS and non-SMS staff members due to the researcher's proximity to and familiarity with the majority of the study participants.
- c) **Axiological** (The role of values in research): The majority of the information gathered from DTIC staff members is also value-laden in addition to the researcher's personal prejudices and values.
- d) **Methodological** (the approach taken during the research process): emergent, inductive, and influenced by the researchers past data collection and analysis experiences. The thematic methodology used in this study enabled the researcher to gain a thorough understanding of the challenges associated with the implementation of the PMDS policy from a variety of angles, including the standards (criteria) used, various facets of justice, communication feedback loops, and technology or automation tool (APAT).

Thus, the following research suppositions serve as the foundation for this study:

- Getting a performance bonus (a PMDS incentive) is a way for the DTIC to continue providing services to the South African public while also being recognized for those services.
- It is regular procedure for the SMS-staff members who work for the DTIC to conduct annual performance assessments (reviews) using an integrated and complete PMDS approach.

- The SMS personnel at the DTIC and their non-SMS staff colleagues saw this Master's thesis as a step in the right direction for addressing some of their problems with the PMDS deployment.
- Information for this study was voluntarily given to the researcher in an open, non-coercive way by the study participants and of their own free will.
- The researcher believes that a qualitative design or technique was the best choice to fulfil the study objectives given access to the necessary material to carry out this study, and
- According to the researcher, the best way to answer the question is to build and use an interview guide as a tool for acquiring data.

The next section addresses the study's limitations.

1.12 THE STUDY LIMITATIONS AND DELIMITATIONS

The study's limitations included those that had an effect on data collecting, access to respondents or participants, and the possibility that the researcher would inadvertently draw the wrong conclusions from the data analysis. Therefore, when conducting research, good researchers must be aware of any faults or limits that could raise questions about the validity of the findings and conclusions (Leedy, 2015: 63). The following are the limitations of this study:

- Due to the fact that only a small number of government departments have started using the APAT tool in conjunction with the pen and paper PMDS, it is possible that the conclusions of this study cannot be generalised to the entire South African public sector. Instead, they will be restricted to DTIC.
- The researcher's reflexive biases, values, subjectivity, and worldview will be reflected in the interpretation of this study because he works as an HR practitioner at the DTIC.

Limitations are used to define the scope of a researcher's investigation. It's critical to understand what the researcher does not want to do while establishing the parameters or bounds of the research project. The delimitations outline the researcher's plan for carrying out their study (Leedy, 2015: 62). This study is therefore restricted to DTIC PMDS practitioners working in the South African public sector. It's possible that not all government agencies in the nation will use integrated and complete PMDS procedures, which include the ICT component referred to as APAT. As a result, APAT will only be mentioned in relation to this study since it is being conducted at the DTIC. The possibility of this study adding to our understanding of PMDS is covered in more detail in the following section.

1.13 THE STUDY CONTRIBUTION TO KNOWLEDGE IN THE FIELD OF PMDS

This study looked into how the DTIC staff perceived organizational fairness in relation to how the PMDS behaved in the department. It also aimed to investigate the viability of putting into practice an ICT-inclusive, multifunctional PMDS (APAT). The study further intends to contribute to the creation of a thorough and integrated PMDS (attitudinal elements, organisational justice components, communication feedback loops, policy views for the PMDS, and the APAT assessment tool) for the administration of employee annual performance assessments. Additionally, the study aims to bring value to the investigation of different theoretical stances in the area of PMDS. The results of this study may help the South African public sector's PMDS practitioners to create a thorough and integrated PMDS practice to establish standards and evaluation procedures for carrying out annual performance evaluations of the employees.

The DTIC practitioners, or members of the DITC SMS-staff, would be able to set and apply the proper criteria, accurately use the three justice aspects, correctly implement communication protocols (feedback loops), take into account the PMDS policy framework prescripts, and utilize the special APAT in order to implement a seamless PMDS process for the annual performance evaluations of employees at the DTIC. In order to conduct the PMDS in the public sector, the South African public sector can therefore build the best

practices model and protocols that would serve as a benchmark for the South African public sector. The following section provides a summary of this dissertation's organizational structure.

1.14 THE STRUCTURE OF THE DISSERTATION

There are six chapters in this research dissertation. The research question and study objectives are outlined in Chapter 1 of the introduction to this study. The literature review is covered in Chapters 2 and 3, while Chapter 4 discusses the research methodology used in this study, Chapter 5 focuses on the analysis of primary data, and Chapter 6 presents the study's findings and establishes connections to the secondary data (literature review). This chapter also presents the study's findings and management-related recommendations. The report dissertation's structure is described schematically in the section below (Figure: 1.3). A succinct summary of what each chapter covers follows this.

Figure 1.3: An Outline of Chapters



Source: Compiled by Researcher 2023

1.15 CONCLUSION

Ensuring alignment with the developmental goals of the state, the South African public sector is entrusted with advancing the objectives of outlined in the National Development Plan (NDP). To effectively carry out the Department of Trade, Industry, and Competition (DTIC) mission of serving South African citizens, a comprehensive and integrated Performance Management and Development Management System (PMDS) must be established. Consequently, the PMDS should prioritize the development of both non-SMS and SMS staff members responsible for overseeing PMDS processes and annual performance evaluations.

Amidst the onset of the Fourth Industrial Revolution, commonly referred to as the 4IR, a comprehensive examination of the PMDS process incorporating Information and Communication Technologies (ICTs) remains elusive in existing literature. Notably, absent are in-depth studies focussing on multifaceted equity standards in performance management, justice considerations, communication protocols, the PMDS Policy Framework, and the ICT component known as APAT. A streamlined PMDS process would facilitate the adoption of effective PMDS procedures by other government entities. Through interactions with PMDS practitioners at the DTIC and the researcher's expertise upon completion of the study, practitioners in South Africa would be empowered to enhance their PMDS practices.

CHAPTER 2

PERFORMANCE MANAGEMENT AS APPLIED IN ORGANIZATIONS

2.1 INTRODUCTION

This chapter seeks to add to the body of knowledge in the subject of PMDS generally by reviewing the literature that is currently accessible in regard to the study's issue. Additionally, the background to the research problem of this study (Sections 1.2 and 1.3) shows that academic research is limited in its use of an integrated research approach that incorporates equity criteria, the elements of justice, policy frameworks, communication processes, and technology-based PMDS (APAT) in performance management. The gap in the integrated research strategy in the field of PMDS in the South African public sector was thus highlighted as the research challenge for this study. In this chapter, the field of PMDS is in-depth examined in order to answer the research issue. To investigate how the DTIC employees see organizational justice in relation to the conduct of the PMDS in the department, the PMDS serves as a theoretical foundation for this study against which judgements about the research objective can be drawn.

The broader context of PMDS will be introduced in the sentences that follow. This definition encompasses the various performance management features as well as an examination of the instruments for implementing the PMDS. This chapter will further provide a presentation of performance management within an organizational context before delving into a detailed discussion of the different performance management methodologies. The chapter will conclude with a brief review of the implementation of the PMDS in the public sector. This review will, as a result, help in interrogating the linkages between organizational justice and the effects of employees' performance at the DTIC.

Any organization's success is largely dependent on how well and efficiently its personnel carry out their jobs (Okoye and Ezejiolor, 2013: 250). Additionally, controlling performance is a crucial instrument of human resources in every organization to make

sure that workers understand what is expected of them (HRSA, 2011:3). As a result, the achievement of organizational goals depends on the performance of the workforce. Organizational performance management is also a key factor in every organization's success.

Performance management is defined by Palailogos, Papazekos, and Panayotopoulous (2011: 826) as a formal and systematic method of discovering, observing, measuring, recording, and developing individuals' job-relevant strengths and weaknesses. Performance management is one of the most crucial human resource management practises in firms, according to Gupta and Kumar (2012: 61). This line of reasoning therefore suggests that an integrated performance management system should direct the process of managing employee performance in a business.

One of the fundamental techniques that serve to encourage employees to be highly productive and engaged at work is performance management (Gichuhi, Abaja, and Ochieng, 2012: 42). The need for motivation, rewards, development, training, and excellent human relationships in an organization may be revealed through a critical evaluation of performance (Gichuhi, Abaja, and Ochieng, 2012: 42). Another conclusion that may be reached is that effective performance management will inevitably increase productivity, guarantee the attainment of organizational strategic goals, and increase goal-achieving efficiency.

Performance management across all government departments in the RSA is gaining momentum as the public sector places a greater emphasis on productivity through efficiency and effectiveness. Therefore, it is not unexpected that government agencies in the public sector of the RSA have modified the ways in which they pay their personnel by implementing pay-for-performance techniques. This is why these types of compensation are sometimes referred to as merit pay or performance-based pay. They are referred to as performance bonuses or awards in the context of this study.

This system of employee remuneration links each employee's incentives to productivity and efficiency while they are on the job. Performance-based compensation is currently used widely throughout government agencies as well as the commercial sector. Managers must be aware that a well-designed and implemented performance management system is likely to increase productivity and the achievement of organizational goals.

Based on this observation, this chapter investigated how DTIC staff members perceived the behaviour of the PMDS in the department. The DTIC was specifically highlighted in the chapter's investigation of the mechanisms governing the practise of performance management in the South African Public Service. This study gave close attention to interactions between SMS-staff members and their non-SMS counterparts as it assessed the PMDS processes at the DTIC. The following section provides definitions of the important terms used in this study.

2.2 DEFINITION OF KEY CONCEPTS

The section that follows provides a brief definition of the concepts used in this study.

2.2.1 Performance

The outputs and results of activities are called performance. Organizations are given inputs like financial and human resources so they can stage actions that result in outputs (products and services) (Kont and Janston, 2013:524). Performance management, according to Radebe (2013: 44), is the process through which an employee's performance is assessed in order to reward them for exceeding criteria and to help grow those who fall short. Therefore, managers responsible for performance management are entrusted with the responsibility to ensure that the employees' efforts and outputs support organizational objectives (Bagul, 2014: 425).

2.2.2 Performance Measurement

According to Neely and Kennerley (2002: xiii), performance measurement is the process of calculating the efficacy and efficiency of prior actions. According to this way of thinking,

an evaluation of an organization's efficiency and effectiveness in pursuing goals and objectives is closely correlated with performance measurement. The definition provided by Neely and Kennerley (2002: xiii) does not, however, specify what should be measured or quantified or why.

Furthermore, Moullin (2002: 188) describes performance measurement as the assessment of how well businesses are managed and the value they generate for customers and other stakeholders. This definition differs from Neely and Kennerley's definition, which appears to lack specifics regarding characteristics to be measured. According to this definition, performance measurement is the process by which firms assess the value they provide to customers (service delivery in the case of DTIC) in order to maintain organizational excellence. According to this school of thought, there is a direct connection between organizational output that leads to excellence and performance assessment.

Moreover, Amaratunga and Baldry (2002: 217-223) define performance measurement as the delivery of data necessary to evaluate the degree to which an organization achieves excellence and adds value. Simply put, the process of gathering, assessing, and/or reporting data regarding the performance of a person, group, organisation, system, or component can be referred to as performance measurement. As a result, the definitions of performance measurement frequently start with an assumption about the purpose of the assessment. According to Bocci (2004: 20–21), there are five main reasons why measurement in HR is important. Measurement establishes an organization's current status in relation to the processes that define it rather than showing where it has been in the past Bocci (2004: 20-21).

Amaratunga and Baldry (2002: 217-223) also point out that scorecards on the past should be utilised to support the incentive system because rewards are mostly dependent on each employee's prior accomplishments. Additionally, information obtained from such measures should be used to create archives that help management forecast parameter values for models of decision-making analysis. Monitoring present organizational status

gives managers the power to foresee future success-producing processes. Measurement is essential for determining an organization's potential future. In keeping with Neely and Kennerley's (2002) claim, Bocci (2004:20–21) states that measuring supports the establishment of objectives and targets in addition to aiding the creation of action plans.

Additionally, Amaratunga and Baldry (2002: 217-223) suggest that it is possible to determine an organization's direction through measurement. This line of reasoning argues that the measuring elements help the budgeting, planning, and continuous improvement processes. As a result, it is critical to identify whether the predetermined objectives have been met after the measurement operations are complete. Accordingly, determining the needs for measurement should be linked to the feedback loop in order to determine whether the goals have been reached (Bocci, 2004; Neely and Kennerley, 2002; Amaratunga and Baldry, 2002). As a result, measurement serves to restart the loop and feeds into the reward system. The issue that follows is: How do performance measurement and performance management connect to one another?

An organization can assess its progress towards set goals using measurements (Amaratunga and Baldry, 2002: 217–223). It helps the company identify its strengths and shortcomings so that it can choose from a variety of potential future activities aimed at enhancing organizational performance. Bocci (2004:20-1) views measurement as only a tool for better management on the basis of this. This finding implies that performance assessment results are reflective of what happened rather than why it occurred or what should be done about it.

As a result, in order to effectively employ the results of its performance measurement, an organization must be able to move from measurement to management. Additionally, a company needs to be able to foresee the need for adjustments to its strategic direction and have a plan in place for implementing such changes (Bagul, 2014:425). Performance management is the name given to this idea, and the description of it will be covered in the part that follows.

2.2.3 Performance Management

As per Armstrong (2006: 142), performance management is a systematic and integrated method for fostering both team and individual contributions while also enhancing employee performance. In the definition above, staff development plans that are extensive and consistent and that are in line with the strategic objectives of the business are related to performance management methods. Individual goals must be connected to the business strategy or the strategic goals of the company in order to be accomplished. In order to be effective, a performance management system must be connected with all other organisational procedures, policies, and systems. According to Armstrong (1996: 63), integration is not impossible to achieve even though it may be challenging.

Furthermore, performance management is a continuous process that involves recognizing, evaluating, and enhancing an individual's or team's performance as well as coordinating it with the strategic objectives of the business (Aguinis, 2014:2).

Additionally, according to this definition, performance management should always be ongoing because it entails creating new organizational goals and objectives frequently, reviewing employee performance, and providing coaching and feedback. Performance management must therefore be viewed as the core of the business if it is to support strategy (West and Blackman, 2015:79). It (performance management) is a continuous process that helps a person understand his or her position, be certain of the reason behind what they are doing, and promote high performance levels in terms of behaviour and production. The procedure assists in identifying and reviewing the connections between the job description, work schedule, and strategic plan of the organisation and those of the person.

Management must consistently make efforts to align the goals of the business with the people. The first step in this process is for managers to create a business plan that uses a cascading method to encourage a collaborative flow of information up, down, and throughout the organization. Performance management thus establishes a direct connection between employee performance and organizational objectives. In order to

build a shared understanding of what and how this is to be accomplished, a performance management system aids in connecting an employee's performance objectives and organizational goals.

Moreover, performance management focuses on coordinating individual goals with organizational goals in order to ensure that people follow the company's basic values (Armstrong, 2006: 496). Performance management's overarching goal is to foster a high-performance culture in which people and teams take ownership of the on-going process development of business operations as well as their own abilities and contributions within a leadership-provided framework (Amstrong, 2006 Ibid). An evaluation of how successfully people accomplish their tasks based on a set of criteria and the communication process reflects the alignment of the organization's objectives with those of the employees and their incentive to perform.

The pleasure and motivation of employees can be greatly increased by a well-implemented appraisal procedure (Warnich & Grobler, 2016: 297). Accordingly, performance appraisal serves as the system's central component (Bernardin, Hagan, Kane, and Villanova 1998:3–48). Teams and individual employees will perform better and contribute to the attainment of the organization's goals and values when their aims are in line with those of the organization (Ibid). In order to ascertain whether the DTIC's objectives and goals are in line with those of its employees, the purpose of this research is to analyse the perceptions of organizational justice held by the DTIC employees regarding the conduct of the PMDS in the department.

The requirement for firms to demonstrate their values and accomplishments to numerous stakeholders is another definition of performance management. The main objective of performance management in the public and non-profit sectors is to offer information for managerial reasons including strategic planning and decision-making (Sillanpaa, 2011: 64). Therefore, performance management helps management not only plan the work but also implement organizational strategies and decision-making procedures. As a result, the performance of an organization and its strategy has a crucial relationship, according

to Phillips and Moutinho (2014: 96–120). The use of performance management improves performance, as shown by Speklé and Verbeeten (2014: 131–146). The information above emphasises how crucial it is to incorporate performance management into an organizational plan that includes dependable and accurate appraisal to ascertain current performance levels and compare them to benchmarks.

If adopted by employees, performance management could provide motivational benefits that other formal incentive programmes would not, according to Cheng and Coyte (2014: 119–130). This school of thought and line of reasoning regards performance management continues to be among the most important tasks for everyone interested in improved organizational performance as well as strategic planning and management. As managers and employees collaborate to set expectations, evaluate results, and reward performance, performance management has a substantial impact on the success of organizations (Warnich and Grobler, 2016: 295). Accordingly, a thorough performance management system includes leadership, training, job design, and reward systems (Warnich and Grobler, 2016: 295). The researcher goes over PM's goal in the following part.

2.3 THE PURPOSE OF PERFORMANCE MANAGEMENT

The purpose of performance management is to clarify the outcomes or the effects of a person's actions. Performance therefore becomes a function of aptitude and drive in a person. As a result, performance management is now a continuous evaluation of employees' performance on activities connected to their jobs, including their successes and failures. The development and application of performance measures or indicators, which are quantifiable attributes of the company's goods, services, operations, and procedures used to monitor and enhance performance, is a key factor in performance improvement (Bintu 2014:09). The DTIC's performance improvement in the context of this study refers to the delivery of services to the South African, Southern African Development Community (SADC), continental, and international business and the various public entities respectively.

Performance management has the capacity to foster a positive feedback loop among other operational systems for human resources management (Giangreco, Carugati, Sebastiano 7 Tamimi, 2012: 161). It also seeks to motivate people and influence their behaviour towards the goals of the organization. Performance management serves multiple purposes in organizations, among which the evaluation of performance, the setting of work goals, and the agreement on future development are some of the most significant and well-known features, according to Palli and Lehtinen (2014: 92), who support this argument. This study's main focus is on performance assessment using the KRAs and KPIs' established objectives.

According to Kont and Jantson (2013: 525), the best appraisal outcomes are obtained by integrating several appraisal indicators and methodologies. Performance management is based on the evaluation of work results, activities (behaviour), and competence of employees. An effective performance appraisal system can offer an organization's manager and employee a wide range of benefits (Manoharan, Muralidharan, and Deshmukh 2012:449). Performance appraisal provides input for the validation of selection processes and human resource planning.

Additionally, this study, performance management systems aid top management in achieving strategic company goals by tying organizational goals to personal aspirations and rewarding actions that support achieving organizational goals. Therefore, connecting personal ambitions to organizational goals offers a means of letting everyone in the organization know what the most important strategic efforts are. Individual employees are thus urged to harmonize their personal objectives and core beliefs with those of the company through performance management in an effort to advance personally. However, it is important to remember that in order for performance management to serve its intended goal, it must be properly executed. The public sector context for PM is covered in the following section.

2.4 PERFORMANCE MANAGEMENT IN THE PUBLIC SECTOR

Managers in the public sector encounter numerous challenges when it comes to performance management. Often, performance management is carried out ineffectively, resulting in outcomes that are linked to the inefficient use of performance management systems (Tabi and Verdon, 2014: 213-235). Poorly implemented performance management and appraisal systems in the public sector have led to subpar service delivery due to low morale and demotivation. The complexity of performance management for public service managers is further compounded by the absence of ready-made solutions (Tabi and Verdon, 2014: 213-235). To ensure quality services in the public sector, it is essential to define the critical dimensions of effectiveness in any performance management system (Tabi and Verdon, 2014: 213-235).

Globally, the management of performance has garnered attention as a means of upholding service quality. Major international organizations such as the World Bank and the Organization for Economic Cooperation and Development (OECD) have acknowledged the increasing interest in performance management on a global scale (Perrin, 2003; Curristine, 2005, 2007, and 2008). Despite this widespread interest, none of the 196 nations worldwide have established best practices for performance management (Talbot and Verdon, 2014: 213-235). The findings of this study, which focus on evaluating performance in the public sector, contribute to this body of knowledge. The variations among countries in terms of economic, political philosophy, performance, engagement of external agencies, and public service needs, as noted by the Chartered Institute of Management Accountants (CIMA) (2011), underscore the need for and interest in performance management systems in public services (CIMA, 2011). CIMA (2011) further emphasizes that in order for performance to be effectively managed in the public sector, its major challenges must be identified and addressed. Next, some of the PM dangers are covered.

2.5 THE KEY PITFALLS OF PERFORMANCE MANAGEMENT

The most valuable resource in any public service organization is its workforce, possessing the knowledge, skills, and capacity to execute organizational policies. Anything that diminishes employee enthusiasm, morale, or attitude poses the greatest risk to performance management systems in public sector organizations (Diefenbach, 2009: 892–909). Performance management in the public sector is susceptible to escalating occupational stress, illness, low morale, declines in job satisfaction and motivation, alienation, fear, resentment, as well as fostering a competitive, adversarial, and punitive environment (Diefenbach, 2009: 905).

Consequently, poorly implemented performance management can lead to costly, wasteful, and bureaucratic audit procedures, increased tensions, interpersonal mistrust, institutional bullying, forms of symbolic violence, a hostile work environment, and a network of managerial dominance (Diefenbach, 2009: 905). Additionally, inadequately executed performance management programs within the public sector have the potential to deviate from the fundamental goals of organizations by imposing additional tasks on staff members (Diefenbach, 2009: 905).

Lapsley (2009: 1-21) and Arnaboldi and Lapsley (2008: 22–47) further contribute to the challenges faced by organizations in dealing with the bureaucratic nature of the audit society in the realm of performance management in the public sector. The term "audit society" does not refer to a specific state or condition but rather to the trends and logic inherent in managerial and regulatory processes. In this context, an audit signifies a systematic evaluation of institutional performance based on predetermined criteria and standards (Zaller, 1992, in Bardie, Berg-Schlosser, and Marlino, 2011: 100).

Additionally, managers are often required to check boxes to demonstrate compliance or indicate employee performance during performance evaluations. This "box-ticking" approach often serves to validate the performance management activity rather than enhance the quality of work. Butterfield, Edwards, and Woodall (2004: 176) argue that improperly applied performance management can be detrimental to public services, increasing the burden on employees and straining managers. The emphasis on an audit

culture founded on frequent assessments, at the expense of collegiality, has at times led to a more confrontational work environment in the public sector (Newton, 2003: 434).

These insights underscore the potential negative consequences that may arise from public organizations implementing performance management systems without due consideration for the human elements involved in service delivery. While different public services may require varying approaches to the implementation of performance management systems, some authors caution that it is crucial to address employees' concerns and aspirations during the implementation process (Bouckaert and Halligan, 2008; van Helden, Johnsen, and Vakkuri, 2012; Pollitt and Bouckaert, 2011). The next topic addresses the application of PM in the public sector.

2.6 IMPLEMENTATION OF PERFORMANCE MANAGEMENT IN THE PUBLIC SECTOR

The selection and identification of appropriate tools and strategies for implementing performance management pose challenges for public sectors worldwide (Hope and Player, 2012). Despite numerous attempts by public sector managers to adopt various models, success has often been elusive. Consequently, public sector managers have frequently turned to the private sector for models, as the most relevant ones have not been recognized and applied. Several public services have adopted methods such as benchmarking, the balanced scorecard, and lean management with varying degrees of success by borrowing strategies from the private sector. The subsequent section delves into the ineffective use of standard performance management tools in public services.

2.6.1 Budgetary Control as a Tool for Performance Management

Given the critical role of the budgetary process in the public sector, managers often rely heavily on budgets to monitor performance. Traditional accounting conventions define budgetary controls as a performance management tool, where performance is deemed appropriate only if it contributes to balancing the organization's budget. This approach,

focused primarily on financial aspects, overlooks non-financial indicators of success (Arnaboldi, Lapsley, and Steccolini, 2015: 1-22).

Achieving financial equilibrium does not necessarily indicate efficient operations or satisfactory fulfillment of all service demands. Despite these limitations, any performance management system adopted by a public sector organization must interact with the budget system due to its crucial role in organizational operations (Arnaboldi and Steccolini, 2015: 1-22).

2.6.2 The Use of Key Performance Indicators (KPIs) and Benchmarking as PM Tools

Key Performance Indicators (KPIs) and Benchmarking gained popularity in the private sector. Benchmarking was initially employed alongside KPIs by Rank Xerox (Cross- and Iqbal, 1995). The absence of a commercial bottom line for performance evaluation in public services led to the development of KPIs and benchmarking (Bakar, Saleh, and Mohamad, 2015: 133–145). The establishment of KPIs for performance assessment in the public sector often relies on quantifiable metrics rather than reflecting critical dimensions of organizational performance (Bevan and Hood, 2006: 517–538).

While corporations have increasingly adopted benchmarking over creating their own KPIs, challenges persist in finding suitable comparators, focusing on performance, and embracing the benchmarking concept over time in public service organizations (Bowerman and Ball, 2000: 21–26; Bowerman, Ball, and Francis, 2001: 321-329). A consequence of individual interests taking precedence over shared goals in this contested field results in the effectiveness of benchmarking being significantly hindered (Siverbo, 2014: 121–149). A discussion on Balanced Scorecard is continued in the subsequent paragraphs.

2.6.3 Balanced Scorecard as an Approach to Performance Management

A Balanced Scorecard and the performance management and measurement tools that go along with it both have their roots in the private sector. Schneiderman created and

used it first at the electronic company Analogue Devices, and Kaplan and Norton later developed it (1992 and 1993). Its (a balanced scorecard's) wider focus, which surpasses the limited finances, was its main draw. A foundation for tying corporate financial planning and strategic planning together was provided by the Balanced Scorecard, which made use of financial data, internal business processes, customers, and learning. Its comprehensive approach is very different from the use of KPIs.

Despite its broad emphasis, it has limitations just like other methods to PM. For instance, Norreklit (2000: 65-88) comments that the approach delivers little more than lists of indicators and fails to account for the complexity of many companies, particularly those that provide public services. Therefore, the Balanced Scorecard's fundamental dimensions are not as closely related as they appear in Kaplan and Norton's Model (Kaplan and Norton, 2004: 39–55).

Additionally, it is obvious that there are implementation challenges with limited integration with accounting information systems after examining 20 years' worth of research papers on Balanced Scorecard systems (Hoque, 2014: 33–59). Despite the enormous popularity of the Balanced Scorecard, it appears that this management trend is slowing losing steam and may even be completely inappropriate for public sector organizations like the DTIC.

2.6.4 Lean Management as an Approach to Performance Management

Lean Management (LM), which Toyota created in the 1960s as its own Performance System (TPS) (Womack, Jones, and Roos, 1990), is now the technology of choice for performance management in many public agencies. For instance, the demand to do "more with less" in the UK alone has prompted numerous initiatives at LM in local government, hospitals, and institutions. Therefore, emphasis is placed on the fact that the TPS' core principles are the standardisation of work into repeatable processes and the elimination of extraneous production phases in order to decrease waste and costs through a continuous improvement process.

According to a paper commissioned by the Scottish Government (Radnor and Noke, 2006: 1–18), LM was appropriate to the public sector. Moreover, Lean Thinking, often known as LT, has the ability to reduce waste in the public sector, according to Murden (2006: 3). As a result, Parkhi (2019) acknowledged the widespread success of LM use at UK universities. Another area that has been praised as a prime candidate for LM is health care (Parkhi, 2019). There has also been a claim made that there is no shortage of resources in the healthcare industry and that the main problem is the inconsistent adoption of best practises to lower costs and raise quality. The TPS is therefore perfect for this use, and the NHS Institute for Innovation and Improvement in the UK has created LT advice for health care managers (NHS Institute for Innovation and Improvement, 2013).

However, there are a number of issues with the LM's quick spread. Even some doubts have been expressed over Toyota's use of LM. There have been complaints that Toyota's automobiles are less safe as a result of the company's relentless focus on cutting costs. The use of LM in public services is likewise fraught with additional issues. Since none of the public sector organizations operate and function like auto factories, concerns about LM's portability have been raised. Additionally, a lot of public services demonstrate a high degree of interdependence in their service delivery, which could make it difficult to standardise public services. The DTIC is one of these departments where LM could be challenging to implement and effectively use.

Regarding LM, Kinder and Burgoyne (2013: 271-290) stated the following: The National Health Service (NHS) has evidence of a high failure rate for LM, which may be related to the absence of supported information systems at the organizational, inter-unit, and project levels. It has been argued, more fundamentally, that the LM method used in the UK public sector is bound to fail, both in principle and in practise, given that it was implemented piecemeal and lacked a comprehensive service model to guide its adoption and design (Radnor and Osborne, 2013: 265-287).

2.6.5 Managerial Checklists as an Approach to Performance Management

Jackson (1988) invented managerial checklists as a performance management tool. Jackson went on to outline nine crucial ideas for managers to consider while managing performance. Jackson established several concepts for performance management, including controllability, comparability, clarity, and consistency. Managerial checklists are used to enhance and validate performance as well as pinpoint areas where staff members of a business need to grow. When comparing comprehensive and bounded checklists, for example, the principles of a managerial checklist are not linear and can even be in conflict. Jackson's suggestion was well intentioned, but it lacked detail and was difficult to implement. According to some practitioners, the managerial checklist technique is vulnerable to the Audit Society's "tick box" mentality (Power, 1997).

Furthermore, Jackson's managerial checklist was replaced by a checklist that is more promising, according to Likierman (1993: 15–22). 500 middle and senior public services managers were interviewed over the course of a three-year study project that served as the foundation for Likierman's work. It's interesting to notice that every manager who participated in the interview employed performance metrics. Despite the fact that the study was not finished, it did place a strong emphasis on seeing performance from a variety of angles by examining the development of performance systems through the system's guiding principles, setup, implementation, and utilisation of performance data.

In academic and professional settings, a checklist serves as a valuable tool for evaluating the performance of individuals or teams in alignment with specific objectives. This document delineates criteria and associated metrics that necessitate assessment, offering a structured approach to evaluation. Beyond individual assessment, checklists are instrumental in appraising team or organizational performance, guiding the evaluation process, and ensuring consistency in assessments. For managers, checklists are indispensable for monitoring team performance, ensuring goal attainment, and fostering accountability. In summary, the adoption of checklists can significantly impact individuals and teams across diverse industries.

Therefore, the benefits of the managerial checklists extend to error reduction, enhanced work consistency, improved efficiency, and effective planning. By incorporating checklists into workflows, organizations can streamline processes, reinforce accountability, and consistently achieve desired outcomes. Furthermore, checklists facilitate better time management, alleviate stress, and cultivate a sense of achievement among individuals and teams alike.

In order to maintain a seamless service delivery orientation, the preceding sections have stressed the evident need for an efficient and effective Performance Management System in the public services. It is, however, clear from the conversation that there is disagreement over what exactly qualifies as best practises. Additionally, it is obvious that the PM must get rid of the undesirable traits that seem to plague vital human resource capital in order for it to be effective. The following section gives a general overview of the PM in the RSA public sector with a focus on the DTIC.

2.7 AN OVERVIEW OF PERFORMANCE MANAGEMENT IN THE SOUTH AFRICAN PUBLIC SECTOR

The Performance Management Handbook was part of Public Service Regulations. All government departments should use the Handbook as their main reference when creating and implementing their internal Performance Management Development Systems (PMDS). The Public Service Regulations' Chapter 4, Part 5 then lists the guidelines and requirements that the departmental PMDS must adhere to. The Department of Public Services and Administration (DPSA) also established the PMDS framework, which acts as a standard for all federal, state, and local departments, in 2007.

Additionally, according to Public Service Regulations, 2001 (as modified), each Executive Authority (EA) must put in place a system for the performance management of all employees, with the exception of those who are Senior Management Services (SMS) members. The EAs may also create unique Performance Management Systems (PMS)

for various occupational categories or levels of work in their department in accordance with these regulations.

A PMDS policy for employees who are not SMS personnel must be approved and implemented by EAs in accordance with Regulation (71)(1) of the Public Service Regulations. Prior to the performance cycle for which the system is to be implemented, an EA must approve the PMDS policy. Therefore, in accordance with their local needs, the departments are free to create their own PMDS under the Act (PSR, 2001, as amended). These guidelines from the Department of Public Services and Administration (DPSA) policy framework do not exempt the DTIC.

The rules also hold EAs responsible for the performance of both their departments and specific personnel. An EA is required to approve a suitable PMS for their department. As a result of this arrangement, the EAs must manage performance to enhance service delivery. Therefore, both the department's and each employee's performance goals must be in line with the strategic and operational goals of the department. As a result, performance management needs to be supportive and consultative (PSR, 2001, as modified).

Because they might not be able to specify performance indicators precisely in order to get consistent performance ratings, EAs may experience issues with the PMS as a result. This is due to the difficulty public service organisations confront in pursuing social and political goals rather than economic ones (Hilliard, 1995). To this purpose, in the South African public sector, the PM processes are frequently seen and applied independently of other organisational and management policies, strategies, systems, and procedures (Saravanja, 2010). According to Mello (2015: 688–699), a performance management improvement framework that is integrated and properly structured gives a public sector organisation the chance to set up a workable service delivery model. It is therefore obvious that a coordinated approach to PM will improve service delivery both within and outside of the South African Public Service.

If all other HR matters are fully addressed, staff confidence will be better in an organisation where a performance management system is well established and effectively used. The degree and style of administration in the South African public service have also drawn criticism. Although there are many reasons why public institutions perform poorly, performance management should help to ensure that services are delivered successfully. Performance management must be applied systematically, as is covered in the next part, if it is to be highly successful.

2.8 IMPLEMENTATION OF A PERFORMANCE MANAGEMENT SYSTEM (PMS)

A good performance management system involves planning and expectation setting, monitoring, development and improvement. It also entails periodic rating, awarding of rewards and compensation as reflected in figure 2.1 below.

Figure 2.1: Performance Management Cycle



The planning stage of performance management is depicted in the accompanying graphic. Wu (2020: 161-184) claims that this step was customarily completed each year. Employees plan with the help of their line supervisors, who help them develop SMART objectives. As a result, achieving the established goals aids in achieving one or more corporate objectives. Employees are encouraged to create personal development plans throughout the planning stage.

According to Pauer and O'Donnell (2020), such plans outline the qualities and abilities a person should build in order to accomplish the stated goals. Planning is done to make sure that the aim and values of the company are incorporated into this planning process. The individual performance of each employee is also ensured to be in line with the overall organisational strategy using this approach [available at: <https://www.successfators.com>]. The performance management cycle's planning phase must last as long as possible. This extensive planning process is meant to eliminate any potential consequences of inadequate planning. The remaining stages of the performance management cycle often take place all year long.

In these phases, an effort is made to make sure that workers accomplish their goals while carrying out their regular responsibilities. Additionally, this is the time when line managers act in their capacities as coaches. Frimpong and Guerrero (2020) note that line managers keep tabs on their staff members' development and provide comments. But it's important to remember that historically, organisations have placed more emphasis on the rating phase. Before any rating (performance evaluation) is carried out, a performance review is also necessary (Cappelli, Conyon, and Almeda, 2020:124–152).

The employees and their manager or managers gather as part of this annual event. Discussions and evaluations of objective progress and completion, performance difficulties, training and development opportunities, and career promotion opportunities take place throughout the meeting (Cappelli, Conyon, and Almeda, 2020:124-152). However, managers are advised that performance review meetings can occasionally be ineffective since they have a tendency to turn into a check-the-box exercise with negligible outcomes (Cappelli, Conyon, and Almeda, 2020:124–152).

Numerous parties must be involved in the establishment of a performance management system (Aguinis, 2014: 154). Its successful deployment requires widespread organisational support and acceptance, which is made possible by imparting to the many parties involved a clear understanding of how the system functions and its advantages (Aguinis, 2014: 154).

Additionally, Singh and Twalo (2015: 81) contend that the connection between the organisational setting and employees' performance facilitates a comprehensive performance management. Since the PMDS is fundamentally an approach that defines how work is done and organised rather than simply being a performance rating system, it must be integrated with all other organisational systems in order to be effective. This argument highlights the difficulties associated with effective implementation of the PMDS. Performance management is frequently just seen as a compliance tool, but it should also be used as a strategic tool (PSC, 2014).

As shown in figure 2.2 below, feedback is a crucial component of a well-designed performance management system. Employees' primary demand for developmental feedback is performance feedback, according to Warnich and Grobler (2016: 298), because they want to know how their managers view their work. In order to coach workers and boost their performance, managers can also use feedback (Warnich and Grobler, 2016: 298).

Figure 2.2: Feedback as a Component of the PMDS



Source: <https://www.cognology.com.au/learning>

Feedback also makes it possible to pinpoint one's own strengths and limitations as well as the reasons for poor performance. Continuous learning is therefore essential to raising performance. Performance agreements are essential for maximizing employee performance and development within the firm, according to Warnich and Grobler (2016: 297). According to Aguinis (2014: 16), the creation of performance agreements teaches workers about themselves and can aid in encouraging personal development and career advancement.

A performance management system must help individuals identify their own strengths, shortcomings, and grow their knowledge, skills, and attitudes in relation to their expectations and abilities for it to be genuinely effective (Singh and Twalo, 2015: 81). Employees must be given the tools necessary by performance management systems to advance their own career development through wise judgements and work-integrated learning and training (Singh and Twalo, 2015: 81). According to Arnaboldi & Steccolini (2015: 17), there is an obvious demand for efficient performance management systems in the public service. The authors also point out those managers in the public sector under constant pressure to raise the calibre of their service delivery.

Performance management offers the organization benefits for top management, managers, personnel, support functions, and customers in addition to the aforementioned factors (van der Waladt, 2004: 41). Additionally, senior management should be able to define organizational goals while managing interactions with external stakeholders like customers, legislators, or regulatory agencies and converting their demands into organizational goals (van der Waladt, 2004: 41). This study's main focus is on determining whether performance management benefits SMS personnel and their non-SMS colleagues equally.

Performance management should also assist managers in fully grasping the organization's mission, setting goals and expectations for their staff, and delegating tasks. The development of their operations and work teams can now be their primary focus, along with continuous improvement and strategic planning (Van der Waladt, 2004: 41). An effective performance management system includes periodic evaluation, the giving of awards and remuneration, defining expectations, monitoring, developing, and improving work activities. The following section addresses issues of goal planning as a part of PM.

2.9 GOAL SETTING AS A FUNCTION OF PERFORMANCE MANAGEMENT

The impact of setting goals on future performance is discussed in the performance management theory of goal setting. According to Chetty, 2019 as mentioned in Yearta, et al., 1995, those who establish challenging goals perform better than those who set generic, easy goals. The role of conscious goals in explaining motivated conduct is specifically emphasized by the goal setting theory (Orando, 2013). At the DTIC, creating clear, quantifiable personal goals that are in line with the organization's objectives involves both SMS workers and their non-SMS peers. The three components that make up the goal setting theory are commitment to task performance, task specificity, and task difficulty (Latham, 2006). The degree to which a work or endeavour is demanding is referred to as the level of difficulty in this context (Kreitner & Kinicki, 2007).

A difficult work provokes thought and increases an employee's motivation or interest to do it (Gravett, 2001). Therefore, the Goals-Setting Theory can enhance performance by

a framework for establishing specific, difficult goals and receiving timely feedback (Chetty, 2019 as referenced in Yeararta et al., 1995). The task assigned during the goal-setting process needs to be pertinent (particular) to the work the employee does (Erasmus, Loedolff, Mda, and Nel, 2016).

Additionally, the second aspect in task difficulty is the process of creating goals, which implies that the worker's training and learning are directly related to the responsibilities and tasks carried out at work. The employee's motivation to perform is related to the third factor (commitment to task performance). This indicates that the employee values the task and is committed to completing it without outside pressure (Kreitner and Kinicki, 2007). The next section deals with effectiveness in regard to PM.

2.10 EFFECTIVENESS IN RELATION TO PERFORMANCE MANAGEMENT

Effectiveness is typically defined as how well stated goals are realised, such as whether a policy succeeds in meeting its objectives (Kamaluddin and Abdul Rahman, 2009: 2). When it comes to performance management, effectiveness means acting morally and legally to accomplish the stated goals. Effectiveness is measured by the ratio of the actual result to what was intended (Mihain, Opreana, & Cristeacu, 2010: 136). Effectiveness in this context refers to the inputs or outputs to the ultimate goals to be attained (Ulrike, Adriaan, and Fabienne, 2008: 3). The researcher covers feedback as a component of PM in the following section.

2.11 FEEDBACK AS PART OF PERFORMANCE MANAGEMENT

Without an effective communication process, feedback is impossible. In this sense, Smith, Cronje, Brevis, and Vrba (2011: 411) define communication as the process of communicating information and meaning. When the sender wants the recipient to know, comprehend, or act upon something, they employ this method. Management will convey the message via a feedback loop method if they want the employees to take remedial

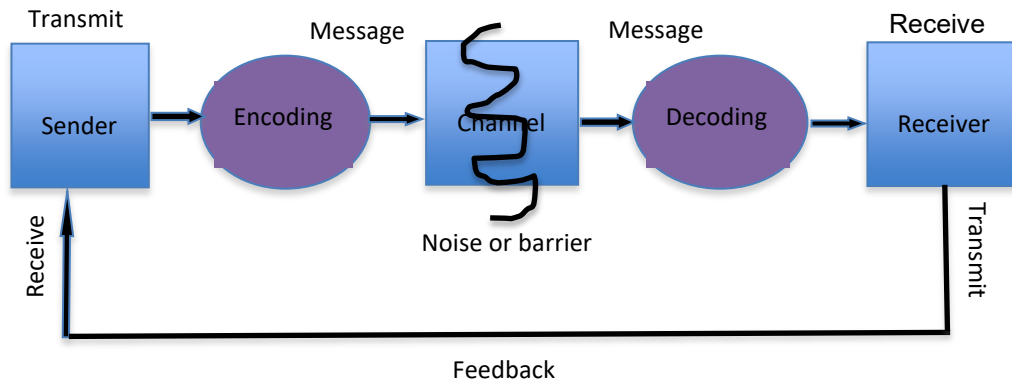
performance action. The method of performance evaluation includes feedback loops as a crucial component.

According to Dobbelaer, Prins, and Dongen (2013: 89), feedback is the conversation's on-going communication process. Yeara et al., 1995, as referenced in Chetty, 2019 delineate the value of feedback as important in directing employee behaviour and enhancing performance. The tenets of feedback outline two main kinds of feedback loops—positive and negative—and that these loops periodically produce different effects. Positive feedback can lead to instability and even catastrophe, whereas negative feedback frequently results in stability and resistance to change (Robertson, 1991). Feedback is preferred, particularly when it pertains to task completion in performance management.

Feedback needs to be given in an environment with little to no interruptions. Noise that impedes communication can develop in the channel because feedback affects both the sender, who must encode the message, and the receiver, who must decode it, as shown in Figure 2.3 below. The performance feedback theory has been recognized as a generative theory in organizations and management studies, according to Lounsbury and Beckman (2015), cited in Kotiloglu, Chen, and Lechler (2019: 1-2), who argue that the theory explains why, when, and how organizations initiate or discontinue specific strategic actions.

In the past, the terms efficiency and effectiveness have been used in a relatively oversimplified manner to represent the productivity of management or the performance of management. Effectiveness is when the right thing is done, as opposed to efficiency, which refers to executing something correctly (Smith, Cronje, Brevis, and Vrba, 2011: 18).

Figure: 2.3 Steps in the Communication Process



Source: Adapted from Smit et al., 2011: 411

One of the most important conditions in performance management is to provide clear, performance-based feedback to employees as indicated in Figure: 2.3 above (Caroll and Schneier 1982). There should also be workflow tracking feedback sessions (Caroll and Schneier, 1982). This arrangement is made so that when a mistake is detected, immediate remedial steps are taken, with minimal loss to the company (Caroll and Schneier, 1982). The context of PM at the DTIC is addressed in the next section.

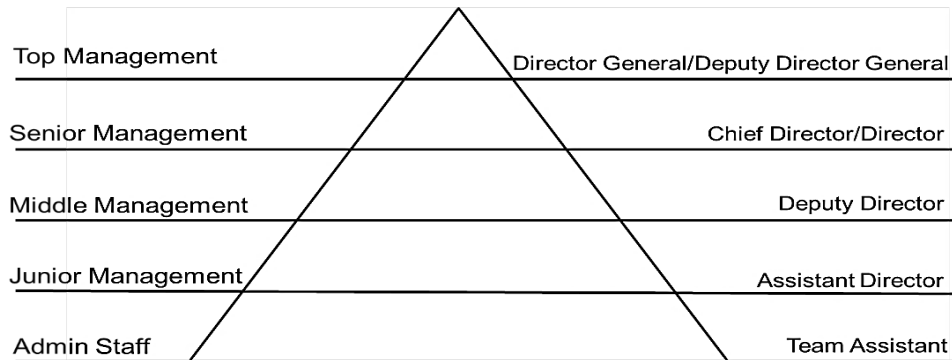
2.12 THE CONTEXT OF PERFORMANCE MANAGEMENT AT DTIC

The DTIC is tasked with ensuring that the nation has a thriving economy that is built on the full potential of all citizens and is characterised by growth, employment, and equity. Performance management has a direct impact on fulfilling this mandate to the degree that improved planning, strategy implementation, and human resource management enhance DTIC's overall performance and make it possible to carry out its mission. Poor performance can be improved and high performance can be encouraged with a well-designed and implemented performance appraisal system (PSC report 2014).

Approximately 1,385 persons work for the DTIC in each of its nine divisions. All employment levels to integrate work objectives, evaluate performance, and distribute

performance-related awards use the PMDS. The employee hierarchy runs from top management to administrative personnel. This organizational chart for employees is shown in Figure 2.4.

Figure 2.4: Employee Hierarchical Structure at the DTIC



Source: DTIC 2017

Performance planning and expectations, performance monitoring, performance evaluation, performance development, and incentives management are some of the different parts of the PMDS at the DTIC. Aligning departmental, divisional, business unit, and individual performance objectives is the goal of performance management policy. Additionally, the department's mandate and strategic goals are devolved from, and appear to be closely related to, performance agreements across the department, performance measurement practises, as well as the practise of celebrating and rewarding exceptional performance. The policy requires coordination between performance reporting and performance planning. Before the department, divisional, and business unit business plans have been completed and authorized no performance agreements may be executed. Similar to this, no departmental, divisional, or business unit performance reports may be finished before individual performance reviews at the individual level are introduced (DTIC, 2015).

This study aims to assess how the Performance Management and Development System (PMDS) implementation at the Department of Trade, Industry and Competition (DTIC) is perceived in terms of organisational fairness. The assessment will also take into account

the overall public sector contextual situation for the RSA in this regard. The DTIC's PMDS process has had varying degrees of effectiveness in fulfilling its goals of managing performance and advancing the DTIC's mission. Because of the consistently high number of complains at the DTIC, this uneven level of performance has led to the start of a study of the system.

Inconsistent performance ratings and imprecise performance indicators are two common issues with performance management systems, which the DTIC as a department of public service in the South African government may experience. Hilliard (1995: 5) notes that the absence of performance indicators or metrics for efficient, effective, and cost-effective government and administrative results is one of the most difficult issues facing any public sector organization, including the DTIC. Therefore, it is challenging to measure performance indicators successfully when they are ambiguous and leave space for error. Public institutions typically pursue social and political goals rather than commercial ones, which make this problem worse (Hilliard, 1995).

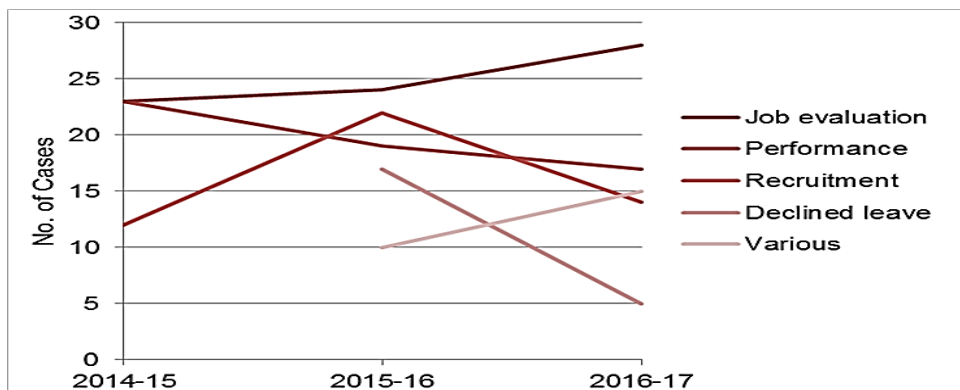
With a specific emphasis on the performance incentives system, the purpose of this study is to ascertain how the DTIC employees see organizational fairness in relation to the PMDS implementation process. This study also aims to explore the potential for establishing a comprehensive or integrated approach to the conduct of the PMDS that takes into account equity standards, various facets of justice, communication feedback loops, the PMDS policy framework, and the ICTs-linked PMDS known as the APAT. The following section explores issues of justice and equity.

2.12.1 Fairness and Equity in the Conduct of the PMDS at DTIC

The success of the PMDS's stated goal, namely to improve service delivery, is in doubt as a result of the significant number of complaints that have resulted from its implementation in the DTIC (PSC, 2014). The PMDS is frequently thought of as a straightforward method for allocating financial rewards at the conclusion of the reporting period (PSC, 2014). According to the Employee Relations Unit's annual grievance report for the years 2014 through 2017, a significant number of instances involving unfair labour

practises connected to employee performance have persisted over time (see Figure 2.5 below). The majority of allegations involved unfair labour practises, the denial of bonuses or pay raises, and workers undertaking tasks that were not part of their job description (DTIC, 2017).

Figure 2.5 Grievances at the DTIC



Source: DTIC 2017

Employee motivation to meet the aims and objectives of their business units may be hampered at the DTIC due to a perceived lack of objectivity in the way each employee's performance is evaluated. This impression raises the possibility that the equity principle may not always be followed in the actual application of the PMDS. According to PSC (2014), the PMDS still heavily relies on a line manager's arbitrary assessment and their direct interactions with employees.

According to the DTIC policy, line supervisors must continuously assess an employee's performance and provide verbal feedback if it is satisfactory or written feedback if it is not (DTIC, 2015). At the DTIC, performance management-related incidents frequently involve assessment and late document submission, which results in no bonus or notch raise. This prompts questions regarding their usefulness as means for accountability. According to the Senior Management Services (SMS) Handbook and the PMDS Framework, it is necessary to complete performance agreements within the allotted time frames. Along with these difficulties, there are concerns about the existence of adequate mechanisms to guarantee that the performance agreements' content clearly and directly derives from

the DTIC's strategic and operational plans in the form of cascaded designated tasks from operational division heads downwards.

Since they do not demonstrate enough motivation to support the assigned scores, it seems that DTIC staff is part of the problem with their own assessments. These difficulties highlight issues with the DTIC's present performance agreement structure. In addition, it appears that many of the issues the department has had with the PMDS system as a result of a failure to uphold the principle of equality. Therefore, present performance management practises put the Department's goals in jeopardy by failing to adequately support departmental goals and failing to address, and in some cases even exacerbating, prevalent employee complaints.

Gaining and understanding the reasons for the deficiencies and challenges with the PMDS in the South African public service, including the discrepancy between the system's intended equity-based outcomes and those actually achieved, the connections between equity concerns and justice in the incentives reward system, the organizational justice parameters, the communication feedback loops processes, and the DTIC's internal ICT-based assessment tool known as APAT, remains the goal of this research.

2.12.2 Linkages between Job Design (Organizational Justice) and its Impact of the Performance of the DTIC Employees

The activities that public service employees perform play a significant role in inspiring and encouraging them to increase their output (Ramlall, 2004). In order for jobs and activities to be gratifying and motivating, Perry, Mesch, and Paarlberg (2006) offer a set of features that should be included. The ideas of expanding work tasks horizontally to boost motivation are among the aspects that have been offered. According to Smith (2016), the organization multiplies the amount of duties each employee performs as a result of the horizontal enlargement process. This project means that straightforward improvements are made to particular activities.

In light of the preceding, Grant (2007) notes that the job characteristics theory might be applied to pinpoint the kinds of work assignments that inspire and drive government workers to increase their output. Therefore, the task itself is viewed as being essential to employee motivation in the job characteristics theory. The fundamental principles of this theory are crucial since how a task is created can either motivate or demotivate an employee. According to Kreitner and Kinicki (2007), challenging, independently devised by the worker, entertaining, and somewhat diversified jobs are necessary in this regard.

2.13 CONCLUSION

This chapter's goal was to look into how DTIC staff members felt about how PMDS staff members behaved in the department. The reviewed literature suggests that in order to increase productivity with regard to providing services to the South African population, a good performance system entails planning, setting expectations, monitoring, developing, and improving work activities. It also includes periodic rating, awarding of rewards, and compensation. The literature suggests that DTIC, a department of the South African government's public sector, may encounter difficulties with its performance management system due to ambiguous performance indicators and difficulties obtaining consistent performance ratings. Public institutions typically pursue social, political, or public policy aims rather than commercial ones, which further complicates performance management and its attendant rating system.

CHAPTER 3

ORGANIZATIONAL JUSTICE AS A FUNCTION OF PERFORMANCE MANAGEMENT AND DEVELOPMENT SYSTEM (PMDS)

3.1 INTRODUCTION

Chapter two examined PM-related ideas, pointing out, among other things, the necessity of performance assessment if an organization intends to manage performance successfully. Thus, PM has an impact on each employee's life and career inside an organization, as mentioned by Kondrasuk (2011). The supervisor must make subjective assessments of a worker's performance as part of the performance management and assessment process. Correspondingly, Jawahar (2007) asserts that the success and viability of the performance management method will depend on how the employees respond to it. Positive responses will therefore help the process, whilst negative ones will inevitably hurt even the most meticulously designed performance management system (Jawahar, 2007).

As explained by Farndale, Boselle, and Paawe (2012), an employee's impression of fairness affects how they respond to the PMS, this notion arises from existing performance management research. Furthermore, this impression is pivotal for users' perceptions of the Integrated Performance Management System (IPMS)'s efficacy and utility, and it may also predict how they will respond to performance management procedures (Tuytens and Devos, 2012). Chen and Eldridge (2010) also propose that it is beneficial in promoting alignment between a company's performance management system and employees' views of fair performance evaluation. The aforementioned indicates that it would appear that employees' perceptions of organizational justice and justice regarding the PMDS assessment are inexorably linked.

Therefore, it makes sense that performance management might not be effective if

organizational fairness does not exist. As mentioned by Palaiologos, Papazekos, and Panayotopoulou (2011), members of this school of thought, organizational justice is essential since it aids in understanding employees' attitudes, perceptions, and responses to a company's performance management procedure. Flowing from this orientation, (Blume, Baldin, and Rubin, 2009; Ikramullah, Hassan, Zaman, and Khan, 2011; Shah, Tuytens, and Devos, 2012; Thurston and McNall, 2010), hypothesised that any negative attitude towards the system resulting from employee perceptions of organizational justice is bound to cause unhappiness among employees, which in turn results in low productivity and organizational failure.

Investigating organizational justice and its function in PM is the main goal of this chapter. In this regard, Chetty (2018) makes the case that organizational justice aids in making an organization's performance management procedures more transparent, dependable, and trustworthy. Additionally, justice has to do with how employees assess the ratio of their inputs to outcomes for a particular task they do, but organizational justice is about how employees feel about how fair the organization's rules are. Moreover, if the effort they put in to complete a task is equivalent with what they are paid; they are bound to perform better. Employees, on the other hand, are likely to perform below expectations if they believe their performance isn't being adequately rewarded.

In conjunction with the aforementioned, employees are encouraged to perform based on two expectations: first, that their actions will result in the intended outcomes, and second, that their, that is, employees' efforts will result in the desired results (Heidari, Rajaeepoor, Davoodi, and Bozorgzadeh, 2012). The purpose of this chapter is to investigate how organizational justice, equity, and employees' expectations connect to PM based on the aforementioned observations. The chapter also makes the case that an organizational atmosphere of organizational justice, the use of equitable practises, and awareness of employee aspirations are necessary for successful PM to thrive.

3.2 ORGANIZATIONAL JUSTICE

Justice and fairness are related terms, and Adams' work on the equity theory (Adams, 1963), which revolved around perceived fairness of outcomes, served as the foundation for the study of fairness in psychology. Fairness in organizational life is valued by researchers thus there has been a growth in organizational justice research that may now be used to explain a variety of employee activities. The phrase "organizational justice as explained by Greenberg (2009), refers to a number of unique kinds of perceived justice, each of which provides a different response to the question "What is fair?" The information above suggests that workers under different circumstances have a wide range of perceptions of justice.

Over the past two decades, the field of organizational justice research has grown exponentially; transitioning from may be aptly elucidated as "intellectual adolescence" to "approaching maturity." Research on the topic during this time period was primarily concerned with comprehending the nature, dimensions, and connection to a variety of organizational attitudes and behaviours (Gilliland, 2008). These aspects included organizational citizenship behaviours (Heidari, Rajaeepoor, Davoodi, and Bozorgzadeh, 2012), characteristics of leadership styles (Almansour, 2012), turnover (Rastgar and Pourebrahimi, 2013), and organizational commitment (Hashemi and Sadeghu, 2013).

Fairness in the workplace is essential to understanding organizational justice (Rokhman, 2013:38). Fairness is based on the premise that if a company treats its employees properly, they will give back just as much or even more in terms of dedication. Issues involving financial compensation and employee promotion demand special attention in terms of justice (Colquitt, Greenburg, and Zapata-Phelan, 2005: 3-56). When workers are treated properly at work, they are more likely to exhibit positive attitudes, acceptable behaviours, and to feel positively about the company as a whole.

Employees in a company will watch out for the equitable distribution of resources by management as well as the fairness of the procedures and methods used to make decisions inside the firm. Given the aforementioned, Rowland and Hall (2012) add that

workers will also look for justice in terms of how they are treated by others. In light of this orientation, Al-Zu'bi (2010) argues that the idea of organizational justice is useful because it can be used to examine organizational results and processes and to explain why employees retaliate against unfair outcomes or improper processes and interactions. Additionally, as stated by Rowland and Hall (2012) and Thurston and McNall (2010), a key component of an employee's psychological contract is organizational fairness.

Thurston and McNall (2010) point out that organizational justice literature offers a solid framework for analyzing and comprehending how employees see performance management. The social exchange theory, which bases its knowledge of organizational fairness on two fundamental tenets of human behaviour, is a key component of this theory. First, the theory presupposes certain social relations. Additionally, the theory claims that interpersonal exchanges take place in social connections. It exhorts people to make contributions while working and to expect some sort of reward or reimbursement for their labour. Second, according to the idea, workers assess the fairness of these transactions using knowledge they have received from social interactions (Thurston and McNall, 2010). According to this idea, in addition to the ties of economic trade that exist between people, there also develops a relationship of social exchange between employees and the business (Wang, Hao, and Hao, 2016).

Furthermore, as mentioned by Rowland and Hall (2012), organizational justice is established to establish the principles of justice in social interactions rather than just in organizations. Justice theory, as indicated by Saunders, Lewis, and Thornhill (2012), examines and explains employees' attitudes towards work behaviour, job performance, and feelings of trust or mistrust. Komodromos and Halkias (2015) underline that organizational justice perceptions can be utilised to forecast and help manage the behaviours of employees in organizations and to maintain strong morale and loyalty in the working environment as evidence in favour of this line of reasoning. The theory also takes into account how organizational members feel about how fair the organization's rules and procedures are (Folger and Cropanzano, 1998). Organizational justice is concerned with laws and social customs that might specify how resources are distributed

within an organization. These tools include praise or criticism, member treatment, and interpersonal interactions (Bies and Tripp, 1995).

3.2.1 The Influence of Perceived Justice and Fairness on Performance Management

Employee perceptions of organizational fairness affect how they feel about their jobs and the workplace because they are the foundation and engine of any organization (Perkins and Jones, 2020). Employee performance is therefore a crucial metric that may be used to gauge the development and potential of an organization. Additionally, a company's workplace must be welcoming and equitable for its employees. As a result, they are inspired to work hard (Warokka, Gallato, and Moorthy, 2012). A culture of corporate justice aids in fostering a positive culture, inclusive decision making processes, shared responsibility and a peaceful workplace environment management and employees respectively. As stated by Shillamkwese, Tariq, Obaid, Weng, and Garavan (2020), a positive work environment inside an organization encourages both superiors and subordinates to contribute to the accomplishment of organizational goals.

The goal of performance evaluation, as explained by Jawahar (2007) and Poon (2003), is to distinguish between more-and-less-efficient personnel. In order to help employees improve, performance reviews also identify individuals' strengths and weaknesses across a variety of job components. Moreover, Jawahar (2007) adds that there is a decent chance of receiving biased evaluations for one's own work in such a setting. Available empirical research indicates that employees who obtain unjust evaluations are likely to be dissatisfied with their positions and have a high intention of quitting (Jawahar, 2007; Poon, 2004). Therefore, evaluations are important for retaining individuals who are dedicated, devoted, and productive in their work.

Furthermore, Jawahar (2007) points out that a number of workplace attitudes and behaviour are closely tied to how justice is seen. Consequently, job satisfaction, affective commitment, organizational citizenship behaviour as described in Hemdi and Nasuridin (2007), and low turnover intention are some of these attitudes and behaviours, as pointed

out by Hopkins and Weathington (2006). Therefore, the more favourable these sentiments and responses are, the higher the distributive justice. In such a setting, attitudes and behaviours at work are influenced by how employees view justice.

Managers that are knowledgeable about and capable of implementing the systems are necessary for an efficient performance system (Baird, Schoch, and Chen, 2012). According to this need, the managers' attitude is crucial in ensuring that the performance management process and its results are viewed as fair. As a result, Jabagi, Croteau, and Audebrand (2020; in Ikramullah, Hassan, Zaman, and Khan, 2011) caution that the company's and its employees' perceptions of fairness in performance management practises are affected. Effective performance management, for instance, contributes to increased organizational performance. Additionally, PM can promote staff involvement, dedication, and motivation, as pointed out by Ikramullah, Hassan, Zaman, and Khan (2011) and Baird, Schoch, and Chen (2012).

Therefore, a supervisor who is knowledgeable about the efficient application of performance management procedures manages an office environment that fosters justice. As described in Farndale, Baselle, and Paawe (2012) and Ikramullah, Shah, Hassan, Zaman, and Khan (2011), such a supervisor allows workers the freedom to inquire about the ratings used and the goals of performance management. These managers also provide constant feedback to the workers throughout the performance management process. Consequently, employees will always feel that a performance management system is fair and will be happy in their jobs. Jawahar (2007) discovered that distributive justice played a role in acceptance of the performance rating system (see section 3.2.3) while procedural justice influenced satisfaction with the appraisal system (see section 3.2.4).

The aforementioned is was the finding of a study to determine the influence of the perceptions of fairness with respect to job satisfaction and performance management. As a result, components of interactional justice views had less of an impact on satisfaction with evaluation feedback than did distributive and procedural justice (see section 3.2.6).

Moreover, the study by Jawahar suggests that measuring fairness perception in relation to performance management methods is necessary. This approach connotes that all processes and practises for performance management ought to be founded on correct data. Therefore, it becomes discernible that all forms of justice should constantly be encouraged, as explained in the sections that follow. After examining organizational justice and employee satisfaction with specific reference to performance management, Palaiologos, Papazekos, and Panayotopoulo (2011) came to the conclusion that the administrative goals of performance management were connected to distributive and procedural justice.

Furthermore, Palaiologos, Papazekos, and Panayotopoulo (2011) also noted that performance management was positively related to the three justice dimensions despite the fact that they strongly linked procedural justice to the administrative goal of performance management. These authors' study found that when management established and explicitly communicated the evaluation criteria to employees, they were satisfied with the performance management process. Consequently, Palaiologos, Papazekos, and Panayotopoulo (2011) contend that distributive fairness was positively correlated with rating system satisfaction.

3.2.2 Important Studies on Organisational Justice

Sekiguchi and Hayahi (2014) investigated the ways in which self-esteem and justice orientation, as individual differences factors, moderated the effects of person-targeted and group-targeted justice, thereby assisting behaviours and intention. These authors assessed these facets of justice from the viewpoints of self-interest and moral virtue. In order to investigate this phenomenon, a scenario-based study was carried out using a total sample of 624 Japanese undergraduate students. The outcomes of this scenario-study demonstrated how self-esteem and justice orientation play different moderating roles. The effect of individual-focused procedural justice on intention to leave appeared to be elicited by self-esteem, and the effect was larger when self-esteem was high. As a result, the impacts of group-targeted procedural and distributive justice on assisting

behaviours were predominantly modulated by justice orientation, and they were less pronounced when justice orientation was high.

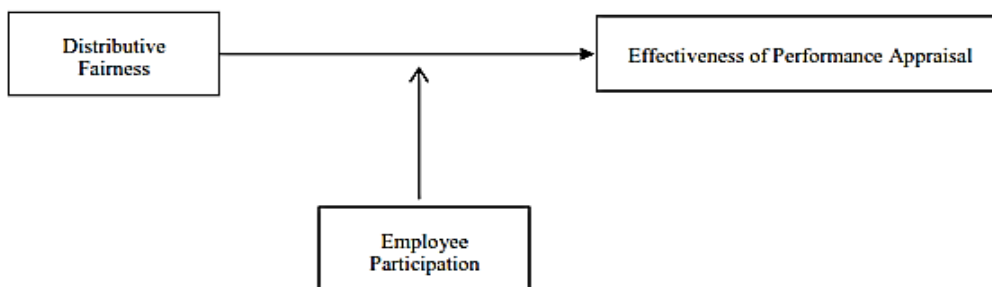
When an individual rather than a group is the subject of justice or injustice, self-interest motives are more prominent than morality-based motives when predicting intention to depart as a result. Additionally, moral motivations for justice may be important for both individual- and group-focused justice, but they may be more important than self-interest motivations in predicting helping behaviours when additional victims of injustice are involved in the same group. In light of this, empirical research on the impact of distributive justice on Performance Appraisal Systems (PAS), particularly in terms of boosting its efficacy, has produced a variety of results. For instance, research by Ahmed and Sattar (2018), Jawahar (2007), and Sudin (2011) found a strong and favourable link between PAS and distributive justice. According to Terra (2023), a performance appraisal system (also referred to as the PAS) is a methodical, on-going procedure used to evaluate an employee's job performance in relation to predetermined standards.

Similar to this, a survey of 11 private Greek commercial enterprises' employees by Palaiologos, Papazekos, and Panayotopoulou (2011) revealed a favourable correlation between distributive justice and employee assessment satisfaction with feedback and ratings. Furthermore, according to Koonmee's (2011) analysis of the PAS of a parliamentary secretariat office, the distributive justice of the PAS was a highly significant predictor of satisfaction with the incentives resulting from the PASs. Even though a prior study found a strong correlation between PAS and distributive justice, Getnet, Jebena, and Tsegaye's (2014) study among university employees in Gondar to ascertain how fair PAS was perceived did not discover a connection between distributive justice and satisfaction with PAS practises. Additionally, Ibeogu and Ozturen (2015) conducted a comparable study among the staff members of the banks in Northern Cyprus. According to these authors' research, there is no connection between satisfaction with the PAS and one's view of distributive fairness.

Employee views of the PAS' distributive justice and job performance were not significantly correlated, according to Warokka, Gallato, Thamendren, and Moorthy's (2012) research. According to the most recent studies, distributive justice was not substantially correlated with organizational commitment (Dawud, Pradesa, and Afandi, 2018; Krishnan, binti Ahmad, and Haron, 2018). These studies also demonstrated that diverse expectations existed with respect to organizational justice. Despite the fact that the aforementioned studies have significantly added to the body of research on organizational fairness by empirically demonstrating the impact of distributive fairness on many constructs, it is important to note that the results of these studies are inconsistent and varied.

Similar to how certain factors might explain why these contradictory results exist. According to Babagana and Ibrahim (2019), a moderator function should be included to the employee appraisal process in order to better comprehend the connection between distributive fairness and the Effectiveness Performance Appraisal (EPA). Figure 3.1 below provides an illustration of the moderating function of employee participation in the link between distributive fairness and the EPA. In order to achieve EPA, this study aims to develop and establish an understanding of the importance of distributive fairness and employee engagement.

Figure 3.1: Moderating role of employee participation on the relationship between Distributive Fairness and the EPA.



The

Source: Babagana, Mat and Ibrahim (2019: 48) paragraphs that follow give a consideration of organizational justice perception and its effects on workers' commitment

to their jobs. According to Coffman and Gonzalez (2002), when employees' efforts to succeed are threatened by demoralising working conditions, there is a decline in their commitment to their jobs. It is important for managers to implement novel approaches and fresh tactics in order to succeed in this competition. The preceding highlights the connection between organizational justice and a commitment to work and productivity.

The results of the investigation conducted by Coffman and Gonzalez in 2002 showed that: First, employees' dedication to their jobs will be impacted by perceived distributive inequality. Tallman Phipps and Matheson (2009) made the additional observation that resource distribution affects doctors' capacity to provide healthcare and achieve their objectives. Additionally, these authors pointed out that even while the doctors had no control over how and where resources were allocated, they might have had some effect over it by taking part in decision-making procedures. No matter the type of work, the same rule applies to all other employees: they should be involved in decision-making. The employees' commitment to their jobs is impacted by the procedural injustice, too.

On the basis of the preceding, Tallman, Phipps, and Matheson (2009) contend that employees are more likely to be loyal to an organization when they believe it to be legitimate. This view stands in stark contrast to what people can achieve when they feel helpless and alone. A perception of interpersonal injustice has a detrimental effect on an employee's dedication to their job. Employees, who experience alienation in this way, feel dehumanized and treated like objects rather than as powerful agents who can fulfil their own needs at work while assisting in the overall accomplishment of organizational objectives.

When workers feel like they are the objects of estrangement, they are more likely to focus on receiving external incentives than putting forth their best work. Because of this, a lot of people in this group are probably going to leave their occupations (Nair, 2009; Abraham, 2000; Sookoo, 2014). Additionally, informational justice is perceived to be a component of the social exchange framework, improves the relationship between an employee and the company, but the perception of denigration frequently demotivates the

worker. Sholihin (2013) also investigated whether distributive fairness and trust act as a moderator in the relationship between procedural fairness and satisfaction with performance evaluation systems. The results of Sholihin's (2013) study supported the hypothesis that satisfaction with the performance evaluation system is correlated with procedural fairness. Further investigations of this correlation revealed that the influence of procedural fairness on performance evaluation system satisfaction is mediated by trust.

Empirical data presented evidence on the factors generating fraud trends in the public sector organizations in the city of Makassar in a different study by Kamal, Gustiningsih, and Habbe (2019). Distributive justice, procedural fairness, internal control system, leadership style, and organizational ethical culture were the variables put to the test in this study. Eighty-three (83) people working in Makassar City's public sector made up the sample for this study. The sample was chosen using a convenience sample technique from a number of public sector organizations. The indicators that make up the construct as well as the influence of factors that influence or create bad tendencies were tested using a Structural Equations Model (SEM) analytic tool. The findings of this study demonstrated how internal control systems, procedural justice, and leadership style affect the likelihood of fraud.

According to Kreitner and Kinicki (2004), organizational justice and employees' perceptions of fairness at work are related, as was previously established. Therefore, people are more likely to feel obligated to do their duties with higher levels of involvement when they have a high impression of justice in their company (Ram and Prabhakar, 2011: 51). This line of reasoning is supported by Karriker and Williams' (2009) contention that raising awareness of justice enhances output and performance.

Organizational justice, according to Iqbal, Rehan, Fatima, and Nawab (2017), can improve employee performance at the individual and group levels in the workplace. When Warokka, Gallato, and Moorthy (2012: 3) contend that there is a connection between organizational justice, job satisfaction, and work performance, they provide credence to this position. In support of this claim, Thurston and McNall (2010) point out that four

distinct types of justice—distributive, procedural, informational, and interactional—were found in the earlier meta-analysis research. In the sentences that follow, these many facets of organizational justice are discussed.

3.2.3 Distributive Justice

The first sort of justice, known as distributive justice, is concerned with whether results like awards, promotions, and compensation are fair. Employees typically compare their results to those of others in the same post or job profile based on this form of justice. The way that employees gauge distributive justice may be the source of this comparison. According to Aggarwal-Gupta and Kumar (2010), distributive justice in this sense refers to how the employees judge the fairness of a decision's consequences when there are two or more parties involved. When employees believe the rewards they get are appropriate for the work completed, an equitable exchange occurs. Accordingly, the equity concept defines an outcome as being commensurate to the employee's exchange (Aggarwal-Gupta and Kumar, 2010).

According to Wang, Hao, and Hao (2010), an employee might use the equity theory to condition the type and amount of labour that is completed. Employees may underperform in this aspect if they believe their reward does not match their work. Therefore, it should come as no surprise that multiple empirical investigations by Wang, Hao, and Hao (2016) have demonstrated that underpaid employees typically perform worse than those who are paid fairly. Rowland and Hall (2012) suggest that workers compare their own input contribution to that of peers based on this insight. After such a comparison, if workers believe distributive justice to be fair, they will likely cooperate with management and perform better. The influence of distributive fairness on performance is thus theoretically explicable by the equity theory (Wang, Hao, & Hao, 2010: 662). The equity theory and distributive justice are the main topics of the next section.

3.2.3.1 The Equity Theory and Distributive Justice

The Equity Theory, which examines the fairness of rewards based on work effort, serves as the basic theoretical foundation for distributive justice. Ahmed and Sattar (2018) assert that the Equity Theory is concerned with fairness. According to the hypothesis, employees

assess how much effort they put into a task compared to the expected results. Job security, pay, perks, recognition, and a sense of accomplishment are among the outcomes in dispute. When the ratios are uneven, equity occurs, according to research conducted in organizations. Abraham (2000) makes the observation that this finding not only causes conflict among employees but also lowers their motivation. Therefore, Almansour (2012) suggests that outcomes or inputs should be changed in order to restore equity in such a situation. Employees will try to end their pain by restoring equality, such as by working less, if there is an acceptable adjustment between the inputs and output.

According to the Equity Theory, results must be distributed according on how much each employee contributed to the project at hand (Rokhman, 2013: 21–30). The author further argues that the equity theory of motivation is where the concept of organizational justice originates. This theory contends that evaluations of equity and inequity result from comparisons of one's own actions to those of others, depending on inputs and results (Rokhman, 2013: 21–30). People prefer to regard distributions as fair when the ratios are equal; otherwise, they perceive them as unfair. A review of equity studies came to the conclusion that how people feel about equity has a big impact on how they perform.

Additionally, it is possible to interpret people's actions inside an organization in terms of their perceptions of fairness (Dai and Xie, 2016: 55). Additionally, according to these writers, a pleasant employee experience can lead to characteristics like job satisfaction, trust, and organizational citizenship. Employees evaluate the fairness of decisions and their results. When Warokka, Gallato, and Moorthy (2012: 3-5) draw the conclusion that employees won't take action to restore fairness if they perceive an injustice (Rokhman, 2013: 21–30), their conclusion lends credence to this perception.

The expectation and equity theories of work environments, according to Hemamalini and Washington (2014: 45–54), are equally significant for shaping circumstances that enhance employee capacity and skill development. According to the expectations and values of the expectancy theory, public sector personnel are more likely to be content if they believe their excellent work will be fairly rewarded (Kreitner and Kinicki, 2007: 227). People's behaviour inside an enterprise may be motivated by their perceptions of fairness

(Dai and Xie, 2016: 55). Additionally, Kreitner and Kinicki (2007: 227) stress that an employee's impression of justice can lead to positive emotions and actions, such as job satisfaction, trust, and corporate citizenship. These elements are advantageous to employees and increase workplace efficiency.

Employees are motivated when they feel treated fairly. Employees therefore strive to ensure fairness between their contributions to the workplace and the results they obtain in comparison to those of their co-workers. Employees that receive unfair compensation or excessive compensation are unhappy. The following are examples of job-related inputs: time, effort, loyalty, dedication, skills, and ability. The distributive, procedural, interpersonal, and informational components are the four parts that make up the equity theory. People try to maximise their results, which are defined as rewards minus costs. Within groups, equality systems develop, change, and are upheld. People become concerned when they find themselves taking part in unfair partnerships.

The equity theory is helpful in explaining why employees may anticipate rewards if they take on additional pro-environmental actions while their colleagues do not. The equity hypothesis also has distributive, procedural, interpersonal, and informational components. It is a multifaceted concept. All four of the construct's components are significant, however the researcher only opted to talk about the distributive justice component. The concept of distributive justice concentrates our attention on how employees view the distribution of rewards and costs as fair. Trust, work satisfaction, and organizational citizenship behaviours (OCBs) are just a few of the beneficial psychological and behavioural outcomes that have been linked to perceived fairness. Withdrawal behaviours, like absenteeism, and unproductive work behaviours, like resistance, are examples of negative results.

The Relative Deprivation Theory is discussed in the paragraph that follows. This theory serves as the second theoretical underpinning of distributive justice, which evaluates the distribution's fairness by comparing it to other situations. In this case, it is considered

unfair if some employees earn less compensation than others. The following section goes into great detail about the Relative Deprivations Theory.

3.2.3.2 The Relative Deprivation Theory and Distributive Justice

The Relative Deprivation Theory (RDT) contends that employees become aware of unfairness when they are persuaded to believe that the compensation, they received for doing the same amount of work differs from that of their co-workers who are in comparable circumstances. When employees feel they are being treated unfairly in comparison to others or that they have not earned their "fair share," they may challenge the system that created the problem. This frequently occurs when a worker's or a group of workers' basic demands are unmet or when there are significant differences in the benefits received by workers doing the same job (Armstrong and Taylor, 2020).

Aggarwal-Gupta and Kumar (2010) point out that this idea is founded in part on the upward comparisons made by those who are lower in the organization, and that inequality encourages people to compare themselves to their co-workers. Any perceived disparities in their benefits result in worsened social interactions, which in turn cause stress and, ultimately, worsened mental health and wellbeing, which have an impact on output and performance. The only way to get out of this position is to distribute advantages fairly. However, despite the fact that benefit redistribution can reduce workplace conflicts and improve performance (Zhao, Hwang, and Lim, 2020), there are frequently people or groups of people that feel like losers as a result of the process (Engler and Weisstanner, 2020).

Such people, or groups of people, are prone to inflame conflict at work, which will have a detrimental effect on output. According to Mpehle and Hlebela (2020), the Affirmative Action policies in South African workplaces, for instance, are created to guarantee racial and gender equity. Some historically privileged groups, however, who see such practises as reverse discrimination, have opposed them. As a result, according to (Joshi, 2020), organizations should make an effort to ensure that all employees view affirmative action policies and the associated re-distribution process as legitimate decision-making

processes, more likely to be realised for the benefit of all employees and for a tranquil organizational climate that fosters performance.

In addition to expressing the perceived equity of how resources and rewards are allocated, distributive justice also suggests that it is the first part of organisational justice (Farooq, 2014: 57). Given the aforementioned claims, the topic of how to promote distributive justice requires a solution. The Expectancy Theory is examined in the following section.

3.2.3.3 Expectancy Theory

A fundamental idea of individual motivation that is connected to organizational fairness is the Expectancy idea. Vroom (1964) looked at the mechanism that encouraged people to take part in a specific voluntary activity. A person will choose the action that, in their opinion, has the greatest chance of producing the outcomes they are seeking, such as, for instance, a raise, recognition, or a sense of pride (Vrom, 1964). According to Babagana, Mat, and Ibrahim (2019), the Expectancy Theory is primarily based on two expectations: desirable outcomes, which follow from desired performance, and the exerted effort, which results in desired performance. Employees therefore expect that their efforts will result in the desired performance as well as that their actions will result in the expected consequences. As a result, to evaluate the overall amount of motivation, the two expectations in questions interact with one another and the valence (attractiveness) of outcomes.

According to the Expectancy Theory (Kreitner and Kinicki, 2007: 227), a worker is driven to act in a way that results in desirable combinations of positive behaviours. A worker selects between various courses of action that are legitimately tied to physiological processes that happen concurrently with behaviour, according to Kreitner and Kinicki (2007: 227). In other words, a worker's behaviour is the outcome of conscious decisions made from a range of options, and these decisions are systematically linked to psychological processes, including perception and the development of beliefs and attitudes. As a result, the three mental components are viewed as analysing and guiding

employee behaviour. The terms valence, instrumentality, and anticipation are used to describe these elements. The sections that follow discuss the valence component of examining and guiding each employee's actions.

Valence is described by Kreitner and Kinicki (2007: 227) as the effective (emotional) orientations people have towards outcomes. The notion is based on the idea that achieving a certain degree of performance will result in the achievement of a desired result. Consequently, if employees believe their excellent performance will be fairly rewarded, they are likely to be more content. The key distinction between an employee's valence and actual value derived from work-related outcomes is that the former refers to the level of satisfaction the employee anticipates to experience from the latter. Kreitner and Kinicki (2007: 227) define performance as the result of an individual's level of confidence that performing at a given level will result in the achievement of a desired outcome.

In addition, the Expectancy Theory postulates that an employee will work hard at a job if there is a projected big reward, so long as the task is demanding and enjoyable for the employee. The tasks/jobs should be created in a way that gives employees feelings of accomplishment from their point of view, including a sense of purpose, responsibility, and understanding of the outcome of the work (Ramlall, 2004: 57). This approach represents a concept of organizational justice done right. The hypothesis offers a hint regarding how workers might go about actively choosing pro-environmental activities, despite criticism that it is overly simplistic. The next section addresses the concept of enhancing distributive justice.

3.2.3.4 Fostering Distributive Justice in an Organisation

Management is required to make sure that all employees have access to the same basic level of resources within the organization, equal possibilities to obtain more goods, and the same amount of compensation for the same amount of effort, according to Roch and Shanock (2006: 304). Organizational resources are always finite, according to Fischer (2019), which begs the question of how rewards should be allocated to ensure that management also ascertain that resources are allocated in a reasonable manner in order

for each employee to receive a fair share. When he asserts that fairness is a relative notion and raises the question of what constitutes a "fair share," Mays (2020), who challenges the fairness of Distributive Justice, leaves open the topic of what constitutes a "fair share."

To shed some light on the situation, a number of scholars have suggested that management use and put into practise the three main principles of distributive justice: equality, proportionality, and fairness. Given these principles of distributive justice, the following problems need to be investigated: Should equality be used as the determining factor for ensuring distributive justice, will this result in an equal allocation of organizational resources among the employees? Given that the firm employs several categories of personnel with varying pay scales and skill sets, the distribution of justice precepts may not be feasible.

Armstrong and Taylor (2020) contend that management must attempt to apply the equity principle to ensure distributive fairness in order to address this issue. Equity refers to the distribution of advantages in accordance with each individual's productivity contribution to the organization and the type of skills and knowledge they employed to contribute to the organization's output. At each of their many employment levels, employees who contribute more productively are rewarded with bigger rewards. Therefore, in theory, those who put in more effort in jobs that are more valued ought to make more money (Schermerhorn and Bachrach, 2020). When employees are given an equal opportunity to compete and are appropriately rewarded, they perceive the system as fair and are happy with both their work and the management of it. This type of distribution is typically associated with an economic system where there is equal opportunity to compete.

Ram and Prabhakar (2011) contend that distributive justice predicts satisfaction with a result in light of the aforementioned data. Accordingly, the term "allocating of resources" refers to circumstances in which a company has resources or benefits that need to be given to employees. Therefore, distributive and procedural justice tends to work together to affect how people perceive fairness. As a result, procedural justice is less important

when the allocation of resources is believed to be fair since people will care less about the procedure if the outcomes are positive and they get what they want. Contrarily, people pay great attention to the process when the results are negative.

Making and upholding peace depends on decisions regarding distributive justice (Tyler, 2000: 118). According to the Equity Theory, results should be distributed based on individual contributions (Rokhman, 2013:38). According to Gilliland, Steiner, and Skarlicki (2015: 201), distributing resources fairly to employees is a crucial component of supervisors' responsibilities in this regard. The authors also assert that managers frequently deal with competing requests for allocation from subordinates. Instead of the promised maximum justice, supervisors only manage to accomplish the greatest possible justice in this fight (Gilliland, Steiner, and Skarlicki, 2015: 201). Ultimately, Kalay (2016: 3) postulates that the distributive and procedural dimensions of justice significantly and favourably impact task performance. The focus of the following paragraph is procedural justice.

3.2.4 Procedural Justice

The early work on procedural justice was done in legal situations. Conflicting parties in the legal setting, according to Nowakowski and Conlon (2005), were always interested in both the methods used to arrive at the results of the cases. As a result, the concept of procedural justice was created. The perceived fairness of the decision-making processes within an enterprise is referred to as procedural justice (Nowakowski and Conlon, 2005). In the process of formulating and implementing choices that affect them, specific employees or groups of employees are given a voice (Kwon and Farndale, 2020). According to Hughes (2019), organizational procedures are fair if they are truthful, free of bias, and not founded on preconceptions. The foundation for accurate processes is all pertinent information that is currently available. Given the opinions of the workforce and the trade unions, such practises ought to be accurate.

Furthermore, according to Schraeder, Becton, and Portis (2007), employees in organizations typically voice a variety of complaints about performance management that

are connected to, among other things, a lack of job enrichment, personal bias, and nepotism at work. In this sense, it is clear that employees in these firms sense the existence of injustice and want for fairness in operational practices/managerial practises of performance management system.

According to Saunders and Thornhill (2003), procedural justice relates to the perceived fairness of the procedures used to assign duties, pay, or rewards. Therefore, this study indicates that the organizational justice framework is utilised to describe and comprehend employees' feelings of trust or mistrust. Iqbal, Rehan, Fatima, and Nawal (2017) also further posit that procedural justice demonstrates the degree of fairness in the methods used to decide how people are treated and how appropriate benefits are distributed. When procedures reflect normatively recognized concepts, procedural fairness is present (Farooq, 2014: 57).

Further, Qu and Choi (2020) emphasize that procedural justice in the context of performance management refers to the seeming fairness of the processes used to assess an employee's performance. Employee performance improvement is the goal of performance management (Curzi et al., 2020). Employee attitudes and performance may be negatively impacted by unjust performance management practises rather than positively (Shields, Rooney, Brown, and Kaine, 2020; Latham and Mann, 2006). In addition to many other factors, employees' perceptions of procedural unfairness can have a detrimental impact on their commitment to the company, job happiness, management trust, and performance (Asgari, 2020).

3.2.4.1 Interventions to Enhance Procedural Justice in Organisations

The early writings of Thibaut and Walker (1975) assert that providing employees a voice in the processes or giving them power over them increases procedural justice levels inside the company. According to Leventhal (1980), procedures must satisfy six requirements in order to be fair and accepted by the parties involved: they must be accurate, consistent, ethical, correctable, bias-free, and representative. The next paragraph goes over these requirements.

Accuracy indicates that the procedures are right and that the information provided to the persons concerned is truthful and accurate. When all personnel are exposed to the same procedures and that these procedures remain constant, consistency happens. Leventhal's (1980) work advances the idea that organizations need to have systems in place to alter or correct poor choices. Morality-related issues must also be addressed, and in this situation, organizational ethics and morals must guide procedures. Additionally, decisions must be made without bias, meaning that neither the manager nor the decision-maker should have a personal stake in the result or base their judgement on it. The idea of representation indicates that each party is given a chance to convey their side of the story.

Employees' responses to perceived procedural injustices, as described in Section 3.2.3, have inspired additional theory and added interventions aimed at enhancing the procedural fairness with which performance management is carried out in organisations (Greenberg, 2001). People's perceptions of procedural fairness and other aspects like openness and clarity seem to be universal in several cultures. For instance, Greenberg's (1987) ground breaking study suggested that managers needed to maintain thorough records demonstrating employees' perceptions of the accuracy of performance management if they were to successfully achieve procedural justice. The records that are kept should accurately depict how employees actually behaved at work in this regard. Early studies by Folger, Konovsky, and Cropanzano (1992) showed that management should use a three-stage approach as envisioned in their produced seminal model in order to attain procedural justice.

According to the influential model, providing employees with knowledge is the first step in fair performance management. Employees are informed on a variety of topics in this respect, including the purpose of performance management and the performance standards to be applied. First and foremost, it is necessary to provide employees with timely performance feedback as a measure of how they are performing during the performance management process. Second, managers might plan to deliver their findings to staff members in accordance with the fundamentals of the influential model.

Moreover both management and staff are expected to discuss each employee's performance and productivity at these presentations. Employee participation is thus encouraged throughout these sessions. Folger, Konovsky, and Cropanzano (1992) characterized this step as a provisional performance assessment stage. The stage is then followed by assessments made in accordance with the law. In the third and final stage, conclusions regarding an employee's real performance are drawn from the available data. Therefore, management should exercise caution to avoid being swayed by personal preconceptions during this process.

Folger, Konovsky, and Cropanzano (1992) claim that empirical research on performance management systems built on Folger et al.'s due process principles by Taylor, Tracy, Renard, Harrison, and Carroll (1995) supports the due process model. Taylor, Tracy, Renard, Harrison, and Carroll (1995) showed that employees exposed to the due process model evaluated the company's method as fair in their study intended to determine employees' perceptions of procedural justice. Employee opinions towards the performance management system and their managers were usually good, and it was also demonstrated that the appraisal method was accurate. Employees at all organizational levels are more likely to accept a PMDS process that incorporates procedural justice. In addition to improving interactions between management and employees, such a method lowers the likelihood of performance management distortion, raising the level of acceptability for the performance management results.

Modern research as well as recent studies by Shahzad (2018), Phuong (2018), and Rubin and Edwards (2018) have shown how procedural justice can be improved in an organization through techniques like explaining procedural justice principles and then engaging in activities like facilitated case analyses and role-plays. The importance of managers in establishing procedural justice in a business has also been emphasised by research. In this context, research by Schuh, Zheng, Xin, and Fernandez (2019) shows that management mindfulness has a positive effect on both managerial conduct and employee outcomes. The authors go on to suggest that managers' mindfulness improves

staff performance. Increased management procedural justice enforcement and a consequent decrease in employee emotional tiredness account for this link.

The findings of Schuh, Zheng, Xin, and Fernandez (2019) are consistent with a prior study by Mayer et al. (2007) that sought to determine whether a leader's personality influences the organizational justice climate inside their department. The researchers discovered that managers' agreeableness and conscientiousness positively predicted a procedural justice climate using the operationalized Five-Factor Model (commonly known as the FFM) of personality. When examining organizational justice, the broad aspects of the FFM may not be helpful in identifying individual disparities. Future research should study the impact of dispositions other than those found in the FFM, according to the authors (Mayer, Nishii, Schneider, and Goldstein 2007: 954).

If the performance management cycle included components for pre-appraisal training of assessors, planning, feedback, coaching and mentoring, rewards and penalties, performance-based contracting, and psychological contracts, procedural fairness might also be attained. Additionally, managers must receive extensive training on areas pertaining to managing the performance management process in order to execute it effectively (Haines and St-One, 2012). According to Posthuma and Campion (2008), training initiatives may improve employees' perceptions of justice in relation to the organization's performance management system. The findings of Haines and St-One's (2012) investigation are consistent with Posthuma and Campion's (2008) observation. Researchers found a favourable correlation between supervisors' appraisal-relevant training and the efficacy of a PMDS in a study that examined the relationship between managers' training and employees' perceptions of procedural justice. Pre-appraisal training for the assessor (supervisor) raises the overall level of procedural justice in the organizations' systems for managing performance as indicated below:

- a) Regular performance feedback is essential for an organization's effectiveness.

- b) With the performance management system, the supervisor's on-going performance-related feedback to the employee improves the employee's feeling of procedural justice.
- c) Obtaining feedback from employees following the performance management process improves procedural justice and job happiness.
- d) The level of procedural justice in the organization's performance management system is increased by top management's willingness to develop a transparent system.
- e) Accountability of the Assessor or Supervisor for performance management can improve the process' effectiveness and perception of justice, and
- f) Post-auditor accountability raises the bar for procedural justice in an organization's performance management system.

The section that follows introduces the topic of Organisational Justice's Information Justice component.

3.2.5 Informational Justice

The degree to which employees are given genuine justifications for choices is referred to as informational fairness. Informational justice focuses on interactional justice and, in most instances, has been associated with performance, organizational citizenship, work happiness, contentment with results, withdrawal behaviour, and loyalty to an organization (Komodromos and Halkias, 2015: 24). Informational justice simply refers to providing employees with accurate and sufficient knowledge regarding organizational decision-making. Thus, informational justice mandates that employees be informed of the performance management processes. Additionally, they should be informed of the rationale behind the organization's award allocation (Wagner and Westaby, 2020).

Employees who experience informational justice, according to Hassan and Hashim (2011), are not only emotionally attached to the organization but also devoted to it. In fact, Naidu et al.'s (2014) study was designed to examine the connection between organizational commitment and informational justice. The authors also found a significant link between organizational commitment among employees and informational justice. It

was discovered that Nair and Vohra's (2009: 293-299) findings supported those of an earlier study by Hassan and Hashim (2011), which established informational justice as a crucial sign of the emotional bond between an employee and a company.

The results of the aforementioned research suggest that in order for employees to grasp the organization's performance management practises, adequate information sharing between employers and employees is required. The management must make sure that the steps taken in the performance management process are well explained. In addition to information sharing, Epstein and Harding (2020) note that management should ensure timely disclosure of information at an appropriate time before the performance management process. The management of relationships and communication between managers and their employees is directly related to information sharing. The next section discusses interactional justice.

3.2.6 Interactional Justice

The term "interactional justice" refers to a measurement of how co-workers interact with one another. This relationship focuses on the interaction between co-workers at the workplace as well as the superior-subordinate relationship. Setting up rules of conduct within a company is essential to guaranteeing that workers are treated with the utmost respect. Additionally, by doing this, a company can maintain its reputation as a fair and secure workplace, according to Thurston and McNall (2010). Interactional justice can be defined as the standard of interpersonal treatment that employee receives while organizational procedures are being carried out (Komodromos and Halkias, 2015). A company's interactional justice practice appears to be strengthened by fostering a culture of respect among managers and their staff. Relationships with others and inside oneself are also relevant to interactional justice.

According to Kala and Turkey (2016) and Komodromos and Halkias (2015), interpersonal justice emphasises the value of compassion, respect, and regard in interpersonal relationships, notably in those between employees and supervisors. This type of justice focuses on whether or not individuals believe they are treated fairly when decisions are

made rather than the results or processes involved in decision-making (Kreitner & Kinicki, 2004). According to Patient and Skarlicki (2014), the perception of interactional justice combines two types of justice: informational justice (the extent to which employees are provided with pertinent information) and interpersonal justice (whether employees are treated with dignity and respect; Day, 2011; Al-Zu'bi, 2010).

Bivens (2016) found that employees who perceived high levels of interactional justice during their performance management process felt more satisfied with the process. The study also explored how perceptions of interactional justice during a performance management influenced employees' satisfaction, appraisal satisfaction, workplace self-efficacy, and counterproductive work behaviours. The same individuals claimed that they were less capable of engaging in unproductive work habits in addition to being more capable at their jobs. The topic of perceived injustice in relation to organizational outcomes is covered in the next section.

3.3 EFFECTS OF PERCEIVED INJUSTICE ON ORGANIZATIONAL OUTCOMES

Because views of unfairness are certain to have a detrimental impact on performance, managers and supervisors must make sure they develop an organizational justice culture. To some extent, employees' ideas of justice are formed in response to specific events they encounter at work (Beugre, 2005). Employees may become upset, feel like victims of the system, and develop bitter feelings if they believe that outcomes, procedures, information, or interpersonal treatment are unjust.

According to Beugre (2005), Nowakowski (2005), and Conlon (2005), aggressive behaviour towards management and co-workers may result from normal reactions to perceived unfairness. Other justice violations outcomes listed by Colquitt, Greenberg, and Zapata-Phelan (2001) include some of the following aspects, that is, job satisfaction, organizational commitment, modes of trust, evaluation of authority structures, organizational citizenship behaviours (OCBs), withdrawal, negative reactions, and performance. Details pertaining to these results are described below.

3.3.1 Outcome Satisfaction and Job Satisfaction

Employee satisfaction with wage, promotion, and performance management results is influenced by their impression of the existence of justice, as was addressed in section 3.2 above. The authors Coetzee (2005) and Colquitt, Greenberg, and Zapata-Phelan (2001) found a significant relationship between outcome satisfaction and distributive fairness. According to this claim, employees are less satisfied with the results as a result of perceived distributive injustice. Therefore, employee dissatisfaction will extend beyond salary to include promotions.

According to research, opinions of procedural justice have an impact on job satisfaction. As a result of this assertion, employees will not be as satisfied with their jobs overall if they believe that procedures are unfair. Overall satisfaction is also influenced by how people are treated (interpersonal justice) (Colquitt, Greenberg, and Zapata-Phelan, 2001; Coetzee, 2005). The researcher goes into detail about organizational commitment and trust in the paragraph that follows.

3.3.2 Organizational Commitment and Trust

Organizational commitment is the term used to describe a worker's loyalty to their employer, whereas trust is the term used to describe a worker's belief in their employer. Workers that are committed actively participate in the organization's business and are devoted to it (Coetzee, 2005). The foregoing therefore confirms that employees' organizational commitment is likely to decrease if they perceive procedural and distributive justice negatively.

Ferres, Connell, and Travaglione (2004) found that co-workers' attitudes and perceptions of specific organizational outcomes are highly influenced by their level of trust with one another. For instance, there will be a low sensitivity to unfairness violations when there is great trust. Teamwork is facilitated by mutual trust among co-workers (Ferres, Connell, and Travaglione, 2004). According to this claim, the level of trust among the employees themselves as well as between the employees and the organization would be influenced by perceptions of procedural, interpersonal, and informational injustice (Colquitt,

Greenberg, and Zapata-Phelan, 2005). The next section discusses authority appraisal and organizational citizen behaviour.

3.3.3 Authority Evaluation and Organizational Citizen Behaviour

Colquitt, Conlon, Wesson, Porter, and Yee-Ng (2001) noted that when employees must rate their superiors, the presence or absence of distributive and procedural fairness would have an impact on the evaluations people give to authority. Distributive and procedural justice will increase ratings while its absence will most likely result in lower ratings. The authors remarked that organizational citizen behaviour (OCB) activities are closely associated to perceptions of fairness connected to procedural justice elements. The next section discusses how workers behave when they believe that various aspects of organizational justice are missing.

3.3.4 Employee Withdrawal, Negative Reactions and Behaviour

Distributive, procedural, and interactional injustice perceptions can affect withdrawal behaviour. Employees who stop working show habits like absenteeism and neglect of obligations when they stop doing anything. These workers consequently have a poor opinion of their supervisors and the company as a whole (Colquitt, Greenberg, and Zapata-Phelan, 2005). Colquitt, Greenberg, and Zapata-Phelan (2001) demonstrated a link between perceived injustice and a number of unfavourable reactions, including the likelihood that employees will steal and engage in retaliatory behaviours. As a result, such activity is most closely associated with feelings of interpersonal injustice.

Employees become angry when they experience any kind of unfairness. Beugre (2005) claims that workers target the individuals they believe are responsible for the injustice when they are angry. In this situation, procedural unfairness and interpersonal injustice within the organization may be the perceived source of the injustice. This impression suggests that resentment will be aimed at superiors or co-workers. These beliefs are what drive employees to retaliate or behave aggressively against the alleged violators (Beugre, 2005). Employees may engage in overt or covert behaviour of this nature. These

personnel may, for example, covertly hamper performance, disrupt their co-workers' workflow, take longer tea breaks than permitted, et cetera.

Employees may openly engage in physical violence at work that results in the destruction of corporate property or human casualties (Beugre, 2005). All of these activities will ultimately lead to subpar performance throughout the organization. Because of this, any perceived injustice must be addressed if a company is to assure effective performance management. Therefore, the preceding is apparently on of the procedure for resolving apparent injustices.

3.4 RECTIFICATION TO PERCEIVED PERCEPTIONS OF INJUSTICE

Management can explain to the workers how the apparent injustice is justified, offer justifications, or implement organizational remedies to address it. Giving an explanation requires management to deny that an injustice was perpetrated, whereas correcting the injustice requires admitting that one exists. Management making an excuse by saying that an action was not unfair (Reb, Goldman, Kray, and Cropanzano, 2006). A discussion of organizational injustice remedies follows in the section below.

3.4.1 Organizational Remedies

An organizational remedy, according to Reb, Goldman, Kray, and Cropanzano (2006), is a step done by an organization to address the alleged injustice. Such a move gives the impression to the workers that a perceived injustice has been rectified. The company starts a remedy, and if it works, it restores confidence in the administration of justice and deters the harmed employee from taking revenge. Therefore, it is important to take into account the entire costs and advantages for the worker, the offender, and the organization before providing a remedy (Reb, Goldman, Kray, and Cropanzano, 2006). Beugre (2005) argues that it's important to ascertain a worker's tolerance for the injustice before providing a remedy. In this regard, it may be possible to explore this topic by asking employees what they believe to be fair and unjust.

Before providing a remedy, it is important to identify the type of injustice that was done. Before choosing a remedy in this situation, it is necessary to determine whether the alleged unfairness is distributive, procedural, or interactional. In cases of injustice, the victim suffers some degree of harm. Therefore, it's crucial to understand how the victim was damaged before choosing the best cure (Reb, Goldman, Kray, and Cropanzano, 2006). A discussion of communication as a means of redressing perceived injustice is addressed in the following section.

3.4.2 Communication

The ability to communicate honestly and openly strengthens teams. It helps to create a strong team when employees communicate with one another at work (Singh, Fantazy, Saxunova, and Lewa, 2020). People who enjoy interacting with their co-workers are more enthusiastic about going to work. Communication ties employees to the business if they are confident that they can discuss issues with the manager and that the manager will take them seriously. Therefore, effective communication creates teams and boosts worker loyalty. One of the solutions for perceived injustice in an organization is communication with the workforce. For employees to have access to information, organizations must set up communication channels (Kickul, 2001; Nechanska, Hughes, and Dundon, 2020).

In addition to the aforementioned, employees must be made aware of the channels open to them for challenging or appealing managerial decisions. Giving the employees information about the various organizational policies and procedures is also crucial. Employees will become more aware and more likely to see policies as fair the more information that is provided to them (Kinley and Ben-Hur, 2020). This line of reasoning argues that communication will eliminate pay secrecy and ambiguity surrounding things like performance evaluation criteria. In this sense, it is important to be transparent with the employees regarding how salary and bonuses are decided.

According to Pun, Chan, Eggins, and Slade (2020), the information provided must be

accurate, timely, pertinent, and comprehensive. Both personnel and management should avoid imprecise instructions and directives (Johnson, 2020). In this sense, managers must be explicit in their communications with staff members regarding the expectations they have for them. Communication shouldn't always be clear, whether it's through meetings, directives, performance reports, or employee handbooks. The following section addresses issues of group decision-making.

3.4.3 Participation in Decision-Making

The importance of a company's workforce to its success cannot be overemphasized. According to this presumption, employees serve as a source of information and inspiration. Despite this, firms frequently fail to utilise their people as knowledge resources. Employee participation in decision-making therefore not only gives them the ability to contribute to the success of an organisation but also saves the business time and money through greater productivity and decreased outsourcing. All employees have the opportunity to offer their knowledge and ideas by taking part in the decision-making process. The main benefits of involvement include strengthening the bond between manager and employee and fostering a strong sense of teamwork among employees.

By allowing employees to voice their opinions, co-workers can communicate with one another and each contribute their unique skills to a project (Turner, 2020). Dos Santos and Pedro (2020) add that it's also a good approach to learn more about how the staff members interact with one another and where training could be required, all of which contributes to increased effectiveness and eventually improved performance and teamwork. In the context of this study, managers can prevent hostile behaviour by encouraging staff to participate in decision-making (Beugre, 2005).

The aforementioned viewpoint implies that employees or their representatives should be able to participate in the decision-making process. In addition, the information that employees have access to and the manner in which it is conveyed will undoubtedly shape their impressions of fairness. In this aspect, employees will perceive a choice as unjust if it is not adequately explained to them (Fieseler, Bucher, and Hoffmann, 2019). This circumstance underscores the value of inclusive decision-making in organizations.

Training, which is covered in the paragraphs below, can help to nurture the importance of open lines of communication between employees and their managers to support group decision-making.

3.4.4 Training

The management of every firm must be efficient. A manager who is familiar with the best practises for staff supervision and training is better able to lead his or her team and boost productivity for the company (Canals, 2020). This argument implies that management and supervisory training must be thoroughly and effectively provided by all businesses. Another advantage of having well-trained managers is their capacity to train their own staff. After receiving training, staff members are not only aware of their responsibilities but also what clients expect of them. Employees that have received training from their managers work more productively (Saffar and Obeidat, 2020). Such managers are less likely to make pricey choices that will unavoidably have a negative impact on the company's production.

Key skills necessary to retain employees' motivation, productivity, and loyalty to the company are imparted by the proper management training. When a manager can assign tasks clearly and deliver directions without resorting to obtrusive micromanagement, employee productivity rises. Managers and supervisors need to be taught the principles of interactional fairness.

Managers and supervisors are required to provide the right justification and justification for actions made (Chakrabarti and Chatterjea, 2020; Kickul, 2001). Managers should be instructed on how to conduct themselves with staff members during the performance management process. According to Reb, Goldman, Kray, and Cropanzano (2006), supervisors should also undergo training in conflict resolution techniques that improve their awareness of and sensitivity to disparities. Managers and supervisors must be exposed to training regarding the principles of interactional fairness.

3.5 CONCLUSION

The chapter addressed the relationship between organizational justice and performance management. The chapter further demonstrated that workers are more likely to increase their levels of productivity if they believe they are being treated fairly at work. The literature evaluation revealed that employing organizational justice improves employee performance at the individual and group levels. The chapter also elucidated the significance of organizational justice in organizations given the relationship between employee perceptions of organisational justice and organizational efficiency.

Further, this chapter made it clear that staff members are more likely to be effective in their jobs when they are exposed to fair organizational justice practises. Therefore, the public sector organizations must actively deploy information systems and measures that are supported by a strong PMS in order to improve communication, productivity, and the many forms of justice. Another technique that the chapter suggest in addressing employee performance in their respective jobs included a strategy to make a concerted effort to meet all of their expectations. It follows that ensuring organizational justice, equity, and taking into account employees' expectations during the performance management process and incorporating these constructs in performance management could ensure employees' job satisfaction, increased productivity, and performance in general.

CHAPTER 4

RESEARCH DESIGN AND METHODOLOGY

4.1 INTRODUCTION

In the preceding chapters of this study, that is, chapters 2 and 3, the concept of performance management was extensively explored, highlighting its importance as a human resources practice that significantly influences the lives and careers of employees within an organization. It is crucial to note that the effectiveness of performance management is contingent upon the presence of organizational justice. This study aims to investigate the annual performance review process of the SMS-staff at DTIC. The choice of a qualitative research design was deemed suitable for addressing the research question posed in Chapter 1.

This chapter is dedicated to elucidating the research methodology, design, method, and data collection and analysis strategy employed in this study. The subsequent section will provide a detailed examination of these components, commencing with an explanation of how the primary and secondary objectives will be addressed to effectively respond to the research question. Additionally, the chapter will expound on the research philosophy, design, methodology, data collection and analysis approach, and the unit of analysis.

4.2 THE RESEARCH QUESTION

The research question that underpinned this study is as follows: **What are the perceptions of organizational justice held by DTIC employees regarding the implementation of the PMDS within the department?**

By delving into this inquiry, the study aimed to uncover the employees' perspectives on organizational justice concerning the execution of the PMDS process at DTIC. Furthermore, the investigation sought to elucidate how DTIC employees perceive the implementation of the PMDS. As previously mentioned, the exploration of this phenomenon was conducted through a qualitative research design, as detailed in the subsequent sections.

4.3 THE QUALITATIVE RESEARCH DESIGN

4.3.1 Research Design

A research design is a strategy used to carry out a project of research. It describes the methods and steps utilised to gather and analyse data in order to respond to the research question and accomplish the study's goals. A well-executed research design helps to validate the findings of the study (McDaniel and Gates 2013: 42). As a result, research designs can be either qualitative, quantitative, or mixed method—a combination of the three—Malhotra (2010) notes. The design demonstrates the type of data that must be gathered and examined in addition to providing the general structure of the processes used (Creswell, 2008; Yin, 2009). The research question determines the design to be used, and it is crucial that researchers select a design that is appropriate for the question being addressed (Creswell, 2008; Yin, 2009).

The qualitative research design serves as a fundamental component of the research process, outlining the approach and methods employed to collect and analyze data in order to address the research question and achieve the study's objectives. A well-crafted research design plays a pivotal role in validating the study's findings (McDaniel and Gates, 2013, p. 42). Research designs can be categorized as qualitative, quantitative, or mixed methods, which combine elements of both approaches (Malhotra, 2010). The design specifies the type of data to be collected and analyzed, as well as the overall framework of the research processes (Creswell, 2008; Yin, 2009). It is essential to align the research design with the research question at hand, emphasizing the importance of selecting a design that is best suited to address the specific inquiry (Creswell, 2008; Yin, 2009).

This study aims to establishing more about how DTIC personnel personally feel and view the behaviour of the PMDS to which they are subjected. For the purpose of this study, the researcher decided that a qualitative design would be most appropriate for data collection and analysis. Such information will make it possible to ascertain how employees naturally feel and perceive the fairness of performance management systems (Henning, Van

Rensburg, and Smit, 2004). The researcher needed to gain a deeper knowledge of the fairness of the performance management system in the DTIC (Creswell, 2005) and to gradually make sense of this phenomenon (Trochim and Donnelly, 2008; Yin, 2009). As a result, the researcher decided to use a qualitative methodology for this study.

The primary objective of this study is to explore the personal sentiments and perceptions of DTIC personnel regarding the PMDS under which they operate. In order to achieve this aim, the researcher determined that a qualitative research design would be most suitable for both data collection and analysis. This approach will enable a comprehensive understanding of employees' genuine feelings and perspectives on the fairness of performance management systems (Henning, Van Rensburg, & Smit, 2004). The researcher sought to deepen their understanding of the fairness of the performance management system within DTIC (Creswell, 2005) and gradually unravel this complex phenomenon (Trochim & Donnelly, 2008; Yin, 2009). Consequently, the decision was made to employ a qualitative methodology for this study.

Themes are derived from data in an inductive approach to qualitative research in order to address the research question and its associated goals. Since the researcher begins with data that has been observed in a specific location then creates themes based on those observations, the research methodology for this study can be termed inductive.

In this regard, data are gathered from observations and intuitive understandings to develop concepts, hypotheses, or theories. Since the researcher is more interested in meaning and comprehension through words and visuals than through figures, this study can also be seen as descriptive (Creswell, 2008; Yin, 2009). Additionally, interpretative, interactive, humanistic, holistic, and discovery-focused methods can be used in qualitative research. The researcher gains insight into the respondents' perspectives of the circumstance through interpretation. Therefore, the goal of this work is to fully comprehend how PMDS events behave at the DTIC...

The characteristics listed above will be used in this investigation, as shown in Table 4.1.

Table 4.1 Characteristic of Qualitative Research and Application to this Study

Characteristics of qualitative research	Application to this study
Natural settings are used for qualitative research, which often examines a small number of locations, events, or subjects over an extended period of time.	The DTIC is used as the analytical unit in this study. Participants were questioned at their workplace.
The interpretive nature of qualitative research is evident. Researchers try to understand the world from participants' frames of reference and the meaning people have created from their experiences using the data, which comes from participants' views.	Semi-structured interviews will gather a range of perspectives from participants to determine how they feel about the conduct (fairness) of the DTIC's performance management system.
What is referred to, as "thick description" in reporting is replete with quotations, narration, and specificity.	Using content analysis of interview data, the language of the participants was investigated. The conclusions are backed by and shown by the participants themselves.
Through observation, participation, and interviews, researchers serve as the instrument for data collection and analysis. The researchers are aware of their own subjectivities and biases and how they affect how the findings are interpreted.	Because he works at DTIC, the author will find a third party to interview on his behalf. He stated his biases at the outset so that they might be controlled, preventing data contamination.
In order to validate, supplement, or elaborate on primary sources,	In this example, the researcher used interviews and field notes.

Characteristics of qualitative research	Application to this study
common procedures include observation, field notes, archival records of events or perspectives, interviews, and questionnaires.	
The method is inductive; information is gathered to create concepts, hypotheses, or theories based on observations and gut instincts.	The researcher immersed himself in the data, detecting patterns as they formed in order to provide detailed descriptions of the observations (Gilgun, 2001). From this analysis, conclusions were drawn.
The procedure is adaptable; study designs can be modified to meet the changing demands of the circumstance.	The qualitative research design served as the study's beginning point, but as it moves forward, certain procedures will be altered and enhanced to better address the research topic.
<p>The research issue often stems from:</p> <ul style="list-style-type: none"> • a lack of theory or prior research; the possibility that an existing theory is unreliable, unsuitable, or biased; • Could be driven by the urge to explain phenomena or advance theory; or • May entail occurrences for which the use of quantitative measurements is inappropriate. 	The purpose of this study was to investigate and comprehend how the participants feel about the fairness of the DTIC performance management systems.

Source: Isabirye (2015: 92) and the researcher’s own application

In qualitative research, themes are derived from data through an inductive approach to address the research question and associated goals. This methodology involves starting

with observed data from a specific context and then developing themes based on these observations, thus characterizing the research methodology as inductive. Through this approach, data are collected from observations and intuitive understandings to formulate concepts, hypotheses, or theories. Given the emphasis on deriving meaning and comprehension through words and visuals rather than numerical data, this study can also be classified as descriptive. Moreover, qualitative research methods such as interpretative, interactive, humanistic, holistic, and discovery-focused approaches can be employed. By interpreting respondents' perspectives, the researcher aims to gain insight into the behaviour of PMDS events at DTIC, with the ultimate goal of fully understanding the phenomenon.

The table above illustrates the diverse genres within qualitative research that researchers can select and implement in their studies. In seeking to comprehend, interpret, and elucidate the perceptions of DTIC employees regarding the PMDS evaluation process, the researcher determined that employing a qualitative research design incorporating elements of exploratory, descriptive, and interpretive genres was fitting for this investigation. Subsequent sections will delve into a discussion of these elements.

4.3.1.1 Exploratory Research Design

Exploratory research design is employed when the objective of the study is to gain insights on an emerging phenomenon (Tustin, Ligthelm, Martins and Van Wyk 2010: 83), as is the case in this study. Through exploratory research, the researcher investigates a problem that has not been studied or thoroughly investigated in the past to have better understanding of phenomena (Van Wyk 2017:8). In an exploratory study, in-depth interview can be very helpful to find out what is happening and to understand the context (Saunders, Lewis and Thornhill, 2019: 442). The next section explores a descriptive research design.

4.3.1.2 Descriptive Research Design

Qualitative of this study is desired (Maloi, 2011:69). Maloi (2011) further notes that descriptive research studies are constructed to answer who, what, when, where and how

questions. In this case, the research seeks to answer the question “what” and “how” regarding the perceptions of organizational justice of the DTIC employees with regard to the PMDS processes. Interpretive research design is addressed in the paragraph below.

4.3.1.3 Interpretive Research Design

Qualitative research is a form of social inquiry that focuses on the way people interpret and make sense of their experiences in their world (Speziale, Streubert and Carpenter, 2011). Therefore, an interpretive design was used to establish how DTIC employees perceived organizational justice and interpreted the conduct of the PMDS processes in in the department. A sample of sixteen (16) respondents was selected from the DTIC populations through a purposive or judgemental sampling technique to answer the researcher question and its related objectives.

In the realm of descriptive research design, the aim is to provide a qualitative assessment of the study's subject matter, as advocated by Maloi (2011:69). Maloi (2011) underscores that descriptive research endeavours to address fundamental inquiries pertaining to who, what, when, where, and how. In the context of this research, the focus is on elucidating the "what" and "how" aspects concerning the perceptions of organizational justice among DTIC employees in relation to the PMDS process.

Moving on to interpretive research design, qualitative research serves as a method of social inquiry that delves into individuals' interpretations and understanding of their experiences within their environment, as articulated by Speziale, Streubert, and Carpenter (2011). Consequently, an interpretive design was adopted to ascertain how DTIC employees perceived organizational justice and interpreted the implementation of the PMDS processes within the department. A purposive or judgmental sampling technique was employed to select a sample of sixteen (16) respondents from the DTIC population, with the objective of addressing the research question and its associated goals.

The cohort under study comprised individuals occupying various hierarchical positions, specifically: 4 Directors, 5 Deputy-Directors, 3 Assistant Directors, and 4 Administrative

Staff. A research philosophy pertains to a fundamental belief regarding the appropriate methods for collecting and analyzing data pertaining to a particular phenomenon (Levin, 1988, as cited in Saunders, et al., 2009).

4.3.2 Research Philosophy

Qualitative research is a form of social inquiry that focuses on the way people interpret and make sense of their experiences in their world (Speziale, Streaubert and Carpenter, 2011). Therefore, this study adopted an interpretivist philosophy in an attempt to explore the perceptions of the DTIC employees regarding the conduct of the PMDS evaluations process in the department. An interpretivist philosophy often informs qualitative research projects. Interpretivism focuses on participants' interpretations of their social world and in an interpretivist philosophy, reality is seen as being socially constructed (Saunders, Lewis, and Thornhill, 2019: 639). Therefore, the DTIC employees perceive the reality of their social world regarding the implementation of the PMDS from their own perspectives. In order to get the required data to answer the research question and its related objectives, the researcher used a purposive sampling technique to choose a sample of respondents from the DTIC population. The population and sampling technique is discussed in the next section.

In this study, a qualitative research philosophy was adopted to delve into the perceptions of DTIC employees regarding the PMDS evaluation process. Qualitative research, as defined by Speziale, Streaubert, and Carpenter (2011), focuses on understanding how individuals interpret and make sense of their experiences within their environment. The interpretivist philosophy, which underpins this study, emphasizes the importance of exploring participants' interpretations of their social world. According to Saunders, Lewis, and Thornhill (2019: 639), interpretivism views reality as socially constructed, highlighting the subjective nature of individuals' realities. Therefore, the DTIC employees' perspectives on the PMDS implementation reflect their own constructed realities within the social context.

To gather the necessary data to address the research question and its associated

objectives, a purposive sampling technique was employed to select a sample of respondents from the DTIC population. The rationale behind the population and sampling technique selection will be further elucidated in the subsequent section.

4.3.1 Target Population and Sampling Techniques

Due to time restrictions (submission deadlines), financial consequences (expensive), and methodological challenges, it would have been impossible to collect research data for this study from the complete DTIC community. This is the rationale behind the researcher's decision to limit data collection for this study to a single DTIC unit. Sampling makes it possible to acquire greater data accuracy and permits the acquisition of more precise data. In order to respond to the study question, sampling is necessary (Barnett as referenced in Saunders, Lewis, and Thornhill, 2019: 295). Sampling additionally aids the researcher in adopting a suitable data collection method and saving time (Saunders, Lewis, and Thornhill, 2019: 295).

The decision to restrict data collection to a single unit within DTIC was driven by various constraints such as time limitations, financial implications, and methodological complexities. Conducting research across the entire DTIC community within the stipulated timeframe and budget constraints would have been unfeasible. By focusing on a specific unit, the researcher aimed to enhance data accuracy and precision through sampling techniques. Sampling is essential for addressing the research question effectively, as highlighted by Barnett (cited in Saunders, Lewis, and Thornhill, 2019: 295). Moreover, sampling facilitates the selection of an appropriate data collection method and optimizes time utilization, as emphasized by Saunders, Lewis, and Thornhill (2019: 295).

A sample is the number of respondents or units chosen to take part in the study, whereas a target population refers to the entire collection of all units of analysis about whom the researcher seeks to draw particular conclusions (Kruger and Mitchell, 2005:52). In order to conduct a study on the perspectives of the employees regarding the PMDS evaluation procedure, the researcher selected a sample size of sixteen (16) participants from the

DTIC that included nine (9) male and seven (7) female participants from various sub-units.

According to Kumar (2005), samples can either be selected non-randomly (non-probability) or at random (probability). The type of research design used and the goal of the study both influence the choice of a sampling technique and the sorts of samples (Rahi, 2017). For this study, the researcher used a judgmental or purposive sampling method. In a purposive sample technique, the researcher must exercise discretion to choose the examples that will allow him or her to most effectively respond to the research question. This sampling technique is known as judgmental sampling as a result (Saunders, Lewis, and Thornhill, 2019: 321). The next section provides a quick explanation of purposeful sampling.

A sample in research refers to the number of respondents or units selected to participate in the study, while the target population encompasses all units of analysis from which the researcher aims to draw specific conclusions (Kruger and Mitchell, 2005:52). In this study focusing on employees' perspectives on the PMDS evaluation process, a sample size of sixteen (16) participants was chosen from DTIC, comprising nine (9) male and seven (7) female participants from various sub-units. As highlighted by Kumar (2005), samples can be selected either non-randomly (non-probability) or randomly (probability), with the research design and study objectives guiding the selection of a sampling technique and sample types (Rahi, 2017). In this study, a judgmental or purposive sampling method was employed. In purposive sampling, the researcher exercises discretion in selecting examples that best address the research question, known as judgmental sampling (Saunders, Lewis, and Thornhill, 2019: 321). The subsequent section will provide a concise explanation of purposive sampling.

Typically, qualitative researchers commonly use non-random sampling; this might take the form of purposeful, accidental, snowball, or quota sampling (McLeod, 2014). Due to the strategic informant, or when one respondent refers the researcher to another potential study participant, snowball sampling frequently develops from purposeful sampling

(Trochim and Donnelly, 2008). When selecting people of the population to participate in the study, a researcher can use the technique of "purposeful sampling," according to Gall and Borg (2007). The participants in this study were those who the researcher felt were most knowledgeable about the DTIC's performance management evaluation procedure. Since the sampling approach concentrates on a single subgroup in which all the sample members are similar, such as a specific occupation or position in an organization's hierarchy, it is therefore considered to be a homogenous sample (Saunders, Lewis, and Thornhill, 2019: 321). This group includes the DTIC's SMS-staff and their non-SMS co-workers.

Qualitative researchers often employ non-random sampling techniques, such as purposeful, accidental, snowball, or quota sampling (McLeod, 2014). Snowball sampling, which frequently emerges from purposeful sampling, occurs when one respondent refers the researcher to another potential study participant (Trochim and Donnelly, 2008). Gall and Borg (2007) suggest that researchers can utilize purposeful sampling to select individuals from the population who are most knowledgeable about a specific topic, such as the DTIC's performance management evaluation procedure in this study. The participants chosen for this study were those deemed to possess the most expertise in this area. As the sampling approach focuses on a single subgroup with similar characteristics, such as occupation or position within an organization's hierarchy, it is considered a homogenous sample (Saunders, Lewis, and Thornhill, 2019: 321). In this case, the homogenous sample comprises the DTIC's SMS-staff and their non-SMS co-workers.

The researcher believed that these sample members would have complied with the predetermined standards for having taken part in performance management at the DTIC hence a purposive sampling technique was adopted (Trochim and Donnelly, 2008). When the data were saturated, the actual sample size was decided. At this point, any additional data collection does not provide any new information to the data already being gathered. Data saturation, as defined by Guest, Bunce, and Johnson (2006: 59), is a stage in which no new information or themes are seen in the data. The information above suggests that

gathering more data won't result in the discovery of any new, insightful knowledge. The table below provides a profile of the participants.

4.3.4 Participants Profile

Table 4.2 below provides each participant's profile for the study. The participants included both members of the SMS-staff and their non-SMS colleagues at the DTIC. The participants' collective experience at the DTIC is two-hundred-and-one (201) years with an average service period of thirteen (13) years:

Table 4.2 Participant Profiles

Participant Code	Gender	Designation	Location	Service Period
P01	MSAO1	01	DTIC Pretoria	6
P02	FAD2	02	DTIC Pretoria	13
P03	FPA3	03	DTIC Pretoria	21
P04	MMD4	04	DTIC Pretoria	9
P05	FDD5	05	DTIC Pretoria	13
P06	FSAO6	06	DTIC Pretoria	16
P07	MDD7	07	DTIC Pretoria	13
P08	MD8	08	DTIC Pretoria	6
P09	MAD9	09	DTIC Pretoria	9
P010	MAD10	010	DTIC Pretoria	13
P011	MD11	011	DTIC Pretoria	14
P012	FDD12	012	DTIC Pretoria	6
P013	MDD13	013	DTIC Pretoria	23
P014	FDD14	014	DTIC Pretoria	20
P015	FSAO15	015	DTIC Pretoria	11
P016	MDD16	016	DTIC Pretoria	8

Source: Composed by the Researcher (2021)

NB: The use of the alphanumeric codes in table 4.2 titled: Participant Profiles was intended to maintain the study participants' confidentiality as outlined in section 4.7.2 of this study.

4.4 DATA COLLECTION AND THE INTERVIEW PROCESS

The researcher employed the customary face-to-face interviews to acquire a thorough description of the respondents' perspectives of the conduct of the PMDS process at the DTIC. Because they are frequently lengthier in duration but also richer in nuances and depth, conventional face-to-face interviews were favoured to other data collection methods (Englander, 2012). Because they are interested in the subjective opinions of the respondents, researchers prefer face-to-face interview techniques (Englander, 2012). In this study, the researcher also employed semi-structured interviews to gather detailed descriptions from the participant data. These explanations make it easier to understand the significance the respondents gave to the department's PMDS phenomena. Additionally, using interviews allowed the interviewer to ask follow-up questions in addition to ensuring that the researcher collected substantial amounts of data (Babbie and Mouton, 2001). This was accomplished by asking probing questions that were tailored to the subject under investigation (Henning, Van Rensburg, and Smit, 2004; Kumar, 2005).

When semi-structured interviews are employed as a technique for data collection, they typically produce detailed descriptive data (Englander, 2012; Giorgi, 2009); and they guarantee the interviewer's flexibility, which is crucial in this situation (Babbie and Mouton, 2001). In this study, the researcher asked two main questions that prompted participants to share their opinions on how they saw organisational fairness in the way the PMDS performance evaluation method employed in the DTIC was conducted. The researcher thought that the responses from the respondents would naturally lead to follow-up questions. In this method, the researcher made sure that the questions were designed to elicit the respondents' opinions about how the PMDS performance review procedure was carried out (Zikmund, 2003; Robert Wood Johnson Foundation; 2008 and Yin, 2009).

The researcher utilized face-to-face interviews as the primary method for data collection in order to gain a comprehensive understanding of the respondents' perspectives on the PMDS process at the DTIC. This approach was chosen due to its ability to capture detailed and nuanced information, particularly focusing on the subjective opinions of the participants. Additionally, semi-structured interviews were also employed to gather in-depth descriptions and insights from the participants, allowing for flexibility in questioning and ensuring a substantial amount of data was collected. The researcher focused on eliciting opinions on organizational fairness within the PMDS performance evaluation process, with the questions designed to prompt detailed responses and facilitate follow-up inquiries. Overall, the use of face-to-face and semi-structured interviews in this study aimed to provide a rich and detailed understanding of the participants' perspectives on the PMDS phenomena at the DTIC.

When utilizing semi-structured interviews as a method for data collection, they typically yield detailed descriptive data (Englander, 2012; Giorgi, 2009) and ensure the interviewer's adaptability, which is essential in this context (Babbie and Mouton, 2001). In this particular study, the researcher posed two primary questions that encouraged participants to express their perspectives on the perceived organizational fairness in the implementation of the PMDS performance evaluation method within the DTIC. The researcher anticipated that the participants' responses would naturally lead to further inquiries. Within this approach, the researcher ensured that the questions were formulated to extract the participants' viewpoints regarding the execution of the PMDS performance review process (Zikmund, 2003; Robert Wood Johnson Foundation, 2008; Yin, 2009).

Open-ended questions and probes were utilized to prevent the researcher from imposing constraints on the respondents' responses (Henning, Van Rensburg, and Smit, 2004; Kumar, 2005; Giorgi, 2009; Englander, 2012). By avoiding such limitations, the respondents were given the opportunity to express their viewpoints on the handling of the PMDS performance review process within the DTIC. The researcher determined that by

granting respondents some flexibility, comprehensive and nuanced data were obtained from their expected responses (Henning, Van Rensburg, and Smit, 2004; Kumar, 2005; Giorgi, 2009; Englander, 2012). To address the research question, the researcher employed semi-structured interviews, open-ended questions, and probes to highlight the participants' emotions and perceptions regarding the aspects of organizational justice concerning the implementation of the PMDS performance evaluation process (Englander, 2012; Giorgi, 2009; Henning et al., 2004; Kumar, 2005).

While there are no established protocols for conducting effective interviews, it is essential for interviewers to familiarize themselves with their potential subjects prior to the actual interview and audio recording sessions (Englander, 2012, as cited in David and Sutton, 2004; Englander, 2012). Each interview session had a duration ranging from 45 to 60 minutes, with the interviews being conducted in one of the DTIC boardrooms. As previously mentioned, the researcher posed two initial questions, with the participants' responses guiding the subsequent inquiries. The primary focus of the study is the implementation of the PMDS performance evaluation process, and the researcher ensured that the questions revolved around eliciting the participants' perceptions of organizational fairness.

The researcher used probing inquiries to ensure clarity, reinforce participants' perspectives, and clarify their opinions and viewpoints. By using probes, the researcher was able to investigate topics and ideas that had not previously been examined (Grey, 2004; Henning, Van Rensburg, and Smit, 2004). To prevent influencing the participants' responses, neutral probes were utilised. Open-ended questions were another strategy employed during the interview process in order to get the respondents' perspectives.

Furthermore, through this procedure, the researcher was able to provide the respondents with thoughtful summaries of these viewpoints. These methods allowed the researcher to elicit detailed explanations from the respondents about how the PMDS performance evaluation procedure was carried out at the DTIC (De Vos, 2002). Additionally, open-ended questions gave participants plenty of room to convey their experiences and the

freedom to reply in their own words. In the meantime, the researcher used the tracking technique to monitor the conversation's content and meaning while also expressing interest in the participants' stories and encouraging them to talk about their experiences (De Vos, 2002).

In qualitative research, the De Vos (2002) interviewing methodology promotes the use of reflection and summarising approaches. The interviewer summarised verbatim the responses the respondents gave in response to the research question in order to understand how the DTIC employees feel about the way the PMDS performance review procedure that they are exposed to is conducted. A method that was used to corroborate and highlight themes as they arise during the interview process was summarising the thoughts, feelings, and views of the interviewees. (De Vos, 2002). In addition to emphasising certain information, reflection as a strategy involves the use of non-verbal behaviours such head nodding, filling in phrases that participants would have omitted, and summarising what a participant would have said (Ezzy, 2010; Maritz & Visagie, 2010). For instance, the researcher might use terms like "It sounds like you are saying that..." and "Your feeling regarding the fairness of the system is....." during the interview process.

Upon obtaining consent and assent from each interviewee, the audio recordings of the interviews facilitated the documentation and analysis of the acquired data. The researcher maintained detailed notes throughout the interview process, which were integrated into the collected data. Field notes were employed to document interviewees' facial expressions and other non-verbal cues, serving as a means of triangulation. In qualitative research such as this, Charmaz (2002) and Dooley (2002) emphasize the significance of observing respondents' facial expressions as they contribute to the narrative. Ezzy (2010) recommended contrasting these behaviours with the respondents' verbal responses. These observations are then compared during the data analysis phase to assess the consistency between participants' verbal statements and their non-verbal communication cues.

The Robert Wood Johnson Foundation (2008) proposes the consideration that there could exist a disparity between the actions of respondents and their verbal responses prior to the commencement of interviews. Consequently, it is plausible that the feedback obtained by researchers from participants may mirror their anticipations rather than their genuine viewpoints. Zikmund (2003) advocates for the use of probing questions and the solicitation of specific instances and explanations as to why individuals perceive the implementation of the PMDS review process at the DTIC as either equitable or inequitable, as a means to circumvent this potential pitfall.

4.5 DATA ANALYSIS TECHNIQUE

The US Office of Research Integrity (2013) defines data analysis as a systematic method the researcher employs to arrange, consolidate, assess, and summarise all information from the data gathering process. It happens as a crucial stage in conceptualising the data set utilising certain analytical techniques to transform raw data into an original and understandable representation of the research issue (Crowe, Inder, and Porter, 2015). As a result, using an efficient data analysis technique enhances the quality of the findings and leads to improved data interpretations (Stuckey, 2015; Huang, Xu, Li, Xie, Sarrafzadeh, Li, and Cong, 2014). A thematic analytical strategy was used to analyse the data for this study. A fundamental technique for qualitative research is thematic analysis. According to Braun and Clarke (2006: 78), as referenced in Saunders, Lewis, and Thornhill (2019: 651), thematic analysis entails a researcher categorising their qualitative data to identify topics or patterns for future analysis, connected to their research question.

Qualitative research endeavours often rely on an interpretivist perspective. Unlike the realist standpoint that posits reality exists independently of perceptions, this philosophy highlights participants' interpretations of their social surroundings (Saunders, Lewis, and Thornhill, 2019: 639). The researcher was certain that the data would be deductively analyzed for this study, emphasizing how participants construed their social environment concerning their viewpoints on the PMDS implementation at the DTIC.

In seeking to understand a series of events, thoughts, or actions within a dataset, thematic analysis emerges as a fitting and efficient technique to employ. Irrespective of its philosophical underpinnings, the researcher opted for thematic analysis in this study due to its development as an independent analytical method rather than as part of a theoretically grounded methodological framework (Saunders, Lewis, and Thornhill, 2019: 652). The datasets utilized in this research were deemed better suited for a thematic analytic approach to analysis and interpretation.

In contrast to quantitative research, where analysis occurs post data collection, qualitative research often involves the simultaneous collection, analysis, and interpretation of data (Saunders, Lewis, and Thornhill, 2019: 638). This characteristic distinguishes qualitative data analysis. As per Miles, Huberman, and Saldana (2014), qualitative methods enable a deeper understanding of the subjects within their specific contexts. Thematic analysis entails the researcher analyzing data as it is collected, revisiting previous data and analyses to enhance coding and categorization of newly acquired data, and identifying analytical themes (Saunders, Lewis, and Thornhill, 2019: 652). The PMDS evaluation process, which led to the creation of categories facilitating the emergence of discernible themes, formed the basis for data analysis in this study. The literature review on the PMDS policy and performance management conducted in chapters 2 and 3 provided the framework for the initial categories linked to the research problem and associated primary and secondary objectives.

Through the establishment of an audit trail that allows the researcher to access, modify, and update information throughout the analytical process, Computer-Assisted Qualitative Data Analysis Software (CAQDAS) tools such as Atlas.ti facilitate flexibility. Consequently, the integrity of the research data can be maintained. The benefits of Computer-Assisted Qualitative Data Analysis Software (CAQDAS) tools are the following:

- a) **Managing a research project:** All data files can be kept in or connected to a project file made within the software, enabling access to all project components and the creation of an audit trail.

- b) Thoughts regarding the data and the research process can be organised and developed recorded by writing analytical memos, comments, notes, etc.
- c) **Creating codes:** This step helps you create and use codes in accordance with your research philosophy (in this study, interpretivism), methodological approach, strategy to creating theories, and analytical technique (thematic analytic technique).
- d) **Coding:** assist in coding data in accordance with analytical methodology.
- e) **Retrieving coded data:** allows for the opportunity to review and assess data coding, facilitating analysis and the future course of data collecting.
- f) Re-coding data allows for the possibility of revisiting codes.
- g) **Data organization:** allows for the possibility of rearranging the qualitative information gathered in order to make analysis easier.
- h) **Searching and interrogating:** makes it easier to link and group codes, conceptualise relationships, and test them.

The table presented below outlines the details of the coding procedure.

Table 4.3 Coding categories from the interview transcripts

Category: 1	Category: 2	Category: 3	Category: 4
TEN: Tenure	TEN/REC: Tenure recruitment TEN/POS: Tenure position	TEN/REC/CON: Conventional tenure recruitment TEN/REC/PROM: Promotional tenure recruitment TEN/REC/HDH: Headhunted tenure recruitment TEN/PROG: Progression tenure (career progression) TEN/STAG: Stagnation tenure (no career progression)	*****
PMDS: Performance Management System	*****	PMDS/REV/TRAN: Transparent Performance Management System Review PMDS/REV/EQTY: Equitable Performance Management System Review PMDS/REV/CONS: Consistent Performance Management System Review PMDS/KRA/PREP: Preparation of KRAs for Performance Management System PMDS/SCOR/COM: Scoring Communication Performance Management System	*****
*****	ORG/JUS: Organizational Justice	INT/ORG/JUS: Interactional Organizational Justice DIS/ORG/JUS: Distributive Organizational Justice PRO/ORG/JUS: Process Organizational Justice MOT/REM/DTIC: Motivation to remain working at DTIC MOT/REM/DTIC: Views to remain stay at the DTIC MOT/REM/DTIC: Motivation to stay at DTIC DEM/REM/DTIC: Demotivation to remain at DTIC	ORG/JUS/REM/DTIC: Organizational Justice reason to stay at DTIC ORG/JUS/PMS/DTI: Organizational Justice PMS as stay to remain at DTIC
	FED/LOOP: Feedback loops	OPN/COM/FED: Open communication feedback EQT/COM/FED: Equitable communication feedback CLSD/COM/FED: Closed communication feedback	*****

		INQT/COM/FED: Inequitable communication feedback	
*****	PMDS/PLC: Performance Management System Policy	PMS/PLC/AWA: Performance Management System policy awareness PMS/PLC/UNA: Performance Management System policy unawareness PMS/PLC/APR: Performance Management System policy appropriate PMS/PLC/INAPR: Performance Management System policy inappropriate	*****
*****	APAT/PMS: Automated Performance Agreement Template PMS	APAT/US/FR: Automated Performance Agreement Template user-friendly APAT/US/UNFR: Automated Performance Agreement Template unfriendly APAT/US/RED: Automated Performance Agreement Template user redundant APAT/RES/WST: Automated Performance Agreement Template resource waste	*****

Source: Compiled by the Researcher (2021)

4.4 STUDY TRUSTWORTHINESS

For a qualitative study to be regarded as reliable, researchers must pay close attention to issues of trustworthiness. According to Maritz and Visage (2010), who were quoted by Isabirye (2015), reliability and validity are two components of trustworthiness in qualitative design investigations. Accordingly, if qualitative research satisfies the criteria for credibility, transferability, dependability, and confirmability, it is deemed valid and dependable (trustworthy) (Guba and Lincoln as cited in Shenton, 2004).

Moreover, as will be seen in Table 4.4 below, the metrics of reliability in qualitative and quantitative investigations differ significantly. While qualitative researchers give the reader a detailed description of the entire process, indicating that their findings may be trusted, quantitative researchers give very little concrete description to show what they have done to ensure validity and reliability (Henning, Van Rensburg, and Smit 2004). Table 4.4 below reflects these variations.

Table 4.4: Outline of Validity, Reliability and Trustworthiness

Universal Standard	Quantitative Research	Qualitative Research
Good definitions	• Theoretical validity	• Theoretical validity
Truth value and neutrality	• Internal validity and measurement validity	• Credibility
Applicability	• External validity	• Transferability
Neutrality and truth value	• Measurement validity	• Operational validity
Consistency	• Reliability	• Dependability
Logic	• Inferential validity	• Inferential validity

Source: Botes in Isabirye (2015)

Source: Botes in Isabirye (2015)

According to Maritz and Visage (2010), researchers must provide a comprehensive explanation of their methodology to engender confidence in their findings among readers. This entails detailing the instruments employed, their appropriateness, and the analytical techniques utilized. Additionally, qualitative researchers must transparently delineate the depth of their research approach and the processes leading to their conclusions and findings. As cautioned by Babbie and Mouton (2001), meticulousness in selecting study methods and procedures for data collection and analysis is imperative for maintaining rigor. Thus, qualitative researchers bear the responsibility of ensuring the accuracy, reliability, and validity of their study's conclusions.

In accordance with Maxwell's (2012) proposition, this study ensured objectivity by segregating respondents' accounts into credible and non-credible categories. This was achieved through the application of triangulation, member checks, and the incorporation of detailed, rich descriptions, as advocated by Creswell (2013). In order to gain a comprehensive understanding of the phenomenon under investigation—in this case, the conduct of PMDS assessments at the DTIC—triangulation, as defined by Denzin (2006) as the utilization of multiple methods or data sources in qualitative research, was employed.

Following the guidance of Miles, Huberman, and Saldana (2014), attention was given to outliers among respondents, surprises were pursued, and efforts were made to identify contradicting or unfavourable evidence to ensure study validity. Furthermore, Gunawan (2015) emphasizes that the reliability of a study hinges upon the agreement of the research report's reader. Lastly, the subsequent section delves into a succinct discussion of trustworthiness factors such as credibility, transferability, dependability, and confirmability.

4.6.1 Credibility

The interpretivist methodology used in this study explored how DTIC employees actually felt about how the department handled PMDS evaluations. As a result, credibility enables others to understand the participant's perception of the study's events (Thomas and Magilvy, 2011). According to Nyhan (2015), credibility is the degree of confidence readers and other researchers have in a study's conclusions. It focuses on the fieldwork or data collection stage, where the thoroughness and accuracy of participant observations and interview responses are dependent on the scope of the qualitative research (representative of the sample and sample size), as well as the validity of the measurement (Roller, 2012).

Through member verification (validation) and peer checking, the study's credibility was established (Yoshida and James, 2011). Another way to establish trustworthiness, according to Patton (2015), is triangulation, which includes interviewing, member-checking, observation, and document/literature analysis. Transferability is covered in the section after this.

4.6.2 Transferability

Transferability, as defined by Boffa, Moules, Mayan, and Cowie (2013), pertains to the extent to which research findings can be applied or extrapolated beyond the confines of the study. One method to illustrate transferability is by delineating the characteristics of the population under examination. Providing a description of the researched populations is deemed beneficial since future researchers may utilize the study results to generalize and bolster their own conclusions (Kaczynski, Salmona, and Smit, 2014). Moreover, if the sample adequately represents the target population, the findings may generalize and be applicable to another similar population (Welch, Plakoyiannaki, Piekkari, and Paavilainen-Mäntymäki, 2013). The validation of transferability lies in the generalizability of results to other groups (Elo, Kääriäinen, and Kyngäs, 2014).

4.6.3 Dependability

Dependability encompasses considerations of all environmental variables and their impact on the conduct of research (Wahyuni, 2012: 77). The terms consistency and dependability are often used interchangeably in qualitative investigations, denoting the accuracy of data from the study's conceptualization to the reporting of results (Bekhet and Zauszniewski, 2012). Through member checking and triangulation, the research attains "credibility, authenticity, transferability, dependability, and confirmability" (Creswell, 2013; Harvey, 2014).

To ensure the research's legitimacy, the researcher enlisted the services of a reputable transcription service, and the company's certificate of veracity is appended to the study (Appendix D). Following Bryman and Bell's (2011) recommendation, all interview transcripts and transcription scripts were retained for peer auditing. Additionally, an audit trail was established to enhance the study's credibility, involving steps such as describing the study's purpose, elucidating participant selection methods, outlining data collection and analysis procedures, presenting research findings, and detailing the techniques employed (Thomas and Magilvy, 2011). Confirmability will be discussed in the subsequent section.

4.6.4 Confirmability

Confirmability refers to the extent to which subsequent researchers and readers can corroborate the research findings (Houghton et al., 2013). Childers (2014) underscores the importance of providing access to the original report from which findings were derived to ascertain confirmability. Moreover, Childers (2014) suggests that researchers can enhance the reliability of their qualitative studies by furnishing readers with a comprehensive set of materials used in generating the original interpretations, such as interview transcripts, tables, and charts. This approach serves to demonstrate that the study's conclusions are rooted in participants' genuine experiences rather than being influenced by the researcher's biases or the methods employed to reach the conclusions.

The researcher's acknowledgment of their biases is another crucial aspect of confirmability. Morse (2015) asserts that confirmability is essential in qualitative research

as it pertains to the objectivity of the study. It serves as a criterion for ensuring that findings accurately reflect participants' perspectives rather than the researcher's own. Peer and member validation play a pivotal role in establishing credibility (Yoshida and James, 2011). In this investigation, the researcher is supported by two experts to ensure confirmability (objectivity). The methods employed to ensure the validity of this investigation are delineated in Table 4.5 below.

Table 4.5: Strategy for Trustworthiness

STRATEGY	CRITERIA	APPLICABILITY
Credibility	Prolonged engagement	<ul style="list-style-type: none"> • Building trust through honouring anonymity, honesty and openness. • Establishing rapport through spending time with the participants before the interview. • Saturation of data.
	Time sampling	<ul style="list-style-type: none"> • Sampling all possible situations (social settings, times of day, week, season, interactions).
	Interview technique	<ul style="list-style-type: none"> • Facilitative communication competence/training: probing, clarifying, summarizing, reflecting, and minimal verbal response, silence. • Pilot interview.
	Structural coherence	<ul style="list-style-type: none"> • Logical flow of argumentation and structure of report. • Presenting a holistic picture.
	Referential adequacy	<ul style="list-style-type: none"> • References are current, relevant and accounted for in list of references.

STRATEGY	CRITERIA	APPLICABILITY
	Triangulation	<ul style="list-style-type: none"> • Multiple methods of data collection are used; focus group interviews, individual interviews, naïve sketches, field notes and observation. • Multiple populations as stakeholders. • Multiple investigators. • Multiple theoretical perspectives. • Multiple facilitative communication techniques.
	Peer examination	<ul style="list-style-type: none"> • Discussion with peers. • Presenting findings at conferences, in-house.
	Member checking	<ul style="list-style-type: none"> • Informal member checking is done during interviews through clarifying and summarizing during the interview with the respondent. • Discussion with respondents. • Literature control. • Discussions with colleagues.
	Reflectivity	<ul style="list-style-type: none"> • The researcher makes use of a reflective journal and field notes.
	Authority of researcher	<ul style="list-style-type: none"> • Training in research methodology. • Supervisor/s. • “I will be there.” • Degree of familiarity with the phenomenon.

STRATEGY	CRITERIA	APPLICABILITY
		<ul style="list-style-type: none"> • Ability to conceptualize large amounts of data. • Multi-disciplinary approach.
Transferability	Dense description	<ul style="list-style-type: none"> • Purposeful sampling. • The respondents' demographics are described. <p>Direct quotes from the interviews are used to provide a detailed description of the findings.</p> <ul style="list-style-type: none"> • The literature re-contextualizes the findings.
Dependability	Code – recoding procedure	<ul style="list-style-type: none"> • All aspects of the research are fully described. This includes the methodology, characteristics of sample and process, and data analysis. • Data quality checks. • Peer review.
	Audit trail	<ul style="list-style-type: none"> • Process of research is logical, traceable and clearly documented, can therefore be audited for authentication.
Confirmability	Triangulation	<ul style="list-style-type: none"> • As described.
Authenticity	Fairness	<ul style="list-style-type: none"> • Preventing marginalisation through promoting inclusion in a proactive manner. • Take active steps to give everyone an opportunity to be heard in the investigation and in the text.

STRATEGY	CRITERIA	APPLICABILITY
		<ul style="list-style-type: none"> • To receive a fair and balanced treatment for their tales.

Source: Maritz and Visage (2010) in Isabirye (2015).

4.7 ETHICAL CONSIDERATIONS

The discourse on ethics and moral conduct revolves around enduring principles of right and wrong, good and bad (Lakshmi, 2014: 66). Throughout the completion of this study, the researcher ensured that ethical considerations were meticulously addressed. Upholding the participants' right to privacy and safeguarding them from potential harm were paramount during the research process. Permission to conduct the study was granted by the University Research Ethics Committee (see Appendix A).

As depicted in Table 4.1, our investigation adhered to international ethical standards. Furthermore, the study was guided by additional ethical guidelines, including:

- a) Ensuring the privacy, informed consent, confidentiality, and anonymity of the respondents;
- b) Participation was scheduled at the convenience of the respondents;
- c) Only employees who willingly chose to participate were considered for the study, and
- d) The draft of the study was shared with participants to solicit additional input and verify whether the interview data accurately reflected their perceptions, as proposed by the researcher.

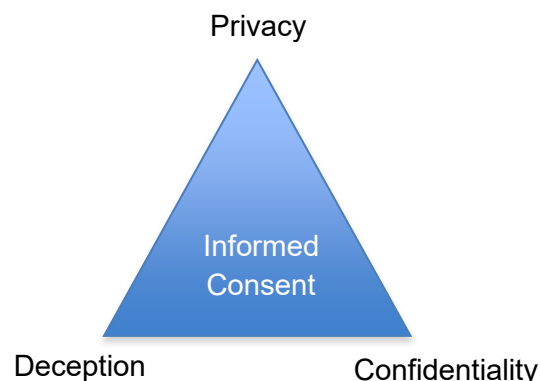
The ensuing sections delve into each of these dimensions of ethical considerations.

4.7.1 Informed Consent

Participants in this study were duly informed of their rights to freely participate in the research and to withdraw their participation at any stage without facing any repercussions. To ensure clarity and transparency, all participants were provided with an information sheet outlining pertinent aspects of the research, as stipulated by the Code of Human Research Ethics and Conduct (2012). Subsequently, participants were required to sign a consent form indicating their voluntary agreement to participate in the study, without any inducements or financial incentives (Khan, 2014). Saunders, Lewis, and Thornhill (2007) provide an illustration of different levels of informed consent, as depicted in the following figure and table respectively: [Figure and Table here]

The spectrum of consent encompasses lack of consent, involvement of deception, ambiguity regarding the nature of consent leading to implied consent, and fully informed, freely given consent (Saunders, Lewis, and Thornhill, 2007).

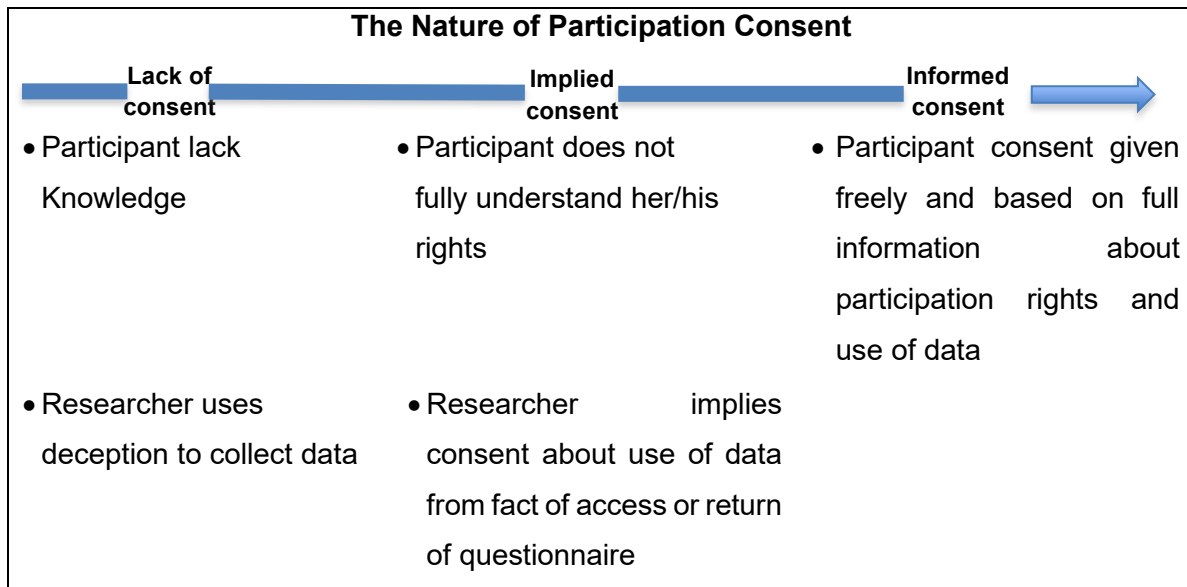
Figure 4.1: The nature of participants



Source: Adapted from Saunders, Lewis, and Thornhill, (2007: 183-184)

The level of informed consent is a continuum that ranges from lack of consent, deceptive consent, implied consent and freely given consent as illustrated in the table below (Saunders, Lewis, and Thornhill, 2000; 2007)

Table 4.6 The Nature of Participation Consent



Source: Compiled by the Researcher 2022

The spectrum of consent encompasses lack of consent, involvement of deception, ambiguity regarding the nature of consent leading to implied consent, and fully informed, freely given consent (Saunders, Lewis, and Thornhill, 2007).

Access to participants in this study was facilitated by their status as colleagues employed by the DTIC, facilitating a consultative process. Their proximity enabled the researcher to inform them about the study and obtain their informed consent for participation in interviews, with the freedom to withdraw from the process at their discretion and convenience. Therefore, the researcher sought informed consent from DTIC employees, the subjects of this study. Furthermore, the Code of Human Research Ethics and Conduct (2012) stipulates that researchers must ensure that individuals from whom data are collected for research purposes provide consent freely, based on comprehensive information.

The emphasis on voluntary consent is rooted in the need to safeguard participants from unethical research practices (Juritzen, Grimen, and Heggen, 2011). Aspects concerning confidentiality, anonymity, and transparency are explored in the subsequent sections.

4.72 Confidentiality, Privacy and Anonymity

In conducting this dissertation, the researcher prioritized issues of participant privacy, confidentiality, and anonymity to adhere to ethical principles and guidelines for research involving human participants, as outlined by Saunders et al. (2000: 459-462). These principles are underscored by Mclaughlin and Alfaro-Velcamp (2015), who assert the importance of respecting and protecting the rights of human participants in research endeavours.

Throughout this study, participants were assured that the information they provided and the study findings would be utilized solely for academic purposes. To safeguard confidentiality, each interviewee's transcript was assigned a unique code to protect their identity. Additionally, each interview guide was labelled with the interviewee's unique identification number. The researcher promptly removed any identifying information from the interview sheets upon completion of the survey, ensuring that no individual associated with the organization could identify specific participant responses; the researcher retains sole access to the collected data.

According to the Code of Human Research Ethics (2012: 22), participants in psychological research have the right to expect that the information they provide is treated confidentially and, if published, not identifiable as theirs. Table 4.4 below summarizes the international ethical principles that guided the study.

Table 4.7 Ethical Principles of the Belmont Report (adapted)

Principle 1: Respect for Persons	
Ethical convictions	Conditions following from the principle
<ul style="list-style-type: none"> • Treat individuals as autonomous agents. • Protect persons with diminished autonomy. 	<ul style="list-style-type: none"> • Participants voluntarily consent to participate in research. • Obtain informed consent. • Privacy and confidentiality are protected. • The right to withdraw from research participation without penalty.

[Consent monitors should be considered when participants have diminished autonomy.]	
Principle 2: Beneficence	
<ul style="list-style-type: none"> • Do unto others, as you would have them do unto you. 	<ul style="list-style-type: none"> • The risks of research are justified by potential benefits to the individual or the society – in research of a sensitive nature; a support system should be made available. • The study is designed so that risks are minimised and potential benefits maximised. While no risks were involved, the results of the research should be made available to all participants and UNISA, as an institution if they wish to have it.
Principle 3: Justice	
<ul style="list-style-type: none"> • Distribute the risks and potential benefits of research equally among those who may benefit from the research. 	<ul style="list-style-type: none"> • Vulnerable subjects are not targeted for convenience. • People who are likely to benefit from research participation are not systematically excluded.

Source: Maritz and Visagie (2010) in Isabirye (2015)

4.7.3 Beneficence

Beneficence, as expressed by Amdur (2003: 29), advocates for researchers to act in a manner that avoids harm to human subjects involved in research endeavours. In line with this principle, the researcher commits to making the recommendations derived from this study's findings available to DTIC management to aid in addressing pertinent issues related to the PMDS. Furthermore, under the guidance of the supervisor, these findings will be disseminated to the scientific community, other researchers, and UNISA, with the aim of contributing to the existing body of knowledge in the subject area.

To uphold the principle of beneficence, the researcher will ensure that the findings of the study are made accessible to the department and the participants. In doing so, the researcher must also adhere to the following guidelines outlined by Emanuel et al. (2004):

- a) Report all findings fully;
- b) Acknowledge and describe study limitations;
- c) Recognize the contributions of the supervisor and participants;
- d) Justify all conclusions and assertions; and
- e) Avoid any unethical manipulation of evidence.

4.7.4 Justice

In the realm of research ethics, justice pertains to ensuring an equitable distribution of risks and potential benefits among those involved (Farisco and Pentrini, 2016). Within the scope of this study, justice implies that participants may incur a calculated risk by participating, yet they are equally positioned to benefit from the study's findings. The researcher obtained permission to conduct this study from the DTIC management and also sought approval from the UNISA Ethics Committee to ensure ethical compliance (see Information Leaflet Appendix: B).

4.8 STRENGTHS AND LIMITATIONS OF THE STUDY

The limitations of this study stem from various factors related to the research design, sampling techniques, and data analysis, which may impact the validity of the study's conclusions. These limitations are succinctly discussed below:

- a) Personal bias, primarily influenced by the researcher's subjective viewpoints, may have influenced the interpretation of data. As a member of the DTIC's SMS-staff member cohort, the researcher's familiarity with and exposure to the PMDS annual performance evaluation process could have influenced data collection and analysis. This subjective perspective may have affected the interpretation of the collected data in this study. Additionally, biases could have arisen from interviewer bias

(involving the interviewer's comments, tone, or non-verbal behaviour) and interviewee bias (related to interviewee perceptions about the interviewer or perceived interviewer bias), impacting the reliability and dependability of interview data (Saunders, Lewis, and Thornhill, 2019: 447).

- b) The researcher did not incur significant travel expenses, except for submitting interview data for professional transcription. However, the cost associated with acquiring the latest version of Atlas.ti (version 9) for data analysis purposes was prohibitive.
- c) Interviewee hesitancy in openly and voluntarily sharing valuable information was somewhat limited by apparent fears and uncertainties regarding potential victimization and ostracism by their colleagues.

The real-life dynamics within government institutions, including contestations, turf wars, and gatekeeping cliques, provided a strong foundation for this research. These contextual factors enriched the study, revealing the complexity of the PMDS reward system through the collection and analysis of data. The richness of the data obtained during the study, coupled with the candid expression regarding the PMDS evaluation process, shed light on its intricacies and challenges.

Ultimately, practitioners involved in the PMDS evaluation process, both SMS-staff members and non-SMS staff members, stand to benefit from the findings of this study. By adopting strategies to adhere to the provisions outlined in the DPSA Policy Manual, they can mitigate the risks associated with deviating from the PMDS policy framework. Additionally, the findings may empower non-SMS staff members to utilize the proper appeals process in response to decisions made by Moderations and Appraisals Committees, which they perceive as unfair and unethical in the conduct of PMDS annual performance evaluations at the DTIC.

4.9 CONCLUSION

This inquiry was undertaken through a qualitative research method, which included, among others, the research philosophy, the research design, the nature of the research design and the research strategy. It comprised an interpretivist philosophy, a qualitative (non-statistical) approach, an exploratory design with descriptive elements embedded in it and descriptive phenomenological strategy. The focus of this study was to explore the perceptions of the DTIC employees regarding the conduct of the PMDS annual performance evaluations process in the department.

A sampling technique that was deemed appropriate to conduct this study is a purposive or judgemental approach. Data was collected through the semi-structured interview with open-ended questions that encouraged respondents to state their perceptions regarding the conduct of the PMDS at the DTIC. This approach facilitated the answering of the research question and its related objectives. The chapter concluded with a brief discussion of the study trustworthiness, ethical considerations and the strengths and limitations of the study. The next chapter (5) discusses the findings of the study.

CHAPTER 5

DATA ANALYSIS AND FINDINGS

5.1 INTRODUCTION

The primary objective of this research dissertation is to assess the perceptions of both Senior Management Staff (SMS) and non-Senior Management Staff (non-SMS) members within the DTIC (Department of Trade and Industry and Competition) regarding the implementation of Performance Management and Development System (PMDS) processes. Central to this inquiry is an examination of potential biases in the criteria utilized for allocating or withholding cash bonuses, thereby elucidating the dimensions of fairness inherent in PMDS awards. The overarching research question guiding this study is: **What are the perceptions of organizational justice among DTIC employees concerning the administration of PMDS within the department?**

To address this inquiry effectively, the following specific objectives have been delineated:

- To assess the perspectives of DTIC's SMS staff members regarding the execution of PMDS processes.
- To scrutinize various facets of organizational justice pertinent to PMDS implementation within the DTIC.
- To analyze the efficacy and impact of communication and feedback mechanisms between SMS and non-SMS staff members within the DTIC.
- To gauge the level of comprehension regarding the PMDS Policy Framework among DTIC employees.
- To evaluate the effectiveness of the PMDS Automated Performance Assessment Tool, colloquially known as the APAT.
- These objectives serve as guiding principles for the empirical investigation, facilitating a comprehensive understanding of the dynamics surrounding PMDS practices within the DTIC.

To fulfill the aforementioned objectives, Chapters 2 and 3 of this research endeavour undertook an extensive examination of existing literature concerning the PMDS Policy Framework and its implementation across various government departments within the South African public sector. Chapter 2 specifically focused on elucidating the analytical framework employed for interpreting data gathered from interviews conducted at the DTIC. Additionally, it entailed a comprehensive review of literature pertaining to the policy guidelines governing seamless PMDS implementation alongside associated challenges. Chapter 3, on the other hand, delved into diverse dimensions of organizational justice, PMDS procedures, communication feedback mechanisms, and the Automated Performance Assessment Tool (APAT). These aspects not only contextualized the aforementioned research objectives but also provided insight into the breadth of research conducted within the realm of PMDS.

In Chapter 4, the research methodology employed for data collection and analysis was expounded upon. Given the qualitative nature of this study, underpinned by an interpretivist philosophy, emphasis was placed on participants' interpretations of their social environment, contrasting the realist perspective positing an independent existence of reality from perceptions thereof (Saunders et al., 2016: 639). Consequently, this research sought to explore the perceptions of DTIC employees regarding their social reality. The research paradigm embraced herein adhered to an interpretive stance, characterized by a shift away from detached, objective research towards a more humanized, contextual, and reflective approach, prioritizing human meaning-making processes and knowledge claims (Yanow and Schwartz-Shea, 2014).

The exploration of DTIC employees' perceptions regarding the implementation of the PMDS was framed within an exploratory context, aiming to illuminate the practices adopted by SMS staff members within the South African public sector. In such exploratory endeavours, in-depth interviews serve as invaluable tools for comprehending contextual nuances and discerning underlying dynamics.

5.2 DATA COLLECTION SUMMARY

As advocated by Saunders, Lewis, and Thornhill (2016: 443), semi-structured interviews were chosen as a suitable methodological approach for this exploratory study. The study's design aligns with an exploratory stance, as it endeavours to delve into the perceptions of DTIC SMS staff members regarding the PMDS.

Sixteen (16) participants, comprising both DTIC SMS and non-SMS staff members, contributed to this study. The notion of "data saturation" assumes significance in qualitative research, denoting the point at which gathering additional data ceases to yield novel theoretical insights into the phenomenon under investigation. It serves as a guiding principle in determining sample size across various qualitative studies (Guest, Bunce, and Johnson, 2005). Moreover, data saturation is deemed to occur when the amassed information is deemed sufficient to replicate the study (O'Reilly and Parker, 2012; Walker, 2012), when further data collection fails to offer additional insights (Guest et al., 2006), and when additional coding becomes unfeasible (Guest et al. as cited in Fusch and Ness, 2015: 1408).

Guest et al. (2016) provide further elucidation on the concept of data saturation, emphasizing that purposive samples, a commonly utilized form of nonprobability sampling, often determine their size based on the notion of "saturation." This is the point at which no new information or themes emerge from the data [Online] Available at: <https://www.doi.org/10/1177/15>, (04-03-2023, 16: 41]. Furthermore, Fusch and Ness (2015: 1409) argue that employing probing questions and cultivating a state of epoché within a phenomenological study design can aid researchers in achieving data saturation.

To ensure the attainment of data validity in this study, all scheduled interviews were diligently conducted, addressing the principles of data saturation and research ethics. It is imperative to note that the size of a sample does not inherently guarantee the achievement of data saturation; rather, it is the composition of the sample that holds significance (Fusch and Ness as cited in Burmeister and Aitken, 2012). Furthermore,

the absence of new data often corresponds with the absence of new themes, indicating the attainment of data saturation (Fusch and Ness, 2015: 1409).

Thus, the decision to conduct all scheduled interviews was made to pre-emptively address the possibility of insights or additional themes emerging beyond the predetermined scope of the study. While the precise number of interviews required to reach data saturation remains indeterminate, it is essential for researchers to seize available opportunities (Barnard, 2012). Additionally, structuring interview questions to ensure uniformity across participants is crucial for achieving data saturation, as it mitigates the risk of continuously shifting targets (Guest et al., 2006, as cited in Fusch and Ness, 2015: 141).

In this study, the researcher opted for a homogenous group comprising DTIC SMS and non-SMS employees, selected through purposive sampling, also known as judgmental sampling, where cases are chosen based on their relevance to addressing research questions and objectives (Saunders, Lewis, and Thornhill, 2016:321).

Furthermore, data collection for this study was conducted using an interview guide, which is provided as Appendix D. Transcription of data was outsourced to VERBIS TYPING & TRANSCRIPTION SERVICES, a professional transcription service provider, whose contact details are included in a CERTIFICATE OF VERACITY provided as Appendix E. Data saturation in this study was achieved through semi-structured interviews with DTIC SMS and non-SMS staff members, focusing on their perceptions of PMDS implementation within the department.

All participants were DTIC SMS and non-SMS staff members stationed at the DTIC-Head Office in the Pretoria Central Business District, referred to as the DTIC-Campus. As all interviews were conducted at the DTIC premises, there was no need for the researcher to travel. The total duration spent conducting interviews amounted to 1,152 minutes, with the average interview duration of 72 minutes. While participants were proficient in English, they also expressed themselves and made comments in other official Native Languages

including SeSotho, IsiXhosa, SePedi, XiTsonga, IsiZulu, and TshiVenda. Due to time constraints and the duration required for transcription, the researcher was unable to provide interview transcripts to participants for approval, fact checking, and corrections.

Field notes were diligently recorded to complement the audio data and verify the accuracy of transcriptions (refer to Appendix E) (Silverman, 2013: 288). Additionally, reflective notes concerning the interview setting and insights gleaned during each session were documented post-interview. This reflective practice persisted throughout the data analysis phase, facilitated by a memo-based system within Atlas.ti, also categorized as a Computer-Assisted Qualitative Data Analysis Software (CAQDAS). Furthermore, a Declaration by the Editor pertaining to this dissertation is provided as Appendix F.

Table 5.1: Reference System Used to Report the Findings

Example	3:14:139:151
Where 3 represents the number of the primary document and participant's Number (i.e. interview transcription).	
Where 14 represents the quotation number in the transcription.	
Where 139 represents the starting line.	
Where 151 represents the ending line.	

Source: Adapted from Davis (2013:231)

5.3 FINDINGS ACCORDING TO A THEMATIC ANALYSIS

Performance management, as elucidated by Grobler, Warnich, Carrel, Elbert, and Hatfield (2011), emerges as a pivotal process profoundly influencing organizational efficacy, wherein managers and employees collaborate to establish expectations, assess outcomes, and acknowledge performance. The intricacies of performance management necessitate a concerted effort among all DTIC staff members to foster a comprehensive PMDS process conducive to realizing organizational objectives and goals.

Table 5.2: Thematic Map (Themes, Categories and Codes)

Theme	Category	Code (Sub-Category)
PMDS Process	Evaluation	<ul style="list-style-type: none"> • Managerial Attitude • Practice of PMDS
	Criteria	<ul style="list-style-type: none"> • Quality Standards • Managerial Expertise
Organisational Justice	Distributive	<ul style="list-style-type: none"> • Equity • Transparency
	Procedural	<ul style="list-style-type: none"> • Neutrality • Consistency
	Interactional	<ul style="list-style-type: none"> • Dignity
Feedback Loops	Mode	<ul style="list-style-type: none"> • Level of Support • Perceptions
	Impact	<ul style="list-style-type: none"> • Attributes
PMDS Policy	Understanding	<ul style="list-style-type: none"> • Context
	Implementation	<ul style="list-style-type: none"> • Alignment
	Criteria	<ul style="list-style-type: none"> • Equity
PMDS Tools	Manual	<ul style="list-style-type: none"> • People-centric
		<ul style="list-style-type: none"> • Seamless
	Automated	<ul style="list-style-type: none"> • Interactive (GUI)
		<ul style="list-style-type: none"> • Fit-For-Purpose

Source: Adapted from Merriam and Tisdell (2016:199-203)

5.3.1 Theme 1: PMDS Process

Managers tasked with performance evaluation across South African Government Departments are mandated to assess employees' performance in alignment with the PMDS Policy Framework of the DPSA and departmental policy guidelines. The primary objective of this study was to evaluate DTIC employees' experiences and attitudes

concerning the implementation of the PMDS within the department. It is imperative for managers to recognize that their approach to performance evaluation can significantly impact the attainment of both individual and organizational objectives. As noted by Smit, Cronje, Brevis, and Vrba (2011: 364-365), the process of performance evaluation and reward allocation can influence group performance by shaping behaviours incentivized by the system.

Theme 1 contributes to the first objective by delving into the concept of action quantification, wherein the evaluation process involves quantifying performance against Key Performance Areas (KPA) and Key Result Areas (KRAs) established by departmental units. Additionally, the theme explores the criteria used to assess performance management, delineating standards against which performance is evaluated as maybe favourable, unfavourable, or neutral (Pycraft, Singh, and Phihlela, 2000: 653).

Table 5.3 Theme 1: Conducting the PMDS Process

Theme	Category	Code (Sub-Category)
5.3.1 PMDS Process	5.3.1.1 Evaluation	<ul style="list-style-type: none"> • Managerial Attitude • Practice of PMDS
	5.3.1.2 Criteria	<ul style="list-style-type: none"> • Quality Standards • Managerial Expertise

Source: Adapted from Merriam and Tisdell (2016:199-203)

While performance standards matrices predominantly find utility within the private sector, their relevance extends equivalently to the public sector, as delineated in the table provided below:

Table 5.4: Some typical partial measures of performance

Performance Objective	Some Typical Measures
Quality	<ul style="list-style-type: none"> • Level of customer complaints • Customer satisfaction score
Speed	<ul style="list-style-type: none"> • Customer query time (turn-around-time) • Actual versus theoretical throughput time
Dependability	<ul style="list-style-type: none"> • Schedule adherence
Flexibility	<ul style="list-style-type: none"> • Range of services (service delivery mandates)
Cost	<ul style="list-style-type: none"> • Utilisation of resources • Labour Productivity • Added value • Efficiency

Source: Adapted from Pycraft, Singh and Phihlela (2000: 654)

Theme 1 was further subdivided into the evaluation process of Performance Management and Development System (PMDS) alongside their respective criteria or standards for assessing performance. Each one of these categories and their relevant codes are discussed in the sections below.

5.3.1.1 Evaluation

In conducting this study, the assessment of the Performance Management and Development System (PMDS) was segmented into two codes: managerial attitude (referring to demeanour or disposition) and the PMDS practices (denoting routines or procedures), both pivotal in the annual performance appraisal process.

5.3.1.1.1 Managerial Attitude

At the DTIC, both the SMS and non-SMS staff members collectively possess a wealth of experience and expertise totalling 201 years, with an average tenure of 13 years per

individual. Given this extensive exposure and proficiency in conduct of the PMDS annual evaluation process, SMS staff should consistently be motivated to fulfill this responsibility. However, participants' 8 and 10 have highlighted that SMS staff members express reluctance in evaluating their non-SMS colleagues. This observation suggests that the annual performance evaluation process instils significant stress and tension among both SMS-staff and non-SMS staff members, as outlined below::

P 8: 01DMM2021.doc - 8:2 [please share with me your view...] (81:81) (Super)

Codes: [PMDS conduct not transparent] [PMDS discriminatory at Moderation Committee] [PMDS is poorly implemented] [PMDS Manager, that is, SMS do not enjoy appraising staff] [PMDS not democratic and inclusive]

**P10: 03SMF2021.doc - 10:3 [EXPERIENCE/VIEWS REGARDING/THE...] (96:159)
(Super)**

Codes: [PMDS collusive, corrupt and coercive] [PMDS fraudulent, punitive and unfair] [PMDS poorly implemented] [PMDS Managers SMS-staff do not like PMDS] [PMDS undemocratic].

Participation in the PMDS process for some of the DTIC employees is only a formality that is regarded as a waste of time. This sentiment is expressed as follows by Participant 10:

“Since I started I can say that the system is fraud, it does not go anywhere. Since I joined let us say my later, since I became a PA, I only got a performance bonus once and by then I did not deserve it.” (10:3:96:102)

Participant 14 who also felt that the SMS staff members are unwilling to conduct the annual PMDS evaluation process corroborates this assertion.

**P14: 07MAHM2021.doc - 14:5 [EXPERIENCE/VIEWS REGARDING/THE...] (150:160)
(Super)**

Codes: [PMDS manager do not like conducting the PMDS] [PMDS managers or supervisors are unsupportive] [PMDS scoring is biased against non-SMS staff].

Respondent 14 recounted the feeling regarding the experience with the conduct of the PMDS process as follows:

“Well you know, one of the challenges that we experience, obviously, you are forced to reach 3, a 3 which is 100% at decision, so whether you can work over and above, you get constraints to say a 100% is safe because people, they do not want to vouch for you. You get my point?” (14:5:152:153)

A dislike for conducting the PMDS annual evaluation process may be motivated by the intricacies of the PMDS processes itself. The practice of the PMDS process is interrogated in the next section.

5.3.1.1.2 The Practice of PMDS

It is noteworthy that the PMDS policy framework for SMS members mandates the evaluation of Key Result Areas (KRAs) and demonstrated managerial competencies against Core Management Competencies. The framework stipulates the use of a standardized 4-point scale for rating performance. [Online] Available at: <https://www.dpsa.gov.za>, (03-11-2022, at: 22:09]. The practice of PMDS annual performance evaluations is rooted in the PMDS act and encompasses norms and standards that govern this process. Participant 7 highlighted a discrepancy in the alignment of the PMDS practices at the DTIC with the department’s developmental mandate.

P 7: 016TMM2021.docx - 7:2 (71:140) (Super).

Codes: *[PMDS challenging to report when in Coordination like DTIC] [PMDS incongruent with job descriptions and KRAs] [PMDS misaligned with reporting lines and frustrating] [PMDS SACU and Negotiations difficulties with role-definition] [PMDS SACU and Negotiations Units misaligned in terms of reporting fragmented] [PMDS SMS easy to sit with and map out KRA's in SACU].*

Despite the challenges with the annual PMDS evaluations, the DTIC's employees continue to honour the PMDS process. Some of the employees decry a lack of "support" (4:25:154:1550 in executing their responsibilities.

**Q2. P10: 03SMF2021.doc - 10:3 [EXPERIENCE/VIEWS REGARDING/THE...] (85:161)
(Super)**

Codes: *[PMDS collusive, corrupt and coercive] [PMDS fraudulent, punitive and unfair] [PMDS is poorly implemented] [PMDS Managers SMS-staff do not like PMDS] [PMDS undemocratic.]*

The DTIC's SMS-staff and their non-SMS counterparts are an integral part of the PMDS annual evaluation processes. Interpersonal relations and communication are important and determine the success or failure of the PMDS process. Members of the SMS-staff, that is, managers' behaviour, attitude, approach and orientation towards their non-SMS colleagues play an important role in the conduct of the PMDS process. The criteria for conducting the PMDS process are examined in the next section.

5.3.1.1.3 Criteria

For purposes of this study, the annual performance evaluations apply to the non-SMS staff that must be assessed in terms of DTIC's internal PMDS policy. The revised PMDS policies ensure a linkage between organisational (DTIC) individual and performance [Available at: <https://www.dpsa.gov.za>, accessed on: 03-11-2022, at: 13:09]. The criteria for the conduct of the PMDS at the DTIC were separated into the quality standards against which the participants are assessed and the managerial competencies required to undertake this process. These codes for quality standards and the managerial expertise are explored in the next sections.

5.3.1.1.4 Quality Standards

The PMDS policy framework for SMS-staff members provides for a standardized 4-point scale to rate performance. The rating score of "3" (fully effective) translates to 100% while the DTIC's rating scale ranges between 1 and 5 ("5" fully effective) is the quality standard

for assessing annual performance evaluation to qualify for the PMDS award or cash bonus [Available at: <https://www.dpsa.gov.za>, accessed on: 03-11-2022, at: 22:09]. Participant 14 decries management's (SMS-staff) practice of inappropriately applying the PMDS scoring process.

**P14: 07MAHM2021.doc - 14:5 [EXPERIENCE/VIEWS REGARDING/THE...] (150:160)
(Super)**

Codes: *[PMDS manager do not like conducting the PMDS] [PMDS managers or supervisors are unsupportive] [PMDS scoring is biased against non-SMS staff].*

Participant 6 lauds the efficiencies of the PMDS process but raised concerns regarding the SMS staff tendencies of purposely rating (scoring) their non-SMS counterparts low thus invoking tensions and conflict.

**P6: 015TNM2021.docx - 6:6 [EXPERIENCE/VIEWS REGARDING/THE...] (230:239)
(Super)**

Codes: *[PMDS Awards received 6 or 7 out of the 11 years at DTIC] [PMDS is consistent across RSA government in giving awards] [PMDS is fair based on performance evidence] [PMDS Manager raise conflicts during appraisal times and grade non-SMS staff low] [PMDS Manager, that is, SMS do not enjoy appraising staff].*

In respect of a manager who does not provide support, Participant 6 pointed the following out:

"She was not part of the conversation but tend to hear what is happening, I thinks as a manager she was supposed to help, you known, she was supposed to help her and say here you should have done this and this and this.... I think, I don't know, maybe I am just not expecting anything from her, may she doesn't give support to others but for me ... I have turned to or I have come to a point where I know I will do one two three by myself...." (10:3:265:285)

The PMDS quality standards include a rating system for the annual performance evaluation process. This tool is capable of monitoring the scoring process against being solely left to the discretion of various committees and members of the SMS staff. The following section scrutinizes the code of managerial competences.

5.3.1.1.5 Managerial Expertise

The participant's career experience at the DTIC ranged between six (6) and twenty-three (23) years. The group's collective average experience added up to thirteen (13) rounded up. Despite a seemingly high number of years spent by the participants at the DTIC, managerial skills in the South African public sector are still a major concern. Participant 6 mentioned the following regarding the managerial skills at the DTIC:

**P6: 015TNM2021.docx - 6:12 [VIEWS ON PERFORMANCE MANAGEMENT.] (325:403)
(Super)**

Codes: *[PMDS hinges on type of manager] [PMDS manager power-hungry and autocratic] [PMDS managers vindictive, punitive and abusive] [PMDS policy Manager user-unfriendly] [PMDS policy poor implementation] [PMDS policy well crafted].*

An important prerequisite for the effective functioning of work teams is that team members should be collectively appraised and rewarded (Smit, Cronje, Brevis, and Vrba (2011: 364-365). Participant 6 decried the manager who does not seem to enjoy appraising staff as follow:

"Sometimes its not like she is not enjoying doing it, she just does not want to do the right thing. Yes, I have all the, I have all the keys to open... The "power", so if I do not release the powers to them they will not get it. I think that is what this is because you can't say someone who is at the director level does not know how to manage, does not know how to handle "performance" (6:35:376:391).

5.3.2 Theme 2: Organizational Justice

The SMS staff members at the DTIC are required by law (PMDS Policy) to practice diligence when they performing PMDS evaluations. Organizational justice refers to the “just and fair manner in which organizations treat their employees”, hence the term “justice” and “fairness” tends to be used interchangeably (Eibas cited in Nethavhani, 2020: 19). The second objective was intended to evaluate different aspects of organizational justice with respect to the conduct of the PMDS. Theme 2 enhanced objective two by examining the three aspects of organizational justice.

Studies of fairness have shown that fairness perceptions explain unique variance in key attitudes and behaviours including organisational commitment-trust in management, citizenship behaviour, counterproductive behaviours and task performance (Cohen-Charash and Spencer, 2002; Colquitt et al., 2001). Organizational justice in this study was investigated under four components of justice including distributive justice, procedural justice, and interactional justice.

Distributive justice involves an individual’s perceptions of fairness with regard to the distribution of resources (PMDS rewards and cash bonuses) and outcomes in the organization (Greenberb, 1990; Williamson as cited in Nethavhani, 2020: 20). Procedural justice (the PMDS processes) - refers to the perceived fairness of organizational procedures used to make decisions (decisions of the Moderation Committee) relating to the outcome decisions (PMDS awards and/or cash bonuses), (Coetzee, 2005; Fernandes and Awamleh, 2006, Williamson & Williamsoncited in Nethavhani, 2020: 20).

Furthermore, interactional justice in the context of this study – representing the extent to which managers and supervisors treat people with dignity and respect (how the SMS staff members at the DTIC relate to their non-SMS counterparts (O’Neill and Hastings, 2011; Xie and Dai, 2016; Vakili, Safarnia and Millahosseini, 2014). Table 5.5 below, is the section of the thematic map covering Theme 2: Organizational Justice.

Table 5.5 Theme 2: Organizational Justice

Theme	Category	Code (Sub-Category)
5.2.1 Organizational Justice	5.2.1.1 Distributive	<ul style="list-style-type: none"> • Equity • Transparency
	5.2.1.2 Procedural	<ul style="list-style-type: none"> • Neutrality • Consistent
	5.2.1.3 Interactional	<ul style="list-style-type: none"> • Dignity

Source: Adapted from Merriam and Tisdell (2016:199-203)

5.3.2.1 *Distributive Justice*

Distributive justice is deeply ingrained in Adam’s (1965) equity theory, which is premised on the inkling that group behaviour is contingent on the distribution of organizational largesse, such as appointment, performance appraisals, pay rise/raise and retrenchment decisions and the equitable apportionment of rewards (Chen and Church, 1993; Ghosh et al.; 2014, Niehoff & Moorman, as cited in Kumasey et al., 2019: 81).

The system of performance management is used for the identification of development support and a review process to develop performance and subsequent objectives and can be used as a decision-making tool for the distribution of performance related pay and promotion (Brewser et al., 2008.) The one the researcher found is Brewser, Sparrow and Vernon (2007). For purposes of this study, the participants’ perception of justice is divided into equity (fairness and justice) and transparency (open, honest and forthright) regarding the conduct of PMDS, which is the central focus of this study.

5.3.2.1.1 *Equity*

All the participants, without exception, have participated in the PMDS evaluations at the DTIC. The PMDS policy provisions require that all the SMS and non-SMS staff members be periodically evaluated regarding their performance with the primary aim being an improvement in the provision of service delivery to the South African citizens. Equitable

distribution of resources through the PMDS awards for deserving employees is a challenge, not only at the DTIC, but also across all government departments. Equitable distribution of the annual PMDS awards or cash bonuses (distributive justice) is a reflection of an efficiently and effectively implemented PMDS policy framework.

Participants 5 and 10 decried the prevalence of inequities that beset the conduct of the PMDS process at the DTIC. These participants maintain that the principles of equity and fairness as expressed in the PMDS policy norms and standards are not applied in the conduct of the annual performance assessments.

P5: 014TMLF2021.doc - 5:16 [ISSUES/CHALLENGES OF ORGANIZAT.] (316:324)
(Super)

Codes: *[Organizational Justice during PMDS is and inequitable at the DTIC]*
[Organizational Justice has no feedback loops] *[Organizational Justice is biased]*
[Organisational Justice is governed inconsistency and biased] *[Organizational Justice is riddled with inequalities]* *[Organizational Justice selective information sharing in favour of SMS].*

P10: 03SMF2021.doc - 10:4 [PERCETPIONS/VIEWS OF ORGANIZAT...] (180:300)
(Super)

Codes: *[Distributive Justice is discriminatory and riddled with favouritism]*
[Distributive Justice is exclusionary, inequitable] *[Interactional Justice is applied with condescending tendencies by SMS staff towards non-SMS staff]* *[Interactional Justice is non-consultative]* *[Organizational justice is understood]* *[Procedural Justice has selective information sharing tendencies]* *[Procedural Justice is autocratic]* *[Procedural Justice is inconsistent]* *[Procedural Justice is biased]*

Participant 10 expressed the following perception regarding inconsistencies in organizational justice at the DTIC:

“No, we are not treated equally at all. There are the favourite and there are the special and there are those who are just human being who are coming to

work, I have a personal experience on that when I was sick and then I finished my days and after finishing my days I had to go to HR to collect, what do you call that form, incapacity....” (10:4:194:195)

The above points to a dissatisfaction regarding the inequities that plague the conduct of the PMDS at the DTIC. Future studies may reveal intriguing patterns inequities, imbalances and unfair PMDS evaluations practices at the DTIC. The participants further reflect on their experiences regarding issues of transparency in the next code.

5.3.2.1.2 Transparency

The PMDS policy framework’s norms and standards require that employees who are subjected to the PMDS process be given honest and transparent feedback. Decisions of the performance evaluation must be timeously communicated to the employees. Future research into the conduct of the PMDS may also highlight the prevalence of lack of transparency in its (PMDS) processes. Transparency involves an honest, open, and straightforward process of disclosing information to employees, which should be practiced by the practitioners of the PMDS process, that is, the SMS staff at the DTIC. The participants of this study expressed their views regarding lack of transparency in the conduct of the PMDS at the DTIC.

While Participant 9 expressed mixed feelings about the prevalence of secrecy regarding distributive justice in the conduct of the PMDS, Participant 11 pointed to the lack of transparency in the codes below.

P 9: 02FMF.doc - 9:11 [PREVALENCE/ABSENCE OF ORGANIZ...] (414:415) (Super)

Codes: *[Difficult in implementing distributive justice] [Organisational justice is shrouded in secrecy] [Organizational justice is understood]*

P11: 04HM2021.doc - 11:5 [PREVALENCE/ABSENCE OF ORGANIZA...] (274:405) (Super)

Codes: *[Distributive Justice exhibits signs of acknowledgement] [Distributive Justice lacks transparency] [Distributive Justice is equitable] [Organizational justice is understood] [Organizational justice exhibits equal treatment/equity across the DTIC]*

With respect to Distributive Justice being secretive, Participant 11 raised the following:

“Because you will find out only one team within the chief directorate know, know about this project, where else other stakeholders were not involved from day one when the project has commenced. Sometimes they will only inform you when the project is on the advanced stage where things start there, they need your input from your unit. So that is where I have a challenge, because if there is a project, you call all of us, all the stakeholders from day one, we sit down, we discuss the project plan for that project.” (11:5:378:382)

Although Participant 6 thought that the organizational justice was unfair, this participant highlighted the existence of selective or partial feedback regarding the outcomes of the PMDS process.

P6: 015TNM2021.docx - 6:13 [I think it is [There’s equity...]] (413:503) (Super)

Codes: *[Organizational justice is unfair but equitable] [Organizational Justice is based on dignity and clear lines of communication] [Organisational Justice not understood] [Organizational Justice is based on selective feedback loops].*

Evaluation feedback based on the principles of Management by Objective wherein subordinate and superiors (SMS-staff) collaborate in translating broad organizational (DTIC) goals into specific individual goals results in employee motivation, increased clarity of outputs and improved communication (Smit et al., 2011: 154-157). The preceding indicates that the employees of the DTIC regard transparency as an integral part of distributive justice in the conduct of the PMDS evaluations. In the paragraph below, the participants express their views regarding the principle of procedural justice in the conduct of the PMDS evaluations at the DTIC.

5.3.2.2 Procedural Justice

Procedural justice at the DTIC was discussed under the sub-codes of neutrality and consistency. This code reflects ‘fairness in the methods, mechanisms, and processes used to determine outcomes’ (Folger & Cropanzano, 1998; Ghosh et al. as cited in Kumasey et al., 2019: 81). The conduct of the PMDS at the DTIC involves different stakeholders including members of the SMS staff, the Moderation Committee and the PMDS Evaluation Committee who oversee the entire process. The importance of the application of the PMDS Policy Framework’s norms and standards was emphasised at this stage. The codes of neutrality and consistency are covered in the next sections.

5.3.2.2.1 Neutrality

The PMDS Policy Framework stipulates that members of the SMS in all departments must maintain a neutral, that is, unbiased approach in their assessments of their non-SMS staff counterparts’ annual performance evaluations. In doing so, they must apply the prescribed evaluation standards in scoring each employee’s performance. Participant 4 indicated that the DTIC’s PMDS process deviates from the principle of procedural justice on the basis of biasness.

P 4: 013TMOF2021.doc - 4:15 [ISSUES/CHALLENGES OF ORGANISAT...] (362:374) (Super)

Codes: [No understanding of Organizational Justice] [Organizational Justice is biased and erroneous] [Organizational Justice is filled with inequities and unfairness in bonus awards] [Organizational Justice is riddled with inequalities] [Organisational Justice poorly implemented].

Participant 7 pointed out that the PMDS process does not conform to the policy provisions since it does not include the required standards in evaluating performance.

P7: 016TMM2021.docx - 7:8 [I think that will be difficult...] (246:348) (Super)

Codes: *[Organizational justice - distributive justice questionable criteria for awarding bonuses] [Organizational justice - Moderation Committee biased in awarding bonuses without knowing areas of responsibilities of staff members] [Organizational justice misunderstood/clueless about it] [Organizational justice promotes biased and selective rewards systems] [Organizational Justice is biased as it awards only SMS at the expense of the entire non-SMS team members] [Organizational Justice is biased due to Self-Serving Managers] [Organizational Justice is inequitable and inconsistent sharing of PMDS bonuses]*

5.3.2.2.2 Consistency

The Moderation Committee (MC) and Performance Management Development Evaluation Committees (PMDEC) are intended to ensure consistency in performance appraisals of the non-SMS staff members during the conduct of the PMDS at the DTIC. These committees serve as a peer review mechanism allowing different managers to review performance ratings and to ensure that appropriate standards are maintained during conduct of the PMDS process. Although Participant 8 perceives the PMDS process as fair, he or she complained about unsupportive SMS staff and the inconsistent nature of the PMDS process at the DTIC.

P8: 01DMM2021.doc - 8:7 (292:292) (Super)

Codes: *[Distributive Justice is fair and consistent] [Distributive Justice is equitable] [Interactional Justice is transparent in communication] [Interactional Justice SMS staff member, that is, Managers are supportive] [Organizational Justice is understood to mean fairness] [Procedural Justice has a top-down and discriminatory approach] [Procedural Justice is filled with inconsistencies] [Prodigal Justice SMS staff member status-conscious and hierarchical].*

Participant 8 alleged inconsistencies that allow SMS members to subvert the PMDS process by awarding themselves the PMDS awards or cash bonuses.

P3: 012RNF2021.doc - 3:14 [ISSUES/CHALLENGES OF ORGANIZAT...] (139:151)
(Super)

Codes: [] *[Aggression wins PMDS awards] [Organizational Justice is a tick-box exercise] [Organizational Justice is top-down] [SMS reward themselves unduly and claim subordinates inventions as theirs]*

Participant 3 lamented the DTIC's SMS-staff management style for being "top down" in addition to being "aggressive" towards their non-SMS counterparts and not recognising their opinions and efforts.

Even though both participants 3 and 8 thought that Distributive Justice at the DTIC was fair and equitable, participant 3 raised concerns with regarding a top-down approach adopted by members of the SMS-staff members towards their non-SMS counterparts. Participant's 3 concerns were expressed as follows:

"In a talk-down model, if you DDG does not regard you as nothing, it goes down to your line manager. Most senior managers they look at your level, then look at your position and if you are not ASD or DD they do not look much on, they do not, even if you come up with an opinion, even if it is within the meet they look at you right away, it is not director, it is not a DD. They water down what you think, what you suggest." (8:7:370:374)

Further studies into the conduct of the PMDS process with respect to consistency may serve to highlight the prevalence of high levels of inconsistencies in the process across the South African public sector. The next section examines the principle of interactional justice regarding employees' perception in the conduct of the PMDS at the DTIC, which is the focus of this research.

5.3.2.2.3 Interactional Justice

Interactional Justice measures the relational practices and treatment of personalities within organisations (whether individuals are spoken to with genuineness and sensitivity) and the level of magnitude to which the reasons behind the actions/outcomes are

explained (Bies and Moag, 1986; Ghosh et al., as cited in Kumasey et al., 2019: 81). After having explored the principles of distributive and procedural justices, the dignity below investigates the principle of interactional justice regarding the employees' perceptions in the conduct of the PMDS at the DTIC, the main thrust of this study.

5.3.2.2.4 *Dignity*

The principle of interactional justice entails a need for the appropriated treatment of the non-SMS members during the annual performance evaluations at the DTIC. Irrespective of how many PMDS processes employees have been subjected to in their careers at the DTIC, the principles of interactional justice must be maintained. To this end, Participant 14 highlighted how members of the SMS staff misuse the PMDS process at the DTIC.

**P14: 07MAHM2021.doc - 14:8 [INTERVIEWEE: Well I think orga...] (253:253)
(Super)**

Codes: *[Organizational Justice is used to victimise others] [Organizational Justice is like an Animal Farm at DTIC with some more equal than others.] [Organizational Justice is plagued by rigidities and leadership paralysis] [Organizational Justice is riddled with corruption and patronage] [Organizational Justice: there is little or no knowledge of what Organizational Justice means]*

Participants 4 and 13 outlined flaws in the conduct of the PMDS process at the DTIC as follows:

**P13: 06MR.PM2021.doc - 13:4 [Okay. Have you come across the...] (267:273)
(Super)**

Codes: *[Organizational Justice is dysfunctional at DTIC leading to staff low morale] [Organizational Justice is discriminatory at DTIC] [Organizational Justice lax and causes despondency]*

P4: 013TMOF2021.doc - 4:17 [INTERVIEWEE: I do not think the.] (546:558) (Super)

Codes: *[Organizational Justice appreciation of employee input leads to productivity] [Organizational Justice during PMDS is unjust at the DTIC] [Organizational Justice is an*

unfair process at the DTIC] [Organizational Justice is unfair and stressful period for PMDS] [Organisational Justice means satisfied employees will deliver] [Organizational Justice no understanding]

Participant 4 cautioned that if employees unappreciated, they would not be productive while employees with a sense of belonging give their utmost to being productive as follows:

“Ja, I think the importance of organizational justice is that if employees, if the perception is that their inputs into an organisation are ‘valuable’ and their ‘contribution’ it is appreciated by management... I am telling you that have a positive impact on ‘productivity’ of such a person. Unfortunately, unsatisfied employees will never put you no 100% to their work.” (4:59:518:526).

Participant 4 stated their experience with the PMDS and Organisational Justice:

“Mm-mm. It is “never”; it is “not a fair process”. Ja, anytime, of the year it is never, it is never fair, it is always in our, during assessments, PA assessment ja, ja it is really a “stressful” time for employees.” (4:62:538:542)

Participant 13 expressed concerns regarding the unequal treatment of employees during the PMDS. When asked about how staff members are treated they responded as follow:

“No, not at all [Staff does not feel appreciated at DTIC]” (13:13:290)

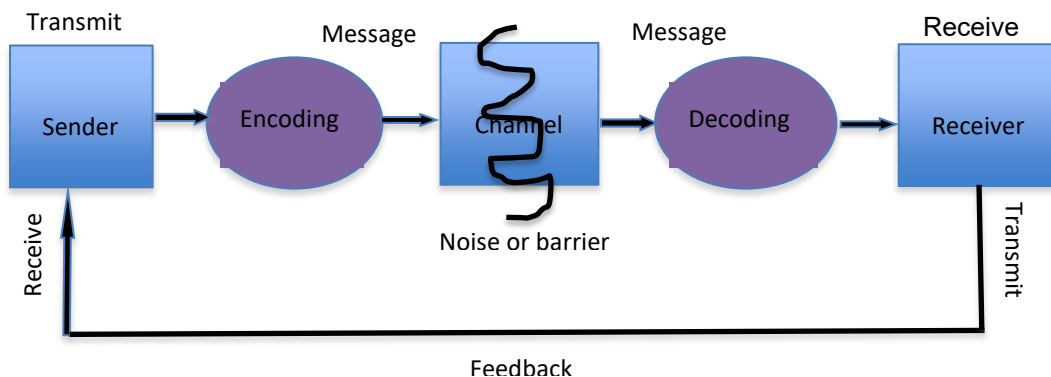
The participants of this study raised concerns regarding the application of the principles of organizational justice in the conduct of the annual PMDS evaluation process. These include distributive, procedural and interactional justice used in the conduct of each employee’s annual PMDS evaluation. While organizational justice remains important in the annual performance evaluation process, evaluative feedback is even more crucial in ensuring that transparency, equity, neutrality (impartiality) consistency and dignity is

maintained throughout the process. The section below discusses the feedback loops in the conduct of the PMDS annual evaluation process.

5.3.3 Theme 3: Feedback Loops

At present, feedback is a permanently used tool, both in personal and professional life being the result of the communication process and the conclusion of the message we transmit, our mirror and the way we relate to the environment (the DTIC as a workplace) (Onorel, 2019: 30). Communication feedback loops are illustrated in figure 5.1 below. Therefore, the importance of communication and feedback at the DTIC can never be overemphasised. The aim of the third objective was to assess the status of communication and feedback loops between the SMS-staff members and their non-SMS counterparts at the DTIC. Theme 3 adds to this objective by examining the significance of feedback loops especially in conducting the annual PMDS evaluation process.

Figure 5.1 Steps in the communication process



Source: Adapted from Smit et al., 2011: 411

In defining feedback, Chaousis (2001: 89) points out that feedback is evaluative information (on going assessment or post-performance report) about the performance of a team, an individual or product. Theme 3 further enhances feedback loops by focusing on the impact of performance. Satisfaction with appraisal feedback is regarded as one of the most consequential of the reactions to appraisal feedback (e.g. Dorfman, Stephen and Loveland, 1986; Giles and Mossholder, 1990, Keeping and Levy, 2000). Table 5.6

below outlines the thematic map covering Theme 3: Feedback Loops. The feedback loops are further explored and the impact thereof is also examined at length.

Table 5.6 Theme 3: Feedback Loops

Theme	Category	Code (Sub-Category)
5.2.3 Feedback Loops	5.2.3.1 Mode	<ul style="list-style-type: none"> • Level of Support • Perceptions
	5.2.3.2 Impact	<ul style="list-style-type: none"> • Attributes

Source: Adapted from Merriam and Tisdell (2016:199-203)

In the section that follows, Theme 3 was further categorized into the mode or methods of feedback loops and impact thereof in the conduct of the PMDS processes. Further, each one of these categories and their related codes are each explored in the sections below.

5.3.3.1 Mode

For purposes of this study, the mode of feedback loops and its related codes was further explored. The mode of feedback loops is explored with respect to moral and technical support for the non-SMS staff members by their senior SMS-staff counterpart and the views ascribed to the mode of feedback by the non-SMS staff members in the conduct of the PMDS at the DTIC, which is the central focus of this study.

5.3.3.1.1 Level of Support

The level of support by the SMS-staff members to their junior counterparts at the DTIC was deemed to be lacking by the non-SMS staff members. Both technical and moral support for the junior staff members in the execution of their duties was regarded as inadequate.

Participants 6 and 7, among others, expressed poor support from the SMS-staff members who other than being somewhat approachable, appeared to be mainly concerned with giving instructions to their junior colleagues.

P6: 015TNM2021.docx - 6:8 [Code 1: Superficial and unhelp...] (314:322) (Super)

Codes: *[Feedback loops SMS unsupportive to non-SMS staff] [Feedback loops abusive and divisive] [Feedback loops communication breakdown] [Feedback loops unapproachable, unhelpful Managers]*

Participant 6 responded as follows when asked about the state of feedback from the SMS-staff members:

“I think, I don’t know, may I am just not expecting anything from her, may she does give support to others but for me ... I have turned to or I have come to a point where I know, I will do one two three by myself, if I want assistance I can get may from...” (6:57:285:285).

P7: 016TMM2021.docx - 7:3 [I think we have a very good...] (158:221) (Super)

Codes: *[Feedback loops SMS Manager approachable and easy to communicate with] [Feedback loops abusive and divisive] [Feedback loops misaligned, fragmented] [Feedback loops relationship and communication channels with SMS is good] [Feedback loops document evidence a stumbling block for PMDS completion]*

Despite the challenges and pessimism expressed by Participant 6, Participant 7 responded as follows regarding the feedback loops:

“I think we have a very great share working relationship with the line manager. It is easy to access, it is easy to, if you have any difficulty or challenge regarding the work, it is easy to approach to say you are facing a difficult with this, how do I get around this or if you are stuck and need assistance it is easy, to even, even if he is

not around, you are able to drop an e-mail to call him to say how do you think I should go around this, so ya, I think the relationship is great.” (7:29:162:166)

Participant 4 felt that the SMS-staff tendency to focus on being instructive rather than providing moral and technical support to their junior colleagues.

P4: 013TMOF2021.doc - 4:8 [VIEWS/PERCEPTIONS ON COMMUNICA...] (173:174)

(Super)

Codes: *[Feedback loops bosses give instructions and subordinates execute] [Feedback loops cordial and formal] [Managers not friendly but formal] [Mentoring based being instructive to subordinates] [Supervisors only formalise decisions taken elsewhere].*

The views expressed by the participants regarding the level of support that the non-SMS staff members expect from their senior colleagues highlighted the importance that they attach to the support systems at the DTIC. Their (the participant's) views regarding the perceptions and attributes (characteristics of) the modes of feedback loops are discussed in the next section.

5.3.3.1.2 Perceptions

Feedback loops regarding the PMDS evaluation process can invoke either subjective or objective perceptions from those being evaluated. PA satisfaction, or the extent to which the appraisal meets employee needs and expectations, is considered to be 'one of the most consequential of the reactions to appraisal feedback (Jawahar, 2006: 14). The participants of the PMDS evaluations process can therefore be expected to perceive the PMDS evaluations as partial, impartial, fair or unfair. Further, the participants of this study were asked to give their perceptions with respect to the overall PMDS process at the DTIC.

In expressing their views regarding the feedback loops in the conduct of the PMDS process at the DTIC, Participants 9 and 13 gave the impression that feedback loops are discriminatory and inconsistent. These sentiments are expressed as follows:

**P9: 02FMF.doc - 9:14 [[STAFF/EMPLOYEE FEEDBACK-LOOPS...]] (494:497)
(Super)**

Codes: *[Feedback loops are clouded with negativity] [Feedback loops are equitable] [Feedback loops are transparent but inconsistent] [Feedback loops show ructions between SMS and non-SMS staff]*

P13: 06MR.PM2021.doc - 13:5 [[STAFF/EMPLOYEE FEEDBACK-LOOPS...]] (275:325) (Super)

Codes: *[Feedback loops are discriminatory at the DTIC] [Feedback loops full of inequities] [Feedback loops poor] [Feedback loops unappreciative of staff contributions]*

The preceding highlights the perceptions of the DTIC staff regarding the feedback loops in the conduct of the PMDS process. The participant of this study perceived the mode of feedback loops as discriminatory, inconsistent and unfair. The impact and consequences of the feedback loops is examined in the next section.

5.3.3.2 Impact

For the purpose of analysing data regarding the impact of the feedback loops in the conduct of the PMDS process, aspects attributed by the participants to the feedback loops are further examined in this section. These have a direct impact on the perceptions of the DTIC staff in the conduct of the PMDS, which is the main focus of this study.

5.3.3.2.1 Attributes

To this end, Participant 5 cites a crucial aspect that may have a significant impact and is attributable to the conduct of the PMDS evaluation process.

**P5: 014TMLF2021.doc - 5:19 [EMPLOYEES VIEWS/PERCEPTION REG...] (326:329)
(Super)**

Codes: *[Feedback loops formal basis only] [Feedback loops insensitive manager invoking fights when PMDS appraisals are due] [Feedback loops lack understanding of*

non-SMS work by SMS members] [Feedback loops not inclusive SMS favour SMS members]

In addition to the tensions that may arise with respect to accessing the PMDS awards or cash bonuses, the attendant controversies may threaten organizational culture and service delivery, which is the key mandate of all government departments. Participant 14 reflects as follows on this aspect:

P14: 07MAHM2021.doc - 14:11 [Well I do, but remember when y...] (283:310) (Super)

Codes: *[Feedback loops are unfair in nature at DTIC] [Feedback loops are used as a divide-and-conquer tool] [Feedback loops are used for victimisation] [Feedback loops are used to settle scores].*

Finally, Participants 7 and 14 confirm the shortcomings of communication processes by imputing negative attributes to the impact of the feedback loops (evaluative information).

P7: 016TMM2021.docx - 7:10 [I do not think I remember the...] (361:419) (Super)

Codes: *[Feedback loops there is inconsistently dictated by SMS staff] [Feedback loops a lacking whether positive or negative] [Feedback loops communication dependent on managerial style and discretion] [Feedback loops is somewhat fairness, fairness is not uniform]*

P4: 013TMOF2021.doc - 4:16 [STAFF/EMPLOYEE FEEDBACK-LOOPS/...] (481:492) (Super)

Codes: *[Feedback loops equity (dignity) in treatment with respect and dignity] [Feedback loops have protocol and routine in operations] [Feedback loops not inclusive SMS decide] [Feedback loops transparency on product development]*

Jawahar (2006) contextualises the effect of negative attributes on the impact of the feedback loops of an organisation in the following manner: results indicate that

satisfaction with ratter and previous performance ratings influence employee’s satisfaction with appraisal feedback. Satisfaction with appraisal feedback was positively related to job satisfaction and organizational commitment and negatively related to turnover intentions.

5.3.4 Theme 4: PMDS Policy

The Public Service Regulation (2016 as amended and effective from 1 April 2018) provides the norms and standards on the Performance Management and Development System (PMDS) for non-SMS employees, which must be included in the departmental PMDS. The PMDS policies of the departments shall provide for the employee and supervisor to enter into a performance agreement or agreement of a similar nature (PMDS, 2018: 2, [Available at: <https://www.dpsa.gov.za>]). The DTIC PMDS policy derives its mandate from the national PMDS Policy Framework’s provisions to facilitate each non-SMS employee’s performance evaluation.

The fourth objective of this study attempted to determine the level of understanding of the DTIC PMDS Policy Framework appraisal processes. Therefore theme 4 delved into the appraisal systems of the PMDS Policy Framework. The theme generated an understanding of the approaches and the criteria used to undertake the performance assessment processes as directed by the norms and standards of the PMDS Policy Framework.

Table 5.7 Theme 4: PMDS Appraisal Policy

Theme	Category	Code (Sub-Category)
5.3.4 PMDS Policy	5.3.4.1 Understanding	Context
	5.3.4.2 Implementation	Alignment
	5.3.4.3 Criteria	Equity

Source: Adapted from Merriam and Tisdell (2016:199-203)

The DTIC is required by law to formulate its own PMDS policy framework in terms of the Department of Public Services and Administration (DPSA) directive. This policy derives its mandate from the DPSA's norms and standards to facilitate each non-SMS employee's PMDS annual performance evaluation. For purposes of analysis, this section discussed an understanding of the PMDS policy framework's context and its implementation (in accordance with policy norms and standards), and the criteria (standards of measurement or assessment) were evaluated on the basis of their equity.

5.3.4.1 Understanding

For the purposes of executing this study, the participants' understanding of the PMDS Policy Framework was evaluated with respect to its context (policy background). The background of this policy can be traced to the DPSA's initiative to formulate the PMDS Policy Framework for all government departments.

5.3.4.1.1 Context

The participants' years of service at the DTIC range from six (6) to twenty-three 23 years of service with the overall group's combined experience in the department totalling more than 201 years. The majority (12) of the participants indicated that they did not understand the PMDS policy while only four (4) understood it. This tiny minority amounts to only 33.3% of those who understand the PMDS policy framework. Further studies with respect to the PMDS policy framework; not only at the DTIC, but also across all government departments may provide a clue regarding levels of prevalence of either understanding or misunderstanding the PMDS Policy Framework at the DTIC.

Participant 5 reiterated the difficulty in understanding the PMDS Policy Framework of the DTIC. The participant's view confirmed an endemic challenge faced by the DTIC's SMS-staff members in disseminating its internal PMDS policy framework.

**P5: 014TMLF2021.doc - 5:24 [ISSES/CHALLENGES OF IMPLEMENTA...] (381:383)
(Super)**

Codes: *[PMDS has poor accountability and ownership in its application] [PMDS polices are poorly complicates the PMDS process] [PMDS polices are poorly implemented] [PMDS polices is complex to understand] [PMDS policy is misused by SMS in their favour]*

Despite the majority of the participants complaining about the difficulty of understanding the PMDS policy, Participants 10 and 11 pointed out that they have a clear understanding of the policy. These participants represent exceptional cases in the context of policy comprehension.

P10: 03SMF2021.doc - 10:13 [VIEWS ON THE IMPLEMENTATION OF...] (384:407)
(Super)

Codes: *[PMDS policy discriminatory] [PMDS policy is clearly understood] [PMDS policy is poorly implemented].*

P11: 04HM2021.doc - 11:6 [IMPLEMENTATION OF THE PMS POL.] (503:508)
(Super)

Codes: *[PMDS is clear and understood] [PMDS is simple and easy to navigate] [PMDS principles are applied correctly by some DTIC units]*

With respect to an the PMDS Policy at the DTIC, Participant 11 pointed the following out:

“No, I think it is an understandable policy. Because it is easy, to navigate and it guides us. On whatever we are doing in our unit, because we know that whatever we are doing will be judged at the end of the day. Based on what we have done. So I think it is a good tool to use.” (11:9:506:523)

To address the incongruences regarding an understanding of the PMDS policy, the SMS-staff members at the DTIC need to implement a rigorous phased training programme of a series of workshops to ensure that almost all employees are adequately trained with respect to the department’s internal PMDS policy.

5.3.4.2 Implementation

This study sought to investigate the implementation of the PMDS Policy Framework by laying emphasis on its orientation regarding the norms and standards as prescribed by the DPSA's PMDS Policy Framework.

5.3.4.2.1 Alignment

The SMS-staff members at the DTIC have extensive exposure and experience regarding the implementation of the PMDS Policy Framework. Therefore, policy implementation for the SME-staff members should have become routine over the years. Twelve (12) of the participants of this study have indicated that although the PMDS Policy Framework is well crafted, it tends to fail at the implementation stage.

Regarding the implementation of the PMDS policy, Participant 7 pointed out that the policy is well conceived understandable but is also hampered by poor implementation practices.

P7: 016TMM2021.docx - 7:15 [In the policy? Like I said, I...] (716:722) (Super)

Codes: *[PMDS is poorly implemented] [PMDS policy is dictatorial and no consultations on policy changes] [PMDS policy is understood but lacks consultative processes] [PMDS policy violated the Batho Pele Principles]*

Further, Participants 3 and 5 respectively also expressed distress over lack of transparency and consultation regarding the implementation of the PMDS policy in the department.

P3: 012RNF2021.doc - 3:8 [Abstract, top-down-if they man...] (66:68) (Super)

Codes: *[PMDS is subjective] [PMDS is top-down in nature at the DTIC] [PMDS is uncoordinated and biased] [PMDS polices are poorly implemented]*

Participant 3 raised concerns regarding the top-down nature of the PMDS process at the DTIC as follows:

“Sure, I indicated at the beginning to say I think previously it was fine but this current evolution of saying you must be walking on water to get a 4, you know it is unfair. It is like they want to show the impact, then they having reached their objective if you reach the objective it seems like it is not enough....”
(3:27:320:320)

**P5: 014TMLF2021.doc - 5:24 [ISSES/CHALLENGES OF IMPLEMENTA...] (381:383)
(Super)**

Codes: *[PMDS has poor accountability and ownership in its application] [PMDS policies complicate the PMDS process] [PMDS polices are poorly implemented] [PMDS polices is complex to understand] [PMDS policy is misused by SMS in their favour]*

Participant 8 indicated that managers, that is, SMS staff members in the department neglect their responsibilities towards their junior non-SMS-staff counterparts. Therefore, in an effort to purport to be correctly implementing the PMDS policy, they end up using the policy instrument to manager crisis.

P8: 01DMM2021.doc - 8:6 [Policy-wise do you think she d...] (233:237) (Super)

Codes: *[PMDS is substituted with APAT by managers to manage people or staff] [PMDS policy is filled with inconsistencies] [PMDS policy not understood by SMS staff member, that is, Managers] [PMDS policy poor implementation] [PMDS policy used as a CRISIS MANAGEMENT TOOL].*

The PMDS policy implementation in all government departments derives from the DPISA’s PMDS Policy Framework. This policy framework outlines the norms and standards, the delegation powers, the limitations of delegated powers as well as the roles and responsibilities of different members of SMS teams. The following section discusses the criteria used in applying or implementing the PMDS policy in respect of evaluating the perceptions of the DTIC employees regarding the conduct of performance evaluations in the department, which is the focus of this study.

5.3.4.3 Criteria

This study focused on examining the standards or criteria that are used when conducting the PMDS evaluations at the DTIC. The majority (13) of the SMS-staff members were said to be the ones who are given the PMDS awards or cash-bonus as opposed to only three (3) of the non-SMS-staff members at the time of conducting this study (study transcriptions analysis). A further investigation of the conduct of the PMDS evaluations and the resultant PMDS awards or cash-bonuses may find that there is a high rate of inequities regarding the PMDS awards in favour of the SMS-staff members across different government departments in the RSA.

5.3.4.3.1 Equity

Given the years of service that the participants of this study have spent at the DTIC, controversies regarding the conduct of the PMDS process and the resultant awards should have been resolved long ago. Thirteen (13) SMS-staff members were said to have received PMDS awards or cash-bonus as opposed to only three (3) of the non-SMS-staff members at the time of conducting this study. A further investigation of the conduct of the PMDS evaluations and the resultant PMDS awards or cash-bonuses may find that there is a high rate of inequities regarding the PMDS awards in favour of the SMS-staff members across different government departments in the Republic of South Africa.

Sources of conflict with regard to the conduct of the PMDS evaluations process appeared under different themes that are examined in this study when the researcher was going through each interviewee transcription. Allocating and grouping these sources of conflict under a particular theme was not a straightforward process. Therefore, Participants 2 and 13 have decried the inequities that are brought about by the SMS staff members against their non-SMS counterparts thus causing further conflict in the conduct of the PMDS processes.

**P13: 06MR.PM2021.doc - 13:9 [IMPLEMENTATION OF THE PMDS PO...] (375:382)
(Super)**

Codes: *[PMDS policy biased towards SMS staff members] [PMDS policy is oppressive towards the non-SMS staff] [PMDS policy is poorly implemented].*

P2: 011PMF2021.doc - 2:24 [Even if that disgruntled person...] (291:295) (Super)

Codes: *[PMDS policies are poorly implemented] [PMDS policies are punitive towards non-SMS staff members].*

Another source of conflict between the SMS and non-SMS staff members emanate from the technical nature of work performed by the junior staff members. It is common for the SMS-staff not to be unfamiliar or lack the technical abilities of their junior counterparts whom they eventually have to assess or oversee their PMDS annual performance evaluations. Participant 5 gave a clear indication of this source of conflict.

P5: 014TMLF2021.doc - 5:11 [EXPERIENCE/VIEWS REGARDING/THE...] (58:59) (Super)

Codes: *[SMS don't understand non-SMS or junior staff work] [PMDS in Silo-Operation orientation] [PMDS is uncoordinated and biased] [PMDS SMS unsupportive superficial support] [PMDS staff overworked and underpaid] [PMDS support generic not technical]*

Participant 4 confirms the sources of conflict and misunderstanding caused by technical incongruences between the SMS staff members and their junior counterparts at the DTIC.

P4: 013TMOF2021.doc - 4:5 [EXPERIENCE/VIEWS REGARDING/THE.] (158:171) (Super)

Codes: *[PMDS is conducted by oppressive bosses who do not give support but only instructive] [PMDS is dysfunctional, subjective and conflict-ridden] [PMDS is personalized, subjective, exclusionary and collusive] [PMDS is subjective, personalized and based on relationships]*

Participant 4 felt that the conduct of PMDS was partial in favour of the SMS-staff members. They expressed the views as follow:

“Ja, and to think that being a Deputy-Director your manager gets something and you do not get anything yet your manager’s work depends on you, he takes, I mean your work, directly affects or ja, adds value to his performance and if he himself puts, gets an award and you whose work supports his does not. Someone being awarded on you efforts and you don’t is disconcerting, or alternatively on the other hand, if being a Deputy-Director my subordinate to somebody, mentoring so to speak, gets an award and you don’t get an award, but anyway it...” (4:114:142:154)

Participant 4 echoed similar views with those of Participant 5 regarding the lack of support by SMS-staff members during the conduct of the PMDS at the DTIC. In this regard, Participant 4 stated the following:

“No, I mean our bosses give instructions, they do not support, ja you have to know they just give instructions do this, have you done this, bring it, ja. I think that is how, I do not know supporting, not in my experience is not only me, even other colleagues is the same, they are just given work, you know whatever you do and bosses do not support.” (4:25:154:154)

To undertake a flawless implementation of the PMDS Policy Framework that includes the policy prescripts of the DPSA’s PMDS, the DTIC needs to ensure that its own PMDS policy is clearly understood by all the stakeholders, implemented according to the norms and standards, and the criteria or standards of measurement in conducting the PMDS are adhered to. The practices that relate to the conduct of the PMDS process, which is the main thrust of this research are discussed in the next section.

Table 5.8: The Performance Management Cycle

Setting Goals and Expectations	<ol style="list-style-type: none"> 1. Clearly communicate expectations re: job responsibilities and competencies (skills) and behaviours 2. Communicate how individual goals align with department and government goals 3. Help your employees set clear, measurable, performance goals
On-going Review and Feedback	<ol style="list-style-type: none"> 1. Holds people accountable for meeting performance goals and objectives 2. Provide constructive feedback to help staff improve performance 3. Take appropriate action to address poor performance
Appraisal and Reward	<ol style="list-style-type: none"> 1. Conduct thorough annual performance reviews 2. Assess individuals fairly 3. Differentiate high performers appropriately

Source: Adapted from Flanagan (2017: 2)

5.3.5 Theme 5: Automated Performance Assessment Tool (APAT)

Until recently, the DTIC, like most government departments, has been evaluating the PMDS process through a manual pen-and-paper system. Presently, the DTIC is transitioning from a pen-and-paper system to a machine-based Automated Performance Assessment Tool (APAT). The aim of objective five was to assess the challenges of implementing an Automated Performance Assessment Tool (APAT). Theme 5 addressed

the requirements of objective five focusing on making a transition from a manual to a machine-based solution, which involving problem identification, information gathering, devising an alternative solutions, and making a decision regarding the best solution (system analysis) to find a viable system (Laudon and Laudon, 2015: 430).

The assessment of APAT further adds to objective five as a step in the transition process from a pen and paper system. A transition begins with the steps outlined above and culminates with a system design. The specifications of the system design should address all the technical, organisational and people components of the system solution (Laudon and Laudon, 2015: 430). The following table represents a thematic map of Theme 5, which discusses the PMDS APAT assessment tool. Categories of APAT are discussed in the section.

Table 5.9: Theme 5 PMDS Automated Performance Assessment Tool

Theme	Category	Code (Sub-Category)
5.2.5 PMDS Assessment Tool	5.2.5.1APAT System	<ul style="list-style-type: none"> • Interactive (GUI) • Fit-For-Purpose

Source: Adapted from Merriam and Tisdell (2016:199-203)

Since the DTIC is in the process of transitioning from a pen and paper to a machine based system, the focus of this study exclusively assessed the APAT tool. Therefore, APAT was evaluated regarding its interactive capabilities, that is, the nature of the system’s Graphic User Interface known as GUI in the Information and Communication Technologies (ICTs) jargon.

5.3.5.1 APAT System

Although the participants at the DTIC have had extensive experience with the manual PMDS assessment system, the majority of the participants felt that the Automated Performance Assessment Tool (APAT) is user-friendly albeit with some reservations.

5.3.5.1.1 Interactive (Graphic User Interface (GUI) - User-Friendly)

Despite most of the participants have not received adequate training on using APAT; they found APAT easy to use (GUI). These participants also only received one off training on the use APAT. Given the preceding, further studies on Information System implementation that is both technology diffusion and infusion may find that rigorous training on software applications such as APAT may be an unnecessary expense for organisations such as the DTIC for purposes of saving money for the intermittent refresher sessions.

P9: 02FMF.doc - 9:22 [Okay, it is fine. Okay. Let us...] (780:794) (Super)

Codes: *[APAT easy to use] [APAT is user-friendly] [APAT once-off training deemed sufficient]*

Some of the officials at the DTIC have used the APAT tool without even attending a single training session. This acumen in the use of technology by the DITC staff supports the notion that extensive exposure to ICTs can lead to versatility in the use any software applications that are introduced in the workplace.

Participant 9 expressed the ease of use of the APAT tool as follows:

“Ja, I think I did not go to training because, ja I was attending another training when there was this one and I did not go to training and by the time I was supposed to do my APAT, I called this other lady, she is working there, because I cannot remember I think it is the Venda lady. Mm, she assisted me telephonically.” (5:51:566:575)

P6: 015TNM2021.docx - 6:14 [APAT I think it is fine. INTER.] (550:604) (Super)

Codes: *[APAT can be executed with minimal or without training] [APAT can track performance and trace errors for correction] [APAT easy to understand and implement] [APAT user-friendly compared to manual system]*

When asked about the APAT training (Participant 13) expressed the ability to engage in self-tuition on system as follows:

P13: 06MR.PM2021.doc - 13:12 (454:481) (Super).

Codes: "APAT affords training on the user-interface. APAT is easy to use. APAT is reliable."

Another participant, that is, Participant 11 pointed out that APAT is easy to navigate and allow ease of Graphic-User-Interface (GUI) for end-users.

P11: 04HM2021.doc - 11:7 [CHALLENGES/BENEFITS OF APAT AT...] (525:570) (Super)

Codes: *[APAP allows self-assessments and is interactive] [APAT is fair and user-friendly] [APAT is simple and allows amendments to data]*

Finally, Participant 14 thought that in addition to being user-friendly APAT could be used to reinforce organisational justice at the DTIC.

P14: 07MAHM2021.doc - 14:13 [CHALLENGES OF IMPLEMENTING APA...] (345:362) (Super)

Codes: *[APAP is good for avoiding conflict and improve fairness] [APAT can be used to present your evidence without arguments] [APAT can be used to remove inequalities] [APAT is a good system to maintain Organizational Justice] [APAT is a watertight system] [APAT keeps gatekeepers award though it may promote Silo Operations]*

The ability to navigate the APAT with little or no training at all inspires the DTIC staff to take advantage of this innovative ICTs new tool (APAT). However, since there is no Information System (IS) without technical glitches, the challenges of navigating APAT are explored in the next section.

5.3.5.1.2 Fit-For-Purpose

Change in any environment brings about uncertainty, anxiety and fear especially if it relates to the introduction of new technology. The DTIC has both technophobes (people who fear, dislike, or avoids new technology) and technophiles (people who are enthusiastic about new technology). Technophobes and technophiles resist change at different rates. The majority of the participants felt that the APAT tool was not fit for purpose. Further research on technology infusion and diffusion may find that there is a need for proper IS implementation, which include training, user-manuals, and short courses to reduce resistance to change.

Participant 7 complained about APAT not being aligned with the mandate of the DTIC.

P 7: 016TMM2021.docx - 7:17 [I think APAT is a mess and It...] (759:813) (Super)

Codes: *[APAT cannot accurately measure performance except for number based projects] [APAT is a one-size-fits-all and not compatible with DTIC divisions] [APAT is complex and inaccessible] [APAT is messy and not user-friendly].*

Participant 5 also supported participant 7's concerns. This participant added that the APAT tool was not aligned with other units of the DTIC's mandate and type of work.

P5: 014T MLF2021.doc - 5:29 [Code 1: Incongruent/misaligned/...] (519:531) (Super)

Codes: *[APAT incongruent with other DTIC division's work] [APAT is a rigid and not fit-for-purpose] [APAT is complicated] [APAT is not compatible with other DTIC's Division's mandate] [APAT is not user-friendly]*

When asked about the suitability of APAT for evaluating the performance management of employees in the department, Participant 10 felt that the tool was not suitable for the needs of the DTIC.

*"[APAT is good but inconsistent] [APAT is inflexible and non-adaptable]
[APAT is not-fit-for-purpose regarding other units of the DTIC] [APAT not*

user-friendly to technophobes]” P10: 03SMF2021.doc - 10:14 [What is your experience with A...] (425:470) (Super)

In conclusion, the majority of the participants showed that with little or no training at all on the new Information System (APAT) at the DTIC, it is possible to navigate and interface with the system depending on how long one has been exposed to ICTs in general. Technical support and the availability of the APAT Help-Desk personnel also allowed some of the participants to take advantage of the online (telephone) crash-course on how to navigate the APAT system.

The challenges that were experienced with the APAT system serve to indicate that despite the DTIC staff members' exposure to computers or ICTs, a number of initiatives including the following are important in introducing an Information System (IS) to any environment:

- a) Developing in-house training programmes.
- b) Providing continuous in-house refresher courses (crash-courses).
- c) Preparing the Information System documentation, and
- d) Continuous evaluation of the system solution.

The glaring failures APAT point to a lack of appreciation of the protocols required to introduce an Information System at the DTIC. The last three parts (training, conversion and production and maintenance) of completing an implementation plan for the Information System (IS) appear to be missing at the DTIC. End-users (DTIC staff) and information system specialists (APAT Help-Desk and Technicians alike) may require training to implement APAT. Detailed documentation showing how the system works from both a technical and end-user standpoint must be prepared (Laudon and Laudon, 2015: 435). It is not clear which of the three ICTs conversion strategies (the parallel strategy, the direct cutover strategy, and the passed approach strategy) the DTIC used in implementing APAT (Laudon and Laudon, 2015: 435).

The need for an efficient and effective PMDS system at the DTIC can never be overemphasised. The importance of a coherent PMDS evaluation system has been highlighted by the literature review and the discussions that have taken place in this study. The findings of this study will help the PMDS practitioners, not only at the DTIC, but also across all government departments in the RSA to implement coherent ICTs solutions for the PMDS.

5.4 CONCLUSION

The analysis of data for this study was carried out in chapter 5. The chapter began by providing an overview of the research objective. The formulation of these research objectives was guided by the primary objective and the research question respectively. The chapter further gave a brief description of the study participants and the interview format for data collection. Further, the study investigated the study findings, which comprised five themes (Conduct of the PMDS, Organizational Justice, Feedback Loops, PMDS Policy, PMDS Tool). A discussion of each theme included the theme's category and its attendant code(s).

The research strategy that was followed in this was that of phenomenology in which lived experiences of the DTIC staff members' participation in the department's annual performance evaluation processes was investigated. Theme 1 examined the experience of the DTIC staff members with respect to their perceptions of the PMDS annual performance evaluations by interrogating the PMDS process itself and the criteria used for performing these assessments. This step addressed the first objective of the study.

Theme 2 delved into exposure of the DTIC staff members to various aspects of organizational justice including distributive (perception of fairness or unfairness of an allocation), procedural (just and fair process) and interactional (decisions taken with respect and dignity) justice and added to the achievement of objective two. Theme 2 exposed the infringements and deviations from the PMDS policy norms and standards by denying the participants equality (equity), transparency, impartiality and dignity regarding

access to the PMDS awards and cash bonus rewards for performance achievement.

Theme 3 of this study focused on the status of the communication feedback loops at the DTIC by exploring the mode of feedback loops and its impact on the recipients of the communication thus contributing to the achievement of objective 3. In examining the mode of feedback and its impact, this theme focused on the perceptions of support mechanisms and what the participants ascribed to it. Theme 3 uncovered a disturbing trend of lack of support; SMS staff abusive tendencies, partiality and the prevalence of discriminatory practices. Theme 3 further revealed that SMS staff members' feedback loops (communication) were inconsistent, clouded with negativity and exclusionary thus creating a lot of noise in the communication process as shown in figure 5.4. These incongruences in the communication process at the DTIC reveal flawed feedback loops process in the conduct of the PMDS annual performance evaluations.

Theme 4 examined the implementation of the DTIC's internal PMDS policy framework. The theme was explored with respect to its understanding, implementation and criteria thus fulfilling the achievement of objective 4. In order to thoroughly interrogate aspects of understanding, implementation and criteria with regard to the PMDS policy, the theme further examined issues of context, which revealed poor understanding, non-consultation, and dictatorial and top-down approach. Further, this theme also uncovered that the PMDS policy framework is filled with inconsistencies, biasness and is punitive towards members of the non-SMS staff thus contributing to the achievement of the fourth objective.

Theme 5 investigated the introduction of a machine-based PMDS assessment tool at the DTIC. This phase marked a milestone transition in the DTIC's PMDS annual performance evaluation ICTs history from a pen and paper system to a new era of an automated system. Theme five further examined the APAT system regarding its interactivity (Graphic User Interface-GUI) and whether it is suitable (fit for purpose) for the DTIC's PMDS annual performance evaluations process thus contributing to objective five.

In chapter 6 the researcher establishes correlation between the literature reviewed and the study findings. Moreover, this chapter aspired to delianates the study's findings, aligning them with the objectives. It culminates in an examination of each objective, forging connections between the extant literature and the empirical results of the investigation. Additionally, the chapter deliberates on the study's conclusions and associated limitations. Finally, it proffers recommendations for prospective research endeavours within the realm of PMDS applications in the South African public sector.

CHAPTER 6

CONCLUSIONS AND RECOMMENDATIONS

6.1 INTRODUCTION

In Chapter Five of this study, the researcher presents a concise exposition encompassing several key components: the research question, the formulated research objectives, a review of relevant literature pertaining to Performance Management Development System (PMDS), the employed methodology for data acquisition, and the data analysis tool, specifically Atlas.ti version 7. Additionally, this chapter encapsulates an overarching summary of the study.

Commencing with a revisit to the research question and its associated five objectives, each objective is subsequently examined individually through a succinct analysis of pertinent literature and the empirical findings derived from the study. To address the central research question, conclusions and recommendations are delineated, grounded in the outcomes associated with each of the aforementioned objectives.

Based on the findings elucidated in the study, recommendations are proffered for future research endeavors aimed at augmenting the implementation of PMDS across diverse government departments. These recommendations stem from insights gleaned from the research question and its related objectives.

The chapter culminates with a brief discourse on the limitations inherent in the study, followed by a comprehensive summary encapsulating the key findings.

6.2 THE RE-EVALUATION OF THE RESEARCH QUESTIONS AND OBJECTIVES

In embarking on the investigation of SMS staff practices concerning the implementation of the Performance Management Development System (PMDS) for evaluating the annual

performance of non-SMS employees within the South African public sector, the researcher aspired to make a substantive contribution to the body of knowledge within the realm of public policy discourse. The South African government has frequently faced criticism for formulating commendable policies that falter during the implementation phase. Hence, this research endeavoured to scrutinize the practices adopted by SMS staff members in executing the PMDS annual performance assessments of their non-SMS counterparts in the South African public sector. This inquiry was framed by the overarching question:

What are the perceptions of the DTIC employees regarding the conduct of the PMDS in the department?

To address the research question effectively, the researcher crafted the primary research objective, stated as follows: to investigate the practices employed by SMS staff members in executing the PMDS annual performance evaluations of their non-SMS counterparts. Additionally, to fulfill this primary objective, the secondary objectives outlined in Chapter 5 were revisited:

- To evaluate the attitude of DTIC's SMS staff members towards the implementation of PMDS processes.
- To assess various facets of organizational justice concerning the PMDS.
- To examine the status and impact of communication and feedback channels between DTIC's SMS and non-SMS staff members.
- To ascertain the comprehension level of DTIC's PMDS Policy Framework.
- To gauge the effectiveness of both the PMDS Automated Performance Assessment Tool (APAT) and the Manual PMDS Process.

In the subsequent section, the researcher elucidated the correlation between the study's objectives and the primary data gleaned from both empirical research and the primary data reviewed in Chapters 2 and 3 of this study.

6.3 LINKING OBJECTIVES TO THE PRIMARY AND SECONDARY DATA

A comprehensive review of the existing literature on PMDS was conducted in Chapters 2 and 3, respectively. This review not only informed the research process but also provided secondary data crucial for shaping the data collection strategy of this study. Moreover, to collect data, an interview guide was meticulously crafted for semi-structured interviews with DTIC employees. Grounded in an interpretivist philosophy, this research aimed to grasp the social reality of DTIC employees' experiences regarding PMDS annual performance evaluations.

Given the paucity of studies exploring the contestations arising from PMDS award criteria within the public sector, this study adopted an exploratory approach, guided by a phenomenological perspective. Purposive snowball sampling was employed to select PMDS practitioners and those affected by the process at the DTIC. Face-to-face interviews were conducted with 16 DTIC employees, and professional transcribers were engaged for accurate transcription, as evidenced by the attached Certificate of Veracity in Appendix E.

Furthermore, the primary data underwent a phenomenological reduction process, identifying themes of PMDS implementation at the DTIC. Atlas.ti software facilitated the data analysis process. Chapter 5 of this study extensively discusses the research findings. Analysis of secondary data confirmed that both primary and secondary objectives contributed to addressing the research question.

In **Table 6.1**, the researcher delineated the linkage between research objectives (Section 5.1 and Section 6.2), primary data derived from empirical research analysis, and secondary data from literature review. This comprehensive alignment confirms the achievement of research objectives aimed at addressing the research questions.

Table 6.1: Linking objectives to the primary and secondary data

Research Objective	Primary Data	Secondary Data
To assess the attitude of the DTIC'S SMS staff members regarding the conduct of the PMDS processes.	Chapter: 2 2.7 2.1.1.2 2.12.1 Chapter: 3 3.2.2	Chapter: 5 5.2.1.1 5.2.1.2
To evaluate different aspects of organisational justice with respect to the PMDS.	Chapter: 3 3.2.3. 3.2.4 3.2.5 3.2.6	Chapter 5 5.2.2.1 5.2.2.2 5.2.2.3
To evaluate the status and impact of the DTIC's communication and feedback loops between the SMS and non-SMS staff members.	Chapter 2 2.7 2.11	Chapter: 5 5.2.3.1 5.2.3.2
To determine the level of understanding of the DTIC's PMDS Policy Framework.	Chapter: 2 2.7	Chapter: 5 5.2.4.1 5.2.4.2 5.2.4.3
To assess the efficiencies of the PMDS Automated Performance Assessment (APAT) Tool.	Chapter:	Chapter: 5 5.2.5.1

Source: Compiled by researcher (2022)

The table presented above serves as a demonstration of the successful achievement of the research objectives, as they are effectively linked to both primary empirical data and

secondary literature review data. The ensuing section furnishes a reflective analysis of each objective delineated in the table. In order to formulate conclusive determinations regarding each objective, the researcher conducted a comparative assessment between the empirical data gleaned from interviews and the secondary data elucidated in the literature review chapters.

6.4 CONCLUSIONS AND RECOMMENDATIONS IN RESPONSE TO EACH OBJECTIVE

Prior to presenting the findings and proposing recommendations in this segment of the study, thorough consideration was given to each of the objectives. With the exception of the final objective, all objectives were addressed utilizing a combination of original empirical data and secondary data obtained from the literature study. However, the attainment of the final objective was solely reliant upon the empirical information gathered through this investigation.

6.4.1 Objective 1: To assess the attitude of the DTIC'S SMS staff members regarding the conduct of the PMDS processes.

The primary objective aimed to evaluate the attitudes of DTIC's SMS staff towards the implementation of PMDS within the department. This objective delved into the firsthand experiences of DTIC personnel regarding the execution of annual performance evaluations for study participants. It sought to comprehend how SMS staff members, as PMDS practitioners, navigated the evaluation process, including the criteria utilized for awarding or denying PMDS benefits. Compliance with the norms and standards outlined in the DPSA policy framework is imperative for DTIC's SMS staff, who are tasked with conducting these evaluations.

Secondary data from the literature review detailed the performance evaluation process and emphasized the importance of incorporating moderator roles for efficacy. Moreover, it underscored the necessity of adhering to PMDS policy provisions for fair and transparent evaluations, minimizing potential biases.

Study participants, comprising both DTIC's SMS staff and their non-SMS counterparts, offered diverse perspectives on the PMDS evaluation process and criteria. Despite the existence of PMDS policy guidelines, participants expressed concerns regarding corruption, collusion, discrimination, and arbitrary practices. Additionally, inconsistencies in evaluation standards across departmental units were noted, with SMS staff members allegedly leveraging the PMDS process for personal vendettas against non-SMS colleagues.

Conclusively, the study suggests that deviations from DPSA policy provisions in conducting PMDS processes render DTIC's internal procedures misaligned with national policy. Furthermore, deficiencies in the efficacy of PMDS Moderation and Appraisal Committees undermine trust in the evaluation criteria employed.

6.4.2 Objective 2: To evaluate different aspects of organizational justice with respect to the PMDS.

The second objective aimed to explore various categories of organizational justice, encompassing distributive, procedural, and interactional justices. This objective sought to deepen understanding of these dimensions of organizational justice within the context of DTIC staff perceptions regarding PMDS annual performance evaluations. Specifically, it aimed to assess the alignment of DTIC's internal PMDS policy framework with principles of organizational justice. Secondary data from the literature review addressed the fourth aspect of interpersonal justice. However, the researcher focused solely on the remaining three aspects of justice: distributive, procedural, and interactional justices.

Theme 2 The investigation into organizational justice categories and their corresponding codes revealed several key findings. The thematic analysis delved into distributive justice codes, including equity and transparency, procedural justice codes such as neutrality and consistency, and interactional justice, particularly dignity (Section 5.2.2). While the literature review provided secondary data on these justice components in Section 3.2.3, Section 3.2.4, Section 3.2.5, and Section 3.2.6 respectively, this study primarily focused on all sections except Section 3.2.3, which pertained to interpersonal justice.

Participants highlighted inconsistencies, lack of transparency, and inequities concerning distributive justice, undermining the principles of equity and transparency. Concerning procedural justice, participants criticized a top-down approach and perceived unfairness in the allocation of PMDS rewards or bonuses. Finally, in terms of interactional justice, participants identified issues of unfair treatment, victimization, and systemic dysfunction, contravening the principles of dignity.

In conclusion, the practice of organizational justice, particularly in the realms of distributive, procedural, and interactional justice, falls short in the conduct of PMDS annual performance evaluations at the DTIC.

6.4.3 Objective 3: To evaluate the status and impact of the DTIC's communication and feedback loops between the SMS and non-SMS 194 staff members.

Objective 3 delved into the participants' encounters regarding the components of feedback loops during the PMDS annual evaluation process at the DTIC. Literature review sections 2.7 and 2.11 encompass discussions on feedback loops. The third objective aimed to scrutinize the status of feedback loops between SMS staff members and their non-SMS counterparts at the DTIC, emphasizing the methodology and impact on communication processes during PMDS annual evaluations conducted by DTIC practitioners.

Theme 3 The investigation scrutinized the mode (Section 5.2.3.1) and impact (Section 5.2.3.2) of feedback loops. Empirical research findings revealed that feedback loops are characterized by conflict, negativity, exclusion, and are often utilized by SMS staff members to sow discord among their non-SMS counterparts. Secondary data in Section 2.11 highlighted that non-inclusive feedback loops have adverse effects on the communication process. Based on primary data from participants, it can be inferred that unless feedback loops are inclusive, unbiased, not abused by SMS staff members, and transparent, the PMDS conduct using DTIC's internal policy will suffer negative consequences.

6.4.4 Objective 4: To determine the level of understanding of the DTIC's PMDS Policy Framework.

This objective aimed to scrutinize the DTIC's internal PMDS policy framework concerning understanding, implementation (compliance with DPSA's policy framework norms and standards), and criteria (standards for approving or denying PMDS awards or cash bonuses). **Theme 4** and its categories and codes delved into the DTIC's PMDS policy, revealing that despite the collective experience of DTIC staff spanning 201 years and an average individual tenure of 15 years, the majority lacked comprehension of the internal PMDS policy (Section 5.2.4). Additionally, SMS staff members demonstrated poor policy implementation and failed to uphold adequate evaluation standards when determining PMDS awards or bonuses (Section 5.2.4).

These findings indicate that SMS staff members at the DTIC are unfamiliar with the department's internal policy and often resort to using it as a crisis management tool. The DTIC's PMDS policy framework suffers from inadequate implementation, with SMS staff members disregarding its provisions (norms and standards). Consequently, it can be concluded that the DTIC lacks understanding of its internal PMDS policy framework. This deficiency, stemming from either insufficient training (workshops) on the DTIC's internal policy or a lack of willpower, adversely impacts PMDS processes. As a result, questionable and controversial decision-making processes persist in the conduct of annual PMDS evaluations at the DTIC.

6.4.5 Objective 5: To assess the efficiencies of the PMDS Automated Performance Assessment Tool (APAT).

The final objective of this study aimed to evaluate the efficiency or inefficiency of the PMDS Automated Performance Assessment tool, known as APAT, in conducting the annual PMDS evaluation process at the DTIC. Additionally, it sought to assess APAT's user-friendliness, specifically focusing on its Graphic User Interface (GUI), and its suitability for use at the DTIC. Since APAT served as a transition from the manual pen-and-paper PMDS assessment method to an automated system at the DTIC, one

drawback was the absence of literature for reference purposes. Thus, literature on APAT was only available within the DTIC at the time of the study. This objective examined participants' lived experiences regarding APAT's GUI nature and its suitability as an Information and Communication Technology (ICT) tool for the DTIC.

Participants generally found APAT to be user-friendly. However, they raised concerns about its alignment with different units and the overall mandate of the DTIC. They also expressed frustrations with the system's rigidity and its tendency to cause loss of vital information required for filing annual PMDS performance evaluations.

In conclusion, prior to introducing an Information System (IS) solution in an organization, it is essential to follow all components of the traditional system development lifecycle, including system analysis, design, programming, testing, conversion, production, and maintenance. In the case of APAT, the DTIC did not adhere to this standard, leading to its failure as an Information System Solution for conducting annual PMDS evaluations (Section 5.2.5.1).

The preceding section presented empirical research data extracted from study participants' transcriptions, enabling the researcher to draw conclusions based on empirical evidence. In the subsequent section, the research will provide answers to the research question posed in this study.

6.5 PROVIDING ANSWERS TO THE RESEARCH QUESTION

The primary aim of this study was to address the research questions by restating the objectives in Section 6.2 and linking both primary and secondary data outlined in Table 6.1, thereby guiding the dissertation process. The fundamental question pursued in this research was: **What are the perceptions of DTIC employees regarding the conduct of the PMDS in the department?**

The first assumption underlying the research question posited that SMS staff members at the DTIC fulfill their fiduciary responsibilities in PMDS evaluations in accordance with the DTIC's internal PMDS policy. Objective 1, however, concluded that SMS staff members' conduct in PMDS evaluations conflicts with the national PMDS policy framework and lacks trustworthiness.

The second assumption implied by the research question suggested that the criteria used by SMS staff members and related committees for decision-making regarding PMDS evaluations aligned with justice principles and a thorough understanding of the DTIC's internal PMDS policy. However, Objectives 2 and 4 refuted this assumption. Objective 2 revealed violations of organizational justice principles by SMS staff members, while Objective 4 showed a misunderstanding of the DTIC's internal PMDS policy among study participants.

The third assumption to be verified by the five secondary objectives in Section 6.2 posited that SMS staff members effectively utilize feedback loops in appraising their non-SMS counterparts. However, Objective 3 refuted this assumption by revealing that feedback loops are characterized by conflict, discrimination, and negative sentiments.

The final assumption, derived from the research questions, posited that the APAT tool would facilitate the transition from a pen-and-paper PMDS evaluation process to an ICT-enabled one. However, Objective 5 concluded that the APAT tool did not align with the overall mandate of the DTIC and failed to accommodate the unique job functions of all units.

In conclusion, the PMDS evaluation process at the DTIC faces numerous challenges spanning processes, legal parameters, communication practices, policy provisions, and ICT models. Lack of synergy and coordination between SMS staff members and non-SMS counterparts further complicates the process. The study's conclusions are considered valid, as efforts were made to ensure trustworthiness, validity, and ethical considerations, as outlined in Chapter 4. Additionally, the thorough exploration of

objectives and linkage between primary and secondary data ensured that the research question was adequately addressed and findings were conclusive.

6.6 RECOMMENDATIONS FOR A COMPARATIVE ANALYSIS OF THE CONDUCT OF PERFORMANCE EVALUATIONS IN DIFFERENT DEPARTMENTS TO SEE IF THE RESULT TO THIS RESEARCH EXPEDITION HOLD TRUE

This study primarily focused on exploring the perceptions of DTIC employees regarding the PMDS annual performance evaluation process within the department. Recognizing the value of exploring these perceptions within an interdepartmental and intergovernmental context, the researcher aimed to gain insight into the endemic challenges faced by the DPSA's PMDS in evaluating performance across the public sector.

Objective 1 sought to assess the attitudes of DTIC's SMS staff towards the PMDS process, examining both the procedural aspects and the criteria used in decision-making for awarding or denying PMDS awards or cash bonuses. Findings indicated a misalignment between the DTIC's internal PMDS policy framework and national policy. Consequently, it is recommended that the DTIC conducts a comprehensive review of its current policy across all objectives to ensure alignment with the DPSA's PMDS policy framework.

Moreover, Objectives 2 and 4 revealed that the communication process, along with the level of understanding of the DTIC's internal PMDS policy framework, negatively impacted the efficiency and effectiveness of PMDS performance evaluations. Therefore, it is recommended that the DTIC vigorously pursue continuous training workshops to enhance understanding of the DTIC's policy framework, alongside efforts to reduce communication barriers as outlined in Figure 5.4 in Section 5.2.3. These initiatives aim to facilitate a coherent and coordinated PMDS evaluation process.

Lastly, Objective 5 focused on the implementation of the APAT ICTs tool as a transitional platform from the pen and paper system for conducting the PMDS annual performance assessment. Findings indicated that despite APAT's user-friendliness, particularly its Graphic User Interface (GUI), the tool is not aligned with the mandate of the DTIC and the job functions of its many units. Therefore, it is recommended that the DTIC follow the traditional Information System (IS) implementation model to enhance the suitability of the APAT tool for the department, including any future software packages.

6.7 LIMITATIONS OF THE STUDY

This dissertation encountered several constraints, primarily of financial and technical nature, among others. These constraints are outlined below:

- **Acquisition of Latest Software Package:**** Procuring the latest software package for data analysis, specifically Atlas.ti version 22, proved to be financially prohibitive for the researcher. Consequently, the study had to make do with Atlas.ti version 7, an older and less efficient data analysis software package.
- **Small Population Sample:**** The study's sample size was relatively small and may not be fully representative of the entire population of the DTIC. As a result, the findings of this study may not be readily generalizable to the broader DTIC population. Data saturation was reached after the twelfth (12th) interview, indicating that no new emerging themes were observed beyond this point. Data saturation is typically achieved when additional interviews cease to yield new insights or information, as outlined by O'Reilly & Parker (2012), Walker (2012), and Guest et al. (2006) (as cited in Fusch & Ness, 2015: 1408).

In conclusion, this section provided a succinct overview of the limitations encountered during this research endeavor, as identified by the researcher.

6.8 SUGGESTED AREAS FOR FUTURE RESEARCH

Given the exclusive focus of this dissertation on a single unit within the DTIC, the researcher has identified several potential areas for future research, including but not limited to:

- 1) **Comprehensive National Study:** Conducting a comprehensive national study on a similar topic could provide valuable insights into the South African public sector, particularly at the intergovernmental level. Exploring horizontal and vertical inter-governmental arrangements concerning the PMDS assessments could contribute significantly to expanding the knowledge base in this field.
- 2) **Comparative Analysis:** A comparative analysis of different categories of municipalities, departments, and provincial entities could serve as units of analysis to evaluate their practices regarding PMDS assessments. Comparing these practices across various entities could highlight differences and similarities, leading to a deeper understanding of effective strategies.
- 3) **Evaluation of Best Practices:** Assessing various categories of municipalities and provincial government departments that have implemented best practices in PMDS assessments could help identify benchmarks for the South African public sector. Understanding and replicating successful strategies could improve performance evaluation processes across the sector.

To enhance the generalizability of findings from qualitative studies like this dissertation, future research endeavors may benefit from undertaking comparative quantitative analyses using similar units of analysis. Additionally, expanding quantitative studies internationally could provide insights into international best practices, which could be adapted and applied within the South African public sector for improved PMDS assessments. Such studies hold promise for enhancing performance evaluation processes and practices within the South African public sector.

6.9 CONCLUSION

To address the research question of this study, secondary objectives were derived from the primary objective, aiming to delve deeper into specific aspects. The study focused on understanding the perceptions of organizational justice among DTIC employees regarding the PMDS process. Secondary data from literature reviews and primary data from interviews were synthesized to provide comprehensive insights into each objective. A table was constructed to correlate the secondary and primary findings with each objective, facilitating the exploration of the research question.

The research question posed was: **"What are the perceptions of organizational justice of the DTIC employees regarding the conduct of the PMDS in the department?"** Through a thorough discussion of each objective alongside the literature and empirical findings, the research question was effectively addressed.

In summary, the empirical findings highlighted the experiences of both SMS-staff members and their non-SMS counterparts in the PMDS evaluation process, particularly concerning decision-making regarding PMDS awards. Participants revealed inconsistencies in the process and its misalignment with the DPSA's PMDS policy. To enhance the PMDS evaluation process, it is recommended that SMS-staff members undergo a phased rigorous training program, including workshops, and adopt best practices in conducting annual performance evaluations. This approach could lead to improvements in the fairness and effectiveness of the PMDS process at the DTIC.

LIST OF REFERENCES AND BIBLIOGRAPHY

Aaker, D.A., Kumar, V. & Day, G.S. (2004). *Marketing Research* 8th Ed. London: John Wiley.

Abraham R. (2000) Organizational cynicism: Bases and consequences. *Genetic, Social and General Psychology Monographs*. 126(3): 269.

Aguinis, H. (2009). *Performance Management* (2nd Edition). Upper Saddle River, New Jersey: Prentice Hall.

Aguinis, H. (2014). *Performance Management* (3rd Edition). UK: Pearson Education.

Ahmed, I., & Sattar, A. (2018). The Influence of Justice Perceptions on Performance Appraisal Reactions in Telecom Sector of Pakistan. *Global Management Journal for Academic & Corporate Studies*, 8(1), 86-100.

Akella, S. S. K., Waqif, Arif A. (2017). Implementation of Performance Management Systems in Indian It Industry: An Exploratory Study. Volume 8 (Issue 1) 7-11.

Akkerman S. F., Admiraal W., Simons P. R. J. (2006). Unity and Diversity in a Collaborative Research Project. *Culture & Psychology*.

Almansour, Y.M. (2012). The relationship between leadership styles and motivation of managers' conceptual framework. *Journal of Arts, Science & Commerce*, 3(1), 161-166.

Amaratunga, D. & Baldry, D. (2002), "Moving from performance measurement to performance management", *Facilities*, Vol. 20 No. 5/6, pp. 217-223. <https://doi.org/10.1108/02632770210426701>.

Armstrong, M. (2006). *A Handbook of Human Resource Management Practice* (10th Edition). London: Kogan Page.

Armstrong, M. and Taylor, S. (2020). *Armstrong's handbook of human resource management practice*. Kogan Page Publishers.

Arnaboldi, M. & Steccolini, I. L. (2015, February). Performance Management in The Public Sector: The Ultimate Challenge. *Financial Accountability and Management*, 31(1), 17.

Arnaboldi, M. and Lapsley, I. (2008) Making management auditable: the implementation of best value in local government. *Abacus*, 44(1), pp.22-47.

Arnaboldi, M., Lapsley, I. and Steccolini, I. (2015). Performance management in the public sector: The ultimate challenge. *Financial Accountability & Management*, 31(1), pp.1-22.

Asgari, A., Mezginejad, S. and Taherpour, F. (2020) The role of leadership styles in organizational citizenship behaviour through mediation of perceived organizational support and job satisfaction. *Innovar*, 30(75), pp.87-98.

Babagana, S. A., Mat, N. and Ibrahim, H. (2019) 'Sains Humanika Effectiveness of Performance Appraisal (EPA): Does Distributive Fairness and Employee Participation Matter? : A Conceptual Framework', 2, pp. 45–51.

Babbie, E. & Mouton, J. (2010). *The Practice of Social Research*. 9th Ed. Australia: Wadsworth.

Bacal, R. (1999). *Performance management*. New York: McGraw-Hill.

Bagozzi, R.P. (1980) Performance and Satisfaction in an Industrial Sales Force: An Examination of Their Antecedents and Simultaneity. *A Journal of Marketing*, 44 (65): 77.

Bagul, D.B., (2014) A Research Paper on Study of Employee's Performance Management System. *Scholarly Research Journal for Humanity Science*, 1(3), pp. 487-498.

Bakar, N.B.A., Saleh, Z. and Mohamad, M.H.S., (2011) Enhancing Malaysian public sector transparency and accountability: Lessons and issues. *European Journal of Economics, Finance and Administrative Sciences*, 31, pp.133-145.

Bernardin, H.J., Hagan, C.M., Kane, J.S. and Villanova, P. (1998) Effective performance management: A focus on precision, customers, and situational constraints. *Performance*

appraisal: State of the art in practice, pp.3-48.

Bevan, G. and Hood, C. (2006) What's measured is what matters: targets and gaming in the English public health care system. *Public administration*, 84(3), pp. 517-538.

Bhattacharjee, A. (2012). *Social Science Research: Principles, Methods, and Practices*. University of South Florida. (Available at: https://www.scholarcommons.usf.edu/pa_textbooks/3).

Bintu, S. 2014. Effective of Performance Appraisal: A Study of Knust. *A Journal of College Art & Social Science*. Available At: <https://Fdp.Hse.Ru/Data/808/479/1225/Oct%2012%20the%20effect%20of%20the%20performance%20app..Gement%20a%20field%20quasi-Experiment.Pdf>. Accessed: 02/11/2017.

Bocci, F. (2004), "Defining performance measurement": Perspectives on Performance, Vol. 3 No. 1/2, pp. 20-1.

Bogdan, R.C. & Biklen, S.K. (2006). *Qualitative Research for Education: An Introduction to Theory and Methods*. Boston: Allyn & Bacon.

Bouckaert, G. and Halligan, J., 2008. Comparing performance across public sectors. In *Performance Information in the Public Sector* (pp. 72-93). Palgrave Macmillan, London.

Bowerman, M. and Ball, A. (2000). The modernization and importance of government and public services: Great expectations: Benchmarking for best value. *Public Money and Management*, 20(2), pp.21-26.

Bowerman, M., Ball, A. and Francis, G.(2001). Benchmarking as a tool for the modernization of local government. *Financial Accountability & Management*, 17(4), pp.321-329.

Brewser, C., Sparrow, P. & Vernon, G. (2007). *International Human Resources Management*, 2nd Ed, Wimbledon, Chartered Institute of Personnel and Development, C.I.P.D. Publishing.

Butterfield, R., Edwards, C. and Woodall, J. (2004). The new public management and the UK police service: The role of the police sergeant in the implementation of performance management. *Public management review*, 6(3), pp. 395-415.

Canals, J. (2020). The Evolving Role of General Managers in the Age of AI. In *The Future of Management in an AI World* (pp. 37-64). Palgrave Macmillan, Cham.

Cappelli, P., Conyon, M. and Almeda, D. (2020). Social exchange and the effects of employee stock options. *ILR Review*, 73(1), pp.124-152.

Carroll, S.J. & Schneier, C. E. (1982). *Performance Appraisal and Review Systems. The Identification, Measurement and Development of Performance in Organizations*, Glenview, IL: Scott, Foresman.

Chakrabarti, G. and Chatterjea, T. (2020). *Ethics and Deviations in Decision-Making*. Springer Books.

Charmaz, K. (1983). *The Grounded Theory Method. An Explication and Interpretation*. In R.M, Emerson. *Contemporary Field Research*. Boston: Little Brown And Co.

Cheng, M.M. and Coyte, R. (2014). The effects of incentive subjectivity and strategy communication on knowledge-sharing and extra-role behaviours. *Management Accounting Research*, 25(2), pp.119-130.

Chuluunkuu, E. (2010). *The Effectiveness of Performance Appraisal*. [Online]. Available At: <Http://Trap.Ncirl.Ie/573/1/Ehkhjinchuluunkhuu.Pdf>. Accessed: 11/11/2017.

CIMA. (2011). "Public sector performance: Global perspective". <http://www.cimaglobal.com>.

Clililand, S. (2008). The tails of justice: A critical examination of the dimensionality of organizational justice constructs. *Human Resource Management Review*, 18, 271-281.

Coffman C, Gonzalez-Molina G. (200) *Follow this path*. New York: Warner Books.

Colquitt, J. A., Conlon, D. E., Wesson, J. W., and Porter, O. L. H. (2001). *Justice at the*

Millennium: A Meta-Analytic Review of 25 Years of Organizational Justice Research. *Journal of Applied Psychology*, 2001, Vol. 86, No. 3, 425-445.

Colquitt, J., Greenberg, J. & Zapata-Phelan, C. P. (2005). What is organizational justice? A historical overview. In J. Greenberg & J. Colquitt (Eds.), *Handbook of Organizational Justice* (pp. 3-56). Mahwah, NJ: Lawrence Erlbaum Associates.

Cresswell, J. and Miller, D. (2000). 'Determining Validity in Qualitative Inquiry', *Theory into Practice* 39(3): 124-30, in Tufford, L. and Newman, P. (2010). *Bracketing in Qualitative Research: Qualitative Social Work*, Vol. 11(1): 80-96. www.sagepublications.com (Accessed on: 11-12-2022, at 17:55).

Cresswell, J. and Poth, C. N. (2018). *Qualitative Inquiry and Research Design: Choosing Among Five Approaches* 4th Edition. SAGE Publications, Inc.

Curristine, (2008). "Performance budgeting in OECD countries." 6th Annual Meeting of Latin American.

Curristine, T. (2005). "Government performance: Lessons and challenges". *OECD Journal on Budgeting*, 1(5), 127-51.

Curristine. (2007). "Performance Budgeting in OECD Countries (OECD)." 6th Annual Meeting of Latin America.

Curzi, Y., Fabbri, T. and Pistoresi, B., 2020. Performance Appraisal Criteria and Innovative Work Behaviour: The Mediating Role of Employees' Appraisal Satisfaction. In *Performance Appraisal in Modern Employment Relations* (pp. 11-34). Palgrave Macmillan, Cham.

Danielle, S., Wiese, M & Ronald, B. (1998). The Evolution of the Performance Appraisal. *Journal of Management History*, 4(3): 233-249.

Dardham, Nas. 2008. *Effective Management of the Performances Appraisal Process Lebanon: An Exploratory Study*. [Online]. Available At: <https://Fgm.Usj.Edu.Lb/Pdf/A12008.Pdf>. Accessed: 02/11/2017.

Dattner, B. 2010. Performance Appraisal-Dattner Consulting. [Online]. Available At: [Http://Www.Dattnerconsulting.Com](http://www.Dattnerconsulting.Com). Accessed: 11/11/2017.

Dawud, J., Pradesa, H. A., & Afandi, M. N. (2018). Distributive and Procedural Justice, Perceived Organizational Support, and Its Effect on Organizational Commitment in Public Organization. *International Journal of Academic Research in Business and Social Sciences*, 8(12), 1675–1188.

Denzin, N.K. & Lincoln, Y.S., Eds. (2005). *The Sage Handbook of Qualitative Research*. 3rd Ed. Thousand Oaks, CA: Sage.

Department of Health (2013) *Innovation, health and wealth: accelerating adoption and diffusion in the NHS department of health*. Department of Health.

Department of Public Services & Administration (Dpsa). (2007). *Employee Performance Management and Development Systems*. Pretoria: Government Printers.

Department Of Public Service and Administration (Dpsa). (2013). *The Department Of Public Service and Administration: Strategic Plan 2015/2020*. [Online]. Available At: [<Www.Dpsa.Gov.Za>](http://www.Dpsa.Gov.Za). Accessed 05/11/2017.

Department of Trade, Industry and Competition (2017). *Annual Grievance Report: 01 April 2016-31 March 2017*. Internal Communications.

Department of Trade, Industry and Competition (DTIC) (2016). *Annual Grievance Report: 01 April 2015-31 March 2016*. Internal Communications.

Department of Trade, Industry and Competition (DTIC). (2015). *Annual Grievance Report: 01 April 2014-31 March 2015*. Internal Communications.

Department of Trade, Industry and Competition (DTIC). (2015). *Performance Management and Development System Policy*. Pretoria.

Diefenbach, T., (2009). New public management in public sector organizations: the dark sides of managerialistic 'enlightenment'. *Public administration*, 87(4), pp. 892-909.

Dobbelaer, M.J., Prins, F.J. and Dongen, D.V., (2013). The impact of feedback training for inspectors. *European Journal of Training and Development*, 37(1), pp.86-104.

Dos Santos, J.R. and Pedro, L., (2020). Reinventing Human Resource Management to Increase Organizational Efficacy. In *Entrepreneurship and Organizational Innovation* (pp. 23-36). Springer, Cham.

Egbide, B.C. and Agbude, G., (2014). Good budgeting and good governance: A comparative discourse. Available at SSRN 2478725.

Ellen V. Rubin & Amani Edwards (2018) The performance of performance appraisal systems: understanding the linkage between appraisal structure and appraisal discrimination complaints, *The International Journal of Human Resource Management*, DOI: 10.1080/09585192.2018.1424015.

Engler, S. and Weisstanner, D., (2020). Income inequality, status decline and support for the radical right. In *The European Social Model under Pressure* (pp. 383-400). Springer VS, Wiesbaden.

Epstein, A.L. and Harding, G.H., (2020). Management styles and human resource development. In *Clinical Engineering Handbook* (pp. 308-320). Academic Press.

Erasmus, B, Loedolff, P., Mda, T & Nel, P. (2016). *Managing Training and Development*. Cape Town: Oxford.

Etim, E. E. and Okudero, G. O. (2019) 'Effects of Employees ' Perception of Organizational Injustice on Commitment to Work among Staff of Lagos State Fire Service', 5(1), pp. 1–8.

Farndale, E., Baselle, P., and Paawe, J. (2012). Performance management is one of the key HRM issues facing contemporary organisations. Books google.com.

Ferres, N., Connell, J. and Travaglione, A. (2004). Co-worker as a social catalyst for constructive employee attitudes. *Journal of Managerial Psychology*, 19 (6) (2004), pp. 608-622.

Fieseler, C., Bucher, E. and Hoffmann, C.P., (2019). Unfairness by design? The perceived fairness of digital labour on crowd working platforms. *Journal of Business Ethics*, 156(4), pp.987-1005.

Fischer, F., 2019. *Politics, values, and public policy: The problem of methodology*. Routledge.

Fortin, M., Cropanzano, R. and Wagoner, H. Van (2019) 'How do people judge fairness in supervisor and peer relationships? Another assessment of the dimensions of justice'. Doi: 10.1177/0018726719875497.

Frimpong, J.A. and Guerrero, E.G., (2020). Management Practices to Enhance the Effectiveness of Substance Use Disorder Treatment. In *Effective Prevention and Treatment of Substance Use Disorders for Racial and Ethnic Minorities*. Intech Open.

Getnet, B., Jebena, T., & Tsegaye, A. (2014). The effect Of Employee's Fairness Perception on Their Satisfaction towards the Performance Appraisal Practices (A case study of University of Gondar). *International Journal of Management and Commerce Innovations*, 2(1), 174-210.

Giangreco, A., Carugati, A., Sebastiano, A. & Tamimi, H.A. (2012). War Outside, Ceasefire inside: An Analysis Of The Performance Appraisal System Of A Public Hospital In A Zone Of Conflict. *Journal of Evaluation and Program Planning*, 161.

Gichuhi, A.W., Abaja, P.O. & Ochieng, I. (2012). Effect of Performance Appraisal on Employee Productivity. *Journal of Asian Business Management Science*, 2(11): 42-44.

Grant, A. (2007). Relational Job Design and the Motivation to Make a Pro-social Difference, [Http://Www.Jstor.Org/Stable/20159308](http://www.jstor.org/stable/20159308). Accessed 2017/10/30.

Gravett, S. (2001). *Adult learning. Designing and Implementing Learning events: a dialogic approach*. Pretoria: Van Schaik.

Greenberg, J. (1990). *Organisational Justice: Yesterday, Today and Tomorrow: Handbook of Industrial and Organisational Psychology*. Chicago: Rand McNally.

Groble, A., Warnic, S., Carrel, R., Elbert, F., and Hatfield, D. (2011). Human Resource Management in South Africa, 4th Edition

Gubrium and J.A. Holstein (eds.), Handbook of Interview Research: Context and Method (pp. 675 - 694). London: Sage.

Guest, G., Bunce, A., and Johnson, L. (2016). How many Interviews Are Enough? An Experiment with Data Saturation and Variability. [Available at: <https://www.doi.org/10.1177/1525>, accessed on: 04-03-2023, at: 16:41].

Guest, T., Bunce, A. & Johnson, L. (2005). How many interviews are enough? An experiment with data saturation and variability. Field Methods, 18 (1), 59-82.

Gunavan, J., (2015). Ensuring Trustworthiness in Qualitative Research. Belitung Nursing Journal, (1):10 – 11.

Gupta, V & Kumar, S. (2012). Impact of Performance Appraisal Justice or Employee Engagement: A Study Of Indian Professionals, Employee Relations. Journal Of Managerial Psychology, 25(3): 201-223.

Hashemi, J. & Sadeghi, D. (2013) 012. Survey the relationship between procedural justice and organizational commitment: Divandareh banks and financial institutions case study. International Journal of Advanced studies in Humanities and Social Science, 1(4), 264-273.

Health Resource And Service Administration (HRSA). (2011). Performance Management And Measurement. [Online]. Available At: <Http://Www.Hrsa.Gov/Quality/Toolbox/508pdfs/Performancemanagementandmeasurement.Pdf>. Accessed Date: 07/11/2017.

Health Science. (2003). A Guide To Research Ethics. [Online]. Available At: Http://Www.Ahc.Umn.Edu/Img/Assets/26104/Research_Ethics.Pdf. Accessed: 10/11/2017.

Heidari, M., Rajaeepoor, S., Davoodi, S.M., & Bozorgadeh, N. (2012). Investigating the relationship between perceptions of organizational justice and organisational citizenship

behaviour among teachers of Abadeh. *World Applied Sciences Journal*, 18(1), 113-122.

Helden, G.J.V., Johnsen, Å. and Vakkuri, J., (2012). The life-cycle approach to performance management: Implications for public management and evaluation. *Evaluation*, 18(2), pp.159-175.

HemaMalini, P.H. & Washington, A. (2014). Employees' motivation and valued rewards as a key to effective QWL- from the perspective of the Expectancy Theory. *TSM Business Review*, 2(2), 45-54.

Hilliard V. G. (1995). *Performance Management In The Public Sector*. Pretoria: Van Schaik.

Holloway, I. (1997). *Basic Concept For Qualitative Research*. Oxford, UK: Blackwell Science.

Hope, J. and Player, S. (2012). *Beyond performance management: Why, when, and how to use 40 tools and best practices for superior business performance*. Harvard Business Press.

Hoque, Z. (2014). 20 years of studies on the balanced scorecard: Trends, accomplishments, gaps and opportunities for future research. *The British accounting review*, 46(1), pp.33-59.

Hughes, C. (2019). *Workforce Inter-personnel Diversity: The Power to Influence Human Productivity and Career Development*. Springer.

Ibeogu, P. H., & Ozturen, A. (2015). Perception of Justice in Performance Appraisal And Effect On Satisfaction: Empirical Findings from Northern Cyprus Banks. *Procedia Economics and Finance*, 23, 964-969.

Ikramullah, M., Shah, B., Hassan, F.S., Zaman, T. and Khan, H. (2011). Fairness Perceptions of Performance Appraisal System: An Empirical Study of Civil Servants in District Dera Ismail Khan, Pakistan. *International Journal of Business and Social Science* Vol. 2 No.

Jabagi, N., Croteau, A.M. and Audebrand, L.(2020, January). Perceived Organizational Support in the Face of Algorithmic Management: A Conceptual Model. In Proceedings of the 53rd Hawaii International Conference on System Sciences.

Johnson, C.E. (2020). Meeting the ethical challenges of leadership: Casting light or shadow. SAGE Publications, Incorporated.

Joshi, Y. (2020). Affirmative Action as Transitional Justice. Wisconsin Law Review, 2020(1).

Kamal, A., Gustiningsih, D. A. and Habbe, A. H. (2019) 'Advances in Economics, Business and Management Research (AEBMR), volume 92 3rd International Conference on Accounting, Management and Economics 2018 (ICAME 2018)', 92 (Icame 2018), pp. 85–94.

Kamaluddin, A & Abdul Rahman, R. (2009). Enhancing Organization Effectiveness Through Human, Relational And Structural Capital: An Empirical Analysis, 1 (8), 1-17.

Kamran, K & Masood Ur, R. (2008). Employees Resistance Towards Organizational Change. Blekinge Institute Of Technology, School Of Management. Ronney, Sweden.

Kaplan R.S. and Norton D.P. (1992). "The Balanced Scorecard - Measures That Drive Performance", Harvard Business Review, Vol.70, Jan-Feb.

Kaplan R.S. and Norton D.P. (1993). "Putting the Balanced Scorecard to Work", Harvard Business Review, Sept-Oct.

Kennerley, M. and Neely, A. (2002). A framework of the factors affecting the evolution of performance measurement systems. Centre for Business Performance, Cranfield School of Management, Cranfield, UK. International Journal of Operations & Production Management, Vol. 22, No. 11, 2002, pp. 1222-1245 @ MCB Limited, 0144-3577, DOI.

Kinder, T. and Burgoyne, T. (2013). Information processing and the challenges facing lean healthcare. Financial Accountability & Management, 29(3), pp.271-290.

Kinley, N. and Ben-Hur, S. (2020). Fairness. In Leadership OS (pp. 91-107). Palgrave Macmillan, Cham.

Komodroskos, M. & Halkias, D. (2015). Organizational Justice during Strategic Change: The Employee's Perspective. Gower Publishing Company. Printed in the United Kingdom by Henry Ling Limited.

Kont, K.R. & Janston, S. (2013). Library Employees' Attitude Towards The Measurement And Appraisal Of Their Work Performance. A Journal Of Library Management, 34(6/7): 524-525.

Koonmee, K. (2011). Fairness in the Workplace: The Relative Effects Of Distributive And Procedural Justice On Incentive Satisfaction. The Business Review, 17(2), 160-166

Kotiloglu, S., Chen, Y., & Lechler, T. (2019). Organizational response to performance feedback: A meta-analytic review. SAGE, California State University, San Marcos, USA.

Kreitner, R. & Kinicki, A. (2007). Organizational Behaviour. 7th Ed. Boston: Irwin.

Krishnan, R., Ahmad, N. A. F. binti, & Haron, H. (2018). The Effect of Employees' Perceived Fairness of Performance Appraisal Systems on Employees' Organizational Commitment. International Journal of Academic Research in Business and Social Sciences, 8(3), 448–465.

Kwon, B. and Farndale, E. (2020). Employee voice viewed through a cross-cultural lens. Human Resource Management Review, 30(1).

Laventhal, G. S., Karuza, J., & fry, W. R. (1980). Beyond fairness: A theory of allocation preference. In G. Macula (Ed.), *Justice and social interaction* (pp. 167-218). New York: Springer-Verlag.

Lapsley, I. (2009). New public management: The cruellest invention of the human spirit? 1. Abacus, 45(1), pp.1-21.

Latham, G.P., Borgogni, L. and Petitta, L. (2008). Goal setting and performance

management in the public sector. *International Public Management Journal*, 11(4), pp.385-403.

Leedy, P. D. and Ormond, J. E. (2015). *Practical Research Planning and Design*, Eleventh Edition. Harlow, Essex, CM20 2JE, England, Pearson Education Limited.

Leedy, P.D. & Ormond, J.E. (2010). *Practical Research: Planning And Design*. New Hampshire: Ally & Bacon.

Likierman, A. (1993). Performance indicators: 20 early lessons from managerial use. *Public Money & Management*, 13(4), pp.15-22.

Lincoln, Ys & Guba, Eg. (2010). *Naturalistic Inquiry*. Newbury Park, Ca: Sage Publications.

Lindlof, T. R. & Taylor, B.C. 2012. *Qualitative Communication Research Methods*. 2nd Ed. Thousand Oaks, Ca: Sage Publications

Management Accounting Research, 25 (2) (2014), pp. 119-13.

Management Accounting Research, 25 (2) (2014), pp. 131-146.

Manoharan, T.R, Muralidharan, C & Deshmukh, S.G. (2012). A Composite Model For Employees' Performance Appraisal And Improvement": *European Journal Of Training And Development*, 36 (4): 449-451.

Maree, K. & Pieterse, J. (2016). *First Steps In Research*. Pretoria: Van Schaik.

Mayer, D., Nishii, L., Schneider, B., & Goldstein, H. (2007). The precursor and products of justice climate: Group leader antecedents and employee attitudinal consequences. *Personnel Psychology*, 60, 929-963. <https://www.doi.org/10.1111/j.1744-6570.2007.00096.x>.

Mays, J. (2020). Basic Income, Disability Dimension and the Fairness Test. In *Basic Income, Disability Pensions and the Australian Political Economy* (pp. 57-102). Palgrave Macmillan, Cham.

Mcmillan, J.H. & Schumacher, S. (2006). *Research In Education. Evidence-Based Inquiry*. 6th Ed. Johannesburg: Pearson.

Mello, D.M. (2015). Performance Management And Development System In The South African Public Service: A Critical Review. *Journal Of Public Administration*, 50(Special Issue 1), Pp.688-699.

Mihaiu, D., Opreana, A., Cristescu, M. (2010), "Efficiency, Effectiveness and Performance of the Public Sector" *Romanian Journal Of Economic Forecasting*.

Modell, S. (2004). Performance measurement myths in the public sector: a research note. *Financial Accountability & Management*, 20(1), pp.39-55.

Moullin, M. (2005), "Defining performance measurement: the debate continues", *Perspectives on Performance*, Vol. 4 No. 1, p. 13.

Moullin, M. and Defining, P.M. (2005), "Defining PM – should the definition include stakeholders?", *Perspectives on Performance*, Vol. 4 No. 3, p. 17.

Moullin, M., 2002. *Improving public and third sector performance with the Public Sector Scorecard*.

Mpehle, Z. and Hlebela, M.C.T. (2020). Women Empowerment in the Mpumalanga Office of the Premier, South Africa. *Academy of Social Science Journal*, 5(1), pp.1577-1587.

Murden, T. (2006) *Ministers Put Faith in Industry Miracle Worker To Revitalize. Public Sector, Scotland on Sunday, February 12, p.3. National Audit Office (1988)*.

Nair N, Vohra N. (2009). Developing a new measure of work alienation. *Journal of Workplace Rights*. 1 4(3): 293-309.

Nechanska, E., Hughes, E. and Dundon, T. (2020). Towards an integration of employee voice and silence. *Human Resource Management Review*, 30(1).

Neely, A.D., Adams, C. and Kennerley, M. (2002), *The Performance Prism: The*

Scorecard for Measuring and Managing Stakeholder Relationships, Financial Times/Prentice Hall, London.

Neubauer, B. et al., (2019). A Qualitative Space: How Phenomenology can help us learn from the experiences of other. *Perspect Med Edu* (209) 8: 90-97. Available at: <https://doi.org/10.1007/s40037-0190509-2>.

Newton, J. (2003). Implementing an institution-wide learning and teaching strategy: Lessons in managing change. *Studies in higher education*, 28(4), pp. 427-441.

Ngubane, Y.P. (2013). Effectiveness of the Performance Management and Development System at the South African Social.

Nieuwenhuis, J. (2012). Analysing Qualitative Data. In Maree, K., Ed. *First Steps In Research*, Pretoria: Van Schaik, Pp. 37-42.

Norreklit, H. (2000). The balance on the balanced scorecard a critical analysis of some of its assumptions. *Management accounting research*, 11(1), pp.65-88.

O'donoghue, T. & Punch, K. (2003). *Qualitative Education Research In Action: Doing And Reflecting*. London: Routledge.

Okoye, P.V.C & Ezejiofor, R.A. (2013). The Effect Of Human Resource Development On Organizational Productivity. *International Journal Of Academia Research In Business And Social Science*, 3(10) 250-268).

Okoye, P.V.C. and Ezejiofor, R. A. (2013). The effect of human resources development on organizational productivity. *International Journal of Academic Research in Business and Social Sciences*, 3(10), p.250.

Omusebe, J.M.S., Gabriel, K. & Douglas, M. (2013). Effect Of Performance Appraisal Employee Productivity: A Case Study Of Mumias Sugar Company Limited: *International Journal Of Innovation Research And Development*, 2 (9): 51.

Orando, M. (2013). The Influence of Human Behaviour Factors on Construction Productivity. PhD Thesis. Bloemfontein: University of The Free State.

Palailogos, A, Papazekos, P & Panayotopoulous, L. (2011). Organizational Justice And Employee Satisfaction In Performance Appraisal: Journal Of European Industrial Training, 35 (8): 826.

Palaiologos, A., Papazekos, P. & Panayotopoulo, L. (2011). Organizational Justice & Employee Satisfaction in Performance Appraisal. Journal of European Industrial Training, 35(8): 826-840.

Palaiologos, A., Papazekos, P., & Panayotopoulou, L. (2011). Organizational Justice and Employee Satisfaction in Performance Appraisal. Journal of European Industrial Training, 35(8), 826-840.

Pälli, P. and Lehtinen, E. (2014). Making objectives common in performance appraisal interviews. Language & Communication, 39, pp.92-108.

Pattons, M.Q. & Cochran, M. (2002). A Guide To Using Qualitative Research Methodology. [Online]. Available At: File://F:/Qualitative-Research-Methodology.Pdf. Accessed: 11/11/2017.

Pauer, D. and O'Donnell, M.P. (2020). What Factors Were Most Important to the Success of the Cleveland Clinic Employee Wellness Program?

Perkins, S.J. and Jones, S. (2020). Reward management: Alternatives, consequences and contexts. Kogan Page Publishers.

Perrin, T., 2003. Working Today: Understanding What Drives Employee Engagement The 2003 Towers Perrin Talent Report US Report. Retrieved March 15, p.2013.

Perry, J., Mesch, D., & Paarlberg, L. (2006). Motivating Employees in a New Governance Era: The Performance Paradigm Revisited. <http://www.jstor.org/stable/3843936>.

Phillips, P. and Moutinho, L. (2014). Critical review of strategic planning research in hospitality and tourism. *Annals of Tourism Research*, 48, pp.96-120.

Pollitt, C. and Bouckaert, G. (2011). *Continuity and change in public policy and management*. Edward Elgar Publishing.

Posthuma, R. A., & Campion, M. A. (2009). Age stereotypes in the workplace: common stereotypes, moderators, and future research directions. *Journal of Management*, 35, 158-188.

Power, M. (1997). *The audit society: Rituals of verification*. OUP Oxford.

Praveena, K. (2011). *The study on factors influencing performance in general insurance: a case study of an insurance company in Kuala Lumpur* (Doctoral dissertation, Open University Malaysia).

Prowse, P & Prowse, J. (2010). The Dilemma Of Performance Appraisal. *Journal Of Measuring Business Excellence*, 13 (4): 70.

Public Service Commission (PSC), (2016). *Building a capable, career-oriented and professional public service to underpin a capable and developmental state in South Africa*. Final Discussion Document. Republic of South Africa.

Public Service Commission (Psc). (2014). *Report On The Roundtable Discussion On The Improper Management Of The Performance Management And Development System (PMDS), Which Leads To Grievance In The Public Service*. Retrieved From Http://Www.Psc.Gov.Za/Documents/Reports_2015.Asp.

Public Service Regulations, (2001) (Government Notice No. R. 1 Of 5 January 2001).

Pun, J., Chan, E.A., Eggins, S. & Slade, D., 2020. Training in communication and interaction during shift-to-shift nursing handovers in a bilingual hospital: A case study. *Nurse education today*, 84, p.104212.

Purcell, J & Hutchinson, S. (2007). Front-Line Managers As Agents In The HRM Performance Causal Chain: Theory, Analysis And Evidence. *Human Resource Management Journal*. 1 (17), 3-20.

Pycraft et al. (2000). *Operations Management - South African Edition*. Pearson Education, South Africa.

Qu, Y., Jo, W. & Choi, H.C. (2020). Gender Discrimination, Injustice, and Deviant Behavior among Hotel Employees: Role of Organizational Attachment. *Journal of Quality Assurance in Hospitality & Tourism*, 21(1), pp.78-104.

Radebe, P.Q. (2013). *The Impact Of A Performance Management System On Services Delivery In The City Of Johannesburg Metropolitan Municipality*. Doctor Of Philosophy. Thesis. North- West University.

Radnor, Z. and Osborne, S.P. (2013). Lean: a failed theory for public services? *Public management review*, 15(2), pp.265-287.

Radnor, Z.J. & Noke, H. (2006). Development of an audit tool for product innovation: The innovation compass. *International Journal of Innovation Management*, 10(01), pp.1-18.

Rakgoale, E.K. (2011). *Improving the performance management and development system in the department of health and social development*. Unpublished Masters Mini-Dissertation. Turfloop Graduate School of leadership: University of Limpopo. South Africa: Limpopo province.

Ramlall, S. (2004). A review of employee motivation theories and their implications for employee retention within organizations. *Journal of American Academy of Business*, 5(1/2), 52-63.

Ramlall, S. (2004). A review of employee motivation theories and their implications for employee retention within organizations. *Journal of American academy of business*, 5(1/2), pp.52-63.

Raply, T. (2007). Interviews. In: Seale, C., Gobo, G., Gubrium, J.F. & Silverman, D. (Eds.) Qualitative Research Practice. London: Sage Publications, 15-33.

Rastgar, A.A. & Pourebrahimi, N. (2013). A study of the relationship between organizational justice and turnover intentions: Evidence from Iran. International Journal of Research in Organizational Behaviour and Human Resource Management, 1(2), 1-10.

Republic Of South Africa. (1994). Public Service Act No 103 Of 1994. Pretoria: Government Printers.

Republic Of South Africa. (1996). Constitution Of Republic Of South Africa Act No 108 Of 1996. Pretoria: Government Printers.

Republic Of South Africa. (2001). Public Service Regulations. Pretoria. Government Printers.

Rokhman, W. (2013). The effect of Islamic microfinance on poverty alleviation: Study in Indonesia. Economic Review: Journal of Economics and Business. XI. 21-30.

Saffar, N. and Obeidat, A. (2020). The effect of total quality management practices on employee performance: The moderating role of knowledge sharing. Management Science Letters, 10(1), pp.77-90.

Sage Knowledge (2023). What is an audit society? [(Available at: <https://www.sagehub.com>, Accessed on: 1502-2023, at: 16:16)].

Salant, P. & Dillman, D.A. (1994). How To Conduct Your Own Survey. New York: John Wiley And Sons.

Samkange, P.M (2009). The Research About Target Population. [Online]. Available At: <Http://Uir.Unisa.Ac.Za/Bitstream/Handle/10500/1899/03chapter3.Pdf>. Accessed: 11/10/2017.

Saravanja, M., (2010). Integrated Performance Management Systems And Motivation In The South African Public Sector (Doctoral Dissertation).

Saunders, M.K, Lewis, P. & Thornhill, A. (2012). *Research Methods For Business Students*. 6th Ed. Harlow, England: Prentice Hall.

Saunders, M.K, Lewis, P. & Thornhill, A. (2012). *Research methods for business students*. 6th ed. Harlow, England: Prentice Hall.

Schermerhorn Jr. J.R. and Bachrach, D.G. (2020). *Management*. John Wiley & Sons.

Schneir, C. and Carrol, S.(1982). *Performance appraisal and review systems: The identification, measurement, and development of performance in organizations*. Glenview, IL: Scott, Foresman.

Schurink, W.J. (2003). *Qualitative Research In Management and Organizational Studies with Reference to Recent South African Research*. SA Journal of Human Resource Management, 10-14.

Scott, Sg & Eistein, W.O. (2005). *Strategic Performance Appraisal In Team-Based Organizations: One Size Does Not Fit All*. Journal of The Academy of Management Executive. Published Academy Of Management, 15 (2): 108.

Security Agency. Unpublished master's Thesis. University of KwaZulu-Natal. South Africa: Kwazulu-Natal province.

Sekiguchi, T. (2014) 'Self-Esteem and Justice Orientation as Moderators for the Effects of Individual-Targeted and Group-Targeted Justice', 63(2), pp. 238–266. Doi: 10.1111/j.1464-0597.2012.00518. x.

Shields, J., Rooney, J., Brown, M. and Kaine, S. (2020). *Managing Employee Performance and Reward: Systems, Practices and Prospects*. Cambridge University Press.

Shillamkwese, S.S., Tariq, H., Obaid, A., Weng, Q. and Garavan, T.N., (2020). *It's not me, it's you: Testing a moderated mediation model of subordinate deviance and abusive supervision through the self-regulatory perspective*. Business Ethics: A European Review, 29(1), pp.227-243.

Sholihin, M. (2013) 'How Does Procedural Fairness Affect Performance Evaluation System Satisfaction? (Evidence from a UK Police Force)', 15(3), pp. 231–247.

Sillanpää, V. (2011), "Performance measurement in welfare services: a survey of Finnish organizations", *Measuring Business Excellence*, Vol. 15 No. 4, pp. 62-70. <https://doi.org/10.1108/13683041111184116>

Singh, P. & Twalo, A. T. (2015). Effects Of Poorly Implemented Performance Management Systems On The Job Behavior And Performance Of Employees. *International Business & Economic Research Journal*, 14(1), 81.

Singh, S., Fantasy, K., Saxunova, D. and Lewa, P.M. (2020). Impact of Culture, Community, Communications, and Leadership on Social Enterprises Effectiveness in Africa. In *Innovation, Technology, and Market Ecosystems* (pp. 387-404). Palgrave Macmillan, Cham.

Singh, V.K., Kochar, B. & Yüksel, S. (2010). An Empirical Study On The Efficiency Of Performance Appraisal System In Oil And Natural Gas Commission (Ongc). *Journal In India İşletme Araştırmaları Dergisi*, 2 (2): 65-78.

Siverbo, S. (2014). The implementation and use of benchmarking in local government: a case study of the translation of a management accounting innovation. *Financial Accountability & Management*, 30(2), pp.121-149.

Smith, E. E. & Mazibuko, N. E. (2019) 'Assessing perceptions regarding distributive justice in the South African financial services industry', 13(1), pp. 37–61. Doi: 10.15249/13-1-206.

Smith, J. (2016). The motivational effects of mission matching: A lab-experimental test of a moderated mediation model. *Public Administration Review*, 76(4), pp.626-637.

Smit, P. J., Cronje, G. B., Brevis, T., & Vrba, M. J. (2011). *Management Principles: A Contemporary Edition for Africa*. 5th Edition, Juta.

Sookoo N. (2014) Perceptions of injustice and alienation dynamics within the workplace. *Journal of the Department of Behavioural Sciences*. 3(1): 81-99.

Spekle, R.F. & Verbeeten, F.H., 2014. The use of performance measurement systems in the public sector: Effects on performance. *Management Accounting Research*, 25(2), pp.131-146.

Tabi, M. T., & Verdon, D. (2014). New public service performance management tools and public water governance: the main lessons drawn from action research conducted in an urban environment. *International Review of Administrative Sciences*, 80(1), 213-235. <https://doi.org/10.1177/0020852313511574>.

Talbot, C. (2008). Performance regimes—The institutional context of performance policies. *Intl Journal of Public Administration*, 31(14), 1569-1591. <https://doi.org/10.1080/01900690802199437>.

Tallman R, Phipps K, Matheson D. (2009) Justice perception in Medical Administrative Governance. *International Journal of Business Research*. (7): 147-155.

Taylor, M. S., Tracy, K. B., Renard, M. K., Harrison, J. K., & Carroll, S. J. (1995). Due Process in Performance Appraisal: A Quasi-Experiment in Procedural Justice, *Administrative Science Quarterly*, Vol. 40, pp. 495-523.

Turner, P. (2020). The Psychology of Work and Employee Engagement. In *Employee Engagement in Contemporary Organizations* (pp. 113-140). Palgrave Macmillan, Cham.

Universities UK (2011). *Patterns and trends in UK higher education 2011*. Universities UK, London, England.

Van der Waldt, G. (2004). *Managing performance in the public sector: concepts, considerations and challenges*. Jutta and Company Ltd.

Wagner, M. and Westaby, J.D. (2020). *Changing Pay Systems in Organizations: Using Behavioural Reasoning Theory to Understand Employee Support for Pay-for-*

Performance (or Not). *The Journal of Applied Behavioural Science*, p.0021886319896411.

Wang, X., Hao, J. and Hao, Y. (2016). The relationship between organisational justice and job satisfaction: Evidence from China. *Journal of Chinese Human Resource Management* (7) 2, pp115-128.

Warnich, S. and Grobler, P.A. (2016). Human resource development (HRD) practices in local vs. foreign companies in South Africa: is there a difference? *Journal of Contemporary Management*, 13(1), pp.702-724.

Warokka, A., Gallato, C. G. & Moorthy, T. (2012). Organizational Justice in Performance Appraisal System and Work Performance: Evidence from an Emerging Market. *Journal of Human Resources Management Research*, 3-5.

West, D. and Blackman, D. (2015). Performance management in the public sector. *Australian Journal of Public Administration*, 74(1), pp.73-81.

Womack, J. P., Jones, D. T., & Roos, D. (1990). *The machine that changed the world: How Lean production revolutionized the global car wars*. New York: Rawson Associates.

Wu, B. (2020). Performance Planning. In *Government Performance Management in China* (pp. 161-184). Springer, Singapore.

Zhang, Y. & Wildemuth, B.M. (2009). *Qualitative analysis of content*. School of Information. University of Texas; Yan Zhang's Publications

Zhao, X., Hwang, B.G. and Lim, J.(2020). Job Satisfaction of Project Managers in Green Construction Projects: Constituents, Barriers, and Improvement Strategies. *Journal of Cleaner Production*, 246, p.118968.

Zvavahera, P. (2014). An evaluation of the effectiveness of performance management systems on service delivery in the Zimbabwean civil service. *Journal of Management and Marketing Research*, 14, 1.

