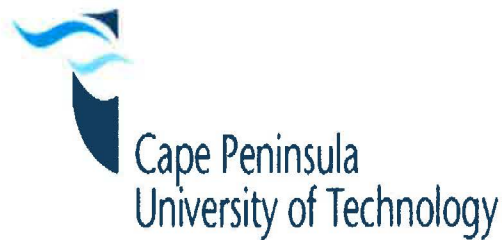


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**“THE IMPACT OF PERFORMANCE MANAGEMENT ON EMPLOYEE
MORALE IN WESTERN CAPE PROVINCIAL HEAD OFFICE OF
DEPARTMENT OF LOCAL GOVERNMENT & HOUSING”**

By

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**A mini thesis submitted in partial fulfillment of the requirement for
the award of the Degree of Master of Technology**

In

**Human Resources Management at the Faculty of Business of the
Cape Peninsula University of Technology**

Supervisor:

Professor Charles O.K. Allen-Ile

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DECLARATION

I, the undersigned, hereby declare that the work contained in this assignment is my own original work, and that I have not previously in its entirety or in part submitted it at any university for a degree.

29 May 2012

Signature: Mobshu Date: 15 August 2012

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The successful completion of this study depended on the great effort and assistance of many people who I wish to acknowledge.

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- ✚ My kids who always asked me questions, when I will finish my studies
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Hopefully, in some small way this research will improve performance management in the Western Cape Government.

Aifheli Ratshili

DEDICATION

This work is dedicated to my late father Vho- William Muthude Ratshili Munyai for his devoted support to education.

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APPENDICES

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Performance Agreement Western Cape Provincial Government of Western Cape

Research questionnaires

LIST OF ACRONYMS

MEC: Member of the Executive Council (of a Provincial Legislature). It is the provincial equivalent of a minister-means a member of executive committee selected in-terms of political party

HOD: means the head of department

DDG: means deputy director general

Officials: people elected or appointed to administer a government

Permis: Personnel management and Information System

HRM: it refers to Human Resources Management

Dept LG & Housing: means the Department of Local Government and Housing

Public servants: refers to people employed by the public sector, including departments and administrations of central, regional and local government. This includes former own and general affairs administration, provincial administration, local authorities, SGT and TBVC administration (Cloete & Makgoro, 1995)

Public sector: that portion of an economy whose (economic and non-economic) resources are under the control and direction of the state. The state owns all resources in this sector and uses them to achieve whatever goals it may have e.g. promote the economic welfare of the ruling elite or to maximize the well-being of society as a whole (Fox & Meyer, 1995)

Local government: a local democratic unit within the unitary democratic system, whose officials are subordinate members of the government vested with prescribed, controlled governmental powers and sources of income to render specific local services and to develop, control and regulate the geographic, social and economic development of defined local areas.

Performance: Performance refers to output results and their outcomes obtained from processes, products, and services that permit evaluation and comparison relative to goals, standards, past results, and other organisations. Performance can be expressed in non-financial and financial terms.

Measurement: refers to numerical information that quantifies input, output, and performance dimensions of processes, products, services, and the overall organisation (outcomes). Performance measures might be simple (derived from one measurement) or composite.

Probation: A newly hired employee may be placed on probation for a period that is reasonable given the circumstances of the job. The period should be determined by the nature of the job, and the time it takes to determine the employee's suitability for continued employment.

Permanent staff: A permanent employee is someone who is employed with the intention of there being an ongoing employment relationship, or in other words, for an indefinite period. This permanent, ongoing relationship may be full time or part time.

A temporary employee: A temporary employee is someone who is employed for a fixed time period or for a specific task only – once that task is completed, the employment relationship ends.

Employee morale: The state of the spirits of a person or group as exhibited by confidence, cheerfulness, discipline, and willingness to perform assigned tasks or collective feeling or attitude in a work group. A good manager tries to keep the morale high in an organization. High morale tends to motivate workers in a group toward the achievement of a goal.

Development: is the process of improving the quality of all human lives and usually include training and education (Fox & Meyer, 1995).

Training: refers to extension of knowledge for the specific purpose of filling a given position and to effectively perform the work involved.

Abstract

Local Government in South Africa has undergone much transformation since 5 December 2000. Much of this change has been implemented to correct the imbalances, inequities and disparities within our local communities as a result of Apartheid policies. However, motivation for this change is also because National Government has realized that like other governments throughout the world, there is a need to continuously modernise all spheres of government.

In establishing the background, readers will be exposed to the implicit objectives contained in the new local government legislation and specifically, the legislation relevant to performance management. The development of a performance management system at local government level in South Africa is a highly structured process which is determined by various sets of legislation. To develop a comprehensive understanding of the impact that the municipal has on the implementation of a performance management system, a review of the legislation is therefore imperative.

In South Africa, the government's response since 1994 (Calitz and Siebrits, 2002) has been to re-align its economic policies in terms of Growth Employment and Redistribution (GEAR). This has required that government becomes more efficient in the delivery and production of its services. Further, the focus has been on technical efficiency with emphasis on better or improved government services without an increase in taxes. Calitz and Siebrits (2002) concluded that the South African government's focus at a national level has definitely shifted from its regulatory role to that of a facilitator of growth.

The overall aims of performance management is to establish a high-performance culture in which individuals and teams takes responsibility for the continuous improvement of business processes and their own skills and contributions within a framework provided by effective leadership. Specifically, performance management is about aligning individual objectives to organizational objectives and ensuring that individuals uphold corporate core values. It provides for expectations to be defined and agreed in terms of role responsibilities and accountabilities (expected to do), skills (expected to have) and behaviours (expected to be). Its aim is to develop the capacity of people to meet and exceed expectations and to achieve their full potential to themselves and the organisation.

CHAPTER 1

1. INTRODUCTION AND STATEMENT OF PROBLEM

1.1 Introduction

Managing employee performance is an integral part of the work that all managers and rating officials perform throughout the year. It is as important as managing financial resources and program outcomes because employee performance has a profound effect on both the financial and program components of any organization.

The Provincial Government of Western Cape's performance management policy is designed to document the expectations of individual and organizational performance, provide a meaningful process by which employees can be rewarded for noteworthy contributions to the organization, and provide a mechanism to improve individual/organizational performance as necessary.

To accomplish these objectives, managers need to identify organizational goals to be accomplished, communicate individual and organizational goals to employees that support the overall strategic mission, the government performance and results goals of the Department, monitor and evaluate employee performance, and use performance as a basis for appropriate personnel actions, including rewarding noteworthy performances and taking action to improve less than successful performances.

1.2. Statement of problem

Public sector has a problem with poor rating of their staff members on a performance system which results in low morale to those who did not perform well and high morale to those who were rated very well and will receive the performance bonus. In poor performance, management is faced with the challenge of how to improve members of staff with a low morale. Due to their past experiences, staff members do not think that there will be a fair rating at all, some staff members do not trust one another and that makes it difficult to deal with them when it comes to performance appraisals and evaluations. Other staff members perceive themselves as better than others and superior and when it comes to performance reviews they always obtain a high rating even though they do not deserve it. Supervisors and line managers sometimes can be very biased and allocate high ratings to their favourite staff members. (Public Service Commission, December 2007)

Staff members keep on blaming management that there is no proper development of staff after evaluation. They become demoralized and point out that this system is just for penalizing them. If a performance appraisal is done in manner to develop staff after evaluation, the development programme should be agreed upon with the staff member. Explanation of evaluation should be clearly between manager and staff member and understood. Agreeing to individual personal development may increase the morale of staff and increase the performance of the directorate or component and department.

The Department of Local Government and Housing (Department of LG and Housing) is still trapped, like any other government institution which is accused of the same favouritism rating involving in giving high ratings to friends, friends of friends, family friends, subordinates that are subjected to doing the masters' dirty laundries/works or busy providing favours to their managers and directors. (Public Service Commission, December 2007)

There are staff members who have been receiving performance bonus each year but they do not perform better than others and these demoralise the morale of other staff members.

In general, as a critical part of a performance management system, performance evaluation is geared toward the attainment of performance information that can be used for administrative and development purposes. Organizations should realize that it is the employees' perceptions of the performance evaluation purpose that affects their attitudes toward it. It is generally predicted that ratings obtained for administrative purposes, such as promotions, transfers, termination, and compensation, are likely to be more lenient and less accurate than those obtained for research, feedback, or employee development purposes (Jawahar & Williams, 1997). This is based on the premise that raters bias ratings obtained for some purposes versus others (Cleveland & Murphy, 1992). Raters may intentionally bias administrative ratings to avoid providing negative feedback to obtain positive consequences, or to motivate a poor performer. In contrast, ratings for the purpose of employee training and development are likely to encourage raters to honestly record their "true" evaluations of ratees' work performance.

Many managers believe that they cannot measure morale of employees. The problem is likely to persist if the management cannot find a way to measure morale and they tend to take high morale for granted. If morale problems are detected early enough, these can be redressed. The fixing of problems is likely to cost less if addressed at the initial stages as opposed to discovering these at the time of closing the previous year's books.

'Performance appraisal requires the public sector manager/ rater to observe and judge behaviour as objectively as possible. In order to evaluate the effectiveness of an employee's behaviour, the rater must first have observed such behaviour. Unless the rater is able to observe his or her subordinates continuously and not provide regular evaluative feedback, annual appraisal judgements will have to be based on a limited sample of observed performance' (Aamodt, 1999).

Employees are often dissatisfied with the methods of performance management systems and managers are frequently reluctant to engage in the process because of its confrontational nature. The recently effect refers to the tendency to emphasise recent behaviour rather than the individual

performance over the entire review period. Good performers who may have slacked towards the end of the rating period may be unfairly penalised. The error of infrequent observations usually manifests itself in ratings based on non-representative samples of behaviour and unsubstantiated inferences. (Casio, 1991)

Public sector raters, who feel uncomfortable about any confrontation with subordinates, may assign average rating where poor rating would have been appropriate, raters facing even the most accurate and objective criticism may resist or trivialise findings if they perceive the assessment as a blow to their self-esteem. Many situational factors such as stress, sexual and racial biases, have been implicated in contaminating accurate and valid ratings (Casio, 1991)

1.3. KEY QUESTIONS PERTAINING TO THE RESEARCH

1.3.1. Main Question:

What are the problems experienced by employees regarding the performance management in the Department?

1.3.2. Key Question One:

Is the performance management of the department affecting the morale of the employees?

1.4. OBJECTIVES AND NEED FOR THE STUDY

1.4.1 Main research objective

To analyse the impact of performance management implementation on employee morale.

1.4.2 Specific objectives

To examine how performance management is implemented in the Western Cape provincial department.

To evaluate and describe the challenges experienced in the implementation of performance management at the Department.

To propose strategies for the improvement of the implementation of performance management in the Department.

1.5. RESEARCH METHODOLOGY

1.5.1. Population

The Department of Local Government and Housing, Western Cape have staff members of about 725, this includes contract employees and permanent employees.

Delineation of the research:

The research was only focused on the public service in the Western Cape Government and specifically targeting the Head Office of Department of Local Government & Housing at 27 Wale Street, Cape Town. The department had employed 725 staff members and the targeted members at the department were the staff members on probation, permanent staff members including its senior managers.

1.5.2. Methodology

Quantitative research is used to measure how many people feel, think or act in a particular way. These surveys tend to include large samples - anything from 50 to any number of interviews above that. Structured questionnaires are usually used incorporating mainly closed questions - questions with set responses. In the opinion of the researcher; flexibility was needed to gain an in-depth understanding of the unique practice of valuing performance management within the Department of Local Government and Housing of Western Cape, which is situated at 27 Wale Street, Cape Town.

(For these reasons the researcher utilized questionnaires. the whole process took place at 27 Wale Street at the Department of Local Government and Housing.

Questionnaires were distributed in the Department of Local Government and Housing. There were 150 staff members that participated and completed the questionnaires. The researcher undertook this rstudy because there were complaints from staff members about performance and how it was affecting them at work. Questionnaires were distributed in all sections within the department

1.5.3. Research Procedure

Research instruments were questionnaires, which comprised two types, namely; the multiple choice questionnaires and open-ended questionnaires. Questionnaires were distributed to staff members of the department, who were on probation and those that were permanent to complete them, they were collected afterwards. The number of participants was determined by the availability of staff members but was not limited at all. The Department had a huge number of staff, each directorate was represented for the data to be valid and the research to be accurate. Questionnaires were focused on the impact that the performance management implementation has on employee morale in Western Cape Provincial Head office of the Department of Local government and Housing

1.6. RATIONALE BEHIND PRESENT STUDY

1.6.1 Introduction

The drive for reform in the public sector worldwide has focused attention on the measurement of performance in the public sector organizations. This is particularly true in the Department of Local Government and Housing. The Department of Local Government and Housing has traditionally been concerned with measuring the delivery of primary objectives, or results, at the expense of secondary objectives, or the determinants of organizational performance. Current strategic management literature suggests that there should be a strong linkage between strategic plans and performance measures.

The Department of Local Government and Housing performance measurement pays much less attention to the determinants, or means of achieving long-term, sustained organizational improvement in internal business processes, and innovation and learning. Whilst these issues are recognized as important, there are few measurement processes in place to manage performance in these areas. Strategic performance management demands an approach that recognizes the importance of a focus on both results and the means of achieving these results.

1.6.2 Value for money in Local government and Housing

'Value for money' has become an important aspect of local government management and is one of the factors that have stimulated the spread of performance measurement systems in local government (Palmer, 1993). Greater expectations at all levels of government, with increased accountability to stakeholders and requirements for increased efficiency and effectiveness in government operations, have also increased the focus on performance measurement (Hood, 1995). Indeed, performance measurement and program evaluation have been central to drives for a more efficient, effective and accountable public sector (Guthrie & English, 1997). Traditional performance measurement systems have concentrated on the development of indicators largely relating to economic (inputs) and efficiency (costs) due to the limited ability to measure effectiveness or outcomes in government organizations. This traditional performance measurement has been much criticized due to exclusion of non-financial dimensions of performance from many sets of measures (Ghobadian & Ashworth, 1994), for a comment on the British experience, (Atkinson, 1997), for comment on the Canadian experience and Guthrie and English, 1997 for a comment on the Australian experience.

The use of non-financial measures in addition to financial measures of performance has been increasingly called in for both, the for-profit and not-for-profit sectors of the economy. For example, (Emmanuel, 1990) argue that organizational success is a multi-dimensional concept, which changes both over time and between stakeholders.

(Fitzgerald 1991) suggest a performance model over six dimensions.

Two of the performance dimensions are the results of strategy: competitiveness and financial success. The remaining four are determinants of the success of these strategies: quality, flexibility, resource utilization and innovation. Atkinson *et al.* (1997) differentiate between primary objectives (and results), which are externally oriented and concerned with measurable deliverables, and internally oriented secondary objectives concerned with how services will be delivered. The drive for reform in the public sector worldwide has focused attention on the measurement of performance in the public sector organisations.

1.6.3 Employees morale in workplaces

Employee morale has taken a downturn at many workplaces due to the economy. Many people are so scared that they will lose their jobs because of their poor performances and of the organisation itself. A good team leader including the manager of such section can improve their employees' morale. Many employers are not able to give out raises or bonuses right now. Employee incentives are very important, but if you aren't able to reward them for a job well done in a monetary way, be sure to let them know how much you appreciate them. You may consider writing a little note to tell them how much you appreciate their hard work and be specific with your employee's recognition.

One of the easiest ways to boost the morale and build teamwork is to go out in the community and volunteer together. Build a house in your Department's name with Habitat for Humanity. Anything that brings people together for a better cause out of the workplace will help to improve morale within the workplace. Morale is the state of the spirits of an individual or group as shown in willingness to perform assigned tasks (Morris, 1981). Morale can also be described as a state of mind, mood, or a mental condition (Bennet, 1998). A more theoretical definition would be positive effective orientation towards membership, which is the equivalent of the sociological concept of group cohesion (Price, 1972). Morale is the behaviour of employees wanting to belong to the organisation and who are being happy with their organisation. There is dialectic link between morale and productivity (March 1958, Perrow, 1986). Generally increased employee morale means a happier, more productive, and higher performance employee. There are five major effective morale-building strategies such as new employee orientation, flexibility & opportunity, mentoring & coaching, training, rewards & recognition, and others.

1.7. Summary

The department of Local government & Housing need to move away from its traditional ways of doing things when conducting the performance management, they review only once at the end year, they should operate like a private sector, which was done per quarter and other sectors annually. This means that they should align their strategic goals with performance in order to achieve their objectives goals. For private organisation to achieve their objectives they should have strategic planning with employees to inform them their objectives and how employees should contribute. The strategic planning that the department held each year should be the determination that employees are informed about the target and their performance is of a vital important in the department. When employees are consulted and contribute to their strategic planning, they feel motivated and easily perform to their best ability.

The next chapter focuses at performance management. It was believed that performance management was around for the past 60 years and only in 1980 did the United Kingdom, USA make comprehensive approach, and later Australia adopted the same approach.

CHAPTER 02

2. Literature Reviews

2.1. Introduction

Performance Management began about 60 years ago as a source of income justification and was used to determine an employees wage based on performance. Organisations used Performance Management to drive behaviours from the employees to get specific outcomes. In practice this worked well for certain employees who were solely driven by financial rewards. However, where employees were driven by learning and development of their skills, it failed miserably. The gap between justification of pay, and the development of skills and knowledge became a huge problem in the use of Performance Management. This became evident in the late 1980s; the realisation that a more comprehensive approaches to manage and reward performance was needed. This approach of managing performance was developed in the United Kingdom and the United States much earlier than it was developed in Australia.

In recent decades, however, the process of managing people has become more formalised and specialised. Many of the old performance appraisal methods have been absorbed into the concept of Performance Management, which aims at being a more extensive and comprehensive process of management. Some of the developments that have shaped Performance Management in recent years are the differentiation of employees or talent management, management by objectives and constant monitoring and review.

2.1. 2. What is Employee Performance Management?

Definitions:

Employee Performance Management is a process of establishing a shared workforce understanding about what is to be achieved at an organisational level. It is about aligning the organisational objectives with the employees' agreed measures, skills, competency requirements, development plans and the delivery of results. The emphasis is on improvement, learning and development in order to achieve the overall business strategy and to create a high performance workforce.

Armstrong (1994) defines performance as follows: it is systematic process for improving organizational performance by developing the performance of individuals and teams. It means getting better results from the organization, teams and individuals by understanding and managing performance within an agreed framework of planned goals, standards and competence requirements.

Performance management is: 'The development of individuals with competence and commitment, working towards the achievement of shared meaningful objectives within an organization which supports and encourages their achievement' (Lockett 1990).

'Performance management is managing the business' (Mohrman and Mohrman 1989).

'Performance management is a strategic and integrated approach to delivering sustained success to organisations by improving the performance of the people who work in them and by developing the capabilities of teams and individuals contributions' (Armstrong and Baron, 1998).

2.1. 3 Government needs world-class performance management

The following paragraphs were extracted from the report prepared by Kable in association with Geac and Capgemini. No innovation achieves widespread adoption unless it is compatible with the way in which organisations operate. It must be capable of being grasped by the key stakeholders, and it helps if organisations can approach implementation by progressively refining their approach. Above all, successful innovations offer real advantages, that are clearly demonstrable.

Performance management frameworks have been successfully deployed across both public and private organisations, and the key drivers for their adoption in government mirror those that are driving adoption in commercial sectors:

Increasingly challenging scrutiny of performance by stakeholders, which in the case of the public sector includes the general public, regulatory bodies, and elected representatives.

The need for management to demonstrate their ability to deliver on a range of different strategic performance objectives and an overriding need for greater operational effectiveness.

The need for effective and responsive management processes in an increasingly complex and fast-moving environment. Every organisation that implements a performance management framework is leveraging best practice to drive execution of strategy on an ongoing basis. All face challenges in driving and embedding change across their organisation.

There are some specific characteristics of management in the public sector which present a unique challenge:

Managers in all sectors are subject to external scrutiny – from shareholders and trustees. However, government is open to a degree of public scrutiny that is unknown to commercial organisations. Managers are accountable to politicians, to other tiers of government, and to independent inspectorates. The performance of their organization is subject to intense scrutiny by the public and the press. An open approach to performance information can encourage informed public involvement

and understanding, but it is not easy to capture the subtleties of different public expectations – particularly when these differ from group to group, and change over time.

Public sector managers often feel that they are being pulled in several different directions. Faced with conflicting demands from different stakeholders, it can be particularly difficult in the public sector to determine priorities and set a coherent change agenda. Public servants at all levels face a unique set of challenges over the coming years, and success depends on more than just re-skilling and re-organisation. For many staff, commitment to professional standards and to the public service ethos is a key factor in their motivation. Translating plans into action depends on engaging the commitment and enthusiasm of front-line staff and ensuring that performance management becomes part of everyone's day job.

Public sector organisations often describe performance management in terms of a “golden thread” linking individual responsibility to actions and performance indicators, determined by the needs of their clients. By integrating planning, budgeting, forecasting and reporting, and other processes into a continuous loop, world-class performance management can help executives to align the operational response to strategic intent.

World-class performance management tools provide strong analytical tools such as trend analysis, and charting to transform data into insight. They support comparisons over time, and benchmarking against peers. Collaboration tools help leaders to involve a range of different stakeholders at different levels of the organisation, with different skills –ensuring that aspirations are translated into a coherent set of performance measures which link both financial and non financial measures. World-class performance management tools extend across the organisation, allowing teams in different locations to work together, ensuring that updated information is available to every authorised user as soon as it becomes available – giving ownership and accountability to the individuals who ensure delivery.

In the opinion of the current researcher it is in the best interest of the organization to be the best performer even though it cannot be world-class performer. It is clear that the public sector does not make any profit but service delivery is the priority. It is important for the public sector to pull up the socks and try to realign their performance management standards with comparison to the private sector.

South Africa's public sector performs better compared to other southern African countries like Namibia, Zimbabwe and Malawi. In comparison with UK and USA, South Africa is still lacking behind in terms of the performance systems that are used in delivering the services to public. As long as there is a high standard of performance in the public sector that should mean that employees

performance in that sector is high. The current researcher concurs with the authors of the above report which is Kable associates, Geac and Capgemini. It is understandable that public sector's performance is driven by different forces, like politicians may push their agendas through management performance just like private sectors which are pushed by investors for high targets.

2.1. 4. South Africa Performance management Dilemma

Despite the determination regarding the performance management by various companies, a survey of nine leading South Africa organisation undertaken by the University of Stellenbosch Business School revealed a bleak picture of the way employee performance is managed and rewarded in South Africa (Joubert & Noah, 2000). The major problems identified during the survey included among others, the existence of a negative working culture and insufficient line management support for management. Lack of follow-up on performance reviews, overemphasis on the appraisal aspect at the expense of development, inadequate performance information and inadequately maintained objectivity have also been raised with regard to periodic and formal performance reviews.

The study undertaken by Renton (2000) among the South African companies revealed that more than 60% of the organisations interviewed did not have a formal performance management system. Despite the problems identified in various studies, the existence of a good performance review system is a great value to the organisation, the department and the individual by Grobler, Warnich, Carrel, Elbert & Hatfield (2001).

The current research supports the above statements by those authors and it is vital that organisations should perform or compete better than its counterparts in their own sector. Organisation should continue to perform better than other to sustain themselves to maintain old shareholders and attract new shareholders and for the survival of such organisation. Performance management is a two way thing and it needs managers and employees to come together to one common achievable goal, high production.

2.1.5 The importance of performance management

Folan & Browne 2005, Marr & Schuima, 2003 said the following statement, whether it is known as performance management, performance appraisal or performance measurement, all of them is of enhancing performance of both the organisation and the individual. The present body of knowledge is widely diverse and needs to be continually developed into a cohesive body in order to be more effective. The reason for this wide diversity in the performance management and measurement literature must be examined further. As a discipline, performance measurement can be seen to be growing in depth as it has been over the last fifteen years.

Performance management supports the overall business goals by likening the work of every individual employee and the manager to the overall mission of his or her work unit. Thus, all employees play a key role in the success of their organisation. The way in which employees performance is managed does not only affect the individual employee and his/ her work unit, but it also affects the performance of the entire organisation. When employees are clear about what is expected of them and have the necessary support, their sense of purpose, self-worth and motivation will increase (Costello, 1994). However, when people are hired and discover that what is expected of them is significantly different from what they first understood about the job, they become confused and the organisation risks not getting the level of performance it requires (Hale, 2004)

The objectives of performance management often include: motivating performance, helping individuals develop their skills, building a performance culture, determining who should be promoted, eliminating individuals who are poor performers, and helping implement business strategies (Lawler III, 2003). The purpose of managing performance should be clear and accepted by employees. If performance management is used to control and punish, its value will be limited. It should not only lead to the apportioning of blame where blame is due, it should also lead to share learning and to service improvement (Doherty & Horne, 2002).

Performance management, performance measurement and performance appraisal are important for the accountability of organisations and individuals and for managers to produce better service. Both performance management and performance measurement follow one another in an iterative process, management both precedes and follows measurements, and in doing so creates the space for its existence (Flynn, 2002, Lebas, 1995)

The significance of performance management is to establish an organisational culture in which the individual employees and groups within the organisation take responsibility for the continuous improvement of their performance for the achievement of the organisational goals. Hence, the main purpose of appraising and coaching employees is to instil in them the desire for continuous improvement (Latham, Almost, Mann & Moore, 2005)

The current researcher believes that all authors come with same explanation of performance management in a different ways interchanging the words, rephrasing each other's paragraphs but still using the same words like talking about, high production, high profit and a good working relation. A healthy employee with a healthy manager will contribute to a bigger profit which turns to make a healthier organisation that everyone wants to work for.

2.1.6. Performance management, performance measurement and performance appraisal

Before engaging in a comprehensive discussion on performance management, it will be necessary to gain understanding of the concepts of performance management, performance measurement and performance appraisals and distinguish the features between them because they will be referred to throughout.

Although some use term performance management to refer to the process of communicating organisational aims and objectives to all stakeholders, setting performance targets in order to measure the achievement of those aims and objectives, and ensuring that all these activities provide the basis for maximizing the effectiveness and enhance the organisational performance (Blundell & Murdock, 1998, Poister, 2003). Performance appraisals refers to a formal management system that provides for the evaluation of the quality of an individual's performance in an organisation (Grote, 2002), and performance measurement refers to the systematic regular collection and reporting of information that track resources used, work produced and the intended results achieved. There is by no means universal agreement on this practice. Therefore, the terms performance management, performance appraisal and performance measurement are used interchangeably in this study.

If performance measurement simply means the retrospective collection of historical results, the likelihood is that little purpose will be served from the point of view of performance management. Therefore, measurement can be useful if it has to be forward-looking and concerned with performance improvement (William, 2002, Zair, 1995). Like performance management and measurement, performance appraisal usually has official documents, requires the regular involvement of most levels within the organisation and has links with other systems such as rewards, assessment of potential and career planning (Grote, 2002, Ward, 1997)

Performance management is the use of performance measurement information to effect positive change in organisational culture, systems and processes, by helping to set agreed-upon performance goals, allocating and prioritising resources, informing managers to either confirm or change current policy or programme directions to meet these goals, and sharing results of performance in pursuing those goals (Amaratunga & Baldry, 2002)

2.1.7. Agreement of writers on performance management

One of the things that authors agreed upon is that performance management is a concept that is difficult to define (Williams, 2002). To give a broader understanding of the concept, Hildebrand (1997) defines a performance management system as an umbrella terms for conducting performance appraisal, setting goals, communicating expectations, observing, documenting, giving feedback and

helping employees to develop skills. If it is done well, it can help an organisation to gain a competitive edge. The key competitive edge referred to realise to a large extent on how employees are managed, developed and helped to improve competencies so that they can add value to the organisation.

On the other hand performance management is defined as a means of getting better results from the organisation, its teams and individuals by understanding and managing performance with an agreed framework of planned goals, objectives and standards (Bussin, 2004). It is also defined by Armstrong (2004) as a strategic and integrated approach to delivering sustained success to organisations by improving the performance of the people and by developing the capabilities of the teams and individual contributions.

Despite the fact that there is no common definition of the concepts, the researcher nevertheless decided to use the following operational definition:

Performance management is a process for establishing a shared understanding about what is to be achieved, and how it is to be achieved, and an approach to managing people that increases the probability of achieving success (Weiss & Hartle, 1997).

2.2. The element of performance management

The definition of performance management as indicated, it incorporates various elements or components which are critical to performance management. There are critical elements or components identified for effective performance management which will be discussed below:

2. 2.1 Communication and feedback

Performance management process in itself emphasizes the importance of communication and feedback. Communications is a vital component of management. It links together all the management processes, and managers could not do their jobs without communicating. It involves exchange of ideas and information (Dixon, 2004). Communication is the glue that binds various elements, coordinates activities, allows people to work together and produce results (Carrel, et al., 1998)

Feedback motivates behaviour by acting as a promise for future rewards. Therefore, such feedback through performance appraisal activity is central to performance management and has two distinct purposes which are evaluation and development (Cascio, 1991). The purpose of feedback on behaviour is to encourage people to continue with the behaviour that is more effective and to recognise less effective behaviour and find effective alternatives. It is part of a learning process (Dayani, 1996). Communicating a vision of an organisation to employees is a step in the right direction, but it will not translate into anything unless people can absorb the message and apply it to

the way they go about their work. However, traditionally, this has been the manager's job to ensure that it happens (Weiss & Hartle, 1997).

Managers who periodically track and review performance, usually let employees know where they stand. The manager and team member discuss good or bad aspects of performance when they actually occur, which is the best time to modify behaviour. The year end performance review becomes a summary with the little or no new information, and discussion focuses on planning for the future performance cycle. When giving feedback, the manager must get the employee's perception of his or her strengths and areas in need of improvement. Feedback should be given if a better strategy can be suggested; otherwise the employee may understand why performance was ineffective but may not understand how to change. People need feedback on performance and a sense of validation of their contribution to the organisation. It encourages the employee to continue with the behaviour that is more effective and to recognise less effective behaviour and find effective alternatives (Dayani, 1996, Welch & Schuler, 1999, Weiss & Hartle, 1997).

The researcher's opinion is, that in today's fast-paced world communication suffers a lot. Many times, managers may forget to inform employees what they expect from them, yet they fail to let them know that they did not envisaged. The greatest value in appraisals, as a communication tool, lies in its ability to help managers to determine where they are not communicating as effectively as they should. In other words, performance appraisals are a safety net in the world of communication, and they are no substitute for the daily communication with the employees. In each day of work, managers must communicate new expectations, provide feedback on performance, recognise success and help employees deal with their problems each and every day.

The researcher's opinion is still supported by the statement of Martochioo, (2006) Furtwengler, (2000) that says, open communication helps employees to develop reasonable expectations and encourages them to trust the systems and those who operate them.

It is clear, in the mind of the researcher, that employee's behaviour should be modified or need to be controlled for better communication and better results. Once the behaviour is controlled there is high chance for the employee to produce better results. If the employee's behaviour is negative, management needs to be aware of the underlining factor of such results. Negative results need to be dealt with, by a positive mind of the manager, who will transfer the negativity into the positivity of the mind of an employee. It is ideal that a positive manager can make a change in a negative mind; this is supported by the statement of Latham below.

Latham, et al. (2005) indicate that, for feedback to bring about a positive change in behaviour, a coach must: focus on the behaviour rather than the person, be selective as to the critical few so as not to overwhelm the person, focus on the desired behaviour rather than the undesired, as well as ways to demonstrate it, be sensitive and tactful in giving feedback in order to bring about change in behaviour, thus, honesty should not be confused with hurtfulness.

Performance management involves an ongoing communications between supervisors and employees that links expectations, ongoing feedback, coaching, performance evaluation, developmental planning and follow-up (Dailey, 1985). It goes without question that without efficient communication and feedback, organisations will fail to combine the effort of all its employees to achieve its organisational goals. The objectives of performance management must be communicated to employees.

2.3. Training and development

The current researcher believes that training is an educational process. Managers and employees learn new information, sometimes re-learn and reinforce existing knowledge and skills, and most importantly have time to think and consider what new options can help them improve their effectiveness at work. In the case where effective trainings are done, that training conveys relevant and useful information to managers and employees, which inform them and develop skills, and behaviors that can be transferred back to the workplace.

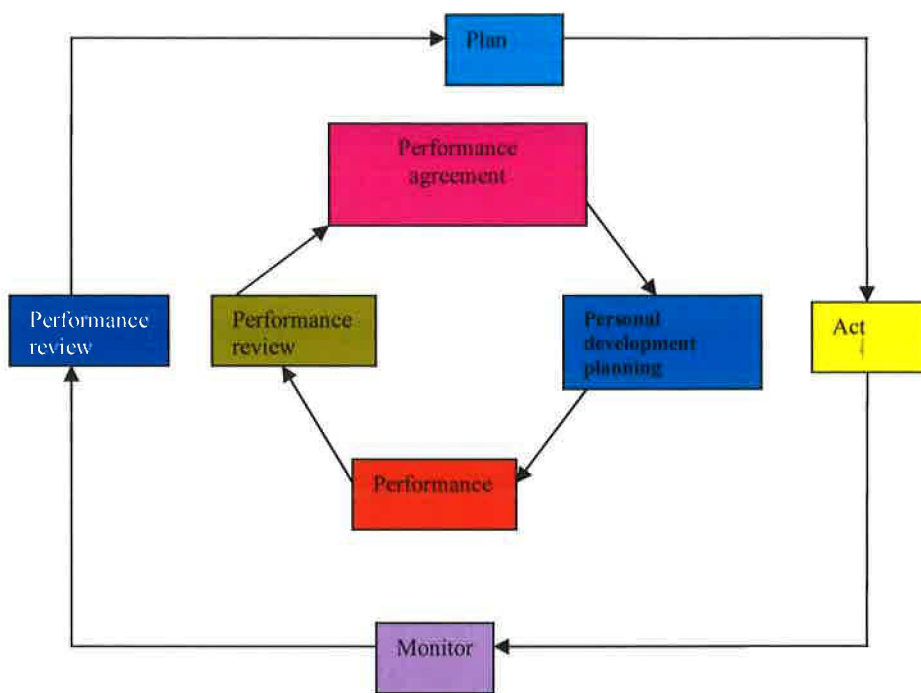
It is in the opinion of the current researcher that the goal of training is to create an impact that lasts beyond the end time of the training itself. Training focuses on creating specific action steps and commitments that focus people's attention on incorporating their new skills and ideas back at work. Training can be offered as skill development for individuals and groups that depend on the provision of such training. Current researcher believes that trainings involve presentation and learning of content as a means for enhancing skill development and improving workplace behaviors.

Once development needs of the employees are identified, appraisals can help in establishing the objectives for training programmes (Cascio, 1995 Furtwengler, 2000).

In the performance management process, training is not limited to employees only. To minimise bias and increase accuracy and objectivity, managers should also be trained. Such training should minimise errors including leniency, halo, and similar-to-me biases. It should according to Latham, et al. (2005) teach coaches or managers the following: the relevant performance criteria for evaluating people, the relevant job behaviours to observe, ways to effectively minimise errors in judgement when using the appraisal instrument.

Below, there is a diagram of performance management cycle after training and development of individual, it is clear that performance of individual can be managed when the training is provided, guidelines and clear expectation are also provided.

William Deming indicates that the performance of individual is a planned activity that requires numerous measurements and assistance to complete. During the stages there should be evaluation and review to enforce the behaviour of individual to positive outcomes.



Tables: 1. The performance management cycle by William Deming

2.4 Performance improvement

The current researcher's opinion believes that effective performance goals do not assure improved performance in the real world organisation. This segment of the performance appraisal process, deals with the employees skills. What skills does the employee possess? What skills are needed for future? If the employee is capable of developing the skills, where can he/she get appropriate training? The answer to these questions is vital to employee success. The performance appraisal process helps a mentor to carry out his role of mentoring and coaching. There is no longer calling that helping others become the best they can be. The current researcher believes that in order to do that, in open mindset one must: clearly see the employee's strength, leaving out all the negativities of employee that may hamper the achievement, encourage the employee to improve, provide insight and tools to

help the employee improve celebrate the employee's success and help the employee to work through the difficult times. Even though it is tough outside there in the real world to do it practically, it is still believed that there are managers and coaches who are still have those ability and tolerance to help others to develop and achieve optimal performance.

Performance is measured in terms of speed, quality, service and value. These measures are important in gaining and maintaining a competitive advantage and they must be integrated to produce better service to achieve mass customisation. Speed without quality is useless. Value is the combination of quality and price that allows the buyer to feel that she's getting more than she is paying. These four criteria, speed, quality, service and value are the basis for judgement of your employees performance. Once you have evaluated an employee's current performance, you can help him/her develop an improvement plan (Furtwengler,2000).

2.4.1 Employee satisfaction

Furtwengler, (2000) says that the performance appraisal helps to anticipate and often prevent employee dissatisfaction, participation, security, autonomy, money, and their abilities Employees whose voices have been heard usually feel that the appraisal system is fair and accurate. For performance management to be taken seriously people must see the relationship between the coaching provided and the desirable outcomes (Latham, et al., 2005).

2.4.2 Results orientation

The employee's performance should be assessed on the basis of a work plan covering a specified period, setting out clearly his or her responsibilities and the objectives to achieve. These objectives should be expressed in terms of outputs to be delivered within a given timescale, and should include personal development as well as operational objectives. The work plan should be mutually agreed between the employee and his or her manager. The assessment process should be both a written assessment completed during the reviews, and regular discussions during this period to monitor progress and to take remedial action where necessary. Where performance has not matched the requirements in the work plan, the assessment, both written and verbal, should be focused on identifying the reason for this, and on reaching mutual agreement on the steps which need to be taken to effect improvement (White Paper on a New Employment Policy for the Public Service, 1997).

2.4.3 Rewarding good Performance

It is important to recognise and reward employees who perform exceptionally well, and whose skills are particularly valued, in order to encourage them to maintain the high standard they have achieved, and to encourage others to strive for improved performance. The most obvious way of achieving this

is by awarding incremental increases in pay (White Paper on a New Employment Policy for the Public Service 1997)

If performance related pay is based upon an integrated performance management process, then it can have a beneficial impact on work climate. Employees need to recognise the link between performance expectations and rewards. A clear linkage should be made as early as the performance planning discussion. Whatever tangible or intangible rewards are provided, managers should explain to employees why the rewards are offered, otherwise employees will feel that the reward was arbitrary. It is important for employees to feel that they have responsibility over the rewards they will receive. By tying in rewards to performance expectations, and letting employees know that you are available to provide help and support so that they can reach and exceed their expectations, you will give employees responsibility for making the effort needed to pursue rewards (Weiss & Hartle, 1997).

2.4.4 Commitment of management

Flyn (2002) defines management as a group of people who are separated from those doing the work, whether of a professional, technical or manual kind. The management has some formal authority as well as a set of activities, such as budgeting, performance measurement, and setting-up organisational arrangement, which they perform to direct and control others. Performance management systems like many other organisational systems, failed in the past, often not because of a weakness of the system but because of organisational factors such as unsupportive organisational climate (Spannenberg, 1964). Therefore, managers must be committed to their work in such a way that they will create conditions that will enhance employee motivation, satisfaction and commitment.

2.4.5 Fairness, Objectivity and Transparency

The process of performance management requires fairness, objectivity and transparency. The entire cycle which starts from performance planning until the best performance is rewarded entails effective communication and objective discussion between the employee and the supervisor. If the employees do not view the process as being fair, objective and transparent, the likelihood is that they will be demoralized and performance will not be increased. Employee acceptance is critical to the implementation and on-going use of appraisals. Trust, i.e. the perception of whether people adhere to the organisation rules when making appraisals, whether the appraisals are accurate, or whether the appraisals reflect favouritism, as well as employee perceptions of situational constraints on their performance, predicts the employee motivational level (Latham, et al., 2005).

Employee should be given a copy of the written assessment, and given the opportunity to comment on it. The employee has the right to appeal against an assessment that he or she believes to be

unfair. The employee's written assessment should be reviewed by his or her own supervisor in order to ensure that reporting standards are objective and uniform (White Paper on a New Employment Policy for the Public Service, 1997)

The current researcher believes that most employees are not informed properly about their expected performance outcomes. What is their measuring stick in their performance? The researcher opinion supports the above from the White Paper on New Employment policy for the Public Service, 1997. In most cases employees always complains whenever they did not get the performance bonus or incentives because there was not written documents about his performance and whether can be achieved.

There was not agreement in achieving the performance objectives. In other hand if the assessment was discussed, agreement in performance goals are clearly set and sometimes adjustment done to achieve them. In this case the manager or immediate supervisor informs the employee properly as they know; understand the work of employee and to review it becomes very simple. It is believed that when employee will perform up to standard and able to achieve the set performance standard, if employee receives the bonus, employee will believe in the system standard set for performance management.

2.5 Performance management at Local Government

Local Government in South Africa has undergone much transformation since 5 December 2000. Much of this change has been implemented to correct the imbalances, inequities and disparities within our local communities as a result of Apartheid policies. However, motivation for this change is also because National Government has realized that like other governments throughout the world, there is a need to continuously modernise all spheres of government.

In establishing the background, readers will be exposed to the implicit objectives contained in the new local government legislation and specifically, the legislation relevant to performance management. The development of a performance management system at local government level in South Africa is a highly structured process which is determined by various sets of legislation. To develop a comprehensive understanding of the impact that the municipal has on the implementation of a performance management system, a review of the legislation is therefore imperative.

Parker and Bradley (2000), in their analysis of public sector management, state that as a result of the "volatile economies" since the 1970's, there has been significant pressure on the public sector to reduce the cost of government. Barnhart, (1997) in reviewing the public administration in the United States, quotes the National Performance Review which states:

Most of the personnel reductions will be concentrated in the structure of over-control and micromanagement that now bind the federal government: supervisors, staff, personnel specialists, budget analysts, procurement specialists, accountants, and auditors. The central control structures not only stifle the creativity of line managers and workers, they consume billions per year in salary, benefits and administrative costs.

Similarly, Calitz and Siebrits (2002), in analyzing South Africa, states throughout the America, Europe, Asia and Africa, government reforms have entailed allowing the 'market', rather than government to dictate economic activity. The result has been a shift from the interventionist policies of the 1970's to that of the free market ideology currently prevailing. This 'market' thinking has influenced how governments go about their business with issues of government efficiency coming under particular scrutiny.

In South Africa, the government's response since 1994 (Calitz and Siebrits, 2002) has been to re-align its economic policies in terms of Growth Employment and Redistribution (GEAR). This has required that government becomes more efficient in the delivery and production of its services. Further, the focus has been on technical efficiency with emphasis on better or improved government services without an increase in taxes.

Calitz and Siebrits (2002) concluded that the South African government's focus at a national level has definitely shifted from its regulatory role to that of a facilitator of growth.

2.5.1 An overview of the Legislations at Local Government level structures

The South African government's response in entrenching the transformation of the public service has its beginning with the White Paper on the Transformation of the Public Service which was published on the 24 November 1995 and the Batho Pele White paper which both uphold section 195 of Act 108 of 1996.

The Batho Pele White Paper values are operationalized through the Municipal Systems Act 32: 2000 which states that the objective of institutionalizing Performance Management at local government level is to monitor, review and improve the implementation of the municipality's Integrated Development Plan. According to section 35 of this Act, the Integrated Development Plan is the principal strategic planning instrument of the municipality, which guides and informs all of management's planning and development activities. In section 38 of the same Act, it is stated that the Performance Management System must monitor the performance of the political office bearers, councillors and that of the administration as a whole.

According to the Department of Provincial and Local Government (DPLG Guide Pack: VI: undated), the performance management system, must inter-alia, achieve the following objectives:

Act as an early warning signal of under-performance so as to enable the implementation of proactive and timely interventions, improve efficiency, effectiveness and accountability of the services delivery programmes, promote decision-making and resource allocation, guide the development of municipal capacity building programmes and create a culture of best practice and share learning among municipalities, and create pressure for change at various levels.

Importantly and as already stated by Calitz and Siebrits (2002), a performance contract for managers is one of the focus areas in transforming the public service. In Section 57 of the Municipal Systems Act: Act 32 of 2000, it is stated that the municipal manager (who is the head of the administration and the chief accounting officer) and those managers directly accountable to him/her, must have written employment contracts.

The written contract for the Section 57 managers must consist of a performance agreement with stated performance objectives and targets with indicators set from the municipality's Integrated Development Plan. In the case of the municipal manager, the contract is for a fixed term which must not exceed two years after the election of the next council.

2.6 Performance Management and the issues of Culture

If performance management is to ensure that the strategic objectives of the municipality are to be attained and that there is to be a change in the culture of local government, a sound understanding of culture and more specifically organizational culture must be developed. This argument is supported by Medonca and Kanungo (1996) who state that when implementing a performance management system, it is necessary to address the cultural beliefs, values and norms to identify issues which can either hinder or facilitate the implementation process. Further, Medonca and Kanungo (1996) state that, to successfully implement a performance management system, the organizational interventions must "ensure a culture fit and Organizations should consider a systemic approach to remove cultural constraints and build on those cultural beliefs and values which have the potential to enhance the effectiveness of management practices."

2.6.1 Performance management aims

The overall aims of performance management is to establish a high-performance culture in which individuals and teams takes responsibility for the continuous improvement of business processes and their own skills and contributions within a framework provided by effective leadership.

Specifically, performance management is about aligning individual objectives to organizational objectives and ensuring that individuals uphold corporate core values. It provides for expectations to be defined and agreed in terms of role responsibilities and accountabilities (expected to do), skills (expected to have) and behaviours (expected to be). Its aim is to develop the capacity of people to meet and exceed expectations and to achieve their full potential to themselves and the organisation.

The following are the aims of performance management as expressed by variety of organizations (source: IRS *Employment Trends*, 1 August 2003):

Empowering motivating and rewarding employees to do their best (*Armstrong World Industries*).

Focusing employees tasks on the right things and doing them right. Aligning everyone's individual goals to the goals of the organisation (*Eli Lilly & Co*). Proactive managing and resourcing performance against agreed accountabilities and objectives (*ICI Paints*). Linking job performance to the achievement of the council's medium-term corporate strategy and service plans (*Leicestershire Country Council*). The alignment of personal/ individual objectives with team, department/ divisional and corporate plans. The presentation of objectives with clearly defined goals/ targets using measures, both soft and numeric. The monitoring of performance and tasking of continuous action as required (*Macmillan Cancer Relief*). All individuals being clear about what they need to achieve and expected standards, and how that contributes to the overall success of the organisation, receiving regular, fair, accurate feedback and coaching to stretch and motivate them to achieve their best (*Marks& Spencer Financial Services*). Systematic approach to organizational performance aligning individual accountabilities to organisational targets and activity (*Royal Berkshire and Battle Hospital NHS Trust*). The process and behaviours by which managers manage the performance of their people to deliver a high-achieving organisation (*Standard Chartered Bank*). Maximizing the potential of individuals and teams to benefit themselves and the organisation, focusing on achievement of their objectives (*West Bromwich Building Society*).

2.6.2 Understanding of the performance management

There are five things that need to be taken into consideration to obtain the full understanding of performance management at workplace:

The meaning of performance, the significance of values and the meaning of alignment.

Managing the expectations and the significance of discretionary behaviour.

2.6.3 The meaning of performance

Performance is often defined simply in output terms- the achievement of quality objectives. But performance is a matter not only of what people achieve but how they achieve it. The *Oxford English Dictionary* confirms this by including the phrase 'carrying out' in its definition of performance: 'The

accomplishment, execution, carrying out, working out of anything ordered or undertaken.' Brumbach said that, performance means both behaviours and results. Behaviours emanate from the performer and transform performance from abstraction to action. Not just the instruments for results, behaviours are also outcomes in their own right- the product of mental and physical effort applied to tasks- and can be judged apart from results.'

2.6.4 The significance of values

Performance is about upholding the values of the organization 'living the values' (an approach to which much importance is attached at Standard Chattered Bank). It means converting espoused values into in use: ensuring that the rhetoric becomes reality.

2.6.5. The meaning of alignment

The most fundamental purposes of performance management is to align individual and organizational objectives. This purpose was well expressed by Fletcher who wrote: 'The real concept of performance management is associated with an approach to creating a shared vision of the purpose and aims of the organisation, helping each employee understand and recognize their part in contributing to them, and in so doing, manage and enhance the performance of both individuals and the organisation.' Alignment can be attained by a cascading process so that objectives flow down from the top and at each level team or individual objectives are defined in the light of higher-level goals. But it should also be a bottom-up process.

2.6.6 . Managing the expectations

It creates a shared understanding of what is required to improve performance and how this will be achieved by clarifying and agreeing what people are expected to do and how they are expected to behave and uses these agreements as the basis for measurement, review and the preparation of plans for performance improvement and development.

2.6.7. The significance of discretionary behaviour.

Performance management is concerned with the encouragement of productive discretionary behaviour. As defined by Purcell and his teams at Bath University School of Management, 'Discretionary behaviour refers to the choices that people make about how they carry out their work and the amount of effort, care, innovation and productive behaviour they display.

2.6.8 The process of performance management

Performance management should be regarded as a flexible *process*, not as 'system'. The use of term 'system' implies a rigid, standardized and bureaucratic approach, which is inconsistent with the

concept of performance management as a flexible and evolutionary, albeit coherent, process that is applied by managers working with their teams in accordance with the circumstances in which they operate.

2.6.9 Processes of performance management consist of the followings:

Planning: agreeing objectives and competence requirements and producing performance agreements and performance improvement and personal development plans.

Acting: carrying out the activities required to achieve objectives and plans.

Monitoring: checking on progress in achieving objectives.

Reviewing: assessing progress and achievements so that action plans can be prepared and agreed upon.

2.6.10 Performance management activities

The main activities are:

Role definition, in which the key results areas and competence requirements are agreed upon.

The performance agreement, which defines expectations-what individuals have to achieve in the form of objectives, how performance will be measured and the competences needed to deliver the required results.

The performance improvement plan, which spells out what individuals should do to improve their performance when this is necessary.

The personal development plan, which sets out the action people should take to develop their knowledge and skills and increase their levels of competence.

Managing performance throughout the year, when action is taken to implement the performance agreement and performance improvement and personal development plans as individuals carry on with their day-to-day work and their planned learning activities. It includes a continuous process of providing feedback on performance, conducting informal progress reviews, updated objectives and, where necessary, dealing with performance problems.

Performance review, which is the formal evaluation stage when a review of performance over a period takes place covering achievements, progress and problems as the basis for the next part of the continuous cycle-a revised performance agreement and performance improvement and personal development plans. It can also lead to performance ratings.

The current researcher concurs with all of the above information provided above, in most cases the end results of performance management should be focusing on training and development of employees for high productivity. Most of the organization whether is small operation or giant operation they tend to invest on training employee, with the intention that the employee will perform better and

the productivity will be high. It is clear to the researcher that all organizations are striving for high productivity and high returns and to be the world-class performer. The performance management is the only stepping stone to all organisations for their success.

2.7 Public Sector Management of Botswana

2.7.1 Introduction

The Public Sector is the principal actor in macro socio-economic policy-making infrastructure and an architect of an enabling environment for national development. Public Sector management covers such aspects of management as productivity management, and management of human, financial and other resources. It involves an array of activities ranging from planning, formulation and implementation of policies, programmes and projects for the delivery of goods and services to the nation through a number of government and quasi-government institutional arrangements. Consequently, it is imperative that the structures, policies and operations of the Public Sector respond adequately to the socio-economic needs of the nation, as articulated in the Vision 2016, and to global challenges. This implies that the quality of the Public Sector management is essential to the fulfillment of the theme of the National Development Plan 9: 'Towards Realization of the Vision 2016: Sustainable and Diversified Development through Competitiveness in the Global Market'. The Directorate of Public Service Management is mandated to provide the overall policy framework in human resource and productivity management practices.

Human resource and productivity management policies and practices are to be used in the Public Sector for effective management of the human capital and other resources required to deliver the National Development Plan goals, and ultimately achieve the national aspirations as enshrined in the Vision 2016.

2.7.2. The Public Service Reform Programme in Botswana

The following paragraphs were extracted from the documents called Public sector management introduction Botswana NDP9 chapter 19. It copied as it is to avoid wrong interpretation, misleading and prejudice in the government of Botswana.

The Public Service Reform Programmes includes Performance Management System (PMS); Work Improvement Teams (WITS); Computerized Personnel Management System (CPMS); Organization and Methods (O&M); Privatization; Performance Based Reward System (PBRs); Parallel Progression; Scarce Skills; Job evaluation; Localization; and Decentralization.

The functions of the Performance Management System, Organisation and Methods Reviews and Work Improvement Teams are different but complementary strategies aimed at improving productivity

in the Public Service. Whereas PMS is primarily concerned with the formulation and implementation of short to long-term plans for improving productivity, O&M Reviews are aimed at the achievement of Government plans and policies by clarifying and aligning ministerial goals, objectives and functions to organisational structures. WITS, on the other hand, is a strategy, which is used to detect and solve problems, resulting from implementation of policies and programmes.

2.7.3. System intended to facilitate programme

The system is intended to facilitate the introduction and management of change in ministries and departments, as well as instill a culture of managing performance and producing results as expected by the nation. Its main objectives are to improve individual and organisational performance in a systematic and sustainable way; to provide a ministerial planning and change management framework that is linked to the Government planning and budgeting processes; and to enable Government to improve performance and enhance its capacity to provide efficient service delivery to Botswana. PMS is, therefore, a strategy that helps ministries and independent departments to define their future and design how to reach the desired destination.

The Performance Management System was introduced in all ministries and departments during NDP 8, through a five-year project, which started in 1999, and ended in 2004. The main activity was the installation of the System, which comprised training the public service leadership on PMS and change management, development of the public service vision, ministerial vision statements and strategic plans, and the development of annual performance plans (APPs) to deliver the strategies. To date, all ministries and independent departments have developed their strategic plans and annual performance plans (APPs).

To effectively manage their strategic plans, ministries and independent departments are to measure their performance and review their progress quarterly. Most ministries and independent departments carry out quarterly reviews. However, most of them have not been able to measure their performance using the standard measurement tools. The problem has been identified and addressed and ministries are to start measuring their performance to support their reviews from now through to NDP 9 period. Ministries and independent departments were also required to cascade PMS philosophy and principles down to the lowest levels, after developing their corporate strategic and annual performance plans, to enable their staff to understand, appreciate and support PMS initiatives. The rate of cascading PMS has varied from one organization to another, depending on their capacity to undertake this. However, in the majority of cases, education and PMS awareness have not effectively reached the staff at the middle and lower levels of the ministries. The cascading process is scheduled for completion during NDP 9, while the education process will continue throughout the project period.

Other PMS activities planned for implementation during the NDP 8 include introduction of PMS to Local Authorities, development of Performance based reward system, review of the performance appraisal instrument and mid-term evaluation of the PMS project. The process of introducing PMS to Local Authorities, which is considered to have greater impact on overall government service delivery, has been started and will take most part of NDP 9. The development of performance based reward system; performance contract and review of performance appraisal instruments have also started and are to be completed before the end of NDP 8. Mid-term evaluation of the PMS project has been undertaken. The result of the evaluation, which was conducted after two and half years into the implementation of the project, indicated that the project is generally well on course. However, a number of recommendations were made to facilitate effective and focused implementation of the project. The recommendations have been accepted by the government and have been programmed for implementation from now through to NDP 9.

The current researcher's opinion is that the performance in the public sector is in the hand of politicians, as it can be read Botswana documents called Public sector management introduction Botswana NDP9 chapter 19. Similarities of such control may be seen in all public sectors across the world including South Africa, where Head of departments pushes the agendas of their minister.

The major challenge faced during the implementation of PMS was the entrenched paradigms among some leaders, which tended not to support the introduction of PMS in ministries. PMS was viewed by such leaders as another programme destined to fail. This slowed down the implementation of the programs. The other major challenge was the difficulty that ministries faced generally with the application of the measurement tools. This has been addressed and it is hoped that ministries will be able to apply the tools from now onwards. However facilitating ministries in the use of measurement tools will continue during NDP 9.

The other big challenge is the public expectation for better service delivery by the Public Service since the introduction of PMS. This expectation has not been met and it is the concern of the government that reasonable progress is made during NDP 9. The introduction of PMS at the Local Authority level and the decision by ministries to concentrate service delivery on key priority areas among other strategies will help to address this concern.

2.7.4 Performance Based Reward System (PBRS) in Botswana

Performance Based Reward System (PBRS) is intended to link individual employee performance to rewards so as to facilitate retention of good officers, encourage good performance, and discourage poor or non-performance. Work on the development of PBRS is scheduled for completion before the end of NDP 8, while the actual implementation of the system will be done during NDP 9.

2.7.5 Performance Contract in Botswana

The development and implementation of PBRs is intended to facilitate the introduction of performance contract for senior officers in the Public Service. The implication of this will be that employment in the Public Service for this category of employees will be based purely on performance and delivery as per their contract. The development of performance contract system will be concluded during the NDP 8 and implemented during NDP 9.

2.7.6 Performance Appraisal in Botswana

For effective management of performance based reward system and performance contract, an appropriate performance appraisal instrument is required. The current performance appraisal instrument is being revised to facilitate this. The revision will be completed during the NDP 8, while its implementation will be done during NDP 9. (Public sector management introduction Botswana NDP9 chapter 19)

2.8 Performance Management of City of Johannesburg

2.8.1 Introduction

One of the hallmarks of a transforming and accountable city that is committed to improving quality of life for its citizens is the successful application of its performance management system. Such application allows elected representatives and communities to gain insight into, and make judgments about, the City of Johannesburg and the effectiveness and efficiency of its strategy, processes and people. In this way, policy and legislation imperatives will be translated into service delivery. The implementation of performance management in the City of Johannesburg is more than compliance to national legislation, it is a conscious commitment to translate strategy into action and drive performance improvement. It is also a commitment not only to deliver quality services within the context of limited resources, but also to consistently report on the City's performance.

2.8.2 Defining Performance Management at City Of Johannesburg

Performance management is the setting and measurement of desired outcomes and activities of an organisation - its individual components as well as its staff who contribute to the achievement of the strategic vision of the organisation. It is a multilevel process that starts with an overall strategy and cascades to individual performance management and appraisal.

The City of Johannesburg has adopted this definition because it accepts that its performance must be measured at many levels and in a comprehensive manner.

Performance management encompasses the monitoring, measurement and reporting of performance at a citywide, organisational (departmental, regional) and individual level.

2.8.3 Legal and Regulatory Development

The building blocks of the City's approach to performance management include: Development and formal adoption of a system that complies with the Municipal Systems Act and the Local Government: Municipal Planning and Performance Management Regulations of 2001. The system represents the Municipality's cycle and processes of performance planning, monitoring, measurement, review, reporting and improvement. Development of performance indicators (including prescribed indicators) that encompass inputs, outputs and outcomes and enable the measurement of strategic/developmental priorities and objectives and set targets in relation to these indicators. These indicators should be reviewed, refined and changed annually, if necessary. Establishment of formal mechanisms to monitor, measure and review performance. These include a Performance Management and Remuneration Panel and management information systems

2.8.4 City's Approach to Performance Management

The City's performance management approach is a part of a broader system of strategic management. This strategic management system ensures that the City of Johannesburg is directed through the integration of planning, budgeting and performance management processes.

2.8.5 Organisational Level

The development of balanced scorecards for the departments, regions has ensured that the performance indicators cover key strategic areas including political and developmental priorities, legislative compliance and the departments' core mandate or business. Scorecards have been reviewed to assess sources of evidence relating to the indicators and to identify gaps.

A process to ensure that the new scorecards (2004/05) outline both the annual as well as quarterly targets has been initiated.

The performance management system at the organisational level has been consolidated by:

The appointment of a performance management specialist, further refinements on the automation of the system. A performance management knowledge sharing seminar will be conducted within the City of Johannesburg to provide broader understanding of performance management and to share best practices. A performance management forum will meet on a regular basis to ensure a uniform and common approach to implementing performance management across the City of Johannesburg.

2.8.6 Individual Level

Cascading of the performance management to individuals within the City of Johannesburg is the cornerstone of the system. The performance management system at the individual level is aimed at clearly identifying what it takes to achieve the strategic agenda and political priorities; ensuring that

management and staff understand what they are responsible for in achieving the City's goals. The following initiatives have been undertaken to ensure that accountability for performance is constantly assigned and well understood:

The work of the performance management and remuneration panel to monitor performance and evaluate senior managers will continue to be harnessed, ensuring effective performance reporting in the City. Managers and strategic support officers will continue to be capacitated on the utilisation of the automated system to simplify performance management and performance reporting.

Performance agreements by all senior managers up to level 4 will be concluded within one month after the beginning of the municipal financial year. New scorecards (2004/05) will outline both the annual as well as quarterly targets to accommodate the automated performance tracking system developed by the City of Johannesburg.

A process of performance managing other levels of employees in the City of Johannesburg is continuing. A number of levels 5 or lower have signed scorecards. All employees will be encouraged to develop individual learning plans (ILPs) in order to acquire competencies necessary to ensure higher levels of performance on their key performance areas.

The current researcher's opinion was that City of Johannesburg geared itself for better performance by developing its own performance management system to one of the best performing municipality in South Africa. It was clear that the City of Johannesburg was not doing only the compliance to the law, but it is a conscious commitment to translate strategy into action and drive performance improvement. The City of Johannesburg saw it necessary to employ a specialist, set up the forum, in the field performance management to strengthen their systems and commitment. All individuals employed within the City of Johannesburg.

2.9 City of Tswane System

2.9.1 Introduction

The City of Tswane is in the process of obtaining approval for a Performance Management Policy¹³⁴ to comply with legislation and sound performance management principles for employee performance management. The purpose of the City of Tswane's performance management policy for Top Management is to regulate the effective implementation of the performance management requirements for Top Management. The Policy is applicable to all managers on organisational level 1, 2 and 3. The Policy and Procedure for Top Management integrates various legislative and City of Tswane unique management requirements.

2.9.2 Individual Performance of City Tswane

The best type of performance management system adopts a cascading or “rolling-down” of performance objectives from top to bottom. The Department of Provincial and Local Government (DPLG) Performance Management Guidelines for Municipalities (2001)(par.5.9) states: “The performance of an organisation is integrally linked to that of staff. If employees do not perform an organisation will fail. It is therefore important to manage both at the same time. The relationship between organisational performance and employee performance starts from the review of the IDP that also correlates with the review of individuals on how well they have performed during the course of the different performance management phases.”

The Local Government: Municipal Performance Regulations for Municipal Managers and Managers Directly Accountable to Municipal Managers (2006) sets out the parameters on how the performance of Municipal Managers and their managers directly accountable to them (Section 57 Employees) will be directed, monitored and improved. Firstly, an employment contract has to be concluded between the Council and the S57 Managers on appointment and secondly, a separate Performance Agreement and Plan also has to be concluded annually.

The expected outcome of application of the City of Tswane’s performance management policy for Top Management is that:

Top Management collectively will execute their obligation towards the community as expressed in the Integrated Development Plan (IDP) by implementing the IDP. Top Management has an understanding of how he/she can contribute towards the attainment of the Vision, Mission, Strategic Objectives, City Key Performance Areas (CKPA’s) and City Key Performance Indicators (CKPI’s) of the City of Tswane. With this in view the policy focuses on describing in broad terms:

Which skills and competencies must be developed; how a sound working relationship between managers and employees through the development of agreed upon KPA’s, the provision of feedback, performance counselling and coaching should be developed.

How employees must be actively involved in the management of their own performance in an accountable manner; how the reward system must be structured and how poor performance must be managed and improved.

In order to ensure that the City of Tswane meets and deliver on its City Scorecards KPA’s and KPI’s at a high standard, it was appropriate to introduce a performance management system for the individual employees within the City that relates to the organizational performance management system.

Performance management and measurement rests on the following two pillars:

The identification of the selected few strategic objectives/1st level strategic objectives which summarises the performance of the whole organisation and which are the result of focused strategic planning. These objectives are captured in the top-down design of the city scorecard.

Individual performance measurement provides the alignment to the strategic objectives. The employee performance management process within the City of Tswane involves four key phases. The first phase represents the performance agreement between the employee and the employer whilst the next two phases represent the actual performance throughout the year. (Tshwane IDP 2006-2011 first revision)

2.10 State personnel manual Performance Management (State of North Carolina)

2.10.1 Introduction to Performance Management of North Carolina

Policy: It is the policy of the State of North Carolina that each agency shall have an operative performance management system. The purpose of the performance management system is to ensure that:

The work performed by employees accomplishes the work of the agency; employees have a clear understanding of the quality and quantity of work expected from them.

Employees receive ongoing information about how effectively they are performing relative to expectations; awards and salary increases based on employee performance are distributed accordingly. Opportunities for employee development are identified; and employee performance that does not meet expectations is addressed.

2.10.2 Performance Management of North Carolina

Performance management systems, including performance appraisals or evaluations, are critical linchpins for human resources management. Appraisal ratings may be criteria in decisions to retain employees during layoffs, to assess the quality of training programmes, to measure equitable treatment of different groups of employees, to increase employees' pay, and to promote or terminate employees. Appraisals may help poor performers improve performance by giving specific feedback about needs for development and appraisals may help employees who excel continue to excel by giving positive reinforcement. This type of feedback is essential to the improve performance of employees at all levels and to assess the accomplishments of the overall organization overall.

If a smaller number of employees will be expected to accomplish more, then it is critical to use all available tools and techniques for maximizing each employee's productivity.

2.10.3 Performance Management and Appraisals in East Carolina University

The following information was extracted from public personnel management, summer journal (2002) written by Bonnie G. Manie. The authors said that employee performance and productivity data are becoming more important as more government agencies, federal state, and local engage in strategic planning and try to meet accountability standards of statutes like the Government Performance and Results Act. Governments at all levels are trying to verify that their agencies and departments are doing more with less. Effective performance management systems are among the tools for measuring and improving productivity.

The costs of failing to develop adequate performance appraisal systems, though difficult to measure, would surely exceed the benefits of developing and implementing an effective system. Organizations lacking performance appraisal systems risk costly litigation when they are unable to support decisions to terminate or lay off employees. In the absence of a valid system for assessing the performance of all employees, managers risk suboptimum promotion decisions they may promote one employee and increase his or her pay when another employee's performance would be superior and give a higher return on the salary investment. Employees who excel and who do not receive positive feedback may become frustrated and leave, resulting in recruitment costs for the employer. The performance gap, the gap between desired performance and actual performance also increases costs. Some organizations overspend, trying to close the performance gap by investing in advanced technology, by redesigning the workplace, and by improving job efficiency rather than focusing on human performance systems that determine productivity.

Many elected officials believe pay-for-performance, based on appraisal ratings, will give employees incentives to improve productivity. One problem in federal, state, and local government is insufficient funding for such systems. Even when appropriations are adequate, a successful pay-for-performance system must be carefully designed and implemented by well-trained managers in an organization with sound management practices and policies.

2.11. Major Elements and Issues in Performance Management System

Presently, organizations are faced with new competitive conditions, and have to cope with dynamic environments, which lead them to the era of continuous improvement, value-addedness, doing more with less, and productivity. These developments have brought performance management to center stage. Accordingly, organizations are beginning to implement performance management that reflects the new shape of the organization and its emphasis on integration of work, multidimensional influence, and flexible jobs (Mohrman & Cohen, 1995). As a HRD practice, performance management in organizations is viewed as the total system of gathering relevant information, providing specific feedback to individuals and work groups, and applying such information for the improvement of

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organizational effectiveness (Bernardin, Hagan, Kane, & Villanova, 1998). Therefore, performance management goes beyond the ratings and formats that have been the focus of so much research and practices. Instead performance management is a means to execute organizational strategy by signaling to employees what is really important in the organization, fixing accountability for behavior and results, and helping to improve performance.

In addition, performance management should be considered as not so much an event, that is, an annual performance rating, as a continuous, action-oriented process that emphasizes setting expectations in advance, coaching and continuous performance improvement. However, performance management has long been regarded as one of the most critical yet troubling areas of HRD as well as HRM (Austin, 1992; Bernardin, Kane, Ross, Spina, & Johnson, 1996; Cardy & Dobbins, 1994). All too often the high expectations associated with performance management practices end up being destroyed by the reality of a system that produces more conflicts, problems, and resistance than it does positive results. As for HRD practitioners, the challenge is to establish an effective performance management system that eliminates the negative consequences and generates the positive ones for individual and organizational performance (Lawler, 1994; Mohrman, Resnick-West, & Lawler, 1989). In order for HRD practitioners to establish such performance management system, it is critical that job performance be clearly understood as performance measures, individual employees being given rewards and development opportunities through fair and accurate performance evaluation, and they also be provided acceptable feedback. In other words, major parts of performance management system must be clarified and well designed, so that performance management system will be able to effectively function in the organization.

2.12. Defining Employee Performance

Defining performance is considered to be a critical part of performance management system and thus a number of performance evaluation research studies have focused on defining performance (Arvey, & Murphy, 1998). In the process of performance management, identifying performance measures required for appraisal determines performance standards as levels of performance that correspond to predesignated levels of individual and organizational effectiveness. From a rater's point of view, performance standards form the frame of reference within which to judge a ratee's performance. On the other hand, from a ratee's point of view, it becomes an important mechanism to communicate with employees what is expected of them. Therefore, it is necessary to develop a clear understanding of exactly what is meant by performance before designing performance management system.

Performance management – A management process for ensuring employees are focusing their work efforts in ways that contribute to achieving the agency's mission. It consists of three phases: (a)

setting expectations for employee performance, (b) maintaining a dialogue between supervisor and employee to keep performance on track, and (c) measuring actual performance relative to performance expectations.

Performance is usually depicted as desired results, behaviors, attitudes, or traits. Some argue that performance refers to the final result as what gets accomplished. Others argue that performance has to do with the behaviors people exhibit in the course of producing results and with their basic competence or ability to perform various aspects of the job. Bernardin and Beatty (1984) define performance as the record of outcomes produced on a specified job function, activity, or behavior during a specified time period. They also distinguish this outcome-oriented definition from a person-oriented one and criticize the current tendency of performance evaluation to focus on the person's characteristics. They argue that an assessment of an individual's competencies is not a measure of his performance and that a performance management system should focus on a record of outcomes. A focus on such results seems to be a fair, unbiased, and business-relevant basis for performance evaluation. However, a number of shortcomings of results-based approach have been pointed out (Borman, 1991; Cardy & Dobbins, 1994; Heneman, 1986).

The most important drawback to focus on such results is the fact that results are often beyond the control of the employee. In fact, human performance is a complex phenomenon incorporating process as well as outcome aspects (Kozlowski, Gully, Nason, & Smith, 1999). It is important to avoid reifying outcomes as though they were performance. An outcome-based perspective is simply one approach for capturing aspects of a complex phenomenon of performance. The process-oriented approach to performance focuses on the competencies as the knowledge, attitudes, and behavior that yield performance outcomes. Competencies are defined sets of knowledge, skills, and abilities that allow the employee to perform specific functions related to organizational goals. A competency can also be defined as a collection of behaviors that contribute to the performance of organizationally valued work. Lawler (1994) contends that competencies should guide the very structure and reward systems of organizations of the future. Indeed, competencies are thought by some managers to represent the language of their strategic human resource policy allowing the organization to match its strategic needs (Woodruffe, 1991).

Competencies can be general or organic to the organization. Generic competency is easy to imitate and thus does not provide a source of competitive advantage (Heneman & Ledford, 1998). Instead, Raelin and Cooledge (1995) show that the organic competency model, derived from the specific context of the individual, job, and organization, was found to be useful as an indicator of performance of the day-to-day operating duties of the employees. As a result, the organic competencies aligned

with organizational strategy, value, and business objectives may constitute the very dimensions against which people might be evaluated and developed. Efforts to assess employee performance have been focused primarily on the outcomes that are static and sometimes dysfunctional. The changing nature of work, the need for constant improvement and adaptability, necessitates a more dynamic, process-oriented perspective on an employee performance. Heneman and Thomas (1997) indicate that as performance measures for performance management, outcomes may measure performance relative to the organization's financial goals, while competencies represent the means by which these results are attained.

Therefore, a performance management system should be designed to emphasize competencies as well as outcomes consistent with the organization's overall mission and objectives. Performance measures discussed above rely on the assumption that personal variables are more important in performance management process. They did not consider other explanations, including the possibility that system factors exert a larger influence on performance in higher level jobs such as executive position or that system factors constrain the variance in performance in lower level jobs. In general, managers do not regard constraints on performance as very serious problems hindering the attainment of desired performance, whereas those performing the work believe constraints are a serious problem (Bernardin et al, 1996).

The attribution theory of actor/observer bias provides an explanation on the effects of situational constraints on performance (Bernardin & Beatty, 1984; Cardy & Dobbins, 1994).

2.13. Arguments on the Evaluating Performance

It is less clear what action practitioners should take to deal with the effect of differently intended performance evaluation on performance management. One place to start would be to decrease the discomfort that raters and ratees have with the evaluation process. For example, encouraging raters to provide feedback at frequent, regular intervals throughout the appraisal period might reduce rater and ratee discomfort (Villanova, Bernardin, Dahmus, & Sims, 1993). Another potential solution would be to increase rater motivation to be accurate through holding raters accountable for the ratings they provide to their ratees (London, Smither, & Adsit, 1997). Policies may be set up to reward the raters for providing accurate ratings to the ratees. Furthermore, employee reactions should be carefully monitored. If trust is low, care must be taken to design and implement the performance management system in such a way that its developmental purpose is clear and employees will see that their fears of its administrative uses are unfounded. This will also help both raters and ratees to reduce their discomfort. Cardy and Dobbins (1994) argued that ratees often dislike the performance evaluation process itself. In reality, performance evaluation involves once-a-year supervisory subjective judgment and thus has often focused on the person and disregarded the situation. Since performance

evaluation has been focused on the person, the ratee has been presumed guilty of any performance deficiencies. However, there is the potential for shifting performance evaluation to a partnership between rater and ratee in an effort to improve performance rather than place blame (Cardy, 1998). Rather than automatically focusing on the person as the sole source of performance, the stage is set for examining the multiple causes of performance and what can be done about them.

To maximize the development of such a partnership, it is recommended that ratees conduct a self-appraisal using the same performance dimensions of both the person and the system as the rater. The disparity between rater and ratee assessments of system factors, instead of being simply a source of disagreement over evaluation standards, can illuminate areas of difficulty in the work situation that the rater may not have been aware of. This is an opportunity for a fundamental change in the typical performance evaluation process that would be a positive and energizing change in an organization. Researchers (Bernardin & Beatty, 1984; Boswell & Boudreau, 2000) stated that criteria, such as the degree to which raters and ratees believe in fairness, equity, and utility of performance evaluation, represent better predictors of rating validity than do psychometric errors such as halo and leniency. Waldman (1997) was critical of the fact that performance management or Human Resources Development practitioners typically design evaluation procedures with little or no input from users. Performance management or Human Resources Development practitioners may be able to achieve a degree of psychometric accuracy or freedom from bias by using their expertise to design procedures. However, these procedures will not be used as intended if there is resistance by raters and ratees. In this regard, Mohrman, Resnick-West, and Lawler (1989) argued that the best way to ensure the acceptability of a performance evaluation design is to let users participate in creating it. In particular, allowing users including raters and ratees to participate in setting performance standards may be useful for several reasons.

First, employees will be more likely to perceive performance standards as fair. Second, employees may be more committed to reaching performance standards and more likely to accept them. Third, negative reactions to the performance management practices may be less likely (Bobko & Colella, 1994; Mohrman, Resnick, & Lawler, 1989; Waldman, 1997). Performance information can be generated from a variety of sources. Traditionally, the supervisor has maintained a primary, if not the sole, input into the performance evaluation process (Bernardin & Beatty, 1984). However, contemporary business trends and practices, such as downsizing, total quality management, reengineering, employee empowerment, and team-based organizational designs are renewing persistent concerns about the adequacy of traditional performance management systems that rely solely on supervisor ratings (Bettenhausen & Fedor, 1997). Many organizations are finding that a traditional performance management system does not seem to fit well within evolving strategies

toward thinning or eliminating managerial ranks as part of their downsizing efforts (Bettenhausen & Fedor, 1997), empowering employees to achieve growth and self-development (Dalessio, 1998), and generating teamwork to continuously improve efforts to satisfy customers (Waldman, 1997).

Researchers (Bettenhausen & Fedor, 1997; Cardy & Dobbins, 1994; Waldman, 1997) assert that an alternative approach may be necessary for several reasons. First, performance variation may be largely due to system factors beyond most individuals' control, such as the availability of resources, nature of supervision or leadership received, variations in training received, and jobs requiring a high degree of autonomy. Second, it is a difficult, if not impossible, task for raters to accurately distinguish individual causes of performance from system causes.

Third, the nature of work-related problems and increasing customer demands may require teamwork or team-based job design. Fourth, supervisors as raters often have a broader span of control and are less directly engaged in employee-level activities. Finally, as a performance management process, performance evaluation should communicate critical organizational behaviors and values to employees to move the organization forward and to change the culture.

For these reasons, many organizations are required to develop and use the alternative way of evaluating an employee performance. As an alternative to traditional performance evaluation, the multi-source, multi-rater, or 360-degree feedback system is characterized by the evaluation of an individual's performance by multiple raters from multiple levels such as supervisors, peers, subordinates, and customers. Although procedures vary, typically an individual is rated by others who interact frequently with the individual, who are knowledgeable about the individual's performance, and whose opinions are valued by the individual (Brutus & Derayeh, 2002; Cardy, 1998; Mount, Judge, Scullen, Systemsma, & Hezeltt, 1998). This alternative system is believed to have a number of advantages over traditional evaluation systems (Bettenhausen & Fedor, 1997; Dalessio, 1998; London & Smither, 1995; Mohrman, Resnick-West, & Lawler, 1989).

First, because job performance is multidimensional, raters other than the immediate supervisor may be better suited to evaluate certain aspects of performance. Second, even if raters have the same opportunity to observe performance, they may perceive and evaluate it differently. The multi-source evaluation system is assumed to provide information relevant to ratees that would otherwise not be available. Third, this new evaluation system can also give employees a sense of participation in the evaluation system and increase their feelings of importance to the organization. Fourth, feedback from peers or subordinates would help employees do their jobs better, increase the productivity of the work unit, and add an important dimension to the performance evaluation system. Fifth, multiple source feedback can be effective motivators of an employee's behavioral change.

The current researcher's opinion was that, for the results of performance management to be maximized, it is necessary to set up a fair and accurate performance evaluation process, which decreases the discomfort and dissatisfaction, that evaluators and employees have with the evaluation process. It is possible that a fair and accurate evaluation process can be designed and implemented to include encouraging evaluators to provide feedback at frequent, regular intervals throughout the appraisal period, holding evaluators accountable for the ratings they provide to their employees, through setting policy for accurate ratings, monitoring employees' reactions to evaluation processes, letting employees conduct self-appraisal and examining the disparity between evaluators and employees assessments, allowing evaluators and employees to participate in designing evaluation process, and developing multi-source and multi-rater evaluation system.

2.14 Providing Feedback on Employee Performance

Evaluations of performance are fed back to the individual and relevant decision-makers. In a performance management system, feedback plays an important role both for motivational and informational purposes and for improved rater-ratee communications. For example, supportive feedback can lead to greater work motivation for employees and feedback discussions about pay and advancement can lead to greater employee satisfaction with performance management processes. In effect, providing people with feedback about their performance will have positive effects on their future performance (Taylor & Pierce, 1999). Research (Bernardin et al., 1996; Bobko & Colella, 1994; London, Larsen, & Thisted, 1999; Mikkelsen, Ogaard, & Lovrich, 1997; Pettijohn, Pettijohn, & 'Amico, 2001) demonstrated that clear, specific, and descriptive feedback, compared to evaluative outcome feedback, resulted in more accurate evaluations of expectancy for success, led to perceptions of source credibility and fairness, and increased performance by allowing for accurate attributions about past performance. However, it is often reported that feedback to inform poor performers of performance deficiencies and to encourage improvement doesn't always lead to performance improvement. Many employees view their raters (supervisors) less favourably after the feedback, and feel less motivated after the appraisal. Therefore, it is recommended that feedback meetings would be created to maintain a supportive atmosphere between ratees (employees) and raters supervisors).

For a supportive atmosphere in a feedback meeting, Bernardin et al. (1996) argued that the raters should remove distractions, avoid being disturbed, and take sufficient time in the meeting. Although raters seem to have trouble adhering to these guidelines, raters should be informal and relaxed and allow the employee the opportunity to share his or her insights. Topics that should be addressed in the meeting include: praise for special assignments, the employee's own assessment of his or her performance, the supervisor's response to the employee's assessment, action plans to improve the

subordinate's performance, perceived constraints on performance which require subordinate or supervisory attention, employee career aspirations, ambitions, and developmental goals. In addition, feedback should aid self-management for employees because feedback keeps employees' work related activities directed toward desired personal and organizational goals (Locke & Latham, 1990). Career opportunities and career patterns are becoming far more variable and unstructured in light of corporate downsizing and the implementation of new technology. Consequently, employees need and want to take responsibility for their own development (Holt, Noe, & Cavanaugh, 1996). A feedback meeting can serve an important role in exploring and promoting employees' career development opportunities as well as their contributions to organizational change efforts. London, Larsen, and Thisted (1999) insisted that raters should play a role in the feedback process to offer useful information about career development opportunities and organizational change demands for employees. In this regard, Birdi, Allan, and Warr (1997) showed that employees participated voluntarily in work-related learning and career development activities as well as in organizational performance improvement when they perceived management support in the feedback process.

2.15. Observations on the application of Performance Management systems to individuals

The following information was written by Gavin Lawrie (1998) CEO of @GC from UK. He said that advanced approaches to Performance Management such as the 3rd Generation Balanced Scorecard look at how things are communicated about key goals and expectations one way, and concerning performance against critical activities and outcomes the other. Unsurprisingly the issue of 'alignment' between organisational units surfaces regularly during this work, and is explicitly addressed in established design methods. But a key related question is how to extend this work to encompass the individuals working within an organisation?

Observation: behavioural change at the level of individuals requires more complex changes than simply a more elegant way of communicating goals and assessing subsequent achievement against these goals - it requires change to occur both within job description and management process.

Implication: a typical Performance Management System design project will not have the mandate, budget or time to engage in this type of organisational change focusing on a more modest solution that is compatible with the existing fabric of the organisation will probably be just as effective (as major organisational changes are unlikely to occur otherwise), and probably easier to introduce (as it builds on what is already in place, rather than replacing it).

Observation: The costs associated with the introduction of complete / complex Performance Management System (e.g. a 'Balanced Scorecards') at the individual level is likely to be a greater

than the benefits in improved organisational performance such a programme would generate, almost regardless of the complexity of the programme executed.

Implication: In the short term, the roll-out of a the Corporate Performance Management system to individuals is better done through small modifications to existing methods and processes than the introduction of a new Balanced Scorecard based appraisal and reward system.

2.16 Public service motivation

Efforts to improve the performance of government organizations hinge in part on the ability to successfully motivate public employees. Often looking toward the private sector for guidance, reform efforts frequently have borrowed tools used in business management. One example is the pay-for-performance systems that continues to be adopted in the public sector (Kellogg and Lou 1993). Such utilization of private-sector tools assumes that public and private employees are comparable and are motivated by similar rewards.

The assumption that public- and private-sector employees are similar runs counter to conventional wisdom in the scholarly public administration literature. It is generally believed that the public employee is motivated by a sense of service not found among private employees (Staats 1988; Perry and Wise 1990; Gabris and Simo 1995). In particular, public employees are more likely to be characterized by an ethic that prioritizes intrinsic rewards over extrinsic rewards (Crewson 1997). If this is the case then reform efforts that attempt to reward public employees with tools frequently used in the private sector likely will be unsuccessful.

Two questions have directed research on this topic of public employee motivation. First, what is public-service motivation? Second, does it accurately characterize public employees? It is this second question that the present study addresses. Utilizing data from the General Social Survey, public- and private-sector workers are compared with regard to the incentives they value most highly in a job. This study contributes to the research literature on the difference between public and private employees by providing a multivariate analysis of survey data collected using a national sampling frame.

Conventional wisdom in the academic public administration literature holds that public employees are different than their private-sector counterparts. The public sector has been portrayed as a calling, a sense of duty, rather than a job (Perry 1996; Staats 1988). Public administrators are characterized by an ethic to serve the public, hence they are motivated by different job characteristics than are private-sector employees. In particular, workers in government organizations are seen as motivated by a

concern for the community and a desire to serve the public interest. Research has focused on identifying the components of this public-service ethic and asking if it is indeed characteristic of public employees.

Perry (1996) offered the most complete effort to measure public-service motivation. He defined it as "an individual's predisposition to respond to motives grounded primarily or uniquely in public institutions and organizations". Using survey data, Perry developed a measure of public service motivation that has four components: attraction to policy making, commitment to the public interest, compassion, and self-sacrifice.

More broadly, public-service motivation can be characterized as a reliance on intrinsic rewards over extrinsic rewards (Crewson 1997). Intrinsic rewards are derived from the satisfaction an individual receives from performing a task. Examples of these are a sense of accomplishment and a feeling of self-worth. In contrast, extrinsic rewards are those offered to an employee by someone else. Examples of extrinsic rewards are a pay raise, a promotion, job security, and status and prestige.

Empirical research has addressed the question of whether public service motivation is indeed found among public employees. That is, do public employees focus on intrinsic rewards more than private-sector employees do? Several job characteristics or reward motivators have been examined: high pay, job security, prestige and status, promotion, and work that is helpful to others (or serves the public interest).

One of the most enduring images is that public-sector employees are less motivated by financial rewards than are private employees. Early research by Kilpatrick, Cummings, and Jennings (1964) and Schuster (1974) reinforced this portrayal of the government worker. In a survey of 275 middle-level managers in public agencies and private firms in a large midwestern state, Rainey (1982) also found that federal managers rated money lower as a career goal than did business managers. In his Israeli study, Solomon (1986) reported that pay was a more important incentive in the private sector. Similarly, Wittmer (1991) and Jurkiewicz, Massey, and Brown (1998) concluded that in contrast to public employees, the most important reward for private-sector workers was higher pay. Recently, however, Gabris and Simo (1995) and Crewson (1997) found no statistical difference on high pay as a motivator between public- and private-sector employees. In spite of this last research finding, the general conclusion drawn from research is that public employees are less motivated by financial rewards than are private-sector employees.

2.17 Motivating Your Staff

2.17.1 Introduction

People's morale is one of the hardest things to measure and evaluate in human behavior. Webster's Dictionary defines morale as the "mental condition with respect to courage, discipline, confidence, enthusiasm, willingness to endure hardship, within a group, in relation to a group, or within an individual." Morale is also defined "as a state of individual psychological well-being based on such factors as a sense of purpose and confidence in the future" (Hacker, 1997). Morale has been looked at as the attitude and response to any given work conditions that influence the behavior of the individuals (Kanter, 1977), and high morale is seen when an individual shows determination to do the best under any given circumstance (Baynes, 1967).

Question is whether morale at work place is strongly connected to the productivity of individuals? Some of today's business leaders warn of the high cost of low morale among employees (Hacker, 1997). Businesses and big corporations are reaching out to their employees through training and seminars to ensure high morale among them. Others argue that good morale doesn't always lead to positive motivation and positive motivation doesn't always lead to high productivity (Connolly & Connolly, 1991).

2.17.2. About Employee Morale

Employee morale is the relationship that a particular employee or a group of employees have with their work and the organization they work for. High employee morale means that employees are happy, and this is reflective in the kind of work they produce. On the other hand, low employee morale results in less productivity and pessimism among employees. It is important for every organization to continually keep employees morale high.

2.17.3 Significance

Employee morale is part of workplace culture and it is important in the company. When workers are happy, they tend to be more efficient because they enjoy their work. It is important that employees don't feel overworked and burdened by their job. Employee morale gauges organizational culture and how employers' treatment of their employees impact on how the employee thinks about the organization as a whole.

First and foremost, better communication improves employee morale. Encouraging employees to reason better and communicate their ideas effectively will result in better understanding of each

other. This also develops leadership in employees and teaches them how to be assertive. Regular evaluation also helps keep things in check. Top management should make it a point to talk sincerely to their employees and staff and build a solution to resolve any issues present. Managers should make any expectations known.

2.17.4. Effects

High employee morale results in a highly effective team. A nurturing and supportive environment helps employees do their best work and share ideas without fear of being ostracized and ridiculed. High morale is also an indication of job satisfaction, which helps organizations keep employees. Employees are also more aware of their environment and will be more forward in asking for help and support, thus resolving issues before they get worse.

The human resources department of a company gauges employee morale and participates in activities and events that would help boost employee morale. Team-building exercises are particularly important, because when employees are working in harmony, they tend to help each other, thus collectively relieving the amount of work that needs to be done for the company.

2.17.5 Expert Insight

One of the best ways to boost employee morale is to reward hard work. An employee may sometimes feel burdened by the amount of work that needs to get done and could start thinking about the value of the work versus the amount of pay he receives. By recognizing the hard work of an individual, employees are more likely to want to show their skills and contribute more because they know they are appreciated. Recognition, not just monetary compensation, is an incentive that will keep an employee setting higher standards and doing more in his job.

The prevailing views of motivation have changed radically over the course of organisational history (Ott, 1989). These theories have passed through many stages, influencing as being influenced by the prevailing management ideologies of each era (Cooper and Robertson, 1986).

Although some individuals work only because they enjoy it, others work because they don't have choice. There are different factors that motivate individuals to work. Comprehensive theories of motivation are needed to guide the understanding of the complexity of work motives.

According to John (1992), theories of motivation should explain:

The conditions in which motivators are applied to employees and those cases in which employees appear to be self-motivated. The conditions under which either form of motivation might be more effective or more likely to occur.

Motivation has been commonly referred to as the process by which individuals are influenced to engage in particular behaviours. Saal & Knight (1988) argues that in the work setting, motivation is used as justification for the employee's effort, productivity and attendance (or lack thereof). Several definitions for motivation have emerged over the years, the majority of which share three major elements which commonly profile the accepted aspects of motivation (McCormick & Ilgen, 1987).

2.18. Discussions and Arguments about the motivations

Needs are also known as motives, because they are able to move or motivate people to act (Drafke & Kossen 1998). Most definitions of motivation include three components: energizing human behaviour, directing behaviour by creating a goal orientation for the worker, and maintaining and supporting behaviour (Reeve 1996:2; Schermerhorn 1997). Motivation therefore refers to complex forces and needs, which energise and sustain human behaviour in carrying out a particular action (Anderson & Kyprianou 1994; Drafke & Kossen 1998; Wevers 2000).

The cognitive model of Thomas and Velthous, as explained by Davis and Wilson (2000) involves four factors: impact, competence, meaningfulness and choice. Impact refers to the degree to which a person's behaviour is perceived as producing the intended effects in the task environment. Competence is the degree to which people believe they can perform a task skillfully if they try. Meaningfulness includes the values of the task goal as fudged against the individual's own standards. When people experience a low degree of meaningfulness, they feel apathetic and detached. Higher degrees of meaningfulness make people feel more committed and able to concentrate on their tasks. Choice refers to intentionally selecting action that will lead to desired outcomes. More choices produce greater flexibility, initiative, creativity and resilience whereas less choice leads to feelings of tension, more negative emotions and lower self esteem (Schulz and Steyn 2003).

Theories of motivation were devised in an attempt to explain the behaviour of employees (Drafke & Kossen 1998). Motivation theories can be divided into two categories: content theories and cognitive or process theories (Rowley 1996; Schermerhorn et al 1997; Wevers 2000; McKenna 2000).

Content theories include Maslow's theory of the hierarchy of needs, Herzberg's two-factor theory, Mc Clelland Needs. Examples of process theories include the Adam's Equity theory and Vroom's Expectancy theory. (Mc Kenna 2000).

The content theories concentrate on individuals and the needs that motivate them. The process theories concentrate on individuals and the needs that motivate them. The process theories

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concentrate on how people are motivated but each process theory has different focus. Theories help us understand our own behaviours and the behaviour of others (Schultz, 2003).

There are two different approaches, which explain work motivation; content and process theories. The content theories of motivation attempt to explain what actually motivates people at work. These theories have identified needs, incentives and the work itself as important factors that contribute towards job satisfaction (Maslow: 1943; Herzberg: 1959; Alderfer, 1972; McClelland, 1988; Analoui, 2000).

In contrast, process theories try to describe how behaviour is initiated, directed and sustained. These theories are more concerned with the dynamics interaction between the variable involved and how they influence behaviours (Adams 1963; Vroom, 1964; Porter and Lawler, 1968; Locke, 1968). The process approach theories, therefore, may provide a basis for better understanding of the nature of the interaction involved and more importantly provide an insight into what they do at work.

In a South African study (Naidoo and Solomons, 2002) of psychology and the meaning of work, people, the paper reviewed the five motivational theories that motivate people to work. The review begins with a brief reference to the five motivational theories on Motivation. People strive towards achieving success in their jobs and to perform interesting and challenging work. They base their definition in agreement with Greenberg (1999) as the process of arousing, directing and maintaining behaviour towards a goal (Greenberg, 1999). Therefore motivation has three components, which are looked at individually.

The review is organised according to the Maslow's Hierarchy of Needs, Equity theory, Expectancy theory, Goal Setting and designing jobs so as to make them more desirable. These theories are characterised by Maslows Hierarchy of five needs which strives to meet the needs of employees attract the best people and motivate them to do excellent work. The authors are in agreement that workers often rebel if they are under a pay system that treats them unfairly, therefore the Equity theory proposes that people are motivated to maintain fair or equitable relationships between themselves and others.

The authors in agreement with Greenberg (1999) define the expectancy theory claims that people will be motivated to exert effort on the job when they believe that doing so will help them achieve the things they want. Goal setting is characterised as taking aim at specific, difficult but acceptable goals, which is accompanied by feedback. (Solomons,2002).

Based on his research investigating the relationship between motivation and job satisfaction, Frederick Herzberg formulated a theory commonly known as the Two Factor Theory of motivation (Robbins, 1996: Armstrong, 1996: Pattern, 1977). Herzberg showed that motivation to work was associated with job content and thus intrinsic to the job itself. He argued that if these factors are present in a job, a worker would be job satisfied and motivated. Thus there is an overlap between Herzberg's hygiene factors and Maslow's lower level needs and the motivating factors and Maslow's higher level of needs. Herzberg is often criticized for focusing on professional employees like accountants (Pattern, 1977).

Treurer (2002) states that any person who is successful in whatever he or she is doing what motivates him/her, and very likely the answer will be "goals". Goal setting is extremely important to motivation and success. The author that is possible to succeed with someone else providing the motivation for you. Certainly, an individual needs some intelligence, knowledge base, study skills, and time management skills, but if you don't have motivation, you won't get far. The key is motivation.

Herzberg claimed that his theory applied not only to American workers but that its principles would hold in diverse cultures. However studies in South Africa produced a different result. While South African skilled workers produced the expected results, unskilled workers seemed to derive their job satisfaction from hygiene factors. This is contrary to Herzberg's theory, which states that hygiene factors will only lead to a state of no dissatisfaction and not to feelings of job satisfaction. Herzberg claims that the poverty experienced by many unskilled workers in South Africa led to this unanticipated profile (Herzberg, 1987). High unemployment is still present in South Africa today.

In agreement Schultz, Bagraim, Tracy Potgieter, Viedge and Werner (2003) motivation is the force within us that arouses, directs and sustains our behaviour. The first part of the definition, arousal is about the energy that drives your behaviour. The second part of the definition is about the choices that the individual makes, the direction of your behaviour and third part of the author's definition is concerned with how long you are willing to persist at attempts to meet your goal, to sustain your behaviour.

Clayton Alderfer (1972) modified Maslow's hierarchy of needs but retained many of its essential features. Authors review the ERG theory as a description of three human basic needs: existence needs, relatedness needs and growth needs. Existence needs are a person's physical and material wants and are equivalent to the physiological and safety needs in Maslow's hierarchy. Relatedness needs are the same as Maslow's social needs. Growth needs are the individual's desire to be productive, to be creative and to use his or her skills to the maximum. These three groups of needs

form a hierarchy but are not activated in any particular order. All people have existence, relatedness and growth needs but to different degrees (Schultz et al, 2003).

David McClelland (1962) suggested that we are not born with a specific set of needs but that we learn particular needs from our culture and society. The motivation theory he developed considers three higher-order needs: the need for achievement, the need for affiliation and the need for power. If one of these needs is strong it motivates a person to behave in a way that leads to the satisfaction of that need (Schultz et al, 2003).

How much effort would you exert to obtain a particular reward? Victor Vroom (1964:1970) attempted to answer this question in the theory of motivation that he developed: expectancy theory. Authors review the expectancy theory as the effort you are likely to expend depends on three relationships: expectancy belief (believing whether or not you'll get the job done, instrumentality belief (believing whether or not your effort will result in performance) and valence (the value an individual associates with a particular organizational reward).

2.19. Sources of Motivation

Any individual has two sources of motivation, an intrinsic (from within) and an extrinsic (outside the individual) source of motivation (Gellerman, 1994). A weak consensus exists among organisational experts concerning the exact definitions of intrinsic and extrinsic motivation and whether these specific motivators should be labelled intrinsic or extrinsic (Johns, 1992).

Intrinsic motivation refers to the individual having more or less permanent needs that are built into personality. According to Gellerman (1994), these needs include various combinations of the following:

Survival needs, such as the need for a serious income, comfort needs, being treated with respect and being liked. Achieving goals and being a good leader.

2.19.1 Factors influencing motivation

A study exploring factors influencing the motivation of educators in terms of gender, age and years of experience (Schulz & Trudie Steyn, 2003) revealed that primarily, male and female educators are motivated by the same factors. Educators of diverse age groups and years of experience differ in terms of what they experience as motivational. Younger educators need to have their confidence boosted, while older and more experienced educators are motivated by positive relations with peers, recognition, power and authority, professional growth and explicit role definition.

The hypothesis states there is a relationship between motivation and job satisfaction of educators. Hence to recognize that educators are motivated by different factors, in accordance with their age, qualifications and years of experience, the resource available in the school; their aspirations with respect to career development, and priorities they attach to achievement and to social factors (Culver et al 1990; Love & Marican 1993; Rowley 1996).

The research was exploratory, using a questionnaire as a research instrument. The respondents were a non-probability sample, chosen as a combination of convenience and random sampling, Respondents had to indicate to what degree the 51 incentives listed would motivate them, by responding on a five-point scale (Schulz & Trudie Steyn, 2003)

The study identified that more experienced the educators, the more influenced they were by the factors considered in this investigation. Only two factors were most motivational for educators with between six and ten years experience. These were increased self-confidence and the opportunity to work with new teachers (relations with colleagues)(Schulz & Trudie Steyn, 2003).

The survey confirmed previous findings (Hillebrand, 1989) that female educators were motivated by working with learners. Being socially orientated, they were also motivated by support, assistance and encouragement from their peers. However, female educators were motivated by special privileges. This could be ascribed to the need to render their roles as educators compatible with their roles as mothers and homemakers. (Schulz & Trudie Steyn, 2003).

According to Thomas (2003) it is difficult to keep workers happy therefore the key is to find out what matters most to the organisation staff. But what makes your workers happy could lead to more productivity and efficiency. Results from the Society for Human Resource Management (SHRM), USA Today and Job Satisfaction Poll from 2002, show that employers have a poor understanding of the worker's point of view. In the survey, employees and HR professionals who responded to the survey had different ideas about what is "very important" work satisfaction.

The results concludes the top five "very important" job components for employees as job security, benefits, communication between employees and management, employee flexibility to balance work and life issues and compensation/pay. According to Human Resource Professional, the following motivators are "very important" in rank order as communication between employees and management, recognition of achievements through recognition programmes is an easy way to boost morale, relationship with immediate supervisor, job security and compensation/pay (Thomas, 2003).

2.19.2. Motivation argument by Sorge and Sayles

Work motivation and satisfaction are regarded as important contributions to human resources in organisations with respect to organisational culture, identity and in managing effectiveness and quality (Sorge, 2002). Well motivated employees can be a major source of improved productivity. Sayles (1996) states that good leadership, is based on the following principles:

Motivation, as a major source of high performance. A leader's major tools in improving motivation are: involve and empower your reports, challenge your reports with intrinsically interesting jobs, and facilitate the setting of appropriate goals. Provide feedback and rewards, both economic and psychological

Sayles (1996) says that managers use employee motivation as a major level for increasing work effectiveness. When output or quality fall below what is expected, traditional managers don't ask how the work system can be improved. Instead they pressure employees to work hard or more carefully, and they seek to provide more incentive for good performance. This is like driving a car with a foot on both the accelerator and the brake at the same time. The brake is not only the inadequate work system, but also the resentment created by the constant bickering over who is at fault and who should work harder.

2.20 "Walking the walk" of public service employees and charitable gifts of time, blood, and money.

A decade ago Robert Behn (1995) identified learning how to motivate employees as one of the "big" questions of public management. Yet typical treatments of motivation in the academic literature are of limited utility for understanding much behavior in public organizations (Dilulio 1994; Perry 2000). Built on the assumption of a utility-maximizing bureaucrat, this rational choice (or principal-agent) approach to motivation may help explain why bureaucrats "shirk, subvert, and steal on the job," but it cannot explain why they "strive, support and sacrifice on the job" (Dilulio 1994). In short, such an application of rational choice theory cannot explain prosocial behavior in public organizations (Perry 2000).

A theory of public service motivation (PSM) has been offered as an alternative. Consistent with conventional wisdom in public administration that government employment is a calling, public service motivation assumes bureaucrats are characterized by an ethic to serve the public. They act out of a commitment to the common good, rather than mere self-interest. Hence, they are motivated by different rewards than are those who do not answer the call. The existence of public service motivation has significant implications for job choice, job performance, and organizational

effectiveness (Perry and Wise 1990; Rainey 1982; Romzek 1990); for the redress of declining social capital (Brewer 2003); and for the legitimacy of bureaucratic discretion.

In recent years a significant amount of research has examined the topic of public service motivation. The primary focus of this research has been on identifying the nature of public service motivation and asking if it is indeed characteristic of public employees. Generally, the findings of recent research lead to the conclusion that government workers do possess attitudes consistent with such an ethic and that this public service ethic may be fairly widespread among public employees (Brewer and Selden 1998; Crewson 1997).

2.20.1 Understanding Public Service Motivation

Employment in the public sector often has been portrayed as a calling, a sense of duty, rather than a job (Pattakos 2004; Perry 1996; Staats 1988). For instance, Frederickson (1997) refers to "the calling of the public service" as being at the heart of the "spirit of public administration." Striking a similar chord, Gawthrop refers to public service being based on "the notion of duty as a love or an intense inner commitment to a cause that extends beyond the exigencies of the moment" (1998).

Individuals who respond to this call are portrayed as being different from those who do not. They are "public servants" who are committed to the public good and characterized by an ethic built on benevolence, a life in service of others, and a desire to affect the community. From this viewpoint public bureaucrats are "principled agents" who do much of the heavy work of governing (Brehm and Gates 1997; Dilulio 1994). Pattakos illustrates the essence of the public service motive through the following comment made to him by a federal government employee: "I am attracted to the ideal of public service. It is fundamental to my own personal values and provides an opportunity for me to live these ideals I come from parents who believed that helping others was the best way to spend your life and service to humanity is the best work of life" (2004).

Broadly speaking, public service motivation is "an individual's predisposition to respond to motives grounded primarily or uniquely in public institutions and organizations" (Perry 1996). This motive has rational, normative, and affective bases (Perry and Wise 1990). In his effort to devise a general measure, Perry (1996) further identified four empirical components of the PSM construct: attraction to policy making, commitment to the public interest, compassion, and self-sacrifice.

Brewer, Selden, and Facer (2000) find that there is not just one conception of this public service ethic. Instead, they conclude that it means different things to different people as they identify four different conceptions: Samaritans, communitarians, patriots, and humanitarians. Common to all of these are a

commitment to serving the public, making a difference, and support for social equity. Unlike Perry, Brewer, Selden, and Facer find that an interest in politics or policy making is not a characteristic of any of these conceptions of public service motivation.

Furthermore, monetary rewards are not considered to be significant motivators for this ethic (Brewer and Selden 1998; Brewer, Selden, and Facer 2000). For instance, volunteerism has been found to actually decrease in the presence of small monetary rewards, because extrinsic rewards "crowd out" the intrinsic rewards of the activity (Deci, Koestner, and Ryan 1999; Frey and Goette 1999; Frey and Jegen 2001; Frey and Oberholzer-Gee 1997).

Thus, public service motivation is a multidimensional concept that characterizes the motivations of individuals who engage in prosocial behavior (Brewer and Selden 1998; Perry 1996; Rainey 1982). A commitment to the public interest, service to others, and self-sacrifice underlie an understanding of public service motivation

While it has been developed in the context of public administration, public service motivation is an individual, not a sector-specific, concept (Brewer and Selden 1998). However, it is more likely to characterize individuals in public rather than private organizations. One reason is that by virtue of their missions public organizations are more likely to provide individuals with an opportunity to engage in public service. Thus, individuals who are attracted to public service are likely to self-select into public organizations (Perry 2000).

Another reason relates to the level of goal clarity and specificity in organizations, as well as the presence of clear reward-performance expectations. A rational choice approach to motivation is based on an assumption of utility-maximizing behavior that occurs in the presence of well-defined goals and clear reward--performance expectations (Shamir 1991). However, public organizations are more likely to be faced with vague and conflicting goals established by external actors, responsibilities that are difficult to measure and monitor, and managerial constraints on the amount and use of monetary and other tangible rewards (Allison 1983; Brehm and Gates 1997; Perry 2000; Perry and Porter 1982; Wilson 1989).

Under these conditions PSM provides a more useful basis for understanding employee it has been found that public employees place less of an emphasis on higher pay as a motivator (Jurkiewicz, Massey, and Brown 1998; Kilpatrick, Cummings, and Jennings 1964; Rainey 1982; Schuster 1974; Wittmer 1991) and more emphasis on service to society and the importance of meaningful work (Crewson 1997; Houston 2000; Rainey 1982; Wittmer 1991). Research is not conclusive on this point, however, as several studies have not found differences between public and private employees consistent with the public service motive (Baldwin 1987; Gabris and Simo 1995; Maidani 1991).

Below is the graph that indicate the different authors ideas about motivation and its theories

2.20.2 FEATURES OF SELECTED PROCESS THEORIES OF MOTIVATION

Motivational theory	Description	Key Issues
Vroom's Expectancy Theory	Motivation is the product of <i>expectancy</i> , <i>instrumentality</i> , and <i>valence</i>	<ul style="list-style-type: none"> Employee assessment of their own ability are important. Performance must be linked with rewards (line of sight) Rewards must be meaningful.
Adams Equity Theory	Employee are motivated when they believe that their <i>reward/contribution ratio</i> is equal to the ratio of a <i>referent other</i>	<ul style="list-style-type: none"> Rewards must be allocated consistently and fairly among employees. Employees perceptions are very important
Skinner's Reinforcement Theory	Behaviours that are <i>rewarded</i> will recur and those that are not rewarded or punished will be discontinued.	<ul style="list-style-type: none"> Performance must be tightly coupled to desired behaviours. Rewards must be a closely followed demonstration of desired behaviour.
Locke's Goal-Setting Theory	<i>Performance goals</i> influence greater intensity and duration of performance	<ul style="list-style-type: none"> Performance goals should be specific and challenging. Performance must be linked to rewards

Source: Based in part of George T. Milkovich and Jerry M. Newman, *Compensation*, 6th edition. (Boston: Irwin/McGraw-Hill, 1999), 276-278.

Motivation is one of the primary concerns and challenges facing today's supervisors and managers. Staff members are the key to your success, and motivation affects employee performance that ultimately affects the departmental, divisional and organizational objectives and only satisfied employees lead to satisfied customer.

Chapter 3

3. Research Design and Plan

3.1. Introduction

Henle (cited in Chadwick, 1984) argues that there are five ways in which knowledge of the World can be gained - scientific, philosophical, mathematical, theological, and humanistic. However, Remenyi (1996) states that when undertaking research, there are "three major philosophical questions" that should be addressed at the outset of research. These three philosophical question underpinning any research within the scientific way of knowing are:

Why is this research?

What is to be researched?

How to do that research?

A research design is planned and structured to be participatory or action research in nature (Mouton, 2001), that is why a major part of this study design involves research participants of Department of Local Government & Housing within the Western Cape Province. The researcher used a quantitative method with the aim of gaining an understanding of the research participant's perspectives on the impact of performance management's implementation on employee morale in Western Cape Provincial Head Office of Department of Local Government& Housing.

Secondary sources to provide information was from various publications such as textbooks, internet, journals and previous studies on the subject.

Primary sources was obtained by means of an empirical study. Respondents were requested to complete a questionnaire. Questions were formulated according to information established during the literature review.

The population was consists of 750 staff members at Department of Local government & Housing head Office, Western Cape Provincial Governmental. The final sample was consists of 150 staff members across all level of employment at the department. The research was carried out in one phase in the form of a questionnaire. The time frame for the research was 06 months as from April 2010 to September 2010.

Probability sampling was carried out in which each person in the population had the same known probability of being selected. The selection of the persons from the population was based on some form of random procedure (de Vos & Strydom & Fouche & Delport, 2002).

3.2. Methodology

3.2.1 Quantitative Method

Quantitative Method: is a research method that relies less on interviews, observations, small numbers of questionnaires, focus groups, subjective reports and case studies but is much more focused on the collection and analysis of numerical data and statistics. The opposite to this type of research is qualitative research, which is much more reliant upon, interviews and case studies and deals generally with much smaller numbers.

Quantitative research is used to measure how many people feel, think or act in a particular way. These surveys tend to include large samples - anything from 50 to any number of interviews. Structured questionnaires are usually used incorporating mainly closed questions - questions with set responses. There are various vehicles used for collecting quantitative information.

3.3 Questionnaires

The questionnaire (also called survey) was a set of questions given to a sample of people. The purpose was to gather information about the people's attitudes, thoughts, behaviors, and so forth. The researcher compiles the answers of the people in the sample in order to know how the group as a whole thinks or behaves.

Using a questionnaire with a random sample was a good way to find out the attitudes, thoughts, and behaviors of a large group of people. It cannot be more confident in generalizing findings than it can be with a case study. In other words, because there was a group of people (random sample) instead of one case, there were surer that the findings apply to the population.

Structured questionnaires are based predominantly on closed questions which produce data that can be analysed quantitatively for patterns and trends. The agenda is entirely predetermined by the evaluator and provides little flexibility for respondents to qualify their answers.

Unstructured questionnaires, whilst still having a structured sequence and focus predetermined by the evaluator, are based on open questions allowing respondents the freedom to answer in their own words and therefore to provide greater qualification in their response.

Semi-structured questionnaires, take a mixed approach.

3.4 Validity

Definition: Validity is the extent to which a test measures what it claims to measure. It is vital for a test to be valid in order for the results to be accurately applied and interpreted.

Definition: Validity is the strength of our conclusions, inferences or propositions. More formally, Cook and Campbell (1979) define it as the "best available approximation to the truth or falsity of a given inference, proposition or conclusion." In short, were we right? Let's look at a simple example. Say we are studying the effect of strict attendance policies on class participation. In our case, we saw that class participation did increase after the policy was established. Each type of validity would highlight a different aspect of the relationship between our treatment (strict attendance policy) and our observed outcome (increased class participation).

Validity isn't determined by a single statistic, but by a body of research that demonstrates the relationship between the test and the behavior it is intended to measure.

The essence of research is the collection of facts or bits of information in order to prove or debunk theories and hypotheses. The collected information would be useless if it were not accurate, relevant and did not pertain to the topic i.e. if it were not valid. In order for one to understand the challenges to validity in qualitative research, one must have a solid understanding of the term 'validity'.

3.5 What Is Reliability?

Reliability refers to the consistency of a measure. A test is considered reliable if we get the same result repeatedly. A test is designed to measure a trait (such as introversion), then each time the test is administered to a subject, the results should be approximately the same. Unfortunately, it is impossible to calculate reliability exactly, but there are several different ways to estimate reliability.

Definition: Reliability is the consistency of your measurement, or the degree to which an instrument measures the same way each time it is used under the same condition with the same subjects. In short, it is the repeatability of your measurement. A measure is considered reliable if a person's score on the same test given twice is similar. It is important to remember that reliability is not measured, it is estimated.

3.6 The requirement of reliability

The central consideration of validity concerning the process of data collection is that of reliability. Essentially, this is the requirement that the application of valid measuring instrument to different groups under different sets of circumstances should lead to the same observations. Smith defines reliability by posing the following questions: will the same methods used by different researchers and/or at different times produce the same results? Smith (1975)

From these definitions it is clear that the reliability of observations or data is influenced by four variables: the researcher(s), the individual who participates in the research project, the measuring instrument, and the research context or the circumstances under which the research is conducted.

3.7. Total Population

The population for the main study phase was 750 staff members of Department of Local Government & Housing, Head Office at Western Cape Province. This department was chosen among 12 departments within the Western Cape Province, this was because the chosen one was where the researcher works.

Participants on the research was all staff members that were employed by the department from staff members who is on level 02 until level 13.

A level 02/03 staff member who is messenger or driver

A level 04 staff member is Senior Administration Clerk

A level 05 Staff member is Senior Administration Clerk

A level 06 staff member is senior Administration Clerk

A level 07 staff member is Senior Administration Clerk

A level 08 staff member is Senior Administration Officer

A level 09 staff member is Assistant Director

A level 10 staff member is Assistant Director

A level 11 staff member is Deputy Director

A level 12 staff member is Deputy Director

A level 13 staff member is Director

A level 14 staff member is Chief Director

A level 15 staff members is Deputy Director General

NB. The outlines of the above mentioned position and their duties could not be mentioned on the research because of the reason known to the researcher. It was not research purpose to pursue the detailed duties.

3.8 Sampling

A batch of 250 questionnaires was distributed within the Department of Local Government & Housing Head Office only. The entire workforce was used as the population for the study.

Representativeness-the representation of staff members comprises of age, group, race, gender, level or position, which can be seen at the questionnaires.

Size-the sample size was 150 staff members who are permanent and on probation at the Department of Local Government & Housing. All respondents was located at the Head Office on 27 Wale Street, Cape Town.

Delimitation-the research was only focus on the public service in the Western Cape Government and specifically targeting the Head Office of Department of Local Government & Housing at 27 Whale Street, Cape Town. The targeted members at the department was the staff members on probation, permanent staff members including its senior managers.

A study of public sector, Department of Local Government & Housing Western Cape, currently the dept has employed staff members of 725 up to date 2009-05-27. The study was only focus on the staff members who were employed by the Dept of Local Government & Housing at Head Office at 27 Wale Street Cape Town on the following basis: a person on probation to be permanent and a person who is fully and permanent employed by the department.

3.9. Research Procedure

Research instruments was questionnaires

Questionnaires were comprised of two types, namely, the multiple choice questionnaires and open-ended questionnaires. Questionnaires were distributed to staff members of the department, who were on probation and permanent to complete them and they were collected afterwards. There was no interpretation of questionnaires to staff members; that was because it may cause bias to some of the results. The number of participants was determined by the availability of staff members but is not limited at all. Because the department has a large number of staff, each directorate was represented for the data to be valid and the research to be accurate. Questionnaires measure a kind of impact does the performance management implementation has on employee morale in Western Cape Provincial Head office of department of Local government & Housing

3.10. Research Instruments

Development Research Instruments

The questions were formulated according to information established during the literature review. Questionnaires were comprised of two sections. The first section of the questionnaire was requesting biographical information from respondent. The second section was focusing on importance of performance management implementation on employee morale. It was further focusing on the employee's morale and motivational applications. Employee's morale and motivational focus on the intrinsic and extrinsic applications. Questions types were comprise of ordinal, dichotomous, multiple choice, closed and open questions.

Respondents will be requested to answer questions according to their understanding in relation to their performance and how does it affect their morale and their work as a whole. A questionnaire does not contain interpretation of information which requires that a "*number*" will be equals to "*word/s or configuration*" (e.g. 1 will mean below low average and 5 means outstanding).

A random sample of 150 staff members in the Department of Local Government & Housing will complete the questionnaires.

Questionnaires was handed to the participants in two ways, it was delivered to the office/floor/ section of the participants. The second way of distribution was sent via e-mail to the members who want to participate but not available in the office at the time. The e-mail procedure was further extended to the participants who are on leave and willing to participate. That was done in order to gain more information and to be more representative.

3.11 Utilisation

The researcher has identified that most of the staff members can read and write and therefore, staff will be required to complete questionnaires at their own time without being pressurised. The researcher has even gone further to use simple language without jargons that all staff members are able to understand easy.

3.12. Data analysis procedure

3.12.1 Data Collection

Questionnaires were distributed within all the sections in the department of Local government & Housing. The current researcher visited each and every section requesting staff members to participate in the research. During the distribution of questionnaires the researcher informed staff members that they should participate in order to represent their section. Employees who were willing to participate were given questionnaires to complete. The medium of language used was English only and employees were informed that personal details were not necessary and should not be provided.

The data was collected and analyzed in a numerical in a numerical manner using an excel spreadsheet. Data translated from questionnaires were not tempered with as it was not translated.

Quantitative researchers develop most of their questions and hypotheses very specifically before the study, and then find or develop instruments for collecting the data. That gives them opportunity to refine each item, but no opportunity to address new questions that may arise from the early data collection. Quantitative researchers usually start with a quantitative research methodology (such as historiography, ethnography, phenomenology) and often an interpretive paradigm, and then collect data intensively by observation and unstructured interviews.

The means of data collection in social science are diverse. One can observe and code or note, administer tests of skills, administer various personality and attitude inventories, interview people in person or by phone, mail out questionnaires, content-analyze transcripts of dialogue, and review official documents.

There are two key elements of data collection in quantitative research: the instruments and the data collection procedures. The term "instruments" in the social sciences usually refers to written forms on which the researchers or the people being studied record information. Mechanical and electrical measures are also occasionally used.

3.13 Data Analysis in quantitative research

In quantitative research, well established statistical procedures are usually used. The appropriateness of the selected procedures can be judged by two criteria. The first is whether the design and data meet the assumptions of the procedure. Some of the more common assumptions are in respect to the level of measurement (nominal ordinal, interval and ratio), normality of distributions (for parametric statistics), and homogeneity of variance. The second criteria is whether

the selected statistical procedure is the most powerful of the available procedures whose assumptions were met.

There is an important aspect of quantitative data analysis that is more difficult to judge—the care with which the data were handled before the analysis and the care with which the data analysis was actually conducted. Manually recorded data almost always includes errors. Some of the errors can be identified by reviewing the data forms, and for some of those identified errors, the correct value can be inferred. Data entry into the computer usually results in some errors, and those can be detected by a second independent keying and automatic check, or by visual comparison of the data forms and the computer record. Some additional data errors can be identified by computer edits for values that are out of the eligible range or inconsistent with each other. In addition to data errors, there can be errors in the commands given to the statistical software.

The reader of a research report may detect some errors from implausible results or inconsistencies within or between the tabulated results. Otherwise the best assessment of the data handling is to look in the report for an indication that the data were manually edited, the data entry was verified, and the data file was subjected to further computer edits before the analyses began.

The data analysis of qualitative research is generally inductive, interactive, and iterative. It usually involves the identification of categories, themes, relations among both, and the cross verification of tentative answers to descriptive, associational, and causal questions. The analysis is often described or implied in the discussion of the findings. Competent and careful qualitative data analysis is usually indicated by the researcher exhibiting healthy skepticism, drawing on multiple lines of evidence, and testing his or her early findings with subsequent evidence.

3.14. Summary

The present chapter discussed how the research was designed, which Provincial Department was selected and who the participants in the research were. How was the information gathered? The manner in which the questionnaires was distributed to the participants.

The next chapter will introduce the results of participants, how it was handled during capturing and after capturing, how it was interpreted and how it was analysed to get into such findings.

Chapter 04

4. Results

4.1. Introduction

The research methodology was presented in the chapter. In this chapter, the findings results of the data analysis are presented. Data analysis can be very challenging, demanding and interesting I that it serves the purpose of either conforming or refuting the researcher's hypothesis (Monette, Sullivan & Connell, 1990). It is the process of unlocking information hidden in the raw data, and transforming it into something useful and meaningful. In this regard, the null hypothesis is that the employees' attitude and perspective to performance management depends on the way it is implemented.

The primary objective of the study is to evaluate the implementation of a performance management and development system in the public service particularly western Cape. A secondary, yet another important objective is to determine whether or not the employees' perception and attitude towards the performance management and development system differed per department, occupation categories, level of post and salary scale.

4.2 Findings and data analysis

The researcher used the questionnaires to gather all information needed in this research. Questionnaires were distributed within the department and staff was voluntarily participated in the process

4.3 Organisational profile

This section will make provision of such basic particulars of the survey respondents and part of questionnaires will be attached as appendix. The figures appears on the tables are directly reported from the captured respondents questionnaires. Prior to the presentation of the study, the researcher had deemed it necessary to describe the demographic characteristics of the study sample in order to be accurate in the research report.

CHAPTER 5

5.1. Graphs analysis

Figure 1. Subjects: Race

Across all race groups, there are more females compare to their counterparts males. The total number of females was 90 participants, the highest number in female participants were Coloureds, second were Blacks females, thirdly were Whites followed by Indians and lastly were Others. In regard with the males the highest was on Coloureds, followed by Blacks, thirdly was Whites and lastly were Indians and Others

It was found that there were 152 participants who returned their questionnaires and they are categorized as follows:

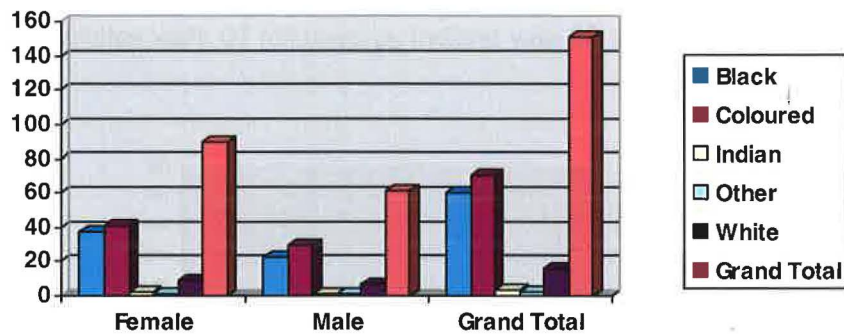


Figure 2. Subjects: Gender

The total number of Coloureds who participants were 70 members, female members were 41 and 29 male members. The second place was 60 blacks, females were 37 members and 23 males. The total number of Whites was 16 participants, females were 09 members and 07 males who participated in research. There were 03 participants from Indians and females were 02 and 01 male. There was other member from category called Other who were 02 participants, 01 female & 01 male.

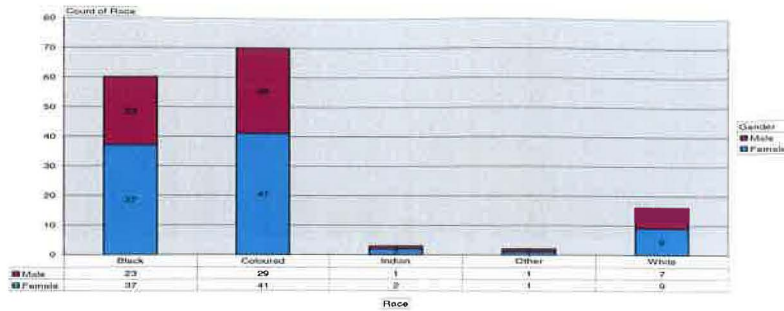


Figure 3. Subjects: Marital status

According to marital status participants, the following was categorized per marital status and the underneath graphs represent them, 75 participants were married, 70 participants were singled, 05 participants were divorced and 02 participants were widowed. Coloureds were the highest with 40 married couples, followed by Blacks with 24, Whites with 09 followed by Indians and Others with 01. According to the singles participants, Blacks were on top with 35, second was Coloureds with 25, third was Whites with 07 followed by Indians with 02 and lastly by Others with 01.

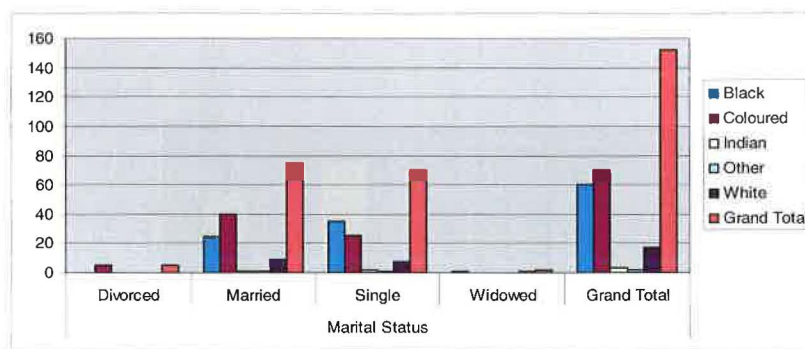


Figure 4. Subjects: Age Group

The highest figure on the category of age group was of 43, age group between 26-30years, 2nd place with total of 32, of age group 31-35 years, 3rd place was 28 with the age group of 36-40 years, 4th place with total of 16, age group of 21-25 years, 5th place with the total of 11, members on the age group of 41-45 years, 6th place with by total of 08, members on the age group of 46-50 years, followed by total of 06 on 7th place, members of he age group of 56-60 years, followed by total of 05on 8th place, members on the age group between 51-55 years, and followed by total of 02, members on the age group of 61-65 years and lastly by total of 02, was age group 17-20 years. On this age group it assist the researcher to understand whether those employed in the public service are people who are matured enough who may able to take care of their job, being responsible and able to take instructions.

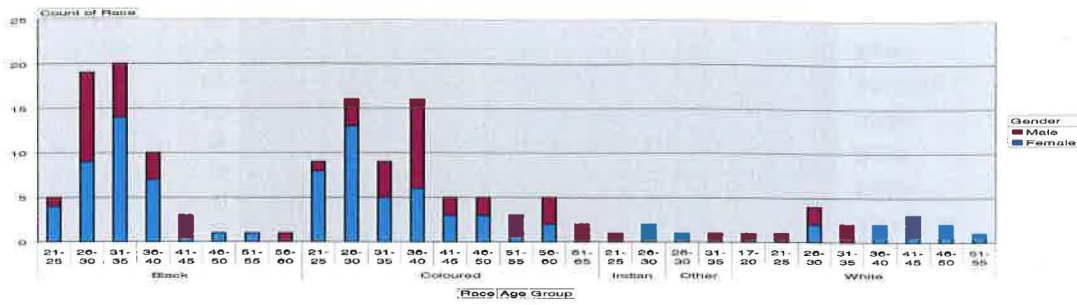


Figure 5. Subjects: Highest qualifications

Qualifications was to determine whether participants specializes in their jobs and which makes them professionals and that may able to determine the scale or level or salary to be paid.

Most of people who participated in research can read and write. The following was their classifications according to their studies. 72 participants' passed Grade 12, 67 participants passed their degrees or they do have 3 years diploma, 06 passed their masters, 04 participants passed grade 10 and 02 passed others. This is the indication that public servants in the Department of Local Government and Housing are not illiterate employees.

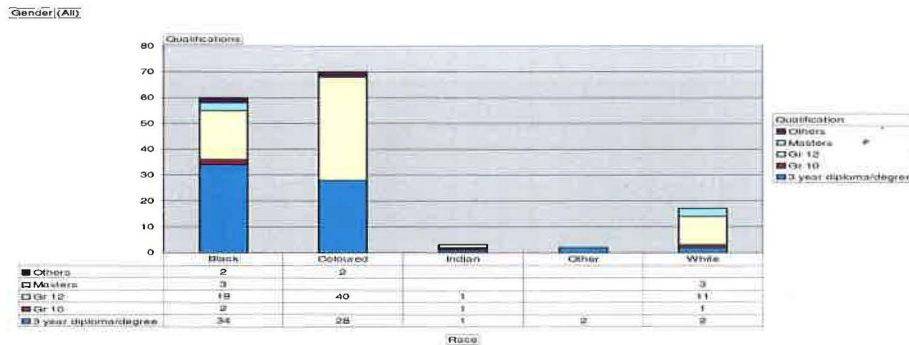


Figure 6. Subjects: Service in public sector

There were 28 staff members that are between the service years of 1-2 years. Between the year 3-5 years at work were 48 members. 6-8 years in public service, 9-11 years in public service and 16-20 years in public service are 18 members at work years in public service. There are 5 staff members less than 12 months that indicate that they may be on probation or contract.

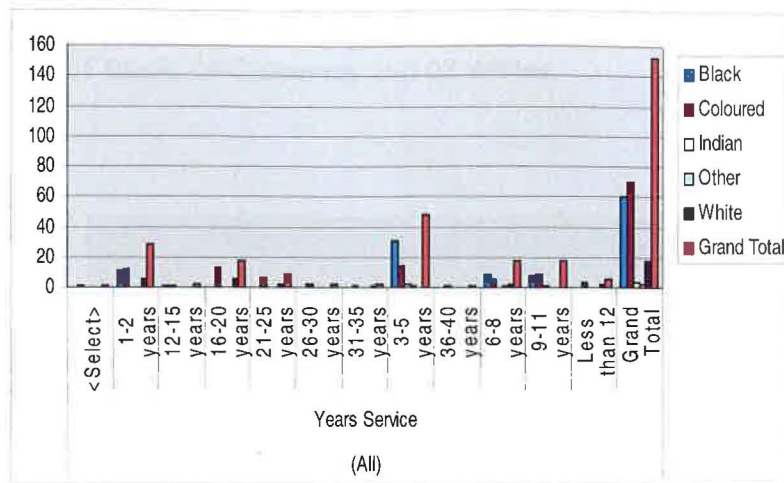


Figure 7. Subjects: Employment status

There were 5 staff members less than 12 months, which means that they may be on probation or contract members. The overall number of participants who were on permanent were 130, while staff on probation were 14 members and 07 members were contract staff.

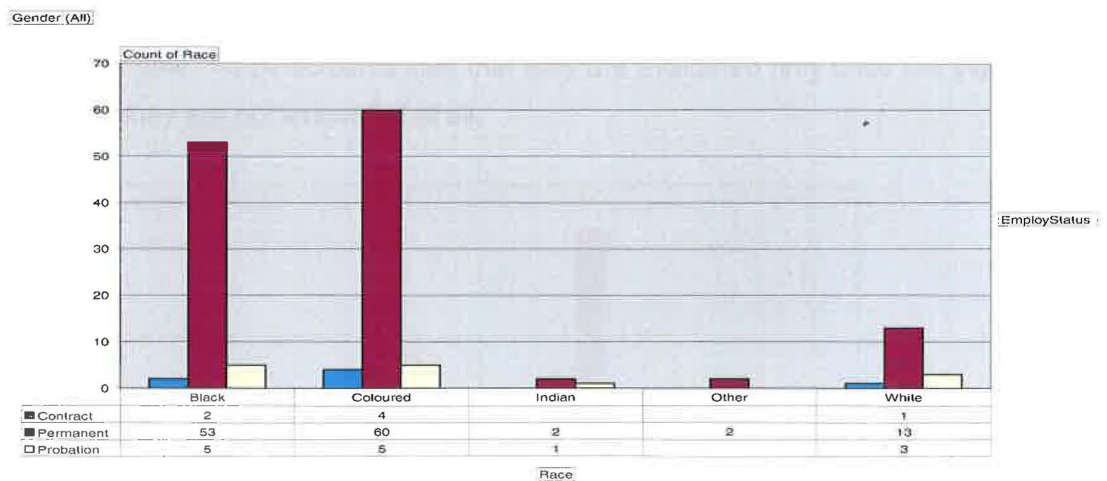


Figure 8. Subjects: Occupation categories

There were 79 participants from level of 4-7 administration officer and which is the half number of participated in the research, within those participants, Coloureds were 37, and blacks were 33, Whites were 07 and 02 Indians. On level 09-10 was second group, with 30 staff members, 11 were Blacks, 12 were Coloureds, 05 Whites, 01 Indian and 1 Other. Senior administration level 08, was

third with 09 Blacks and 09 Coloureds, 01 was on the group called Other. Deputy Directors level 11 was fourth with 07, 01 Black, 04 Coloureds and 02 Whites.

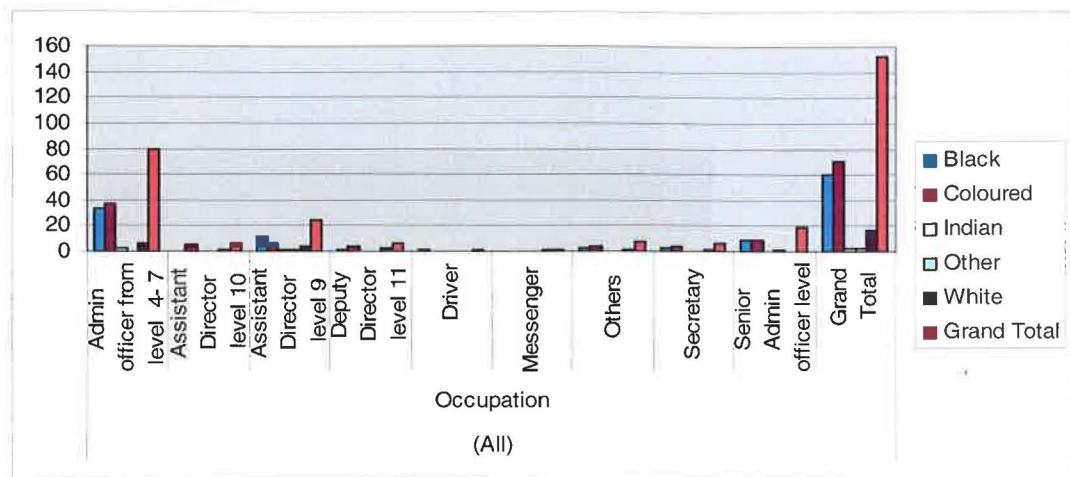


Figure 9. Subjects: How many times per year are you evaluated?

Most participated indicated that they are evaluated four times per year, followed by 25 members who said they are evaluated three times per year, while 14 other participants indicated that they are evaluated only twice per year, 10 participants said that they are evaluated only once per year and 02 members indicated that they are not evaluated at all.

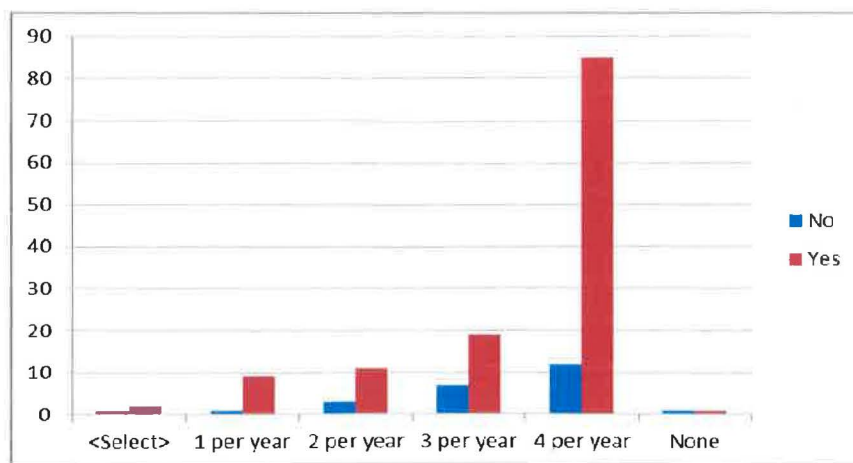


Figure 10. Subjects: Did any member come to you for advice?

The total number of participants was 149 and the total participants of members who indicated yes were 38, within this members 23 were females and 15 males. The participants who indicated no were 111 and within this numbers 67 females and 44 males. Underneath is the graph indicating the results.

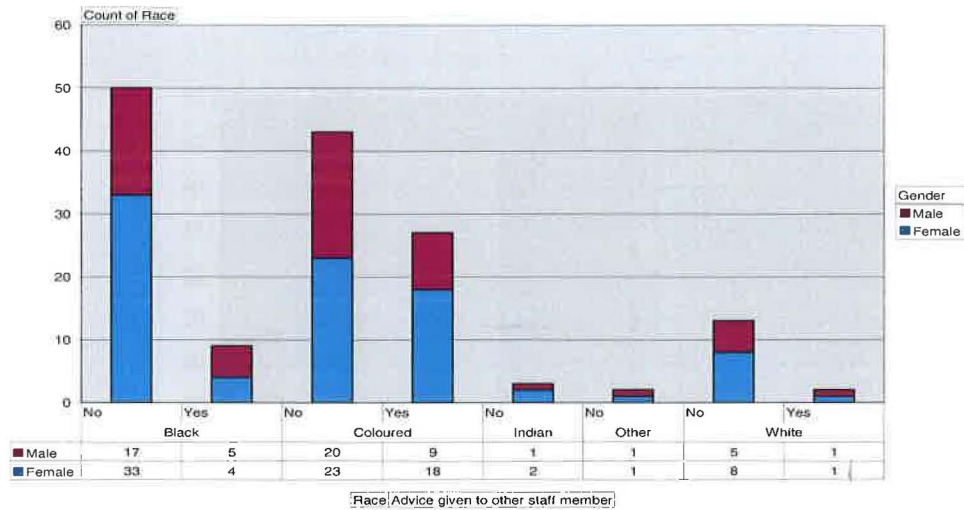


Figure 11. Subjects: Do trust evaluator?

Participants in this question were 150 members. Those participants who indicated yes were 77 members, females were 46 and males were 31 members. Those who indicated no were 43 members, females were 29 and males 14 members. There were 30 participants that indicated unsure, within them there were 15 males and 15 females. Below graph indicated the results.

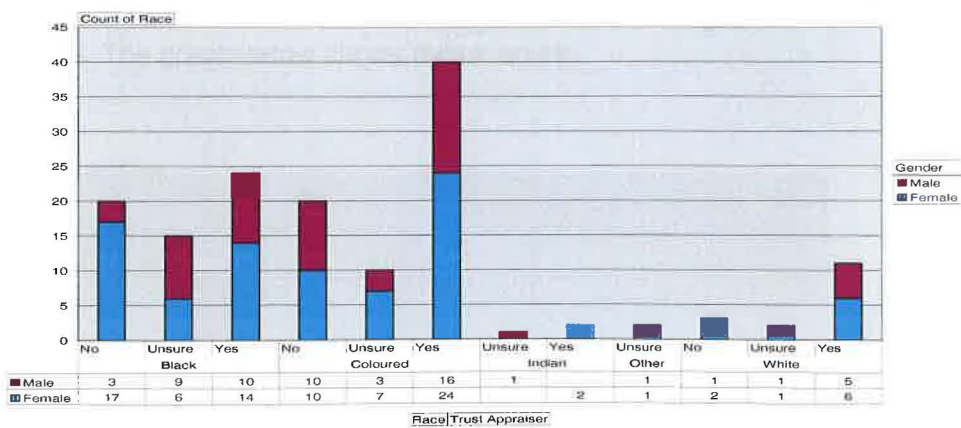


Figure 12. Subjects: Do you have confidence at the evaluator

Participants who said yes were 93, blacks were 21 females and 14 males, 27 females Coloureds and 17 males, 02 females Indians, 07 females Whites and 05 males. Participants who said no were 56, 16 black females and 08 males, 14 females Coloureds and 12 males, 01 female and 01 male and on Others, 02 females Whites and 02 males. There was 01 male participant from Indians who indicated that he is unsure.

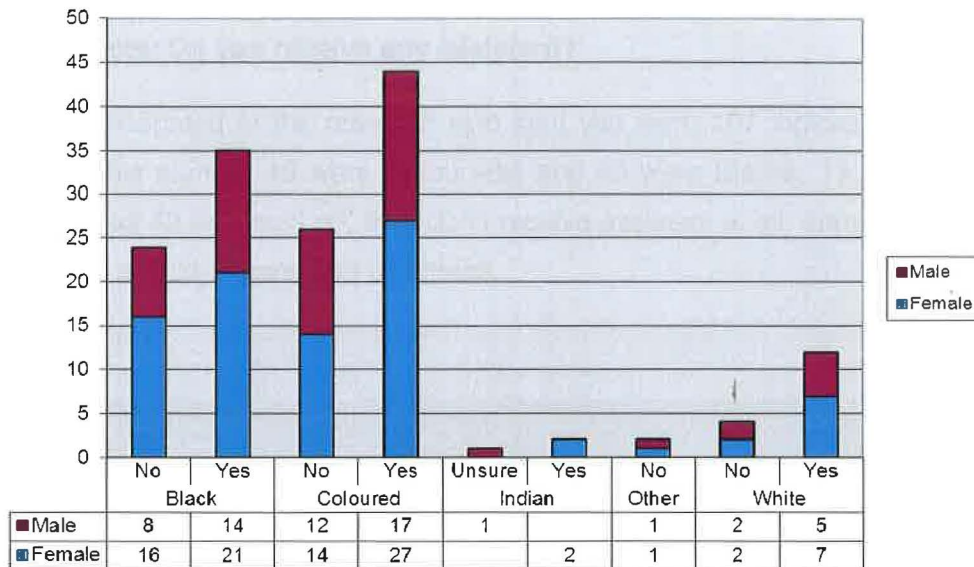


Figure 13. Subjects: Is the evaluator knowledgeable?

There were 86 participants who said yes, that their evaluators is not knowledgeable, with them there were 46 Coloureds, 32 Blacks, 05 Whites and 01 Indian. 64 participants said no, their supervisors are knowledgeable and does not need skills. 27 were Blacks who said so, 24 Coloureds 11 Whites and 02 Indians. The graph below shows those results.

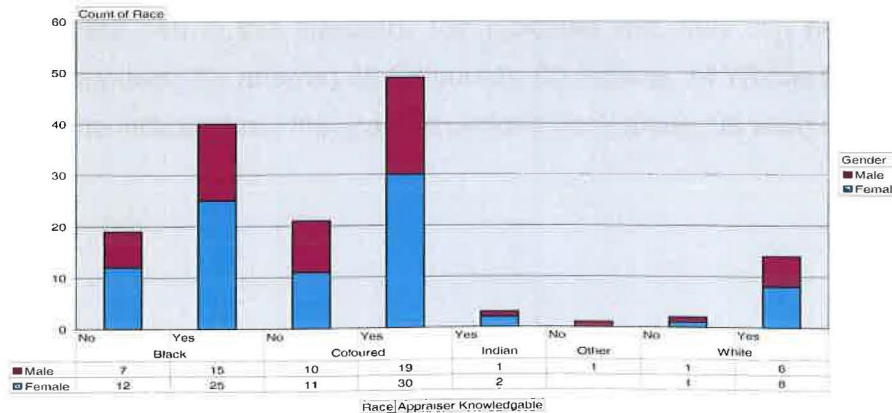


Figure 14. Subjects: Does your supervisor need training on performance management?

Total participants of 152 there were 85 participants indicated yes, their supervisor does not need training at all. Within 85 participants, 22 black females and 10 males black, 22 Coloureds females and 24 males, 01 female Indian, 01 male and 01 female on Others, 03 females Whites and 02 male Whites . Participants who indicated no, their supervisors need training were 63 members. Within this number 15 females black and 12 males, 19 Coloureds females and 05 males, 01 male Indian and 01 female, 06 female whites and 04 males.

Figure 15. Subjects: Do you receive any assistant?

Members who participated in the research who said yes were 107 indicating that they do receive assistant, within this number 49 were Coloureds, and 43 were Blacks, 13 Whites and 02 Indians. Other members was 42 who said no, they don't receive assistant at all, there were 21 Coloureds, 15 Blacks, 04 Whites and 01 Indians and 01 Others.

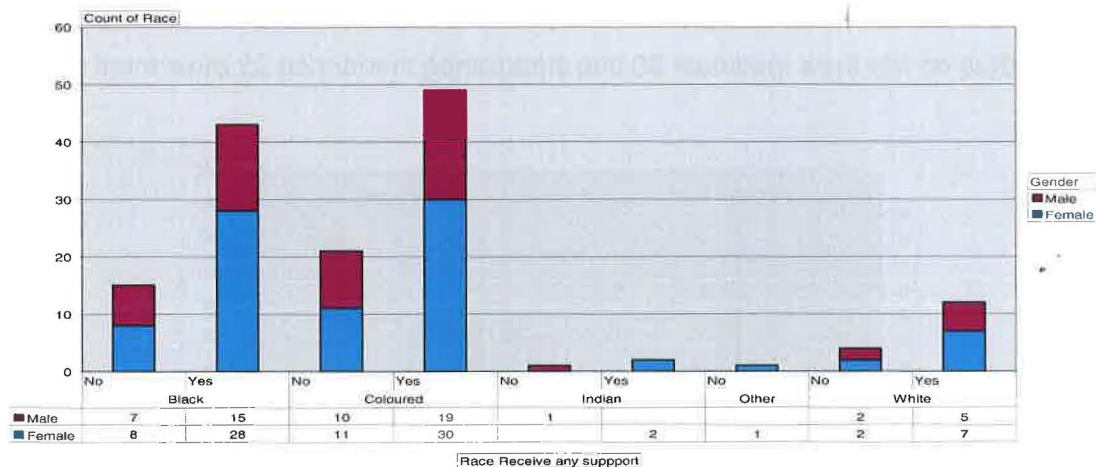


Figure 16. Subjects: Can you perform work alone?

Participants were 148 in this question, 136 indicated yes, they can perform work alone, 52 were Blacks who supported the answer, 65 Coloureds, 03 Indians, 14 Whites and 02 Other. There were 12 participants who indicated no, they cannot perform work alone, 06 were Blacks, 04 Coloureds and 02 Whites.

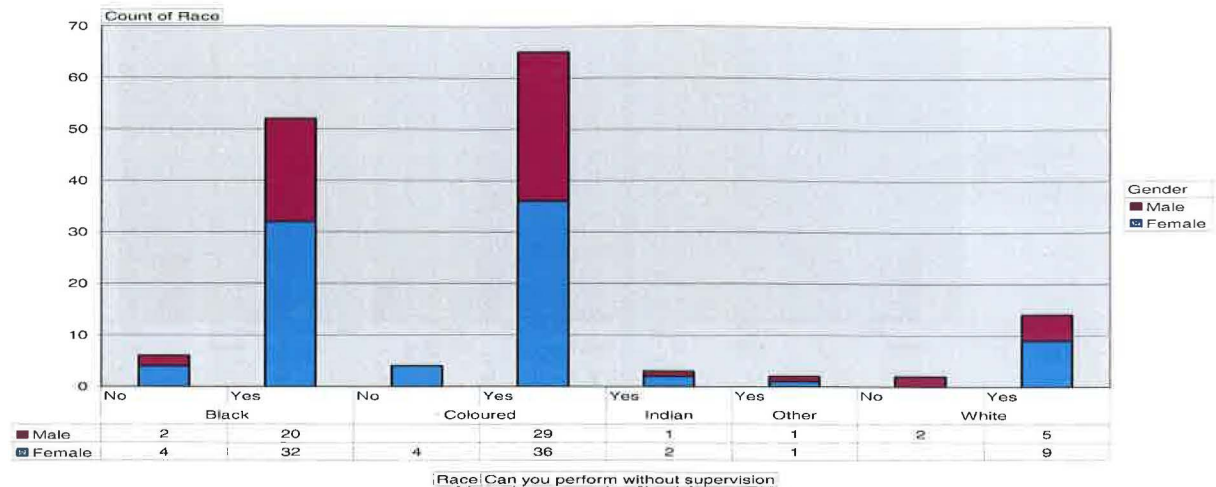


Figure 17. Subjects: Do you enjoy your job?

The high number was 126 participants who said yes they do enjoy their work, on that number 107 participants were permanent employees, 12 were still on probation and 07 were on contract at the times. The other lot that indicated no, they don't enjoy their job was 24 participants and on that number there were 22 permanent participants and 02 members were still on probation at the time.

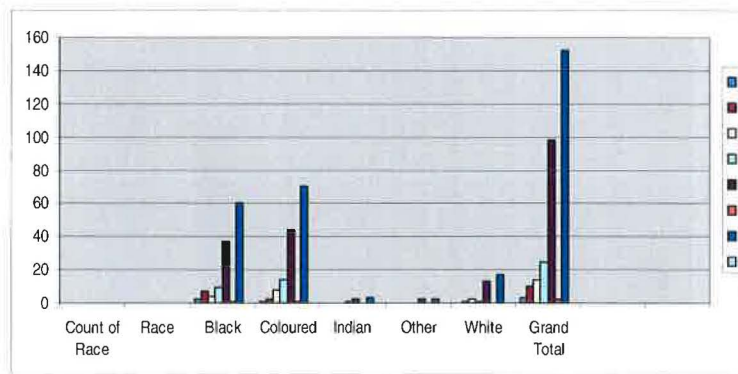


Figure 18. Subjects: Does your supervisor know your job?

Participants who indicated yes their supervisor know the job were 121 members and within those members 102 members were permanent employed, followed by 13 who were on probation at the time, and lastly there were 06 members who were still on contract at the time. The number of participated that indicated no was 28, 26 members were permanent and 01 was on probation and contract

Gender (All)

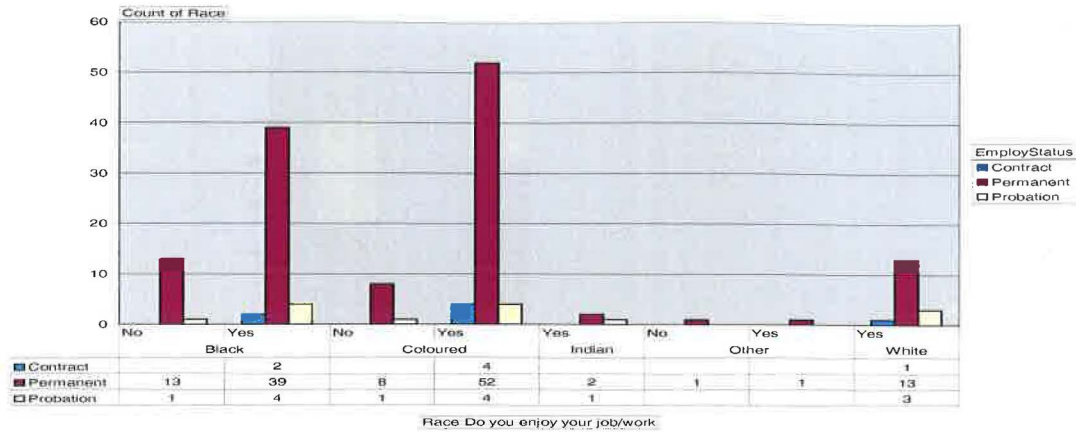


Figure 19. Subjects: Any recognition for extra work done?

There were 148 participants, 76 of the participants indicated yes, they do receive recognition. In this figure 25 were Blacks, 34 Coloureds, 07 Whites and 01 Indian.

Participants who indicated no were 72 members; in this figure 31 were Blacks, 36 Coloureds, 02 Indians, 02 Whites and 01 Other.

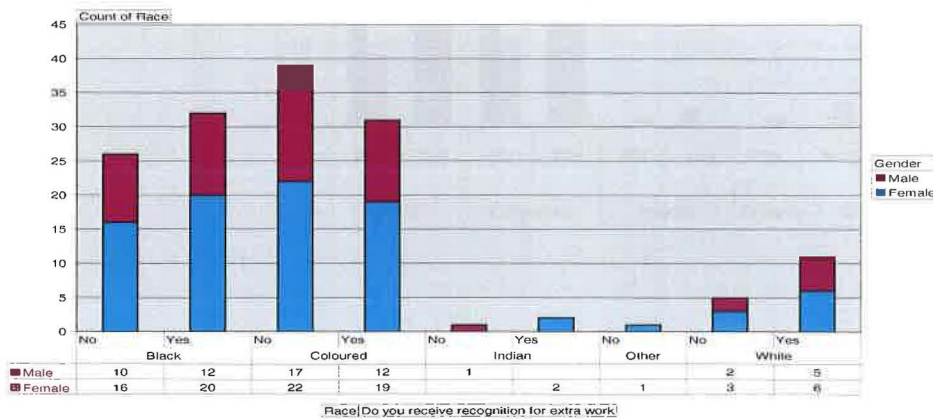


Figure 20. Subjects: Does your opinion count?

There were 88 participants across all races who indicated yes their inputs counts and it is acknowledged. Other 61 participants indicated that their input was not considered and said no as their answer.

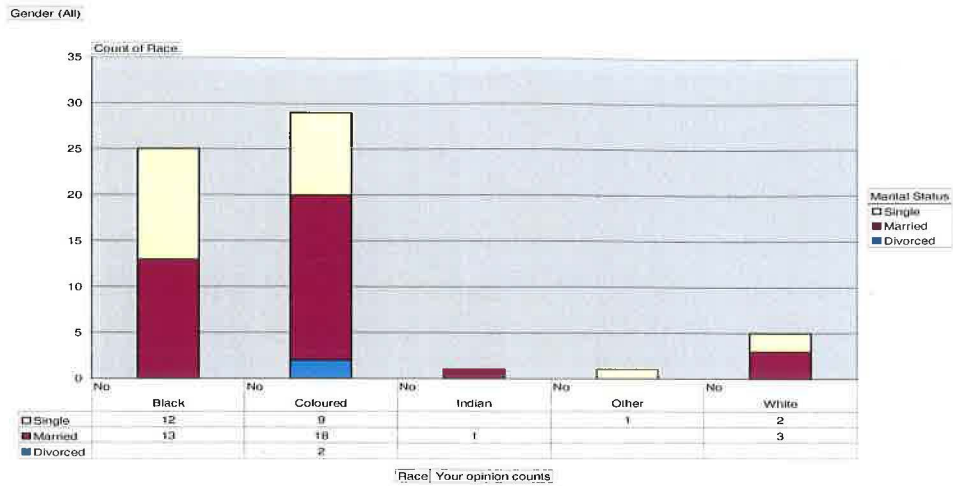


Figure 21. Subjects: Does your supervisor recognize your challenges at work?

There were 92 participants in the research that indicate yes, their supervisors do recognize their challenges, and other 55 participants said no, their supervisor does not recognize their challenges.

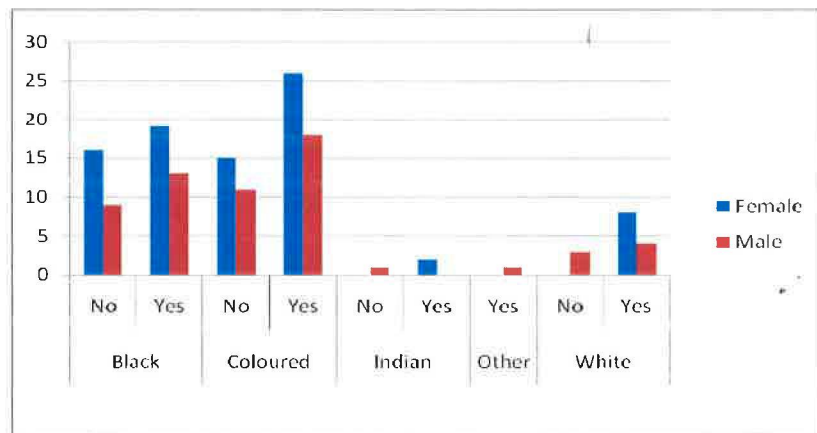


Figure 22. Subjects: Do you meet deadlines?

There were 90 participants that indicated yes, they do meet their deadlines at work, in that number 31 were Blacks, 45 were Coloureds, 10 Whites and 02 Indians and 02 Others. 01 participant indicated that never meet deadline and was a Coloureds. Other 59 participants indicated they seldom meet deadline and within this number was 28 Blacks, 24 Coloureds, 06 Whites and 01 Indian.

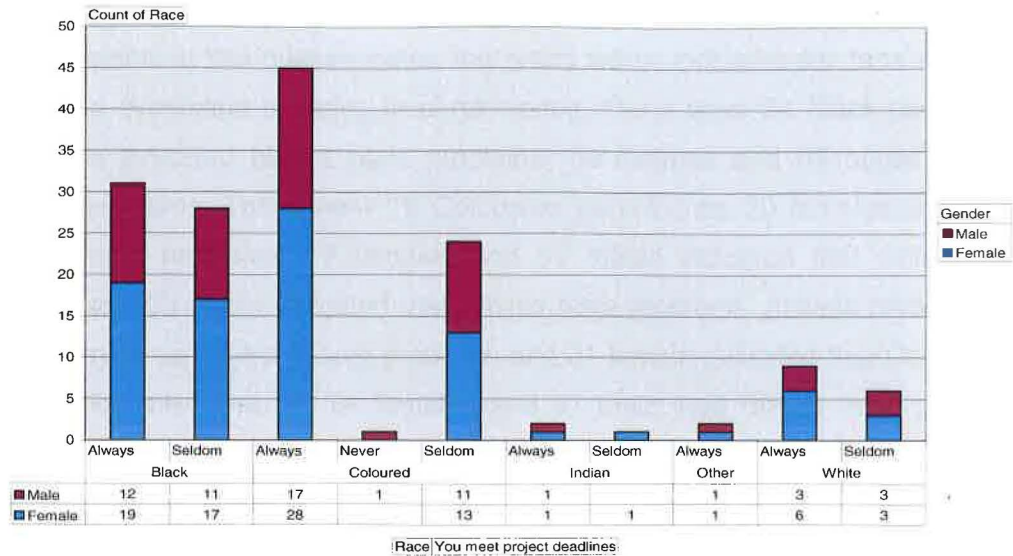


Figure 23. Subjects: Which staff members rewarded more?

Coloureds who participated were 70, 13 females and 09 males said was Blacks, 09 females and males said Coloureds, 19 females and 15 males said Whites. Indians participants were 03, 01 female said Coloureds, 01 females and 01 male said Whites. Whites were 10 participants, 02 females and 03 males said Blacks, 04 males said it was Coloureds, 01 male White said it was Whites. There were 55 Blacks participants, 01 male said it was Blacks, 23 females and 15 males said it was Coloureds, 12 females and 04 males said it was Whites. First place was for Coloureds, according to 57 participants, they indicated that Coloureds were most rewarded members. Second place was for whites with 53 participants indicating that Whites are most rewarded; third place was Blacks, according to the 28 participants, who said blacks were the most rewarded members.

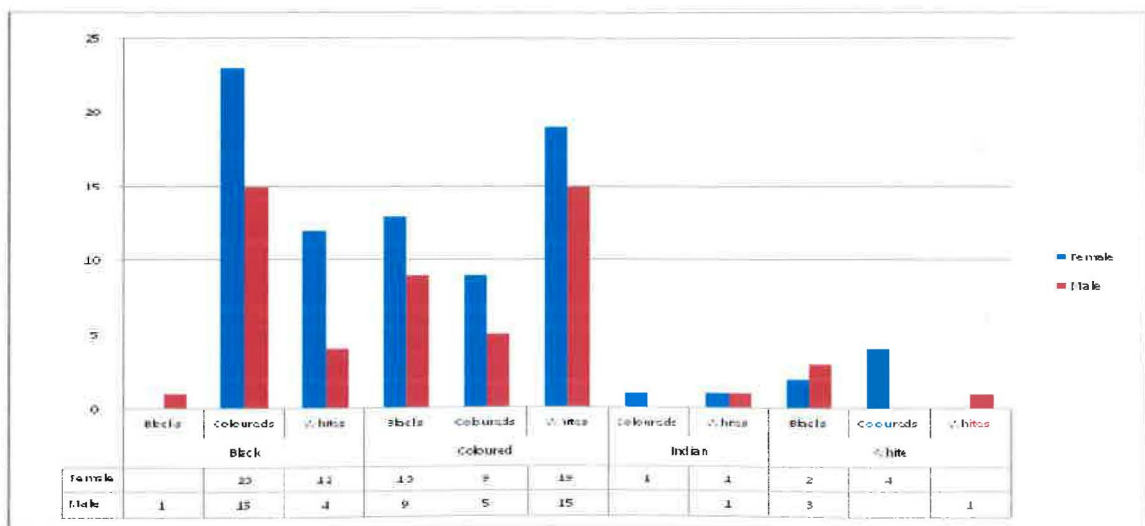


Figure 24. Subjects: Which category has performance evaluation/rating problems?

There were 134 participants in this questionnaire, the graph below indicates per race which groups have problems with the evaluation or rating in performance. There were 54 Black participants, 26 females and 16 males indicated blacks have problems, 09 females and 03 males said it was Coloureds who have problems. There were 70 Coloureds participants, 20 females and 17 males indicate that Blacks have problems, 17 females and 09 males indicated that Coloureds have problems, 04 females and 03 males indicated that Whites have problems. Indians participants were 03, 01 female and 01 male said Blacks have problems and 01 female indicated that Coloureds have problems. Whites participants were 07, 04 females and 01 male said Blacks have problems, 01 female said Coloureds have problems and 01 Male said Whites have problems. The graph below indicates those results from participants.

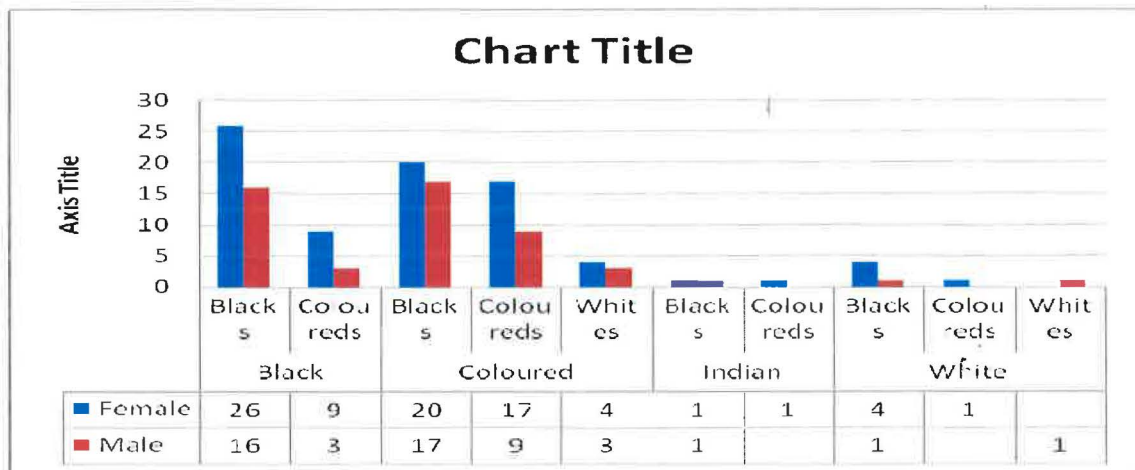


Figure 25. Subjects: Which category/level always complains about performance?

The overall participants members were 139 all together, on level 1-4, participants who always complain were 24 members, on level 5-8, participants were 103 members who always complains, on level 9-10, participants who always complain were 10 members only, on 11-12, participants who always complain were 02 members only.

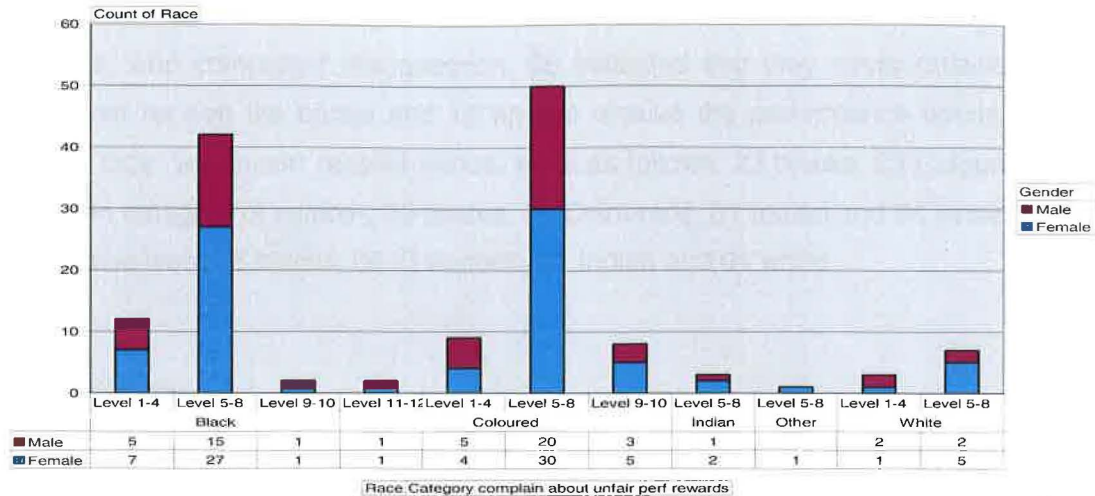


Figure 26. Subjects: Rewards for people who do well?

There were 149 participants in this category. Blacks' participants were 59, 21 male and 34 female members indicated cash bonus, while 01 female and 01 male indicated that you receive nothing. 01 female and 01 male indicated that you get promoted. There were 69 Coloureds participants, 27 males and 33 females indicated cash bonus, 01 male and 05 female indicate that nothing you receive, 01 male and 03 female said promotion. Indians participants were 03, 01 male and 02 females indicated cash bonus. Whites participants were 13, 05 males and 06 females said cash bonus, 01 male said nothing at all, 01 male and 02 females said promotion. In the group of others 02 members participated and they indicate that cash bonus. The overall number of participants who said cash bonus was 131, 09 said promotion and 09 said you get nothing. The underneath graph indicate the rewards to people who do their work according to the participants response.

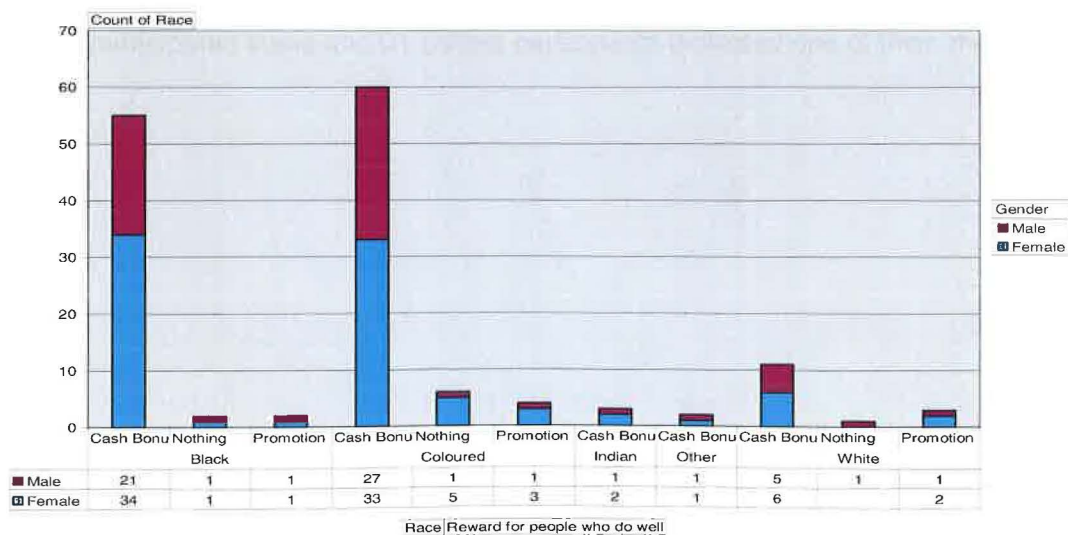


Figure 27. Subjects: Did you ever receive the reward?

There were 147, who completed this question, 55 indicated that they never receive performance bonus, 77 seldom receive the bonus and 15 always receive the performance bonus. According to classification of race, who never receive bonus, were as follows, 23 blacks, 23 Coloureds, 01 Indian and 08 whites. In category of seldom, 29 blacks, 39 Coloureds, 01 Indian and 06 whites. Participants that always receive were 05 blacks, 08 Coloureds, 01 Indian and 01 white.

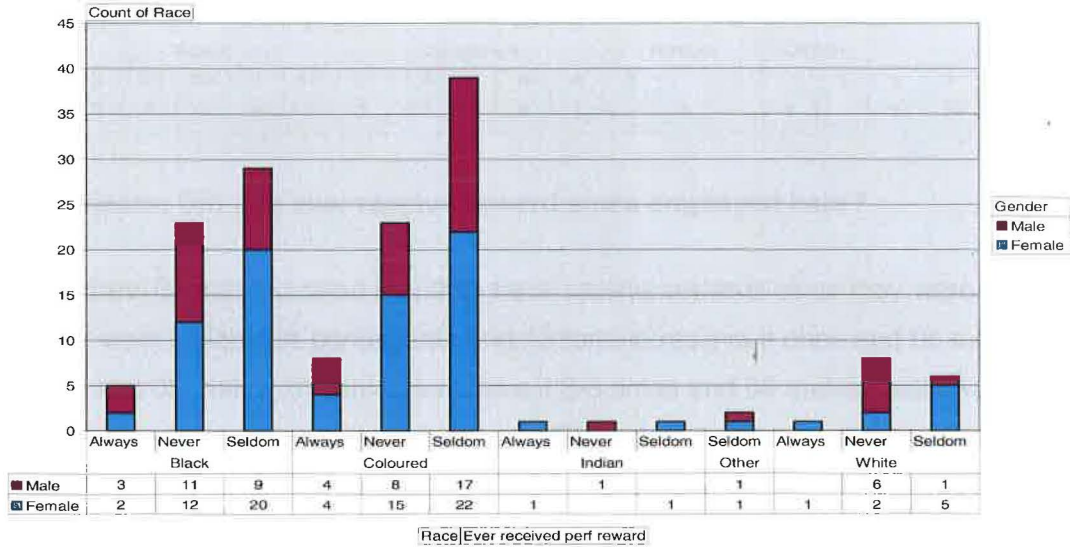


Figure 28. Subjects: Number of colleagues that receive bonus?

There were 136 participants that indicated that, their members did receive bonus for the past two years. Blacks were 54 that indicated that their colleague did receive bonus, 66 were Coloureds who did indicated the receiving members, 12 Whites participants indicated that others did receive bonus, 03 Indians that participated some and 01 Others participants indicated one of their members.

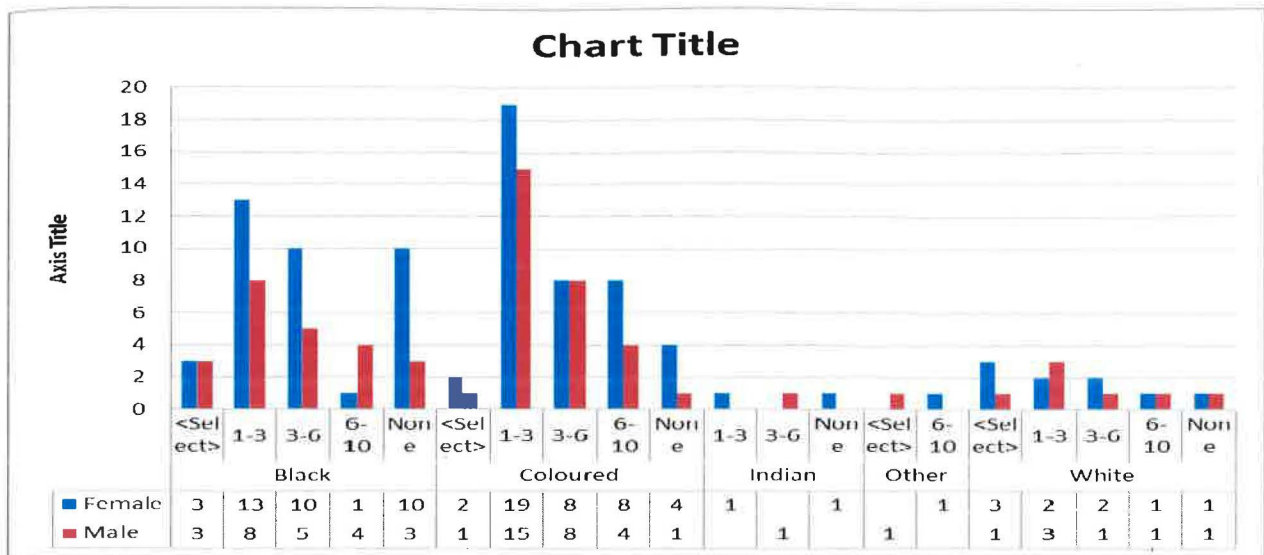


Figure 29. Subjects: Did you ever receive reward since employed here?

Participants' were 102 that indicated that they have received rewards since they were employed in the department. 48 were Coloured participants and 13 females received it once and 05 males, 08 females received it twice and 05 males, 07 females received it 3-6 times and 08 males, lastly was 02 males that received it 6-10 since they were employed here. 40 Blacks' participants and 17 were females that did receive it once and 11 males, 03 females that received it twice and 05 males, 03 females that received it 3-6 times since employed and 01 male. 10 Whites participants indicated that they have received and 01 female received it only once and 03 males, 02 females received it twice, 01 female received it 3-6 times and 02 males and 01 female received it 6-10 times since employed here.

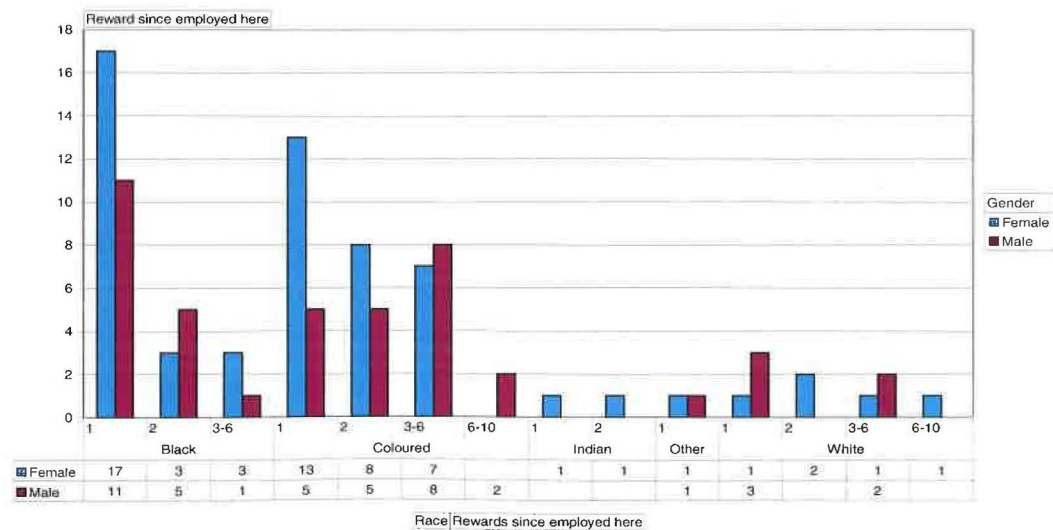


Figure 30. Subjects: Any challenges in performance management?

The total number of participants was 146 and in that total figure, 98 participants indicated yes that there are challenges in the performance management, 48 of the participants indicated no, that there are no challenges in the performance management.

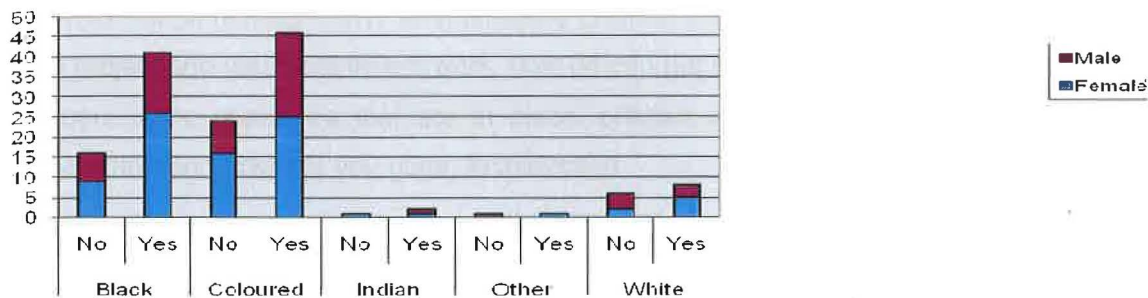


Figure 31. Subjects: Are evaluation criteria used by used by supervisors same?

No one participate on this question.

The following questions 32 -35 were open ended and the following responses were obtained from subjects. These are recorded in a verbatim manner for the safe of accuracy.

Figure 32. Subjects: Challenges to implement

In this question participants have outlined the following issues and it was extracted from the questionnaires as follows;

- Performance are dealt on personal issues and not on merit of the actual performance for the year, certain managers are enriching themselves with cash bonuses and overtime whilst other has to be satisfied with their monthly salary when they are doing their work.
- The problem is that the supervisor does not know how the system works.
- The nature of our work is not always measurable and performance management is at time difficult if we have equipment and budget constrain.
- Supervisors do not always equip themselves with the knowledge required to effectively apply the performance management system, training needs are not met, evaluation is left up to the last minutes.

- I experience some challenges especially in the implementation of a new performance system, I personally not sure whether the way the manager are conducting it is the same.
- Standard of performance measures not consistent within department.
- Directors and supervisors that they think they are better than lower levels working under them, and we know more than what they are, the process is also unfair.
- There is greater need for staff and supervisors training in-terms of performance agreements, also getting better understanding on performance rating.
- Based on my job description he evaluates on how task is executed and if due dates are met.
- If you are given a task that falls outside of your job description, how can you build on your performance management, another issue is when your supervisor/ manager does not include you in project and you have invent work, how do you get evaluated on non-work.
- There is no measures that are in place, officials including myself do not understand what is expected and how are you going to be assessed.
- They say if you rate yourself at 4 and above you have to give supporting documents or a proof, aren't they see you when you do your work and some of us use telephones to do their job/work
- That is only cash bonus and it depends on the availability of budget, the evaluating standard is too high and not realistic at all to the actual work challenges and expenses.
- Supervisors don't attend performance management courses and do their own systems, not evaluation the person, performance but copy his scores to your review.
- Not always rewarded for good work, a shortage of funds to be given to all that qualified, having reduce the bonus giving less than that described.
- Outstanding employee not receive rewards for their hard work and dedication, favouritism, the tension that it causes amongst colleagues, the way it makes official despondent and demotivated
- Favouritism, promotion of individualism against team work, rewarding individual success instead of team, system easy to be exploited and can encourage "ja Bass" mentality.
- Supervisor does not want to give us 5 scores because they want bonuses for themselves only
- Lack of information or lack of knowledge by the supervisors in conducting performance management.
- Although you perform the supervisor still feels you don't deserve to get a 4 score if the fault was not yours and also waiting for the approval from her senior regarding the reward. If you did one mistake the supervisor will punish you according to the mistake you have made.
- Agreement with scoring between employees and supervisor, fairness, objectivity and transparency.
- It is time consuming, only a good tool to certain people it can be used to treat people by their supervisor.

- Not all managers uses the same criteria when it comes to evaluation staff members.
- More often is that the supervisor doesn't agree with the employees on the rating which leads arguments and so forth.
- Attempting to convince sub-ordinates with regard to the basis of their evaluations.
- Need to be explained to new appointees the important for the performance management.
- Baseline of criteria must be clarified before performance assessment is done.
- The rating which is applicable to receive a performance bonus.
- Supervisor are inconsistence when they give scores of ratings to their subordinates
- There is lack of receiving the correct information
- Being bias of and not being accurate, unfair practices, discrimination and dishonesty
- I still think that this is a program implemented with favouritism
- Two parties to the agreement does not fully understand the process
- Process too complicated and need to be done by the supervisor
- That your sub-ordinates does not keep proper records of extra work done
- Additional work load, time could be better spent on the work itself, the system appears to be one size fit all, every job is unique
- The performance management team as a whole is clueless an not informed at information sessions when staff ask them questions
- Whites do not treat not everybody the same, whites get skilled alone, one white girl is doing secretary work at her director but not employed for it, so if there is vacancy in that office she will get it because she was trained there
- User resistance of electronic SPMS systems permis, keeping evidence of achievements and goals reached by employees, no standard ways of allocating scores (either all supervisors use 3, 3.5, 4, 4.5, and not 3.1, 4.7, etc) unfair allocation

Summary of questions 32

It was clear from the comment made above; that participants have different ways of perceiving performance management. In these questionnaires all participants showed negativity and lack of understanding on performance. They blamed management and some supervisors and said that they should attend training in order to make it understandable. The scoring system or allocation of score should be agreed upon before the evaluation time. There was abuse of the system in other occasions by management and supervisors, using it against the employees and benefiting the ones that they favoured. This normally happens in every institution, in private and public sectors.

Figure 33: Subject: Problems:

Participants who participated in this question raised the following issues and were mentioned below as they are;

- Our performance measures are clear indicators on what our key deliverables should be quarter
- They used the job description, KRA'S and performance measures
- There is no criteria it was just a job evaluations
- Supervisor must ensure that employees attend the induction workshops as soon as they are appointed so as to ensure that each employee is familiar with the general rules and regulations of the department which will contribute towards employees performance fully effectively if they know what is expected from them
- Monitoring of every staff performance during the year, checking what the officials has been done, comparing the extra work with your actual job description
- Completion of deadlines, meeting the deliverables over achieving, management of challenges, saving projects, good planning
- Performance measures in performance agreement plus any additional work rendered in a quarter not reflected in PA
- You should be just over 3 and you never get a 5 even though sometimes we go beyond our performance reviews
- Quantitative and qualitative measures stipulated in PA's
- The one saying get a four we need to come with evidence and although they know what you were doing, you still need to give evidence and that is always but from your supervisor
- No clear performance measures were set, we have heard manager saying that if the staff works well not necessarily exceeds, staff that are generally liked, are awarded, staff that make their outputs sound important are awarded
- They use only what they think is the criteria and look only at the unachieved and negatives
- Past performance reviews
- They are also confused because as much as they want to give you sometimes, something is holding them to give you the right scores although they know you have worked hard
- They use target dates
- They look at the duration that the subordinates have taken in order to complete a certain task
- Work done according to the job description
- It really differs depending on the supervisors , others may say that if my supervisor gave me score of 02 then everybody will get the same on that KRA

- No evaluation criteria should be used, instead proper norms and standard should have been implemented to enable the critical to know what must be achieved to quality

Summarizing the information above 32

Participants indicated that even though evaluation and assessment are done, the main problem is on how the score should be allocated. For the members to obtain a score that is above 04 is very difficult and impossible. They indicate that one should produce the evidence that show that, extraordinary work was done. It is clear that measurement standards are not adhered to, KRA is not taken into consideration but management just want to allocate marks.

Question 34: Evaluation criteria:

Participants raised the following issues in this questionnaire around the criteria of performance management and are as follows;

- Our performance measures are clear indicators on what out key deliverables a should be quarter
- They used the job description, KRA'S and performance measures
- There is no criteria it was jus t a job evaluations
- Supervisor must ensure that employees attend the induction workshops as soon as they are appointed so as to ensure that each employee is familiar with the general rules and regulations of the department which will contribute towards employees performance fully effectively if they know what is expected from them
- Monitoring of every staff performance during the year, checking what the officials has been done, comparing the extra work with your actual job description
- Completion of deadlines, meeting the deliverables over achieving, management of challenges, saving projects, good planning
- Performance measures in performance agreement plus any additional work rendered in a quarter not reflected in PA
- You should be just over 3 and you never get a 5 even though sometimes we go beyond our performance reviews.
- Quantitative and qualitative measures stipulated in PA's
- The one saying get a four we need to come with evidence and although they know what you were doing, you still need to give evidence and that is always but from your supervisor
- No clear performance measures were set, we have heard manager saying that if the staff works well not necessarily exceeds, staff that are generally liked, are awarded, staff that make their outputs sound important are awarded
- They use only what they think is the criteria and look only at the unachieved and negatives

- Past performance reviews
- They are also confused because as much as they want to give you sometimes, something is holding them to give you the right scores although they know you have worked hard
- They use target dates
- They look at the duration that the subordinates have taken in order to complete a certain task
- Work done according to the job description
- It really differs depending on the supervisors , others may say that if my supervisor gave me 2 then everybody will get the same on that KRA
- No evaluation criteria should be used, instead proper norms and standard should have been implemented to enable the critical to know what must be achieved to quality

Summarizing the information above 34

The outline of criteria before the evaluation time is very critical, the main problems lies within the scoring system. For one to achieve a high score between 04 and 05, one should be doing more work which is almost for 3 extra employees.

Question 35: If differences – specify:

Underneath are some of the issues as different that participants indicated;

- Other units use the time, quality, quantity, but how can you measure this without evidence
- Some only have quantitative measures others have qualitative only and some have both
- The criteria differs because of different tasks been dealt with in the various sub-directorates.
- The PA methods are inconsistent as different criteria are used by different units. The management credible interact between supervisor and staff members is useless if a moderating committee can determine and control the process, without having the knowledge and insight to determine what the true facts are.
- Some directorates have the same people getting bonuses, does means only these employees do their work or is personally likes to dislike interferes
- The criterion differs in the sense that same of the officials did get the bonus although they don't deserve it but managers just gave them highest scores.
- Its is all the same, but they differ in their reasons why they cannot give you performance bonus
- Others will say if I get a bonus my staff will get it and it also be those who says yes to the boss all times
- Changing of job description to suit the so-called white employees and race is a factor influencing at many times

- Officials in other directorates are scored according to the number of cases they have resolved, other components look at any extra work that was not part of your job description, sometimes other favour other officials within the same component, and will recommend a bonus for that officials
- Not all sections/directorate across the department implement norms and standards, thus marking it difficult to compare apples with apples (standard can be based on: previous results achieved- keeps records of those achievements, strategically goals to be achieved, special deadlines given to department or even impose by our stakeholders, budgets, availability of people to complete the work)

Summaries the information above 34

From the information provided by the participants, it was clear that they suspect that criteria used are not the same. Other managers and supervisor uses the quantity and quality of what was done. There are some complains about the ambiguous in their job descriptions, other participants indicate that certain staff members have better job description that enables them to achieve such targets. The bottom line was that there was no clear measurements in place to determine the scores, managers just score the way they want according the favorite's staff members.

Question 36: Do you have chance to rate yourself?

The total participants of 147 and 138 participants indicated that yes they do get the chance to rate themselves, and 09 participants indicated no they don't get chance to rate themselves.

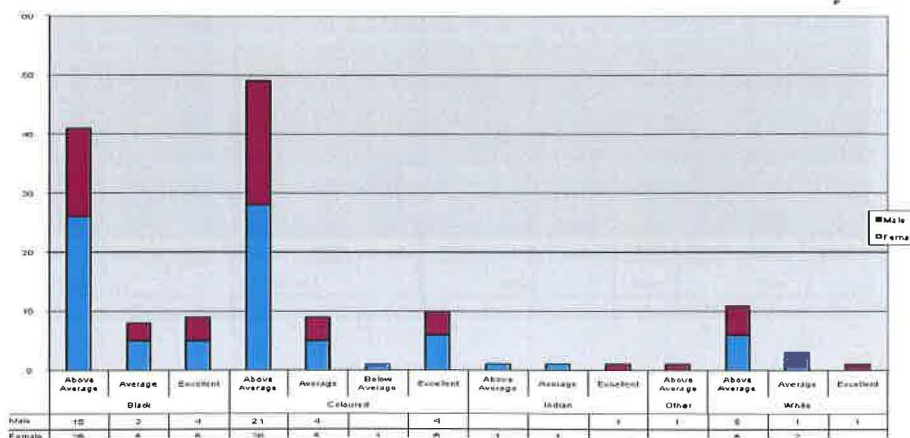


Figure 37. Subjects: Does the system allow improvements?

The total participants was 145 and within this total number only 97 members indicated yes that the system to allows improvement and 48 members indicated that system does not allows improvement at all.

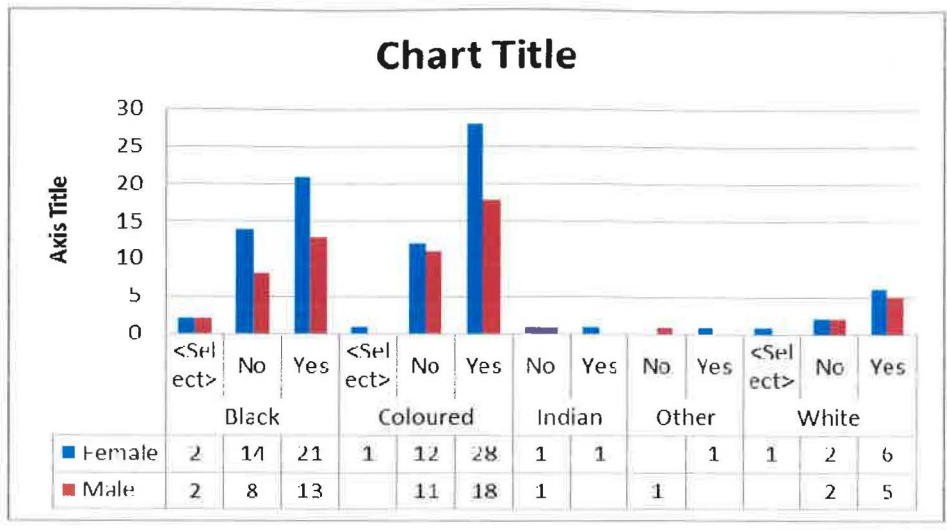


Figure 38. Subjects: What was your self-assessment score?

There were 146 participants, within this total number 103 participants were rated above, 21 were rated average, 21 were rated on excellent and one rated below average.

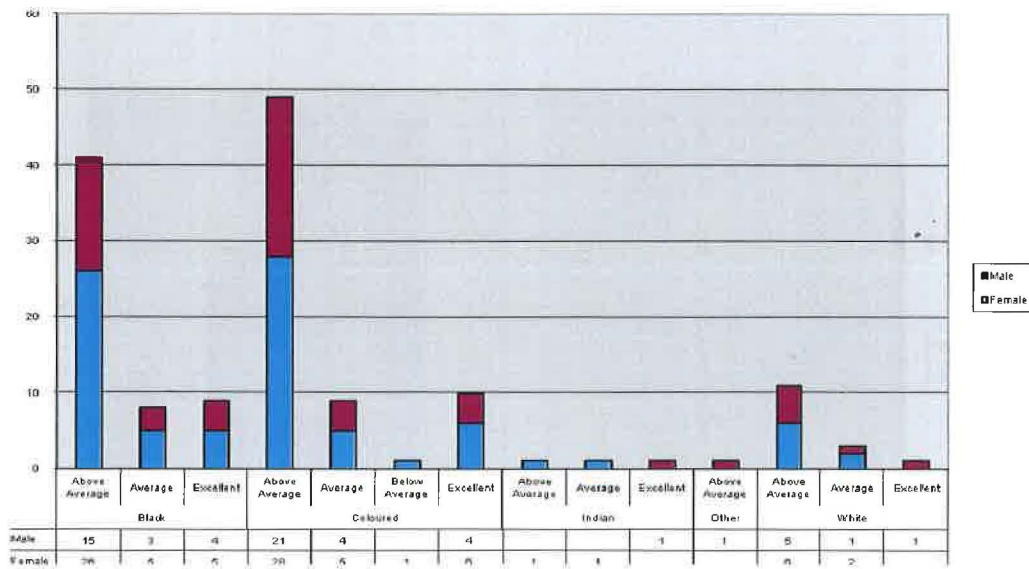


Figure 39. Subjects: Evaluator score assessment?

The total number of participants was 144, of the 61 members rate was above average, 67 members were on average rated, 02 members were below average, 12 members were rated on excellent and agreed, 02 members was rated below average.

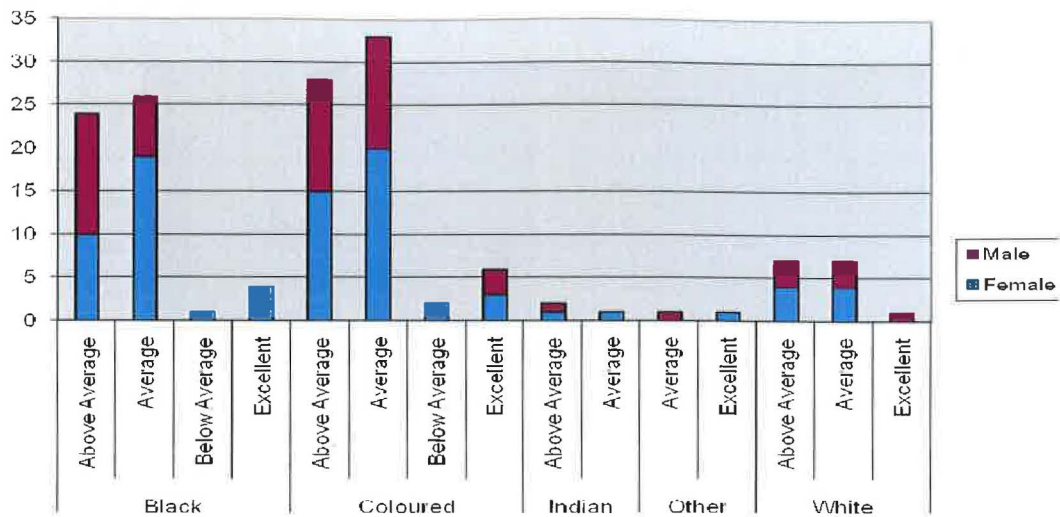


Figure 40. Subjects: Any staff that does not deserve performance bonus?

The total number of participants was 146, 30 members of participants indicated no, that there members who doesn't deserve bonus, while 107 participants members indicated yes.

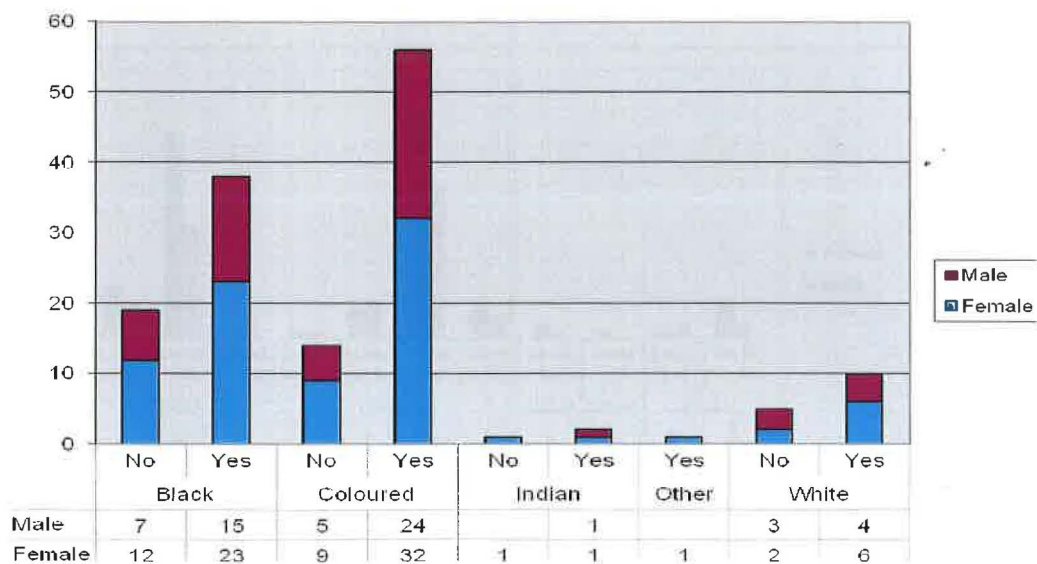


Figure 41. Subjects: Any training provided after evaluation process?

Participant were 148 members who took party in the research , within this number there were 38 participative members who indicated no, they don't get sent to training after evaluation, there were 43participative members who indicated yes, that after evaluation they are sent to training.

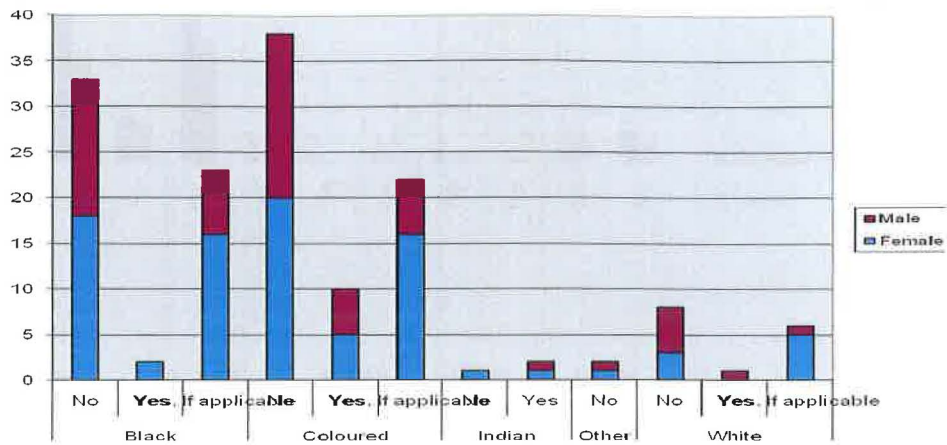


Figure 42. Subjects: Do you suffer from work related stress?

Category complain about unfair performance rewards

The total number of participants in this questionnaire was 139 members, participants that have complains have been indicated below per their categories.

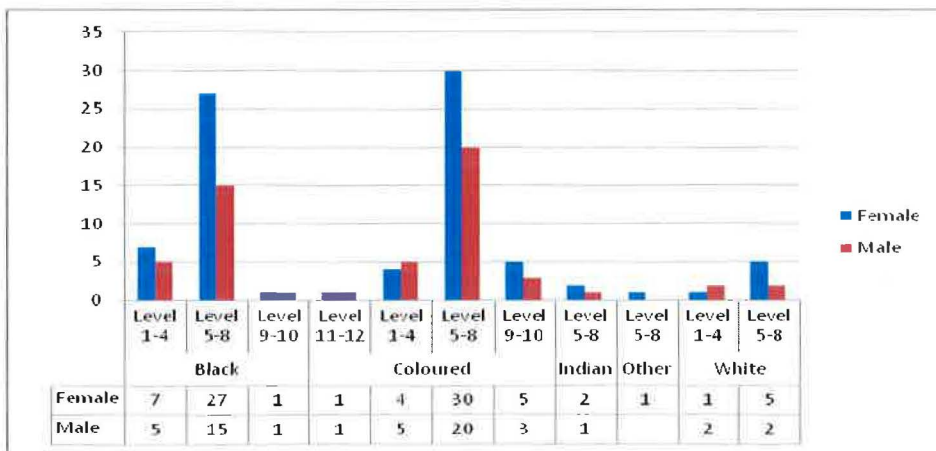


Figure 43. Subjects: Do you discuss work with colleagues or family members?

Out of 148 participants, 117 members participated in the research indicated yes, they do discuss problems with their colleagues and family, other 31 members participated in research said no they don't discuss work related matters with colleagues. 70 females and 46 males indicated that they do discuss work problems with their families. 17 females and 14 males indicated that they don't discuss work problems at home. The graph below shows it all.

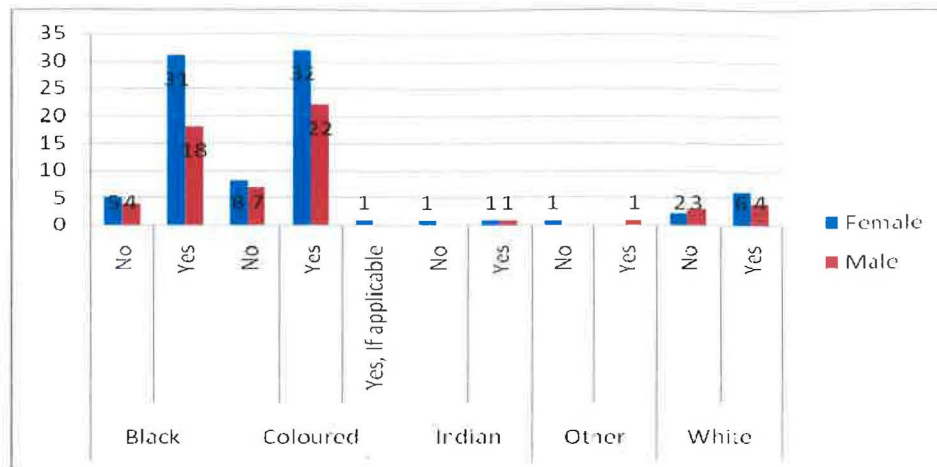


Figure 44. Subjects: Any thoughts of job rotation?

There were 147 participants which indicated the following, participants who indicated yes, were 122 , within his number 48 were blacks, 59 were coloureds, 02 were indians and 11 whites. The other participants that indicated no were 25 participants, within this number there were 10 blacks, 10 coloureds, 01 indian and 04 whites.

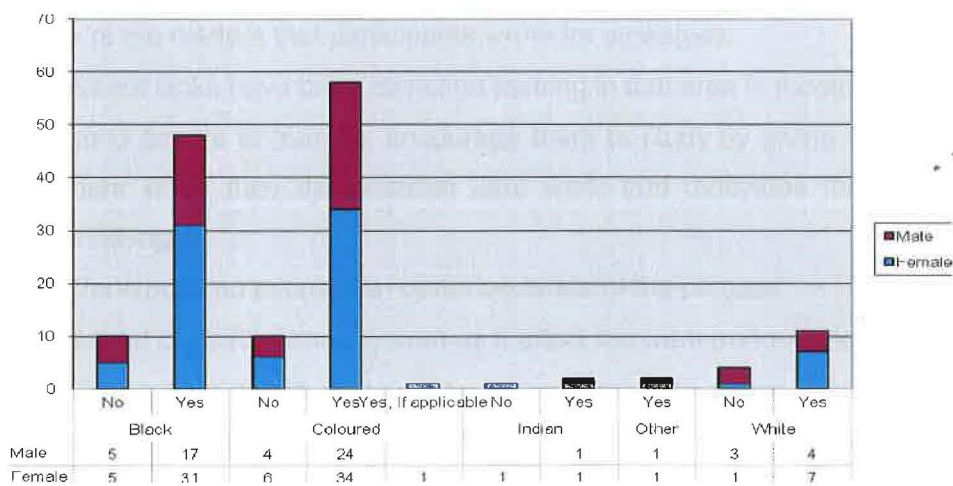
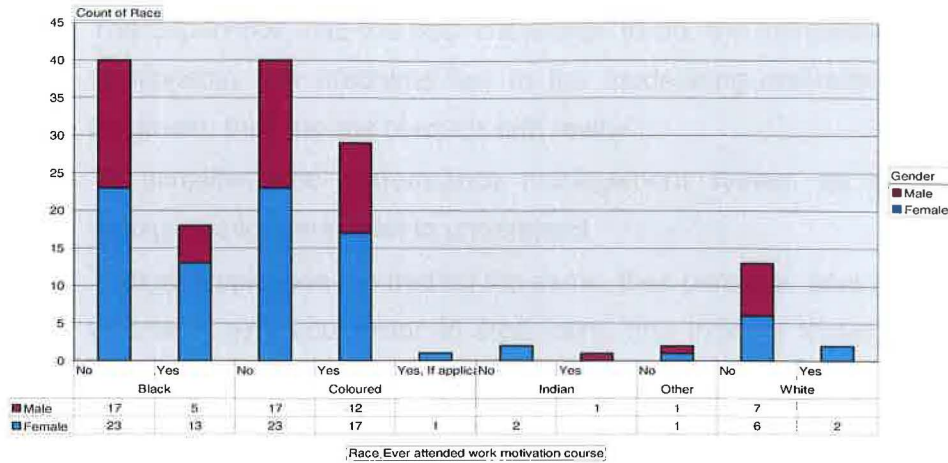


Figure 45. Subjects: Did you ever attend work motivation course?

Total participants were 147 and within this amount 97 members indicated no to the answer if they have ever attended work motivation course, while 50 participants indicated that they have attended the work motivation course.



The following questions 46-48, 50-54 were open ended and the following responses were obtained from subjects. These are recorded in a verbatim manner for the sake of accuracy.

Figure 46: Subject: Strategies to enhance performance management?

Strategies:

These are some of the matters that participants wrote for strategies:

- Where lacks have been identified training in that area is recommended
- Send people to training, encourage them to study by giving them bursaries, promote them when they demonstrate hard work and motivates them by listening to their challenges
- Workshops so people can better understand the process
- Get rid of performance system as it affect the work performance
- This system failed us because supervisors just do as they pleased and not even mention if supervisor don't know it, you supposed to do job description
- Training by staff management team, benefit not in depth
- Permis performance measures and target dates plus quarterly review, and the performance agreement as such, measurable key outputs
- To set and meet targets, to follow regularly on the outstanding matters and work delegated
- Permis two was rolled out, staff members that I supervise were invited to training and awareness, self evaluation implemented to allow official quarterly to score/rate himself/ herself

Figure 47: Subjects: Gaps in performance management:

- The supervisor has the best knowledge to do the assessment because of the close relationship, the problems lie in the moderating committee not accepting his/her judgment, they are out of touch with reality
- To simplify the performance management system as at times it can be too ambiguous for personnel to understand
- That all employees are treated the same, their personal take on life has nothing to do with work and supervisor to stop using one incident that was bad as an overall judgement
- They can scrap this system, opens to manipulations
- They should clear the responsibilities and proper commutations to have a happier environment and give recognitions
- Proper training in performance management
- Supervisors are not honest with themselves and allow staff members to manipulate them, supervisors do not keep records of work performance
- The focus is misguided, complying and completing becomes a goal in itself, the process is labour intensive, but it does not necessarily improve productivity, it provides answers but not solutions
- It must be more performance based than rewards of cash bonus, more supports to be given to employees during the year and not use performance evaluation as a judgement/ to the employees punishment
- Lack of communications and this should be enhanced, procrastination- employees are encouraged to manage their time, low self esteem-anxious about modernisation
- More focus should be given in PA's to ensure staff members understand their deliverables, permis should allow for unplanned deliverables
- Make sure management attend performance management workshops training, ensure that performance management policy is implemented by all, emphasis the reward of quality more than quantity and reward the team not individuals
- To link PM with training if the employee doesn't attend training that was identified then, there supposed to be an indicator (all directors need make sure that they comply with action agreed on reviews otherwise it does not make sense if you not gonna be trained on what will help you to improve performance. Implementation of training need to be supervisors KRA's

- Give staff more training if they didn't perform up to the standard, don't wait until bonus time and tell them about problems, agreed scores is always a problems between managers and employees
- Employees should not wait until the last moment to do their Pas/ reviews and start complains
- Always said there is not enough budget for training
- They must treat everybody fair
- There is sometimes no ethical way of conducting performance reviews by the supervisors
- Job description to be more flexible , do away with specializations, gaps also under performers are being marked adequate, dishonesty between supervision and employees (supervisors take credits)
- They should look at the lower levels also when issuing out performance bonus, not all managers deserves it, people on lower levels do a lot and are sometimes not considered for performance bonus
- Very time consuming to do quarterly reviews and it should be changed to twice a year, uniform norms and standard must be implemented , uniform method/allocation of scoring must be implemented meaning all will use only a 3, 3.5, 4,4.5, and nothing in between.

Figure 48: Subjects: Changes to performance management in last 2 years:

- Changes are made from Version 1 to version 2
- Since there is implementations , there is a great improvement in management of performance by supervisors
- Only the last performance reviews, where it was harder for people to manipulate scores to get performance, but this is still open to manipulation
- Yes, new version 2 of permis, that is exactly the same only nicer look. Also, supervisor can change or reset password of staff members directly and don't have to bother SPM team
- The only changes is that it has created divisions within directorates
- Greater awareness of the need to be productive, the whole organization is applying its mind.
- Yes, staff can see daily what must be still be achieved based on what goals is

Figure 49: Subjects: Do performance results increase your results?

The total number of participants was 139 members, 72 of the participative members indicated no to the increase of morale after the results, and 67 participative members indicated yes that the results received after performance increase their morale.

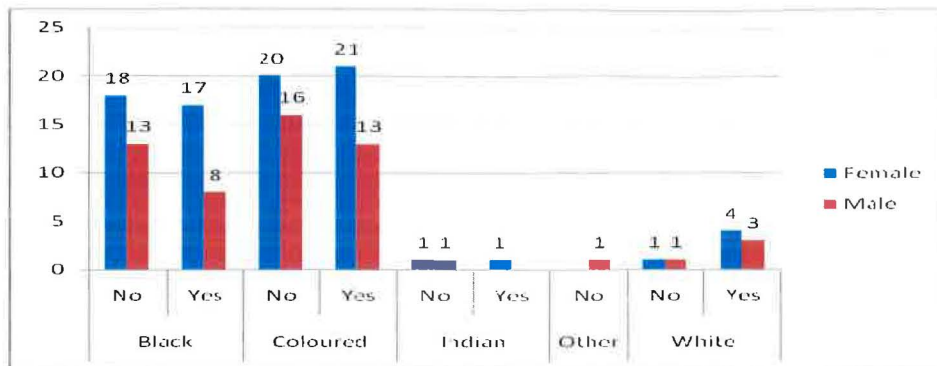


Figure 50: Subjects: Morale

- I have discussed my low morale with my supervisor and management and the don't care attitude of management is obvious, they are receiving merit and overtimes money so why should they care
- I enjoy my job and I am good at what I do, knowing I make a difference in the communities motivates me, as I live amongst them
- Yes, you feel appreciated and valued and it motivates you to work harder the next year to try and get it again
- No, not if you had one reward in 18 years, because it is discussed that in 18 years I received a bonus once.
- It motivates you to perform better and states that work you are doing is being appreciated
- The moderating committee assessment was very demoralizing because they did not have a clue of the internal of the challenges, all the efforts put in I understand the working environment. 50% of my scores were brought down by the committee, the projects was outstanding and most staff agreed
- Yes, it means my inputs towards my work is recognizable and appreciated. Also I have to put in a little bit extra effort to ensure that I qualify for bonus
- Yes, job well done, job satisfaction, motivates me to do better, no, financial rewards is a short term morale booster
- Makes me feel as though I am doing my job effectively

- Monetary reward is only one part in increasing your morale as staff, but the system should look at whole and not apart.
- Yes, coming from the private sector where you need to meet your deliverables, therefore coming to the public sector, I continued to perform my duties as it was done in the private sector
- Yes, you receive some money for all the extra work effort that you put into your work
- No, I don't increase my morale, I feel that performance bonus need to be shared equally and think that officials need to be treated fairly by their employer, money is not the only motivator.
- No, in this department only people who are favourites to supervisors get performance
- No, no one in my sub-directorate ever get a bonus as a result of this process
- No, it rewards only the individuals so the majority who did not get bonus will not be happy
- No, and I don't know if I will never get it and I never received it before; even if you can perform more than excellent this bonus is for a certain people and even if you can get 5 in rating it depends on budgeting even if you suggest something no one will take you serious which makes you to be demotivated
- Get more money just to pay your bills
- Yes, It gives you a sense of belonging, help to motivates you, you feel appreciated and noted, you ten to go all out
- Because if you see yourself as a motivator and your supervisor marks you down
- No, because too much internal unfairness
- No, I am a very hard worker and good at any task given to me, I alone can boost my morale that is why I try to avoid negativity around me by trying to listen to people and colleagues
- Yes, any recognition given to a person for good performance money-wise or only a show of appreciation increases person morale!!! Humans wants to be rewarded for performance

Figure 51: Subjects: All 152 participants in this question didn't indicate or write anything at all

Figure 52: Subjects: All 152 participants in this question didn't indicate or write anything at all

Figure 53: Subjects: How effect / influence other staff

- I take pride in my work; incompetence can only take you so far before your mediocre performance is exposed. So work hard and empower yourself
- To listen more carefully as work is not done the same as in the private sector and to be patient
- Self motivation is very good and important
- Low morale, I work my ass off last year and receive nothing. this year my morale is very low, I shall do the job on my KPA and nothing more
- Performance management demoralizes staff as they feel that the managers can abuse their powers
- Stick to honesty, self motivations, we have done some teambuilding exercise
- I am just doing what I am expected to do and don't expect any reward
- I am studying to get out from this department
- Motivated myself by undergoing training, getting good feedback from internal and external clients
- I just do my work and understand my supervisor
- Nothing yet, but will consider counseling from EAP
- Rationalize the process internally (personally) I understand the need for such a system
- No, I don't allow my morale to decrease because I have a job and cannot allow to have a low morale
- I am contesting the process by lodging a complain against committee who's main purpose is to bring down scores without good consideration and consultation, this process is a florred!!!, when asked to reconsider scored the denied.
- Staff is aware that hard work and good performance is expected from them, innovativeness performance and thinking out of the box is expected of them
- It is bad from other staff members, they begin to feel threatened by you and rumours about favouritism starts to air
- I am not really sure because people are very quiet but if you look at their faces , you can read between the lines that the person has been demotivated and demoralized for not being rewarded
- I tell all my staff members to stay positive
- The whole team/units were involved with each other's projects and was aware of all the worth put in, they even agreed to testify to the case hearing. This has an effect at the whole team motivation and seen if self worth.

- The good impact was that I will be continuing to be busy with my work as usually and the bad thing is that I will not stop working until I meet my deliverables
- Bad impact as the staff members becomes so stressful and really demotivated and creates division among staff, people who does not deserve bonus always get the bonus
- A good impact, negativity to others,
- Sometimes staff members feel that the wrong people got performance bonuses and this demotivates them.
- This demotivates other staff members
- Low morale syndrome is catchy and spreads faster than high morale
- Always make sure to encourage my sub-ordinates, and motivate others where I can
- They want to know why we always busy, clearly they seem not have enough work or not doing their work
- Demotivates them, and conflicts between them and no improvement at all,
- Those who do not receive a performance bonus feel 'deflated' and don't care a damn attitude
- When an injustice is done it create division between manager and staff as most staff member are aware happening around them.
- It makes staff members to be selfish-hide information from those who need it, they want to be seen as best individuals
- For some of us who normally do not get bonus are usually to work over and above, make us to want to leave the department because we do not know what are doing that we do not deserve to qualify from bonus
- Become angry and demotivated as sometimes feel that a staff member feel favouritism, the fact that one person or certain individuals or group every year get bonus is unfair
- Low self esteem or go-slow and less enthusiastic to complete tasks, it created awareness and many concerns were raised by many individuals in regard with performance and evaluation
- Their morale is very low
- It increased productivity

Figure 54: Subjects: Criteria to qualify for performance reward

- To qualified for reward you must be black-black
- Your must be effective in your job as mediocre performance borders on laziness. In our environment you have to work efficiently as well as take pride in what you do
- If you consistently performs and complete all your tasks on times, consistency and doing a bit more by assisting with workshops, filling, additional tasks outside of your job description
- You perform above average/outstanding and do more than expected from you
- You have to manage you own job load and do over above what is expected from you
- To score 4/higher than by performing tasks over and above expected KPA's
- I don't know because the people that really work a lot does not receive any award, the system is worse than all the previous systems.
- Execute duties you are given and asked of you within set timelines
- Not sure but in my opinion it should be work performance, initiatives and commitment but how does one measure commitment?
- In this department to be in favour with the supervisor and directors
- This is my criteria's, hard working, diligent, innovate, creative, to be in control, to be pro-active, to go the extra miles
- Service delivery beyond norms
- Being fully effective and efficient, understanding your job description, ensure necessary training was provided to execute tasks
- Just work hard, and you need to score 4- 5 and above averages.
- You have to able to work on water
- Base the appraisals on proven facts try to redefine the standard and key areas of performance, employee must have a clear idea of her workload
- Officials to qualified for a bonus supervisor evaluate your performance through reward, however at the end it is up to the moderating committee to decide who to give as even if you get 5 scores it will depend on accountability of funds and nobody knows if you are five employees and you all have 5s, what criteria are they using to choose which employee to receive rewards
- The outstanding in your work performance and to be good wit your supervisor and meet the deadlines, submit the proof of evidence of work done
- As I see it, it is to get along more with your supervisor.
- Should be a doormat but go on extra-mile and do what is expected on a daily basis. Be absent more as most people that are never at work get rewards

- Sleep with boss and you will go places or suck up to the boss by reporting what is said about him behind his back when he is not around
- One has to be loved or be a friend to a supervisor but for many of us who are not friends, we have to work even harder
- You need to be 1 year in the post and should reach an overall score, equal to a 4
- Employee must meet output according to performance measures agreed upon between employee and supervisor, employees performance must be at least satisfactory to get pay progression, this must be evaluated throughout year/ cycles, employee must have completed continuous cycle of 12 months/cycle (1 April-31 March)

5.2. Ethical Considerations

From the composition of the research population, the sample procedure, the methodology utilised, processing of data, up to writing the research report the researcher will constantly be aware of her ethical responsibility (de Vos et al., 2002).

Ethical issues must be appropriately addressed. Emphasis must be placed upon accurate and complete information so that subjects will fully comprehend the investigation and consequently be able to make a voluntary, thoroughly reasoned decision about their possible participation (de Vos et al., 2002).

The researcher will protect subjects against any form of physical discomfort that may emerge and restrict any emotional harm to subjects (de Vos et al., 2002).

The researcher will ensure that no form of deception should ever be inflicted on respondents. If this happens inadvertently, it must be rectified immediately after or during the distribution of the questionnaire (de Vos et al., 2002).

The researcher will protect the privacy/anonymity/confidentiality of the subjects. Information given anonymously ensures the privacy of subjects. The researcher will assure the subjects of anonymity in their covering letters. The researcher will ensure the element of privacy and confidentiality in the handling of information in a confidential manner and limits others access to private information (de Vos et al., 2002).

According to Remenyi (1998), there are three major ethical considerations to consider when undertaking research. These are how the "information is collected", how the "information is processed" and lastly, "how the findings are used". Remenyi (1998) states that when applying the first ethical consideration, namely how the information is collected, it is necessary for the researcher to be open and honest with the informants, to keep informants anonymous or the information they offer confidential if so requested, and that information should not be obtained under duress.

This researcher declares that this study has upheld the first ethical consideration, as at all times during and prior to the administering questionnaires, the relationship was open and honest. The researcher declared upfront that the motivation for undertaking the research and how the results would be used. Remenyi (1998) also states that confidentiality should be upheld to avoid potentially "unsatisfactory practices which endanger staff". To uphold this ethical consideration, the identity of all the respondents should be kept anonymously. The reader should also note that most of the participants were in fact superiors and could have declined to participate. The fact that they were willing to participate indicates to this researcher that positive levels of trust existed between this researcher and them. Further, written permission was obtained from the Acting Head of Department of Local Government & Housing to conduct the research.

Remenyi (1998) states that when processing information, it is important that the researcher avoids any manipulation because of his or her personal biases. Further, the findings must be honestly presented and not manipulated or adjusted merely to satisfy the researcher's biases. Remenyi (1998) also states that sometimes researchers are often not aware of his or her biases, but where he or she is aware that they are biased; the integrity of the research is maintained if they declare their bias. Lastly, Remenyi (1998) states that the research should be placed within the public domain for others to use.

5.3. Concluding remarks

According to the data analysis and the findings of the results, performance management within the Departments of the Western Cape Province is clearly known. Their understanding is more or less the same, even though there is a slight difference in how it should be applied.

Employees indicated that they are evaluated by their supervisors 4 times a year, even though other employees indicated that they are evaluated lesser than 4 times a year. This may be because those employees may be on probation or contract at that time.

The criteria used in the evaluation is problematic as participants indicate many obstacles on it, like target dates as evaluation criteria, number of projects completed, how many tasks have been done per day, accuracy and errors in the work completed. It is clear that both parties are confused about what to which is the criteria to be used on evaluation. Participants further indicate that scoring or rating points are very difficult, it is either you remain within the rating of 03 points (Satisfactory performing), as above 03 is starting to be acknowledge as performing better than satisfactory. If the rating is above 03, supervisor needs to support that rating and they are not reluctant to write motivation to that matter.

Training should be provided to both parties who participate in the performance evaluation and determining the criteria of evaluation. Training may help to remove the ambiguity in the process which causes more problems within the department. Some of the participants indicated that they rather not complete the performance programme as this may ease their conflict with the supervisors, while others indicated that they just complete it and whatever their supervisor decide to give them, they will agree with, so that they cannot be victimised and side lined from other members.

Through the data analysis, the researcher found out that most of the participants have been paid the performance bonus since they have joined the department. It was found that performance is all about the cash bonus which is paid out, so that is why there is more squabbling amongst them.

After evaluation, very few employees are sent for training, but there are others who never attend training even though they have to attend the training according to evaluation outcomes.

The researcher also found that after evaluation staff is very demoralised and they tend to be sick (taking sick leave), out of office because they know that they will not get bonus after all. Employees morale in most them was down and the production become very low, at the same time the absenteeism increases in that month of the evaluation process.

Employees talk to each other more often and they discuss these matters about their low morale and favouritism at work place. The researcher found that there were too many grievances lodged by participants in regard to performance evaluation and that is a sign of depression to employees.

The department should make training available to all members for them to understand what is required of them, what is evaluated what should be the outcomes, and how to reach their targets.

5.4. Recommendations

This study has implications for the Department of Premier Human Resources Management. It is because that particular department have the full responsible on the development and adjustment of performance management system. Even though the Department of Premier is the custodian of performance management system, the Department of Local government and Housing need to address all the issues raised by the participants.

The analysis done helped to distinguish the different effects that participants indicated in the research which really affect them. However, the Department still have the right not to address those matters and let employees have fatigue at work. The other matter of concern was that management cannot ignore employees as employees are production factor of the Department. As the Department do have training session and training academy, some of the matter outlined by the employees may be address there and only that do need training to perform better.

The Department need to provide training to all its members to avoid problems in performance management system. Supervisors need to be trained effectively and training should be clear on how to deal with permis its self. The performance measurements should be clear, in-terms of the following issues; what are the scoring marks in the performed areas itself, when will be one receive performance bonus and how is it determined beforehand whether one do qualify or not.

The department is sitting on the time bomb because performance bonus seems to all employees as a must to receive it. Employee believes that they are performing very well and that is why the Department delivering more houses within the Province of Western Cape.

The Department need to implement beforehand the cut-off point on pay of performance bonus; this is referred to amounts of point's one need to have in order to receive the bonus. The idea of level in paying off bonus does not fall properly in the minds of employees.

Job description should be looked at so that employees are aware of what need to be achieved before the time. This may eliminate and helps the employees to adjust to required standard of performing.

The Department need to take the following into considerations; the different treatment during and after the performance evaluations, this may lead to coherent solution to departmental problems. The management challenge is to navigate carefully through employee's challenges and their inputs on the whole performance system.

The other matter of concern that the department need to consider sincerely, is the manipulation of scores by individuals, supervisors or evaluators to elevate to higher level or deny others just to punish them.

All members who submit grievances about the performance bonus need to be address as soon as possible, not what is currently happening where one's grievance attended after 09 months from the date of submission.

5.5. Appendices

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Department of **Local Government and Housing**
Isebe **looRhulumente boMmandla nezeZindlu**
Departement van **Plaaslike Regering en Behuising**



Provincial Government Western Cape

uRhulumente Wepondo leNtshona Koloni

Provinsiale Regering Wes-Kaap

Services
Reference
Number

Ratshili Aifheli

Name
English
Initials

DP Daniels

Telephone
Telephone
Number

021 483 5235

Fax
Fax
Number

021 483 8789

To: Ethics Committee
Cape Peninsula University of Technology
Cape Town

This letter serves as a confirmation that Mr Aifheli Ratshili is employed by the Department of Local Government and Housing, 27 Wale Street, Cape Town.

He is currently doing a Research proposal to complete his M-Tech in Human Resources Management. The Department is aware of the research that will be conducted by Mr Ratshili .

Mr Ratshili will comply with the following conditions:

- He will not use any confidential information
- He must not publicly criticize the Department and create a negative image of the Department
- He should provide the Department with a copy of his thesis and make his findings available to the Department of Local Government and Housing

We wish Mr Ratshili Aifheli the best in his studies.

Thank you

Yours truly,

DP Daniels

Acting Head of Department

11 February 2010



PERFORMANCE AGREEMENT

WESTERN CAPE

Provincial Government of the Western Cape

BETWEEN

TRANSFORMATION OFFICER

AND

HUMAN RIGHTS

PERIOD OF AGREEMENT: 1 April To 31 March

1. JOB DETAILS

Persal number :
Component : DIVISION: HUMAN RIGHTS
Location : CAPE TOWN
Salary Level :
Notch (Package) :
Occupational classification :
Designation : TRANSFORMATION OFFICER

2. JOB PURPOSE

Describe the purpose of the job (overall focus) as it relates to the Vision and Mission of the Department. Capture the overall accountability that the jobholder has in relation to her/his position.

3. JOB FUNCTIONS

Describe the key functions that the jobholder is required to perform, based on the profile and the department strategic/ operational plan.

4. REPORTING REQUIREMENTS/LINES & ASSESSMENT LINES

4.1 The Employee . . . shall report to . . . as her/his supervisor on all parts of this agreement

The Employee shall:

- (1) Timeously alert the supervisor of any emerging factors that could preclude the achievement of any performance agreement undertakings, including the contingency measures that she/he proposes to take to ensure the impact of such deviation from the original agreement is minimised.
- (2) Establish and maintain appropriate internal controls and reporting systems in order to meet performance expectations.
- (3) Discuss and thereafter document for the record and future use any revision of targets as necessary as well as progress made towards the achievement of performance agreement measures.

4.2 In turn the supervisor . . . shall:

- (1) Create an enabling environment to facilitate effective performance by the Employee. Provide access to skills development and capacity building opportunities.
- (2) Work collaboratively to solve problems and generate solutions to common problems
- (3) within the department that may be impacting on the performance of the Employee.

5. PERFORMANCE APPRAISAL FRAMEWORK

Performance will be assessed according to the information contained in the work plan (attached as Appendix A) . The specific KRA's with their weightings are, for example, as follows:

- 5.1 The KRA's during the period of this agreement shall be as set out in the table below. The Employee undertakes to focus and to actively work towards the promotion and implementation of the KRA's within the framework of the laws and regulations governing the Public Service. The specific duties/outputs required under each of the KRAs are outlined in the attached work plan. KRA's should include all special projects the SMS member is involved in. The work plan should outline the Employee's specific responsibilities in such projects.

KEY RESULT AREA (KRA)	Weight
MAINSTREAMING OF HUMAN RIGHTS MATTERS INTO THE CORE FUNCTIONS OF THE DEPARTMENT	30
HANDLING OF SPECIAL PROJECTS (YOUTH, HIV/AIDS, CHILDREN, OLDER PERSONS)	30
PROVIDE GUIDANCE AND ASSISTANCE TO THE MUNICIPALITIES WITH THE INSTITUTIONALISING OF HUMAN RIGHTS MATTERS AT MUNICIPAL LEVEL	30
ASSISTING WITH THE ADMINISTRATION OF THE HUMAN RIGHTS AND SPECIAL PROJECTS COMPONENT	10
Total:	100

6. DEVELOPMENTAL REQUIREMENTS

Provide details on the areas in which development is required. These may relate to the attainment of specific objectives or standards specified for Key Result Areas (KRAs).

The plan for addressing developmental gaps is attached as Appendix B.

7. TIMETABLE AND RECORDS OF REVIEW DISCUSSIONS AND ANNUAL APPRAISAL

Specify the dates when progress reviews and feedback session will take place, as well as the annual evaluation sessions:

01-APR-10	To	30-JUN-10
01-JUL-10	To	30-SEP-10
01-OCT-10	To	31-DEC-10
01-JAN-11	To	31-MAR-11

8. MANAGEMENT OF PERFORMANCE OUTCOMES

Based on the outcome of the end-of-year performance assessment and using the rating scale that applies to public servant's, read in conjunction with the guidelines issued by the Public Service Commission on the evaluation to evaluate the Employee's

Performance improvement measures as stated above could include the following:

- The need to set clear performance standards.
- Provision of enabling working facilities and resources.
- Counselling/coaching.
- Training.

Allocation of a performance related pay progression and/or the granting of an annual performance reward will reward superior performance.

All of the above will only be considered with due regard to the National Guidelines as well as Provincial norms and standards.

9. DISPUTE RESOLUTION

9.1 Any disputes about the nature of the Employee's PA, whether it relates to key responsibilities, priorities, methods of assessment and/or salary increment in this agreement, shall be mediated by:

9.2 If this mediation fails, the dispute-resolution procedures need's to be followed.

10. AMENDMENT OF AGREEMENT

Amendments to the agreement should be in writing and can only be effected after discussions and agreement by both parties.

11. SIGNATURES OF PARTIES TO THE AGREEMENT

The contents of this document have been discussed and agreed with the Employee concerned.

Name of Employee:

Signature:.....

Date :.....

Name of supervisor of Employee:

Signature:.....

Date :.....

Appendix A

PERFORMANCE PLAN: KRA

Key Results Area(KRA's)	Weight	Key Output	Weight	Performance Measures	Weight	Resources	Target Date
MAINSTREAMING OF HUMAN RIGHTS MATTERS INTO THE CORE FUNCTIONS OF THE DEPARTMENT	30	Develop and drive an action plan based on current policies, plans and programmes inclusive of HIV and Aids, Children, Substance abuse, Human Trafficing and the Aged.	40	Finalised and approved integrated action plan	50	Stakeholders	
		Evaluate and assess all committees within the department for a human rights perspective and compile a report with recommendations.	30	Roll out of functional action plan	50	Budget	
		Ensure compliance in terms of applicable International, National and Provincial legislation, policies with regards to HIV and Aids, Children, Substance abuse, Human Trafficing and the Aged.	30	Full analysis done with recommendations of audits	100	Line Functionary staff in Department of Local Government	
HANDLING OF SPECIAL PROJECTS (YOUTH, HIV/AIDS, CHILDREN, OLDER PERSONS)	30	To maintain a sustainable link and identify priorities in partnership with civil society, community based organisation, NGO's, SALGA, municipalities, and other relevant departments on youth, children and HIV/AIDS to allow for integration of projects	50	Successful implementation of decisions arising from committees	30	Stakeholders	
		Implement special project for youth, children and HIV/AIDS	50	Effective integration of projects and work methodologies	40	Stakeholders Budget	
				Attendance of all forums/structures applicable to human rights	30	Reports and minutes of meetings Attendance registers	
				Final reports on audit submitted to municipalities and workshops/group interventions done on implementation of the	100	Reports / Minutes of meetings / Attendance registers	

Key Results Area(KRA's)	Weight	Key Output	Weight	Performance Measures	Weight	Resources	Target Date
HANDLING OF SPECIAL PROJECTS (YOUTH, HIV/AIDS, CHILDREN, OLDER PERSONS)	30	Implement special project for youth, children and HIV/AIDS	50	recommendatiion s/findings			
PROVIDE GUIDANCE AND ASSISTANCE TO THE MUNICIPALITIES WITH THE INSTITUTIONALISIN G OF HUMAN RIGHTS MATTERS AT MUNICIPAL LEVEL	30	Capacitating municipal focal units through capacity building workshops, Roadshows, meetings and consultations for the advancement and implementation of human rights at municipal level.	40	Successful implementation of group interventions - 5 interventions per year with Municipalities	100	Availability of reports and attendance registers of working sessions, Stakeholders engagements, Budgets, Reports of municipalities	
		Maintain links with SALGA's working forums and Municipalities as well as establish partnerships for interventions and capacity building workshops with municipalities.	40	Attendance of all relevant working forums and strategic advise rendered to municipalities and recommendations made and monitored for implementation.	100	Attendance registers of workshops / reports stakeholders / budgets / reports of municipalities	
		Research current trends affecting municipalities with regards to implementation of human rights (Youth, Children and HIV/AIDS)	20	Gaps identified and recommendations made	100	Internet, focus groups, interviews, questionnaires, reports, policies, frameworks	
ASSISTING WITH THE ADMINISTRATION OF THE HUMAN RIGHTS AND SPECIAL PROJECTS COMPONENT	10	General Administration: Logistical arrangements and events coordinator of projects Contribute effectively to the Service and participate actively in the Projects	20	General administrative duties performed effectively Succesfull projects and inteventions	100	Minutes/ reports/ attendance registers Verbal reports/ written reports/ attenda registe	
		Ensure that adequate records are kept of the activities of component that you are resopnsible for	25	Proper record keeping / date ,bases according to the prescripts	100	Registry / data base reports	
		Compile and submit reports on Human Rights and Special Projects as directed	35	Reports submitted ten days after each intervention and	100	Reports	

Key Results Area(KRA's)	Weight	Key Output	Weight	Performance Measures	Weight	Resources	Target Date
ASSISTING WITH THE ADMINISTRATION OF THE HUMAN RIGHTS AND SPECIAL PROJECTS COMPONENT	10	Compile and submit reports on Human Rights and Special Projects as directed	35	projects	100	Attendance registers / data base/ reports	
		Participate actively in the strategic planning processes of the component and draft documents accordingly	20	Decisions and objectives implemented and report submitted			

Appendix B

PERSONAL DEVELOPMENT PLAN

Key Result Area	Key Output	Training		Expected Outcomes
		Training Needs/ Course Name	Time Frame	
ASSISTING WITH THE ADMINISTRATION OF THE HUMAN RIGHTS AND SPECIAL PROJECTS COMPONENT	<ul style="list-style-type: none"> Compile and submit reports on Human Rights and Special Projects as directed 	<ul style="list-style-type: none"> Touch typing 		

PERFORMANCE REVIEW FOR THE PERIOD 01-APR-10 TO 30-JUN-10 (LEVEL 1 - 12)

Personal No		Department & Component	WESTERN CAPE DIVISION:	
Name		Post/Level		Date appointed in current post
Jobtitle		Review Period		
Supervisor				

KRAs	Weight %	Agreed Rating	Score	Training/Development required (To be carried over to personal development plan)
HANDLING OF SPECIAL PROJECTS (YOUTH, HIV/AIDS, CHILDREN, OLDER PERSONS)	50	3	1.5	
PROVIDE GUIDANCE AND ASSISTANCE TO THE MUNICIPALITIES WITH THE INSTITUTIONALISING OF HUMAN RIGHTS MATTERS AT MUNICIPAL LEVEL	40	3	1.2	
ASSISTING WITH THE ADMINISTRATION OF THE HUMAN RIGHTS AND SPECIAL PROJECTS COMPONENT	10	3.35	.34	
KRA FINAL SCORE	3.04	=	101%	

OVERALL PERFORMANCE CATEGORY:	LEVEL 5 Outstanding	LEVEL 4 Significantly above expectations	LEVEL 3 Fully effective	LEVEL 2 Not fully effective	LEVEL 1 Unacceptable
KRA FINAL SCORE (%)	150-167%	130-149%	100-29%	70-99%	69% or below

SUPERVISORS COMMENTS :

Incumbent assisted to complete disability audit project successfully and all recommendations of project was planned in this quarter. All planning was done to roll-out findings to 30 municipalities was done in this quarter. Incumbent performed satisfactorily on all tasks completed.

DETAILED REVIEW SCORES

KEYRESULT AREA	Weight	Agreed Rating	Score
HANDLING OF SPECIAL PROJECTS (YOUTH, HIV/AIDS, CHILDREN, OLDER PERSONS)	50	3	1.5

KEY OUTPUT	Weight	Agreed Rating	Score
Implement special project for youth, children and HIV/AIDS	50	3	1.5

PERFORMANCE MEASURE	Weight	Self Rating	Supervisor Rating	Agreed Rating	Score	Self Comments	Supervisor Comments	Barriers/Action/Progress
Final reports on audit submitted to municipalities and workshops/group interventions done on implementation of the recommendations/findings	100	5	3	3	3	Final reports of Disability Audit were posted to all 30 Municipalities, Premiers Office, and National department of Co-operative governance and Traditional affairs. There is a plan to roll out findings to all municipalities	Incumbent submitted final report to all 30 municipalities and planning to roll out findings was also done. Workshops could not be done with municipalities due to transfer of component to new directorate and awaiting approval from new Director.	Roll out to be done on next quarter. Transfer of component to new directorate

KEY OUTPUT	Weight	Agreed Rating	Score
To maintain a sustainable link and identify priorities in partnership with civil society, community based organisation, NGO's, SALGA, municipalities, and other relevant departments on youth, children and HIV/AIDS to allow for integration of projects	50	3	1.5

PERFORMANCE MEASURE	Weight	Self Rating	Supervisor Rating	Agreed Rating	Score	Self Comments	Supervisor Comments	Barriers/Action/Progress
Successful implementation of decisions arising from committees	50	4.5	3	3	1.5	Attended the meeting at Social development of Youth and the feedback of the meeting was provided back to the department.	Incumbent provided feedback on Youth meeting that was attended at Social Development. Other committees were terminated due to Modernization.	Departmental split and some committees was terminated.- Transfer of component to new directorate

PERFORMANCE MEASURE	Weight	Self Rating	Supervisor Rating	Agreed Rating	Score	Self Comments	Supervisor Comments	Barriers/Action/Progress
Attendance of all forums/structures applicable to human rights	50	4.5	3	3	1.5	Attended the meeting at Social development of Youth and the feedback of the meeting was provided back to the department.	Incumbent attended the meeting at Social Development and gave inputs on structure of committee and feedback to Department. Other committees were terminated due to modernization.	Departmental split

KEYRESULT AREA

	Weight	Agreed Rating	Score
PROVIDE GUIDANCE AND ASSISTANCE TO THE MUNICIPALITIES WITH THE INSTITUTIONALISING OF HUMAN RIGHTS MATTERS AT MUNICIPAL LEVEL	40	3	1.2

KEY OUTPUT	Weight	Agreed Rating	Score
Capacitating municipal focal units through capacity building workshops, Roadshows, meetings and consultations for the advancement and implementation of human rights at municipal level.	80	3	2.4

PERFORMANCE MEASURE	Weight	Self Rating	Supervisor Rating	Agreed Rating	Score	Self Comments	Supervisor Comments	Barriers/Action/Progress
Successful implementation of group interventions - 5 interventions per year with Municipalities	100	5	3	3	3	Reports of the findings from the Disability Audit were sent to municipalities. Planning to rollout findings done in this quarter	Planning was done to roll-out findings but transfer of function to new directorate and approval is pending by new director. Incumbent drafted programme-transport plan for planning.	Departmental split, Transfer of function to new Directorate

KEY OUTPUT	Weight	Agreed Rating	Score
Research current trends affecting municipalities with regards to implementation of human rights (Youth, Children and HIV/AIDS)	20	3	.6

PERFORMANCE MEASURE	Weight	Self Rating	Supervisor Rating	Agreed Rating	Score	Self Comments	Supervisor Comments	Barriers/Action/Progress
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PERFORMANCE MEASURE	Weight	Self Rating	Supervisor Rating	Agreed Rating	Score	Self Comments	Supervisor Comments	Barriers/Action/Progress
Gaps identified and recommendations made	100	4	3	3	3	Research was done on the Disability Audit, the DFLG recommendations will be incorporated when findings will be presented to municipalities	Research on DFLG was conducted and compliance gaps identified and results will be incorporated into presentation to Municipalities. Incumbent provided inputs and research was done to identify gaps.	split of department. Transfer of component to new directorate priority of disability audit

KEYRESULT AREA							Weight	Agreed Rating	Score		
ASSISTING WITH THE ADMINISTRATION OF THE HUMAN RIGHTS AND SPECIAL PROJECTS COMPONENT							10	3.35	.34		
KEY OUTPUT	Ensure that adequate records are kept of the activities of component that you are responsible for					Weight	70	Agreed Rating	3.5	Score	2.45

PERFORMANCE MEASURE	Weight	Self Rating	Supervisor Rating	Agreed Rating	Score	Self Comments	Supervisor Comments	Barriers/Action/Progress
Proper record keeping / date bases according to the prescripts	100	4	3	3.5	3.5	All records were kept for the tracking reports that was sent to all 30 municipalities. Databases in place and updating it continuously	Incumbent arranged with Registry to ensure that tracking was kept of reports that was posted to municipalities. Continuously updating data-bases to ensure that systems are updated in component.	Departmental split. Transfer of component to new directorate

KEY OUTPUT	General Administration: Logistical arrangements and events coordinator of projects Contribute effectively to the Service and participate actively in the Projects					Weight	30	Agreed Rating	3	Score	.9
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PERFORMANCE MEASURE	Weight	Self Rating	Supervisor Rating	Agreed Rating	Score	Self Comments	Supervisor Comments	Barriers/Action/Progress
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PERFORMANCE MEASURE	Weight	Self Rating	Supervisor Rating	Agreed Rating	Score	Self Comments	Supervisor Comments	Barriers/Action/Progress
General administrative duties performed effectively Succesfull projects and inteventions	100	4	3	3	3	Plan to roll out findings of disability audit, all copies of final report were made and binded and posted.Draft programme for interventions at the municipalities in the next quarter	Incumbent did the copies of final report, binded and posted to all 30 municipalities. Ensured that documents reached all municipalities.	Departmental split

This review has been discussed with the employee, he/she is in agreement/not in agreement thereof.
(if not in agreement, the procedure for non-agreement should be followed - contact your departmental HR-office for details)

Employee:

.....
Signature

.....
Date

Supervisor:

.....
Signature

.....
Date

Senior Manager:

.....
Signature

.....
Date

PERFORMANCE REVIEW FOR THE PERIOD 01-OCT-10 TO 31-DEC-10 (LEVEL 1 - 12)

Personal No		Department & Component	WESTERN CAPE I	
Name		Post Level		Date appointed in current post
Jobtitle		Review Period		
Supervisor				

KRAs	Weight %	Agreed Rating	Score	Training/Development required (To be carried over to personal development plan)
MAINSTREAMING OF HUMAN RIGHTS MATTERS INTO THE CORE FUNCTIONS OF THE DEPARTMENT	10	3	.3	
HANDLING OF SPECIAL PROJECTS (YOUTH, HIV/AIDS, CHILDREN, OLDER PERSONS)	40	4.05	1.62	
PROVIDE GUIDANCE AND ASSISTANCE TO THE MUNICIPALITIES WITH THE INSTITUTIONALISING OF HUMAN RIGHTS MATTERS AT MUNICIPAL LEVEL	40	4.3	1.72	
ASSISTING WITH THE ADMINISTRATION OF THE HUMAN RIGHTS AND SPECIAL PROJECTS COMPONENT	10	3.8	.38	
KRA FINAL SCORE	4.02	=	134%	

OVERALL PERFORMANCE CATEGORY:	LEVEL 5 Outstanding	LEVEL 4 Satisfactory	LEVEL 3 Fully effective	LEVEL 2 Not fully effective	LEVEL 1 Unacceptable
KRA FINAL SCORE (%)	150-167%	120-149%	100-129%	70-99%	69% or below

SUPERVISORS COMMENTS :

Incumbent performed above the norm for this reporting period. Certain targets were exceeded during this quarter. Paid overtime was also done during this quarter whilst assisting in the Programme to ensure that targets were met. Continuous support will be given on all KRA'S to ensure optimal performance.

DETAILED REVIEW SCORES

KEYRESULT AREA					Weight	Agreed Rating	Score
MAINSTREAMING OF HUMAN RIGHTS MATTERS INTO THE CORE FUNCTIONS OF THE DEPARTMENT					10	3	.3
KEY OUTPUT	Develop and drive an action plan based on current policies, plans and programmes inclusive of HIV and Aids, Children, Substance abuse, Human Trafficing and the Aged.	Weight	70	Agreed Rating	3	Score	2.1

PERFORMANCE MEASURE	Weight	Self Rating	Supervisor Rating	Agreed Rating	Score	Self Comments	Supervisor Comments	Barriers/Action/Progress
Finalised and approved integrated action plan	50	3	3	3	1.5	The draft action plan was finalized and handed in at the Department of the Premier - 5 year plan. Plan had to be analyzed and amended in partnership with the DotP. Consultations with DotP occurred but the priority of the Child Maintenance Project of DotP a meeting could not be convened to finalize plan	Gave inputs on final action plan - awaiting feedback from DotP	16 Days programme of DotP - child maintenance project impacted to finalize process of approving 5 year plan by DG
Roll out of functional action plan	50	3	3	3	1.5	Deliverables on Plan was executed during this quarter the roll-out of the findings of the disability audit to 16 municipalities and assisted with 1 project in partnership with the Network for Disability	Assisted in rolling-out deliverables on action plan. Disability Audit project roll-out of findings to municipalities.	Not all deliverables could be implemented due to the priority of the disability audit presentation sessions at 16 municipalities during this quarter.

KEY OUTPUT	Ensure compliance in terms of applicable International, National and Provincial legislation, policies with regards to HIV and Aids, Children, Substance abuse, Human Trafficing and the Aged.	Weight	30	Agreed Rating	3	Score	.9
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PERFORMANCE MEASURE	Weight	Self Rating	Supervisor Rating	Agreed Rating	Score	Self Comments	Supervisor Comments	Barriers/Action/Progress
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PERFORMANCE MEASURE	Weight	Self Rating	Supervisor Rating	Agreed Rating	Score	Self Comments	Supervisor Comments	Barriers/Action/Progress
Compliance and non conformance of applicable policies and recommendations made	100	3.6	3	3	3	The recommendations of DFLG was incorporated into the presentation sessions when rolling out findings to municipalities. Incumbent actively participated and assisted with this sessions	Assisted in rolling-out findings to 11 municipalities. DFLG was used to evaluate gaps and recommendations made.	The other designated groups for Gender, Youth could not be implemented during this quarter due to the volume of work with the implementation of the capacity building workshops in 16 municipalities on Disability.

KEYRESULT AREA	Weight	Agreed Rating	Score			
HANDLING OF SPECIAL PROJECTS (YOUTH, HIV/AIDS, CHILDREN, OLDER PERSONS)	40	4.05	1.62			
KEY OUTPUT: Implement special project for youth, children and HIV/AIDS	Weight	70	Agreed Rating	4.5	Score	3.15

PERFORMANCE MEASURE	Weight	Self Rating	Supervisor Rating	Agreed Rating	Score	Self Comments	Supervisor Comments	Barriers/Action/Progress
Final reports on audit submitted to municipalities and workshops/group interventions done on implementation of the recommendations/findings	100	4.5	4.5	4.5	4.5	Presented the findings of-Disability Audit, project in-16 Municipalities. Managed independently-presentation of the Toolkit-during sessions. All sessions-were successful and new-partnership were-established. Assisted-manager with IT. Incumbent-managed difficult-questions on the toolkit-independently. Further consultations - with IT specialist for the errors picked -up on the toolkit during presentation sessions at the	Incumbent ensured that successful interventions on the findings of the disability audit project could be implemented within 16 municipalities. Targets were exceed and trippled during this quarter. Late night travelling to get to destinations without overtime payment was done voluntarily to ensure that interventions is roll-out successfully.	Three municipalities had other-priorities and sessions could not be-done. Dates have been set for next quarter to do the outstanding presentations

PERFORMANCE MEASURE	Weight	Self Rating	Supervisor Rating	Agreed Rating	Score	Self Comments	Supervisor Comments	Barriers/Action/Progress
						municipalities		

KEY OUTPUT	To maintain a sustainable link and identify priorities in partnership with civil society, community based organisation, NGO's, SALGA, municipalities, and other relevant departments on youth, children and HIV/AIDS to allow for integration of projects	Weight	30	Agreed Rating	3	Score	.9

PERFORMANCE MEASURE	Weight	Self Rating	Supervisor Rating	Agreed Rating	Score	Self Comments	Supervisor Comments	Barriers/Action/Progress
Successful implementation of decisions arising from committees	30	4.5	3	3	.9	Attended 1 Network on disability general meeting during October	Decisions from meetings followed-up in Dept. regularly. Priority of disability audit so not all meetings could be attended.	Priority of Disability audit Project-implementation of the findings workshops-in all municipalities and extensive travelling
Effective integration of projects and work methodologies	40	4	3	3	1.2	Assisted with the Child support project and preparations within the CDW component. One project could be implemented in partnership with the Network on disability for International Day for disabled persons.	Assisted with 2 projects during this quarter. One project could be implemented successfully.	Departments did not attend and Child support meeting was postponed.-nThe priority of the disability audit presentations sessions in 16 municipalities and extensive travelling
Attendance of all forums/structures applicable to human rights	30	4	3	3	.9	Attended 1 meeting with SALGA and IEC. Attend the meeting with CDW and other stakeholders in the City of Cape Town on roles and responsibilities for CDWs	Incumbent attended forums and meetings and ensured provincial representation. All decisions are followed-up in Department.	Could not attend all meetings due to priority of disability audit project

KEYRESULT AREA	Weight	Agreed Rating	Score
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PROVIDE GUIDANCE AND ASSISTANCE TO THE MUNICIPALITIES WITH THE INSTITUTIONALISING OF HUMAN RIGHTS MATTERS AT MUNICIPAL LEVEL	40	4.3	1.72
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KEY OUTPUT Capacitating municipal focal units through capacity building workshops, Roadshows, meetings and consultations for the advancement and implementation of human rights at municipal level.	Weight	70	Agreed Rating	4.5	Score	3.15
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PERFORMANCE MEASURE	Weight	Self Rating	Supervisor Rating	Agreed Rating	Score	Self Comments	Supervisor Comments	Barriers/Action/Progress
Successful implementation of group interventions - 5 interventions per year with Municipalities	100	5	4.5	4.5	4.5	Implemented 16 presentation sessions on findings of disability audit--project in 16 municipalities. Presented-toolkit at all 16 sessions. Municipalities' understanding of the requirements of DFLG- was broadened with these interventions, DPO's were also present at some sessions awareness was raised and capacity increased and municipalities were also linked with Network-for Disability where partnerships were nonexistence. Targets were exceeded. Assisted with logistics for all presentations sessions in all municipalities.	Incumbent assisted in ensuring that the target could be exceeded, trippled. Sessions were successfully implemented.	Three municipalities had other-priorities and sessions could not be-done. Dates have been set for next quarter to do the outstanding presentations

KEY OUTPUT Maintain links with SALGA' s working forums and Municipalities as well as establish partnerships for interventions and capacity building workshops with municipalities.	Weight	20	Agreed Rating	4	Score	.8
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PERFORMANCE MEASURE	Weight	Self Rating	Supervisor Rating	Agreed Rating	Score	Self Comments	Supervisor Comments	Barriers/Action/Progress
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PROVIDE GUIDANCE AND ASSISTANCE TO THE MUNICIPALITIES WITH THE INSTITUTIONALISING OF HUMAN RIGHTS MATTERS AT MUNICIPAL LEVEL	40	4.3	1.72
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KEY OUTPUT Capacitating municipal focal units through capacity building workshops, Roadshows, meetings and consultations for the advancement and implementation of human rights at municipal level.	Weight	70	Agreed Rating	4.5	Score	3.15
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PERFORMANCE MEASURE	Weight	Self Rating	Supervisor Rating	Agreed Rating	Score	Self Comments	Supervisor Comments	Barriers/Action/Progress
Successful implementation of group interventions - 5 interventions per year with Municipalities	100	5	4.5	4.5	4.5	Implemented 16 presentation sessions on findings of disability audit--project in 16 municipalities. Presented-toolkit at all 16 sessions. Municipalities understanding of the requirements of DFLG- was broadened with these interventions, DPO's were also present at some sessions awareness was raised and capacity increased and municipalities were also linked with Network-for Disability where partnerships were nonexistence. Targets were exceeded. Assisted with logistics for all presentations sessions in all municipalities.	Incumbent assisted in ensuring that the target could be exceeded, trippled. Sessions were successfully implemented.	Three municipalities had other-priorities and sessions could not be-done. Dates have been set for next quarter to do the outstanding presentations

KEY OUTPUT Maintain links with SALGA's working forums and Municipalities as well as establish partnerships for interventions and capacity building workshops with municipalities.	Weight	20	Agreed Rating	4	Score	.8
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PERFORMANCE MEASURE	Weight	Self Rating	Supervisor Rating	Agreed Rating	Score	Self Comments	Supervisor Comments	Barriers/Action/Progress
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PERFORMANCE MEASURE	Weight	Self Rating	Supervisor Rating	Agreed Rating	Score	Self Comments	Supervisor Comments	Barriers/Action/Progress
Attendance of all relevant working forums and strategic advise rendered to municipalities and recommendations made and monitored for implementation.	100	4	4	4	4	Attended 1 community-development working-forum of SALGA. Did a presentation on the findings of the disability audit project at the SALGA working group meeting. Attended 1 additional meeting with SALGA and IEC on disability	Attended quarterly forum meeting of SALGA and attended an additional meeting. Incumbent did presentation at meeting independently and successfully.	

KEY OUTPUT	Research current trends affecting municipalities with regards to implementation of human rights (Youth, Children and HIV/AIDS)	Weight	10	Agreed Rating	3.5	Score	.35
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PERFORMANCE MEASURE	Weight	Self Rating	Supervisor Rating	Agreed Rating	Score	Self Comments	Supervisor Comments	Barriers/Action/Progress
Gaps identified and recommendations made	100	3.5	3.5	3.5	3.5	Recommendation on the DFLG was made to municipalities at the 16 presentations sessions at municipalities. Gaps were identified and the Toolkit provided as a tool to overcome the gaps and implement the Framework until 2014. Discussions were also done on other designated groups to determine progress on implementation during capacity building sessions at 16 Municipalities. Planning will be done during 4th quarter to implement	The DFLG was researched and used for assessment of disability audit in 16 municipalities, Assessment was done successfully and awareness and compliance raised extensively.	The other designated groups for Gender, Youth could not be implemented during this quarter due to the volume of work with the implementation of the capacity building workshops in 16 municipalities on Disability. Extensive travelling to 16 municipalities was also time consuming and led to constraints to implement the other groups. Will start planning-discussions with stakeholders during next quarter.

KEYRESULT AREA	Weight	Agreed Rating	Score
ASSISTING WITH THE ADMINISTRATION OF THE HUMAN RIGHTS AND SPECIAL PROJECTS COMPONENT	10	3.8	.38

KEY OUTPUT Compile and submit reports on Human Rights and Special Projects as directed	Weight	10	Agreed Rating	3	Score	.3
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PERFORMANCE MEASURE	Weight	Self Rating	Supervisor Rating	Agreed Rating	Score	Self Comments	Supervisor Comments	Barriers/Action/Progress
Reports submitted ten days after each intervention and projects	100	3	3	3	3	Typing and finalizing minutes from the presentation sessions two municipalities for the disability audit project.	Incumbent were requested to assist in Metro 2 CDW Programme therefore challenges were experienced in finalising all minutes of 2 districts. Will complete in next quarter.	There is too much work load as we are only two members in the component due to promotion of other staff member. Request to assist in Metro 2 CDW Programme during this quarter extensively. Other minutes of two district outstanding will finalize during next quarter.

KEY OUTPUT Ensure that adequate records are kept of the activities of component that you are responsible for	Weight	10	Agreed Rating	3	Score	.3
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PERFORMANCE MEASURE	Weight	Self Rating	Supervisor Rating	Agreed Rating	Score	Self Comments	Supervisor Comments	Barriers/Action/Progress
Proper record keeping / date bases according to the prescripts	100	3	3	3	3	Updating the data base of the municipalities, keeping the register from municipalities, Scanning and storing the information to keep it safe in the system. Faxing and receiving the information from Municipalities.	Incumbent ensured that adequate records/attendance registers of all interventions were kept. databases with new information will be amended during next quarter.	There is too much work load as we are only two members in the component

KEY OUTPUT General Administration: Logistical arrangements and events coordinator of projects Contribute effectively to the Service and participate actively in the Projects	Weight	80	Agreed Rating	4	Score	3.2
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PERFORMANCE MEASURE	Weight	Self Rating	Supervisor Rating	Agreed Rating	Score	Self Comments	Supervisor Comments	Barriers/Action/Progress
General administrative duties performed effectively	100	4	4	4	4	Nolungile Supervisor Metro 02 CDW	Incumbent ensured that work was performed	

PERFORMANCE MEASURE	Weight	Self Rating	Supervisor Rating	Agreed Rating	Score	Self Comments	Supervisor Comments	Barriers/Action/Progress
Succesfull projects and inteventions						<p>Programme. Conducting supervision at Metro 2 on behalf of Assistant Director. Checking the projects that CDWs were currently working on. Assisting with the ID campaign at Khayelitsha Thambo Hall. Assisting with the compiling of the list of job seekers at Lwandle community hall. Doing spot checks at Site five on ID campaign. Assisting with the Child maintenance programme at Makhaya Hall with the CDWs and Dept of Justice. Supervising CDWs on the project of child maintenance on door to door check up.</p>	<p>as directed and also worked overtime to ensure that projects was implemented successfully.</p>	

This review has been discussed with the employee, he/she is in agreement/not in agreement thereof.
(if not in agreement, the procedure for non-agreement should be followed - contact your departmental HR-office for details)

Employee:

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Signature

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Date

Supervisor:

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Signature

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Date

Senior Manager:

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Signature

.....
Date

PERFORMANCE REVIEW FOR THE PERIOD 01-JAN-11 TO 31-MAR-11 (LEVEL 1 - 12)

Persal/No		Department & Component	WESTERN CAPE	
Name				
Jobtitle		Post/Level		Date appointed in current post
Supervisor		Review/Period		

KRAs	Weight %	Agreed Rating	Score	Training/Development required (To be carried over to personal development plan)
MAINSTREAMING OF HUMAN RIGHTS MATTERS INTO THE CORE FUNCTIONS OF THE DEPARTMENT	40	3.75	1.5	
HANDLING OF SPECIAL PROJECTS (YOUTH, HIV/AIDS, CHILDREN, OLDER PERSONS)	40	4.3	1.72	
PROVIDE GUIDANCE AND ASSISTANCE TO THE MUNICIPALITIES WITH THE INSTITUTIONALISING OF HUMAN RIGHTS MATTERS AT MUNICIPAL LEVEL	10	3.6	.36	
ASSISTING WITH THE ADMINISTRATION OF THE HUMAN RIGHTS AND SPECIAL PROJECTS COMPONENT	10	3.75	.38	
KRA FINAL SCORE	3.96	=	132%	

OVERALL PERFORMANCE CATEGORY:	LEVEL 5 Outstanding	LEVEL 3 Fully effective	LEVEL 2 Not fully effective	LEVEL 1 Unacceptable
KRA FINAL SCORE (%)	150-167%	100-129%	70-99%	69% or below

SUPERVISORS COMMENTS :

incumbent performed above average in this quarter and assisted extensively in this quarter of the programme in and

DETAILED REVIEW SCORES

KEY RESULT AREA	Weight	Agreed Rating	Score
MAINSTREAMING OF HUMAN RIGHTS MATTERS INTO THE CORE FUNCTIONS OF THE DEPARTMENT	40	3.75	1.5

KEY OUTPUT	Weight	Agreed Rating	Score
Develop and drive an action plan based on current policies, plans and programmes inclusive of HIV and Aids, Children, Substance abuse, Human Trafficing and the Aged	50	3.5	1.75

PERFORMANCE MEASURE	Weight	Self Rating	Supervisor Rating	Agreed Rating	Score	Self Comments	Supervisor Comments	Barriers/Action/Progress
Roll out of functional action plan	100	4	3.5	3.5	3.5	Deliverables on Plan was executed during this quarter the roll-out of the findings of the disability audit in 3 municipalities	Facilitated and implemented 3 presentation sessions on findings of disability audit project in 03 Municipalities in this quarter. Progress noted	despite assisting in Metro 1 for this quarter but still execute deliverables

KEY OUTPUT	Weight	Agreed Rating	Score
Ensure compliance in terms of applicable International, National and Provincial legislation, policies with regards to HIV and Aids, Children, Substance abuse, Human Trafficing and the Aged.	50	4	2

PERFORMANCE MEASURE	Weight	Self Rating	Supervisor Rating	Agreed Rating	Score	Self Comments	Supervisor Comments	Barriers/Action/Progress
Compliance and non conformance of applicable policies and recommendations made	100	4	4	4	4	The recommendations of DFLG was incorporated into the presentation sessions when rolling out findings to municipalities. Incumbent actively participated and assisted with this sessions in 3 municipalities	progress noted actively participated in presentation sessions Municipalities and DFLG was implemented extensively.	

KEY RESULT AREA	Weight	Agreed Rating	Score
HANDLING OF SPECIAL PROJECTS (YOUTH, HIV/AIDS, CHILDREN, OLDER PERSONS)	40	4.3	1.72

KEY OUTPUT	Implement special project for youth, children and HIV/AIDS	Weight	50	Agreed Rating	4	Score	2
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PERFORMANCE MEASURE	Weight	Self-Rating	Supervisor Rating	Agreed Rating	Score	Self Comments	Supervisor Comments	Barriers/Action/Progress
Final reports on audit submitted to municipalities and workshops/group interventions done on implementation of the recommendations/findings	100	5	4	4	4	Presented the findings of Disability Audit project in 03 municipalities. Presented toolkit at sessions.	progress noted presented findings of disability audit to 3 municipalities and also assisted in Metro 1 extensively in this quarter.	

KEY OUTPUT	To maintain a sustainable link and identify priorities in partnership with civil society, community based organisation, NGO's, SALGA, municipalities, and other relevant departments on youth, children and HIV/AIDS to allow for integration of projects	Weight	50	Agreed Rating	4.6	Score	2.3
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PERFORMANCE MEASURE	Weight	Self-Rating	Supervisor Rating	Agreed Rating	Score	Self Comments	Supervisor Comments	Barriers/Action/Progress
Successful implementation of decisions arising from committees	20	4	3	3	.6	Attend 1 meeting with SALGA on disability	progress noted	Assisted on Metro 1 CDW programme
Effective integration of projects and work methodologies	80	5	5	5	4	Metro 1, Pre-sidential Human Rights project. Attending 05 transport meeting at Cape Town Lodge. Collecting members to the venues during the process. Arranging loud hailers per regions. Loud hailing in the Metro 1 region. Coordinating the meeting with Dept of Premier. Attending meeting with Social Dev at Wynberg district office. Coordinating buses transport on the day of event from pick-up point	Assisted in Presidential Project extensively. worked overtime extensively to implement project successfully exceeded targets	

PERFORMANCE MEASURE:	Weight	Self-Rating	Supervisor Rating	Agreed Rating	Score	Self Comments	Supervisor Comments	Barriers/Action/Progress
recommendations made and monitored for implementation.								

KEY RESULT AREA	Weight	Agreed Rating	Score
ASSISTING WITH THE ADMINISTRATION OF THE HUMAN RIGHTS AND SPECIAL PROJECTS COMPONENT	10	3.75	.38

KEY OUTPUT	Weight	Agreed Rating	Score
Ensure that adequate records are kept of the activities of component that you are responsible for	50	3.5	1.75

PERFORMANCE MEASURE	Weight	Self-Rating	Supervisor Rating	Agreed Rating	Score	Self Comments	Supervisor Comments	Barriers/Action/Progress
Proper record keeping / date bases according to the prescripts	100	4	3.5	3.5	3.5	Documents filling, Trip authorities, Advances and Claims travelling documents.--nChecking the tel number of coordinators in the documents for Presidential project. Verify the cell numbers of coordinators before the start of projects.		

KEY OUTPUT	Weight	Agreed Rating	Score
General Administration: Logistical arrangements and events coordinator of projects Contribute effectively to the Service and participate actively in the Projects	50	4	2

PERFORMANCE MEASURE	Weight	Self-Rating	Supervisor Rating	Agreed Rating	Score	Self Comments	Supervisor Comments	Barriers/Action/Progress
General administrative duties performed effectively Successful projects and interventions	100	4	4	4	4	Assisting with Supervision at Metro 1. Inspection, spot check, dropping off and picking staff, attending meetings at Delft. Arranging transport for members.	assisted extensively in Metro 1 in this quarter and also assisted extensively on the Presidential Project performed duties above average in this quarter	

This review has been discussed with the employee, he/she is in agreement/not in agreement thereof.
(if not in agreement, the procedure for non-agreement should be followed - contact your departmental HR-office for details)

Employee:

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Signature

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Date

Supervisor:

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Signature

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Date

Senior Manager:

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Signature

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Date

RESEARCH QUESTIONNAIRE

Title: The impact of performance management implementation on employee morale in Western Cape Provincial Head Office of Department of Local Government & Housing"

Research Questionnaire

Introduction

I am currently studying towards my Masters Degree in Human Resources Management and I am in process of conducting research in regard with, "the impact of performance management implementation on employee morale in Western Cape Provincial Head Office of Department of Local Government & Housing". As a staff member in the public service I found it relevant that I should research on the matter that affects most of the public servant staff members. The research is basically for the study purpose and the information collected on questionnaire from staff members for completion of research will not be revealed at all. The findings of the results will be made available to the Department to enhance the performance management and increase the morale of staff members as a whole.

The personal details (identification) of staff members are not required at all, e.g. Names, Peral number, and directorate or component.

Instruction on how to complete the questionnaire

You are requested that you complete all questions by marking a cross on the box next to the answer that you have chosen. Please do not make two crosses on one answer. One cross for one answer. On the other questions you are requested to provide answer on the space provided underneath. Do not change questionnaires or rephrase them as they may change their meanings. Answer as honestly as possible and as correctly as you know it.

1. What is your race?

Black		Coloureds		Indian		White		Others	
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2. What is your gender?

Female		Male	
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3. What is your martial status?

Single		Married		Divorced		Widowed	
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4. What is your age (years) group category

17-20		21-25		26-30		31-35		36-40		41-45		46-50	
51-55		56-60		61+									

5. What is your highest (standard) qualification passed

Sub A-Std 4		Std 5-Std 7		Std 8		Std 9		Standard 10	
3 year Diploma		Post Graduate		Masters Degree		Others			

6. How long are you in the Public sector

Less than 12 months		21-25 years	
1-2 years		26-30 years	
3-5 years		31-35 years	
6-8 years		36-40 years	
9-11 years		41-45 years	
12-15 years		46-50 years	
16-20 years		51-55 years	

7. What is the nature of your employments?

Contract position		On probation position		On permanent position	
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8. What is your occupation at the Department of Local Government and Housing?

Messenger	
Driver	
Secretary	
Admin officer from level 4- 7	
Senior Admin officer level 8	
Assistant Director level 9	
Assistant Director level 10	

Deputy Director level 11	
Deputy Director level 12	
Director level 13	
Chief Director level 14	
Deputy Director General	
Head of department	
Others	

9. How many times was your performance managed during the year?

(1) Only once per year		(2) Twice per year		(3) Three times per year	
(4) Four times per year		Not at all per year			

10. Did any member who didn't receive reward come to you for advice?

Yes		No	
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11. Do you have trust in the person evaluating your performance appraisal?

Yes		No		Don't know	
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12. Do you have a confidence in the person conducting your performance management?

Yes		No	
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13. Is the person conducting or your supervisor knowledgeable to do it?

Yes		No	
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14. Does your supervisor need more training to understand the performance management system or do they have training?

Yes		No	
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15. Do you receive any support when work is challenging?

Yes		No	
-----	--	----	--

16. Can you perform your work without supervision at all?

Yes		No	
-----	--	----	--

17. Do you enjoy your job/work at all?

Yes		No	
-----	--	----	--

18. Does your supervisor have knowledge/idea of your job description?

Yes		No	
-----	--	----	--

19. Do you receive any recognition for doing extra work or solving problems?

Yes		No	
-----	--	----	--

20. Do you feel that your opinion count in staff discussions?

Yes		No	
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21. Does your supervisor recognize your inputs or challenge that you experience at work?

Yes		No	
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22. Do you meet deadlines for the project that you are working on?

Always		sometimes		Never at all	
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In terms of race:

23. In your opinion which group of staff members do you think are rewarded more than others?

Blacks		Coloureds		Whites		Indians	
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24. In your perception which group always have problems with performance management ratings or evaluation?

Blacks		Coloureds		Whites		Indians	
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25. Which category on the level of personnel always complains about unfair rewards of performance?

Level 1-4		Level 5-8		Level 9-11		Level 12-13	
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26. What is the reward for people who perform well?

Promotion		Cash Bonus		Nothing at all	
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27. Did you ever receive any reward as a result of your performance management at all?

Always		Sometimes		Never at all	
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28. How many of your work colleagues or staff members received bonus in the past 2 years?

1 member		2-4 members		5-8 members		9 and more members	
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29. How many times did you receive rewards since you have been employed here?

Once (1)		Twice (2)		3-6 times		6-10 times	
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30. Are there any challenges that your experience in the implementation of performance management?

Yes		No	
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31. Are the evaluation criteria used by the supervisor the same as those used by the department as a whole?

Yes		No	
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32. What are the challenges that you experience in the implementation of performance management?

33. If there are problems, please state them:

34. What were the evaluation criteria that supervisors used to determine scores?

35. If the criteria differs within the directorates please state the differences

36. Does your supervisor give you a chance to rate yourself before the meeting date of performance management?

Yes		No	
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37. Does the system allow any improvement?

Yes		No	
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38. If you did the self-assessment with regard to your performance, how do you rate yourself?

Below Average		Average		Well done		Outstanding	
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39. What was the allocation of score after the discussion with supervisor?

Below Average		Average		Well done		Outstanding	
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40. In your opinion are there staff members that don't deserve to receive or qualify for performance pay?

Yes		No	
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41. After the performance management evaluation does your supervisor send you for training

Yes		No	
-----	--	----	--

42. Do you discuss the work related problems with colleagues or family member?

Yes		No	
-----	--	----	--

43. Did you ever think of job rotation to advance your knowledge or enhance your skills?

Yes		No	
-----	--	----	--

44. Have you ever attended the work motivation courses since you join the department?

Yes		No	
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45. How many of your colleagues / staff members received performance reward or bonus?

None		1-3 members		3-6 members		6-10 members	
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Strategies:

46. What strategies have been put in place to enhance the performance management system in the department?

47. What are the gaps that you have seen (identified) that may improve the performance management system?

48. Were there any changes that resulted from the implementation of the performance management system?

Morale:

49. Does the reward given to you after performance management evaluation increase your morale?

Yes		No	
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50. State the reason for choosing the above answer

51. What have you done increase your morale low or high morale?

52. What impact (good or bad) did it have to other staff members?

53. How did it affect or influence other staff members?

54. What are the criteria for one to qualify for performance reward?

Please check that you have answered all questions accordingly.

Thank you for your co-operation

Ratshila A