

**A critical investigation of recruitment and performance management in the  
import and export industry in Cape Town, South Africa**

by

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## **Abstract**

This study sought to gain a better understanding of the recruitment and performance management functions in the import and export industry in Cape Town, South Africa. While many studies have been conducted on recruitment and performance management, there is a paucity of research on these two functions within the industry. Recruitment and performance management are vital human capital and human resource (HR) functions that play a crucial role in guaranteeing an organisation's ability to achieve its business strategy. Furthermore, studies have shown that in recent years, performance management has become intrinsic to most organisations. Therefore, the aim of this study was to develop awareness relating to the importance of the recruitment and performance management functions, among all levels of management.

The research comprised five phases of data collection from 151 randomly selected respondents. A questionnaire was developed and distributed to gain insight into how these two functions were executed within the industry under investigation. Thereafter a performance management module was developed and implemented, and the questionnaire was redistributed after six months.

The results support the view that the functions of recruitment and performance management are poorly managed within the industry. Furthermore, the intervention of the performance management module indicates that interaction with employees relating to individual performance enhances both their work performance and general awareness of inter-personal and organisational issues.

The findings from this research suggest that recruitment and performance management are essential HR practices often overlooked in an environment that is random and extremely demanding. Disregard of these practices, especially performance management, has proved to have a negative impact on employee job performance. It is therefore recommended that organisations follow processes and invest in such programmes, not only to achieve their organisational goals, but also to develop and enhance employee performance.

This study has specific and important implications for the import and export industry in Cape Town, substantiating the researcher's premise that effective recruitment and performance management can improve and facilitate the management of the industry's employees.

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## Glossary

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<u>Keyword</u>	<u>Definition</u>
<b>Assessment</b>	Any test, procedure, question or exercise used to measure an individual's employment-related qualifications or characteristics (i.e., skills, knowledge, and aptitudes). The information collected is used to influence or guide subsequent staffing or personnel decisions.
<b>Aptitude test</b>	The process of testing special abilities that are required in certain jobs.
<b>Candidate</b>	An individual being considered for possible employment in a job or organisation.
<b>Coaching</b>	Approach in which a manager is able to teach an employee on a one-on-one basis.
<b>Competencies</b>	Noticeable and measureable skills individuals possess, distinguishing the job performance of that person as productive or unproductive.
<b>Cover letter</b>	A letter that accompanies a questionnaire to persuade the respondent to complete and return the questionnaire.
<b>Criteria</b>	Measures of job performance used to calculate the validity of a staff assessment.
<b>Data</b>	Information collected from respondents or participants.
<b>Data analysis</b>	The process of editing data into a manageable size, looking for patterns and applying statistical techniques.
<b>Employee</b>	A person who has been hired to work for another in return for financial or other compensation.
<b>Employment relationship</b>	Those aspects of collective relations or the management of relations between managers and the employees of an organisation.
<b>Group interview</b>	A meeting in which several job applicants are to interact among themselves in the presence of the company representative.

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<b>Human capital</b>	The skills, knowledge and abilities of an organisation's employees.
<b>Human resource management (HRM)</b>	The process of managing employees based on the hypothesis that employees are an important source of competitive advantage. Practices include recruitment, selection, training and development, compensation, and performance management.
<b>Information</b>	Structured data to support decision making or describe the relationship between specifics
<b>Intelligence test</b>	Tests that measure an individual's intelligence or the individual's ability to reason.
<b>Interview</b>	A conversation between an interviewer and a job applicant, with the aim of retrieving and confirming information about the job applicant.
<b>Job analysis</b>	A systematic investigation of the tasks, duties and responsibilities of a job as well as the skills, abilities and knowledge that an individual should require in order to perform that specific job effectively.
<b>Job description</b>	A written statement clarifying the main purpose of a job, what tasks are to be performed, the performance standard required for the accomplishment of those tasks and also the conditions under which these tasks are to be accomplished.
<b>Job design</b>	Specification of the content of a job, the resources required to do the job, as well as the connection of the job to other jobs.
<b>Job specification</b>	A written statement of the skills, abilities, knowledge, formal qualifications and even the personal individualities that an individual requires in order to perform a specific job successfully.
<b>Mentoring</b>	A relationship between a senior manager and a more junior employee that involves the senior manager's providing general support and advice, sharing contacts and shaping the employee.
<b>Objectives</b>	These are measurable targets that are to be achieved within a specified time frame.
<b>Performance appraisal</b>	This is concerned with an employee's performance, the rating thereof, communicating this to the employee and jointly establishing a plan for performance improvement.

<b>Performance management</b>	This is a system by which an organisation evaluates and develops employee skills and individual performance in order to improve organisational performance.
<b>Personality tests</b>	These are tests during which the basic aspects of a person's personality are measured.
<b>Psychometrics</b>	Statistical processes and metrics that are used during the construction of assessments.
<b>Qualitative data</b>	Data that is not characterised by numbers; instead it is textual, visual or oral. The focus is on meaningful characterisations, interpretations and other descriptions.
<b>Quantitative data</b>	Refers to an attempt to obtain the precise measurement of something.
<b>Recruitment</b>	A process that requires expertise and ability to find and match the best potential candidate for a job vacancy within an organisation.
<b>Respondents</b>	A participant in a study.
<b>Retention</b>	Refers to the length of time employees remain with a company or organisation after they have been hired.
<b>Selection</b>	Used to refer to assessment processes that are designed to identify applicants in a candidate pool that possess attributes that suggest they have a high potential for job success. Selection may also include the step of making a job offer to applicants who are considered eligible for hire.
<b>Simple random sampling</b>	A sampling procedure that guarantees each component in the target population of an equal chance of being included in the sample.
<b>Skills</b>	Refers to a person's competence in applying knowledge and/or physical capability to perform a particular task or closely related set of tasks. Proficiency in a skill usually depends on "natural" talents and abilities, as well as experience and practice.
<b>Structured interview</b>	This is when an interview makes use of a predetermined checklist of questions that are asked to all job applicants.

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**Structured response** Participant's responses are limited to specific alternatives provided.

**Target population** Those people that have the desired information for the study.

**Training** These are activities that teach employees how to improve performance in their current job.

**Unstructured interview** This type of interview makes use of no structure whatsoever, as the interviewer is free to pursue the applicant's responses.

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# Chapter 1

## Introduction

### 1.1 Introduction to the background of the problem

In today's constantly changing and competitive business environment, people no longer work because of socio-economic considerations alone. Although there is little doubt that many people work to sustain themselves, as well as to satisfy their wants, other reasons for working include job security, a sense of achievement, a sense of purpose, and the expansion of a circle of friends.

As a result of the above, people work and organisations are faced with the important function of recruitment – matching the best potential candidate to a specific job. In every company, management will reach a point where they need to employ staff and the purpose of doing so is to help fulfil the needs of the company. Tasks or duties have to be performed and the new recruit is taken on in order to ensure that those particular tasks/duties are carried out. The question then arises whether that recruit is actually redundant, should he/she not be capable of performing those particular tasks/duties.

Therefore, when recruiting, only applicants with the experience, skills, knowledge, ability and relevant qualifications to perform the job, as well as help the organisation reach its goals, ought to be considered. This is mainly because employees are a vital part of the efficient and effective functioning of any business. The question now arises: Is merely employing staff enough for any organisation to be successful?

The benefits of having the best-trained workers using the most advanced technology can be nullified by employees who do not want to use their energy and skills for the benefit of the organization. Without employee commitment, there can be no improvement in any area of business activity.

Employees will simply treat their work as a nine-to-five job without any burning desire to accomplish any more than is necessary to remain employed ... It is not good enough anymore to have employees who come to work faithfully every day ... The appointment of good workers is thus crucial ... (Coetzee & Vermeulen, 2003:46).

Many organisations face skill shortages for various reasons: losing employees to competitors, employees emigrating with their families, the increasing impact of HIV/Aids on the workplace, and affirmative action applied incorrectly, are but a few.

Times have changed in the business world to the extent that legislation requires companies to focus on training and development, performance management, career management and succession planning, as well as on policies. Previously, performance management was believed to be beneficial only to the employer, as management needed to assess whether the company was paying a staff member an appropriate salary.

However, performance management is both beneficial to and important for both employees and employers. From the employers' viewpoint, performance management will assist in understanding and evaluating the current performance of employees, identify any shortcomings, establish their training needs, and much more. The employee, on the other hand, will receive feedback with regard to his/her performance, which in turn will provide an outline to be used when assessing future career development. Organisations have realised that the management of employee performance does assist with regard to the manner in which processes are carried out, or even with their improvement, and that in the long-term, performance management also plays a role in respect of a significant aspect – that of continuous growth.

The literature cited below gives compelling reasons for the importance of recruitment and performance management, as well as the proper processes for these. They also provide some insight into how these two functions are linked, as not only recruiting the right person is important, but also monitoring and evaluating the performance of that particular person. Employees are resources of the employer and as such, the characteristics of each employee can add value to the organisation.

Your employees are an integral and indispensable part of running your business smoothly and efficiently. That's why, keeping in mind the crucial role of your employees, a recent trend known as Performance Management has come into practice. Using performance management, you can ensure that your employees not only fulfill their responsibilities, but do so to the best of their abilities and up to your expectations (Morebusiness.com, 2007).

Recruiting people who are wrong for the organisation can lead to increased labour turnover, increased costs for the organisation, and lowering of morale in the existing workforce. Such people are likely to be discontented, unlikely to give of their best, and end up leaving voluntarily or involuntarily when their unsuitability becomes evident. They will not offer the flexibility and commitment that many organisations seek. Managers and supervisors will have to spend extra time

on further recruitment exercises, when what is needed in the first place is a systematic process to assess the role to be filled, and the type of skills and abilities needed to fill it (ACAS, 2009).

As well as underscoring the importance of recruitment and performance management, as well as the proper processes to be followed, the literature cited above provides some insight into how these two functions are linked, since not only recruiting the right person is important, but also monitoring and evaluating the performance of that particular person. Employees are resources of the employer and as such, the characteristics of each employee can add value to the organisation.

Irrespective of the industry or sector that an organisation operates in, employees with certain qualities are required: these include meticulous skills, competencies, abilities and experience. Human capital deals with the abilities, skills, knowledge, personality, behaviours, training, experience, relationships and insights belonging to the employees within an organisation; the better the quality of the human capital, the more prosperous the organisation will be.

Taking into account what human capital focuses on, it is easy to see that recruitment and performance management are functions that are to be performed in order to deal with or manage some of the factors that human capital encompasses. Human capital plays a crucial role in guaranteeing that an organisation has the capacity to provide the specific product or service required by the clients. To ensure that this takes place, effective recruitment processes, policies, procedures and practices should be developed and implemented to employ the right people with all the necessary abilities and competencies.

The bottom line is that human skills are required in 99 percent of organisations in order to implement and execute the business strategy; however even the finest strategy will fail without the right people in the right places to execute it. The importance of human capital should therefore not be ignored in any organisation, irrespective of the size of the organisation.

Kong and Thomson (2009:356) explain that in the last few decades, employees have been widely recognised as a valuable resource; however the debate has now shifted from whether human resources *are important*, to *how important* they are in an organisation. The knowledge that all employees bring to an organisation is believed to provide the organisation with a valuable asset. In today's economy, organisations are forced to compete for the best talent, as this facilitates the effective functioning of the business and this is one of the

reasons why human capital has become more prominent; another is because of the increase in diversity.

Human resource management practices play a role in the success of an organisation because of the qualities that come along with human capital; in order to acquire the benefit of these qualities, effective management comes into play. This is supported by Noe et al. (2011:36):

The challenges faced by global organizations are important dimensions of human resource management, the policies, practices, and systems that influence employees' behavior, attitudes, and performance ...

There are several important human resource management practices that should support the organization's business strategy ... An organization performs best when all of these practices are managed well. At companies with effective human resource management, employees and customers tend to be more satisfied, and the companies tend to be more innovative, have greater productivity, and develop a more favourable reputation in the community.

It therefore has to be realised that the human resource management practices of recruitment and performance management are important in any organisation; however it should also be acknowledged that no two organisations are the same, and for this reason the recruitment and performance management processes will differ from one organisation to another. Despite no standard recruitment and performance management process's fully meeting the needs of every organisation, employers need to understand the importance of conducting these processes. These processes may be custom designed to suit the organisation's needs, as the execution of these processes is significant to employee job performance.

Individual performance contributes to the overall performance of the organisation, and it is essential that the right labour is recruited and the performance of the labour is managed constantly and effectively, to contribute to successful employee job performance and to the competitiveness of the organisation.

## 1.2 Research problem

In most companies, recruitment and performance management are critical functions where specific policies, processes and procedures have already been developed and implemented in order to support employers when attending to these functions.

The problem under investigation is whether the above-mentioned functions are adhered to as stipulated by the company. In order to conduct a thorough investigation, both the recruitment and performance management processes will be examined. Do companies adhere to recruitment policies, standards and procedures when recruiting candidates to fill all positions, or only when senior positions are filled, or those positions where performance bonuses and incentives are paid?

By the same token, is it only the performance of these employees that will be monitored, as the company stands to lose money or its reputation? Should the proper recruitment process only be utilised for certain positions, the possibility of not selecting the best candidate will increase, since the particular recruit will not be measured against any particular selection criteria.

Taking the performance management process into account, when the performance of an employee is not monitored, evaluated and/or managed, the organisation cannot be certain that the employee is performing effectively in the particular role. This is how an individual could be employed in a position to which he/she is not suited. Also, the individual may not perform at his/her full potential, as the job does not elicit the person's strengths – in some instances only the individual's weaknesses will be displayed.

Hence, the research problem becomes: In the industry in which the researcher is employed, there is a major concern that both recruitment and performance management are not practised effectively, leading to financial losses for companies.

### **1.3 Purpose and objectives of the study**

The research was conducted in the import and export industry in Cape Town, South Africa. The main aim of the research was to determine whether the steps in the recruitment process utilised in a company would differ, based on the job title or occupational level.

This main aim was supported by a secondary aim, to ascertain whether a performance management programme was utilised.

Not utilising the recruitment process correctly, as well as the absence of a performance management programme, could lead to a situation where individuals are recruited for a position despite being unfit for that particular role. This is what leads to underperformance. Taking time out to follow a performance management programme may well enable the employer to discover one of three options regarding the employee. The employee may not be coping in that particular role, may be better suited in another position, or has not received adequate training in order to perform efficiently.

The objectives of the study are:

- 1.) To develop a better understanding of the recruitment and performance management functions in the import and export industry in Cape Town, South Africa, through an investigation.
  
- 2.) To develop awareness, among all levels of management, with regard to the importance of carrying out the recruitment and performance management functions as procedurally documented in the form of policies.

### **1.4 Clarification of basic terms and concepts**

Various terms and concepts are clarified in a glossary, in the event that these terms are not clarified when first encountered in the text. This glossary may be perused in the preliminary pages of the thesis.

## **1.5) Research questions**

Recruitment and performance management are critical HR practices, specifically when dealing with human skills and the continuity of any organisation. For these reasons it was important that the research investigated and pursued answers to the following specific and significant questions:

1. Was the same recruitment process made use of for all employees, irrespective of the occupational level?
2. Was there a performance management system or programme in place?
3. Did recruitment or performance management have an influence or impact on job performance?
4. Once a performance management system or programme was implemented, was the job performance of any employee enhanced?

## **1.6 Importance of the study**

Very few organisations are static; in today's economy, management, the organisation's technology and systems, and the organisation's culture/climate as a whole must be able to adapt in order to respond to the constantly changing market conditions and opportunities. Each organisation, within its industry, strives to be the leader of the pack occupying the biggest market share; no organisation exists just to survive and break even.

Almost every organisation employs the cliché that people are its most valuable asset or resource and this statement, which is so frequently used, may very well be true, since many business analysts claim that the continued survival of any organisation is dependent on having the right people in the right position at the right time. In support of this statement, Khan et al. (2011:957) maintain that the human is the most important asset for organisations, especially in the era of competitiveness.

Nevertheless, can any company identify just how valuable or important their people actually are? For this very reason, effective management of employee recruitment, performance and behaviour has become a topic and/or sub-topic of many theoretical and practical research studies in various industries.

Recruitment excellence is the action performed in order to fill the right position with the right person:

Whatever the nature of an organisation, the effectiveness of its operations and functions inevitably depends very largely upon the staff it employs. All managers are concerned with the success of the personnel function in their own department and with the management of their staff.

Managers should recognise the importance of a planned and systematic approach to staffing the organisation, and to the recruitment and selection of staff (Mullins, 1999:733).

Mullins (1999:734) further contends that should one mull over the quote above, it would emerge that the most important function in any organisation is effective recruitment of staff. Staff with the right ability, willingness, attitudes, and competencies should be recruited. The recruitment of unsuitable staff cannot be corrected with even the best theories on motivation, commitment and empowerment, as such theories would be of little use.

Recruiting qualified people, with knowledge, experience and skills, in the right place at the right time, is therefore critical to any organisation's success. However, by the same token, retaining these staff members is equally important. A poor recruitment decision can produce negative effects, such as an organisation having to invest time, effort and money into a job incumbent whose performance is below standard. One can now begin to detect how performance management would tie in with recruitment excellence, as monitoring and evaluating employee performance is as vital as selecting the right candidate for a job.

The United States Office of Personnel Management (2011) defines performance management as the systematic process through which an organisation involves its employees, as individuals and members of a group, in improving organisational effectiveness in the accomplishment of organisational goals. Performance management includes: planning work and setting expectations, continually monitoring performance, developing the capacity to perform, periodically rating performance in a summary fashion, and rewarding good performance.

Performance management is therefore a process that includes various activities to ensure that organisational goals are met, while at the same time creating a work environment in which employees are enabled to perform to the best of their ability.

Recruitment and performance management are essential tools in any organisation's business management, as these functions, if administered correctly, will aid the organisation to function more efficiently. The researcher was intrigued by an investigation into whether these two functions are conducted and implemented as per the organisation's documented policies and procedures.

The focus of the concept under investigation was carried out in the import and export industry in Cape Town, South Africa. The motivation behind this specific industry being selected is due to the researcher being employed therein. This is an extremely demanding, fast-paced and contingency-driven industry. Even though the concept under investigation was carried out within this specific industry, it may be relevant to many other service industries as it focused on how these two functions (recruitment and performance management) differ in various departments within an organisation. For example, a call centre consultant in the service sector has targets to be achieved on a weekly and monthly basis and receives quarterly performance bonuses, but a wage clerk in the same organisation may not have weekly targets, nor receive a quarterly performance bonus. For this reason the researcher was prompted to investigate whether the recruitment and performance management standards differed per job title and per department at an organisation.

It is to be understood that certain positions in organisations require more in-depth recruitment assessment, owing to the level of the position, equipment to be utilised or duties performed. This should not signify that only the performance of higher-level job incumbents should be managed as opposed to that of an employee who is, for example, a receptionist, and does not require such an in-depth recruitment assessment and evaluation.

## **1.7 Statistical analysis**

A detailed discussion will be provided in chapter 4.

## **1.8 Expected outcomes**

It is expected that the successful completion of this research study will be beneficial to a range of companies operating in the import and export industry in Cape Town. The culmination of this study should demonstrate exactly how important the HR practice functions of recruitment and performance management are within an organisation. These two frequently overlooked factors will be identified as two critical HR practices with prodigious benefits.

This study is expected to have specific and important implications for the import and export industry in Cape Town. Effective recruitment and performance management can only improve and facilitate the effective management of employees.

## **1.9 Summary**

This chapter deliberated on the reality and importance of recruitment and performance management in organisations, while underscoring that these two variables might very well have an impact on job performance. These two HR practices play a vital role in the day-to-day functioning of any organisation; however, whether this vital role is still carried out in a demanding industry is the focus of this study.

With regard to recruitment, Veger (2006:2) explains that attracting an effective workforce contributes to the competitiveness of an organisation and therefore it is an essential process.

Taking the function of performance management into account, Abu-Jarad et al. (2010:33) maintain that it is important to have a performance management system in any organisation because such a system plays a key role in developing strategic plans and evaluating the fulfilment of the organisational objectives.

The study also aimed at ensuring that management and employees employed in this industry understand the importance and benefits of recruitment and performance management. These two practices hold benefits not only for employees, but also for individual job performance evaluations and the organisation.

The costs of both recruitment and performance management practices are colossal in any organisation, not to mention the time invested to execute these two functions effectively and efficiently. Furthermore, when the exercise of cost saving starts, many organisations cut the budget for recruitment, deeming this function less important. However, this function deals with people, who are the most valuable asset of any organisation.

The costs involved in correcting these functions when implemented inaccurately are immense. For example, should a candidate be placed in a position, and he or she proves incapable of performing the required duties, the process would have to begin all over again. Likewise, should an employee be performing below standard but the organisation does not provide adequate internal training and resources, training that employee outside of the organisation might be a costly exercise.

Understanding the importance of recruitment and performance management will assist organisations in respect of performing these functions correctly for the benefit of all parties concerned. Furthermore, understanding their importance will ensure that efforts are made to action these functions, to avoid degenerative costs.

In Chapter 2, a thorough literature review was conducted by examining various sources relevant to the research. The purpose of the literature review was to research past and current studies/work regarding recruitment and performance management within organisations, including challenges and shortcomings. Despite the shortage of literature that deals with recruitment and performance management specifically in the import and export industry, these two HR practices are important functions in any organisation, irrespective of the industry in which it operates.

## **Chapter 2**

### **Literature Review**

It is often said that the biggest hurdle to success is simply failure to plan and prepare. This also applies to recruitment and performance management. Recruitment deals with the individuals that a company attracts and performance management takes it one step further; it helps management to recognise and retain good performers and train or skill, or in the worst case, dismiss, under-performers. The employees of an organisation are valuable assets, and the evaluation, monitoring and measurement of their performance should receive as much attention as their recruitment.

Laroche and Rutherford (2007:1) explain that most organisations contend that the quality of their employees does play a critical role in the success of the organisation. Recruiting, retaining, and managing people well provides the finest competitive advantage. Having the best workforce begins with the critically important step of recruiting the finest people.

Recruitment is the process whereby organisations source and attract not only suitable, but qualified candidates for job openings. Swanepoel et al. (2003:259) support this statement and describe recruitment as those activities in human resource management undertaken to attract sufficient job candidates who have the necessary potential, competencies and traits to fill job needs and to assist the organisation in achieving its objectives. Organisations depend on their staff's performance to achieve targets, goals and business objectives; and in order to achieve these it is imperative that organisations furnish candidates with the proper knowledge, skills and abilities. Candidates who are properly equipped to perform the specified functions or tasks of a job are more likely to perform well and the only way to ensure that such candidates are invited to apply for a vacant position is to delineate the job and its requirements accurately.

It was mentioned earlier that an organisation should attract qualified candidates in order to survive and grow. Stone (2002:174) explains that the management of an organisation should anticipate changes in the organisation's environment to ensure that people who are recruited have the unique skills and know-how required to fulfil the organisation's strategic business objectives. Strategic recruitment does this by linking recruiting activities to the organisation's business objectives and culture.

Recruitment is not only concerned with placing the best candidate in a vacant position; it aims at achieving the finest fit between the candidate, the job and the organisation. When

this fit is achieved, performance will be heightened and the candidate will be more satisfied, benefiting both the employee and employer.

## **2.1 Recruitment**

Ivancevich (2004:210) defines recruitment as a set of activities that an organisation uses to attract job candidates who have the abilities and attitudes needed to help the organisation achieve its objectives. According to Coetzee and Schreuder (2010:171), the importance of recruiting and selecting the right people, including those possessed of scarce and critical skills, and of being seen as an employer of choice, has been enhanced by the increasingly competitive and globalised business environment with its concomitant requirement of quality and customer service.

Brock and Buckley (2013:272) support the above and point out that in today's economy technology is an element that embraces numerous modifications, as a result it is imperative that the organisation is aware that this may very well influence processes and procedures in the human resources department. Recruitment is a human resources function and this task undeniably occupies a substantial role in assisting the organisation sustain its competitive edge.

Therefore, recruitment and selection are increasingly regarded as critical human resource functions for organisational success and survival. Walker et al. (2008:619) concur, and further note that the task of recruiting qualified job seekers becomes more difficult if one considers demographic trends that limit the number of qualified workers in the applicant pool. This is yet another reason why recruitment is regarded as an extremely important function for organisations.

Moreover, the systematic attraction, selection and retention of competent and experienced scarce and critical skills have become core elements of competitive strategy, and an essential part of an organisation's strategic capability for adapting to competition.

Taylor and Collins (2000:304) adumbrate that organisations in a variety of sectors find that they are engaged in fierce and continuing battles with competitors for the recruitment of the best and brightest new hires. In agreement is Cascio (2003:201), who identifies recruitment as a form of business that is fiercely competitive. As organisations compete to develop, manufacture and market the best product or service, they also compete to identify, attract and recruit the most qualified people.

Askehave (2010:313) also notes that fierce competition for talent among organisations is created when a permanent shortage of skilled workers is evident.

Pursuing this line of enquiry, Brock and Buckley (2013:273) posit that an organisation's ability to recruit and retain, and even develop the best employees becomes essential for developing and sustaining a competitive advantage.

Price (2004:404), on the other hand, describes recruitment and selection as core areas of human resource management that are frequently discussed in a prescriptive manner. These core areas are not simply techniques for filling jobs, they are also levers for organisational change, sustaining employee commitment and achieving high performance.

While all organisations function differently within various industries and make use of innumerable detailed definitions of recruitment, the purpose and importance of recruitment for all organisations remain the same. When recruiting, most organisations endeavour to attract high-quality applicants; the more qualified the candidate or talent pool, the better the success rate will be during the recruitment and selection process.

This is supported by Huselid (1995:637), who avers that recruitment procedures that provide a large pool of qualified applicants, paired with a reliable and valid selection regimen, will have a substantial influence over the quality and type of skills new employees possess.

Swanepoel et al. (2003:259) concur: "By means of the recruitment process the organisation aims to attract and to retain the interest of suitable applicants and to project a positive image of the organisation to outsiders."

Recruitment is the acknowledgement of a request from the organisation that additional personnel are required and it begins with identifying this requirement. In certain instances, management may deviate from policies and procedures in order to fill a position with a person desired in that role, and thereafter neglect to evaluate and monitor the incumbent's

performance. If people are any organisation's most valuable asset, then effective management of performance as well as recruitment should be seen as essential functions that do not alter, and are not based on contingency issues. This is the reason for the researcher's choice of the research problem.

According to Naukrihub.com (2013), an integral part of any organisation's human resource planning as well as their competitive advantage is the function of recruitment. Locating and attracting the right candidate for the right position is vital and contributes considerably to the organisation's strategic advantage. The human resource activities of the organisation will not and cannot be effective if suitable employees are not recruited.

One of the objectives of the recruitment process is to ensure that the correct number and quality of employees are selected to accomplish the company's goals and objectives. It is important that organisations make use of their recruitment process, as this facilitates selecting the best candidate for the organisation. Recruitment is becoming more important in every business sector, and this has arisen because of the competitive nature of the global world as well as an increasing flexibility in the labour market.

Stone (2002:174) supports this statement: "The pressures of competition, cost saving, downsizing and global skill shortages have made recruitment a top priority." Recruitment is therefore the first step in satisfying the needs of any organisation in achieving the organisation's objectives.

One of the principal challenges that so many organisations are faced with today is that of retaining the employees recruited. As mentioned earlier, organisations operate in a constantly changing environment; however the job market is no different as essential changes take place regularly with regard to technology, sources of recruitment and competition within the market. Over and above this, the employment rate increases constantly, yet organisations still battle to effectively recruit the right candidate for a vacant position, coupled with another concern that once the ideal candidate has been recruited, retaining that individual may be complicated at times, owing to practices such as poaching.

Poaching has grown increasingly popular as organisations battle against one another to attract talented staff; in some organisations it is part of their strategy. Then there are also headhunters who entice and eventually persuade employees to go from their current organisation to another. One thing that organisations fail to take into account is that often recruitment agencies source employees who may not even be looking for new jobs, but if they are talented candidates, it could mean commission for the consultant.

In every organisation, there are internal and external factors that affect the various functions, outlined below.

## **2.1.1 External factors influencing recruitment**

### 2.1.1.1) Labour market conditions

A diminutive recruiting effort is required in order to produce applications if there is a profusion of qualified candidates meeting the job requirements. When the job market is taut, much more expensive efforts will be required; when there is a skills shortage organisations will more than likely have to offer larger packages to attract the right candidates. For this reason it is very important that human resources keep abreast of trends in the labour market.

### 2.1.1.2) Government legislation

For the purpose of this study, only government legislation promulgated in South Africa will be referred to. The South African government has introduced legislation that governs affirmative action, and the *Labour Relations Act 66 of 1995* and *Employment Equity Act 55 of 1998* impose stringent prohibitions on unfair discrimination in any employment policy or practice; this also applies to job applicants, since organisations must promote affirmative action.

### 2.1.1.3) Trade unions

Many unions desire more involvement in the recruitment process, including employment decisions. Then there is also the option of closed shop agreements, whereby an employer enters into an agreement specifying that only union members will be employed.

## **2.1.2) Internal factors influencing recruitment**

### 2.1.2.1) Strategic plans

It is important when developing the recruitment policy that it is aligned with the organisation's short and long-term goals. Recruitment should not be an isolated activity, and human resources should ensure that business plans, objectives and strategies of the organisation are taken into account to ensure strategic recruitment.

### 2.1.2.2) Organisation policy

The process of developing a recruitment policy should involve all the stakeholders of any organisation. It is imperative that the policy be clarified immediately, so that if any preference is to be given to specific applicants, certain procedures are implemented to ensure execution.

### 2.1.2.3) Recruitment criteria

Accurate job specifications and job descriptions aid in drawing up practical requirements that can only smooth the progress of recruitment. Discriminatory practices can also be avoided with recruitment criteria.

### 2.1.2.4) Costs

Budgets play a significant role in large organisations and in many instances in such organisations, the budget is what will determine how many people are to be recruited, since the human resource department will have a recruitment budget based on a forecast. This is not the case with smaller organisations, as they do not have the resources sometimes needed for costly recruitment drives. Given today's economy, many organisations endeavour to minimise appointments in order to ensure organisational survival; organisations no longer appoint employees purely for the purpose of filling a vacant position.

In the constantly changing environment in which organisations operate, a succinct recruitment policy is crucial to ensure that the finest candidates are placed without delay.

The recruitment policy is also a guideline that aids management with regard to the entire recruitment process.

Swanepoel et al. (2003:260) explain that an organisation's recruitment policy is developed largely to provide broad guidelines, and the procedures are there to provide more detailed guidelines to assist in attracting qualified candidates at minimal cost and time to help managers make the correct decisions. A properly planned and executed recruitment policy and procedure will allow managers to utilise a variety of recruitment sources and methods that help avoid discriminatory recruitment practices.

Before the commencement of any task within the recruitment process, the organisation's recruitment policy should be reviewed to comprehend how each step in the process is to be conducted and to ensure that this is adhered to. There are organisations that do not have recruitment policies in place, despite these policies addressing issues surrounding effective recruitment. If such organisations are to make paramount decisions in respect of recruiting the right staff, then the importance of recruitment policies should be understood.

An organisation's recruitment policy supports the recruitment and selection process and serves to provide a framework which allows employees and managers to understand their roles, responsibilities and obligations. This requires the policy to be clear and concise, so that no misunderstandings are created when expectations and standards must be set and defined. Furthermore, the recruitment policy is a document that will ensure fair treatment with regard to the recruitment process. This policy, as any other organisational policy, is a how-to guide from management informing staff how certain processes and procedures are to be conducted, without management's constant (and seemingly inevitable) intervention. As with all other policies, the recruitment policy is to be adhered to by all staff involved in the process at any given time.

When recruiting, an organisation will embark on many activities, as the main objective is to identify, attract and retain suitable employees. Therefore, before beginning the recruitment cycle or process, it is important to plan.

Having a recruitment checklist is the basis of a plan that will give management a clear outlook and as such, this plan will have to be monitored closely. Recruitment takes place when there is a human resources need within the organisation and the bottom line is that every organisation wants the best that is out there, as organisations compete on a daily basis for the best talent. In order to achieve this, it is imperative that certain issues are identified and clarified by all parties involved.

The HR person will require some input from certain managers if he/she is to fill a position for them. Failure to clarify certain issues during the planning phase may result in unnecessary costs for the organisation, as not all problems can be fixed during the recruitment process. The impact of bad staffing decisions disrupts more than just the lives of the wrongly hired employees.

This is supported by Hunt (2007:3) who explains that recruitment does have an influence on the financial performance of an organisation. This is due to the fact that appointing an individual into a job that he or she is not suitable for causes stress not only for that individual but for colleagues, supervisors and managers. As a result, the growth, development and effectiveness of an organisation will be weakened. In order for organisations to avoid financial losses initiated by recruitment errors, correct staffing decisions must be taken.

As with every function within an organisation, the planning stage of recruitment is essential, as this is where tactics and strategies are identified and implemented. Items such as the timetable are developed – a realistic timetable with strict timelines, the budget, selection committee, requirements of the vacancy and the recruitment sources.

Coetzee and Schreuder (2010:179) concur, and note that the actual process of recruitment planning begins with a specification of human resource needs as determined by the human resource planning process. In practical terms, this means a clear specification of the numbers, skills mix, levels and timeframe within which such requirements should be met.

During this planning stage, the organisation's requirements from an operational point of view are established; what people are needed in order to get the job done. Recruitment is an expensive process, which demands that before anything is embarked upon it is thought through and planned properly. Taking all of this into account, the recruitment process plays a vital role with regard to the continuity, as well as the success of any organisation, making it crucial that the HR person as well all other parties involved, review, give input and agree on the following issues as in the employment checklist table. The key to effective recruitment is proactive planning, as this will maximise the organisation's ability to attract the best candidates and at the same time minimise the risk of ill-advised appointments.

The UK Open University's LabSpace website (Open University, 2013) supports the above-mentioned statement and articulates that recruitment needs to be carefully planned to attract the right type of applicant. Ultimately, this increases the chances of making a suitable selection and appointment.

In today's corporate environment, planning is viewed as a valuable component for adding value to an organisation. A checklist can aid the organisation during the planning phase of recruitment. Such a list touches on matters that are to be discussed and finalised for the organisation to understand why the job is to be filled, what tasks are to be performed in that position, what the salary is, who will be conducting the induction, and so much more. The answers to these questions will assist the organisation when instigating the recruitment process.

### **2.1.3 Recruitment process**

Recruitment is the process of soliciting applicants who are qualified to fill the vacant positions of an organisation; and the recruitment process is what organisations utilise during the recruitment function. It consists of a sequence of steps that are to be followed to ensure that the best possible applicant is hired.

Taylor and Collins (2000:304) contend that organisations require that the individuals should possess state-of-the-art knowledge and skills that will allow the organisation to compete effectively in an increasingly global and sophisticated marketplace.

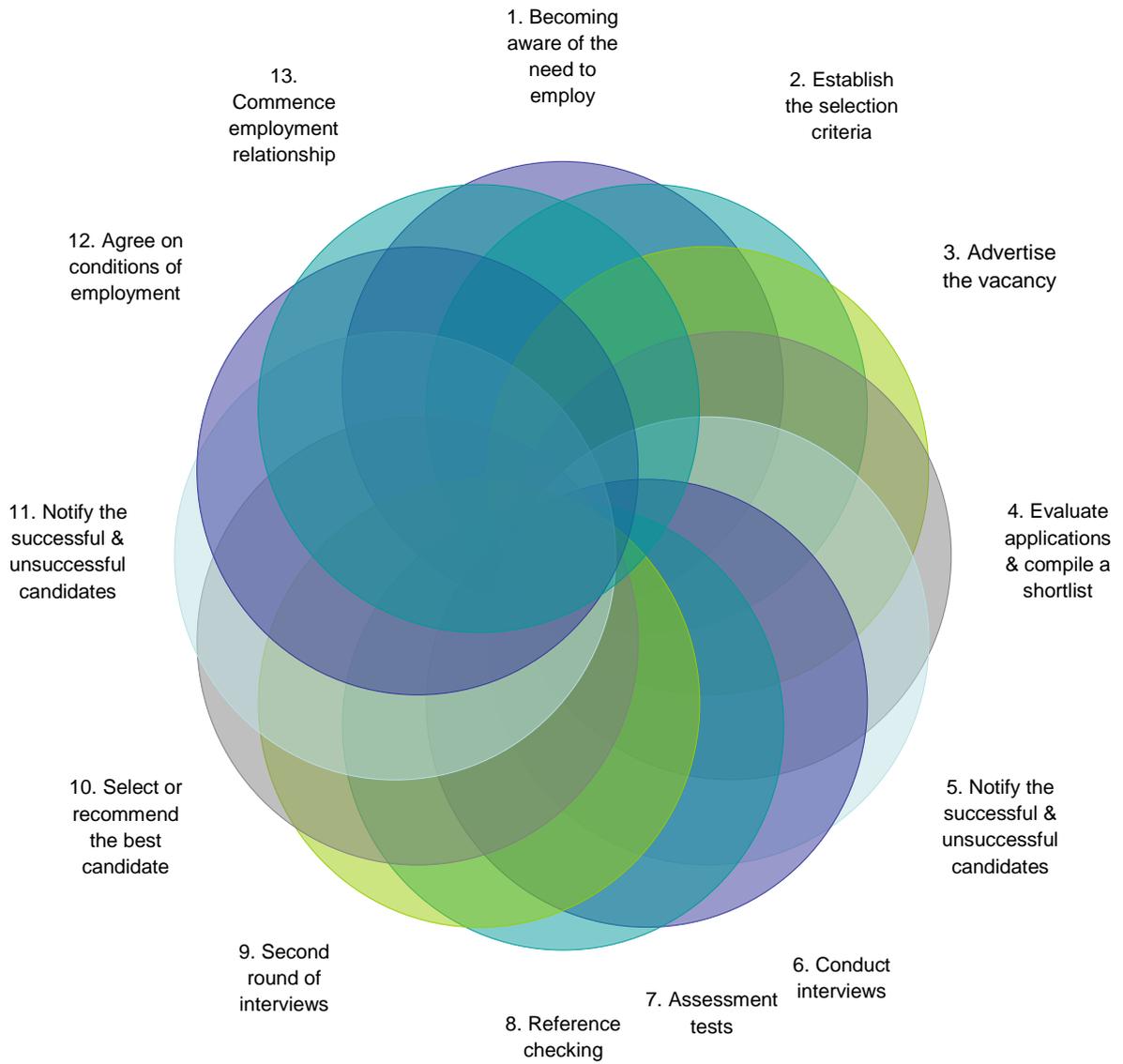
In agreement with the above-mentioned statement, Coetzee and Schreuder (2010:172) posit that the recruitment process focuses on attracting a large number of people with the right qualifications, knowledge, skills, abilities, and other desired characteristics or competencies, to apply for a vacancy.

Recruitment is a costly process, and for this very reason the steps followed during the process should be developed with great care; after all, organisations hire with the intention of retaining that person. Swanepoel et al. (2003:276) reiterate that recruitment is a costly process that includes expenses such as the recruiter's salary, advertising costs and other direct and indirect costs. It is therefore essential that the recruitment process be evaluated.

According to Beardwell and Claydon (2007:220), the current state of recruitment and selection is complex because a variety of internal and external factors continue to influence the process. These factors are constantly changing and the environment in which the recruitment process operates is dynamic and increasingly uncertain. There is no common solution to this uncertainty; organisations therefore need to adapt to accommodate their needs.

The recruitment process will have to be adapted to suit an organisation's exact requirements, since each organisation has different needs. Employers should always be concerned about how they are to go about finding and hiring the right employees, given that the company recruits not only for someone to fill a role at that present time, but for the future. Employees are a vital part of the efficient and effective functioning of any business and much care and effort should be expended on the recruitment steps.

At times, organisations may not conduct each step in a specific recruitment process; however it is important to remember that following all steps in this process can only aid in safeguarding the organisation's decision when attempting to recruit the best suited person for the vacant position. The steps of the recruitment process will be discussed in greater detail in this chapter, but normally follow these basic steps:



**Figure 2.1: Steps in a recruitment process**

**Source: Researcher**

## **Step 1:**

### **Becoming aware of the need to employ**

It is essential that the employer identify the recruitment needs in time. DeCenzo and Robbins (2002:150) explain that successful employment planning begins with the identification of the organisation's human resource needs. Once these needs are known, the organisation will want to do something about them.

Companies employ/recruit for two reasons. Firstly, an employee has resigned, retired, been placed on disability, dismissed, passed away or absconded, and the position they had previously occupied must be filled. The second reason pertains to the requirement of additional staff; if a company is growing it may require additional staff to perform certain duties because of an increased workload or because of new positions which need to be filled.

Cascio (2003:208) contends that recruitment begins with a clear classification of the number of people required and when these people would be needed.

Sadly, in many instances, companies rush into employing staff without ensuring whether those individuals are actually needed and also are capable of doing what they have been employed to do. Therefore, in order to confirm that there is a need to employ, management should review the vacant position and provide answers to the following questions:

- Are they experiencing any problems with the position being vacant?
- Have the duties of that particular position been split up and re-assigned to other staff members and can they cope with the additional workload?
- Is the workload of a particular person a constantly heavy workload throughout the week, month or year or just at peak times? Therefore determine whether not replacing that person would be detrimental to the operation of the business.
- Why did that person leave?
- Pro's and con's of filling the position?
- Are there any alternatives to filling the position, but still ensuring that the workload is addressed?

Once all the above questions have been answered and the organisation is 100 percent certain that there is more than one valid reason why someone should be employed, management may proceed to the next step.

## **Step 2:**

### **Establish the selection criteria**

During this step the requirements, job analysis, person specifications, job descriptions and performance measurements are specified in detail and agreed upon. Job analysis is a basic, but critical tool and the reason for this is because the information received relating to the work performed serves so many purposes.

This is supported by DeCenzo and Robbins (2002:143) elucidating that job analysis assists in various tasks such as recruiting, training, setting performance standards, evaluating performance and compensation. In actual fact, job analysis is an element that practically every activity in human resources revolves around. As a result, it is essential that the purpose of conducting the investigation is properly understood before embarking on a job analysis process.

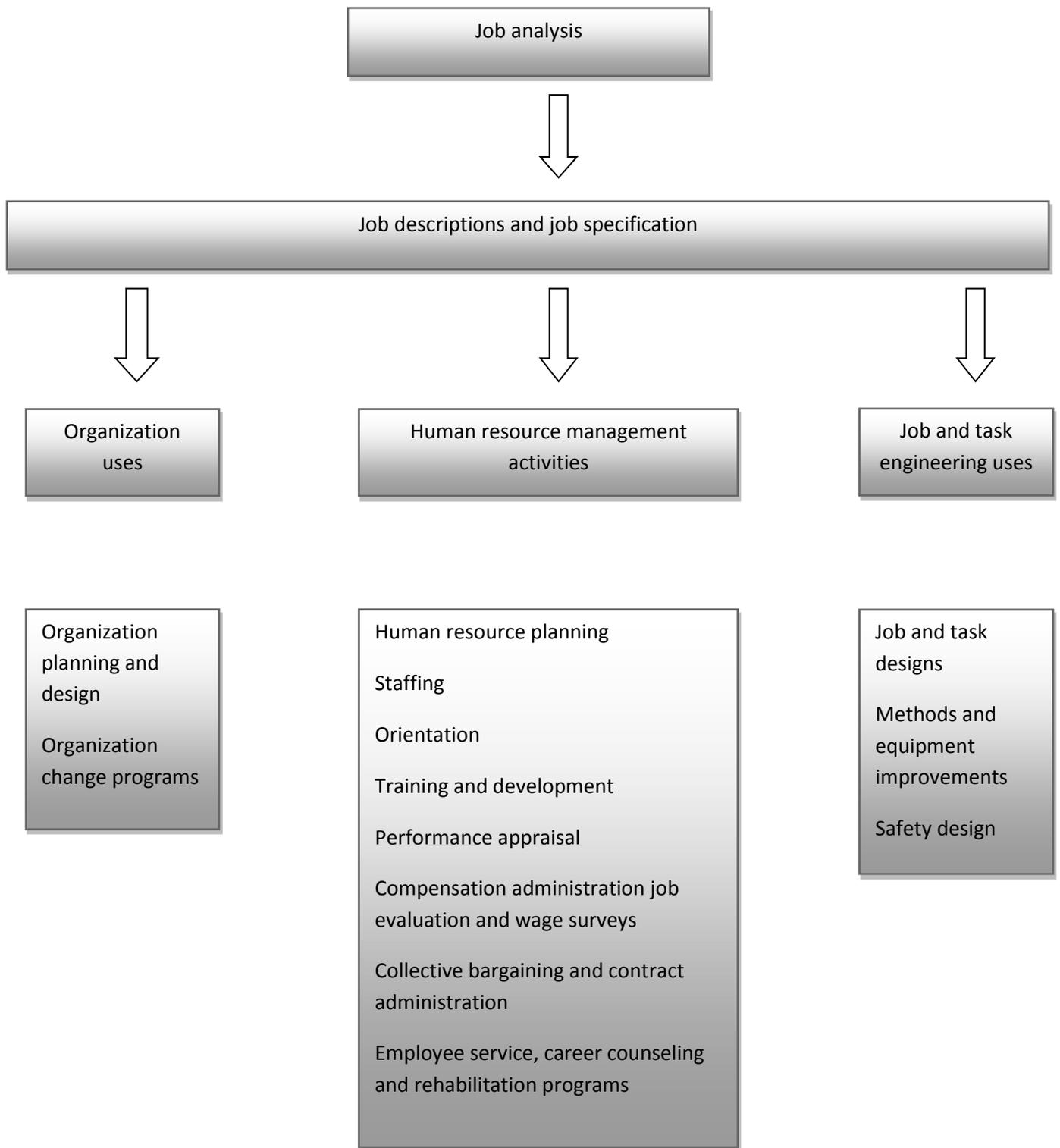
DeCenzo and Robbins (2002:136) define job analysis as a systematic exploration of the activities within a job. It is a technical procedure used to define the duties, responsibilities and accountabilities of a job. This analysis involves the accurate identification and description of what is happening on the job and a precise identification of the required tasks, the knowledge, and the skills necessary for performing them, and the conditions under which they must be performed.

Hunt (2007:153) provides a similar but improved definition, in that he describes a job analysis as a systematic investigation of the tasks, duties and responsibilities of a job and the necessary knowledge, skills and abilities a person needs to perform the job adequately.

Certain large organisations may have job analysts in the human resource department who undertake this systematic collection, evaluation and organisation of job information. Smaller organisations usually make the task part of the HR manager's job portfolio.

The information obtained from the job analysis is utilised to develop job descriptions and job specifications, which specify the duties of the job, performance expectations and the characteristics that are required for the employee to be a high-quality performer. The importance of the job analysis process cannot be overlooked, as it filters through into most of the organisation's activities, as well as those of human resource management.

The uses of job analysis information are illustrated in the figure overleaf.



**Figure 2.2: Uses of job analysis information**

**Source: Glueck (1982:114)**

A job analysis will provide three basic aspects of a job:

Job content – this describes the duties and responsibilities of the job in a manner that can range from global statements to very detailed descriptions of tasks and procedural steps.

Job requirements – these identify the formal qualifications, knowledge, skills, abilities and personal characteristics that employees need to perform the job in a particular situation or context.

Job context – refers to situational and supporting information regarding the particular job: its purpose; where it fits in within the organisation; scope data (such as the degree of financial, human or material resources managed); the availability of guidelines; the potential consequences of error; the amount and closeness of supervision received or provided; and the work setting (for example: outdoors, remote areas), cultural context (for example: working in multicultural teams), physical demands (for example: exposure to hazards such as fumes and diseases) and working conditions (ability to work under pressure, to travel overseas, to work alone or as a team member, to name but a few).

According to Hunt (2007:166), there are numerous ways of collecting job analysis information (varying in complexity, cost and effectiveness). The most appropriate data collection method depends on the purpose of the job analysis, the types of information to be collected, the sources of information, the means of information collection and the way in which the data are to be analysed and reported.

The five most common data collection methods are site observations, interviews, questionnaires, diaries and critical incident reports. Other approaches include films and videos, a computerised system, and job analyst participation. Each can be used alone or in conjunction with one or more of the other data collection methods.

The basic methods that can be used in order to determine the necessary knowledge, skills and abilities required for high performance include the following:

Site observations – By observing people at work, the job analyst is able to identify specific details with regard to various aspects of the job; however site observations can only be used on jobs that can easily be measured. For example: a packer on a production line.

The job analyst must also understand that when conducting site observations some employees may be uncomfortable being observed. This is supported by DeCenzo and Robbins (2002:136) explaining that during the observation method employees are watched directly by a job analyst, alternatively films relating to employees on the job are studied. While this method entails that all activities of a particular job be observable, the downfall is that employees do not function efficiently when being observed resulting in distortions in the analysis. Another fact worth noting is that this method is not possible for all jobs.

Interviews – This is when the job analyst interviews job incumbents or the supervisor of the particular job. Interviews provide an opportunity to obtain clarity, as areas that seem to be a bit confusing may be elucidated, as questions may be asked. The only disadvantage of this method of collection is that it is extremely time-consuming, as considerable time must be spent with the job incumbents. This method of collecting job information is more beneficial for designing performance appraisals and identifying training needs, as opposed to understanding various aspects of a job.

Diaries – In this method of collection, job incumbents are given a book so that they can keep a diary of their work activities. This method may not work for jobs that are part of an assembly line, as employees may not have time to complete the task of jotting down their daily work activities. This is useful when analysing jobs that are not easy to observe and the only advantage of this type of method of collection is that it is cost effective.

Gómez-Mejia et al. (2001:65) note that once these diaries have been analysed, the person conducting the job analysis should be able to capture the job's essential characteristics.

Questionnaires – Gathering job information through questionnaires is much more effortless and quicker than an interview; however should certain information be unclear or insufficient then a follow-up interview would have to take place with that particular employee. DeCenzo and Robbins (2002:137) describe this method as a specifically designed questionnaire on which employees rate tasks they perform in their jobs. Developing the questionnaire takes considerable preparation and is time consuming, which in turn means that it could become a very expensive task.

Critical incident reports – Cascio (2003:343) refers to this method as brief anecdotal reports by supervisors of things employees do that are particularly effective or ineffective in accomplishing parts of their jobs. Should a few incident reports be collected, by the time an incident has taken place, data detailing everything that has led up to the incident would have been collected and would be able to assist in determining why the employee's performance was effective or ineffective.

The one downfall of this type of method of collection is that it does not detect repetitive tasks, so it would be more beneficial to make use of this when focusing on training and development. Critical incident reports are, to a certain extent, like the diary method of collection; however the supervisor is responsible for the diary of the employee's successes or failures. This method is more than likely regarded as an onerous assignment and at times it may be difficult for the supervisor to differentiate between the various types of job behaviours.

One of the biggest mistakes that an organisation could possibly make when embarking on the recruitment process is not to invest time in evaluating the role to be filled for an accurate job description to be developed. A job description is a very important part of the planning phase as it forms the foundation – it gives a brief synopsis of the role. This allows all parties who are involved in the recruitment process to understand all the responsibilities and duties

that are expected from that particular position; it also assists with the development of interview questions.

A job description is a summary of the main objectives of a job, as well as how the duties will be performed, and often how performance will be measured. DeCenzo and Robbins (2002:140) define a job description as a written statement of what the incumbent does, how it is done, under what conditions it is done and why it is done. There is no set format for a job description, but a common format includes the following elements:

Job identification – this usually includes:

- Title of the job
- Location (large organisations may have different divisions)
- Name and title of the immediate supervisor
- Job status
- Job grade
- Salary grade

Job summary – this is a description of the objective of the job or the most common function.

Job duties and responsibilities – here the key responsibility areas or tasks are listed, so that they are easily understood. Sometimes the amount of time spent on that particular task is given.

Job specifications – DeCenzo and Robbins (2002:140) explain that a job specification states the minimum acceptable qualifications that the incumbent must possess to perform the job successfully.

It identifies the requirements as:

- Skills
- Knowledge
- Capabilities
- Authority
- Accountability
- Responsibility

Despite providing the basis for performance measurement, reward systems, development, training and career advancement, job analysis and job descriptions provide the recruitment process with the requisite initial guidelines.

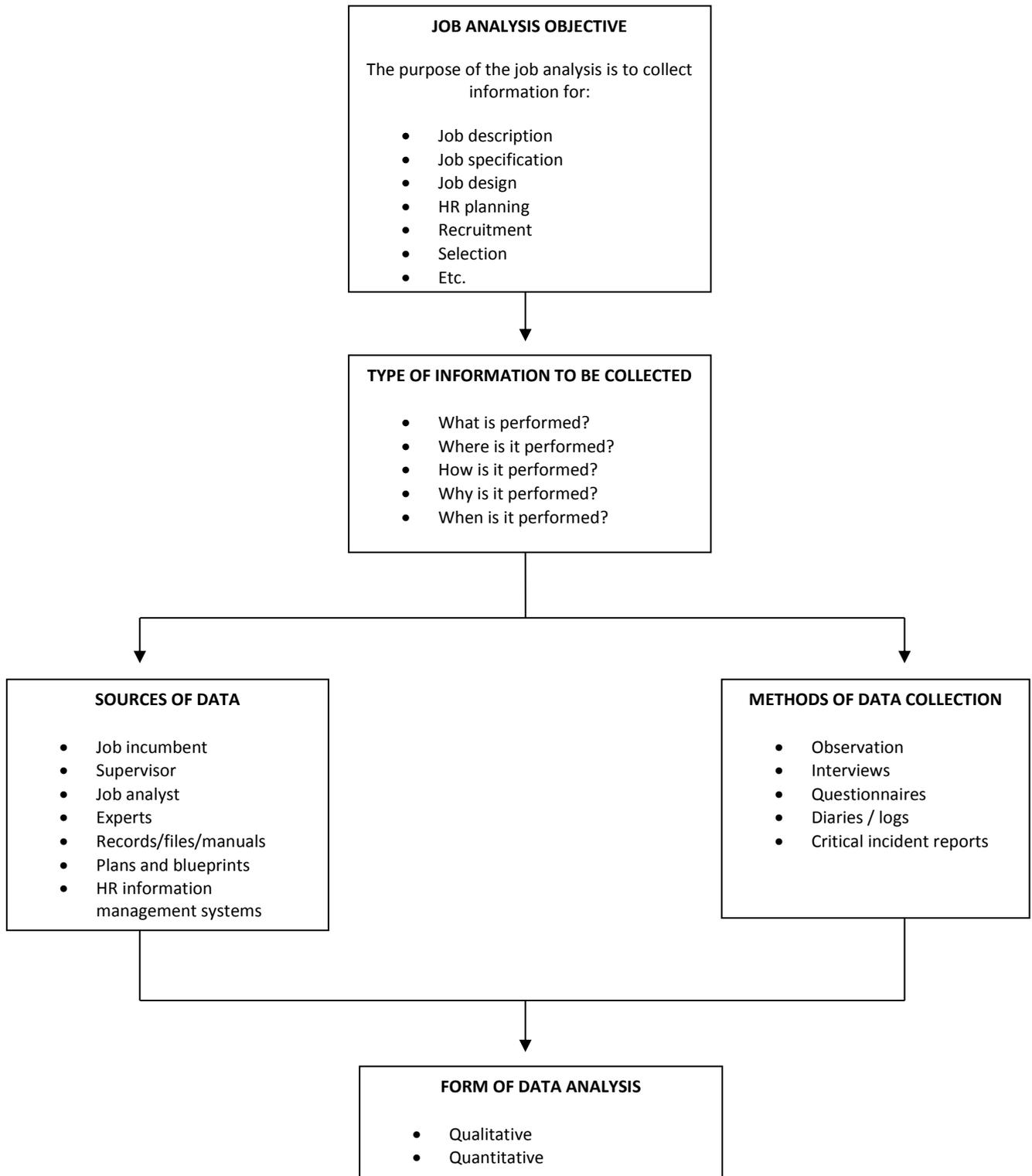
A job analysis is a process of obtaining information relating to a job, since all this information is important when attempting to fill a position. After utilising the above methods to determine exactly what a job entails, a job description will be developed; this therefore means that a job description is the end product of the job analysis.

Cascio (2003:160) concurs and explains that the result of the job analysis process is a job description and a job specification. In addition, Cascio defines a job description as a complete summary of task requirements and a job specification as a complete summary of employee requirements.

Job analysis is a process that facilitates accurate recruitment and selection practices, as from information received, performance standards can be set and appropriate job classification can be developed. It is important that the skills current and potential employees possess are compared with the outcome or end product of the job analysis process, as this will assist the organisation significantly with planning and strategizing.

According to Gómez-Mejía et al. (2001:71), there are many job analysis techniques that may be used during the job analysis process; however there is no clear choice as to which technique is the best. What is important is that the process is guided by the purpose of the job analysis. Whatever technique is used, the job analysis serves to illustrate a detailed analysis of the job, as it currently exists.

Overleaf is a schematic presentation of the process of a job analysis, which encompasses all elements that have been discussed above.



**Figure 2.3: The job analysis process**  
Source: Stone (2008:156)

### **Step 3:**

#### **Advertise the vacancy**

During recruitment, suitable candidates need to be attracted; most companies advertise internally to give current staff the first option to apply, and should that process not be successful, they will then move on to external advertising, either through a recruitment agency or by self-advertising.

In order to survive in today's economy, many organisations are downsizing, focusing on cost saving, and becoming aware of the scarcity of required skills; these factors are an added pressure for recruitment and one of the reasons why more organisations today fill positions externally. Various organisations fight for the best talent, and for many of these organisations, these talented and skilled individuals give the organisation a competitive advantage.

Williamson et al. (2000:85) agree, and add that because effective recruitment is important to the performance and survival of any business, skilled professionals tend to be in high demand, increasing the likelihood that small organisations will be in competition with medium and larger organisations for the best talent.

The bottom line is that organisations must attract as well as retain these talented, qualified and skilled candidates to survive and grow. Stone (2008:191) supports this:

Downsizing, financial costs and the increased legal requirements associated with maintaining a full-time work force have motivated employers to make greater use of independent contractors, temporary workers and executive leasing. As a result, despite the claimed advantages of internal promotion – improved morale, reduced orientation and training requirements, and so on – many organisations now prefer to recruit from outside their existing pool of employees.

Organisations recruit candidates to replace an employee that has left the organisation, when an employee has been promoted, or to fill a newly created position; however, at all times any organisation aspires to employ candidates who can perform the required functions well, will be loyal and will fit into the organisation. Hashim and Hameed (2012:44) agree, and explain that the modern business cannot effectively operate in the business world if the human workforce is not well equipped.

Recruitment therefore plays a critically important role in determining both performance and effectiveness of the organisation, and the quality of people recruited is important. One can now comprehend why employees are an organisation's greatest assets. For many organisations, employees are the foundation on which the organisation builds its competitive advantage.

What many organisations fail to understand is that the difficult and time-consuming process of recruitment does have a considerable influence on the motivation and morale of current employees. Organisations have the option of recruiting internally or externally; by recruiting internally the organisation can make use of the skills that are already available in-house. There is also the option of recruiting externally and incorporating new blood, along with fresh ideas and different talents, to give the organisation a competitive edge.

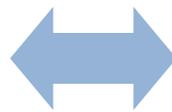
The decision to fill a position internally or externally depends entirely on the position that is to be filled, as, according to Gómez-Mejía et al. (2001:173), there are benefits and drawbacks to both internal and external recruiting. It will always be difficult to compare, but the organisation will need to determine what would be more beneficial.

The advantages and disadvantages of recruiting internally and externally can be perused in the figure overleaf.

**RECRUITMENT**  
*Internal Sources*

**Advantages**

- Organisation has more knowledge of the candidate's strengths and weaknesses
- Candidate already knows the organisation
- Employee morale and motivation are enhanced
- Organisation's return on investment in training and development is increased
- Can generate a succession of promotions
- Organisation needs to hire only entry-level candidates



**Disadvantages**

- Employees may be promoted beyond their level of competence
- Employee infighting for promotions can affect morale
- Inbreeding can stifle creativity and innovation
- System can become bureaucratic
- Excellent training and development programmes are necessary

**RECRUITMENT**  
*External Sources*

**Advantages**

- The pool of talent is bigger
- New insights, skills and know-how can be introduced into the organisation
- It is often cheaper and easier to hire employees from outside the organisation
- Outside employees are not members of existing cliques



**Disadvantages**

- Attracting and selecting a new employee is more difficult
- New employee adjustment and orientation takes longer
- Morale may suffer among existing employees who have been passed over
- An employee may be selected whose performance is below the standard required or whose personality does not match with the organisation's culture

**Figure 2.4: Recruitment – Internal versus external sources**

**Source: Stone (2005:192)**

## Recruitment Methods

Organisations can rely on a number of various methods to recruit internally as well as externally. In some instances, certain recruiting sources would be more effective than others when filling certain positions. Below is a brief overview of the various internal and external methods of recruitment.

### a.) Internal recruitment methods

In order to inform existing employees about job vacancies, organisations use a variety of methods:

#### (i) Computerised record systems

According to Stone (2008:191), in this method of recruitment, databases or records that contain the personal details, qualifications and the work history of each employee are generated and stored. The advantage of this system is that HR can quickly locate probable candidates; however the disadvantage is that HR will be unable to ascertain whether an employee is interested in an available job. For this reason, job posting is often used.

#### (ii) Job posting

Job posting is used to notify the workforce about job vacancies by means of bulletin boards, newsletters, personal letters or computerised posting programs. Cascio (2003:210) explains that in today's world, job posting has become an established practice in many organisations, especially for filling jobs from the bottom up to the lower executive level. In agreement with Cascio is Stone (2008:191), providing another element of this method, which is that it allows employees to match a job vacancy with their skills, qualifications and experience.

#### (iii) Employee referrals

An employee referral is a recommendation from a current employee regarding a job applicant who will perform effectively on the job. Recommendations such as these reflect on the referee, and so careful consideration will be given regarding a potential candidate; the referee's reputation is at stake.

Cascio (2003:210) refers to the logic behind an employee referral as 'it takes one to know one'. Such programmes offer a cash bonus when a successful candidate is referred.

#### b.) External recruitment methods

Various approaches may be utilised to locate and attract external candidates; at times organisations may opt to make use of more than one source. In order to select an approach, HR must first establish which method is likely to be more successful in targeting a particular group.

##### (i) Advertising

An advertisement is still one of the most popular methods used in recruitment and the type of job will determine where the advertisement is to be placed. Born and Taris (2010:486) explain that at present, job advertisements in newspapers are one of the most commonly used means to attract job seekers.

Askehave (2010:330) notes that the purpose of an advertisement is to attract the right candidate for the job, thus creating a professional identity of an ideal candidate. The competencies required for incumbents to effectively perform the job are therefore listed.

The two most critical elements of an advertisement are that it firstly should attract the attention of the reader, and secondly boost the image of the organisation, so that it appears to be a good organisation to work for. Williamson et al. (2002:86) agree with this, and explain that this is known as organisational familiarity. It means that job seekers cannot be attracted to an organisation, or apply for one of its jobs, unless the organisation appeals to the individual. Successful organisational recruitment requires not only that job seekers be aware of a business and its image, but also that the organisation is viewed as desirable or an attractive employer.

## (ii) Employment agencies

Under this external method of recruitment, two types of agencies will be touched upon: recruitment agencies and management consulting firms or executive search firms.

Recruitment agencies are privately owned agencies that focus and sometimes even specialise in placing staff from various fields. Agencies will vary with regard to their services, fees and professionalism. There has, however, been a contention that consultants hired by agencies are hired for their selling skills, rather than their HR expertise.

Management consulting firms or executive search firms are agencies specialising in senior management and expert positions. The practice of recruiting this type of expert or manager is more commonly referred to as headhunting. Stone (2008:197) explains that these types of firms seek out highly effective executives who possess the right skills, can adjust to the organisation, and most importantly, are willing to consider new challenges and opportunities.

There are a few more external recruitment methods such as: executive leasing, university recruiting, employee referrals, unsolicited applications, and professional associations; however the above-mentioned methods are more commonly used by most organisations.

## c.) Electronic recruitment

This is when recruiting is done via the Internet or organisation's Intranet, which in today's world most organisations use. Recruitment is done by utilising a company's own website or on-line job centres, which have transformed the labour market. Dhar (2010:67) elucidates that the internet has fundamentally changed the labour market to the extent that the labour market (e-labour market) is wide open and unconstrained by limitations of geography. E-recruitment and job searches may have not replaced the traditional labour market from its dominant position but has been growing rapidly.

Veger (2006:1) concurs, explaining that the process of recruitment has changed enormously by using the Internet. It is increasingly being used by both large and small organisations and is becoming a favoured medium of both employers and job seekers.

Electronic or Internet recruitment is growing rapidly while still competing with the more traditional methods of recruitment; many organisations have adjusted their recruitment strategies to remain competitive in respect of attracting and retaining staff.

There are many advantages to this method, but the two most valuable advantages are that organisations can advertise 24 hours a day and candidates can opt to only see those vacancies that match their requirements. This type of recruitment speeds up the process; however, there is a paucity of research on the benefits of electronic recruitment.

Once the relevant parties have agreed on the type of recruitment to be utilised, applicants will respond by submitting their résumés. Not all applicants that apply may meet the criteria, which would then lead the recruiter to the next step of the recruitment process.

#### **Step 4**

##### **Evaluate the applications and compile a shortlist**

During this step of the recruitment process, résumés will be matched closely to the selection criteria information in Step 2 in order to determine which applicants will be invited to an interview.

It is very important that key aspects and any requirements for the job are highlighted so that all applications can be evaluated against the same criteria. DeCenzo and Robbins (2002:176) explain that as a culmination of recruitment efforts, organisations should be prepared to initiate a preliminary review of potentially acceptable candidates. A useful tip is to put a score next to each criterion: at the end of the screening process those involved in this process will be able to ascertain which candidates meet the requirements.

In order to do so, the essential and desirable requirements must be known; those rating should be aware of what candidates will be rated against. This process should preferably include someone from the HR department and the line manager from the particular position, so that both someone with experience and someone who knows and understands the position well are present. With more than one person screening curricula vitae (CVs)/résumés, bias and personal preferences are avoided.

The reason for this, according to Beardwell and Claydon (2007:205), is because it is extremely unlikely that all job applicants will meet the necessary criteria, and so the next step in the recruitment process is to categorise candidates as probable, possible or unsuitable. Essential qualities are those that are a 'must have' in order to perform the job, such as: experience, qualifications, subject knowledge, person specification, etc.

Although this step in the process may seem inconsequential to many, this is where the selection process links into recruitment; no organisation wishes to select the wrong candidate, resulting in a poorly performing employee who is not capable of fulfilling his or her role in achieving the organisational goals.

Stone (2008:225) agrees with this statement and explains that an organisation's values and objectives are to define the people selected and this is because the success of the organisation is influenced by having the right people in the right position at the right time. Calculated selections ensure that employment activities are aligned with the organisation's strategies, resulting in a positive contribution to organisational performance.

## **Step 5**

### **Notify the successful and unsuccessful candidates**

The successful applicants should be notified in order to coordinate dates and times for the interviews. While doing so, candidates should be given directions and told whom they are to ask for. At the same time, the unsuccessful candidates should be notified that they have not been successful and thanked for their time and interest in applying for the vacancy.

## **Step 6**

### **Conduct interviews**

The interview is the most frequently used selection procedure. According to Ullah (2010:107), "The interview is the most valid method in determining an applicant's organisational fit, level of motivation, and inter-personal skills."

The purpose of an interview is for both the employer and the candidate, to acquire information and have questions answered. McDaniel et al. (1994:599) agree and provide a basic but thorough definition, that an interview is a selection procedure designed to predict future job performance on the basis of applicants' oral responses to oral enquiries.

For the organisation, the intention is to acquire additional information from the applicant, obtain clarity with regard to any unclear information in the CV/résumé and to get to know a little more about the applicant to determine whether he/she will fit into the organisation. It is therefore a process through which facts and information are assessed about the candidate's capabilities, performance, experience, skills, personal characteristics and attitude.

The University of California, Riverside (2013) HR website confirms that the interview is the single most important step in the selection process. It is the opportunity for the employer and prospective employee to learn more about each other and validate information provided by both.

Selecting the best applicant is extremely important to the organisation, as the new recruit must be matched correctly to the job in order to ensure organisational efficacy and employee satisfaction; it is not a case of just filling the position with an individual who has some experience. The interview is the perfect platform for the organisation to gather job-related information about the candidate.

The applicant, on the other hand, will want to learn more about the culture of the company and the job itself. In order for interviewers to achieve what they have been appointed to do, training is required in interview planning and in assessing candidates in job-related terms, as interviewing, even though not believed to be, is a difficult activity.

Cascio (2003:255) defines interviewing as a difficult mental and social task; managing a smooth social exchange while instantaneously processing information about a job candidate makes interviewing uniquely difficult among all managerial tasks.

Interviews are intended to predict future job performance based on oral responses, and although this is not the most accurate way to determine the applicant's future job performance, it is the most commonly used method of selection and is the one step in the recruitment process that 99.9 percent of organisations carry out.

As with all functions within any organisation, there are advantages and disadvantages that come with this challenging task. Not much detail will be given in respect of these; however, Stone (2005:256) lists the advantages of interviews as follows:

- Interviews allow the interviewer an opportunity to ask the candidate questions about his/her experience and to examine the degree to which the candidate's capabilities meet those required for the specific job.
- Interviews permit interviewers the occasion to describe the job and portray the organisation in more detail.
- Interviews provide opportunities for candidates to ask questions and clarify any issues regarding the job, training, career prospects, the organisation and terms and conditions of employment.
- A face-to-face encounter allows the interviewer an opportunity to conduct an assessment on how the candidate would fit into the organisation and what he/ she would be like to work with; at the same time the candidate also gains the opportunity to assess the organisation and the job.

The disadvantages of interviews as a method of selection are listed below:

- Predictions of performance may lack reliability and validity since the exact same factors are being measured and carefully considered for different candidates.
- It does not automatically evaluate capability with regard to meeting the demands of the job in question.
- Some managers may have poor interviewing skills and yet companies rely on these managers despite their lack of expertise.
- Interviewers can be biased and make subjective judgements.

## a) Types of interviews

### (i) Individual interviews

This is a face-to-face discussion, which allows contact between the interviewer and candidate. De Leeuw (2005:234) explains that face-to-face interviews are used in the recruitment phase to maximise responses. Sutherland (2012:35) agrees, and explains that the purpose of face-to-face interviews is to gain deeper insight into candidates' abilities and potential.

Individual interviews still remain the most commonly used method of selection. The interview can be either unstructured or exceedingly structured. A structured interview makes use of a pre-set programme, and by making use of this programme, the interviewer can ensure that all the relevant information that should be obtained from the candidate is done by means of a systematic approach.

Results from a structured interview yield far more accurate results than an unstructured interview would; this is mainly because in a structured interview, the interviewer works according to a predetermined programme – this serves as a checklist and ensures that all probing questions that are to be asked are covered. McDaniel et al. (1994:602) confirm that in structured interviews, panel interviews and individual interviews, similar validity was found.

One of the downfalls of a structured interview is that some managers find it too planned and restrictive, whereas unstructured interviews make use of no planning – interviewers base their questions on the responses received from candidates. According to Stone (2005:430), the major downfall of individual interviews is that if only one interviewer is used, there is more scope for a biased or superficial decision, and this is one reason for using a second interviewer or an interviewing panel.

Sutherland (2012:35) explains that an interviewer makes a decision about a candidate within the first few minutes and this supports the theory that interviewers are impressed by superficial cyphers. These are signs such as manner of speech, composure, and especially physical appearance.

## (ii) Panel interviews

This type of interview is conducted by two or more interviewers. During a panel interview all candidates are asked identical questions and the interviewers will evaluate each applicant based on his/her answers; at the end of the interviews, a discussion of the applicants is held. Having the human resource manager and line manager see the candidate at the same time has the advantage of enabling information to be shared and reducing overlaps. Mullins (1995:752) agrees with this statement and in addition explains that the prospect of discrimination will be reduced on condition that no one member has excessive influence over the decision to be made.

The interviewers can discuss their joint impressions of the candidate's behaviour at the interview and modify or augment any superficial judgements.

The final decision will be taken by all members' rating the candidates.

A panel interview is always better than an interview by one interviewer because collective judgement is used for selecting suitable candidates. Carrell et al. (1997:189) agree with this statement and explain that the final evaluation for each applicant is an average of several individuals' evaluations, and therefore balances out one individual's bias.

## (iii) Group interviews

A group interview is a meeting in which several job applicants interact in the presence of a company observer. This type of interview method is best used when dealing with university graduates, since it focuses on personality, attitudes and communication skills.

Akrani (2011) provides a more user-friendly definition and explains that a group interview is similar to a group discussion. A topic is given to the group and they are asked to discuss it. The interviewer then judges the behaviour of each candidate.

#### (iv) Computer-aided interview

This type of interview owes its existence to the advancement of technology and is more a process than an interview, as shortlisted candidates complete a computerised interview. This interview consists of a set number of questions to be answered within a specified time frame. The only advantage of a computer-aided interview is that those candidates who normally are nervous during an interview will now have the confidence to answer questions more accurately, since the more uncomfortable, traditional, face-to-face interview has been replaced. This type of interview is extremely infrequent and generally avoided.

#### (v) Video interviewing

This type of interview is only used when an organisation needs to conduct an interview and the applicant is in another city, country or even on another continent. The most important thing here is that the best technology is utilised so that no transmission problems occur, as this could come across as unprofessional and be frustrating at times.

### b) Interviewing approaches

#### (i) The biographical interview

This is when the interview follows a certain cycle, for example: starting with the candidate's first job and working towards the most current or vice versa. Most interviews tend to focus on current jobs in order to assess what candidates are doing now. This type of interviewing approach is logical, but the interviewer must be prepared and know what data is being looked for in order to make a selection decision.

#### (ii) Interview planned by reference to a person specification

The aim of this interviewing approach is to obtain information under each main heading to determine to what extent the candidate matches the specification. Candidates are asked to respond with information on how they believe that they match these requirements.

The headings are as follows:

- Knowledge, skills and expertise – what the candidate is expected to know and be able to do as a result of experience, education and training (work-based competencies), for example, technical or professional knowledge, numeracy, manual skills, and experience at the appropriate level in carrying out relevant work.
- Personal qualities – how the candidate will be expected to behave in carrying out the job, such as working with other people, exercising leadership, influencing people, communicating (e.g. report writing, making presentations), achieving results, decision making, taking the initiative, and being self-reliant (behavioural competencies).
- Qualifications – essential academic or professional qualifications.

### (iii) Structured situational-based interviews

This type of interview approach tends to focus on certain events in anticipation that the candidate's behaviour is suggestive of future performance. An incident will be described and candidates will be asked how they would deal with that particular incident; these types of questions are asked in order for the interviewer to determine how a candidate will handle a certain situation that they may encounter on the job. The definition provided by Carrell et al. (1997:191) is similar, in that it explains that the applicant must respond with what he or she would do in a certain situation. Furthermore, Mullins (1995:752) defines this type of interview approach as hypothetical future-orientated questions. The disadvantage is that although candidates indicate how a certain situation might be handled, it in no way is confirmation that this would be the case once in the job.

The definition provided by BusinessDictionary.com (2013) is that this type of interviewing technique places an applicant in a conflict or problematic situation, where he or she has to make an assessment and decisions to resolve it.

Rao (2007) furnishes greater detail on the development of structured situational interviews. People familiar with the job develop situational and job knowledge questions based on the actual duties. Consensus will then be reached on what is and is not an acceptable answer.

#### (iv) Structured behavioural (competency)-based interview

In this approach, questions are structured around key competencies that have been identified for a particular job, which inescapably means that preparation will take time. The interviewer will progress through a series of questions and the aim is to collect evidence about experience during which certain skills and competencies will be foregrounded. The assumption is that past performance and behaviour are pre-eminent predictors of future performance and behaviour.

Mullins (1995:752) agrees with the explanation above and provides a succinct definition: this type of interview approach consists of questions about how candidates handled past situations, as a predictor of future behaviour. Ullah (2010:107) notes that considerable research has been conducted on this type of interview approach and indicates that this approach is nearly eight times more effective in predicting successful job performance.

#### (v) Structured psychometric interviews

In this type of interview approach, responses to the questions asked are coded so that the results can be analysed and compared; no allowance is made for any follow-up questions. Once a candidate has answered a question, it is categorised in order to evaluate and weigh up all results.

### **Step 7**

#### **Psychometric assessments or assessment tests**

Understanding and assessing differences between candidates are critical, as during any point of the recruitment process organisations endeavour to locate the right person for a particular job. Many organisations make use of tests as part of the recruitment and selection process.

This statement is supported by psychometric-success.com (2013) explaining that individuals are most likely to encounter psychometric testing as part of the recruitment process. This is because these types of tests have been devised in order to provide employers with a reliable method of selecting suitable job applicants and even current employees for promotions.

These types of tests are generally used for supervisory up to managerial positions, but may be used for any position. In order to be effective, an assessment should systematically assess whether a candidate is both eligible and suitable for the position.

During these kinds of tests there is no right or wrong answer, which is why they aid the decision-making process; a decision to reject or shortlist a candidate must not be based solely on the outcome or results of any selection or assessment tests. Assessments are useful tools and should be used with care during the recruitment process.

Leopold and Harris (2009:154) contend that throughout life people continuously have to make decisions and the decisions that are made will be based on the assessment of the likely outcomes of each potential choice. Many of the selection decisions which are made on a daily basis involve selecting between people – whom to date, whom to go to lunch with, whom to ask for help, etc. Therefore people have to make assessments about other people. The problem of assessing people, their competencies, actions, motivations and satisfactions, is very important in understanding behaviour in organisations.

Organisations make use of selection tests/assessments as they predict job performance, or, to a certain extent, they determine how successful a candidate would be in a particular position; they also add value to the recruitment process as they can increase the accuracy of hiring decisions.

Hunt (2007:20) concurs and clarifies that data is collected from job applicants in the form of assessments and then utilised to predict those applicants future job performance. This is done by assessing three fundamental kinds of information: (1) Applicants previous work experience, accomplishments and education, (2) What applicants can do based on underlying potential and (3) Using work goals, preferences and interests as a basis, looking at what applicants want to do in the future.

Objective measurements of an individual's characteristics are provided through tests; however tests must still be chosen with great care.

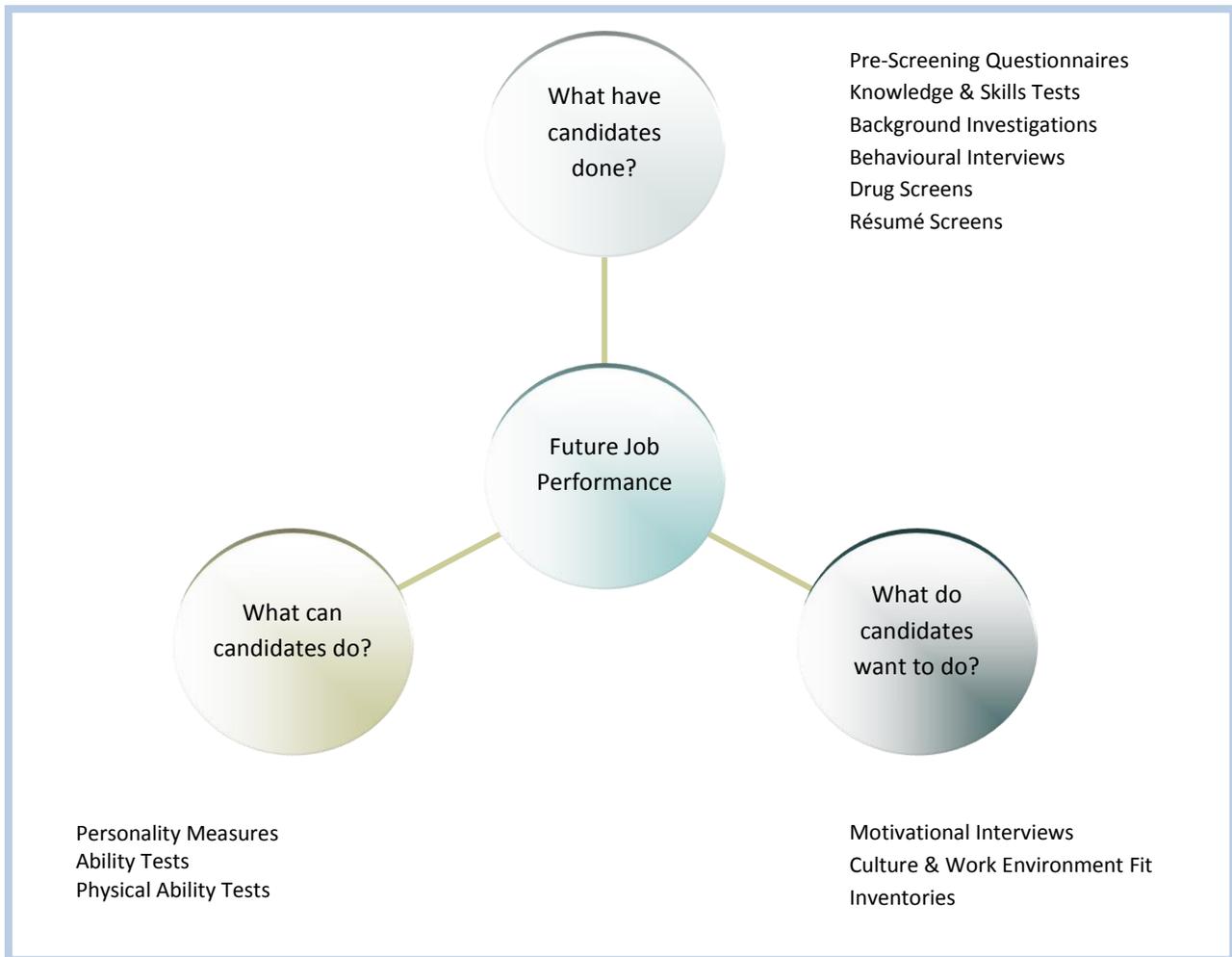
Armstrong (2006:462) lists four characteristics of a good test:

- It is a sensitive measuring instrument that discriminates well between subjects.
- It has been standardised on a representative and sizeable sample of the population for which it is intended so that any individual's score can be interpreted in relation to others.
- It is reliable in the sense that it always measures the same thing. A test aimed at measuring a particular characteristic should measure the same characteristic when applied to different people at the same time, or to the same person at different times.
- It is valid in the sense that it measures the characteristic which the test is intended to measure. Thus, an intelligence test should measure intelligence and not simply verbal facility.

Beardwell and Claydon (2007:209) consider testing as essentially an attempt to achieve objectivity, or to put it more accurately, to reduce subjectivity in selection decisions.

According to Hardy (n.d.), psychometric assessments are increasingly being used in the South African recruitment industry. Recruiters and employers alike use psychometric testing during candidate selection and organisational development and promotional processes.

Assessments provide important information with regard to job competencies, skills and behaviours. They have been around for many years and are constantly refined to make them more accurate measurement tools. Psychometric assessments measure attributes like intelligence, aptitude and personality. They provide a potential employer with an insight into how well the candidate will interact with other people, how well the candidate handles stress, and whether the candidate will be able to cope with the intellectual demands of the job. The figure overleaf illustrates what assessments can measure.



**Figure 2.5: What assessments measure**

**Source: Hunt (2007: 20)**

The validity of an assessment refers to how well the assessment measures what it was supposed to and how well it predicts the candidate's job performance. Stone (2005:463) explains the five types of validity:

- Predictive validity – is the extent to which the test correctly predicts future behaviour. In order to establish predictive validity it is essential that extensive research is conducted over a period of time. It is also vital to obtain exact measures of performance so that the prediction can be compared with actual behaviour.

- Concurrent behaviour – this is the extent to which a test score differentiates individuals in relation to a criterion or standard of performance external to the test. This means comparing the test scores of high and low performances as indicated by the criteria and establishing the degree to which the test indicates who should fit into the high or low performance groups.
- Content validity – this is the extent to which the test is linked to the functions of the job.
- Face validity – the extent to which the test looks right, that is, is the test measuring or assessing what it is supposed to.
- Construct validity – the extent to which the test measures a particular characteristic of the job.

#### a) Types of tests

##### (i) Intelligence tests

This type of test is based on a concept of what constitutes intelligence; instruments for measuring the different levels or factors of intelligence must be developed. The only problem with this type of test is that intelligence is complex to measure, and for this very reason this type of test should rather be directed at a group of candidates. In doing so, norms would be established first and test results could be compared or measured against the set norms as well as the results of each of the candidates.

##### (ii) Personality tests

Stewart and Brown (2011:220) define personality testing as an assessment of traits that show consistency in behaviour; it measures patterns of thought, emotion and behaviour. Personality tests are becoming increasingly available on the Internet since they are relatively simple to administer. They also provide fascinating information about candidates without the prejudiced reactions that often can occur during the interview. This type of test should be developed by a psychologist or even an assessment centre, and should be used with extreme caution.

Many researchers have identified five broad dimensions of personality. The most generally accepted classification of personality is the five-factor model, where five points define the key personality characteristics:

- “Extraversion/introversion – gregarious, outgoing, assertive, talkative and active (extraversion); or reserved, inward-looking, diffident, quiet, restrained (introversion).
- Emotional stability – resilient, independent, confident, relaxed; or apprehensive, dependent, under-confident, tense.
- Agreeableness – courteous, cooperative, likeable, tolerant; or rude, uncooperative, hostile, intolerant.
- Conscientiousness – hard-working, persevering, careful, reliable; or lazy, dilettante, careless, expedient.
- Openness to experience – curious, imaginative, willingness to learn, broad-minded; or blinkered, unimaginative, complacent, narrow-minded.

It has already been established that personality tests assess consistent measures of behaviours that are important at work. Stewart and Brown (2011:222) explain that they often relate more to organisational fit than to job fit, suggesting that personality measures are most appropriate in organisations that adopt long-term staffing strategies.

### (iii) Ability tests

Gómez-Mejia et al. (2001:79) claim that various tests measure a wide range of abilities, from verbal and qualitative skills to perceptual speed. Cognitive ability tests measure candidates' potential in a certain area, such as mathematics and are valid predictors of job performance when the abilities tested are based on a job analysis. There are further more specific tests that measure physical and mechanical abilities.

#### (iv) Aptitude tests

An aptitude test does not measure the knowledge or theory that candidates possess. This type of test is used to determine the potential that the candidate has to perform certain tasks within the required job; in simple terms, it measures what an individual could learn and is focused more on the practical side of the position being filled. Bergh and Theron (2006:494) note that this test is mostly directed at assessing an individual's natural potential and acquired learning, which might enable him or her to develop particular proficiencies and skills for particular intellectual tasks.

Measurements are based on the following general abilities:

- Intelligence – refers to the individual's general mental ability to understand, learn, reason and adapt.
- Reasoning – deals with the individual's ability to think logically and find solutions.
- Remembering/memory – the ability to replicate information retained from previous learning experiences.
- Numerical ability – the ability to reason quickly and accurately.
- Word fluency – the individual's ability to be fluent in words and language.
- Perceptual speed – the ability to perceive detail and differences quickly and accurately.

#### (v) Attainment tests

This type of test measures the skills, knowledge and abilities that a candidate learned or developed through experience or during training. The definition provided by Bergh and Theron (2006:494) is much the same, in that it is explained that attainment tests are meant to assess the amount of knowledge or learning, or to diagnose the nature of such knowledge and learning, after a period of experience, development or training. There are a few positions that require this type of training; the most common example would be a typing test to determine how many words a minute a candidate can type, while the result of this test would be compared and measured against the standard required for the job.

#### (vi) Situational judgement tests

Stewart and Brown (2011:222) define this type of test as a relatively new development during which job applicants are placed in a hypothetical situation and then asked to choose the most appropriate response. Situational judgement tests have been found to have good reliability and validity as they predict job performance in most jobs and provide information that goes beyond cognitive ability and personality tests.

#### b) Why assessments/tests work

Many organisations make use of assessments with the expectation that the data obtained from candidates during this process will be able to determine or predict what candidates are capable of doing once they have been hired. Stone (2005:462) affirms that a good test is one that provides valid data that enable reliable predictions of behaviour to be made and therefore assist in the process of making objective and reasoned decisions when selecting people for jobs.

Most organisations make use of assessments/tests during the recruitment process. An assessment is merely a tool that assists in assessing the performance, personality, attitude or characteristics of an applicant. Assessments do not describe or break down each aspect of every job and should not be used to determine an applicant's role and job profile.

During recruitment, every organisation wants to identify the best talent to ensure that the particular candidate is the best fit for the job as well as for the organisation. To achieve this, organisations must understand that because they are different, assessments should be tailor-made to suit the particular position as well as organisation. Assessments will only work when they are appropriately used and have been designed properly; even the most excellent assessment will fall short should it not be used appropriately.

Hunt (2007:26) affirms that extensive research has shown that assessments do predict job performance and this is possible for the reason that the behaviour of people is consistent over time. He goes on to explain that years of psychological research points out that assessments are able to predict the behaviour of people due to the fact that people's habits are predictable over time. The consistency of people's behaviour is what makes it possible to collect assessment data from applicants during the recruitment process and this can reliably be used in order to predict future job performance.

## **Step 8**

### **Reference checking**

Stewart and Brown (2011:228) note that the function of referencing checking comprises contacting an applicant's previous employers, teachers or even friends to learn more about the applicant. It is standard practice that candidates put forward names of people as referees.

A great deal of consideration should be placed on selecting referees; these are the people who provide an interviewer with information regarding the candidate. Reference checking is also one of the steps in the recruitment and selection process, and as such it means that a decision will be made about a candidate based on the recommendation or information received from the referee.

Bergh and Theron (2006:502) explain that because data needs to be reference checked, reference checking becomes a more involved and valid procedure and technique in the recruitment and selection process. Many organisations underrate the volume of information that can be obtained from reference checks, should the right questions be asked.

Price (2007:351) concurs, contending that employers request references as a matter of course, usually without any thought as to their purpose and value. The purpose normally serves one or both of the following functions: a factual check to maximise the probability of a truthful application and to provide evidence of character or ability.

In some instances, organisations only conduct a reference check once they have already established to whom they wish to offer the job, and the check serves as confirmation of their decision. Organisations need to understand that reference checks will not only provide them with information that may rule out a candidate, but may also provide them with information regarding notable differences between candidates which may make one seem more liable to succeed within the organisation, compared with other candidates.

For this very reason, reference checks should be conducted on a few candidates and not only on the candidate who is about to be offered the position, because employer references are necessary to check on the facts given by the prospective employee.

Whether the check is done telephonically, by questionnaire, or through a third party, it allows organisations the opportunity to determine whether any candidates have been dishonest on the résumé, which more than likely would lead to that individual's being eliminated as a candidate. The check could certainly reveal that a candidate has overstated his or her education, qualifications or employment history. In some instances, answers received from reference checks dig below the surface in revealing alarming information.

## **Step 9**

### **Second interview**

Once the reference checking and psychometric testing (should it be required) have been completed, more applicants may have been eliminated. Those that are still in the running may be asked to return for a second interview.

At the same time, a second interview gives the candidate another chance to sell him or herself, and at times, a chance to see the place where he/she would be working if successful. A second interview would more than likely include the line manager of that particular position, as this interview tends to focus more closely on the work or tasks to be performed; consequently, certain questions tend to be very technical. Senior managers may also be present during a second interview, depending on the recruitment policy and procedure of the organisation.

The Careers Advisory Service of Trinity College Dublin (Trinity College Dublin, 2012) notes that a second interview is a more in-depth procedure than the first. For the candidate it signals that the organisation is very interested in them and assessing their fit within the organisation. These interviews often focus on different areas from the first interview, are usually more challenging, and are often carried out by a selection panel of senior managers, including the person to whom that position reports.

McDaniel et al. (1994:609) support the above and explain that the interview is a measurement method, like a paper-and-pencil test, and as such the interview may also measure different constructs such as cognitive ability, interpersonal skills and motivation, in order to make a final decision.

## **Step 10**

### **Select the best candidate**

By now the company should have enough information to select the best candidate based on the necessary requirements. In most instances, the immediate manager and those who have sat in during the interview will review the information received.

They will discuss and compare applicants until they select whom they consider to be the most suitable candidate. In order to make the decision to appoint or reject an applicant, either a compensatory or a successive hurdles approach can be used. Stone (2005:254) defines the two approaches as follows:

A compensatory hurdles approach involves considering all the selection data (favourable and unfavourable) before a selection decision is made, whereas a successive hurdles approach involves the elimination of candidates at each stage of the selection process. As the compensatory approach allows each candidate to complete all the steps in the recruitment process, it is a time-consuming and costly exercise, making it the less popular approach.

With the successive hurdles approach, candidates who fail a step (hurdle) in the recruitment process are automatically rejected at that specific point. An explanation why this approach is more popular is given. It is maintained that the successive hurdles approach can be very economical by using predictors such as an intelligence test to eliminate candidates early in the selection process, thus saving the more expensive predictors, such as panel interviews, for use with a small group.

## **Step 11**

### **Notify the successful and unsuccessful candidates**

It is important to notify the successful candidate and the unsuccessful ones as soon as possible as the job offer must be made. This supported by Mondy and Noe (2005:193) elucidating that this action is a matter of courtesy and that an organisation could lose a prime candidate should there be a delay in this notification, due to candidates often having other employment options.

Should the successful candidate be currently employed, a notice period would more than likely have to be worked out. Once the job offer has been made, it does not mean that the candidate will accept all the basic details and there may be some negotiations with regard to salary, the start date or benefits.

'Laura' (2009) agrees with this statement and explains that information such as salary, start date, leave and benefits information, to name but a few should be included in the job offer. In some instances, the candidate may request changes or make a counter offer resulting in a negotiation process which may have numerous iterations before an agreement is reached.

Furthermore, Noe et al. (2011:171) contend that ultimately, an applicant's decision to accept a job offer and the organisation's decision to make the offer, depend on the match between vacancy characteristics and applicant characteristics.

It is advisable to inform the unsuccessful candidates only once the successful candidate had accepted and signed the offer of confirmation. Should the successful candidate reject the offer and the recruitment process resume, the organisation may want to interview one or two of the unsuccessful candidates once more. Dealing with people can be difficult at times; should a candidate be informed that he/she was unsuccessful and then receive a call stating that the organisation would like to see him/her again, this could result in a candidate's believing that he or she was a second choice, and this could engender negativity.

Mondy and Noe (2005:193) explain that a rejection letter is the most preferred method; however, a letter with a personal touch may reduce the stigma of rejection and avoid the applicant's having a negative feeling about the company.

## **Step 12**

### **Agree on conditions of employment and starting date**

Once all the items relating to the salary, start date, hours of work, bonus and any other terms and conditions have been negotiated and agreed upon, the contract for the new employee will be drawn up and signed by all relevant parties.

## **Step 13**

### **Commence the employment relationship**

The successful candidate becomes the employee and commences work as well as a working relationship with the employer. The attainment of a balanced relationship is very important to smooth this process and also to ensure a pleasant environment for both parties while working together. Shore and Barksdale (1998:732) further note that in a balanced relationship, the employee and employer are perceived to be similarly obliged in the exchange, whereas in an unbalanced relationship, either the employee or the employer is perceived to be substantially more obliged than the other party to the exchange. In addition, research has showed that balance in the employment relationship is important from the employer's perspective.

#### **a) Induction**

Induction into the new workplace is a very important aspect and is still part of the recruitment process, despite many organisations disregarding it. The University of York (2012) maintains that induction is the final step in the recruitment process, as does Slade (2013:13) explaining that this is a stage during which all aspects of employment are introduced to the employee. This includes company policies and rules and regulations as well as terms and conditions of employment.

Once the successful candidate has accepted the offer of employment and a start date has been agreed, the line manager or head of department is responsible for preparing an induction programme for the new employee.

New employees require certain information with regard to the organisation upon commencement of the employment relationship, in order to settle in. No matter how excited and even confident employees might seem on their first day work, they wonder whether they will fit in, whether they will get on with their colleagues, what the culture is like, among others. The answers to these questions will more than likely only be answered their starting, which is why helping employees settle in and providing them with a friendly and helpful person during induction is important.

Price (2007:526) explains that the organisation has spent money on recruiting the new comer and therefore should treat that person as an investment to be nurtured. In reality, new recruits are likely to receive an induction that can be anywhere between two extremes. The first extreme is called 'in at the deep end': this is where the organisation expects the recruit to get on with the job without any welcome or information. The second extreme is called the 'overwhelming', and is where the organisation provides the new comer with an inundation of introductions, information packs, site tours, etc.

The process of induction deals with welcoming new employees into the organisation and providing those employees with the basic information required for them to settle down quickly and happily in order to start working. Various authors and websites share different views and explanations relating to induction; however, the four aims of induction are universally agreed to be to:

- smooth the preliminary stages when everything is likely to be strange and unfamiliar to the starter;
- establish quickly a favourable attitude to the company in the mind of the new employee so that he or she is more likely to stay;
- obtain effective output from the new employee in the shortest possible time;
- reduce the likelihood of the employee's leaving soon.

According to Chapman (2010), proper induction training is increasingly becoming a legal requirement. Employers have a formal duty to provide new employees with all relevant information and training, particularly that relating to health and safety. For this reason, induction has become important.

Chapman (2010) notes that induction assists with regard to the following:

- Reducing the cost and inconvenience of early leavers – Employees are far more likely to resign during their first months of joining the organisation and such costs include: recruitment costs of replacement, induction costs, training, cost of extra supervision.
- Increasing commitment – A committed employee is one who identifies with the organisation, wants to stay and is prepared to work hard on behalf of the organisation.
- Clarifying the psychological contract – The psychological contract consists of implicit, unwritten beliefs and assumptions about how employees are expected to behave and what responses they can expect from their employer. It is concerned with norms, values and attitudes. Induction arrangements can indicate what the organisation expects in terms of behavioural norms and the values that employees should uphold. Induction provides an opportunity to inform people of 'the way things are done' so that misconceptions are avoided.
- Accelerated progress up the learning curve – New employees will be on a learning curve as they may take time to reach the required level of performance. It is important to provide for this; any communication relating to this should take place in a planned and systematic manner from the first day to maximise individual contributions as quickly as possible.
- Socialisation – New employees are likely to settle in more quickly and enjoy working for the organisation if the process of socialisation takes place smoothly. The social aspects of work and relationships with colleagues are very important for many people.

## b) Probation

The recruitment process does not stop once induction has been completed, despite the majority of organisations that believe that it does. Yet, almost all organisations ensure that there is a probation period before the employee is made permanent. This is, however, part of the recruitment; new employees should receive the required training in order to familiarise themselves with the organisation's systems and procedures, the training they require in order to perform their jobs successfully, and this should occur during the probation period.

The probation period should be used as the organisation's safety mechanism. An evaluation of the new employee should be conducted during this time to determine whether he or she is coping. Should there be any issues or areas where the employee may require assistance, identifying them at an early stage would help both the employer and employee. This is supported by the South African Labour Guide (2013) website explains that a probationary period serves as an opportunity to evaluate the work performance of an employee in order to determine whether the employee is suitable for the position that he or she has been appointed in. The period of time over which this performance will be evaluated must be mutually agreed upon and the appointment is made on the basis that the employee is able to carry out the responsibilities required.

During the probation period, the employee's work will be monitored and evaluated. By doing so, the employer will identify both strengths and weaknesses in the employee's performance. In instances where the employee is not performing at the required standard, corrective action may be taken. During the probation period, most organisations want to identify poor performance so that the organisation can assist where possible with improvement.

Should this improvement not occur, underperforming employees' contracts will be terminated. It is far easier for an organisation to terminate an employee's contract during or at the end of the probation period, as the organisation will have paperwork to prove that it has supported, evaluated and trained the employee as far as possible; however the employee's performance is below par. Gómez-Mejía et al. (2001:478) agree: "Some organisations use a probationary employment period to weed out incompetent employees early." New employees are to understand that these evaluations serve to benefit not only the organisation, but provide the employee with constructive feedback relating to their work.

The employer should allow for sufficient time to closely manage and evaluate the new employees, but employees should know the standards against which their performance will be measured. It is advisable that these performance measurements are delineated during the interview when discussing the job, so that candidates are cognisant of these from the beginning. To ensure that the probation period is effective, enough time and effort should be invested from the employer's side, and should this probation period need to be extended, employers may do so, provided they have justification as well as documentation to back this up, and it is done at the end of the initial probation period. This is very important, yet many organisations fail to comprehend it.

The South African Labour Guide (2013) website explains that there is an increasing trend for companies to hire new employees on the basis of a probationary period, and unfortunately in some instances these companies have very little understanding of the legal meaning of probation. They are under the incorrect assumption that, by hiring a new employee under probation, it entitles them to fire the employee without their having to comply with any formal legal obligations.

Organisations should not overlook the induction or probation period as they are both still very much a part of the recruitment process, and are functions that assist new employees to settle in.

The Australian Government Institute of Health and Welfare (2013) website notes explains that it is important that a proper induction is provided in or order to complement the probationary procedures, in that it is to provide new employees with an understanding and appreciation of the requirements of the new job and the standard of work expected.

The above is a synopsis of the basic steps in the recruitment process. Organisations may lengthen certain steps but an omission of any of these steps is not advisable; much care and consideration should go into the development of the recruitment steps.

Noe et al. (2011:171) explain that because of differences in companies' strategies, different degrees of importance may be assigned to recruitment; nevertheless, great importance should be assigned to the recruitment process. As mentioned earlier, each organisation requires good quality employees for the organisation to mature and survive in today's competitive world; the recruitment approach of an organisation will therefore indirectly have an impact on the success of that organisation.

Recruiting the right people is a key function, as high-performing staff is a critical component of any organisation. These people help the company achieve their objectives and/or goals, which in turn means that companies, which are the market leaders in their industry or sector, have the best staff. When incorrect decisions are made regarding recruitment, the consequences are cost implications; time wasted; employee morale that may be affected as someone is assisting in that position until it is filled; and a repetition of the entire recruitment process. Effective recruitment can benefit organisations for various reasons, employee retention and low labour turnover being but a few.

These two reasons alone have an impact on the organisation, which again proves that the recruitment process or approach does have an impact on the success rate of an organisation. Beardwell and Claydon (2007:189) contend that the importance of ensuring the selection of the right people to join the workforce has become apparent as the emphasis on people as the prime source of competitive advantage has grown.

Recruiting the right person is only the first step, yet so many organisations believe that once the person has been hired, the recruitment function is complete. The right candidate must be given induction into their new role and should they require any initial training with regard to company procedures and systems, it should be provided.

For staff to perform at their full potential, they need to be supported and given the resources that they require. No amount of tests during the selection or recruitment process can give an exact prediction of how good performer the new employee will be in the future – although an individual's behaviour may be fairly consistent over time, behaviour remains intricate and challenging when attempting to predict it.

A candidate that is selected to fill a position is the individual who is the best fit, as he/she possesses the required qualifications, skills, knowledge and attitude for that particular job. If good employees are required in an organisation, then surely the management of the performance of these employees should be just as important, because of the impact that it has on the growth and success of the organisation.

Performance management is a crucial function and an essential tool, yet it is not performed correctly in all organisations, as those involved in the process are frequently not properly equipped to do so. Performance management is yet another function that benefits both the employee and employer, and no matter the size of the organisation, it is imperative that time, money and effort be invested in it.

The bottom line is that people and their performance must be managed and measured, not overlooked. Tung et al. (2011:1287) explain that if organisations are to survive in today's rapidly changing environment, they must identify their existing position, clarify goals and operate more effectively. Performance measurement systems will assist organisations in achieving such objectives.

MBA Partnership (2012) elucidates that wherever people interact the principles of performance management are required. While there are various cultures worldwide, behaviours remain the same. Performance management is therefore used as a unified approach in order to increase the effectiveness of organisations by improving the performance of the employees.

Before a detailed definition of performance management is given, it is important to remember that in order to perform successfully in a job, the employee should be provided with and understand that position's most recent job description. Along with that, the employee should understand the job performance requirements and the standards that they are expected to meet.

It is crucial that this is understood before a new employee commences work and before the performance management process gets underway. Performance management is aimed at improving performance; it is the way in which organisations can maximise the performance of an individual as well as a process through which underperforming individuals can be dealt with.

A fundamental factor of performance management is that it is a shared process between managers and the individuals or teams that they manage, and as such, the parties involved should take advantage of this. Performance management is based on discussions and an agreement of objectives, requirements, work performance, training and development plans. It is a crucial element of any organisation, which is why it embraces the input of the parties concerned.

According to Glueck (1982:233), performance management acquired a new definition in the early 1990s: a process for establishing a shared understanding about what is to be achieved and how it is to be achieved; an approach to managing people that increases the probability of achieving success. Variations on this came from a range of sources; yet they all agreed upon the fundamental reality underlying effective performance management: it focuses on the importance of processes over systems, and develops a shared understanding of the

importance of managing and developing people sensitively as individuals in a way which enhances their contribution.

## **2.2) Performance management**

In order to explain a certain function of human resources, Noe et al (2011:42) explain that the management of human resources encompasses employees' performance relative to the goals for a particular position. Performance management is the method used to ensure that employees' outputs match the organisation's goals.

More and more organisations have come to perceive performance management as an encouraging, supportive, productive and beneficial process to assist employees in reaching their full potential through creating an environment contributing to just that. De Leeuw and Van Den Berg (2011:225) agree with the above mentioned statement and in addition explain that recent research amongst successful organisations have indicated that results are better if performance management is focused more on a supportive role.

Schraeder and Jordan (2011:4) contend that the management of employee performance is now regarded as an essential function; this is because the sustained competitiveness of organisations may very well hinge on the overall effectiveness of this function. This is not particularly novel, since employees encompass a significant asset for organisations, which means that employees' individual and combined performances should be recognised as playing a vital role in helping the organisation achieve its overall objectives.

Initially, performance management was not well received by management, as the process forced them to move away from the old-fashioned, autocratic style of management.

Armstrong (2006:494) states that performance management processes have become prominent in recent years as a means of providing a more integrated and continuous approach to the management of performance than was provided by previous isolated and often inadequate merit rating or performance appraisal schemes. Performance management is based on the principle of management by agreement, rather than management by command.

According to Mello (2011:428), an organisation's long-term success in meeting its strategic objectives rests with its ability to manage employee performance and ensure that performance measures are consistent with the organisation's needs. Consequently, performance management has become more of a strategic issue for organisations than in the past.

Ivancevich (2004:255) delineates performance management as the process by which executives, managers and supervisors work to align employee performance with the goals of the organisation. An effective performance management programme should encapsulate a precise definition of excellent performance, use measurements of performance and provide feedback to employees regarding their performance.

Gruman and Saks (2011:123) define performance management as a critical aspect of organisational effectiveness in that it is the key process through which work is accomplished.

Armstrong (2006:495) refers to performance management as a systematic process for improving organisational performance by developing the performance of individuals and teams. It is a means of getting better results by understanding and managing performance within an agreed framework of planned goals, standards and competency requirements. Processes exist for establishing a shared understanding about what is to be achieved, and for managing and developing people in a way that increases the probability that it will be achieved in the short and longer term. It focuses people on doing the right things by clarifying their goals. It is owned and driven by line management.

According to Beardwell and Claydon (2007:517), performance management is a mechanism to control values, rather than simply actions.

Bagraim et al. (2010:198) provide a succinct definition of performance management, in that its essence is "establishing a framework in which performance by human resources can be directed, monitored, motivated and refined, and that the links in the cycle can be audited".

Furthermore, Hunter (2012:159) defines performance management as a technique that is applied by a large number of organisations and that incorporates the more effective aspects of management by objectives, goal setting, performance appraisal, training and coaching.

It has already been established that a requirement for business success is to plan and recruit the right people for the right position. In order to ensure that this is maintained, performance management comes into play; what gets done is measured for comparison with the required results. Every organisation is different and functions differently, and therefore the performance management programme of each organisation should be designed and developed to fit that particular organisation and viewed as a process and not a system.

The approach that will be used is very important, as this process encompasses managers and the staff who report to them, working together to achieve optimal performance.

Mello (2011:428) concurs: performance management systems need not be formal in order to be effective. The most important concern in designing a performance management system is its fit with the organisation's strategic objectives, and the most important concern in providing performance-related feedback is its fit within the organisation's culture.

Employees are an essential part of running any organisation efficiently and effectively, and for this reason performance management has become important. All employees, irrespective of their occupational level, have a crucial role to fill. By using performance management, the organisation can determine whether employees are performing their tasks to the best of their ability, or under-performing and therefore requiring assistance.

### **2.2.1) Aims of performance management**

Armstrong (2006:496) argues that the overall aim of performance management is to establish a high performance culture in which individuals and teams take responsibility for the continuous improvement of business processes and for their own skills and contributions within a framework provided by effective leadership. Performance management has to do with pairing or aligning individual objectives to the objectives of the organisation. As such, it provides time for expectations to be defined and agreed upon with regard to what the employee is expected to do, the skills to be possessed, as well as the expected behaviour, and these will be agreed upon in joint consultation.

This is done with the intention of developing employees to meet and exceed set expectations, benefiting both parties. It is imperative that this function is committed to providing the support and guidance that employees require in order to improve their performance and development, and it is vital that these are readily available.

The aims of performance management as expressed by a variety of organisations are:

- Empowering, motivating and rewarding employees to do their best.
- Focusing employee's tasks on the right things and doing them right.
- Aligning everyone's individual goals with the goals of the organisation.
- Proactively managing and resourcing performance against agreed accountability and objectives.
- Establishing the process and behaviours by which managers manage the performance of their people to deliver a high-achieving organisation.
- Maximising the potential of individuals and teams to benefit themselves and the organisation, focusing on the achievement of their objectives.

### **2.2.2) Characteristics of performance management**

The primary elements of performance management, as identified by Armstrong (2006:496), are agreement, measurement, feedback, positive reinforcement and dialogue. Performance management is concerned with measuring outputs in the shape of delivered performance compared with expectations expressed as objectives. In this respect, it focuses on targets, standards and performance measures or indicators. It is based on the agreement of role requirements, objectives, performance improvement and personal development plans. It provides the setting for ongoing dialogues about performance that involves the joint and continuing review of achievements against objectives, requirements and plans.

Over and above this, performance management is also concerned with inputs and values. Inputs are elements such as knowledge, skills and behaviours required to produce expected results. Developmental needs are identified by defining these requirements and assessing the extent to which the expected levels of performance have been achieved through the effective use of knowledge and skills, and through appropriate behaviour that upholds core values.

At all times, organisations should be mindful that during performance management the emphasis should be on future performance and planning. This is not just a once-off review and discussion, but a continuous and flexible process aimed at improving performance in the long term. Bernardin (2003:205) supports this: "Regular formal reviews are needed to concentrate on developmental issues and to motivate the employee."

Bagraim et al. (2010:199) elaborate that the conceptual foundation of performance management relies on a view that performance is more than ability and motivation. It is argued that the clarity of goals is the key to enabling the employee to understand what is expected and the order of priorities. In addition, goals themselves are seen to provide motivation; however in order to do so the goals must be sufficiently specific, challenging but not impossible.

The other theoretical base of performance management is expectancy theory, which states that individuals will be motivated to act provided they expect to be able to achieve the goals set, believe that achieving the goals will lead to other rewards, and believe that the rewards on offer are valued. The characteristics of performance management systems are summarised in the table below.

**Table 2.1: Characteristics of performance management systems**  
Source: Bagraim (2010:200)

- Top-down link between business objectives and individual objectives compared with performance appraisal where there may be no objectives, or objectives not explicitly linked to business objectives)
- Line manager driven and owned (rather than being owned by the HR function, as typically with performance appraisal)
- A living document where performance and development plans, support and ongoing review and documented as work progresses, and prior to annual review (rather than an archived document retrieved at appraisal time to compare achievement with intentions)
- Performance is rewarded and reinforced

Bagraim et al. (2010:199) explain that performance management systems are closely tied into the objectives of the organisation, so that the resulting performance is more likely to meet organisational needs. Performance review is almost always a key part of the system, but is integrated with performance planning, which links an individual's objectives to business objectives to ensure that employee effort is directed towards organisational priorities.

### 2.2.3) Understanding performance management

In order to acquire an appropriate understanding of performance management, Armstrong (2006:498-499) explains that it is essential that answers to the following be provided:

#### 1) The meaning of performance

Performance is not only what people achieve, it is how they achieve it. The *Oxford English Dictionary* and dictionaries universally use the phrase 'carrying out' in their definition of performance management. Other words used are 'execution', 'working', 'accomplishment' and 'implementation'. All of these are acts embarked upon while performing, which require employees to possess and make use of certain knowledge, skills and capabilities; this is what high performance stems from.

Bergh and Theron (2006:101) provide a similar definition of performance: the translation of learnt potential into behaviour.

The definition of performance provided by Bagraim et al. (2010:199) states: "Performance means both behaviours and results ... Not just the instruments for results, behaviours are also outcomes in their own right."

Performance does not only refer to the results that an employee is producing, but also to the behaviour of that person; not in the psychological sense, but the outcomes of the employee's behaviour – taking into account the effort that has been applied to certain tasks to obtain the desired outcome. When performance is being managed and measured, and anything else for that matter, inputs (behaviour) as well as outputs (results) are to be observed. It is not effective enough to just take the outputs into account and not be concerned with the inputs; in some instances focusing on the inputs is what is required to improve results. Performance management does not just compare results with set targets; it entails an investigation into how these outcomes were attained, as this information will provide more detail about what needs to be considered to improve those outcomes.

## 2.) The significance of values

Maintaining the values of the organisation is what performance is about. Although performance is an aspect of behaviour, it also focuses on what employees do to realise core values such as concern for people and equal opportunity, as well as working/functioning ethically – utilising the organisational values.

## 3.) The meaning of alignment

As mentioned earlier, one of the ultimate aims of performance management is to align individual objectives with those of the organisation, with the expectation that what employees do at work will lead to the success of the organisation. Armstrong (2006:498) cites Fletcher (1993) and elucidates that the theory of performance management is associated with an approach to constructing a shared vision, assisting employees with understanding how each position contributes to the organisation and managing and improving individual and organisational performance.

Objectives must not be set; they are to be agreed upon during dialogues that take place between managers and the employees who report to them, on a constant basis. This process is a shared responsibility, should not come from the top, and supports the performance management process with regard to attaining the alignment of objectives. This is because employees are given the opportunity to formulate their objectives that tie in with the overall purpose, as well as strategy of the organisation.

## 4.) Managing expectations

Performance management in effect is about the management of expectations. It creates a shared understanding of what is required to improve performance and how this will be achieved, by clarifying and agreeing on what people are expected to do and how they are expected to behave. Wilton (2011:190) explains that performance is about creating shared expectations by which managers can clarify what is expected of the individuals; likewise individuals can communicate expectations of how to be managed and what is needed to perform the required job. It uses these arguments as the basis for measurement and review, and the preparation of plans for performance improvement and development.

#### 5.) The significance of discretionary behaviour

Armstrong (2006:499) provides some insight into the fact that performance management is concerned with the reinforcement of productive discretionary behaviour. This type of behaviour refers to the choices made by individuals relating to the amount of effort and care placed on performance.

### 2.2.4) Performance appraisal and performance management

Armstrong (2006:500) notes that many organisations assume that performance appraisal is the same thing as performance management, but there are significant differences. Performance appraisal can be defined as the formal assessment and rating of individuals by their managers at an annual review. In contrast, performance management is a continuous, more comprehensive process of management that clarifies mutual expectations, emphasises support and focuses on the future. Performance appraisal has been discredited because too often it has been operated as a top-down and largely bureaucratic system owned by the HR department rather than by line managers. A table detailing the comparison between performance appraisal and performance management can be seen below.

**Table 2.2: Performance appraisal compared with performance management**

**Source: Armstrong (2006:501)**

<b>Performance appraisal</b>	<b>Performance management</b>
<b>Top-down assessment</b>	Joint process through dialogue
<b>Annual appraisal meeting</b>	Continuous review with one or more formal reviews
<b>Use of ratings</b>	Ratings less common
<b>Monolithic system</b>	Flexible process
<b>Focus on quantified objectives</b>	Focus on values and behaviours as well as objectives
<b>Often linked to pay</b>	Less likely to be a direct link to pay
<b>Bureaucratic – complex paperwork</b>	Documentation kept to a minimum
<b>Owned by the HR department</b>	Owned by line managers

Since each organisation is different or functions differently, there is no standard performance management programme or system as the organisation will need to develop a programme to suit its needs.

Mello (2011:428) concurs and clarifies that in order to be effective performance management systems need not be formal. Designing a performance management system to fit in with the organisation and providing feedback that fits in with the culture of the organisation are the most critical elements of the system.

The main differences between performance management and performance appraisals can be seen in the diagram overleaf.

### **Performance management**

There is no universal agreement as to what constitutes performance management, but the following characteristics are generally present:

- Performance management is a much broader concept than performance appraisal. It aims to improve organizational, functional, unit and individual employee performances.
- Performance management has a focus on strategic planning and development. It aims to link the organisation's key objectives and strategies with organizational, functional, unit and individual objectives and strategies.
- Performance management measures the progress being made towards the achievement of an organisation's strategic objectives. It does so by evaluating organizational, functional, unit and individual performance; identifying needed performance improvement; developing new performance objectives; and activating mechanisms for converting improved performance into rewards.
- Performance management, given the above, may incorporate job design, recruitment and selection, training and development, career planning, and compensation and benefits, in addition to performance appraisal. Production workers, for example, whose jobs have been redesigned to include feedback concerning their own performance quality, are more likely to demonstrate improvement than those who receive feedback from external sources such as quality control officers.

### **Performance appraisal**

Performance appraisal typically involves measuring how well an individual employee is doing their job against a set of criteria (for example, personal competencies, behavioural characteristics or achievements), providing feedback and creating a development plan. The performance process generates information that may be used for administrative purposes (such as rewards, promotions, transfers and terminations) and/or development purposes (such as training and development, coaching and career planning) and/or research purposes (such as validating selection procedures and evaluating the effectiveness of training). Performance appraisal is a key part of an organisation's performance management system.

**Figure 2.6: Performance management and performance appraisal**

**Source: Stone (2008:293)**

### **2.2.5) Purposes of a performance management system**

DeCenzo and Robbins (2007:256) contend that initially, the intention of a performance management system was primarily to inform employees how they had done at work as well as to inform them of the increase that they would receive. Mello (2011:429) supports the statement above and explains that one of the purposes of performance management is to determine appropriate rewards and compensation. Years ago this method may have served its purpose; however, in today's world, there are considerably more factors that need to be considered and addressed. Performance management systems have come a long way and as change constantly takes place, continual improvements have been made for performance management to achieve the maximum benefits with regard to employee performance and development.

Brudan (2010:109) agrees with the statement above and in addition explains that performance management has emerged over time as a discipline that assists in monitoring and achieving individual and organisational goals. This train of thought is what led to performance appraisals being conducted as part of the performance management process.

Sudarsan (2009:47) describes performance appraisal as the activity concerned with the determination of the contributions of individual employees to the organisation. A report is completed during a dialogue regarding how the employee has performed in relation to the established objectives for that particular position. These objectives should have been jointly set by the employee and his or her supervisor or manager. Earlier the word 'dialogue' was used, because during a performance appraisal it is prudent to recall that this process is a two-way one. This is because when employee performance is jointly discussed and evaluated, and employees are permitted to give opinions and suggestions, motivation is not affected.

Another reason why this process is a discussion involving two people is because there is a focus on training and development, which is an important element. Should an employee be under-performing in a certain area, developing, offering and assisting them with training could enhance performance. By conducting the performance appraisal thoroughly, managers and employees can determine where development is needed as well as the type of training that could benefit the employee in both the short- and long- term goals.

Mello (2011:429) explains that the above statement falls into the category of another purpose, which is that of facilitation of employee development; by assessing deficiencies, strengths and weaknesses, the organisation can determine or establish training and development needs and plans.

Another important point is that this entire process is to be documented; this denotes that another purpose is that of legal compliance or documentation. The recording and collection of this documentation is fundamentally important in the event that a manager wishes to terminate employment because of unsatisfactory performance. Should the reason for termination be performance related, the documentation from the performance appraisal and entire performance management process should reflect this and prove that the organisation has provided assistance, support, guidance and training on numerous occasions. The records should support the manager's decisions and the human resources department is assigned the task of ensuring that the documentation of performance management is adhered to.

### **2.2.6) Why is performance management important?**

In many companies, the mistakes that many managers make while embarking on the performance management process, is that they tend to focus on behaviours, personalities and attitudes. To a certain extent that may not be entirely wrong, as certain elements of employees' behaviour are taken into account, but with regard to performance management, companies should focus on performance and results. This is because when evaluating, monitoring or providing feedback on an employee's performance, the performance has already taken place; now focus and emphasis are on rating and aligning that performance with the targets set for that particular position as well as with the organisation's goals, objectives, productivity, profitability and effectiveness.

This is supported by the beginners guide which explains that performance management is a means for the company to get back to basics. As an alternative to focusing on employee behaviours and attitudes, the organisation should rather focus on results as this will assist with becoming more effective and productive.

Reasons for the paramount importance of performance management are:

- Performance management helps employees align their duties/tasks with the goals of the company.
- Performance management provides a better way to measure employees' performance against a set standard.
- Performance management supports managers in focusing on results and not personalities.

### **2.2.7) What are the benefits of performance management?**

The key benefits of performance management according to McNamara are as follows:

2. Performance management focuses on results, rather than behaviours and activities.
3. Aligns organisational activities and processes to the goals of the organisation.
4. Cultivates a system-wide, long-term view of the organisation.
5. Produces meaningful measurements.
6. Depersonalises issues due to the fact that supervisors focus on behaviours and results, rather than personalities.
7. Validates expectations; in today's age of high expectations when organisations are striving to transform themselves and society, having measurable results can verify whether grand visions are realistic or not.
8. Helps ensure equitable treatment of employees because appraisals are based on results.
9. Optimises operations in the organisation because goals and results are more closely aligned.
10. Supports on-going communication, feedback and dialogue about organisational goals. Also supports communication between employee and supervisor.
11. Provides specificity for comparisons, direction and planning.

Over the years, performance management has become an essential function within the management of any business. From the organisation's side, performance management is used to evaluate not only the performance, but also the productivity of an employee. However, it is not only the individual that is looked at; an organisation takes the department as a whole into account.

Any organisation wants to function more effectively and efficiently, keep costs low and be the market leader in the industry. The benefits of performance management, which have been mentioned above, are what organisations need to pay attention to as some of these benefits have a direct influence on the daily operations of a business.

Bagraim et al. (2010:198) concur and it is explained that the concept of performance management has progressed towards a future-orientated and strategic focus so that it may be applied to all employees within an organisation on condition that it is owned by the line managers. The focus is therefore to maximize current performance and future potential in order to assist organisations with gaining a competitive advantage. An essential component in creating and maintaining a competitive advantage is human capital and performance management has a key role in developing human capital.

wiseGeek.com (2013) provides some detail into a few of the benefits of performance management. Since performance management processes tend to focus on what is actually being accomplished, rather than on the behaviour and apparent activities generated by an employee, the danger of personalities influencing productivity are decreased. Assessing the performance rating of employees becomes more of a task of noting how well they function within the scope of their responsibilities, as indicated by their following established procedures and producing the amount of work expected within a certain time.

As a result, an employee is less likely to feel singled out because he or she is less social or possesses some physical characteristic that would lead to criticism in other settings where the benefits of performance management are not as well understood. This same aspect of using performance management tools comes into play when dealing with problems within the operation.

Rather than focusing on the behaviour of an irate employee, performance management processes call for concentrating on the issue that caused the employee to be upset. By taking personalities out of the equation, it is often easier to assess the true nature of the problem and find a solution that will restore peace and productivity to the business, without any employee feeling as if he or she were slighted or overlooked in the process.

Another of the benefits of performance management has to do with the joint establishment of reasonable expectations that both the employer and employee fully understand and support. Bagraim et al. (2010:202) support this; a critical point about a shared view of performance suggests that handing out a job description or list of objectives to the employee is not adequate. Performance expectations need to be understood and, where possible, to involve a contribution from the employee. Specific objectives allow for and benefit from a greater degree of employee input, as employees will have a valid view of barriers to overcome, the effort involved and feasibility.

One of the most important benefits of performance management has to do with developing responsible ways to measure productivity levels and compare them with the goals of the company. By using tools to help employees understand how important their roles are to company goals, there is less chance that employees will consider their tasks unimportant or unappreciated. They will come to understand how their work adds to the whole and there is a greater possibility that they will take pride in what they do, even if some of the tasks are repetitive.

The benefits of performance management go far beyond assessing the skill levels and compliance of an employee; according to Mello (2011:443), they can significantly impact organisational performance and processes. The benefits can also aid in making sure that employees feel free to discuss matters of importance with managers, that both supervisor and employee can exchange opinions without taking criticism personally, and that each employee has the tools on hand to be successful in the workplace. As performance management is an on-going process, managers should make use of the essentials of this management tool every day, not only when a performance review is due.

### **2.2.8) Common challenges in performance management**

Various organisations would have different challenges within their performance management process when implementing it. However, these are merely obstacles that may arise and can be overcome with some attention and hard work; what should be remembered here is that should these obstacles not be addressed, they may very well hinder the performance management process. There are two principal challenges that exist in any organisation operating in any industry, no matter the size of the organisation.

Firstly, it is important to ensure that the leaders of the process do not lose focus. It was noted earlier that certain managers may find the process of performance management time consuming and tedious, generating unnecessary paperwork; in some instances managers may not possess the skills required to conduct this task, nor have they received any training to do so.

Dessler (2011:308) claims that the process of performance management is both a difficult and an essential supervisory skill. In many organisations, the supervisor is the one monitoring and measuring the employee's performance, conducting the appraisal, providing feedback, and encouraging the employee. The supervisor also compiles the training and development plan jointly and follows up on the employee's performance. Supervisors should therefore understand and be familiar with all techniques required to carry out all aspects required of the performance management process effectively.

Likewise Wilton (2011:198) notes that it is very important for supervisors and managers to possess the interpersonal skills that are required throughout the performance management process.

This is supported by Mello (2011:431), who claims that line managers often have no training in or appreciation for the process, and see it as nothing more than an administrative burden. To ensure that focus is maintained, organisations need to involve managers in the implementation, provide them with the training required to perform their function efficiently and effectively, discuss upcoming training plans, audit managers' performance management evaluations or review documents, and obtain managers' feedback with regard to what they feel is and is not working in the performance management process.

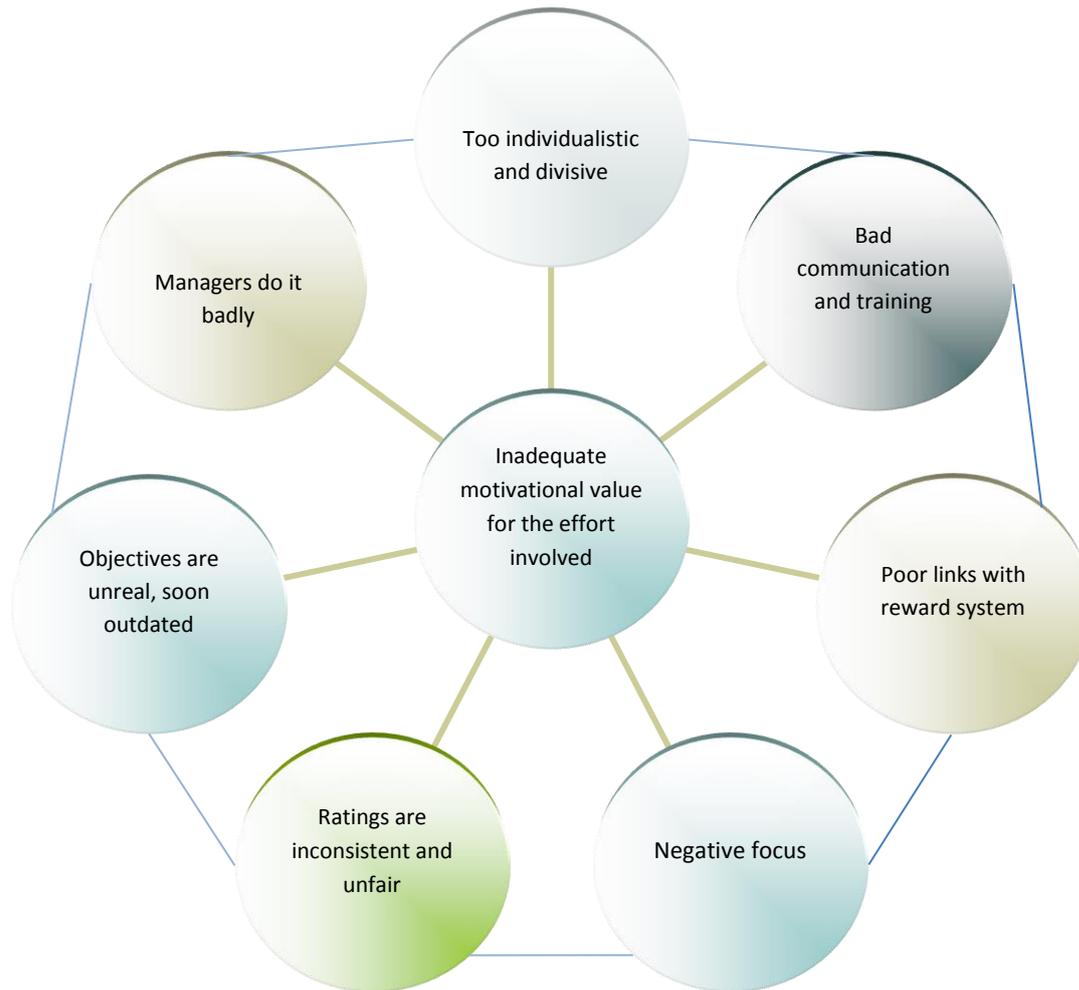
Secondly, strive to keep the performance management programme active and successful. Many organisations lose interest in performance management after the first year or two; alternatively, organisations may even replace their programme. The most powerful incentive is showing senior management making use of the programme as well as giving their support to the programme.

Grobler et al. (2011:294) support this: the major problems identified during a survey included the existence of a rather negative working culture; changes in corporate strategy did not result in corresponding behaviour changes; and there was insufficient line management support for performance management.

Another element is to monitor the programme. Is the programme still working, are performance evaluations conducted correctly, are ratings consistent, are objectives understood, has it become out of date, have all parties involved received refresher training? These questions are to be asked and answered in order to evaluate the programme and assist with its smooth and successful running. Should problems with any or all of the various elements arise, serious attention will need to be invested into the performance management programme.

There are many other challenges to performance management that organisations may identify; yet none of them are indefatigable challenges or obstacles. They will, however, require considerable attention and hard work to overcome. Should these challenges not be addressed, they may render the performance management system unsuccessful.

A few more challenges in the performance management system can be seen in the diagram overleaf.



**Figure 2.7: What isn't working?**  
**Source: Armstrong & Murlis (2004: 252)**

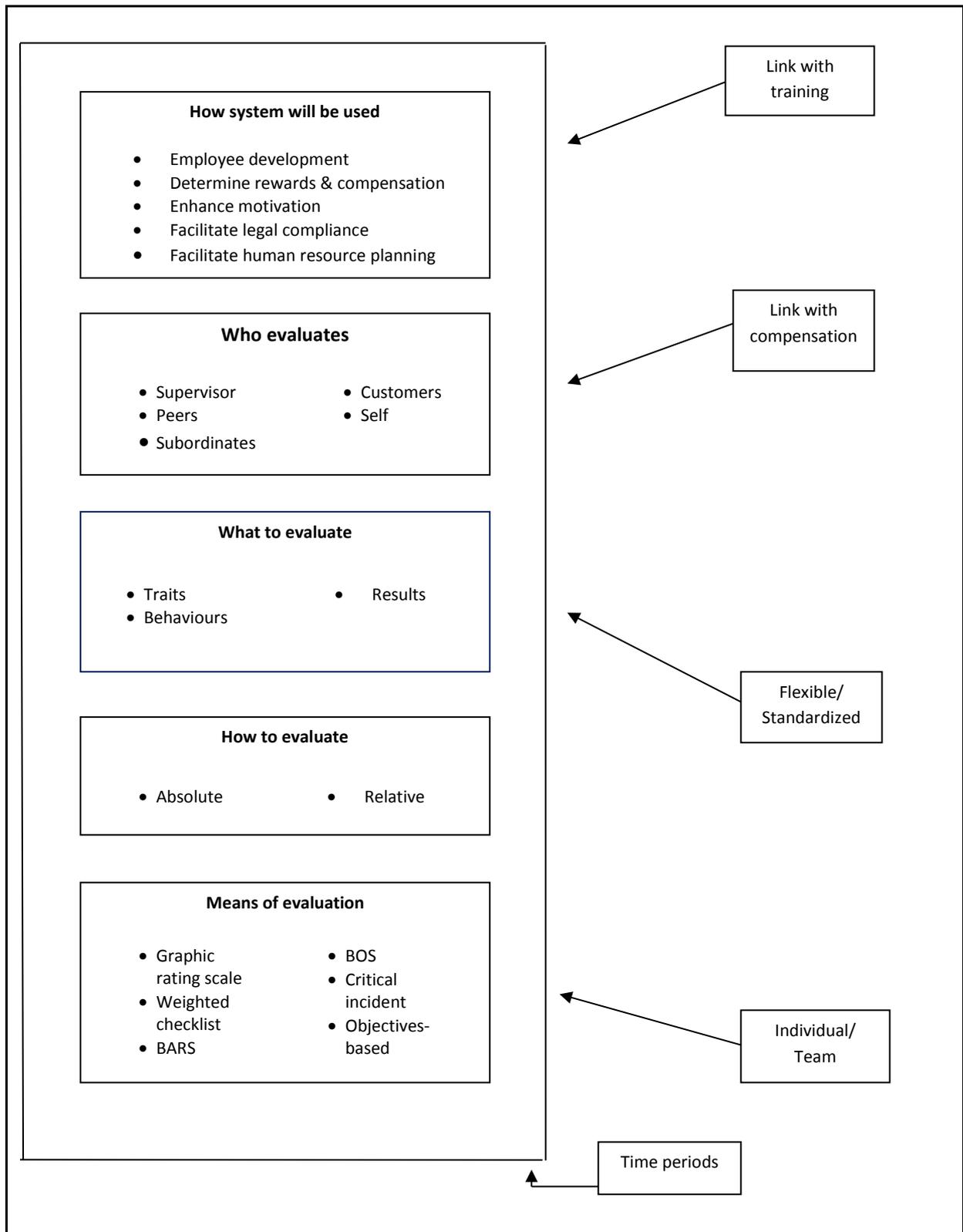
### **2.2.9) Uses of a performance management system**

Mello (2011:429) explains that an organisation faces five strategic decisions in establishing its performance management system. The first strategic decision is the purpose of the system and how it will be used, since a performance management system can be multi-purpose. It is therefore important for the organisation to determine why the system will be used in order to design the system accordingly.

Secondly, performance management systems can be used to determine appropriate rewards and compensation. For this to take place, it is imperative that employees understand as well as give consent to the feedback system, as during this process, decisions will be made regarding reward and compensation. The third purpose of managing performance is to boost employee motivation. Dessler (1984:484) supports this and explains that managing performance plays a crucial role in improving motivation at work. It is a process during which employees are told what the organisation's expectations are and employees may inform their supervisors of the tasks they aspire to perform.

Fourthly, a performance management system may be used to facilitate legal issues. As mentioned earlier, claims of unfair dismissal are best supported when the organisation has documentation of the purported performance deficiencies. The organisation must be able to prove unacceptable performance on the employee's part over a period of time.

Last but not least, performance management systems assist the human resource planning process. Meyer and Kirsten (2005:372) concur, explaining that human resource planning in this regard deals with compiling skills inventories, obtaining information regarding new positions to be created, and developing new succession plans. The diagram below illustrates the five strategic decisions in establishing a performance management system. Only the uses of a performance management system have been discussed above; the remaining strategic decisions will be discussed during the steps in a performance management process.



**Figure 2.8: Strategic choices in performance management systems**

**Source: Mello (2011:430)**

Performance management is one of the most demanding challenges facing employers today and despite this, it has become one of the most widely used management tools. Those

organisations that are market leaders, and those even just surviving, are the organisations that manage the performance of their employees; they make use of this process to maximise performance effectiveness within the organisation. Performance management has emerged as a strategic imperative that aids organisations in gaining a competitive edge. Whether small, medium or large, any organisation can benefit from this function.

Today, organisations are flatter and there is limited opportunity for advancement; new systems are therefore essential to meet these requirements. Performance management needs to move away from being a burden to managers to being a function that is understood to add value. It starts with the business strategy, and clarity about the roles, skills and behaviours that are required to deliver that strategy; applying performance management within organisations can only benefit the business.

### **2.2.10) Performance management process**

Performance management is a process/cycle by which managers and employees work together to plan, monitor and review the employee's job, work objectives and the overall contribution to the organisation. It is a continuous process/cycle of setting objectives, assessing performance, discussion, coaching, and feedback.

Swanepoel et al. (2003:393) maintain that the effective management of individual performance is the central requirement for the attainment of organisational goals. If line managers are to achieve strategic objectives, accurate information regarding the performance levels of their team members is essential. This is why most organisations insist on a formal and systematic process where such information may be gathered and recorded.

The performance management process sets the platform for evaluating, reviewing and discussing the performance of employees and aligning it with the goals and objectives of the organisation, as well as with the employee's job goals and objectives, to determine required performance standards.

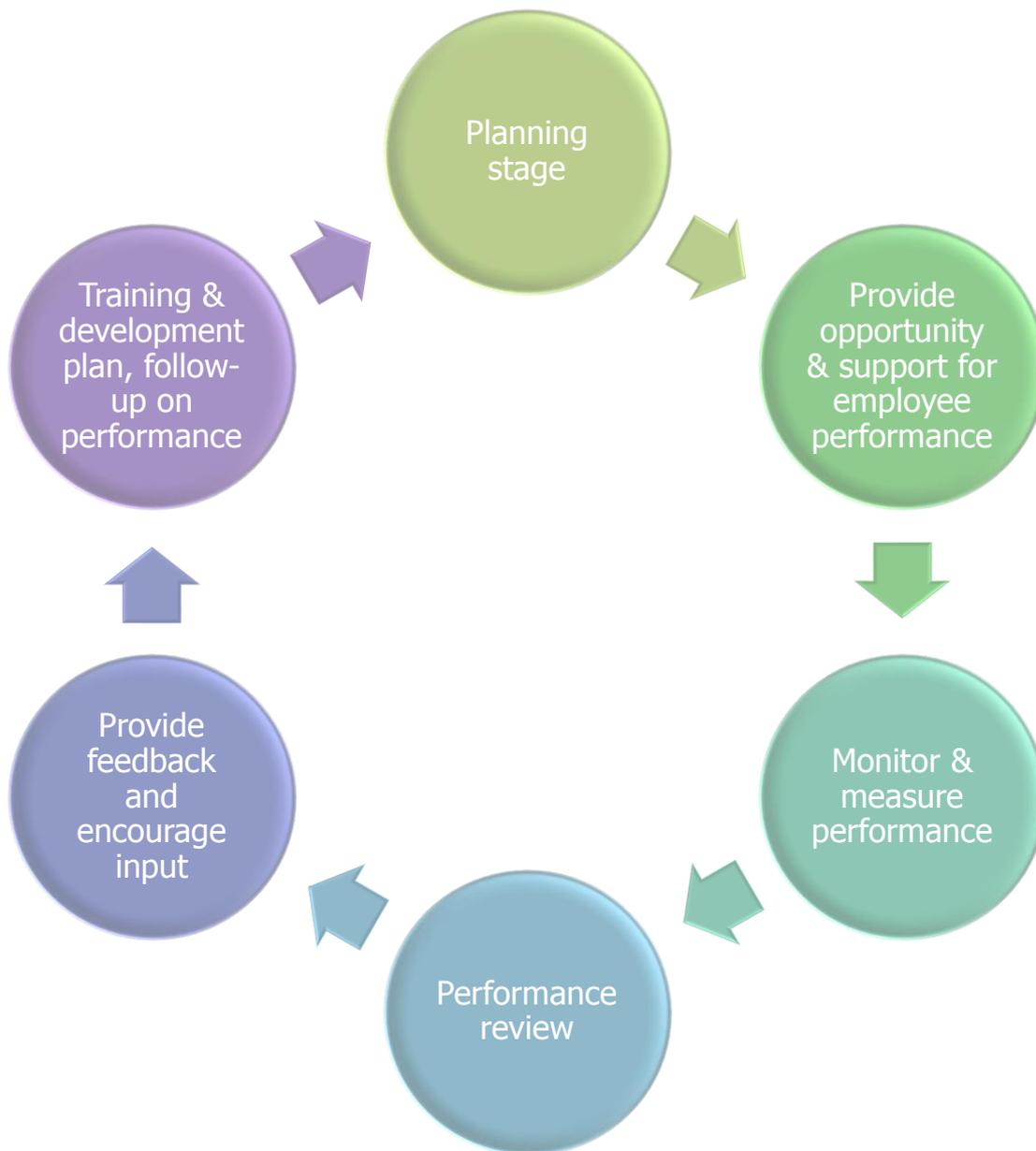
Balgraim et al. (2010:225) note that this is the process through which companies ensure that employees are working towards organisational goals; it includes practices through which the manager defines the employee's goals and work. In establishing clear expectations, employees understand what is expected of them in respect of their performance.

The performance management process is a shared process between managers and the employees or teams they manage, based on a mutual agreement of objectives and targets.

According to the Management Study Guide (2013) website, a performance management process sets the platform for rewarding excellence by aligning individual employee accomplishments with the organisation's mission and objectives and making the employee and the organisation understand the importance of a specific job in realising outcomes. Establishing clear performance expectations, which include results, actions and behaviours, helps employees to understand exactly what is expected from their jobs, while setting standards helps to eliminate those jobs which have become redundant. Regular feedback and coaching facilitate the diagnosis of problems at an early stage with concomitant action.

A performance management process will work well if it is easy to use, provides quality feedback and allows employees to make use of the results provided to enhance their performance. An effective performance management process and system is aimed at improving organisational performance and optimising the workforce.

The foremost requirement for any performance management process is that it is a tailor-made process that fits the specific needs of the organisation. According to eHow (2013), performance management systems come in many varieties and every organisation will tailor its performance management system to fit its specific needs. However, there are certain aspects common to all effective performance management systems. Sparrow (2009:231) concurs, noting that it is important to remember that at the heart of the performance management process is the performance appraisal, which typically takes place once or twice a year. Larger organisations may have additional steps; however, the performance management process should follow these basic steps:



**Figure 2.9: Steps in a performance management process**

**Source: researcher**

## Step 1:

### Planning Stage

wiseGeek.com (2013) notes that performance management planning refers to the creation and setting of strategic plans for managing the workforce to achieve organisational success. Having a clear plan of how human capital can best be managed is vital to the success of an organisation. Employees are an integral and indispensable part of any business and contribute to its efficiency.

The performance planning stage of the performance management process involves communication and mutual agreement between the manager and the employee; this is done one-on-one, as each job entails different performance levels/standards and targets. Matters that are discussed and agreed to indicate the standard the employee is expected to perform at to achieve the set targets, how this performance will be measured, and how often a performance review will take place. This section of the process will ultimately indicate how the performance management process and system will be implemented for each employee.

Meyer and Kirsten (2005:62) explain that an important part of performance planning involves developing a structure in which performance management can be implemented. It is imperative that both employees and managers are trained with those skills required to implement performance management effectively.

Meyer and Kirsten then elaborate that the performance plan should give an indication of the following:

- Purpose of the job: For instance: the job of a secretary is to provide an efficient and accurate administrative service.
- Critical performance areas (CPAs): These are the main areas of responsibility within a job. Some companies refer to the CPAs as performance goals or key performance areas. These goals must be measurable, clear, achievable and aligned to individual career paths, organisational objectives and legislative requirements.

- Tasks: Each CPA should be broken down into one or two specific tasks to be done.
- Performance measures or standard: Performance standards are written statements describing how well a job should be performed, in order to meet or exceed expectations. The performance standard provides a benchmark against which to evaluate work performance and performance measures are quantified to facilitate performance evaluation.

Once all the performance standards are in place, the employee and manager are aware of the expectations relating to the tasks required in order to meet the acceptable standard of performance, and the foundation is set for feedback, as there is a common understanding.

Setting and defining performance standards, targets and goals is an imperative function, and provides employees with direction and a sense of purpose. This supports improved performance, as the employee understands what is expected and views the achievement of these performance standards as a challenge.

Bagraim et al. (2010:228) contend that some supervisors, unfortunately, tend to be lax when it comes to setting specific goals for the employees reporting to them. The supervisors then wonder why there are problems managing those employees' performance. It is therefore important that expectations are quantified by setting measurable standards for each expectation. Employees should know ahead of time on what basis they are going to be appraised or evaluated; over and above that, no manager can expect an employee to manage his/her performance if they are not aware of what standards the performance will be measured against. Simply handing a job description to an employee will not suffice; performance expectations should be clearly understood, and in achieving this, the employees' added contribution will smooth the progress.

Wilton (2011:193) states: "This theory suggests that the identification and communication of clear goals enhance an individual's ability to accurately define and enact the behaviour required to achieve desired objectives."

## **Step 2:**

### **Provide opportunity and support for employee performance**

Providing the necessary support and resources for employees in order to achieve the set objectives is necessary; without this, many employees may not achieve the desired performance. This may be provided in many forms, namely, the resources that an employee requires to get the job done and developmental relationships such as coaching, mentoring and employee counselling.

Meyer and Kirsten (2005:64) expound that having a performance plan with well-defined standards does not necessarily mean that employees automatically will perform well. The manager must provide opportunities and support for employee performance. This type of support may take various forms, depending on what is required to support effective performance.

Examples of these are:

- Provide the necessary resources for employees to perform tasks, for example, the company driver requires a vehicle in order to perform the main function of his job.
- Be available for guidance, support and coaching – this demonstrates that managers are interested in providing support to employees.
- Keep the communication lines open – have regular meetings and discussions.
- Provide continuous feedback on performance.
- Provide opportunities for job enrichment and challenges.
- Give sufficient authority to the employee to carry out tasks and make decisions.
- Make specific notes of successes and problems experienced.
- Encourage innovative thinking and creativity.
- Provide the necessary training and development opportunities.
- Reward performance in the form of financial reward and other types of recognition and achievement.
- Take corrective action in the event of deviations from performance standards.

McGuire and Jørgensen (2011:39) contend that fostering a healthy developmental relationship in the workplace is critical to successful performance management.

The existence of constructive relationships and support between managers and direct line reporting is critical to effective performance. Working relationships are mutually valuable and organisations should not underestimate the investment of time and effort into the development of working relationships. Employees and managers work in a specific proximity, which is why relationships develop.

It should be realised that managing relationships contribute towards the success of the organisation because a strong relationship creates a happy employee, who in turn will be more productive.

Innes (2013) concurs, noting that regardless of the nature of the relationship, there are a number of key factors that determine whether the relationship is a healthy, productive one, or one that will have a detrimental effect on the business. It is generally accepted that a workforce in which good relationships exist, is a more productive workforce.

The descriptions and definitions of performance management provided earlier encompassed words/phrases such as: 'supportive', 'beneficial process', 'provide assistance for reaching full potential', 'manage employee performance', 'shared understanding' and 'developing people', among others. These phrases are some of the acknowledged principles of performance management, focusing on the importance of managing and developing people in order to improve their performance.

## Coaching

Coaching is a function that organisations may provide as a form of support, as well as to improve performance. The simplest and most efficient definition of coaching is provided by The Maple Leaf as one of many practices and leadership styles a manager (or someone assuming the role of the coach) can use to provide support to an employee to help him/her identify ways to improve his/her performance.

Garvey (2004:7) goes on to define coaching as a skilled activity that places its focus on performance and skill enhancement.

McGuinness (2007) defines coaching as a focused conversation that facilitates learning and raises performance at work, while Robbins (1996:151) says it is a day-to-day process of helping employees recognise opportunities to improve their work performance.

Brounstein (2000:12) contends coaching in the business context has two aspects. Firstly, it is an approach to management, how the role of manager is carried out, and secondly, it is a set of skills for managing employee performance to deliver results.

McGuire and Jørgensen (2011:40) note that many organisations undertake coaching activities either for general personal development or to remedy poor performance.

Critically, coaching has also been promoted as a tool allowing managers to adapt to change more rapidly and effectively.

One evident parallel, identified in all of the above definitions, is that coaching is an activity to remedy and improve performance. Practical job experiences determine what critical skills and competencies are to be developed. The aim of coaching is therefore to improve employees' skills by eliciting the best in the employee through guided discussions and constructive feedback by the relevant manager.

It is, however, imperative that the manager should understand the process of coaching as well as possess superior listening and questioning skills. It is important that managers comprehend that their judgement should be suspended; as a coach the manager should focus on accepting the employee 'as is', and concentrate on developing his or her full potential. Robbins (1996:151) agrees and in addition explains that a coach provides insight as to how performance can be improved. This is done through support, guidance motivation and a climate conducive to assist that employee in achieving that improvement.

Shields (2007:218) expands: "Coaching, as opposed to managing, involves focusing on an individual's development and enabling him to or her to become more self-reliant and to solve problems and make decisions independently."

In today's economy there are many organisations that have reduced training, coaching and even mentoring duties because of budgeting reasons, and these organisations tend to cover only areas where key skills and competencies may be omitted.

However, there are still some organisations that view coaching more positively and invest in it. Coaching is a form of employee training and development and is not concerned with controlling and taking charge of employees. Managers should therefore view coaching as an opportunity to improve on and build an employee's knowledge and skills.

No manager will be fortunate enough to recruit an employee that possesses all the skills, knowledge, experience and capabilities that are required to perform the job; some learning will need to take place. Coaching is a means of providing this to the employee, as well as a means to remedy performance deficiencies.

Alfred et al., presents the various types of coaching as follows:

- Performance coaching – coaching activities here are aimed improving an individual's performance in his/her current role.
- Career coaching – this focuses on the career options of the individual.
- Skills coaching – this type of coaching focuses on the basic skills that an employee requires to perform well in the role occupied.
- Executive coaching – this type of coaching is delivered by coaches outside of an organisation to improve the performance of the most important and powerful people within the organisation. The thought behind this type of coaching is that these powerful people in turn conduct one-on-one coaching sessions with employees and together improve the results of the organisation.
- Team facilitation – in this type of coaching the coach fills the role of a facilitator during a strategy or planning session.
- Work shadowing – here a coach ascertains an individual's performance as well as behaviour, through watching what the individual does at work, and holds discussions to learn how to deal with or handle negative situations that arise on the job.

Coaching has become a tool that many organisations make use of to stay ahead of competitors. It strives to assist employees with continuous improvement as well as personal development, thus contributing to future employee growth. It not only improves performance in individuals, but in teams also, as well as within the organisation. Atkinson (2011:44) explains that coaching can develop large-scale organisational change very quickly if the right people participate in the coaching process, as this is pivotal to the success and wellbeing of the organisation.

Coaching has expanded immensely, as it can provide an array of benefits to many organisations if conducted efficiently.

Coaching is an approach to management, to how the manager functions in that position, and according to Brounstein (2000:15), there are two approaches that managers generally use:

Coach approach – Managers work to achieve the best operational performance results by developing and maximising the talents and abilities of employees to their fullest.

Doer approach – In this approach, managers tend to focus more on task issues of the job (and also the technical issues of the work), as well as on the group's performance. The attention here tends to first go to the things that the manager has to do and to the areas of great comfort: task and technical issues. Doers, as a result, tend to function as senior individual contributors.

In order to see the differences in more detail, the following table previews the tendencies that coach and doer managers exhibit when handling a few management functions.

**Table 2.3: Coaches versus Doers: approaches to management functions**

Source: Brounstein (2000: 16)

Management Function	Coach	Doer
<b>Planning</b>	<p>Invests time in doing it.</p> <p>Often involves others in shaping plans.</p> <p>Is future-focused.</p>	<p>Has little time for planning ahead.</p> <p>Tends to operate on a day-to-day or short-term basis.</p> <p>Often crisis-driven and fire fighting.</p>
<b>Goal setting</b>	<p>Works with others to develop goals and plans to achieve them.</p> <p>Ensures that goals are written and expectations are clear, and then manages by them.</p>	<p>If operates with goals, tends to give staff their goals – little employee involvement</p> <p>Often tends to be activity and task-orientated as opposed to results and goal driven.</p>
<b>Giving performance feedback</b>	<p>Does so on an on-going basis. Feedback is tied to what employees are doing.</p> <p>Provides both positive and negative feedback so staff know where they stand.</p>	<p>Seldom, unless something goes wrong, or gives occasional, vague praise.</p> <p>May do so at annual review time.</p>
<b>Dealing with performance issues</b>	<p>Addresses issues in a timely way with solutions-orientated approach.</p> <p>Works with employees to map out plans for improvement.</p>	<p>Many avoid dealing with these issues. Is outside of comfort zone.</p> <p>May seek punitive measures as the first action to deal with problems.</p>
<b>Delegating</b>	<p>Does as much as possible to maximise resources and increase productivity.</p> <p>Provides necessary support, lets people handle the job, and holds them accountable.</p>	<p>Finds letting go of responsibility to others hard &amp; delegates little beyond simple tasks.</p> <p>If willing to delegate, dumps assignments, gives little guidance and support.</p>
<b>Mentoring and developing staff</b>	<p>Takes an active interest &amp; involvement in employee learning &amp; growth.</p> <p>Supports training &amp; encourages opportunities to expand employee capabilities</p>	<p>Tends not to put much attention into this area.</p> <p>Takes a learn-on-your-own approach to employee development.</p>

## Mentoring

Mentoring is another form of support that may be provided by organisations and is similar to coaching in so many ways to the extent that the two are often confused. While coaching and mentoring make use of the same approach, the dissimilarity is that coaching is short-term, since it focuses on a specific area, while mentoring is a long-term relationship. Another example of why these two tools or functions are often confused is because when embarking on a mentoring programme, the mentor will make use of a coaching process to help the mentee; the mentor therefore coaches the employee. More variations between coaching and mentoring can be seen in the table below.

**Table 2.4: Coaching and mentoring**  
(Alfred, Garvey & Smith, 1998)

Coaching	Mentoring
Relationship generally has a short duration	On-going relationship that can last for a long time
Generally more structured in nature and meetings scheduled on a regular basis	Can be more informal and meetings can take place as and when the mentored individual needs some guidance and support
Short-term (sometimes time bounded) and focused on specific development areas/issues	More long term and takes a broader view of the person. Often known as the 'mentee' but the terms 'client' or 'mentored person' can be used
The coach does not need the same technical career background	Mentor usually passes on experience and is normally more senior in organisation
Focuses generally on development/issues at work	The focus is on career and personal development
Focuses generally on development/issues at work	Agenda is set by the mentored person with the mentor providing support and guidance to prepare them for future roles
Revolves more around identified development areas	Revolves more around developing the mentee professionally

Carrell et al. (1997:320) explain that mentoring is often used with young employees who have high career aspirations; the mentors are older and successful managers. A mentor is an experienced manager who then provides guidance to the younger employee and facilitates his/her personal development.

Shields (2008:217) elaborates on the descriptions by Robbins and Carrell et al. The process of mentoring involves a part-time or fulltime relationship of support and guidance between an experienced work colleague and a less experienced but high-potential colleague. The mentor provides support, advice, contacts and feedback to the protégé regarding the latter's work role tasks, duties, responsibilities, competencies, personal and performance development, and career planning. Within this relationship, the mentor generally fills one or more of four main roles: (1) role model, (2) adviser, (3) broker and (4) advocate.

When a substantial level of experience attained by the mentor in the role/position is passed on to the protégé during the course of a relationship, the role of the mentor is characterised as that of a role model. Once the mentor provides guidance to the mentee on matters of organisational communication, protocol, persuasion and politics, the role of an adviser has been filled. In the broker role, the mentee is provided with useful contacts, networking opportunities and information. The advocate role is filled when the mentor champions the mentee's cause, recommending him/her for appropriate assignments and career advancement opportunities.

Shields further contends mentoring improves one-on-one communication within the organisation, facilitates close monitoring of performance capability and achievement, provides mentees with appropriate hands-on learning, accelerates the rate of organisational learning, provides valuable rewards of a developmental nature that will increase normative commitment, reduces turnover of high-potential employees, and builds networks of knowledge-sharing that can enhance organisational core competencies and competitive resources.

Mentoring is therefore a way of developing, guiding and growing people through learning and development, and in the long run the mentoring relationship benefits the employee, the mentor and employer.

McGuire and Jørgensen (2011:40) agree with the statement above and in addition explain that mentoring is perceived as a beneficial hierarchical relationship due to the fact that the mentee gains the guidance of a more experienced colleague.

The employee has a person with greater knowledge and experience to turn to for advice. The mentor, on the other hand, will develop a better understanding of employee issues as well as develop stronger communication skills. There is also the likelihood that the opportunity to be of assistance to others could increase the mentor's confidence. The employee receives advice from someone with more experience and knowledge, and is likely to perform better and make fewer mistakes. The employee may also have greater job satisfaction once a mentoring programme has been undergone. The benefit to the organisation is improved productivity.

Mentoring's benefits to the organisation, according to the above, are threefold:

- It develops the human assets of the organisation. People are the least expendable and the most difficult to replace because people are the only thing that sets an organisation apart from another, while contributing the most to giving the organisation that competitive edge. Through mentoring employees' perspectives are broadened, while learning how to operate at a higher level.
- It transfers knowledge from one employee to another. This type of understood and unspoken knowledge exists in people's heads and is therefore difficult to record; but mentoring provides a channel to transfer this tacit knowledge. The process of mentoring should therefore be considered valuable, particularly considering the loss of knowledge that occurs when employees leave or retire.
- It helps with retaining valued employees. The turnover rate in some organisations is higher than others and this has a definite effect on the bottom line in terms of recruiting, training costs and loss of valuable knowledge. Most organisations therefore endeavour to confine turnover to the low performers and to jobs that are easier and inexpensive to fill, for the reason that the turnover of more qualified people can be painful. Effective mentoring is the manner in which the organisation informs employees that each and every one is highly thought of. It aids employees with fast tracking careers while enhancing job satisfaction.

## Employee counselling

All organisations have targets to meet and the employees are the ones who need to meet them; therefore this is of organisational interest and concern regarding employee productivity and performance. Employee counselling is similar to coaching, for it shares the same goal of

improving performance; however counselling goes further by eliminating inappropriate workplace behaviours.

Counselling is important and serves to remedy performance problems; during this type of counselling the agenda of the meeting is determined by the employee as the key focus is on employee development and growth.

McGuire and Jørgensen (2011:40) explain that employee counselling is a growing field of research within human resource development. It has become imperative that open and honest communication channels need to exist between employee and employers. It is argued that counselling skills are important in rectifying work problems, particularly performance issues, and that creating a warm, welcoming environment is an important step in getting employees to engage in this concept.

Before the counselling intervention begins, both individual as well as counsellor generally agree on the agenda. The focus here is much broader and can last for long time periods, since the goal is to help employees understand the root causes of certain performance or behavioural problems/areas at work. During counselling, the employee will learn that the supervisor takes the problem area or issue seriously and wants to help, yet at the same time there should be a clear message that should the employee's performance not improve or behaviour not change, then further serious steps will need to be taken.

Contrary to what many organisations want to believe, no employee is free from stress at all times while employed at any particular organisation. For this reason alone, employee counselling has become an essential function in various organisations as it provides support to employees to resolve their problems whenever the need arises, while at the same time reinforcing the projected results.

NaukriHub (2013) concurs, elaborating that in today's fast-paced corporate world, there is virtually no organisation free from stress or such a thing as stress-free employees. Employees can be stressed, depressed, suffer from excessive anxiety stemming from various workplace-related issues like managing deadlines and meeting targets, or they might have insufficient time for personal and family commitments, suffer bereavement, etc.

This is why organisations have come to realise the importance of having a stress-free yet motivated and capable workforce. Many organisations now offer the service of employee counselling to their employees, integrating it as part of the organisational culture.

The NaukriHub website provides the types of employee counselling that organisations need to implement:

- Performance counselling – Preferably, the need for employee counselling arises when the employee shows signs of deteriorating performance, being stressed during office hours, bad decisions, etc. In such situations, counselling is one of the unsurpassed ways to deal with the employee. The counselling is to cover all aspects related to the employee performance like the targets set, responsibilities of the employee, problems faced, employee aspirations, interpersonal relationships at the workplace, and so much more.
- Personal and family wellbeing – Family and friends are an important and inseparable part of the employee's life; and many times employees carry the baggage of personal problems to the workplace, which in turn affects performance adversely. Counselling serves to assist employees with resolving these problems, with sessions that may even necessitate involving the employee's family, in order to get the employee back to work enthusiastic and minus the baggage.
- Other problems – Problems are not only limited to performance and personal ones. There are a variety of other problems that may arise for an employee, ranging from a work-life balance to health problems, and so much more. Counselling in such situations helps the employee identify the problem and deal with the situation in a better way, from a new perspective.

The foremost hindrance in employee counselling is trust deficiency on the employee's part; the employee tends not to have confidence in the superior or the organisation with regard to understanding his or her problems. Then there is also the confidentiality factor; the counsellor must not divulge any personal or performance problems or issues to any person in the organisation.

Employee counselling is a means through which the organisation lets the employee know that the organisation not only cares for them but supports and is committed to them; this in turn can prove to be of considerable help for the organisation when attempting to rectify employee performance and modify behaviour to improve or increase performance and productivity. This is supported by McGuire and Jørgensen (2011:41): "Research has shown that employees who feel supported in the workplace have been found to have higher levels of employee commitment and are more likely to have higher levels of performance."

### **Step 3:**

#### **Monitor and measure performance**

##### Monitor

This step of the performance management process focuses on observing, measuring and recording the employee's performance, not once, but throughout the year. For an employee management system to be effective, the employee's performance should be unremittingly monitored. Monitoring performance constantly or on a daily basis does not denote that every aspect of the employee's job is to be observed by the manager or supervisor, as employees do not need to be micro-managed; individual behaviour as well as the results achieved is what should rather be focused on.

Siti-Nabiha et al. (2012:105) explain that monitoring of performance can be used to understand why there are performance gaps that can be used to prescribe actions to improve performance.

Furthermore, the United States Office of Personnel Management (2011) explains that on-going monitoring provides the opportunity to check how well employees are meeting predetermined standards and to make changes to unrealistic or problematic standards. By monitoring continually, unacceptable performance can be identified at any time during the performance management process and assistance provided to address such performance, rather than waiting until the end of the period when summary rating levels are assigned.

During this step of the performance management process, [hrcouncil.ca](http://hrcouncil.ca) (n.d.) explains that the employee and manager are to meet on a regular basis to discuss the following:

- Assess progress towards meeting performance objectives.
- Identify any barriers that may prevent the employee from accomplishing performance objectives and what needs to be done to overcome these barriers.

- Share feedback on progress.
- Determine whether any extra support is required from the manager or other colleagues to assist the employee in achieving his or her objectives.

Monitoring methods will differ in each organisation, as what works for one organisation may not necessarily work for another. The methods are: observation, regular reporting, regular discussions and review of records kept.

## Measure

Measuring employee performance is a key strategy for organisational success. When consistent evaluations are held, managers are awarded the opportunity to determine where inefficiencies exist and identify strong performers. Bernardin (2003:144) concurs, adding that it is essential that a clear distinction should exist between the measurement of a person and the measurement of performance.

An employee's job performance is to be measured in an objective manner. Setting appropriate measures of performance is essential for providing useful feedback, allowing areas of positive performance to be further developed and areas of poor performance to be addressed through corrective action. Measures need to be viable and reliable both in respect of promoting desired performance and as the basis for accurate assessment of achievement.

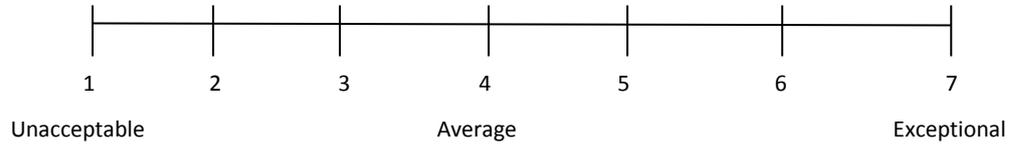
Measuring results focuses attention on the position's critical success factors, it challenges employees to find more creative means of achieving desired outcomes, and provides instantaneous and continuous feedback on how performance is progressing.

A variety of tools or formats is used in measuring performance. The most commonly used measurements include graphic rating scales, weighted checklists, behaviourally anchored rating scales, behavioural observation scales, critical incident measures, objectives-based

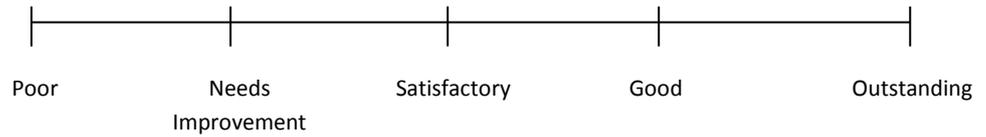
measures, and electronic performance monitoring. Shields (2007:126) provides a brief explanation of each of these measuring tools, and where possible, a diagram has been included, in an attempt to make the explanation more comprehensible.

Graphic rating scales – These are one of the most extensively used assessment and feedback devices. This measure involves a scale that provides the evaluator with the performance traits, behaviours or results and is simple to design and use, as well as update, should job requirements change. An example of a graphic rating scale can be seen in the figure overleaf.

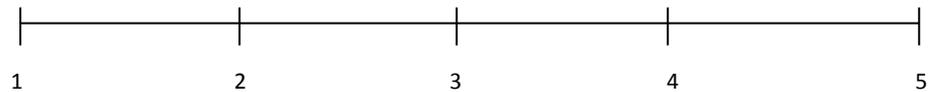
Quality of finished work product



Ability to work with others



Attention to detail



- 1 - Unsatisfactory performance with immediate improvement needed
- 2 - Performance that did not meet critical expectations and needs improvement
- 3 - Acceptable levels of performance that meet expectations
- 4 - Performance met and in cases exceeded expectations
- 5 - Outstanding performance that set an example for co-workers to follow

**Figure 2.10: Example of a graphic rating scale**

**Source: Mello (2011:428)**

Weighted checklists – These provide the evaluator with specific criteria by which performance is to be assessed. The evaluator is to check those criteria that apply to the employee and different dimensions are weighted based on their importance to the organisation. An example of a weighted checklist can be seen below.

Instructions: Check all those qualities that are accurate assessments of the employee's performance

---

	Weight
_____ Is able to address routine day-to-day problems effectively	4.2
_____ Maintains cordial and productive relationships with co-workers	3.7
_____ Displays the ability to delegate effectively and develop subordinates	4.1
_____ Works well without direct supervision	5.1
_____ Is able to meet deadlines and follow through on commitments	4.8
_____ Engages in appropriate activity to further individual career developments	2.9
_____ Adheres to rules, procedures and standard operating protocols	3.4

Note: The weights are not included on the actual rating form that the evaluator completes. Higher values indicate more critical requirements for the job.

**Figure 2.11: Example of a weighted checklist**

**Source: Mello (2011:438)**

Behaviourally anchored rating scales – Commonly referred to as BARS, in this measurement tool, the evaluator is given specific descriptions of behaviours along a numerically rated scale and is asked to select the behaviour that most corresponds to the employee's performance for the time period evaluated. Dessler (2011:314) further defines a behaviourally anchored rating scale as a measurement tool that anchors a numerical rating scale with specific examples of good or poor performance. Its proponents say that it provides better, more equitable measurement as opposed to the other measurement tools that have been discussed.

As separate rating forms must be developed for different jobs, this type of measurement method can be difficult and time consuming to develop. Stone (2005:297) agrees, and elaborates that this type of rating scale reduces bias and subjectivity. Moreover, evidence suggests that subordinates are less tense and more committed than those subject to other types of appraisals.

Stone notes that BOS makes use of critical incidents to develop a list of the desired behaviours needed to perform a specific job successfully. The employee is then evaluated by the manager on the frequency with which he/she demonstrates such behaviour on the job, by using a five-point scale ranging from 'almost never' (1) to 'almost always' (5). The manager calculates an overall rating by adding up the scores on each behavioural item. There is evidence that both managers and employees prefer appraisals based on BOS to those based on BARS.

One impending problem with a behaviourally anchored rating scale is that at times an employee's behaviour can vary and be unpredictable to the point that it is inconsistent. Mello (2011:439) reveals that in this instance, the subsidiary measure to this measurement tool will be used – a behavioural observation scale, more commonly referred to as BOS. This scale addresses the problem of inconsistency by measuring frequencies along the scale.

Critical incident measures – This method of measurement does not utilise a scale, but requires the manager to record examples of critical incidents of the employee's work-related behaviour that illustrate good or bad job performance upon occurrence; the records are then discussed with the employee during the performance review.

Dessler (2011:313) finds that compiling these incidents is useful as it forces the manager to think about the employee's appraisal throughout the year, resulting in a rating that does not just reflect the employee's most recent performance. This makes the process very time consuming, but according to Mello (2011:440), it allows the feedback to cite specific examples of performance measures instead of general impressions.

Objective-based measures – Traditionally called management by objectives or MBO, this process involves the employee and supervisor or manager meeting prior to the time period for which performance is to be assessed and jointly agreeing on the employee's work objectives and setting specific measurable goals for the forthcoming period.

Dessler (2011:315) clarifies that MBO is used mostly as the primary appraisal or measurement method; however it may also be used to supplement a graphic rating or other measurement method. MBO is popular with both managers and subordinates, as it is easy to understand. Another reason for its popularity, according to Mello (2011:440) is the fact that employees are allowed to provide input in determining job responsibilities and organisational goals to which employees contribute; as a result, employee commitment is enhanced.

Electronic performance monitoring – Dessler (2011:316) explains that this type of measurement system uses computer network technology to allow managers access to the employees' computers and telephones, thus permitting managers to monitor the employee's rate, accuracy and time spent working online. This type of measurement system may very well improve productivity; however it is limited to certain occupations.

As with many tasks within an organisation, the task of measurement comes with its own set of potential problems, and this is because what is measured may not necessarily be what is important to the employee and the organisation, but is the easiest to measure. In agreement are Shaw et al. (1995:4) who contend that most organisations need a process to help identify and measure 'what counts'. Stiffler (2006:46) explains that despite different organisations, and even the entities that make up each organisation, focusing on different measures of performance, all organisations measure performance. Although many organisations are becoming competent at measuring performance, most of those organisations continue to do a poor job of effectively measuring performance. With regard to measurement in performance management, what exists within many organisations may not necessarily be what that organisation requires, and this results in organisations measuring the wrong aspects of performance. The table below illustrates what most organisations have, opposed to what most organisations need.

**Table 2.5: Performance measurement and management (PMM): What exists is not what is needed**

Source: Shaw et al. (1995:5)

What Most Companies Have. . .		What Most Companies Need. . .
1. A staff-driven rating scale and forms	➔	1. A management tool and process
2. Supervisor-driven ratings	➔	2. Subordinate, supervisor, team member, customer-driven assessment
3. A focus on evaluation performance after the fact	➔	3. A focus on setting expectations up front, coaching, developing and improving performance continually
4. Measuring generic aspects of people or jobs	➔	4. Measuring those 'critical success factors' that assure goal attainment, strategy execution
5. Consequences of performance centered around base compensation	➔	5. Positive and negative, financial and non-financial consequences of performance utilized effectively
6. Human resources accountability for 'fixing' the system	➔	6. Managerial accountability for designing, operating, and improving the process, with human resources technical assistance
7. Ambiguity and inconsistency around 'what it takes to make it' in different units, at different levels, for different managers; uneven expectations	➔	7. Clarity about success for individuals, teams, units, across the company
8. Performance hurdles set too low, or not set at all, given what is required for the organization to compete successfully	➔	8. Performance hurdles set to stretch people, ever-increasing, reflecting customers' ever-increasing demands and competitors' ever increasing skills

While there are many organisations that measure the performance of the employees, there are those organisations that do not deem the measurement of employee performance important. Measurement is an essential concept in performance management as it provides and generates feedback, and in doing so, identifies and indicates where performance is thriving, as well as the areas where performance is below standard and corrective action can be taken.

Bernardin (2003:144) further notes that the information collected from performance measurement is most widely used for compensation, performance management, performance improvement, documentation, training needs analysis, employee development, staffing decisions and research and programme evaluation.

Groen et al. (2012:120-141) contend that performance measures may stimulate employee initiatives to improve operational performance, especially when employees participate in the development of the performance measures.

#### **Step 4:**

##### **Performance review or appraisal**

In previous years, and even in some organisations today, a performance review or appraisal was thought to be a meeting between an employee and his or her manager, during which the superior would only indicate the performance areas below standard. A performance appraisal, however, does have the potential to convey to the employee that he or she is valued, with concomitant benefits for both parties.

Sumangala and D'Souza (2012:37) explain that people are different in their abilities and aptitudes. There is always some difference between the quality and quantity of the same work on the same job done by two different people. Performance appraisals are therefore necessary to understand each individual employee's abilities and competencies. The performance appraisal will rate the employee in terms of his or her performance.

During a performance review the employee's performance of assigned duties and responsibilities is appraised and jointly discussed; this is based on a combination of results obtained by the employee in his/her job and by the on-going monitoring and measurement that the supervisor has conducted, but not on the employee's personal characteristics.

Dessler (1984:484) argues that appraising performance plays a crucial role in improving motivation at work, because employees want to receive feedback regarding their performance and an appraisal provides the ideal opportunity. Mayer and Davis (1999:123) add that the effective use of performance appraisal systems may provide an opportunity to build trust in organisations.

Meyer and Kirsten (2005:372) define a performance appraisal as a formal and systematic process by means of which the job-relevant strengths and weaknesses of employees are identified, observed, measured and recorded.

Grobler et al. (2011:293) define a performance appraisal as the process of evaluating how well employees perform their jobs when compared to a set of standards, and then communicating that information to employees.

Meyer and Kirsten (2005:372) clarify the overall purpose of an appraisal, explaining that it provides information about work performance; this information in turn can serve a variety of purposes which can be characterised under the following two main headings: administrative and developmental purposes.

*Administrative purposes:* performance data is used as a basis for the following elements of personnel decision-making:

- Human resource planning, for example compiling skills inventories, obtaining information regarding new positions to be created and developing succession plans.
- Reward decisions such as salary and wage increases, and merit bonuses.
- Placement decisions such as promotions, transfers, dismissals and retrenchments.

Appraisals can serve individual developmental purposes by:

- providing employees with feedback on strengths and weaknesses and on future performance improvement; and
- supporting career planning and development.

Chattopadhyay and Ghosh (2012:882) contend the basic purpose of performance appraisal is to judge the relative worth or ability of an individual employee in performing his or her tasks.

During Step 3, the measurement of employee performance was discussed. One of the daily activities of a supervisor and manager is to informally assess the work of subordinates. Such informal assessments enable the manager to make decisions regarding the effective use and rotation of staff. Informal appraisals generally work better in smaller organisations, since management is able to interact with employees as everyone knows everyone else.

Accurate performance data obtained through a process is required for activities such as career development, training and development, workforce planning succession, and planning and compensation. A performance appraisal system is needed in most organisations, even though an appraisal is the one managerial activity that generates the least enthusiasm among the participants in the process. Armstrong (2006:509) agrees and explains that the formal review held once or twice a year provides the focal point for the consideration of key performance and development issues.

In order to gain a better understanding of employee's abilities, sporadic reviews are to be conducted by the employee's supervisor or manager. Besides the fact that the appraisal measures skills and accomplishments, it also provides a means by which areas of improvement can be identified. Dessler (1984:484) explains that there are three types of appraisal interviews, each with its own objectives.

The first is for performance that is unsatisfactory but correctable; here the objective of the interview is to lay out an action plan for correcting the inadequate performance. The second type of interview is for employees whose performance is satisfactory but for whom advancement within the company is not possible. The objective here is not to develop the person but to maintain satisfactory performance. Finally, there is the satisfactory-promotable interview, where the main objective is to discuss the person's career plans and to develop a specific action plan for the professional development the employee needs to move on to the next position.

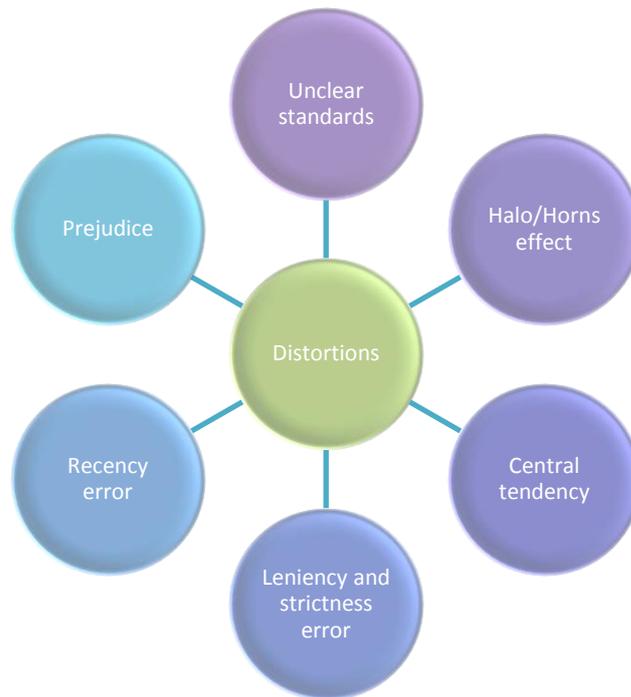
Effective management of employee performance should be a principal requirement for the accomplishment of organisational goals. When managers are to achieve set targets and objectives, accurate and reliable information regarding the performance of all employees ought to be essential.

For this very reason, it is important that organisations make use of a process through which information relating to performance may be gathered, discussed and utilised for a multitude of purposes.

#### Rating errors/judgemental biases

Any appraisal process is susceptible to distortions, which is why the supervisor or manager should attempt to measure and critique performance as objectively as possible. Thus it is of the utmost importance that the standards of performance are effectively and efficiently established to reduce and even eliminate rating errors.

Bernardin (2003:153) concurs: "These errors occur in rater judgement and information processing and can seriously affect performance appraisal results. Unfortunately, many of these errors cannot be eradicated easily." A figure and explanation of factors that distort appraisals follows overleaf.



**Figure 2.12: Factors that distort appraisals**

**Source: researcher**

### Unclear standards

Dessler (2011:318) notes that this error has a tendency to exist solely in graphic rating scales, despite the fact that the scale may seem objective. The reason for its resulting in unfair appraisals is because the traits and degrees of merit are ambiguous. For example, different supervisors may very well define good performance or fair performance differently. In the same way, categories of work measured and appraised, for example, quality of work, are also prone to subjective opinion. The only solution to this problem is to include descriptive phrases that define each trait, to spell out what is to be assessed.

## Halo/Horns effect

The halo effect is the tendency of the manager to over rate a favoured employee. Dessler (2011:318) contends: "Experts define the halo effect as the influence of a rater's general impression on ratings of specific ratee qualities." This could be for a number of reasons, among others: the employee has done good work in the past; the tendency to rate an employee found to be more pleasing in manner and personality; an employee with an advanced degree or remarkable appearance; or an employee who performed an outstanding job last week, but was average for the rest of the year. This problem can be mitigated by making use of behaviourally anchored rating scales, while being aware of the problem is also a way of eliminating or avoiding it.

The horns effect is the opposite of the halo effect, in that the manager rates the employee lower than he/she ought to. Examples are: the employee is not well known by the manager; a recent blunder from the employee will erase months of good work from the manager's memory; the manager's expectations are unreasonably high; the employee does the job differently to the way that the manager performed that job when in that particular position, etc.

## Central tendency

This rating error occurs when the supervisor has the tendency to rate all employees as average, regardless of the actual performance. Should a rating scale range from 1 – 5, the supervisor would then avoid the highs (5 and even 4) and the lows (1 and even 2); employees are therefore rated in the middle. In doing so, the appraisal is distorted and therefore made less reliable, valid and useful.

## Leniency and strictness error

Bernardin (2003:153) explains that with this type of rating error, the ratings for employees are generally at the high end of the rating scale regardless of actual performance. Surveys have identified leniency as the most serious problem with appraisals whenever the result is linked to an important decision such as compensation, promotion or termination.

## Recency errors

Dessler (2011:319) explains that this error occurs when a supervisor allows what an employee has done recently to cloud his/her judgement about the employee's performance.

## Prejudice

This is where a manager has a positive or negative prejudice towards an individual employee (or even a group) and this causes an error when performance is rated. In this rating error, examples of race and sex bias can also exist.

In summarising the rating errors of performance appraisals, Wilton (2011:198) explains that performance appraisals have been substance to criticism in the way that they are conducted since managers can lack impartiality and be subject to allegations of bias, favouritism, personal preferences and inconsistency. Managers may also lack all the information required to make an accurate assessment of performance.

For these very reasons, it is important that managers' commitment to performance management is gained through joint consultation in the design and implementation of the performance management programme; this buy-in results in a more effective performance management programme. Managers and supervisors should also either possess, or be trained in, the required interpersonal skills.

According to Paul and Anantharaman (2003:1260) supervisors and managers should understand that a performance appraisal is an opportunity for both the employee and the organisation to review the current level of knowledge, identify gaps, and take necessary steps to enhance performance.

Gupta and Kumar (2013:61) agree: "Performance appraisal is one of the most important human resource management practices in organisations as it yields critical decisions integral to various human resource actions and outcomes."

## **Step 5:**

### **Provide feedback and encourage input**

In the performance management process, feedback allows the employee to obtain information about his/her performance and this may be utilised for many purposes. Employees need constant feedback to ensure that the set targets or expectations are met. Feedback is given to employees to address competency gaps and poor performance, as well as to recognise and give recognition to good performance. This very intricate communication process demands that managers focus solely on performance, while ensuring that the feedback session is tactful, honest, and constructive, and that both parties at all times remain respectful. Feedback regarding performance can be obtained from a multiplicity of sources, such as:

Self-evaluation – This form of feedback can be very helpful to employees as the individual can reflect on areas of growth, skills, and capabilities relating to performance. Self-evaluation can also be used for preparation before the actual performance review is held, as this demonstrates that improving performance is the responsibility of both parties. Williams (2002:161) explains that this type of evaluation increases the employees' acceptance of feedback because it promotes self-reflection about performance, while at the same time it increases employees' perceptions of the fairness of the process.

Subordinate/Upward feedback – This is when feedback regarding performance is received from the people who report to the individual to whom the feedback is given.

Peer feedback – This is when feedback regarding performance is received from people working with the individual to whom the feedback is given. Stone (2008:285) notes this type of feedback is often more accurate because colleagues, peers or team members usually know one another's performance better than the supervisor. Peer feedback is also a powerful motivator to improve performance, as employees are subject to peer pressure.

Customer feedback – Feedback may be received from people that the individual serves both outside and inside the organisation.

Work environment surveys – This can be feedback in the form of communicating what has been obtained in general work surveys or through an expanded form of upward feedback.

The Staff Human Resources Department (California State University, Long Beach, 2013) explains that ideally, the performance management process continues throughout the year with regular communication and feedback between the evaluator and staff member.

Williams (2002:154) says that in respect of delivery of feedback, one important characteristic is that it should be timely. For example, good performance should be recognised when it occurs and poor performance should be tackled at the time that it occurs and not stored up for the annual appraisal or not dealt with at all.

Bernardin (2003:159) maintains that feedback serves as an important role for both motivational and informational purposes and for improved rater-ratee communications. However, the principal danger for the rater in providing performance feedback may be ratee reaction to the feedback. Employees often believe that their performance levels are high, contrary to what the observers of this performance believe; this is especially true at the lower performance levels where there is room for disagreement.

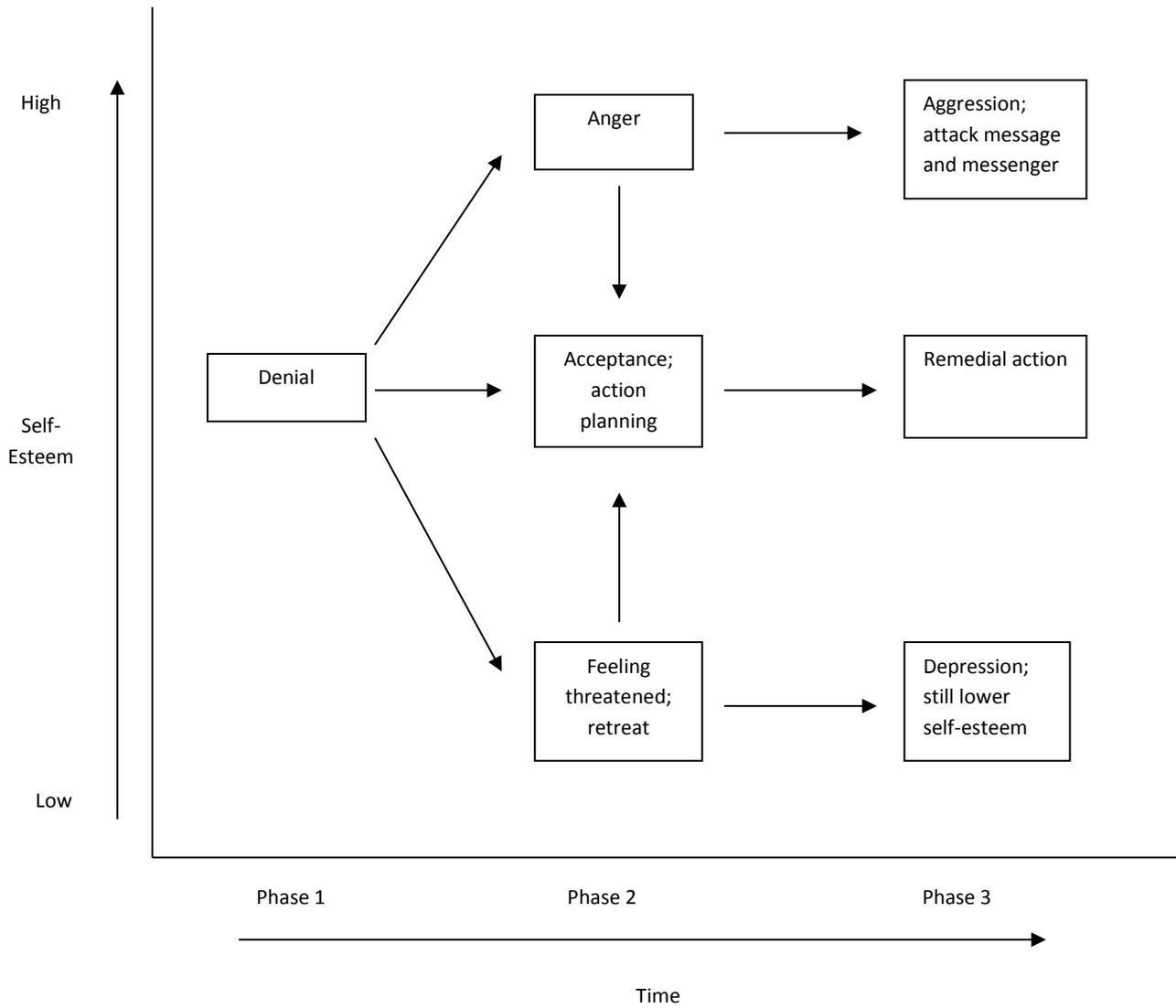
Asumeng (2013:374) explains that an employee who seeks feedback about his or her performance is assumed to be more effective in his or her job. Seeking feedback is a conscious effort to get information about the adequacy of job performance.

When informing poor performers of performance deficiencies and providing encouragement, it is not a given that the performance will improve. This is because many employees may feel less motivated after this feedback. Another reason may be that the message is not conveyed properly, as the manager may wish to protect the employee's feelings and self-esteem.

This is supported by Bernardin (2003:159), who explains that this is especially true at the lower performance levels where there is more room for disagreement and a greater motive on the part of ratees to engage in ego-defensive behaviour.

Shields (2007:212) contends that providing negative feedback does not involve simply criticising the recipient, it encompasses the communication regarding low achievement in a clear but constructive manner with a view to facilitate appropriate remediation.

When receiving negative feedback, the employee is faced with information that could surprise and shock him/her, but the important factor here is how this message is dealt with – the response to the message. The initial response might be denial. Individuals with both low and high self-esteem and self-confidence may be faced with negative feedback, but need to accept what has been communicated and benefit from the information conveyed. Different people have different personalities and will therefore respond to negative feedback in various ways; examples of these responses can be seen in the figure overleaf.



**Figure 2.13: Possible behavioural responses to receipt of negative behaviour**

**Source: (2007:213)**

When feedback is provided it is very important to encourage employee input about performance and possible improvement. When employee input is encouraged, it not only builds trust and loyalty, but also motivates employees, which in turn also assists in employee retention.

When a manager does not adopt the leader approach and encourages employee input, it will be discovered that employees are more responsive, positive, respectful and willing to participate in providing input.

In many instances the ideas of employees are overlooked and yet employees are sometimes aware of problems that managers may not even know exist. By involving employees in this process, good performance improvement ideas could be engendered. The outcome of this is that employees will feel motivated and excited, leading to increased and improved productivity, as work or performance is now viewed as a challenge.

#### **Step 6:**

##### **Training and development plan, follow up on performance**

At this point of the performance management process, the employee and manager should jointly decide on the support and training to be provided for the employee to achieve the set performance goals. An important part of the process is that a training and development plan be formulated, and while this plan is in action, the manager should follow up on the performance of the employee. Bernardin (2003:157) concurs and notes that opportunities for skills training and support to improve performance must be provided.

Furthering the debate, Gerson and Gerson (2006:24) contend that assisting an employee with training and development plans to ensure improved performance starts with the employee. There should be a focus on issues related to performance, performance improvement, attributes and abilities, ability to perform under stress, performance customs, and expectations. This may seem like a great deal to focus on but is important and should not be avoided.

Hunter (2012:206) underlines that to achieve improved performance it is imperative that training needs are determined accurately; thereafter it is important that the training and development plan is relevant to the job, is applied in the workplace, has management's support, and that there is constant monitoring.

The training and development plan (or employee development) is the one step in the performance management process that is often overlooked. The [hrcouncil.ca](http://hrcouncil.ca) (n.d.) website explains that as part of the performance management process, the manager and employee may have identified areas for further training and/or development, as well as types of activities that the employee could undertake.

Performance improvement can only be achieved through providing support, guidance, training and any other assistance that will enable the employee to build on his or her strengths, while at the same time assisting the employee to reduce and eventually eliminate whatever weaknesses exist.

Mullins (1999:689) explains that training and development are key elements of improved organisational performance and increase the level of individual and organisational performance. They also help to reconcile gaps between the current situation and what should be happening – between desired standards and actual levels of work.

Armstrong (2006:507) further contends that a training and development plan records the mutually agreed to actions to improve performance through developing knowledge, skills and capabilities; the focus is on development in the employee's current job.

Despite this step of the performance management process being overlooked by many organisations, it is the one step that contributes substantially to the growth of the employees, as well as to the organisation, as people are any organisation's greatest asset.

Carrell et al. (1997:13) agree and in addition explain that the growth of an organisation is closely related to the development of its human resources. While a strong development programme in no way guarantees organisational success, it is generally found in successful, expanding organisations.

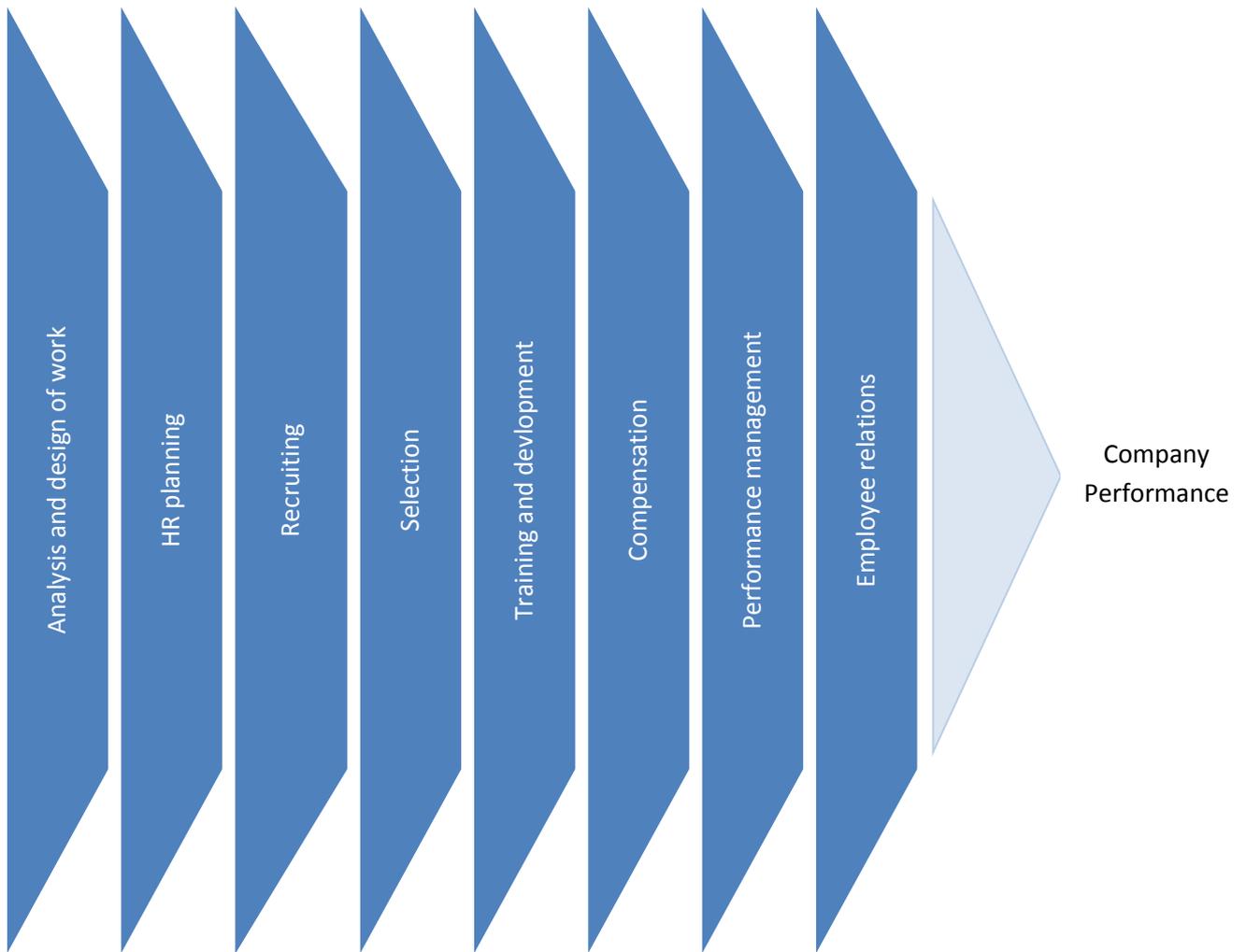
The above steps provide a brief insight into what needs to be executed to meet the objectives of performance management. These several activities form the performance management process. More so, these steps prove that performance management is not just a once-off task of conducting a performance appraisal or review. Van Tonder and Roodt (2008:278) support this: performance management is an on-going process of defining performance criteria, periodically reviewing performance outcomes, aligning performance with strategic objectives, and establishing rewards for successfully attaining performance objectives.

Ivancevich (2004:255) says that from a strategic and competitive advantage perspective, it is imperative that employee performance is integrated with the organisation's performance goals. Most experts believe that an organisation's strategy should be aligned with employees' competencies and performance if profitability, growth, effectiveness and value are to be achieved.

Performance management has transformed tremendously over the years and moved away from the 'it's not for every organisation' approach. Organisations have come to learn the importance of performance management in ensuring that employees' performance aligns with the goals of the organisation.

### **2.3 Summary**

Human resource management plays a role in the success of an organisation because of the qualities that accompany human capital, and in order to acquire the benefit of these qualities, their effective management comes into play. Noe et al. (2011:36) note that in respect of human resource management practices, the analysis and design of work deals with the *development and designing of jobs*; human resource planning is the *practice of determining how many employees with specific knowledge and skills are required*; recruitment encompasses *attracting potential employees*; selection is the task of *choosing employees*; training and development is the task of *teaching employees how to perform in jobs and preparing employees for the future*; compensation is the *rewarding of employees*; performance management is the very important task of *evaluating performance*; and employee relations deals with *creating a positive work environment*. These practices may be perused in Figure 2.14.



**Figure 2.14: Human resource management practices**

**Source: Noe et al. (2011:36)**

Boxall and Macky (2009:7) concur with Huselid. Employment practices include all the practices used to recruit, motivate, develop and retain employees, manage performance, consult and negotiate with employees, and terminate the employment relationship. Together, the work and employment practices embedded in an HR system affect performance on multiple levels.

Recruitment and performance management are the two human resource management practices that are the focus of this study and that assist any organisation with its performance; individual performance therefore contributes towards organisational performance. As mentioned earlier, a high-quality or high-performing corpus of staff is essential if an organisation aims to grow, develop and be successful.

When an organisation recruits a new employee, to ensure that the employee performs according to mutually established expectations, it is imperative that a performance management programme be used to determine the outcomes, results or levels of performance of the employee.

This then means that recruitment and performance management go hand in hand and also, that each of these two human resource management practices will have an impact on the job performance of an employee. Job performance pertains to the work-related activities expected from an employee and how well these activities are executed; it therefore considers individual output in terms of the quality and quantity of work expected from the employee.

Grobler et al. (2011:178) define job performance as a dual function, as it requires a combination of employee ability plus employee motivation. Previously it was mentioned that the organisation will strive to determine the future performance of the possible candidate by looking at past experience, ability and skill; this is done so that the organisation can determine whether the performance of the candidate, once in the position, will be successful.

Once the employee has accepted the job offer and commences employment, he or she receives induction into the company and training relating to in-house systems or programmes required to perform well in the specific job. The organisation makes an effort to provide the employee with what is required to perform the job properly.

To encourage the employee to be successful, the employer must provide the employee with the requisites to perform the job and to perform it well. Recruitment therefore, does have a certain effect on job performance. Ivancevich (2004:211) claims that better recruitment and matching of employees to jobs implies improved employee performance, employee satisfaction and organisational effectiveness.

Likewise with performance management, organisations embark on performance management to assess and evaluate employees' performance; thus ways should be identified to improve this performance. As noted in the performance management process, coaching, mentoring, training and development, assistance, guidance and support are

provided to assist the employee to perform at his or her full potential. This not only provides the employee with job satisfaction and an understanding of how that specific job fits into the organisation, but it contributes to achieving the organisation's performance objectives.

According to Oberoi & Rajgarhia, 2013, high performing employees contribute superior performance which provides the organisation with what is required for a competitive edge. Not only is performance management important for acquiring success for the organisation, but to recognise, reward and retain top performers.

This chapter has emphasised the importance of both recruitment and performance management. It is evident that organisations invest (or ought to invest) in recruitment and performance management as both of these human resource management practices have an impact on and contribute to the job performance of employees. Various organisations make use of numerous and different processes, but what is important is that those organisations that care about and value their employees and want to grow and succeed, invest time, effort and money in their staff. The next chapter focuses on the research methodology utilised in this study.

## **Chapter 3**

### **Research Methodology**

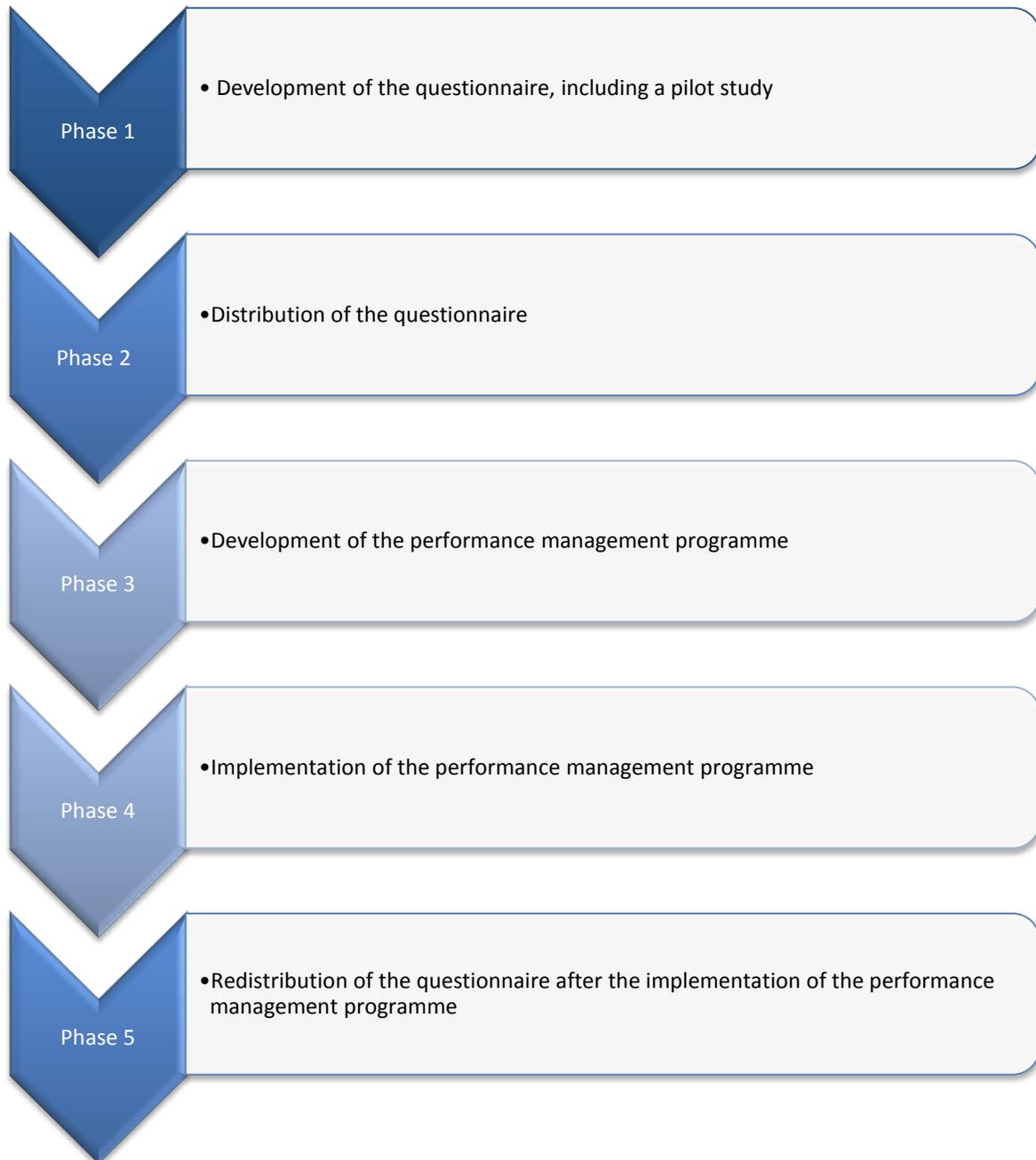
#### **3.1 Introduction**

The main aim of this research project was to develop a better understanding of the recruitment and performance management functions in the import and export industry in Cape Town, South Africa. This aim is coupled with the task of developing awareness among all levels of management, with regard to the importance of carrying out the recruitment and performance management functions as procedurally documented in policies.

In this project, the population and sample on which the investigation was carried out was the import and export industry in Cape Town. The companies in this industry offer a variety of services. The industry itself can be very fast paced and most of the time contingency driven. Therefore the researcher was intrigued to explore whether this kind of fast-paced industry utilises both the recruitment and performance management functions correctly.

This chapter focuses on the research methodology used in this study. It explains what research designs were used, what methods utilised to collect data from respondents, and also clarifies how the researcher conducted the investigation. This section therefore comprises the structure or outline of the investigation. Zikmund et al. (2010:66) describe this section as a master plan that specifies the methods and procedures for collecting and analysing the needed information. A research design provides a framework or plan of action for the research.

## 3.2 Methodology



**Figure 3.1: Research methodology flowchart**

**Source: Researcher**

The methodology used will be clarified through the use of five phases:

#### Phase 1

Phase 1 outlines the development of the questionnaire and will be discussed in more detail in 3.2.1.

#### Phase 2

Phase 2 deals with the distribution of the questionnaire in the imports and exports industry in Cape Town and will be discussed in more detail in 3.2.2.

#### Phase 3

This phase explores the development of a performance management programme and will be discussed in more detail in 3.2.3.

#### Phase 4

More detail will be discussed in 3.2.4, as this phase covers the implementation of the performance management programme with certain individuals.

#### Phase 5

Phase 5 deals with the redistribution of the questionnaire after the performance management programme had been implemented and will be discussed in more detail in 3.2.5.

### 3.2.1) Phase 1: Development of the questionnaire

Cooper and Schindler (2011:299) explain that quantitative research attempts the precise measurement of something. Quantitative methodologies usually measure consumer behaviour, knowledge, opinions or attitudes. This research method is used because:

- It tests specific research questions.
- With regard to data collection, structured responses are provided.
- Large samples are used to produce results that may apply to other situations.

There is a variety of methods available for collecting quantitative data; however the decision as to which method to utilise is dictated by the nature, aims and objectives of the study. Given that data was to be collected from a broad target group, a questionnaire was deemed the most appropriate primary data collection instrument.

Zikmund et al. (2010:336) contend that a questionnaire is relevant to the extent that all information collected addresses a research question that will help the researcher address the present problem under investigation. The researcher should, however, be specific about data needs and have a rationale for every element of information requested.

The main reason for the choice of a questionnaire is that at times respondents are too scared to answer questions truthfully and face-to-face; a questionnaire eliminates this fear. An advantage of questionnaires is that the respondents may remain anonymous if they choose. Brynard and Hanekom (1997:38) explain that a further advantage of questionnaires is that respondents have time to think about the answers to questions in the questionnaire.

While a questionnaire has many advantages, Zikmund et al. (2010:69) find this type of data collection method an obtrusive method, in that respondents have to be disturbed for data to be gathered. Nevertheless, this was the most appropriate data collection method for the purpose of this study. As with every other data collection method type, there are advantages and disadvantages to questionnaires.

The advantages of using questionnaires are:

- Respondents have time to think about the answers.
- They provide the researcher with the option of using a greater sample size, making the results more reliable.
- There is no bias, as in interviews, as respondents answer themselves and have no-one probing.
- Anonymity; respondents have this option available.
- Withdrawn and unfriendly respondents can be included.

The disadvantages of using questionnaires are:

- Respondents must be literate.
- Possibility of omissions with regard to certain questions.
- Risk that not all questionnaires are returned.
- Questionnaires are returned to the researcher at the respondents' leisure (tardiness).
- Costly, as respondents may request more copies of the questionnaire.

In respect of the type of questions to be asked, the researcher sought to determine what recruitment steps were followed and, in fact, whether a recruitment process was followed at all within the organisation. With regard to the performance management section of the questionnaire, the researcher needed to establish whether a performance management process or programmes do exist within the organisation.

For the researcher it was important that the questions in the questionnaire were well structured and simply written questions, as this would aid in obtaining valid responses.

Larossi (2006:30-44) explains that there is no universal right or wrong wording for questions. However, the following can help when wording and constructing questions:

1.) Be brief – Keep questions short and only ask one question at a time. Longer questions can easily become confusing, resulting in respondents reading incorrectly.

2.) Be objective – Pay attention to the objectivity of the words used. In order to achieve this:

- Avoid leading questions as this may lead respondents towards a certain answer.
- Avoid loaded questions: words that cater to the respondent's ego or pride should be avoided, as this may result in prompting the respondent towards a particular answer.

3.) Be simple – Use language that is simple in both words and phrases. Helpful points for simplicity are:

- Use words that are familiar to respondents
- Avoid technical jargon or concepts
- Adopt the same definitions throughout the questionnaire
- Avoid negative or double negative expressions
- Avoid using double-barrelled questions as this splits the question into more than one part or meaning, and in some instances each part may have a separate meaning. Respondents may therefore only answer one aspect of the question.

As the researcher did not require respondents to answer the questions in their own words, fixed-alternative questions were used. This means that respondents were given limited responses to choose from.

Based on what the researcher was focusing on, it made sense to use the Likert scale for measurement in the questionnaire. Cooper and Schindler (2011:299) provide the rationale its selection:

The Likert scale is the most frequently used variation of the summated rating scale. Summated rating scales consist of statements that express either a favorable or an unfavorable attitude toward the objective of interest. The participant is asked to agree or disagree with each statement. Each response is given a numerical score to reflect its degree of attitudinal favorableness, and the scores may be summed to measure the participant's overall attitude.

There are many variations of the Likert scale but the most commonly used is the 5-point rating scale ranging from 'Strongly Disagree' at the one end to 'Strongly Agree' at the other end, with 'Neither Agree nor Disagree' in the middle. However, some researchers support the use of the 7- and even 9-point rating scales that provide additional options for respondents to select. The 4-point rating scale is used to produce a forced choice, in which instance it is either/or, and no mid option is available.

As with all other data collection methods, the Likert scale also has advantages and disadvantages. These are enumerated overleaf:

The advantages of the Likert scale are:

- The Likert scale is easily understood.
- The Likert scale is a quick and efficient data-collection method.
- The Likert scale is extremely versatile, which means questionnaires need not be hand delivered and explained.
- Questionnaires are easily analysed.
- The Likert scale is simple and unproblematic to develop.

The disadvantages of using the Likert scale are:

- It fails to measure the true outlook of the respondent in that there is no option of a variation between two choices.
- Respondents may at times concentrate on one end of the scale (either strongly disagree or strongly agree).
- Previous questions will influence responses.
- In some instances respondents may give more socially favourable responses, rather than honest ones.

Before any research work could begin in the import and export industry in Cape Town, approval had to be obtained from the Maritime Chamber, a division falling within the Transport Education Training Authority (TETA). A copy of this approval letter is attached as Addendum 1.

With regard to the questionnaire, certain questions had to be asked to determine and measure the use of recruitment as well as performance management processes. The questions all emanated from the researcher's various steps conducted in the recruitment and performance management process.

A pilot study was conducted with ten of the respondents in the target population to detect any weaknesses in the design of the initial questionnaire. Zikmund et al. (2010:336) confirm that pilot studies are critical in refining questions and reducing the risk that the full study might be fatally flawed. The pilot study therefore collects data from respondents that will be used in the full study.

A copy of one of the initial questionnaires utilised in the pilot study is attached as Addendum 2. Based on the results from the pilot study, changes were made, and once those changes had been effected, the revised questionnaire was deemed to be faultless. A copy of the revised questionnaire may be perused in Addendum 3.

The questionnaire comprised five pages, and a brief explanation of each page follows:

**Page 1:**

The first page is a cover letter addressed to all respondents. The letter elucidated:

- The questionnaire was not for work purposes.
- Completion of the questionnaire was required for research in the import and export industry in Cape Town.
- Reasons for the inclusion of respondents' names.
- The possibility of some respondents having to complete a second questionnaire.

**Page 2 & 3:**

These two pages dealt with the statements relating to performance management.

Respondents were asked to rate whether they strongly agree, agree, disagree or strongly disagree with each of the 25 statements relating to the function of performance management within their company. There was no mid-way option. The statements were developed from important elements discussed in the steps in the performance management process in Chapter 2.

**Page 4 & 5:**

These two pages dealt with the questions relating to recruitment. Respondents were asked to indicate by circling either YES, NO or N/A for each of the recruitment steps followed throughout the process of their appointment to their current position. Questions were taken from elements of the recruitment process discussed in Chapter 2.

The N/A (not applicable option) referred to a statement's not being applicable to the recruitment process of a specific job title. For example, a receptionist need not go for a medical examination to determine whether or not he or she is medically fit for that particular position.

### 3.2.2) Phase 2: Distribution of the questionnaire: Sampling procedure

Cooper and Schindler (2011:364) explain that a population is the total collection of elements from which the researcher aspires to make particular interpretations. The population is the import and export industry in Cape Town. It is important to understand that this industry in Cape Town is immense, as the services offered are so diverse. For this reason, the researcher was extremely precise in her definition of this industry. For the purpose of this study, the definition of 'import' and 'export' will refer to only those companies that:

- operate by packing exports and unpacking imports;
- provide the transportation and storage of full containers;
- provide storage of cargo; and
- not only supply these services to one client, but to multiple clients.

This definition eliminates many companies from this wide-ranging industry, but for the purpose of this study, the definition was required to be particularly precise. Those companies falling within this definition compete with one another for the title of market leader in the import and export industry in Cape Town.

There are various other services offered by companies in conjunction with the above-mentioned functions; nevertheless, if they did not offer a minimum of two of the above services, they were eliminated from the study.

For this study the following companies comprised the population:

- Thrutainers International (+/- 30 employees)
- CHC Resources (+/- 11 employees)
- Edgen (+/- 10 employees)
- Culemborg (+/- 15 employees)
- United Container Depot (+/- 170 employees)
- South African Container Depot (+/- 145 employees)
- Grindrod CMC(+/- 70 employees)
- Zakpac (+/- 18 employees)
- Belcon (+/- 52 employees)

These companies met the necessary requirements and thus became the population for the study. The questionnaire was distributed among 151 respondents working at the above-mentioned companies in the import and export industry in Cape Town.

This industry is made up of employees with various trades and professions, examples of these are as follows:

- Forklift Driver
- General Worker
- Data capturer
- Bond Store Clerk
- Hyster Driver
- VNA Driver
- Dispatch Clerk
- Transport Administrator
- Gate Clerk
- Reefer Technician
- Controller
- Supervisor
- Debtors Administrator
- Receptionist
- Delivery Driver
- Payroll Clerk
- Compliance Manager
- Yard Operations Manager
- Exports and Imports Manager
- Transport Manager
- Marketing Manager
- Accountant
- Marketing Consultant
- Human Resources Officer
- Financial Manager

Each of the job titles mentioned above will occupy a different occupational level. In chapter 1, the first research question made reference to whether the same recruitment process was made use of for all employees, irrespective of occupational levels. For this reason, the researcher required that the sample was representative of respondents with clearly

distinguishable strata; the variable was therefore occupational levels. As a result, the sampling technique that was made use of was stratified random sampling. This sampling technique takes into account that the population is composed of various clearly recognisable strata, it allows the researcher to identify the various strata (occupational levels) and lastly, it allows the researcher to draw a random sample from each stratum (singular occupational level). Welman and Kruger (2000) make mention that with stratified random sampling, the researcher can be ensured of this representativeness, irrespective of the sample size, because it has been built into the sampling strategy right from the very beginning.

The distribution of the questionnaire took place from the second week of June until the first week of July 2012. The researcher did not personally distribute the questionnaires to each respondent who completed one, as this was not always possible from an operational point of view. In instances where the researcher was not able to distribute the questionnaires to respondents in person, supervisors and managers from the companies distributed and even collected the questionnaires. Supervisors and managers were also able to provide clarity with regard to the occupational level that each job title occupied.

This proved to be an expensive exercise as many respondents misplaced the questionnaire and the researcher constantly had to produce more copies and follow up on the questionnaires' completion.

### 3.2.3) Phase 3: Development of a performance management programme

For the purpose of this study, a performance management programme that did not take up too much time was to be developed. In some companies a performance management programme did not exist, while in other companies a programme did exist but was not utilised or only utilised for certain employees. Certain elements of performance management necessitate that managers or supervisors have been equipped with specific skills to assist with and carry out this important function. However, owing to time constraints, a basic performance management programme was to be developed.

The programme had to be simple and straight forward, and one that any person within any one of the companies in the import and export industry in Cape Town could understand and implement. This programme was to incorporate various sections. These sections included focusing on the employees' work or job performance, as well as a section that dealt with current work and what was required for future performance.

The researcher developed the performance management programme after reviewing various existing performance management programmes. A copy of the performance management programme is attached as Addendum 4.

The programme developed comprised six pages, and an explanation of each page is provided below:

**Page 1:**

This page deals with an introduction to the performance management programme, its purpose and how to conduct and complete the sections included in this programme, as well as a checklist. It also invites supervisors to contact the researcher with any questions that they may have.

**Page 2:**

Page 2 is the performance evaluation sheet and for record purposes it is required that the employees' details be recorded, such as:

- employee's name
- department
- job title
- to whom the employee reports
- date

At the bottom of the second page there is also a paragraph that explains that the performance evaluation is to be conducted as a combined exercise between employees and managers, with sufficient time allowed for:

- adequate preparation
- meaningful interaction
- full and frank discussions
- resolution of problems
- development of action plans

### **Page 3:**

This page is Section A, labelled the behavioural criteria summary sheet. Jointly, the supervisor and employee are to rate the performance of the employee according to the following ten criteria:

- Planning of work and time management
- Coping with the required quantity of work
- Training and developing of subordinates
- Accuracy of work
- Potential for development
- Communication skills
- Technical and professional knowledge
- Dependability: ability to be counted on to get the job done
- Initiative: ability to accept responsibility and act independently
- Co-operation: ability to get along with and influence others

The rating scale ranges from Poor (0%) to Exceptional (100%), and only one block may be selected. The criteria measured are general and very broad, so that all employees across the various occupational levels and job titles participate in the same performance management programme. Where one of the ten criteria measured is not relevant or does not exist in an employee's everyday duties, the N/A block (Not Applicable) is to be used.

### **Page 4, 5 & 6:**

These three pages cover Section B and comprise ten questions that deal with various aspects of the employee's job and elements therein. Some questions are open ended in that they encourage the employee to answer in his/her own words, whereas other questions provide a limited range of answers to be selected.

#### **3.2.4) Phase 4: Implementation of the performance management programme**

The performance management programme was only implemented with employees who received a score of 62 or less in Question 1, the section of the questionnaire that dealt with performance management. This score was calculated on the vital question of whether the company had a performance management programme and whether the company actually

performed the tasks listed as statements, to which respondents should have “Agreed” or “Strongly Agreed”.

Barau (2013) explains that setting a universal cut-off point for questionnaires is not ideal, but a cut-off point must be set for each questionnaire, especially when measuring the responses obtained. Having said that, it must be stressed that researchers often face challenges in assessing knowledge and practice levels based on questionnaires, and to determine whether the knowledge is adequate enough and whether the overall practice is satisfactory or unsatisfactory. When assessing knowledge each question is to be measured separately, however the same does not apply when measuring or assessing a practice. The questionnaire used in this study only assesses or measures practices; the recruitment and performance management processes.

Barau then goes on to explain that there are various mathematical models that can be used for the determination of a cut-off point/level and that researchers may adjust the mathematical models when measuring whether a practice is satisfactory or not. Below is a mathematical model used in order to determine the cut-off point/level for this study:

- DI = Calculation of Discrimination Index of individual items (25 questions)
- B = Weightage of total responses desired for this section (A total of 75 is the desirable observable score required for this practice as a whole)
- H = Highest weighted score (highest score that can be gained as a total is 100[25X4])
- A = Adequate weighted score (A score that will be acceptable for each question is 3. This is because this is the “Agree” option, the lowest of the more positive responses. However, an extra 0.3 has been factored into this weighted score as this would assist in pushing up the adequate weighted score. The reason for this is that performance management is an important function and a cut-off point/level as close to the desirable score as possible, is warranted. The adequate weighted score is therefore 3.3)

Therefore:  $DI \times B / H \times A = \text{cut-off point}$

$$25 \times 75 / 100 \times 3.3 = 61.875 - \text{rounded off to } 62$$

Irrespective of whether the particular company had a performance management programme in place, the programme developed by the researcher was to be used.

Most managers indicated that they would like to be involved in the process of managing their employees' performance. There were instances where managers or supervisors required assistance in carrying out this function. In such instances, the researcher gladly assisted those managers and supervisors telephonically or by meeting to explain the programme. It was not necessary for the researcher be present when the programme was being implemented.

The implementation of the performance management programme itself did not take that long; most meetings took about 30 – 40 minutes.

Owing to the pressurised and busy environment in which these companies operate, the researcher informed all parties that the implementation of the performance management programme could take place from the second week in July 2012 until the second week in August 2012, giving the researcher and all supervisors and managers one month to complete this intervention. Where more time was required, the researcher was willing to accommodate the sample. However, time was not an issue.

No problems were experienced during the implementation of the performance management programme, since all participants were extremely willing (even though at times they were still wary about being completely honest).

### 3.2.5) Phase 5: Redistribution of the questionnaire

The researcher allowed six months to elapse before redistributing the performance management questionnaire; this was to allow an interval after the intervention (performance management programme) for employees to acknowledge that a performance management programme was in place.

Redistributing the questionnaire immediately after the intervention was not a propitious time, as all employees would then acknowledge the performance management programme. The aim was to determine whether management had followed up on employees' performance, resulting in employees' acknowledging the performance management programme sometime after its initial implementation.

The researcher also redistributed the behavioural criteria summary sheet at the same time. This sheet rated an employee's performance, and by redistributing it, the researcher could determine whether there was a difference in the rating of an employee's job performance after the implementation of the performance management programme.

The redistribution commenced mid-January 2013 and was only completed at the end of February 2013. This was because many of the employees were on leave during the festive season.

### **3.3) Ethical considerations**

As this topic of research involved collecting data from employees in the import and export industry in Cape Town, the researcher was cognisant of potential ethical issues pertaining to this study.

Researchers need to protect their research participants; develop a trust with them; promote the integrity of research; guard against misconduct and impropriety that might reflect on their organizations or institutions; and cope with new, challenging problems (Israel & Hay, 2006:87).

One issue to anticipate about confidentiality is that some participants may not want to have their identity remain confidential. By permitting this, the researcher allows the participants to retain ownership of their voices and exert their independence in making decisions ... (Giordano et al., 2007)

Before any participants participated in this study, the researcher established an environment of trust and respect with the participants. This was created by informing all participants that their privacy and anonymity, if they so chose, would at all times be respected. All questionnaires were to be completed in a legitimate manner and all data received would be considered valid. No information would be altered or misused at any time, to guarantee the authenticity of the study and the honesty of the participants.

The researcher also deemed it important that to assist in establishing an environment of trust and respect with the participants, her identity, background and relationship to the study, as well as the purpose of the study, was made known to all participants, so that all parties were informed of the requisite details prior to distribution of the questionnaire.

No participant was asked to provide any personal details. The researcher had allocated a number to each questionnaire, and did not require any participant to fill in a name on the space provided. There were some participants who did complete the name section of the questionnaire of their own accord. There were also instances where the participants returned

the questionnaire to the researcher and indicated the position and name of the employee, and were comfortable with that information on the questionnaire once in possession of the researcher.

No intentional or unintentional harm was caused to any participant or company from its participation in or contribution to the study. Despite the findings being in the public domain, during the research and fieldwork, all information and data received remained confidential.

Ethics clearance is required by the Cape Peninsula University of Technology (CPUT) before research may commence. The research proposal served at the Ethics Committee and Research Committee of the Faculty of Business, and at the Higher Degrees Committee (HDC), a sub-committee of Senate. The clearance certificate is appended as Addendum 1 (a).

### **3.4 Summary**

In conclusion, Chapter 3 has covered all aspects relating to the methodological design of the research. Aspects discussed were the research design, sampling and data collection method. All these aspects were discussed in the five phases encompassing the research. The pilot study conducted in the field to eliminate any flaws has also been deliberated on. No problems were encountered during the research conducted. Many employees felt honoured that they had been chosen to assist the researcher with this investigation by completing the questionnaire.

The entire research exercise was a time-consuming one and in total took 11 months to complete. However, in doing so, the researcher had the opportunity to meet and interact with many of the staff working in this industry.

Chapter 4 analyses and discusses the data. The results of the questionnaires are presented in a more comprehensible form, to elicit findings.

# Chapter 4

## Analysis of Results

### 4.1 Introduction

In Chapter 3, the research methodology used in this study was outlined. This chapter merely deals with the analysis of the data collected and displays it in a more comprehensible format; however the discussion of the results follows in the next chapter. Before this is done, a brief explanation of the respondents will be provided, with the data collected.

The respondents comprised 151 employees in the import and export industry in Cape Town. In Chapter 3, it was noted that stratified random sampling was used to distribute the questionnaire as this allowed the researcher to draw a random sample from each separate stratum. The researcher also wanted as many employees as possible to complete the questionnaire. In respect of the respondents who completed the questionnaire, the following demographics were insignificant:

- Age
- Race
- Sex
- Level of education
- Income level
- Economic status

The insignificance of demographics was because the researcher's knowledge of the target population's characteristics would not have benefited the study. The two HR functions of the various organisations were the object of the research, and not the impact of the target population's characteristics on the two functions in question.

The analysis of the results follows. Each questionnaire, as well as those redistributed after the intervention, are analysed and explained in detail, while Chapter 5 provides the discussion.

#### **4.1.1 Research question 1**

Was the same recruitment process made use of for all employees, irrespective of the occupational level?

This will be analysed in tables 4.16 – 4.60. During this analysis each statement was measured against the type of candidate (internal or external). This information was presented by means of cross tabulation tables, for the reason that this type of table/test searches for changes or differences in groups. In other words, will the two groups (internal and external candidates) have different responses to each question?

A chi-square test also had to be conducted for each statement in order to test for significance and if in fact the test gives a valid result.

#### **4.1.2 Research question 2**

Was there a performance management system or programme in place?

This research question will be analysed in table 4.1 and 4.3. Descriptive table were used in this regard as the main features of the collection of data will be described and summarised.

#### **4.1.3 Research question 3**

Did recruitment or performance management have an influence or impact on job performance?

Table 4.4 describes and summarises the data that was obtained from the redistributed performance management questionnaire. This table indicates whether there was a difference in results after the questionnaire had been retested.

#### **4.1.4 Research question 4**

Once a performance management system or programme was implemented, was the job performance of any employee enhanced?

This research question will be analysed in table 4.8, 4.10, 4.12, 4.13 and 4.14. These tables analyse the results of the behavioural criteria sheet, which has dealt with the performance of the employees before and after the performance management programme was implemented. Paired samples stats were made use of as these tests search to determine whether the mean has increased and whether there is a statistical difference between the first and second test.

## **4.2 Analysis of the performance management questionnaire**

Table 4.1 describes and summarises the data obtained from the performance management questionnaire. Each of the 25 statements that the respondents were to rank is in the left column. The numerical data for each statement is followed in the same row but captured under the various descriptive headings running horizontally across the top row of the table.

The heading in the second column of the table only has the letter N in it. This data has been extracted from SPSS and denotes the number of valid questionnaires utilised in this study on the subject of performance management. Throughout the table it is reflected that 151 questionnaires were valid; this in turn indicates that all the questionnaires were utilised and zero (0) were omitted.

In the headings from the third column onwards, the following terms appear : 'mean', 'median', 'mode', 'standard deviation', 'variance', 'minimum' and 'maximum'. A brief summary of these terms follows:

**Mean** – This is the most widely used measure of central tendency and is commonly referred to as the average. The mean is sensitive to extremely small or large values. In 24 of the statements, the averages were always more than 1.66 but less than 1.99; this reflects a very low score. The first statement, which relates to whether the company is concerned with determining how employees are performing, is the only statement with the highest mean of 2.05.

**Median** – The median refers to the middle score. Of the 25 questions, 21 had a median score of 1.00, while only 4 had a median score of 2.00. The majority therefore scored 1.00.

**Mode** – This refers to the score that was selected or used the most. Of the 25 statements, the score selected the most was 1. This suggests that the 'Strongly Disagree' option was selected the most, resulting in 1 being the mode. Only 1 was selected.

Standard deviation – The standard deviation is a measure of distance, and is an indication of the average distance of all the values to the mean. The standard deviation of 21 of the statements ranged from 0.861 – 0.985, while 4 statements ranged from 1.009 – 1.057.

Variance – This is a measure of variability. The variance is the standard deviation squared, and in most instances the variance was below 1.00 in that it ranged from 0.741 – 0.970. Four of the statements had variances over 1.00, as they were 1.018, 1.079, 1.117 and 1.127.

Minimum – This is the minimum or smallest value of the variable. In all instances this was 1.

Maximum – This refers to the maximum or largest value of the variable, and in all instances this was 4.

**Table 4.1: Descriptive statistics of performance management questionnaire**

Statements	N	Mean	Median	Mode	Std Deviation	Variance	Range	Minimum	Maximum
My company is very concerned with determining how employees are doing/performing their jobs	151	2.05	2	1	1.057	1.117	3	1	4
This concern is communicated to all employees	151	1.95	2	1	1.009	1.018	3	1	4
A performance management programme is in place	151	1.77	1	1	0.92	0.846	3	1	4
The performance objectives have been communicated to me	151	1.75	1	1	0.933	0.87	3	1	4
A performance management programme is clearly defined	151	1.68	1	1	0.884	0.781	3	1	4
The performance management programme is objective, fair, open and transparent	151	1.68	1	1	0.899	0.807	3	1	4
The performance review process is undertaken at least annually	151	1.69	1	1	0.881	0.776	3	1	4
Training is provided to support the performance review process	151	1.71	1	1	0.921	0.848	3	1	4
Employees and managers have been involved in the development of the performance management programme	151	1.66	1	1	0.863	0.745	3	1	4

Statements	N	Mean	Median	Mode	Std Deviation	Variance	Range	Minimum	Maximum
My supervisor/manager sits down with me in order to review my performance	151	1.79	1	1	0.984	0.968	3	1	4
I receive positive feedback for a job well done	151	1.79	1	1	0.982	0.964	3	1	4
Support and guidance in order to improve my performance are readily available	151	1.75	1	1	0.945	0.893	3	1	4
I receive constructive feedback when improvement is needed with regard to my work	151	1.72	1	1	0.91	0.829	3	1	4
My performance is measured and evaluated by using mutually agreed indicators	151	1.73	1	1	0.886	0.786	3	1	4
I receive feedback in relation to my performance on a continuous basis	151	1.71	1	1	0.861	0.741	3	1	4
I have a job description	151	1.99	2	1	1.061	1.127	3	1	4
My job description has been communicated to me	151	1.91	2	1	1.039	1.079	3	1	4
When evaluating my work, areas of poor performance are identified	151	1.83	1	1	0.985	0.97	3	1	4
Plans are established, jointly and in consultation, in order to improve performance	151	1.74	1	1	0.905	0.82	3	1	4
Performance objectives have been established in order to ensure that performance is aligned with the needs of the business	151	1.82	1	1	0.96	0.921	3	1	4
The performance management process is regarded as a flexible process, not a system	151	1.76	1	1	0.936	0.876	3	1	4
My evaluation is linked to required performance in order to establish strengths and weaknesses	151	1.79	1	1	0.935	0.875	3	1	4

Statements	N	Mean	Median	Mode	Std Deviation	Variance	Range	Minimum	Maximum
The performance management programme is focused on results and not behaviours, personalities and attitudes	151	1.7	1	1	0.9	0.811	3	1	4
The performance management programme cultivates a long-term view of the organisation	151	1.72	1	1	0.888	0.789	3	1	4
The performance management programme produces meaningful measurements	151	1.74	1	1	0.913	0.833	3	1	4

The test below is used for reliability in statistics. The Cronbach alpha is a test utilised to establish the internal consistency and reliability of the statements included in the performance management questionnaire. This type of test is particularly useful in instances when the Likert scale has been used. The Cronbach test measures how well the statements measure a specific concept and whether the statements in the questionnaire actually belong together.

There were 25 statements (number of items) in the questionnaire, and the other figures in the table are the Cronbach's coefficient alpha summated scores obtained.

Kline (2000) provides the calculation for the coefficient of 0.70. The higher values of alpha are more desirable hence the coefficient of 0.70. The recommended value for reliability is a coefficient greater than 0.70, which one can clearly see was achieved here, as the value is 0.992. Cronbach's alpha therefore confirmed the reliability of the statements included in the performance management questionnaire. It is worth noting that the more questions included in a Cronbach's alpha measurement, the greater the possibility of a higher value.

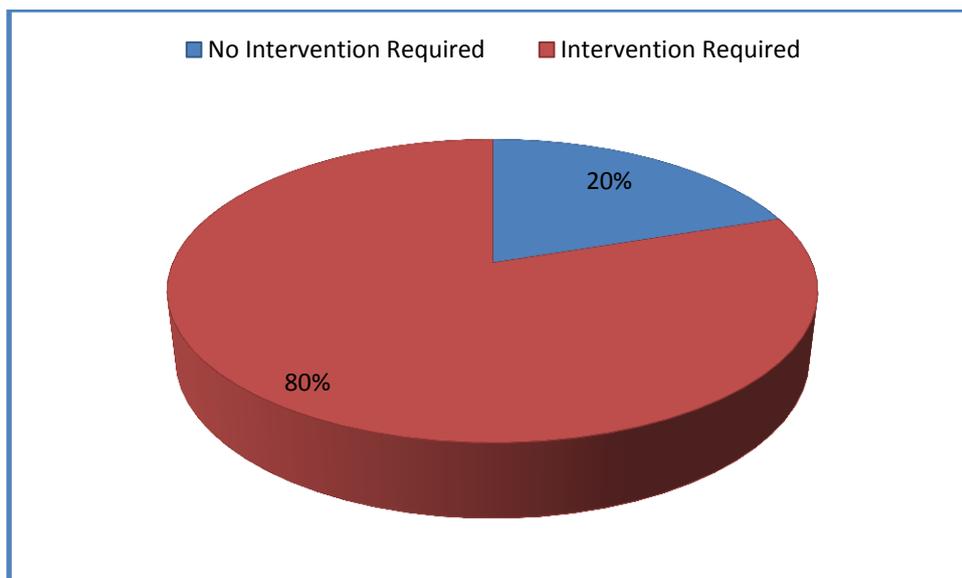
**Table 4.2: Cronbach's alpha-based test**

Cronbach's alpha	Cronbach's alpha based on standardised items	No. of items
.992	.992	25

Table 4.3 illustrates the number and percentage of employees who were to undergo the intervention since they scored 62 or less on the performance management questionnaire. Those respondents scoring more than 62 required no intervention. Of 151 employees, only 30 employees (19.9%) achieved this high result – a very low number. The other 121 employees (80.1%) obtained a score of 62 or less, necessitating the implementation of an intervention. The split for the intervention may also be viewed in a pie chart below the table.

**Table 4.3: Split for the intervention**

	Frequency
Score of higher than 62	30
Score of 62 or less	121
Total	151



**Figure 4.1: Split for the intervention**

Table 4.4 describes and summarises the data obtained from the redistributed performance management questionnaire. Prior to its initial distribution, it was determined that a score of 62 or less necessitated that the respondents undergo an intervention (121 employees), while a score of higher than 62 did not necessitate an intervention (20 employees).

These 121 respondents were to undergo the performance management intervention and after a six-month interval, the same questionnaire was redistributed to the same respondents. This table refers to the 121 respondents and a breakdown of the results follows:

Mean – In 20 of the statements, the averages were always more than 3.14 but less than or equal to 3.90; this reflects a higher mean than that in the initial questionnaire. Five of the statements received a lower mean of 1.34, 1.41, 1.45, 2.47 and 2.60.

Median – Of the 25 statements, 3 statements had a median score of 1.00, 1 statement had a median score of 2.00, 4 statements had a median score of 4.00, while the remaining 17 statements had a median score of 3.00. The majority therefore scored at 3.00.

Mode – Of the 25 statements, the score selected most was 3 (Agree) as 16 of the statements selected this score. With regard to the remainder, 4 statements selected 1, only 1 statement selected 2, while 4 statements selected 4.

Standard deviation – The standard deviation of 24 statements ranged from 0.300 – 0.871, while 1 statement achieved a standard deviation of 1.701.

Variance – In 24 instances the variance was below 1.00 in that it ranged from 0.103 – 0.758. Only one statement had a variance of 1.701 and that was the second statement, the statement read: 'This concern is communicated to all employees.'

Minimum – In most instances, 12 of the 25 statements, 3 was the lowest score, while the remaining statements were as follows: 7 statements selected 1, 6 selected 2 and zero (0) selected 4.

Maximum – In all instances this was 4.

**Table 4.4: Descriptive statistics of performance management questionnaire once redistributed**

Statements	N	Mean	Median	Mode	Std Deviation	Variance	Range	Minimum	Maximum
My company is very concerned with determining how employees are doing/performing their jobs	121	3.21	3	3	.744	.553	3	1	4
This concern is communicated to all employees	121	2.47	3	1	1.304	1.701	3	1	4
A performance management programme is in place	121	3.43	3	3	.497	.247	1	3	4
The performance objectives have been communicated to me	121	3.36	3	3	.498	.248	2	2	4
A performance management programme is clearly defined	121	3.35	3	3	.478	.229	1	3	4
The performance management programme is objective, fair, open and transparent	121	2.60	2	2	.871	.758	3	1	4
The performance review process is undertaken at least annually	121	3.36	3	3	.483	.233	1	3	4
Training is provided to support the performance review process	121	3.04	3	3	.768	.590	2	2	4
Employees and managers have been involved in the development of the performance management programme	121	1.34	1.00	1	.556	.309	3	1	4
My supervisor/manager sits down with me in order to review my performance	121	3.22	3	3	.418	.175	1	3	4
I receive positive feedback for a job well done	121	3.21	3	3	.412	.170	1	3	4
Support and guidance in order to improve my performance are readily available	121	3.20	3	3	.421	.177	2	2	4
I receive constructive feedback when improvement is needed with regard to my work	121	3.22	3	3	.418	.175	1	3	4
My performance is measured and evaluated by using mutually agreed indicators	121	1.41	1	1	.679	.461	3	1	4

Statements	N	Mean	Median	Mode	Std Deviation	Variance	Range	Minimum	Maximum
I receive feedback in relation to my performance on a continuous basis	121	3.59	4	4	.511	.261	2	2	4
I have a job description	121	3.88	4	4	.321	.103	1	3	4
My job description has been communicated to me	121	3.90	4	4	.300	.090	1	3	4
When evaluating my work, areas of poor performance are identified	121	3.83	4	4	.373	.139	1	3	4
Plans are established, jointly and in consultation, in order to improve performance	121	1.45	1	1	.752	.566	3	1	4
Performance objectives have been established in order to ensure that performance is aligned with the needs of the business	121	3.14	3	3	.649	.422	3	1	4
The performance management process is regarded as a flexible process, not a system	121	3.19	3	3	.537	.289	2	2	4
My evaluation is linked to required performance in order to establish strengths and weaknesses	121	3.30	3	3	.459	.211	1	3	4
The performance management programme is focused on results and not behaviours, personalities and attitudes	121	3.30	3	3	.459	.211	1	3	4
The performance management programme cultivates a long-term view of the organisation	121	3.27	3	3	.483	.233	2	2	4
The performance management programme produces meaningful measurements	121	3.31	3	3	.466	.217	1	3	4

The purpose of the test used below in Table 4.5 was explained in Table 4.2. The coefficient value is 0.944. Cronbach's alpha test therefore confirmed the reliability of the redistributed performance management questionnaire.

**Table 4.5: Cronbach's alpha-based test**

<b>Cronbach's alpha</b>	<b>Cronbach's alpha based on standardised items</b>	<b>Number of Items</b>
<b>.944</b>	<b>.953</b>	<b>25</b>

Table 4.6 is used as a comparison table in that it pairs each of the 25 statements. Statement 1 of the initial questionnaire was paired and contrasted with statement 1 of the redistributed questionnaire after the intervention.

This table reflects the mean, standard deviation and standard error mean of each statement and immediately below is the same data from the redistributed questionnaire; 25 pairs are reflected. By pairing the statements, information is placed in close proximity to observe whether there has been an increase or decrease in the mean and standard deviation.

In 24 instances, the mean was higher for the redistributed questionnaire. For statement 14, the mean remained the same as in the initial questionnaire. Eighteen of the paired statements received a lower score for the standard deviation in the redistributed questionnaire; the remaining paired statements received a higher standard deviation.

The smaller the standard error of the mean, the more consistent the representation. The standard error of the mean for all 25 statements ranged from 0.029 – 0.119. A notable finding is that the mean increased in the redistributed questionnaire in 24 of the statements.

The table appears overleaf.

**Table 4.6: Paired samples**

		Mean	N	Std Deviation	Std Error Mean
Pair 1	My company is very concerned with determining how employees are doing/performing their jobs	1.76	121	.922	.084
	My company is very concerned with determining how employees are doing/performing their jobs	3.21	121	.744	.068
Pair 2	This concern is communicated to all employees	1.65	121	.824	.075
	This concern is communicated to all employees	2.47	121	1.304	.119
Pair 3	A performance management programme is in place	1.41	121	.587	.053
	A performance management programme is in place	3.43	121	.497	.045
Pair 4	The performance objectives have been communicated to me	1.40	121	.640	.058
	The performance objectives have been communicated to me	3.36	121	.498	.045
Pair 5	A performance management programme is clearly defined	1.32	121	.504	.046
	A performance management programme is clearly defined	3.35	121	.478	.043
Pair 6	The performance management programme is objective, fair, open and transparent	1.32	121	.536	.049
	The performance management programme is objective, fair, open and transparent	2.60	121	.871	.079
Pair 7	The performance review process is undertaken at least annually	1.35	121	.543	.049
	The performance review process is undertaken at least annually	3.36	121	.483	.044
Pair 8	Training is provided to support the performance review process	1.35	121	.543	.049
	Training is provided to support the performance review process	3.04	121	.768	.070
Pair 9	Employees and managers have been involved in the development of the performance management programme	1.32	121	.504	.046
	Employees and managers have been involved in the development of the performance management programme	1.34	121	.556	.051
Pair 10	My supervisor/manager sits down with me in order to review my performance	1.41	121	.654	.059
	My supervisor/manager sits down with me in order to review my performance	3.22	121	.418	.038
Pair 11	I receive positive feedback for a job well done	1.41	121	.641	.058
	I receive positive feedback for a job well done	3.21	121	.412	.037
Pair 12	Support and guidance in order to improve my performance are readily available	1.39	121	.583	.053
	Support and guidance in order to improve my performance are readily available	3.20	121	.421	.038

		Mean	N	Std Deviation	Std Error Mean
Pair 13	I receive constructive feedback when improvement is needed with regard to my work	1.37	121	.579	.053
	I receive constructive feedback when improvement is needed with to my work	3.22	121	.418	.038
Pair 14	My performance is measured and evaluated by using mutually agreed indicators	1.41	121	.601	.055
	My performance is measured and evaluated by using mutually agreed indicators	1.41	121	.679	.062
Pair 15	I receive feedback in relation to my performance on a continuous basis	1.40	121	.571	.052
	I receive feedback in relation to my performance on a continuous basis	3.59	121	.511	.046
Pair 16	I have a job description	1.67	121	.898	.082
	I have a job description	3.88	121	.321	.029
Pair 17	My job description has been communicated to me	1.58	121	.834	.076
	My job description has been communicated to me	3.90	121	.300	.027
Pair 18	When evaluating my work, areas of poor performance are identified	1.47	121	.708	.064
	When evaluating my work, areas of poor performance are identified	3.83	121	.373	.034
Pair 19	Plans are established, jointly and in consultation, in order to improve performance	1.40	121	.586	.053
	Plans are established, jointly and in consultation, in order to improve performance	1.45	121	.752	.068
Pair 20	Performance objectives have been established in order to ensure that performance is aligned with the needs of the business	1.47	121	.684	.062
	Performance objectives have been established in order to ensure that performance is aligned with the needs of the business	3.14	121	.649	.059
Pair 21	The performance management process is regarded as a flexible process, not a system	1.42	121	.642	.058
	The performance management process is regarded as a flexible process, not a system	3.19	121	.537	.049
Pair 22	My evaluation is linked to required performance in order to establish strengths and weaknesses	1.45	121	.645	.059
	My evaluation is linked to required performance in order to establish strengths and weaknesses	3.30	121	.459	.042

		Mean	N	Std Deviation	Std Error Mean
Pair 23	The performance management programme is focused on results and not behaviours, personalities and attitudes	1.35	121	.528	.048
	The performance management programme is focused on results and not behaviours, personalities and attitudes	3.30	121	.459	.042
Pair 24	The performance management programme cultivates a long-term view of the organisation	1.37	121	.534	.049
	The performance management programme cultivates a long-term view of the organisation	3.27	121	.483	.044
Pair 25	The performance management programme produces meaningful measurements	1.40	121	.612	.056
	The performance management programme produces meaningful measurements	3.31	121	.466	.042

Table 4.7 below aims to verify whether the two means are statistically different. The value of most interest is the value reflected in the final column of this table. This value is referred to as the p-value and will reflect whether the two means are statistically different.

If the p-value is greater than ( $>$ ) .05, it can be concluded that there is no statistically significant difference between the two means. It can also be concluded that the differences between the two means are likely due to chance, and not to the IV manipulation.

If the p-value is less than ( $<$ ) or equal ( $=$ ) to .05, it can be concluded that there is a statistically significant difference between the two means. It can also be concluded that the differences between the two means are not likely due to chance and are probably due to the IV manipulation.

In Table 4.7:

- Twenty-two of the statements obtained a p-value of less than .05; and
- The remaining 3 statements received a p-value of more than ( $>$ ) .05, in that the p-value was .697, 1.00 and .468.

Accordingly, it can be concluded that there is a statistically significant difference between the two means as 22 statements p-values were less than .05. All of these 22 statements received an extremely low p-value of .001.

The table also has a column labelled 95% Confidence Interval of the Difference (Lower & Upper). This column in the t-test shows the interval within which the difference between the two means will fall (with a 95% confidence). If this 95% confidence interval spans 0 (the lower limit is less than 0 and the upper limit is greater than 0), it indicates that there is no significant difference between the two means (i.e. the Sig (or p-value) >0.05). The confidence interval as seen in the table below therefore confirms the result of the t-test.

The t-value comes from the t-distribution and this is the underlying distribution to be used in the case of testing for the difference of means before and after an intervention. The t-value is used to determine the p-value, which is compared with the level of significance (usually 0.05), to determine whether there is a significant difference or not. The column labelled 'df' refers to the number of valid pairs of observations minus 1.

**Table 4.7: Paired differences t-test**

		Mean	Std Deviation	Std Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	My company is very concerned with determining how employees are doing/performing their	-1.455	.827	.075	-1.603	-1.306	-19.355	120	.001
Pair 2	This concern is communicated to all employees	-.818	.975	.089	-.994	-.643	-9.234	120	.001
Pair 3	A performance management programme is in place	-2.017	.532	.048	-2.112	-1.921	-41.693	120	.001
Pair 4	The performance objectives have been communicated to me	-1.950	.575	.052	-2.054	-1.847	-37.299	120	.001
Pair 5	A performance management programme is clearly defined	-2.025	.555	.050	-2.125	-1.925	-40.151	120	.001
Pair 6	The performance management programme is objective, fair, open and transparent	-1.281	.819	.074	-1.428	-1.134	-17.210	120	.001
Pair 7	The performance review process is undertaken at least annually	-2.017	.605	.055	-2.125	-1.908	-36.646	120	.001
Pair 8	Training is provided to support the performance review process	-1.694	.805	.073	-1.839	-1.549	-23.162	120	.001
Pair 9	Employees and managers have been involved in the development of the performance management programme	-.017	.465	.042	-.100	.067	-.391	120	.697

Pair 10	My supervisor or manager sits down with me in order to review my performance	-1.810	.675	.061	-1.931	-1.688	-29.508	120	.001
Pair 11	I receive positive feedback for a job well done	-1.802	.666	.061	-1.922	-1.682	-29.753	120	.001
Pair 12	Support and guidance in order to improve my performance are readily available	-1.810	.623	.057	-1.922	-1.698	-31.939	120	.001
Pair 13	I receive constructive feedback when improvement is needed with regard to my work	-1.851	.654	.059	-1.969	-1.734	-31.138	120	.001
Pair 14	My performance is measured and evaluated by using mutually agreed indicators	.001	.532	.048	-.096	.096	.001	120	1.000
Pair 15	I receive feedback in relation to my performance on a continuous basis	-2.182	.645	.059	-2.298	-2.066	-37.181	120	.001
Pair 16	I have a job description	-2.215	.887	.081	-2.375	-2.055	-27.467	120	.001
Pair 17	My job description has been communicated to me	-2.322	.839	.076	-2.473	-2.171	-30.455	120	.001
Pair 18	When evaluating my work, areas of poor performance are identified	-2.364	.764	.069	-2.501	-2.226	-34.042	120	.001
Pair 19	Plans are established, jointly and in consultation, in order to improve performance	-.041	.624	.057	-.154	.071	-.728	120	.468
Pair 20	Performance objectives have been established in order to ensure that performance is aligned with the needs of the business	-1.669	.735	.067	-1.802	-1.537	-24.994	120	.001
Pair 21	The performance management process is regarded as a flexible process, not a system	-1.769	.655	.060	-1.887	-1.651	-29.691	120	.001
Pair 22	My evaluation is linked to required performance in order to establish strengths and weaknesses	-1.851	.628	.057	-1.964	-1.738	-32.427	120	.001
Pair 23	The performance management programme is focused on results and not behaviours, personalities and attitudes	-1.950	.603	.055	-2.059	-1.842	-35.551	120	.001
Pair 24	The performance management programme cultivates a long-term view of the organization	-1.901	.611	.056	-2.011	-1.791	-34.217	120	.001
Pair 25	The performance management programme produces meaningful measurements	-1.917	.640	.058	-2.033	-1.802	-32.947	120	.001

### **4.3 Analysis of the behaviour criteria sheet – relating to employee performance**

Table 4.8 describes and summarises the data obtained from the behavioural criteria sheet. This sheet was completed by only those employees who had to undergo the intervention and relates to employees' performance. Each of the 10 performance criteria that were to be ranked by the employee, along with his or her manager or supervisor, can be found in the first column. The numerical data for each statement follows the same format as the descriptive statistics seen under the section examining performance management.

The information relating to the descriptive statistics is as follows:

**Mean** – In 8 of the criteria the averages were always more than 3.09 but less than 3.83; this does not reflect a low score. The lowest mean reflected was 0.51 for criterion 3, which relates to training subordinates; while criterion 5 received a mean of 2.85.

**Median** – Out of the 10 criteria, 5 had a median score of 3.00, 4 had a median score of 4.00 and only 1 had a median score of 1.00. This resulted in the majority of the median being scored at 3.00.

**Mode** – From the 10 criteria or statements, the score that was selected the most was 3. This suggests that the 'Competent' option was selected the most, resulting in 3 as the mode.

**Standard deviation** – The standard deviation of the 10 criteria ranged from 0.654 – 0.964.

**Variance** – In all instances the variance was below 1.00 in that it ranged from 0.428 – 0.929.

**Minimum** – In 7 instances this was 0.

**Maximum** – In 8 instances this was 5.

The table overleaf refers.

**Table 4.8: Descriptive statistics of the behavioural criteria sheet**

Criteria	N	Mean	Median	Mode	Std Deviation	Variance	Range	Minimum	Maximum
Planning	121	3.63	4	3	0.709	0.502	3	2	5
Meeting quantity	121	3.83	4	4	0.715	0.511	2	3	5
Training subordinates	121	0.51	0	0	0.932	0.869	4	0	4
Accuracy	121	3.74	4	4	0.920	0.846	5	0	5
Development potential	121	2.85	3	3	0.654	0.428	4	0	4
Communication	121	3.15	3	3	0.813	0.661	5	0	5
Knowledge	121	3.42	3	3	0.938	0.879	5	0	5
Dependability	121	3.75	4	3	0.778	0.605	3	2	5
Initiative	121	3.35	3	3	0.964	0.929	5	0	5
Co-operation	121	3.09	3	3	0.931	0.867	5	0	5

The coefficient in Table 4.9 is greater than 0.70, in that it is 0.889. Cronbach's alpha test therefore confirmed the reliability of the criteria or statements included in the behavioural criteria summary sheet.

**Table 4.9: Cronbach's alpha-based test**

Cronbach's alpha	Cronbach's alpha based on standardised items	Number of items
.889	.892	10

Table 4.10 describes and summarises the data obtained from the redistributed behavioural criteria summary sheet. The behavioural criteria sheet was also redistributed six months later to the employees who participated in the intervention. The information is as follows:

Mean - In 9 of the statements, the averages were always more than 3.15 but less than 3.97. One of the criteria or statements did not fall between these amounts and was 0.62, which is much lower than the mean of the other 9 statements.

Median – Of the 10 statements, 5 statements had a median score of 4.00, 4 statements had a median score of 3.00 and 1 statement had a median score of 0. This resulted in the majority of the median scored at 4.00.

Mode – Of the 10 statements, the score selected the most was 4 (Very Good), as 5 of the statements selected this score. With regard to the rest of the statements, 4 statements selected 3, while 1 statement selected 0.

Standard deviation – The standard deviation of 9 statements ranged from 0.700 – 0.972, while 1 statement's standard deviation was 1.090.

Variance – In 9 instances the variance was below 1.00 in that it ranged from 0.490 – 0.944. Only one statement had a variance of 1.188. That was the third statement: 'Training subordinates'.

Minimum – In most instances, which was 7 of the 10 statements, 0 was the lowest score selected. The remaining statements were as follows: 2 statements selected 2, and 1 of the statements selected 0.

Maximum – In 9 of the statements this was 5 and the 1 remaining statement or criterion was 4.

**Table 4.10: Descriptive statistics of the behavioural criteria sheet once redistributed**

Criteria	N	Mean	Median	Mode	Std Deviation	Variance	Range	Minimum	Maximum
Planning	121	3.82	4	4	0.730	0.533	3	2	5
Meeting quantity	121	3.96	4	4	0.700	0.490	2	3	5
Training subordinates	121	0.62	0	0	1.090	1.188	4	0	4
Accuracy	121	3.83	4	4	0.888	0.789	5	0	5
Development potential	121	3.58	4	4	0.892	0.796	5	0	5
Communication	121	3.30	3	3	0.853	0.727	5	0	5
Knowledge	121	3.48	3	3	0.905	0.818	5	0	5
Dependability	121	3.97	4	4	0.763	0.582	3	2	5
Initiative	121	3.55	3	3	0.922	0.850	5	0	5
Co-operation	121	3.15	3	3	0.972	0.944	5	0	5

In Table 4.11 the coefficient is 0.873, which is greater than 0.70. Cronbach's alpha test therefore confirmed the reliability of the criteria or statements included in the behavioural criteria summary sheet.

**Table 4.11: Cronbach's alpha-based test**

Cronbach's alpha	Cronbach's alpha based on standardised items	Number of items
.873	.882	10

Table 4.12 is used as a comparison table in that it pairs each of the 10 criteria or statements. In essence, each statement would have a 'before' and 'after' score. Statement 1 of the initial behavioural criteria sheet was paired and contrasted with statement 1 of the redistributed behavioural criteria sheet 6 months after the intervention. The standard error of the mean ranged from 0.64 – 0.99 for all 10 statements. The mean also increased in all 10 statements with the redistributed behavioural criteria sheet, which is a notable finding.

**Table 4.12: Paired samples for the behavioural criteria sheet**

		Mean	N	Std Deviation	Std Error Mean
Pair 1	Planning	3.63	121	.709	.064
	Planning	3.82	121	.730	.066
Pair 2	Meeting quantity	3.83	121	.715	.065
	Meeting quantity	3.96	121	.700	.064
Pair 3	Training subordinates	.51	121	.932	.085
	Training subordinates	.62	121	1.090	.099
Pair 4	Accuracy	3.74	121	.920	.084
	Accuracy	3.83	121	.888	.081
Pair 5	Development potential	2.85	121	.654	.059
	Development potential	3.58	121	.892	.081
Pair 6	Communication	3.15	121	.813	.074
	Communication	3.30	121	.853	.078
Pair 7	Knowledge	3.42	121	.938	.085
	Knowledge	3.48	121	.905	.082
Pair 8	Dependability	3.75	121	.778	.071
	Dependability	3.97	121	.763	.069
Pair 9	Initiative	3.35	121	.964	.088
	Initiative	3.55	121	.922	.084
Pair 10	Co-operation	3.09	121	.931	.085
	Co-operation	3.15	121	.972	.088

Table 4.13 illustrates the confidence interval. Based on the figures depicted below, the confidence interval confirms the result of the t-test. The t-value comes from the t-distribution and this is the distribution that is the underlying distribution to be used in the case of testing for the difference of means before and after an intervention.

The t-value is used to determine the p-value, which is compared with the level of significance to determine whether there is a significant difference or not.

**Table 4.13: Paired differences t-test of the behavioural criteria sheet**

		Paired Differences		t
		95% Confidence Interval of the Difference		
		Lower	Upper	
Pair 1	Planning – Planning	-.261	-.119	-5.307
Pair 2	Meeting quantity – Meeting quantity	-.193	-.071	-4.276
Pair 3	Training subordinates – Training subordinates	-.168	-.047	-3.510
Pair 4	Accuracy – Accuracy	-.153	-.045	-3.635
Pair 5	Development potential – Development potential	-.808	-.647	-17.889
Pair 6	Communication – Communication	-.213	-.084	-4.579
Pair 7	Knowledge – Knowledge	-.100	-.016	-2.714
Pair 8	Dependability – Dependability	-.289	-.141	-5.731
Pair 9	Initiative – Initiative	-.270	-.126	-5.449
Pair 10	Co-operation – Co-operation	-.100	-.016	-2.714

Table 4.14 verifies whether the two means are statistically different. As mentioned before, if the sig value (p-value) is less than or equal to .05, then it can be concluded that there is a statistically significant difference between the two means. A value greater than .05 concludes that there is no statistical difference between the two means.

In the table, the following is evident:

- Eight of the statements obtained a sig value of .001
- Two of the statements received a sig value of .008

Thus it can be concluded that there is a statistically significant difference between the two means and that the differences are unlikely due to chance and are probably due to the IV manipulation.

**Table 4.14: Paired samples test of the behavioural criteria sheet**

Paired Samples Test			
		Df	Sig. (2-tailed)
Pair 1	Planning – Planning	120	.001
Pair 2	Meeting quantity – Meeting quantity	120	.001
Pair 3	Training subordinates – Training subordinates	120	.001
Pair 4	Accuracy – Accuracy	120	.001
Pair 5	Development potential – Development potential	120	.001
Pair 6	Communication – Communication	120	.001
Pair 7	Knowledge – Knowledge	120	.008
Pair 8	Dependability – Dependability	120	.001
Pair 9	Initiative – Initiative	120	.001
Pair 10	Co-operation – Co-operation	120	.008

#### **4.4 Analysis of the recruitment questionnaire**

As mentioned, Cronbach's alpha-based test is a measure of internal consistency and reliability of the statements included in the recruitment questionnaire. There were 22 statements in the recruitment questionnaire, therefore the number of items column reflects 22. A reliability coefficient of .70 or higher is considered 'acceptable' in most social science research situations, suggesting that the statements or items have relatively high internal consistency. In the recruitment Cronbach's alpha-based test, the reliability coefficient was .895, representing a high internal consistency. The table below refers.

**Table 4.15: Cronbach's alpha-based test**

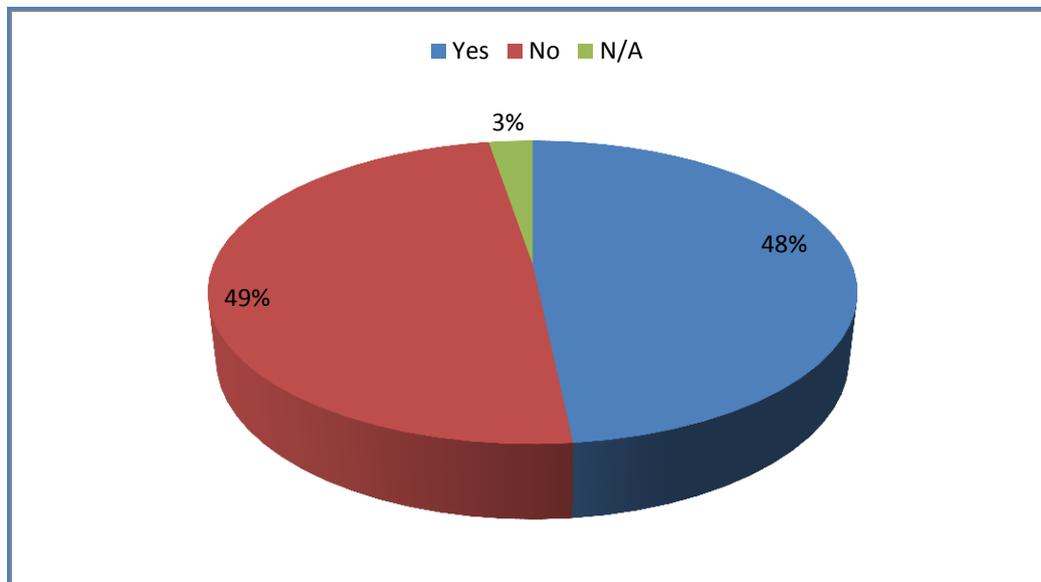
Cronbach's alpha	No. of Items
.895	22

Table 4.16 refers to the data that was valid with regard to the first statement of the recruitment questionnaire. The statement reads as follows: 'I was an internal candidate when applying for my current position.' Of the 151 questionnaires completed, only 4 individuals selected 99 N/A and those 4 resorted under the category of missing data. The other 147 were valid.

This table examines the first statement. Since 4 individuals had selected 99, 'not applicable', the total for valid answers was 147. Of the 147, 49.7% selected 'no', indicating they were not internal candidates, while 50.3% selected 'yes', indicating they were internal candidates when applying for their current position. These figures are listed in the frequency column, while in the next column these values are expressed as a percentage. This information is also expressed in a pie chart below the table.

**Table 4.16: Internal candidates' table**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	73	48.3	49.7	49.7
	Yes	74	49.0	50.3	100.0
	Total	147	97.4	100.0	
Missing	N/A	4	2.6		
Total		151	100.0		



**Figure 4.2: Internal candidates**

For the remainder of the data, each statement of the recruitment questionnaire will have its own cross-tabulation table. This type of table or test searches for changes or differences in groups. It therefore conducts an examination to determine whether the two groups will have two different responses, by measuring each statement against the type of candidate. In essence, internal candidates will be measured against each of the remaining statements.

In Table 4.17, application through an advertisement or not, was cross-tabulated with the type of candidate (internal or external).

- Of a total of 66 candidates who were not external candidates, 40 did not apply for the current position through an advertisement, while 26 indicated that the application was in response to an advertisement.
- Of a total of 69 candidates, 16 did not apply for the current position through an advertisement, while 53 indicated that the application was in response to an advertisement.
- In the expected count row it was identified that 79 candidates applied through an advertisement, irrespective of being internal or external candidates, which is the greater part of the group of a total of 135.

**Table 4.17: Question1 – Internal candidate versus Question 3 – Advertisement (crosstabs)**

			Advertisement		Total
			No	Yes	
Internal candidate	No	Count	40	26	66
		Expected count	27.4	38.6	66.0
		Std residual	2.4	-2.0	
	Yes	Count	16	53	69
		Expected count	28.6	40.4	69.0
		Std residual	-2.4	2.0	
Total		Count	56	79	135
		Expected count	56.0	79.0	135.0

The result of the chi-square test is shown in Table 4.18. The chi-square test is used to ascertain if there is a relationship between two categorical variables or whether there is a difference in some aspect between two or more groups.

In each cross-tabulation table it was decided which was the 'research' variable and which the 'group' variable, and interpreted thus. Question 1 examined internal candidates who were chosen as the group variable because all other variables were measured against it.

The important row is the Pearson chi-square and the sig column. If the p-value is less than or equal to 0.05, then the result is significant, as in this case. If the percentage of cell count (expected count) is more than 20%, then the sample is too small for the size of the table. In this case there are no cells with expected counts less than 5, so the chi-square test gives a valid result.

**Table 4.18: Chi-square tests (internal candidate – advertisement – recruitment agency)**

Chi-Square Tests					
	Value	Df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson chi-square	19.457	1	.001		
N of valid cases	135				
a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 27.38. b. Computed only for a 2x2 table					

In Table 4.19, application through a recruitment agency or not, was cross-tabulated with the type of candidate (internal or external).

**Table 4.19: Question 1 Internal candidate versus Question 4 Recruitment agency**

			Recruitment agency		Total
			No	Yes	
Internal candidate	No	Count	43	24	67
		Expected Count	53.4	13.6	67.0
		Std. Residual	-1.4	2.8	
	Yes	Count	63	3	66
		Expected count	52.6	13.4	66.0
		Std residual	1.4	-2.8	
Total		Count	106	27	133
		Expected count	106.0	27.0	133.0

Table 4.20 below provides information with regard to what research variables were utilised in the cross-tabulation tests for the internal candidates and interview information. These tests interrogate the information discussed during the interview and any other information pertaining to the interview, specifically the first interview. The table exhibits the valid and missing data. The following statements were examined:

- Statement 5 – During my interview I was informed about the job description
- Statement 6 – During my interview I was informed about the job specification
- Statement 7 – During my interview I was informed about the expectations
- Statement 8 – During my interview I had the opportunity to learn about the company
- Statement 9 – My interview consisted of a selection panel (more than one person)

**Table 4.20: Internal candidate – interview information**

	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Internal candidate Job description	143	94.7%	8	5.3%	151	100.0%
Internal candidate Job specification	142	94.0%	9	6.0%	151	100.0%
Internal candidate Expectations	142	94.0%	9	6.0%	151	100.0%
Internal candidate Learn about company	138	91.4%	13	8.6%	151	100.0%
Internal candidate Selection panel	140	92.7%	11	7.3%	151	100.0%

In Table 4.21, whether a candidate was informed of the job description or not during the interview was cross-tabulated with the type of candidate (internal or external).

**Table 4.21: Question 1 – Internal candidate versus Question 5 – Job description (crosstabs)**

			Job description		Total
			No	Yes	
Internal candidate	No	Count	23	50	73
		Expected count	30.6	42.4	73.0
		Std Residual	-1.4	1.2	
	Yes	Count	37	33	70
		Expected count	29.4	40.6	70.0
		Std Residual	1.4	-1.2	
Total		Count	60	83	143
		Expected count	60.0	83.0	143.0

In Table 4.22 the p-value is less than 0.05; it is .010, denoting a significant result. There are no cells with expected counts less than 5, denoting that the chi-square test gives a valid result.

**Table 4.22: Chi-square test for internal candidate and job description**

Chi-Square Tests					
	Value	Df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson chi-square	6.689	1	.010		
N of valid cases	143				
a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 29.37.					
b. Computed only for a 2x2 table					

Table 4.23, depicting whether or not a candidate was informed of the job specification during the interview, was cross-tabulated with the type of candidate (internal or external).

**Table 4.23: Question 1 – Internal candidate versus Question 6 – Job specification**

			Job specification		Total
			No	Yes	
Internal candidate	No	Count	27	45	72
		Expected count	33.5	38.5	72.0
		Std residual	-1.1	1.0	
	Yes	Count	39	31	70
		Expected count	32.5	37.5	70.0
		Std residual	1.1	-1.1	
Total		Count	66	76	142
		Expected count	66.0	76.0	142.0

In Table 4.24 below, the p-value is less than 0.05; it is .030, denoting that the result is significant. There are no cells with expected counts less than 5, denoting that the chi-square test gives a valid result.

**Table 4.24: Chi-square test for internal candidate and job specification**

	Value	Df	Asymp. Sig. (2-sided)	Exact Sig (2-sided)	Exact Sig. (1-sided)
Pearson chi-square	4.734	1	.030		
N of valid cases	142				
a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 32.54. b. Computed only for a 2x2 table					

Table 4.25, depicting whether or not a candidate was informed of the expectations during the interview, was cross-tabulated with the type of candidate (internal or external).

**Table 4.25: Question 1 – Internal candidate versus Question 7 – Expectations (crosstabs)**

			Expectations		Total
			No	Yes	
Internal candidate	No	Count	28	45	73
		Expected count	31.4	41.6	73.0
		Std residual	-.6	.5	
	Yes	Count	33	36	69
		Expected count	29.6	39.4	69.0
		Std residual	.6	-.5	
Total		Count	61	81	142
		Expected count	61.0	81.0	142.0

The p-value in the chi-square test of Table 4.26 is .255; this is more than 0.05, denoting that the result is not statistically significant. Conversely, in this case there are no cells with expected counts less than 5; the chi-square test therefore gives a valid result.

**Table 4.26: Chi-square test for internal candidate and expectations**

Chi-Square Tests					
	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson chi-square	1.298	1	.255		
N of valid cases	142				
a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 29.64.					
b. Computed only for a 2x2 table					

Whether or not a candidate was given the opportunity to learn about the company during the interview was cross-tabulated with the type of candidate (internal or external) in Table 4.27.

**Table 4.27: Question 1 – Internal candidate versus Question 8 – Learn about the company**

			Learn about company		Total
			No	Yes	
Internal candidate	No	Count	33	39	72
		Expected count	38.6	33.4	72.0
		Std residual	-.9	1.0	
	Yes	Count	41	25	66
		Expected count	35.4	30.6	66.0
		Std residual	.9	-1.0	
Total		Count	74	64	138
		Expected count	74.0	64.0	138.0

In Table 4.28, the chi-square test, the p-value is .055, which is more than 0.05, denoting that the result is not significant. In this case there are no cells with expected counts less than 5; the chi-square test therefore gives a valid result.

**Table 4.28: Chi-square test for internal candidate and learning about the company**

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson chi-square	3.673	1	.055		
N of valid cases	138				
a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 30.61. b. Computed only for a 2x2 table					

Whether or not a candidate's interview consisted of a selection panel, was cross-tabulated with the type of candidate (internal or external). This is depicted below in Table 4.29.

**Table 4.29: Question 1 – Internal candidate versus Question 9 – Selection panel**

			Selection panel		Total
			No	Yes	
Internal candidate	No	Count	44	26	70
		Expected count	47.5	22.5	70.0
		Std residual	-.5	.7	
	Yes	Count	51	19	70
		Expected count	47.5	22.5	70.0
		Std residual	.5	-.7	
Total		Count	95	45	140
		Expected count	95.0	45.0	140.0

The p-value in Table 4.30 is .205, denoting that the result is not significant. There are no cells with expected counts less than 5, giving the chi-square test a valid result.

**Table 4.30: Chi-square test for internal candidate and selection panel**

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson chi-square	1.605	1	.205		
N of valid cases	140				
a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 22.50. b. Computed only for a 2x2 table					

Table 4.31 provides information about what research variables were utilised in the cross-tabulation tests for internal candidates and the types of tests or checks conducted. These tests were grouped together, as they were the only types of checks or tests conducted during the recruitment process. The following statements were examined:

- Statement 10 – I gave consent before any reference checks were done
- Statement 11 – When I applied for my job, psychometric testing was conducted
- Statement 12 – When I applied for my job, a medical fitness exam was conducted

**Table 4.31: Internal candidate – checks, testing and exams (crosstabs)**

	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Internal candidate – Reference checks	127	84.1%	24	15.9%	151	100.0%
Internal candidate – Psychometric testing	136	90.1%	15	9.9%	151	100.0%
Internal candidate – Medical fitness exam	140	92.7%	11	7.3%	151	100.0%

Whether or not candidates consented to reference checks, was cross-tabulated with the type of candidate (internal or external). This is depicted in Table 4.32.

**Table 4.32: Question 1 – Internal candidate versus Question 10 – Reference checks (crosstabs)**

			Reference checks		Total
			No	Yes	
Internal candidate	No	Count	38	26	64
		Expected count	40.3	23.7	64.0
		Std residual	-.4	.5	
	Yes	Count	42	21	63
		Expected count	39.7	23.3	63.0
		Std residual	.4	-.5	
Total		Count	80	47	127
		Expected count	80.0	47.0	127.0

The p-value in Table 4.33 is .395, denoting that the result is not significant. In this instance there are no cells with expected counts less than 5, giving the chi-square test a valid result.

**Table 4.33: Chi-Square test for internal candidate and reference checks**

	Value	Df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson chi-square	.724	1	.395		
N of valid cases	127				
a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 23.31.					
b. Computed only for a 2x2 table					

Whether psychometric testing was conducted or not, was cross-tabulated with the type of candidate (internal or external). This is depicted in Table 4.34.

**Table 4.34: Question 1 – Internal candidate versus Question 11 – Psychometric testing (crosstabs)**

			Psychometric testing		Total
			No	Yes	
Internal candidate	No	Count	53	16	69
		Expected count	53.8	15.2	69.0
		Std residual	-.1	.2	
	Yes	Count	53	14	67
		Expected count	52.2	14.8	67.0
		Std residual	.1	-.2	
Total		Count	106	30	136
		Expected count	106.0	30.0	136.0

Owing to the p-value being .747 in table 4.35, the result is not significant. Conversely, there are no

cells with expected counts less than 5, giving the chi-square test a valid result.

**Table 4.35: Chi-square test for internal candidate and psychometric testing**

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson chi-square	.104	1	.747		
N of valid cases	136				
a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 14.78.					
b. Computed only for a 2x2 table					

In Table 4.36, whether a medical fitness exam was conducted or not, was cross-tabulated with the type of candidate (internal or external).

**Table 4.36: Question 1 – Internal candidate versus Question 12 – Medical fitness exam (crosstabs)**

			Medical fitness exam		Total
			No	Yes	
Internal candidate	No	Count	56	15	71
		Expected count	57.3	13.7	71.0
		Std residual	-.2	.4	
	Yes	Count	57	12	69
		Expected count	55.7	13.3	69.0
		Std residual	.2	-.4	
Total		Count	113	27	140
		Expected count	113.0	27.0	140.0

Owing to the p-value being .575 in Table 4.37, the result is not significant. Conversely, there are no cells with expected counts less than 5, giving the chi-square test a valid result.

**Table 4.37: Chi-square test for internal candidate and medical fitness exam**

Chi-Square Tests					
	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson chi-square	.314	1	.575		
N of valid cases	140				
a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 13.31.					
b. Computed only for a 2x2 table					

Table 4.38 provides information with regard to what research variables were utilised in the cross-tabulation tests for the second interview and whether the policy was executed. The following statements were examined:

- Statement 13 – A second interview was done
- Statement 14 – The recruitment policy was effectively executed during the recruitment process

**Table 4.38: Internal candidates – Second Interview and Policy Execution (Crosstabs)**

	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Internal candidate – Second interview	142	94.0%	9	6.0%	151	100.0%
Internal candidate – Policy executed	123	81.5%	28	18.5%	151	100.0%

Whether a second interview was conducted or not, was cross-tabulated with the type of candidate

(internal or external) in Table 4.39.

**Table 4.39: Question 1 – Internal candidate versus Question 13 – Second interview (crosstabs)**

			Second interview		Total
			No	Yes	
Internal candidate	No	Count	57	15	72
		Expected count	60.8	11.2	72.0
		Std residual	-.5	1.2	
	Yes	Count	63	7	70
		Expected count	59.2	10.8	70.0
		Std residual	.5	-1.2	
Total		Count	120	22	142
		Expected count	120.0	22.0	142.0

The p-value in Table 4.40 is .074, denoting that the result is not significant. Once again, there are no cells with expected counts less than 5, giving the chi-square test a valid result.

**Table 4.40: Chi-square test for internal candidate and second interview**

	Value	Df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson chi-square	3.182	1	.074		
N of valid cases	142				
<p>a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 10.85.</p> <p>b. Computed only for a 2x2 table</p>					

Whether the recruitment policy was effectively executed or not, was cross-tabulated with the type of candidate (internal or external). This can be seen in Table 4.41.

**Table 4.41: Question 1 – Internal candidate versus Question 14 – Policy executed**

			Policy executed		Total
			No	Yes	
Internal candidate	No	Count	40	20	60
		Expected count	43.9	16.1	60.0
		Std residual	-.6	1.0	
	Yes	Count	50	13	63
		Expected count	46.1	16.9	63.0
		Std.residual	.6	-.9	
Total		Count	90	33	123
		Expected count	90.0	33.0	123.0

In Table 4.42 the p-value is more than 0.05; it is .112, denoting that the result is not significant. Once more, there are no cells with expected counts less than 5, giving the chi-square test a valid result.

**Table 4.42: Chi-square test for internal candidates and policy execution**

	Value	Df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson chi-square	2.524	1	.112		
N of valid cases	123				
<p>a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 16.10.</p> <p>b. Computed only for a 2x2 table</p>					

Table 4.43 provides figures with regard to the research variables utilised in the cross-tabulation tests

for the manager's input and the offer of employment. The following statements were examined:

- Statement 15 – My manager had a say in my appointment
- Statement 16 – My offer of employment was made in writing

**Table 4.43: Internal Candidates – Manager's input and offer in writing (crosstabs)**

	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Internal candidate – Manager had a say	140	92.7%	11	7.3%	151	100.0%
Internal candidate – Offer in writing	142	94.0%	9	6.0%	151	100.0%

Whether the manager had a say in the appointment or not, was cross-tabulated with the type of candidate (internal or external). This is depicted in Table 4.44 below.

**Table 4.44: Question 1 – Internal candidate versus Question 15 – Manager had a say**

			Manager had a say		Total
			No	Yes	
Internal candidate	No	Count	24	45	69
		Expected count	29.6	39.4	69.0
		Std residual	-1.0	.9	
	Yes	Count	36	35	71
		Expected count	30.4	40.6	71.0
		Std residual	1.0	-.9	
Total		Count	60	80	140
		Expected count	60.0	80.0	140.0

In Table 4.45, the p-value is more than 0.05; it is .057, denoting that the result is not significant. Once more, there are no cells with expected counts less than 5, giving the chi-square test a valid result.

**Table 4.45: Chi-square test for internal candidates and the manager's input**

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson chi-square	3.622 <sup>a</sup>	1	.057		
N of valid cases	140				
a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 29.57. b. Computed only for a 2x2 table					

Whether or not the offer of employment was made in writing, was cross-tabulated with the type of candidate (internal or external). This can be seen in Table 4.46.

**Table 4.46: Question 1 – Internal candidate versus Question 16 – Offer in writing**

			Offer in writing		Total
			No	Yes	
Internal candidate	No	Count	26	43	69
		Expected count	30.6	38.4	69.0
		Std residual	-.8	.7	
	Yes	Count	37	36	73
		Expected count	32.4	40.6	73.0
		Std residual	.8	-.7	
Total		Count	63	79	142
		Expected count	63.0	79.0	142.0

In Table 4.47, the p-value is more than 0.05; it is .119, denoting that the result is not significant. As in all previous chi-square tests, there are no cells with expected counts less than 5, denoting that the test is valid.

**Table 4.47: Chi-square test for internal candidate and offer in writing**

	Value	Df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson chi-square	2.430	1	.119		
N of valid cases	142				
<p>a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 30.61.</p> <p>b. Computed only for a 2x2 table</p>					

Table 4.48 provides information with regard to what research variables were utilised in the cross-tabulation tables for the internal candidates and induction and probation period. The following statements were examined:

- Statement 17 – I had to follow an induction programme
- Statement 18 – During my induction, I was given a brief overview of the company's policies and practices
- Statement 19 – Induction included attention to the rules and regulations
- Statement 20 – In induction, expectations with regard to behaviour were clearly outlined
- Statement 21 – During induction, performance objectives were agreed upon
- Statement 22 – During my probation, my performance was evaluated and feedback was given to me

**Table 4.48: Internal candidates – induction and probation (crosstabs)**

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Internal candidate – Induction programme	136	90.1%	15	9.9%	151	100.0%
Internal candidate – Policies & practices	106	70.2%	45	29.8%	151	100.0%
Internal candidate – Rules & regulations	104	68.9%	47	31.1%	151	100.0%
Internal candidate – Behaviour outlined	103	68.2%	48	31.8%	151	100.0%
Internal candidate – Performance objectives agreed upon	103	68.2%	48	31.8%	151	100.0%
Internal candidate – Probation period	133	88.1%	18	11.9%	151	100.0%

Whether or not an induction programme was followed, was cross-tabulated with the type of candidate (internal or external). This can be seen in Table 4.49.

**Table 4.49: Question 1 – Internal candidate versus Question 17 – Induction programme (crosstabs)**

			Induction programme		Total
			No	Yes	
Internal candidate	No	Count	40	29	69
		Expected count	48.2	20.8	69.0
		Std residual	-1.2	1.8	
	Yes	Count	55	12	67
		Expected count	46.8	20.2	67.0

		Std residual	1.2	-1.8	
Total		Count	95	41	136
		Expected count	95.0	41.0	136.0

In Table 4.50, the p-value is less than 0.05; it is .002, denoting that the result is significant. Again as in prior chi-square tests, there are no cells with expected counts less than 5, denoting that the test is valid.

**Table 4.50: Chi-square test for internal candidate and induction programme**

Chi-Square Tests					
	Value	Df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson chi-square	9.390 <sup>a</sup>	1	.002		
N of valid cases	136				

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 20.20.  
b. Computed only for a 2x2 table

Whether the induction included a brief overview of the company's policies and practices or not, was cross-tabulated with the type of candidate (internal or external). This is depicted below in Table 4.51.

**Table 4.51: Question 1 – Internal candidate versus Question 18 – Policies & practices**

			Policies & practices		Total
			No	Yes	
Internal candidate	No	Count	24	29	53
		Expected count	31.0	22.0	53.0
		Std residual	-1.3	1.5	
	Yes	Count	38	15	53
		Expected count	31.0	22.0	53.0

		Std residual	1.3	-1.5	
Total		Count	62	44	106
		Expected count	62.0	44.0	106.0

In Table 4.52 the p-value is less than 0.05; it is .006, denoting that the result is significant. In addition, there are no cells with expected counts less than 5, denoting that the test is valid.

**Table 4.52: Chi-square test for the internal candidate and policies and practices**

Chi-Square Tests					
	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson chi-square	7.616 <sup>a</sup>	1	.006		
N of valid cases	106				

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 22.00.

b. Computed only for a 2x2 table

Whether or not the induction included attention to the rules and regulations of the organisation was cross-tabulated with the type of candidate (internal or external). This is depicted below in Table 4.53.

**Table 4.53: Question 1 – Internal candidate versus Question 19 – Rules & Regulations**

			Rules & regulations		Total
			No	Yes	
Internal candidate	No	Count	22	30	52
		Expected count	30.5	21.5	52.0
		Std residual	-1.5	1.8	
	Yes	Count	39	13	52
		Expected count	30.5	21.5	52.0
		Std residual	1.5	-1.8	

Total	Count	61	43	104
	Expected count	61.0	43.0	104.0

In Table 4.54, the p-value is .001, which is less than 0.05, denoting that the result is significant. In addition, there are no cells with expected counts less than 5, denoting that the test is valid.

**Table 4.54: Chi-square test for the internal candidate and rules and regulations**

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson chi-square	11.459	1	.001		
N of valid cases	104				
a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 21.50. b. Computed only for a 2x2 table					

Whether or not the expectations with regard to behaviour were clearly outlined, were cross-tabulated with the type of candidate (internal or external). This can be depicted in Table 4.55.

**Table 4.55: Question 1 – Internal candidate versus Question 20 – Behaviour outlined**

			Behaviour outlined		Total
			No	Yes	
Internal candidate	No	Count	26	25	51
		Expected count	31.7	19.3	51.0
		Std residual	-1.0	1.3	
	Yes	Count	38	14	52
		Expected count	32.3	19.7	52.0

		Std residual	1.0	-1.3	
Total		Count	64	39	103
		Expected count	64.0	39.0	103.0

In Table 4.56, the p-value is .021, which is less than 0.05, denoting that the result is significant. In addition, there are no cells with expected counts less than 5, denoting that the test is valid.

**Table 4.56: Chi-square test for internal candidates and behaviour outlined**

	Value	Df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson chi-square	5.343	1	.021		
N of valid cases	103				
a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 19.31. b. Computed only for a 2x2 table					

Whether performance objectives were agreed upon and set during induction or not, was cross-tabulated with the type of candidate (internal or external). This is depicted in Table 4.57.

**Table 4.57: Question 1 – Internal candidate versus Question 21 – Performance objectives agreed upon (crosstabs)**

			Perf obj agreed upon		Total
			No	Yes	
Internal candidate	No	Count	29	23	52
		Expected count	34.3	17.7	52.0
		Std residual	-.9	1.3	
	Yes	Count	39	12	51
		Expected count	33.7	17.3	51.0
		Std residual			

		Std residual	.9	-1.3	
Total		Count	68	35	103
		Expected count	68.0	35.0	103.0

In Table 4.58, the p-value is .027, which is less than 0.05, denoting that the result is significant. In addition, there are no cells with expected counts less than 5, denoting that the test is valid.

**Table 4.58: Chi-square test for internal candidate and performance objectives**

	Value	Df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson chi-square	4.918	1	.027		
N of valid cases	103				
a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 17.33. b. Computed only for a 2x2 table					

Whether performance was evaluated and feedback given during the probation period or not was cross-tabulated with the type of candidate (internal or external). This is depicted in Table 4.59.

**Table 4.59: Question 1 – Internal candidate versus Question 22 – Probation period (crosstabs)**

			Probation period		Total
			No	Yes	
Internal candidate	No	Count	34	32	66
		Expected count	28.8	37.2	66.0
		Std.residual	1.0	-.9	
	Yes	Count	24	43	67
		Expected count	29.2	37.8	67.0

		Std residual	-1.0	.8	
Total		Count	58	75	133
		Expected count	58.0	75.0	133.0

In Table 4.60, the p-value is .068, which is more than 0.05, denoting that the result is not significant. Conversely, there are no cells with expected counts less than 5, denoting that the test is valid.

**Table 4.60: Chi-square test for internal candidate and probation period**

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson chi-square	3.330	1	.068		
N of valid cases	133				
a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 28.78. b. Computed only for a 2x2 table					

Chapter 4 has covered the analysis of the results. In some instances relatively detailed explanations were provided to ensure that the results were properly understood. Chapter 5 continues with discussion and recommendations.

## **Chapter 5**

### **Discussion and Recommendations**

#### **5.1 Introduction**

Chapter 4 dealt with the interpretation of the data once it had been analysed and presented in a more comprehensible form; in Chapter 5 the results will be interpreted and discussed. During this discussion, each questionnaire will be summarised separately; thereafter the recommendations are given. The main aims of the study will be reiterated together with a short discussion of each.

#### **5.2 Performance management**

##### **5.2.1 Discussion of analysis**

This subsection of the chapter deals with the second research question and confirms that out of 151 respondents, only 30 indicated that the company they were employed at had a performance management programme in place.

The sample size was 151 completed questionnaires, 121 respondents obtained a score of 62 or lower, resulting in the implementation of an intervention. The remaining 30 respondents were excluded from the intervention, as their scores were higher than 62, thus not necessitating an intervention.

##### **Descriptive statistics**

Descriptive statistics, as shown in Tables 4.1 and 4.4, were used to analyse the unrefined data obtained from the questionnaire relating to research question 2. The question relates to whether there was a performance management programme in place. Tung et al (2011:1287) elucidate that employee performance must be managed and measured because if organisations are to survive in the rapidly changing environment, employees and management will have to operate more effectively. A performance management programme is therefore a vital element and should not be ignored.

In Table 4.4 it was noted that 121 employees participated in the implementation of the performance management programme. This verifies not only that the respondents received below the cut-off point but that there was not a performance management programme in

place. The reason for the rules of the performance management programme or process not be followed or actioned, can be put down to the companies not deeming this function as vital or companies not understanding how this process assists with the improvement of employee performance.

Descriptive statistics is the discipline of quantitatively describing the main features of a collection of data; it summarises a sample, rather than extrapolating evidence about the population that the sample of data is thought to represent.

The summaries in Table 4.1 and 4.4 form the basis of the initial description of the data. While this data may be utilised as part of a more extensive statistical analysis, for the purpose of this study, what is represented in this table alone is important.

Table 4.1 provided the descriptive statistics from the initial performance management questionnaire, while Table 4.4 provided the descriptive statistics from the questionnaire redistributed after the intervention. A distinct difference can be seen in these tables, particularly in the mean of the redistributed questionnaire. It had increased significantly in 22 of the statements, and had almost doubled. The fact that an increase is evident, confirms that employees awareness, involvement and attitude towards performance management had evolved. Armstrong (2006:494) explains that performance management programmes have become prominent in recent years as it provides a more cohesive and continuous approach to the management of employee performance.

The remaining three statements received an increase of .30 at most in the mean. Those statements were the only three statements requiring joint involvement from both the employee and employer. The statements are:

- Statement 9 – Employees and managers have been involved in the development of the performance management programme.
- Statement 14 – My performance is measured and evaluated by using mutually agreed indicators.
- Statement 19 – Plans are established, jointly and in consultation, in order to improve performance.

The three statements above are essential in the performance management programme for many reasons. In essence, the mean of statement 9 could not have increased by that much after the redistribution, since the performance management programme and behavioural criteria sheet or performance appraisal had already been developed. This denotes that employees were not given an opportunity to be part of this process. However, for statements

14 and 19, the mean should have increased by as much as those for all other statements, since by that time organisations should have understood their importance and executed the statements appropriately. Since organisations did not confirm their employees' involvement in the execution of these statements, it can only be construed that organisations do not deem it important for employees to participate and contribute towards the requirements in these statements, despite the fact that a fundamental factor of performance management is that it is a shared process between managers and employees. Performance management is a crucial element that should embrace the input of parties concerned.

The increase in the mean (average) after the redistribution of the questionnaire is more than likely due to human manipulation, as the intervention effected a brief performance management programme. This also resulted in the 'Strongly Agree' and 'Agree' options being the most selected options in Table 4.4, as opposed to 'Strongly Disagree' and 'Disagree' as in the initial questionnaire in Table 4.1.

This, in turn, affected the mode and options available in the Likert scale, which were:

- 1 – 'Strongly Disagree'
- 2 – 'Disagree'
- 3 – 'Agree'
- 4 – 'Strongly Agree'

In Table 4.1 the mode was 1 in all instances, while in Table 4.4 the mode was more varied. Table 4.4 revealed that in 16 statements 3 was the mode, 4 of the statements had 4 as the mode and the remaining 5 statements were split between 1 and 2. The three statements that had 1 as the mode were the statements that received the lowest mean in Table 4.4. Once again, these are statements 9, 14 and 19, which were those statements that required joint involvement of employee and employer.

This indicates that because of the intervention, the results of the redistributed questionnaire on the whole were enhanced. The invention therefore altered employees' perceptions and understanding of performance management, while effecting awareness and involvement of both the employee and employer. As a result of the intervention, performance management is now perceived as a productive and beneficial process which in turn assists employees in reaching their full potential. Schraeder and Jordan (2011:4) agree with the above mentioned statement and in addition explain that the management of employee performance is now

regarded as an essential function; because the sustained competitiveness of any organisation may very well hinge on the overall effectiveness of this function.

#### Paired samples

Paired samples tests were conducted as these types of tests explore whether there is a difference between the first and second test, as the test makes use of pre- and post-test scores.

Table 4.7 depicts that the two means were in fact different from each other upon measurement of the pre- and post-test scores after exposure to the intervention. The pre- and post-test scores received were from the same respondents, suggesting an underlying relationship between the scores. The test substantiates the findings in Table 4.6 (that the mean had increased), and confirms that the means were, in fact, different from each other. The intervention is the only discrepancy on examination of all factors relating to the pre- and post-test scores, which suggests that the intervention was the reason for the increase in the mean.

Table 4.7 examines whether the two means were statistically different, and the sig value (p-value) was used to validate this.

All but three of the statements received a p-value of less than .05, concluding that there was a statistically significant difference between the two means. Of the three statements that received a p-value greater than .05, two would have required a further performance appraisal for employees, or a longer performance management programme, to elicit a more favourable response.

When examining feedback regarding the management of employee performance, not all aspects can be properly measured or reviewed after one intervention. Statement 13 dealt with the employee's receiving constructive feedback when improvement was needed, while statement 18 dealt with areas of poor performance that were identified when evaluating the employee's work. These two statements indicated that the performance management programme should run for longer periods for employees to respond appropriately, since they had experienced what the statement encompasses.

Statement 17 dealt with the job description that should have been communicated to the employee. This statement received a low score after the intervention, and is therefore a cause for concern, as this is a section that should have been covered and understood by all employees. In order to evaluate or monitor employees' performance, it is imperative that all

employees' job descriptions are communicated to them to facilitate their comprehension of performance expectations.

In agreement with this is Bagraim et al (2010:228) who goes on to explain that employees need to know ahead of time on what basis they are going to be appraised or evaluated; over and above that, no manager can expect an employee to manage his/her performance if they are not aware of what standards the performance will be measured against. Simply handing a job description to an employee will not suffice; performance expectations should be clearly understood.

As a final point, the test proved that there was a statistical significance between the two means, and the three statements that received a less favourable response had no impact on the end result. Furthermore, the confidence interval shown in Table 4.7 confirmed the result of the t-test.

All tables relating to the initial distribution and redistribution of the performance management questionnaire reveal that the outcome of the redistributed questionnaire was enhanced. All tests confirmed that there was a significant difference in the statistics obtained from the different variables. The two variables were the statistics collected from the initial completed questionnaire and the statistics collected from the completed redistributed questionnaire.

On looking at the descriptive statistics of each variable, it could be discerned that the redistributed questionnaire obtained more favourable responses from employees. Once the 'before' and 'after' statistics were paired, not only was it more evident, but it also confirmed that the redistributed questionnaire elicited better responses from employees.

There was no difference in the substance of the questionnaires; however the redistributed questionnaire was subsequent to an intervention. This intervention encompassed a performance appraisal and a brief discussion regarding training, the short- and long-term goals of the employee, and performance in general. In a number of instances, this was the first time that a supervisor or manager had spent time with the employee to discuss his or her performance.

Table 4.1 revealed that the majority of the respondents selected 'Strongly Disagree' when asked whether there was a performance management programme in place at their company of employment. It is therefore clear that the intervention was the rationale behind the enhanced responses from the employees. This conclusion was based on the scores taken from Table 4.1, 4.4, 4.6 and 4.7.

### **5.2.2 Recommendations for performance management**

The statistics confirmed that when an organisation understands, shows an interest in and carries out the performance management function effectively, employees' responses towards the function were positive and constructive. The intervention itself did not take up much of employees, supervisors or managers' time, thus demonstrating that performance management need not be a long, drawn out, and unproductive administrative duty. Mello (2011:428) concurs with this statement and explains that performance management programmes need not be formal in order to be effective. The most important concern in designing a performance management programme is its fit with the organisation's objectives and culture.

Based on the results, it is recommended that organisations implement and maintain a performance management programme for its diverse benefits. Carrell et al (1997:13) agree with this statement and in addition explain that the growth of an organisation is closely related to the development of its human resources. When employees do not reach their full potential in performance, a stagnant organisation will more than likely result. A performance management programme will not guarantee organisational success but is commonly found in successful organisations.

All companies operating in this industry ought to invest in a suitable performance management programme – a programme that has been developed and shaped to the needs and culture of the company. Performance management is an increasingly popular topic in today's economy and is a function that merits attention, because organisations need to be more efficient and effective to remain competitive. In terms of performance management, people tend to think only of the performance appraisal with its negative connotations; however performance management constitutes much more than this one aspect.

Not only does performance management reward good performance, it provides opportunities for improving performance. This process encourages managers make time to provide employees with regular feedback relating to their performance, resulting in the identification of their strengths and weaknesses. Good performance is recognised and rewarded, and in incidences of poor performance, ways are identified for performance to be improved.

Performance management provides the opportunity for employees to boost their knowledge of their current job, which in turn helps to gain skills for future advancement and job opportunities.

Another important factor is that performance management provides employees with a clear understanding of their job expectations, which eliminates workplace ambiguities as the employee is allowed the opportunity to think about and discuss specific duties, responsibilities, and goals. Including employees in the section relating to job expectations makes them feel needed and important. Should the employee express suggestions or sentiments, the manager may consider them, and should the employee have any questions, the manager may clarify them.

By managing performance, the organisation creates an environment that is conducive to enhancing employees' skills through training, development, motivation, guidance, support, coaching and mentoring; this will assist employees in making better use of their skills, thus enhancing individual job performance and organisational effectiveness. Innes (2013) agrees with this statement and explains that it is generally accepted that a content workforce would be a more productive workforce.

A performance management module is a system that organisations can use daily to care for employees as well as monitor their performance. This module is to be viewed as a system to provide managers with the skills to instil reliability and performance management as a daily process within the organisation. Furthermore, this module is a means by which knowledge regarding performance can be acquired for decisions to be made relating to improvements in employee performance and work processes. People are essential to any organisation and a performance management module will help build support, guidance and momentum. Such a module can work well on its own, and/or in conjunction with various other modules that could benefit the organisation. A performance management model has been developed based on the results obtained in the present study, in that employees and managers perceptions have been altered regarding performance management. There is more of an understanding regarding performance management and it is now viewed as a beneficial process for all parties concerned. The important elements of a performance management programme have been summarised and tabulated into a performance management model that can be utilised in organisations falling within the imports and exports industry. The elements that are noted in the model is a combination of various functions that were measured in the questionnaire and the behavioural criteria sheet which related to the actual performance of the individual. It also encompasses the very important aspects of planning, communication, joint consultation and mutual agreement. Thereafter it includes the very reason why performance management programmes were introduced; the monitoring, measurement and improvement of employee performance as well as feedback thereof. This model is a conclusion of the main actions of performance management. The model is illustrated and discussed overleaf.



**Figure 5.1: Performance management model**

**Source: Researcher**

## 1. Plan

Planning is an important aspect of any function that is to be executed within an organisation. With regard to performance management, it is important that employees know what is required of them and more specifically, what exactly is to be done. This section of the module would therefore delineate the following:

- Set goals and targets
- Select indicators for the measurement of performance
- Identify relevant performance standards
- Communicate expectations

## 2. Execute

This segment of the module deals with the reason for the existence of a performance management module – performance. Employees have already been given all required information as listed above, now they must perform. In order to execute a performance management process and module, performance is the key element. This is the element of the module where employees receive all the required resources and knowledge regarding the set performance standards and must now carry out the job-related activities; in simple terms, they must now perform.

## 3. Evaluate

While performance (the previous segment) is an important element of the performance management module, even the finest performance management module will not succeed without effective monitoring and measurement of employee performance. This element demonstrates to employees that management values them. It is impossible to measure performance without monitoring it; this is because monitoring is a means by which information or examples of work are gathered in order to compare them with the performance standards set in the first element. Siti-Nabiha et al (2012:105) explains that the monitoring of performance can be used to understand why there are performance gaps and this in turn can be used to prescribe actions to improve performance. This element also facilitates and improves communication during the feedback session and appraisal, which is the next element.

#### 4. Feedback

This segment of the performance management module encompasses the appraisal and feedback to the employee. Addendum 5 provides managers with guidance on how to prepare for the performance appraisal. During this time it is determined whether the employee is performing according to the set performance standards, and this can be done effectively because of the monitoring and measurements that have previously taken place. Good performers will receive recognition and poor performers will have a performance improvement plan compiled and be provided with the required guidance and support. Mayer and Davis (199:123) agree with the statement above and in addition elucidate that the effective use of performance appraisal systems may provide an opportunity to build trust in organisations.

To summarise, the performance management model provides the foundation for the management of performance and should be seen as an approach through which the organisation can help individuals meet their goals as well as the organisational goals.

### **5.3 Behavioural criteria sheet – relating to employee performance**

#### **5.3.1 Discussion of analysis**

In Chapter 4 it was explained that only 121 respondents participated in the behavioural criteria sheet, as this formed part of the intervention. This subdivision of the chapter covers research questions 3 and 4, in that it provides information that proves that a performance management programme has an influence on job performance and that the performance of employees are enhanced once a performance management programme was implemented.

##### Descriptive statistics

Table 4.8 and 4.10 were used to analyse the unrefined data obtained from the behavioural criteria sheet. Table 4.8 provided the descriptive statistics from the initial completed behavioural criteria sheet, while Table 4.10 provided the descriptive statistics from the behavioural criteria sheet that was completed six months later.

While the difference was not significant, some differences were evident when reviewing Table 4.12. In all ten criteria or statements the mean had increased; even though this increase was marginal, this is notable. In addition, it was detected that the mode had also increased. This means that employees' responses became slightly more favourable with regard to the options selected.

The results increased to some extent, indicating that the performance intervention had a positive impact on the performance of the 121 employees. A difference denotes that respondents or employees' performance was enhanced because of the performance intervention. MBA Partnership (2013) explains that performance management can be described as a strategic and integrated approach to increasing the efficiency of organisations through improving the performance of the employees by developing capabilities. The principles of performance management are necessary wherever in the world people interact with their environments to produce desired effects.

While a slight difference can still be observed for criterion or statement 3, there is not much activity in that area since this criterion deals with the training and development of subordinates. The reason for this could be that this statement only applies to supervisors and those of higher rank, as they have employees for whom they are responsible and who report to them.

#### Paired samples tests

In Chapter 4, Table 4.12, 4.13 and 4.14 examined paired samples tests. The tables have confirmed that not only have the means (pre- and post-test scores) increased, but that there was a statistically significant difference. The behavioural criteria sheet was redistributed six months after the intervention, which indicates the intervention was the reason for the increase in the means. While not every criterion for each respondent improved, the fact that there was a significant difference proves that some involvement from management in respect of employee performance has a positive influence. Armstrong (2006:496) explains that the real theory of performance management is associated with an approach to helping each employee understand and recognise their part in contributing to organisational goals and in doing so, manage and enhance the performance of employees.

The findings of the behavioural criteria sheet are related to the performance of the employees who underwent the intervention. The scores indicate that in nine of the ten statements, the performance of the respondents or the feedback received from the behavioural criteria sheet, had improved.

This statement is supported by the results depicted in all tables relating to the behavioural criteria sheet. This then confirms that that the slightest amount of interaction with employees regarding their performance, offering support and guidance, monitoring and evaluating their

performance, and providing them with feedback, had a positive effect on performance, resulting in its enhancement.

The objectives of every organisation are not only survival, but also profitability. The achievement of these objectives largely depends on the employees' performance. This is agreed to by Ivancevich (2004:255) who explains that performance management is the process by which executives, managers and supervisor work to align employee performance with the goals of the organisation. The information detailed above has proved that managing employees' performance does enhance it to a certain extent. As a result, organisations should create a culture that is conducive to managing employee performance.

## **5.4 Recruitment**

### **5.4.1 Discussion of analysis**

This segment of the chapter covers research question 1 as it set out to determine whether the same recruitment process was made use of for all employees, irrespective of their occupational level. The results have confirmed that the same process was made use of, but the problem lies in the fact that many of the steps in the recruitment process have been omitted in this contingency driven industry. The reason for the steps being omitted is due to the fact that the importance thereof is not understood or underestimated.

The analysis of the data for recruitment was segregated per question from Question 3 onwards; the discussion will be handled likewise. Each question is either a step or forms part of a step in the recruitment process and was cross-tabulated with Question 1, which investigated whether the individual was an internal candidate, and Question 2, which investigated whether the individual was an external candidate. The cross-tabulation was used because it searches for changes in different groups; in essence it looks at two different groups to determine whether there were two different responses – internal candidates being the group variable.

It is important to understand that certain steps in the recruitment process are considered more crucial for an external candidate than for an internal candidate, since an external candidate comes into the organisation's environment uninformed of many conditions. The results, displayed in Table 5.1, and a brief discussion of each step, are outlined overleaf.

**Table 5.1: Internal candidates versus recruitment questions**

<b>a.) Advertisement</b>			
		No	Yes
<b>Internal Candidate</b>	No	40	26
	Yes	16	53
<b>b.) Recruitment agency</b>			
		No	Yes
<b>Internal Candidate</b>	No	43	24
	Yes	63	3
<b>c.) Job description</b>			
		No	Yes
<b>Internal Candidate</b>	No	23	50
	Yes	37	33
<b>d.) Job specification</b>			
		No	Yes
<b>Internal Candidate</b>	No	27	45
	Yes	39	31
<b>e.) Expectations</b>			
		No	Yes
<b>Internal Candidate</b>	No	28	45
	Yes	33	36
<b>f.) Learn about the company</b>			
		No	Yes
<b>Internal Candidate</b>	No	33	39
	Yes	41	25
<b>g.) Selection panel</b>			
		No	Yes
<b>Internal Candidate</b>	No	44	26
	Yes	51	19
<b>h.) Reference checks</b>			
		No	Yes
<b>Internal Candidate</b>	No	38	26
	Yes	42	21

<b>i.) Psychometric testing</b>			
		No	Yes
<b>Internal Candidate</b>	No	53	16
	Yes	53	14

<b>j.) Medical fitness exam</b>			
		No	Yes
<b>Internal Candidate</b>	No	56	15
	Yes	57	12

<b>k.) Second interview</b>			
		No	Yes
<b>Internal Candidate</b>	No	57	15
	Yes	63	7

<b>l.) Policy executed</b>			
		No	Yes
<b>Internal Candidate</b>	No	40	20
	Yes	50	13

<b>m.) Manager had a say</b>			
		No	Yes
<b>Internal Candidate</b>	No	24	45
	Yes	36	35

<b>n.) Offer in writing</b>			
		No	Yes
<b>Internal Candidate</b>	No	26	43
	Yes	37	36

<b>o.) Induction programme</b>			
		No	Yes
<b>Internal Candidate</b>	No	40	29
	Yes	55	12

<b>p.) Policies and practices</b>			
		No	Yes
<b>Internal Candidate</b>	No	24	29
	Yes	38	15

<b>q.) Rules and regulations</b>			
		No	Yes
<b>Internal Candidate</b>	No	22	30
	Yes	39	13

<b>r.) Behaviour outlined</b>			
		No	Yes
<b>Internal Candidate</b>	No	26	25
	Yes	38	14

<b>s.) Performance objectives agreed upon</b>			
		No	Yes
<b>Internal Candidate</b>	No	29	23
	Yes	39	12

<b>t.) Probation period</b>			
		No	Yes
<b>Internal Candidate</b>	No	34	32
	Yes	24	43

#### a.) Advertisement

The results in the table above indicate that organisations do make use of advertisements, and while there were individuals who did not apply for their current job through an advertisement, the majority of individuals did. Born and Taris (2010:486) explain that at present, job advertisements in newspapers are one of the most commonly used means to attract job seekers.

Whether the respondent was an internal or external candidate is irrelevant, because both types of candidates may apply through an advertisement. In the event that a respondent did not apply through an advertisement, there is still the option for only an external candidate to apply through a recruitment agency, which is the next question to be discussed. In the event that an internal candidate did not apply through an advertisement, he or she more than likely received a promotion.

#### b.) Recruitment agency

Table 4.17 indicates that the majority of respondents did not use recruitment agencies, as some respondents used advertisements.

While many candidates applied through advertisements, a larger total were expected to have recruited through an agency, which does pose a question in respect of how a small portion of positions are filled within this industry.

This could suggest that in certain instances employees have been placed within the organisation without even applying for the job. This then denotes that in such instances, when a position was vacant and needed to be filled, it was filled either by an individual that someone in the selection panel knew or the individual came highly recommended.

Should occurrences such as these be taking place, it would not be very ethical, as such individuals have obtained positions without going through the recruitment process. All employees, irrespective of the designation, must complete the correct and full recruitment process.

#### c.) Job description

Irrespective of whether a candidate is an internal or external candidate applying for a new job or being offered a promotion, the job description should be discussed in the interview. Table 4.21 shows that of a total of 143 respondents, 58% indicated that they were informed of the job description during the interview. Therefore 42% of the respondents were not informed of the job description during the interview.

While the majority of applicants were informed of the job description, the fact that 42% of the respondents were not informed of the job description is unacceptable. An organisation will employ the individual whom they consider to be the best fit for a particular job, in that the candidate is to be capable of performing all tasks.

Being informed of the job description is crucial as that is how organisations and applicants learn whether the candidate can perform exactly what is required in that particular job. The fact that not all respondents were informed of the job description could suggest that organisations should attach more importance to this task.

#### d.) Job specification

The results indicate that while organisations informed the majority of respondents of the job specification, 46.5% of respondents were not informed. It is essential that all job candidates are made aware of the job specifications for the same reasons as mentioned under the heading of 'job description', above. Being aware of the job specification is important information that should be discussed during the interview. For the employer, this information assists in determining whether the applicant is an appropriate match for the job, while for the applicant, this is where much more information about the job is provided.

#### e.) Expectations

While the majority of respondents were informed of the expectations during the interview, 43% indicated that they were not informed. It is essential that all job candidates are made aware of the expectations for the same reasons as mentioned above under the heading of 'job specification'. By organisations omitting this information, candidates are misinformed and do not have all the information required to make an informed decision.

#### f.) Learn about the company

Table 4.27 shows that of 138 respondents, 54% indicated that they were not given the opportunity to learn about the company. While this may seem like irrelevant information to the organisation, for a candidate looking for employment, learning about the company and its culture is additional helpful information.

#### g.) Selection panel

The majority of the respondents indicated that the interview did not consist of a selection panel. Having more than one manager interview a candidate is a better option for many reasons, but Mullins (1995:752) explains that the main reason is because the use of a panel interview lessens the chances of discrimination. Based on the results, it seems as though the organisations in this industry do not consider a selection panel important.

#### h.) Reference checks

While the majority of respondents indicated that they had not given consent prior to any reference checks, this refers only to the fact that they did not give consent during the interview at the company, not that they did not give consent at all.

#### i.) Psychometric testing

Of a total of 136 respondents, 78% indicated that psychometric testing was not conducted as part of the recruitment process; this is the greater part of the total. Hunt (2007:20) explains that psychometric tests collect data from applicants that can be used to predict future job

performance. Psychometric testing can be useful for many positions and organisations ought to consider making use of this for certain positions.

While this industry encompasses jobs of a very physical nature and such testing may not be required, psychometric testing may only be beneficial for supervisory-level and higher positions.

#### j.) Medical fitness examination

The majority of respondents confirmed that they were not required to undergo a medical fitness examination during the recruitment process. In this specific industry, only those employees who operate machinery are required to undergo a medical examination. The fact that the majority of the group did not undergo a medical examination does not reveal that organisations do not conduct these examinations; it merely reveals that only certain respondents have undergone this examination, as it is required for a specific position. A medical fitness examination is not required for all positions.

#### k.) Second interview

Table 4.39 illustrates that the majority of respondents did not have a second interview. The larger group that contended that they were not given the chance of a second interview comprised internal candidates. This is possibly because managers already know the capabilities, skills, work ethic and absenteeism record of an internal candidate. In most instances managers have done their homework, and the interview is a chance for them to gain additional information that can only be acquired through talking to the candidate.

There was still a large group of external candidates who did not have a second interview. The second interview is where the terms of an employment offer may be negotiated and normally constitutes the hiring process. While this may seem a less important step in the recruitment process, it is a step that provides yet another opportunity for both parties to acquire additional information. The Careers Advisory Service of Trinity College Dublin (2012) agrees with this statement and notes that a second interview is a more in-depth procedure than the first.

l.) Recruitment policy

While the majority of respondents confirmed that the recruitment policy was not effectively executed during their placement, this could also mean that some respondents were not aware of what the recruitment policy actually is. This will be addressed under Question 18, which examines the policies and practices of the company.

m.) Manager's input

The majority of respondents confirmed that their manager was consulted about their appointment; there were, however, still many respondents who confirmed that their managers were not consulted. The manager of a potential employee knows better than anyone what is required in the position and therefore it is imperative that they be consulted in the final decision.

n.) Offer in writing

Table 4.46 reveals that 80% of respondents confirmed that they had received their offer of employment in writing; however there were respondents who confirmed that they did not receive an offer in writing. The documentation of such confirmation or agreement is a very important aspect of the recruitment process and is evidently viewed as such in this industry.

o.) Induction programme

In this step of the recruitment process, 70% of the respondents indicated that they had not undergone an induction programme. This means that the companies in this industry deem an induction programme unimportant.

While many companies may consider an induction programme a separate task of another function, essentially it is still part of the recruitment process. Over and above that, Chapman (2010) explains that proper induction is increasingly becoming a legal requirement.

p.) Policies and practices

Most respondents confirmed that they were not given a brief overview of the company's policies and practices. This is still part of the induction process and as so many individuals did not undergo an induction programme, one can understand why many individuals did not receive a brief overview of the company's policies and practices. A company's code of conduct, policies and practices is important information that employees should be aware of, since they are to abide by it.

q.) Rules and regulations

The majority of the respondents were not made aware of the rules and regulations. This once again is information that would have been covered in an induction programme.

r.) Behaviour outlined

As mentioned in Question 17, 18, 19 and 20, this is still part of the induction programme and is information that should have been covered. Yet, the majority of respondents indicated that information relating to behaviour was not outlined.

s.) Performance objectives

The majority of respondents confirmed that they did not agree on performance objectives. This is an aspect that will not only be covered during the recruitment process but also in the performance management programme. For 121 of the respondents, performance management was only covered for the first time when it was implemented during this study. Respondents are to be made aware of this so that they are aware of what their performance will be measured against.

t.) Probation period

While the majority of individuals confirmed that their performance was evaluated during their probation period, there were individuals who did not agree with this statement. All employees should have their performance evaluated, and feedback given to them during their probation period. This benefits and safeguards both the employee and employer, because during this

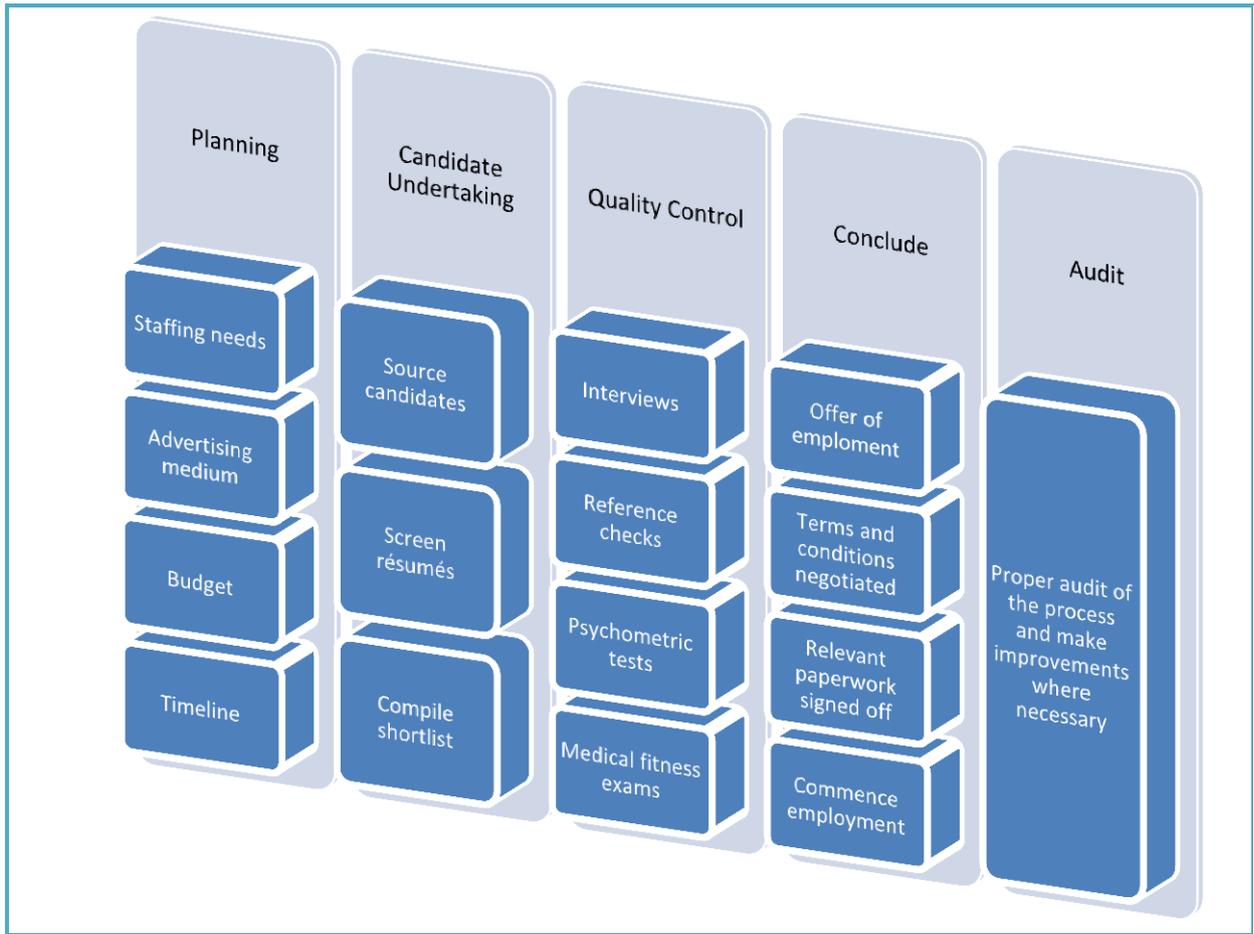
time it will be determined whether the employee is either not suited to the job, is suited to the job but requires additional training and the probation period should therefore be extended, or the employee is well suited to the job.

#### **5.4.2 Recommendations for recruitment**

Many researchers and authors have claimed that people are a very valuable asset to an organisation, and inevitably, the employees contribute to the overall objectives and goals of the organisation. People should be an extremely valuable asset to an organisation as in today's fierce working environment, many organisations resort to competing for the best candidate, as talent is scarce. Pursuing this line of enquiry, Brock and Buckley (2013:273) posit that an organisation's ability to recruit and retain the best employees becomes essential for developing and sustaining a competitive advantage.

Before the recruitment process commences, it is imperative that the needs of a vacant or newly created position are realistic, as one downfall of many organisations is creating unrealistic specifications; the position should be portrayed as accurately as possible. Applicants should be made aware of the potential challenges and demands of the position. It is crucial that the organisation recruits the right individual, into the right job, at the right time. Addendum 6 provides information on how to interview successfully. Recruiting staff is essential, but it is a costly exercise in any organisation and should be done properly. An organisation may have the latest technology and resources, but without the right people it will not achieve the required results. Recruitment is a topical area and has become ever more important, since the employees of an organisation are the foundation of its competitive advantage. According to Naukrihub.com (2013), an integral part of any organisation's human resource planning is the function of recruitment. Based on the results obtained in the present study and the important elements of recruitment, a recruitment model has been developed which empowers management to execute this function effectively. While 20 variables were measured when focusing on recruitment, only 16 actions appear in the recruitment model overleaf. The reason for this is that in some instances, more than one variable pertained to the recruitment action. The main outcome of the recruitment questionnaire was that the important elements of recruitment were established. These elements were grouped into categories and based on the actions performed in each category, labels were determined per category according to the function it serves in recruitment.

Overleaf is an example of such a model with a brief explanation.



**Figure 5.2: Recruitment model**  
**Source: Researcher**

### Planning

Planning is a process consisting of several steps, and this applies to the task of planning any function within any organisation. This element of the recruitment model identifies or forecasts the course of action to be followed, as it formulates the steps and guidelines that will ensure the effective implementation of the proposed plan.

Factors to be discussed and decided are the staffing needs (how many new employees are required and for which positions), preferred medium for advertising (where will the advertisement be placed), budget allocation (how much is there to spend) and the timeline within which this is to be achieved. While this may not seem a great deal of information, it is critical information and should be clarified before execution.

## Candidate undertaking

The 'candidate undertaking' segment of the model encompasses all tasks up to the compilation of a shortlist of candidates. This entails the sourcing of candidates, the screening of résumés, and the compilation of a shortlist of those candidates meeting the minimum requirements who will be interviewed.

## Quality control

Interviews (first and second) are held, and all required checks and necessary assessments are done. This is where the company establishes the value or worth of the possible candidate. The company will only interview candidates whom they consider suitable for the required position. After the first round of interviews, a few candidates will be eliminated from the process. Thereafter the required checks and assessments are conducted, and once again, candidates who have not met the pre-determined standards will be eliminated. At this stage, the organisation will have few remaining candidates and will proceed to the next element in the model.

## Conclusion

In this element, everything related to filling the position is concluded. A decision is made regarding which candidate the company would like to fill the position, an offer of employment is made, all terms and conditions are negotiated, all relevant paperwork is signed, and the candidate commences employment.

## Audit

In order to develop the recruitment strategy for the next year as well as to determine whether the recruitment process has been a success, it must be audited. Each step in the process must be audited to identify the points of failure. In certain instances the process may not have been as successful as management would have liked it to be; however at this stage management is unaware of which step or element is the cause of the problem.

As a result, what is currently done and what is not done will need to be examined to locate the problem. Once the problem has been detected, methods to improve the situation should be instituted to correct the process and make it more effective.

Recruitment is a function that goes one step further as it aims to retain employees and not only recruit them. Taylor and Collins (2000:304) adumbrate that organisations in a variety of sectors find that they are engaged in fierce and continuing battles with competitors for the recruitment of the best new hires. In agreement is Cascio (2003:201), who identifies recruitment as a form of business that is fiercely competitive.

Consequently, this has led to parties involved in this function keeping abreast of current research relating to recruitment, as well as being apprised of technological developments, judicial requirements and being cognisant of the economy in general.

## **5.5 Summary**

In Chapter 5, the results of both questionnaires as well as the behavioural criteria sheet were presented and discussed. The results were also integrated with the insights gained from Chapter 2, the literature study, and Chapter 3, the research methodology. One of the objectives of the study was to develop a better understanding of the recruitment and performance management functions, and the results extrapolated from the questionnaires achieved this objective. The final chapter will provide a summary of the findings in relation to the study's objectives.

# Chapter 6

## Conclusion

### 6.1 Overview of the study

The purpose of this chapter is to provide a succinct summary of what has been accomplished through this study. In Chapter 1 it was explained that in most companies, recruitment and performance management are critical functions where specific policies, processes and procedures have already been developed and implemented to support employers. The problem that was investigated was whether the above-mentioned functions were adhered to as stipulated by the company. In order to conduct a thorough investigation, both the recruitment and performance management processes were examined.

The objectives of the study were:

- 1.) to develop a better understanding of the recruitment and performance management functions in the import and export industry in Cape Town, and
- 2.) to develop awareness, among all levels of management, with regard to the importance of carrying out the recruitment and performance management functions as procedurally documented in the form of policies.

For the researcher to carry out this investigation, a research methodology encompassing five phases was embarked on:

- 1.) Phase 1 explored the development of the questionnaire.
- 2.) Phase 2 dealt with the distribution of the questionnaire.
- 3.) Phase 3 explored the development of a performance management programme.
- 4.) Phase 4 explored the implementation of the performance management programme with certain individuals.
- 5.) Phase 5 dealt with the redistribution of the questionnaire after the performance management programme had been implemented.

The study was initiated as a means of understanding and determining the extent of practice of recruitment and performance management functions within the specific industry.

Recruitment and performance management are functions that have been implemented for many years but are becoming more vital. This is because these functions are important for companies to retain critical skills and maintain a competitive edge.

The first phase in which the questionnaire was developed was beneficial to the researcher as it covered the crucial aspects that recruitment and performance management encompass. The questions were developed to determine how companies executed the two functions in question.

The second phase dealt with the distribution of the questionnaire to employees in various companies in the import and export industry in Cape Town.

The third phase explored the development of a performance management programme. It was important that a basic programme be developed; this was so that managers and supervisors were equipped to execute the programme. The programme was also not too time-consuming, thus eliciting a positive response from this group. In essence, a simple and straightforward performance management programme was required. The researcher developed the performance management programme after reviewing various such programmes.

The fourth phase dealt with the implementation of the performance management programme. The programme was implemented for those individuals who scored 63 or less on the performance management questionnaire. Included in this programme was a performance appraisal (behavioural criteria sheet), and information relating to the employee's work, training, long- and short-term goals. The employee and his or her immediate supervisor were to jointly discuss these topics and rate the performance in a meeting.

The fifth and final phase examined the redistribution of the questionnaire. The same questionnaire was redistributed to the same respondents that participated in the intervention, six months later. This was done to determine whether the effect of the performance management programme had resulted in more favourable responses in the performance management questionnaire. The behavioural criteria sheet was also redistributed to determine whether there had been an improvement in employee performance.

Employees are an organisation's greatest assets. Employees are an integral part of any organisation, and investing time and money in them benefits both parties. Chapter 4 and 5 illustrated that there was a difference in respondents' responses, as well as their performance, after the intervention.

The first objective of the study was to develop a better understanding of the functions of recruitment and performance management. This was accomplished by the distribution of the questionnaires relating to the execution of these functions. The information extrapolated from the questionnaires supported the researcher in gaining insight into how these two functions were executed within the specific industry.

The intervention and redistribution of the performance management questionnaire and the behavioural criteria sheet facilitated the researcher's attaining the second objective. The second objective was to develop awareness of the importance of executing these functions correctly. The respondents' responses were more favourable and an improvement in employee performance was evident, resulting in increased awareness.

In addition to employees' responses being more favourable, it was learned that the performance of the employees had been enhanced through the use of a performance management programme. The study therefore confirmed that interaction with employees regarding their performance could only benefit both employee and employer. It is therefore recommended that organisations invest in such programmes, not only to achieve organisational goals, but also to develop and strengthen employee performance.

## **6.2 Limitations of the study**

This section highlights the limitations of the study, that is, those circumstances that affected the research methods. The most obvious limitation of the study was the nature of this industry. The questionnaire was confined to certain companies operating within the import and export industry in Cape Town; all companies were mentioned in Chapter 3. This industry is fast-paced, demanding, and contingency driven, and this was the major constraint encountered during the study, particularly in the initial distribution of the questionnaire.

The questionnaire was distributed and then redistributed, and in each instance, the cut-off dates to return or collect the questionnaires were not met. The researcher constantly had to change these dates to accommodate the respondents employed in this industry. Since this was experienced with more than half of the questionnaires in some of the companies, it may be concluded that the nature of this industry did have a negative impact on the collection of data, rather than that the respondents were unreliable.

### **6.3 Suggestions for future research**

This study focused on understanding the recruitment and performance management functions of companies operating within the import and export industry in Cape Town only. While various topics of research have been explored in this industry, it is reasonable to assume that more research will be conducted in the future.

Therefore, for future research in this industry, it is imperative that the researcher be cognisant of the environment in which companies in this industry operate. It is reasonable to infer that this type of industry would impact on respondents when there are questionnaires to be completed or interviews to be conducted; this is due to the unforeseen exigencies of their workloads that make their time both challenging and unpredictable. Future research should therefore incorporate support structures to accommodate this constraint, so that it does not hinder the data collection.

Another element that should be contemplated for future research is that of respondents who are nervous of giving an honest opinion. This study necessitated the researcher's obtaining information from respondents relating to the recruitment and performance management processes of various companies. In instances where questionnaires need to be completed, there will always be respondents who are hesitant to answer questions truthfully, as they fear reprisals from managers. This was a concern raised by respondents during this study and is a very important factor, especially as honesty is required when completing a questionnaire.

### **6.4 Summary**

Recruitment and performance management are imperative HR practices that are often overlooked in an environment that is contingency driven and extremely demanding. Yet, disregard of these practices, especially performance management, has proved to have a negative impact on employee job performance.

Investing time and effort into both the recruitment and performance management processes, has bountiful benefits for the employee and the organisation. If organisations want to be successful and have productive employees with a high standard of performance, then it should be realised that the monitoring, evaluation and management of employee performance is just as important as the recruitment of new employees.

These two HR practices, inclusive of the processes, are crucial, and if not executed in the approved manner, a negative impact on employee job performance will be evident. In Chapter 2, the processes of both recruitment and performance management were explained in great detail, and companies operating in this industry need to understand the importance of these processes.

Both recruitment and performance management are HR practices that face constant challenges, but what is most essential is that organisations deem employees their biggest asset, ensure that the requisite changes are understood, and keep pace with these changes. Recruitment and performance management are two functions that deal with the human capital of the organisation – these functions view individuals as critical contributors to the success of the organisation. Understanding how the human capital of the organisation contributes to its success will support and strengthen both the recruitment and performance management functions.

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