AN EMPIRICAL STUDY OF THE EFFECTIVENESS OF A

PERFORMANCE MANAGEMENT SYSTEM FOR ACADEMICS

AT TECHNIKON SOUTHERN AFRICA.

By

J. NARAYADU

DISSERTATION

Submitted in partial fulfilment of the requirements of the

MASTER OF BUSINESS ADMINISTRATION

UNIVERSITY OF NATAL

Supervisor: Professor D. Coldwell

July 2003

DECLARATION

I, the undersigned, declare that the work contained in this dissertation is my own work. It has never been submitted before, for any degree, to any other Technikon or university.

ACKNOWLEDGEMENTS

I would like to thank all those who assisted me throughout the research. Without them, this report would not have been completed.

- I would like to acknowledge the co-operation of the employees of TSA who completed the questionnaire.
- I would like to thank the authors whose work I have quoted in this report.
- I would also like to express my gratitude to Technikon SA for allowing me to conduct this study.
- I would also like to thank my supervisor, Professor D. Coldwell for his assistance.
- Finally I would also like to express my thanks to my fiancé and my family for their patience and support.

ABSTRACT

It has come to the attention of the researcher while being involved in the tertiary education industry, that the current performance management system for academics is considered ineffective because it:

- Does not provide meaningful, timely feedback
- Is impossible to administer in an equitable manner
- Is driven by numbers
- Is focused too closely on rewards

The impact of this performance management system is as follows:

- It generates low moral
- It discourages teamwork
- It does not foster trust
- It generates avoidance of assessment
- It has an adverse effect on productivity
- It discourages risk taking
- It encourages quest for higher visibility
- It produces feelings of being judged rather than being appreciated

The study focussed on the question of:

- How the performance management system at TSA affects employee attitudes?
- How employee attitudes towards the performance management system affects their performance?

The objectives of the study are to:

- Determine the attitudes of the academics at TSA towards the performance management system
- Determine how service delivery might be transformed by implementing an effective PMS
- Determine the supporting/preventing factors of the existing PMS at TSA
- Identify areas for improvement and produce recommendations for future performance management practice at TSA.

CONTENTS

Chapter 1: Introduction

CHAPTER 4: FINDINGS AND DISCUSSION

LIST OF TABLES

LIST OF FIGURES

FIGURE   **PAGE**

LIST OF ANNEXURE

APPENDIX

CHAPTER 1

INTRODUCTION

1.1 BACKGROUND TO THE STUDY

The South African Higher Education system is in a state of rapid flux. Various factors are rendering education vulnerable to destructive influences. It has become imperative for academic managers to ensure that academic staff function productively. It is important to be able to accurately measure input and output of academics, as this will have a direct bearing on the management of their performance.

The purpose of this chapter is to provide some background of the past practices in order to align with the policies of addressing and redressing the imbalances. The study is based on the Technikon SA.

TSA is an educational institution, which offers learners something special – the opportunity to qualify in their chosen career regardless of where they live or work, be it Southern Africa or else where in the world. It is the largest institution for career-specific distance education in Southern Africa.

Their goals include achieving real growth in learner income of 10% per annum; reducing overall real cost per subject registration by 10% per annum; and increase the subject pass rate/ registration by 20%. TSA aims to be market focussed in all its business.

With the new legislation pertaining to labour relations, basic conditions of employment, employment equity, and skills development, and the possibility of legal review of terminations; promotions; pay decision; and other HR issues are becoming a reality in S.A. One example is when dismissing an employee for poor performance, such dismissal must be procedurally and substantively fair, and

hence the input from the performance appraisal exercise in the organisation will be vital.

1.2 PERFORMANCE MANAGEMENT SYSTEMS IN HIGHER EDUCATION

Performance management is a concept relatively foreign to education, having its origins in industry and the commercial environment, and is therefore generally viewed with a high degree of suspicion by academics, particularly in higher education. This view is often reinforced by the fact that there have been attempts to import management systems into higher education without making the necessary adaptations for the difference in context.

1.3 PERFORMANCE MANAGEMENT AT TSA

Over 4000 staff hours go into conducting the performance management process for academics each year at Technikon SA. There is considerable sentiment that much of this time and effort is not well spent.

Technikon SA needs to move away from a performance management system characterised by infrequent feedback and unproductive emphasis on labels and rewards. Instead there should be more focus on meaningful dialogue, directed at personal development and organisational improvement and teamwork.

For any performance management system to be successful, staff and management must benefit from this process:

- The system should incorporate more feedback from employees and other important affected parties.
- The system should better link individual performance with the goal and priorities of TSA
- TSA needs to improve line manager's capabilities for coaching, counselling and mentoring
- There should be better experimentation with a variety of approaches to foster development of a better system.

1.4 PURPOSE OF THE STUDY

The purpose of the research project is to investigate the attitudes, perceptions and experiences of employees regarding the effectiveness of the performance management system at TSA.

Embedded in these attitudes and perceptions are the following:

- Acceptance or resistance experienced by employees regarding the PMS concept
- Lack of training and development
- Lack of managerial support and communication
- Lack of opportunities
- Lack of procedures and policies to guide the implementation of a PMS

1.5 PROBLEM STATEMENT

The current performance management system is considered ineffective because it:

- Does not provide meaningful, timely feedback
- Is impossible to administer in an equitable manner
- Is driven by numbers
- Is focused too closely on rewards

Impact

- Low moral
- Discourages teamwork
- Does not foster trust
- Avoidance
- Adverse effect on productivity
- Discourages risk taking
- Encourages quest for high visibility
- Feeling judged verses appreciated

The questions posed are:

How the performance management system at TSA affects employee attitudes?

How do employee attitudes affect their performance?

1.6 OBJECTIVES OF THE STUDY

The objectives of the study are to:

- Determine the attitudes of the academics at TSA
- Determine how service delivery can be transformed by implementing an effective PMS
- Determine the supporting/preventing factors of the PMS at TSA
- To identify areas for improvement and produce recommendations for future performance management practice in TSA.

1.7 THE HYPOTHESES

For the purpose of this study, the following hypotheses were formulated:

Hypothesis 1
Line managers have a negative attitude towards PM at TSA

Rationale
Many of the staff members have resigned and continue to seek alternative employment.

Hypothesis 2
The majority of the respondents are not in favour of the current PMS at TSA and would therefore be in favour of an effective PMS.

Rationale
Based on the disparities created by the past and present PMS, employees will appreciate the implementation of a workable PMS in the sense that they will be appraised fairly according to their performance.

Hypothesis 3
Academics do not regard the existing performance management as effective.

Rationale

With an effective performance management system in place, employees will be motivated enough to ensure an increase in productivity.

1.8 LIMITATIONS OF THE STUDY

The study assesses the attitudes of academics at TSA. Because it would be costly to include other tertiary institutions, this study focuses on the academics of TSA. The results of the study cannot be generalised to other institutions and are applicable only to TSA.

Another limitation of this study was that employees might not have been willing to participate, thinking that they could be victimised. This might have resulted in them giving false information, which will affect the results of the study. To address this problem, an indication was made clarifying the purpose of the study and a covering letter was provided encouraging respondents to complete the questionnaire.

1.9 VALUE OF THE STUDY

Firstly this study is motivated by a perceived poor performance management system at TSA.

Secondly, since performance management affects morale, an employee with a high morale will improve his/her performance, which would directly, impact on the productivity of the business.

This study is also motivated by the lack of available data and the need for input to Technikon management that will aid in their future reviews of performance management.

This study is further motivated by the success of performance management systems in other tertiary institutions after assessing and analysing the attitudes and performance of academics.

1.10 RESEARCH LAYOUT

The rest of the chapters in the study are as follows:

CHAPTER 2: LITERATURE REVIEW

This chapter provides an overview of the literature for the study. Essential concepts relating to the study, e.g. performance management, etc will be defined. The essential requirements for implementing PMS at TSA are identified. The factors that have a negative impact on the existing PMS are discussed in detail.

CHAPTER 3: RESEARCH METHODOLOGY

This chapter discusses the methodology used during the study. This includes:

- The type of the study
- Where the study was conducted
- The sampling method used
- A full description of procedures followed in collecting the data
- The procedures followed in developing the questionnaire

CHAPTER 4: FINDINGS AND DISCUSSION

The aim of this chapter is to interpret and critically discuss the results of the study. The chapter includes a summary of the findings, based on the tested hypotheses.

CHAPTER 5: CONCLUSIONS AND RECOMMENDATIONS

This chapter briefly summarises what was achieved by each objective of the research process. Conclusions made relate to the questions raised in the

introduction. The results of the study cannot be generalised to other tertiary institutions. Lastly, recommendations are made based on the conclusions.

1.10 CONCLUSION

This chapter has given a background to the study, clearly indicating why there is a need for this type of study.
The purpose of the study was also discussed in depth and finally an indication was given of the value of the research.

In light of the above, if PMS is guided by clear policies and procedures, it could be advantageous for the stakeholders. When procedures and policies are clearly applied, employees are motivated and productivity is increased. The essence of this study is that it will assist in identifying barriers to PMS. It will also assist in developing PMS for TSA.

In the next chapter, the literature used in the study will be reviewed. This includes the linking of theory to practice at TSA.
The essential concepts of PMS will be considered. Factors with a negative impact on PMS will also be discussed.

1.12 TERMINOLOGY

For the purpose of this study, it is crucial to explain some of the terminology used through out the study.
1. PM – Performance Management
2. PMS – performance management system
3. TSA – Technikon Southern Africa

CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION

In previous years there has been some research conducted and literature written on Performance Management. To make the literature more relevant to this research and its contents, the literature reviewed will be based in South Africa and American sources with a view to making broad comparisons in terms of the success or failure of Performance Management Systems. The literature will cover most of the areas to be addressed in the questionnaire.

2.2 CONCEPT DEFINITION

2.2.1 Performance management

Performance management is a term used by everyone to discuss every issue. Whether we are talking about appraisals, managing performance, measuring and so on, people tend to speak in terms of Performance Management.

According to Walters (1995, p. 2), the definition of performance management is as follows:

Management has always been about getting the job done, and good managers have always been looking for ways to get the right things done well. This is the essence of performance management – the organisation of work to achieve optimum results.

Simply put, performance management includes activities to ensure that goals are consistently being met in an effective and efficient manner. Performance management can focus on performance of the organisation, a department, processes to build a product or service, employees, etc. Information in this topic will give you some sense of the overall activities involved in employee performance management.

Lockett (1992, p.17) sees the concept of performance management as ecological rather than a series of unrelated functions. Performance management should consider not only the people within an organisation but their interaction with each other and the technical parts.

At TSA, performance management is seen as a time-consuming activity. Employees are de-motivated and feel that management is not committed to this process.

2.3 EFFECTIVE PERFORMANCE MANAGEMENT

Walters (1995, p. 12) summarises what effective performance management means:

- Articulating the company's vision
- Establishing key results, objectives and measures standard business unit level
- Identifying business process objectives and the key indicators of performance for those processes
- Identifying and installing effective departmental measures
- Monitoring and controlling the key performance measures
- Managing the continuous improvement of performance in those key areas 'benchmarking' performance against the best
- Being prepared for 'breakthrough' improvements in performance when this is required by significant shortfall in your performance measured against the performance against major competitors

2.4 HISTORY OF PERFORMANCE MANAGEMENT

According to Walters (1995, p. 2), our modern understanding of the concept of organisational and work management has its origins in North America. The term management was used to denote both a function and the people who carried out that function. It was also used to describe a social position and a field of academic study. In cases, the context was essentially that of commercial business. Today we use and understand the term much more widely.

The roots of performance management can be tracked back through a number of organisational development themes from the past. According to Hale and Whitlam (2000, p. 3), there were difficulties with management by objectives approaches, which were popular in the 1960's and 1970's.

As organisations learnt from the problems associated with these ideas, the emergence of a range of approaches to performance appraisal was seen. There was a proliferation of appraisal initiatives throughout the 1980's and 1990's, yet despite all the variations attempted, no single panacea has yet been found.

According to Hale and Whitlam (2000, p. 3), the emergence in the late 1980's and the development into the 1990's, of the competency movement has had a significant impact on the evolution of the performance management concept.
Basically, the contribution of the competency approach has been to emphasize the importance of being able to define success and then being able to measure performance against this.

It is worth briefly considering some of the organisational development related initiatives and themes which have emerged in recent years, and how these relate to performance management.

According to Hale and Whitlam (2000, p. 4), the 1980's saw the growth of quality improvement initiatives, many of which stood under the banner of "Total quality Management."
The growth of performance management thinking might also be related to a number of social, economic and organisational issues.
Increasing competition has driven organisations to look closely at ways of ensuring that individual and team performance is maximised and that it impacts on the performance of the organisation as a whole.

Wergin (1994, p. 1) writing about the situation in the United States nearly ten years ago says, "External pressures for change in higher education are perhaps stronger now than at any time in the last fifty years".

This translates into demands on managers in higher education to ensure that their constituents are getting value for money, that lecturers are working more productively and that the institutions are responsive to changing demands.

2.5 SUPPORT REQUIREMENTS FOR AN EFFECTIVE PMS

Many of the performance problems occurring organisations are related to a deficiency in support rather than poor performance from the individual.

Lockett (1992, p. 62), identifies four areas of support, which the individual requires as an agreement of support.

- Resources: There should be agreement on the level of resources required and available to achieve the performance requirements.

- Training/personal development: It is important for both parties to agree some important personal development objectives in order to enable the individual to achieve the performance requirements. The development of competence is always going to be necessary prerequisite of effective business performance.

- Authority: Part of the role of the manager and an important element in effective delegation is the establishment of individual authority and the communication of that authority to all parties who need to know.

- The amount of direction and support required from the manager: This is the level of interaction that the individual should get from their manager and whether that interaction should be in the form of direction or support.

2.6 NEED FOR AN EFFECTIVE PERFORMANCE MANAGEMENT SYSTEM AT TSA

The individual performance management needs to be implemented:
- To create a culture of managing performance
- To operationalise TSA's strategy, thrusts and goals
- To assist with the training and development of TSA's human resources

- To meet expectations of council, management, staff and other stakeholders regarding performance management within TSA
- To link performance to remuneration
- To provide assistance in the performance contracting process
- To provide support in addressing performance and non-performance

2.7 IMPACT OF PMS ON PRODUCTIVITY

Systems, which fail to recognise the complex nature of the educational process, can in fact be counterproductive. Most performance appraisal systems do not lead to better performance. It does indicate that appraisals can lead to reduced performance and create morale problems as in the case of TSA. The outcomes of appraisal can have a negative impact on the climate of the organisation and commitment of its employees.

Phiri (1998) warns that an effective system of performance management is not easy to implement, and that it often impacts negatively on motivational levels of educators, especially within the South African context. The perception in these cases is that performance management is first and foremost a management too aimed at stricter supervision.

Performance management in whatever form, should therefore be approached with informed caution.

2.8 FACTORS AFFECTING AN PMS

In the implementation of an effective performance management system, several factors have a negative impact on the success of the process:

- The gap between performance requirements and the individual's capacity to achieve them
- The gap between output objectives and the appropriate capability objectives
- The absence of clear and measurable feedback on performance

- The absence of sufficient resources to carry out the performance contract
- The individual does not have the necessary authority to carry out the performance contract
- When the individual is not committed to achieving the performance requirements
- When the individual is not clear about what is expected of them
- When the individual does not feel rewarded or recognised for their work

2.9 CONCLUSION

The shortcomings that cause the performance management process to fail can be overcome by ensuring that a jointly agreed action plan is produced to bring performance back on track.

There is lack of commitment from top management to support PMS programs and this has to change to ensure that the process will not fail.

In the next chapter the research methodology used will be discussed. The research design, development of the questionnaire, sampling method and data collection method will also be discussed.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 INTRODUCTION

The purpose of this chapter is to discuss the methodology used to investigate the research hypothesis identified for the study.

The research design, development of the questionnaire, sampling method used, sample size and method of data collection will be explained.

3.2 RESEARCH DESIGN

A quantitative survey design is used. Quantitative research methods are associated in general with systematic measurements and experimental, statistical analysis, etc. According to Bless and Higson-Smith (1995, p. 43), a survey refers to a collection of information on a wide range of cases, each case being investigated only on the particular aspect under consideration.

According to McMillan and Schumacher (1994, p. 42), the survey method is generally used to elicit people's reactions and attitudes. Since the objective of the study is to measure perceptions of the implementation of the performance management system, the survey method is regarded as the most appropriate. The study was conducted at Technikon SA, Florida campus. A literature review was conducted with a view to applying theory to the research questions. This was done to discover those factors of the PMS, which are said to have a positive or negative impact on the effectiveness of the present performance management system.

3.3 POPULATION AND SAMPLING

The population consisted of 243 academics of the Technikon SA – Florida. It was envisaged that 30% i.e. 73 would take part in the study.

As the study is based on Technikon SA only, the results of the study will not be generalised to other tertiary institutions. However, other institutions may benefit from this project in that they may conduct similar studies.

3.4 DATA COLLECTION

3.4.1 Collection of the data

A structured questionnaire was used to collect the data. Bless and Higson-Smith (1995, p. 107) state that the most appropriate way of getting information directly from respondents is by means of a questionnaire. Owing to time constraints, the researcher did not use mail questionnaires. The questionnaires were emailed to the respondents.

During the data collection, a total of fifteen programme groups (i.e. engineering, applied communication, marketing and tourism, etc) were involved. Prior to the emailing of the questionnaires, the Personnel Officer was contacted in order to make a printout of all academics for the fifteen programme groups for the purpose of sampling. The programme group managers were requested to inform employees that they might be receiving questionnaires and to urge them to complete them.

Each questionnaire contained a covering letter, which explained the purpose of the research and indicated how respondents were selected.

A total of 73 questionnaires were issued to the respondents.

3.4.2 Development of the instrument

A new instrument was developed for this study, the rationale being that no similar study had been conducted in Technikon SA. The statements were derived from performance management policies, human resource policies, etc.

A five-point Likert scale was used. According to Huysamen (1996, p. 126), this method is a widely used instrument for measuring opinions, beliefs and attitudes.

He further states that it is easier to compile than any other attitude scale. The main purpose of using Likert scaling is that it provides a variation of scores and this tends to be more reliable.

The questionnaire was developed in English since most of the correspondence was in English.

The questionnaire consisted of the following sections:

Section 1: Biographical details

This section was included to gather information on the background of the respondents and served to explain the data obtained. The rationale was to ascertain whether there would be differences in the biographical information. Closed questions were used in this regard.

Section 2: Performance management statements

This section covered a mixture of statements based on the following topics:
- Direction sharing
- Role clarification
- Task/output objective setting
- Task/output alignment
- Development goal setting and planning
- Ongoing performance monitoring
- Coaching and support
- Performance assessment
- Rewards, recognition and compensation

3.4.3 Questionnaire refinement

This questionnaire was issued to a sample of five employees for pilot study purposes. Bless and Higson-Smith (1995, p. 90) defines a pilot study as testing the actual programme on a small sample taken from the community for whom the programme is planned. This allows the evaluator to identify any difficulty with the

method, investigate the accuracy and appropriateness of the instrument and check the average time taken to complete the questionnaire. If problems are encountered, the questionnaire can be refined so that it is understood by all respondents. A sample of the questionnaire used is included in annexure A.

3.5 DATA ANALYSIS

3.5.1 Data capturing

This is a process of putting data into the computer. To allow for data capturing, questionnaire numbers were assigned codes. Provision was made for post-coding, which was done on data gathered from the comments column at the end of the questionnaire.

3.5.2 Data analysis

The data was analysed through descriptive statistical methods using a social science package for statistical analysis called SPSS.

3.6 Validity and reliability

3.6.1 Validity

- **Content validity**

The questionnaire was drawn up in such a way that it enquired about the respondent's background and would be understood by all respondents.

- **Construct validity**

According to Bless and Higson-Smith (1995, p.13), it is essential that a measurement technique be closely linked to known theory in the area and with other related concepts. In the case where close links can be demonstrated, the instrument is said to have high construct validity.

- **Criteria-related validity**

To test whether an instrument measures what it is expected to measure, it is compared to another measure, which is known as valid. For instance, if the same

questionnaire has been used for a similar study and is said to be valid, it can be compared for similar future questionnaires for the study.

3.6.2 Reliability

According to Cooper and Schindler (2001), reliability means many things to many people, but in most contexts the notion of consistency emerges.

- **Stability**

  To test whether the instrument secured consistent results, the results of respondents that completed the pilot study were compared to the results of the same respondents when they completed the second study. The instrument was stable as the readings on the particular respondents were the same on both occasions.

- **Internal consistency**

  To test the degree to which the instrument items were homogeneous and reflected the same underlying constructs, the Cronbach's alpha was used.

3.7   ETHICAL AND LEGAL ISSUES

The research project raises no specific special ethical or legal issues. However, privacy and confidentially are important with regards to respondents. Self-determination will also play an important role in this research project, for example, a respondent may decide whether they wish to participate in the survey or not.

The researcher will ensure that all persons contributing to this research project will be treated fairly at times. All respondents will remain anonymous.

3.8   ADVANTAGE AND DISADVANTAGES

The instrument had several advantages and disadvantages.

3.8.1 Advantages

- Easily standardised – can be used for a similar study
- Low drain on time and money – easy to administer and cost effective

- Easy to apply – encoded in advance to facilitate quantification
- Does not discriminate against respondents who are shy and do not easily express their opinion – no elaboration is required when answering

3.8.2 Disadvantages

- Can result in lack of rapport and respondent motivation – respondents may feel that the given answer choices does not express or make provision for their own thoughts
- Response bias – respondents may form subjective opinions on the aim of the study
- Difficult to interpret questions – respondents may be unable to understand the questions

To overcome these pitfalls, the researcher was available to assist where possible. At the end of the questionnaire space was provided for comments to be made by respondents. The purpose of this was to enable respondents to express themselves and for possible clarification of previous responses.

3.9 CONCLUSION

This chapter has clearly outlined the research design and how the questionnaire was developed, taking into account the advantages and disadvantages of the questionnaire as an instrument. It also indicated how the questionnaire was refined. It covered the sample size and how the data was collected.

The value of this chapter was to explain why a particular research method was chosen and how the piloted sample assisted in refining the questionnaire.

In the next chapter, data will be analysed in detail. The chapter also presents findings and discussions of the results.

CHAPTER 4

FINDINGS FROM RESEARCH

4.1 INTRODUCTION

This chapter presents and discusses the findings on the data obtained from the completed questionnaires.

The data obtained from the questionnaires was statistically analysed using descriptive methods (univariate and bivariate analyses). In this chapter, the findings of the univariate and bivariate analyses are presented in both graphically and in tabular form. A five-point Likert scale was used. To make the results more meaningful, this scale was recoded to a three-point Likert scale.

The options 'strongly agree' and 'strongly disagree' were combined to formulate a meaningful response, i.e. 'agree' and 'disagree.'

The data is presented according to the different sections of the questionnaires:
- Section 1: Univariate analysis and biographical details of the respondents
- Section 2: Bivariate analysis
- Section 3: Perception of PMS (cross-tabulation)

4.2 SECTION 1: UNIVARIATE ANALYSIS & BIOGRAPHGICAL DETAILS OF THE RESPONDENTS

This section presents the biographical details of the sample. The purpose is to indicate the demographics of the respondents in terms of gender and age.

Univariate analysis is when one variable is involved in the study (Welman & Kruger, 1999). It is used to present the data of the sample and interpret the findings accordingly.

4.1.1 Sample description

A total of 73 questionnaires were issued to the academics of TSA. All 73 questionnaires were completed. This constitutes a response rate of 100%.

Prior to the main research, the questionnaires were administered to five employees as a pilot study. The purpose was to establish the average time taken to complete the questionnaires and to evaluate the respondent's understanding of the statements. The result of the pilot study was that no shortcomings were encountered and that there was therefore no need to amend the questionnaire. A sample of the questionnaire used appears in annexure A. The responses by the participants are outlined according to the biographical details, as indicated in the figures below.
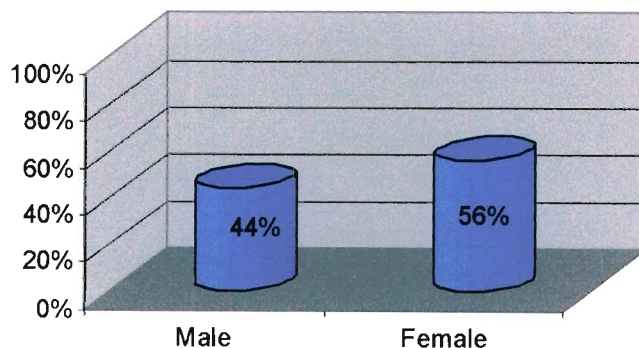
Figure 4.1: Gender composition of respondents

Of the questionnaires returned, 41 (56%) were from female respondents and 32 (44%) were from male respondents.

Figure 4.2: Age distribution
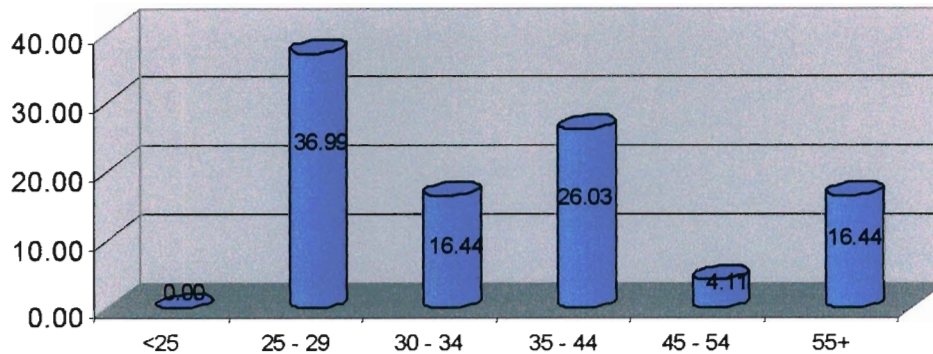
The above figure gives the age of the respondents, which ranged from 25 to 55 years. Provision was also made for respondents who were 55 years and older. Twelve respondents (16.44%) fell into this latter category. The majority of the respondents were in the age group 25-44 years. The overall age of the respondents ranged as follows: 27 (36.99%) were 25-29, 12 (16.44%) were 30-34, 19 (26.03%) were 35-44, 3(4.11%) were 45-54 and 12 (16.44%) were 55+ years.

4.1.2 Discussion of the sample

Of the questionnaires returned, 56% were from female respondents and 44% were from male respondents. The age of the respondents ranged from 25 – 55 years, with provision having been made for respondents over 55 years of age.

4.2 Perceptions of PMS

The questionnaires were coded individually and the data was entered into the statistical package for social science (SPSS) in order to obtain frequencies of responses. The frequencies for the given statements are presented in table 4.1 below. This section presents the statements relating to performance management systems at Technikon SA. The purpose of this section is to present the overall responses without making comparisons.

Table 4.1: PMS Statements

STATEMENT	DISAGREE %	UNSURE %	AGREE %
The organisation has clearly defined business goals	20.5	9.6	69.9
Employees believe in the organisation's goals, purpose and strategy	54.8	15.1	30.1
Each unit or team has a compelling vision of how they add value to the whole organisation, and clear plans for doing so	60.3	4.1	35.6
Employees have full and up-to-date descriptions of their roles	60.3	9.6	30.1
Employees engage actively in all stages of the PM process as it relates to them	45.2	19.2	35.6
Managers engage actively with their staff/employees in planning, aligning, monitoring, sharing feedback on and appraising their performance	60.3	9.6	30.1
Managers ensure that expectations of their staff/employees are challenging and equitable; taking due account of roles, abilities and opportunities	60.3	15.1	24.7
Managers ensure that their subordinates ensure equitable standards of expectation and assessment in and across their areas	60.3	4.1	35.6
Employees and their managers are prompted and reminded about task/output objective setting to ensure that it happens in a timely manner	30.1	19.2	50.7
Managers work with staff/employees to define and/or sign-off their task/output objectives; aiming for agreement and 'buy-in' whenever possible	54.8	9.6	35.6
Employees' objectives have clear, measurable and precise criteria for determining whether or not they have been achieved	54.8	15.1	30.1
Employees' objectives in their team add up to at least the expectations of the team as a whole	54.8	9.6	35.6
Employees' objectives adequately reflect the expectations of those with whom they work	50.7	19.2	30.1
Employees' objectives adequately reflect matrix reporting relationships	45.2	19.2	35.6
It is possible to trace all employees' contributions to higher level organisational goals	64.4	15.1	20.5

Employees have ready access to the latest objectives of colleagues, superiors and the teams to which they contribute	69.9	20.5	9.6
Employees know which competencies they need to capitalise on and which they need to acquire or develop further	30.1	5.5	64.4
Employees are aware of the range of development options and resources available to them	39.7	20.5	39.7
Employees are positively committed to clear, focused, appropriate and practical individual development plans	60.3	4.1	35.6
Managers and their staff/employees regularly discuss and share responsibility for personal development planning	69.9	24.7	5.5
Employees use their objectives to guide work priorities on a day-by-day basis	54.8	15.1	30.1
Employees discuss performance openly and in a timely manner with those they serve and with their own managers	54.8	9.6	35.6
Employees make adequate on-going notes of achievements, behaviour etc to form evidence to support later assessments	54.8	5.5	39.7
Shortfalls and highlights in performance are detected and promptly discussed/acted upon	64.8	9.6	24.7
Employees are trained to take notice of and work with feedback of all types	54.5	5.5	39.7
There are mechanisms for employees to request/provide systematic and structured feedback from/to one another	64.4	15.1	20.5
Managers provide their staff/employees with prompt, specific and evidenced performance feedback	64.4	20.5	15.1
Employees are recognised and valued for providing constructive feedback and openly receiving it	65.8	9.6	24.7
Managers regularly provide coaching to their reports to help them to develop their knowledge and skills	71.2	8.3	20.5
Performance reviews are constructive and focus on future improvement, not past failures or blame – mistakes are used as learning opportunities	56.2	8.2	35.6
Knowledge, experience and understanding are freely shared among team members and between teams and departments	49.3	11	39.7
Multiple informed perspectives are sought as input to assessments	57.5	22	20.5

Managers make regular assessments of staff/employees' achievements, competency and development; and discuss these with them	72.6	12.3	15.1
Overall assessments are made by combining more detailed and specific assessments; to increase objectivity, validity and reliability	64.4	20.5	15.1
Managers regularly make use of assessment data to deploy staff/employees to the most appropriate tasks and roles	72.6	12.3	15.1
The link between performance and recognition & rewards is clear to all employees	84.9	9.6	5.5
Poor performance and inappropriate behaviour are not tolerated	65.8	13.7	20.5
Employees feel valued	75.3	15.1	9.6
Individual and team performance are appropriately recognised and rewarded	65.8	19.2	15

4.3 SECTION 2: BIVARIATE ANALYSIS

This section discusses the bivariate comparisons of the 39 statements in table 4.1. According to Welman and Kruger (1999), bivariate analysis involves two variables. The aim of bivariate analysis is to see whether the variables are related to each other. The selected variable for bivariate analysis include age and gender. A cross-tabulation has been used to variate responses as obtained.

Various frequencies are obtained by tabling and explaining the following:

Table 4.2: Gender by age

	Age												TOTAL	
	<25 YEAR		25 –29 YEARS		30-34 YEARS		35-44 YEARS		45-54 YEARS		55+ YEARS			
Gender	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Female	0	0	19	26	8	11	11	15.1	3	4.1	0	0	41	56
Male	0	0	8	11	4	5.4	8	11	0	0	12	16.4	32	44
Total	0	0	27	37	12	16.4	19	26.1	3	4.1	12	16.4	73	100

It is evident from the above table that most of the respondents were female only 32 were male. The majority of the respondents ranged between 25 and 44 years old.

TABLE 4.3: GENDER BY LENGTH OF SERVICE

	Length of Service												TOTAL	
	< 6 months		6 months - < 1 year		1 year - <2 years		2 years - <5 years		5 years - <10 years		10+ years			
Gender	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Female	0	0	0	0	4	5.5	21	29	16	22	0	0	41	56
Male	4	5.5	4	5.5	4	5.5	8	11	0	0	12	16	32	44
Total	4	5.5	4	5.5	8	11	29	40	16	22	12	16	73	100

The above table displays the length of service of the respondents. The majority of respondent's length of service at TSA ranged from 2 years to < 5 years.

4.5 SECTION 3: PERCEPTIONS OF PERFORMANCE MANAGEMENT SYSTEM (CROSS TABULATION REPRESENTATION)

This section addresses the cross-tabulation based on age, gender and length of service to assess whether there are significant differences in terms of respondents' perceptions of PMS based on the statements in Table 4.1.

TABLE 4.4

The organisation has clearly defined business goals, purpose and strategy.						
	DISAGREE		UNSURE		AGREE	
Gender	%	N	%	N	%	N
Male	2.74	2	2.74	2	38.36	28
Female	17.81	13	6.85	5	31.51	23
TOTAL	20.55	15	9.59	7	69.86	51
Length of service						
< 6months	-	-	5.48	4	-	-
6 months - < 1 year	-	-	-	-	5.48	4
1 year - < 2 years	-	-	-	-	10.96	8
2 years - < 5 years	6.85	5	2.74	2	30.14	22
5 years – 10 years	9.59	7	1.37	1	10.96	8
10+ years	4.11	3	-	-	12.33	9
Total	20.55	15	9.59	7	69.86	51
Age						
25-29	5.48	4	4.11	3	27.40	20
30-34	4.11	3	1.37	1	10.96	8
34-44	6.85	5	2.74	2	16.44	12
44-54	1.37	1	1.37	1	1.37	1
55+	2.74	2	-	-	13.70	10
TOTAL	20.55	15	9.59	7	69.86	51

The majority of the respondents (69.86%) believed that the institution had clearly defined goals, purpose and strategy. 27.40% of the respondents aged 25-29 agreed with this statement. Only 20.55% of the respondents (both male and female) disagreed with this statement.

TABLE 4.5

Employees believe in the organisation's goals, purpose and strategy						
	DISAGREE		UNSURE		AGREE	
Gender	%	N	%	N	%	N
Male	26.03	19	4.11	3	13.70	10
Female	28.77	21	10	8	16.44	12
TOTAL	54.79	40	96	11	30.14	22
Length of service						
< 6months	2.74	2	1.37	1	1.37	1
6 months - < 1 year	2.74	2	-	-	2.74	2
1 year - < 2 years	6.85	5	2.74	2	1.37	1
2 years - < 5 years	26.03	19	2.74	2	10.96	8
5 years – 10 years	10.96	8	4.11	3	6.85	5
10+ years	5.48	4	4.11	3	6.85	5
Total	54.79	40	15.07	11	30.14	22
Age						
25-29	23.29	17	5.48	4	8.22	6
30-34	9.59	7	1.37	1	5.48	4
34-44	17.81	13	2.74	2	5.48	4
44-54	2.74	2	1.37	1	-	-
55+	1.37	1	4.11	3	10.96	8
TOTAL	54.79	40	15.07	11	30.14	22

The above table indicates that most of respondents (54.79%) do not believe in the goals, purpose and strategy of the organisation and this could be due to poor top-down communication of the strategy of the organisation.

This could be the reason for the low employee morale at Technikon SA.

23.29% of the respondents aged 25-29 disagreed with this statement.

TABLE 4.6

Each unit or team has a compelling vision of how they add value to the whole organisation and clear plans for doing so.						
	DISAGREE		UNSURE		AGREE	
Gender	%	N	%	N	%	N
Male	23.29	17	2.74	2	17.81	13
Female	36.99	27	1.37	1	17.81	13
TOTAL	60.27	44	4.11	3	35.62	26
Length of service						
< 6months	4.11	3	-	-	1.37	1
6 months - < 1 year	2.74	2	-	-	2.74	2
1 year - < 2 years	6.85	5	-	-	4.11	3
2 years - < 5 years	21.92	16	4.11	3	13.70	10
5 years – 10 years	13.70	10	-	-	8.22	6
10+ years	10.96	8	-	-	5.48	4
Total	60.27	44	4.11	3	35.62	26
Age						
25-29	20.55	15	-	-	16.44	12
30-34	10.96	8	1.37	1	4.11	3
34-44	16.44	12	1.37	1	8.22	6
44-54	1.37	1	1.37	1	1.37	1
55+	10.96	8	-	-	5.48	4
TOTAL	60.27	44	4.11	3	35.62	26

Table 4.6 indicates the majority perception (60.27%) that each unit does not have a vision of how they add value to TSA.

20.55% of the respondents aged 25-29 disagreed with this statement.

TABLE 4.7

Employees have full and up to date descriptions of their roles.						
	DISAGREE		UNSURE		AGREE	
Gender	%	N	%	N	%	N
Male	28.77	21	2.74	2	12.33	9
Female	31.51	23	6.85	5	17.81	13
TOTAL	60.27	44	9.59	7	30.14	22
Length of service						
< 6months	2.74	2	1.37	1	1.37	1
6 months - < 1 year	5.48	4	-	-	-	-
1 year - < 2 years	6.85	5	2.74	2	1.37	1
2 years - < 5 years	26.03	19	-	-	13.70	10
5 years – 10 years	13.70	10	1.37	1	6.85	5
10+ years	5.48	4	4.11	3	6.85	5
Total	60.27	44	9.59	7	30.14	22
Age						
25-29	26.03	19	2.74	2	8.22	6
30-34	9.59	7	1.37	1	5.48	4
34-44	17.81	13	2.74	2	5.48	4
44-54	2.74	2	1.37	1	-	-
55+	4.11	3	1.37	1	10.96	8
TOTAL	60.27	44	9.59	7	30.14	22

60.27% of the respondents both and female disagreed with this statement and believed that they did not have up to date descriptions of their roles. This is a negative indication that employees do not have their latest job descriptions.

TABLE 4.8

Employees engage actively in all stages of the PM process as it relates to them.						
	DISAGREE		UNSURE		AGREE	
Gender	%	N	%	N	%	N
Male	21.92	16	10.96	8	10.96	8
Female	23.29	17	8.22	6	24.66	18
TOTAL	45.21	33	19.18	14	35.62	26
Length of service						
< 6months	2.74	2	1.37	1	1.37	1
6 months - < 1 year	1.37	1	-	-	4.11	3
1 year - < 2 years	5.48	4	2.74	2	2.74	2
2 years - < 5 years	13.70	10	6.85	5	19.18	14
5 years – 10 years	12.33	9	5.48	4	4.11	3
10+ years	9.59	7	2.74	2	4.11	3
Total	45.21	33	19.18	14	35.62	26
Age						
25-29	17.81	13	2.74	2	16.44	12
30-34	8.22	6	5.48	4	2.74	2
34-44	10.96	8	5.48	4	9.59	7
44-54	2.74	2	-	-	1.37	1
55+	5.48	4	5.48	4	5.48	4
TOTAL	45.21	33	19.18	14	35.62	26

35.62 % of the respondents indicated that they believed that employees engage actively in all stages of the PM process, while 45.21% believed the opposite. This could be because there is not a strong commitment towards the entire performance management process.

Academics could have felt that since the performance management process did not add value to them, why should they actively engage in the process.

TABLE 4.9

Managers engage actively with their staff/employees in planning, aligning, monitoring, sharing feedback on and appraising their performance.						
	DISAGREE		UNSURE		AGREE	
Gender	%	N	%	N	%	N
Male	23.29	17	4.11	3	16.44	12
Female	36.99	27	5.48	4	13.70	10
TOTAL	60.27	44	9.59	7	30.14	22
Length of service						
< 6months	2.74	2	1.37	1	1.37	1
6 months - < 1 year	1.37	1	2.74	2	1.37	1
1 year - < 2 years	6.85	5	1.37	1	2.74	2
2 years - < 5 years	23.29	17	2.74	2	13.70	10
5 years – 10 years	13.70	10	1.37	1	6.85	5
10+ years	12.33	9	-	-	4.11	3
Total	60.27	44	9.59	7	30.14	22
Age						
25-29	21.92	16	1.37	1	13.70	10
30-34	6.85	5	4.11	3	5.48	4
34-44	15.07	11	2.74	2	8.22	6
44-54	4.11	3	-	-	-	-
55+	12.33	9	1.37	1	2.74	2
TOTAL	60.27	44	9.59	7	30.14	22

The majority of the respondents (60.27%) indicated that managers do not actively engage with employees in planning, monitoring, measuring, and sharing feedback on their performance. 23.29% of the respondents with 2-5 years length of service disagreed with this statement.

Commitment from management is essential to the success of the PM system.

TABLE 4.10

Managers ensure that expectations of their staff/employees are challenging and equitable; taking due account of roles, abilities and opportunities.						
	DISAGREE		UNSURE		AGREE	
Gender	%	N	%	N	%	N
Male	27.40	20	6.85	5	9.59	7
Female	32.88	24	8.22	6	15.07	11
TOTAL	60.27	44	15.07	11	24.66	18
Length of service						
< 6months	4.11	3	-	-	1.37	1
6 months - < 1 year	2.74	2	-	-	2.74	2
1 year - < 2 years	8.22	6	2.74	2	-	-
2 years - < 5 years	20.55	15	6.85	5	12.33	9
5 years – 10 years	15.07	11	2.74	2	4.11	3
10+ years	9.59	7	2.74	2	4.11	3
Total	60.27	44	15.07	11	24.66	18
Age						
25-29	20.55	15	1.37	1	15.07	11
30-34	10.96	8	4.11	3	1.37	1
34-44	15.07	11	5.48	4	5.48	4
44-54	2.74	2	-	-	1.37	1
55+	10.96	8	4.11	3	1.37	1
TOTAL	60.27	44	15.07	11	24.66	18

It is clear from the above-mentioned table that employees believe that managers do not ensure that employees' expectations are challenging. 24.66% of the respondents believed that managers did ensure that employees' expectations are challenging. This could be as a result of infrequent feedback sessions.

TABLE 4.11

Managers ensure that their subordinates ensure equitable standards of expectation and assessment in and across their areas.						
	DISAGREE		UNSURE		AGREE	
Gender	%	N	%	N	%	N
Male	20.55	15	2.74	2	20.55	15
Female	39.73	29	1.37	1	15.07	11
TOTAL	60.27	44	4.11	3	35.62	26
Length of service						
< 6months	1.37	1	-	-	4.11	3
6 months - < 1 year	2.74	2	-	-	2.74	2
1 year - < 2 years	5.48	4	1.37	1	4.11	3
2 years - < 5 years	24.66	18	-	-	15.07	11
5 years – 10 years	12.33	9	1.37	1	8.22	6
10+ years	13.70	10	1.37	1	1.37	1
Total	60.27	44	4.11	3	35.62	26
Age						
25-29	19.18	14	2.74	2	15.07	11
30-34	10.96	8	-	-	5.48	4
34-44	15.07	11	-	-	10.96	8
44-54	4.11	3	-	-	-	-
55+	10.96	8	1.37	1	4.11	3
TOTAL	60.27	44	4.11	3	35.62	26

60.27% of the respondents believed that managers do not ensure that their subordinates ensure equitable standards of expectation and assessment in and across their areas.

19.18% of the respondents aged 25-29 disagreed with this statement.

24.66% of the respondents whose length of service ranged between 2-5 years disagreed with this statement.

TABLE 4.12

Employees and their managers are prompted and reminded about task/output objective setting to ensure that it happens in a timely manner.						
	DISAGREE		UNSURE		AGREE	
Gender	%	N	%	N	%	N
Male	10.96	8	13.70	10	19.18	14
Female	19.18	14	5.48	4	31.51	23
TOTAL	30.14	22	19.18	14	50.68	37
Length of service						
< 6months	-	-	-	-	5.48	4
6 months - < 1 year	-	-	2.74	2	2.74	2
1 year - < 2 years	8.22	6	2.74	2	-	-
2 years - < 5 years	10.96	8	6.85	5	21.92	16
5 years – 10 years	6.85	5	4.11	3	10.96	8
10+ years	4.11	3	2.74	2	9.59	7
Total	30.14	22	19.18	14	50.68	37
Age						
25-29	19.18	14	2.74	2	15.07	11
30-34	10.96	8	-	-	5.48	4
34-44	15.07	11	-	-	10.96	8
44-54	4.11	3	-	-	-	-
55+	10.96	8	1.37	1	4.11	3
TOTAL	60.27	44	4.11	3	35.62	26

The majority of the respondents 60.27% were of the opinion that employees and their managers are not prompted nor reminded about task/output objective setting to ensure that it happens in a timely manner.

However, 21.92% of the respondents whose length of service ranged between 2-5 years agreed with this statement.

TABLE 4.13

Managers work with staff/employees to define and/or sign-off their task/output objectives; aiming for agreement and 'buy-in' whenever possible.						
	DISAGREE		UNSURE		AGREE	
Gender	%	N	%	N	%	N
Male	17.81	13	4.11	3	21.92	16
Female	36.99	27	5.48	4	13.70	10
TOTAL	54.79	40	9.59	7	35.62	26
Length of service						
< 6months	-	-	1.37	1	4.11	3
6 months - < 1 year	1.37	1	1.37	1	2.74	2
1 year - < 2 years	6.85	5	1.37	1	2.74	2
2 years - < 5 years	24.66	18	2.74	2	12.33	9
5 years – 10 years	12.33	9	1.37	1	8.22	6
10+ years	6.59	7	1.37	1	5.48	4
Total	54.79	40	9.59	7	35.62	26
Age						
25-29	20.55	15	2.74	2	13.70	10
30-34	10.96	8	1.37	1	4.11	3
34-44	13.70	10	2.74	2	9.59	7
44-54	1.37	1	1.37	1	1.37	1
55+	8.22	6	1.37	1	6.85	5
TOTAL	54.79	40	9.59	7	35.62	26

35.62% of the respondents believe that managers work with staff/employees to define and/or sign-off their task/output objectives; aiming for agreement and 'buy-in' whenever possible.

The above table also reveals that 21% of the respondents aged between 25-29 disagreed with this statement.

TABLE 4.14

Employees' objectives have clear, measurable and precise criteria for determining whether or not they have been achieved.						
	DISAGREE		UNSURE		AGREE	
Gender	%	N	%	N	%	N
Male	21.92	16	6.85	5	15.07	11
Female	32.88	24	8.22	6	15.07	11
TOTAL	54.79	40	15.07	11	30.14	22
Length of service						
< 6months	2.74	2	1.37	1	1.37	1
6 months - < 1 year	2.74	2	2.74	2	-	-
1 year - < 2 years	8.22	6	2.74	2	-	-
2 years - < 5 years	20.55	15	2.74	2	16.44	12
5 years – 10 years	12.33	9	4.11	3	5.48	4
10+ years	8.22	6	1.37	1	6.85	5
Total	54.79	40	15.07	11	30.14	22
Age						
25-29	23.29	17	2.74	2	10.96	8
30-34	8.22	6	4.11	3	4.11	3
34-44	13.70	10	5.48	4	6.85	5
44-54	2.74	2	-	-	1.37	1
55+	6.85	5	2.74	2	6.85	5
TOTAL	54.79	40	15.07	11	30.14	22

The majority of the sample (54.79%) believes that employees' objectives do not have clear, measurable and precise criteria for determining whether or not they have been achieved.

20.55% of the respondents whose length of service ranged from 2-5 years disagreed with this statement.

TABLE 4.15

Employees' objectives in their team add up to at least the expectations of the team as a whole.						
	DISAGREE		UNSURE		AGREE	
Gender	%	N	%	N	%	N
Male	17.81	13	5.48	4	20.55	15
Female	36.99	27	4.11	3	15.07	11
TOTAL	54.79	40	9.59	7	35.62	26
Length of service						
< 6months	2.74	2	1.37	1	1.37	1
6 months - < 1 year	1.37	1	1.37	1	2.74	2
1 year - < 2 years	9.59	7	1.37	1	-	-
2 years - < 5 years	19.18	14	4.11	3	16.44	12
5 years – 10 years	12.33	9	-	-	9.59	7
10+ years	9.59	7	1.37	1	5.48	4
Total	54.79	40	9.59	7	35.62	26
Age						
25-29	19.18	14	4.11	3	13.70	10
30-34	10.96	8	1.37	1	4.11	3
34-44	15.07	11	2.74	2	8.22	6
44-54	1.37	1	-	-	2.74	2
55+	8.22	6	1.37	1	6.85	5
TOTAL	54.79	40	9.59	7	35.62	26

It is evident from Table 4.15 that the employees did not believe that employees' objectives in their team add up to at least the expectations of the team as a whole.

TABLE 4.16

Employees' objectives adequately reflect the expectations of those with whom they work.						
	DISAGREE		UNSURE		AGREE	
Gender	%	N	%	N	%	N
Male	21.92	16	12.33	9	9.59	7
Female	28.77	21	6.85	5	20.55	15
TOTAL	50.68	37	19.18	14	30.14	22
Length of service						
< 6months	-	-	1.37	1	4.11	3
6 months - < 1 year	2.74	2	2.74	2	-	-
1 year - < 2 years	5.48	4	5.48	4	-	-
2 years - < 5 years	21.92	16	4.11	3	13.70	10
5 years – 10 years	10.96	8	4.11	3	6.85	5
10+ years	9.59	7	1.37	1	5.48	4
Total	50.68	37	19.18	14	30.14	22
Age						
25-29	17.81	13	6.85	5	12.33	9
30-34	9.59	7	4.11	3	2.74	2
34-44	10.96	8	6.85	5	8.22	6
44-54	2.74	2	-	-	1.37	1
55+	9.59	7	1.37	1	5.48	4
TOTAL	50.68	37	19.18	14	30.14	22

The above table reveals some degree of uncertainty as to whether employees' objectives adequately reflect the expectations of those with whom they work. However 30.14% of the respondents indicated that the objectives reflect the expectations of their colleagues.

TABLE 4.17

Employees' objectives adequately reflect matrix-reporting relationships.						
	DISAGREE		UNSURE		AGREE	
Gender	%	N	%	N	%	N
Male	15.07	11	8.22	6	20.55	15
Female	30.14	22	10.96	8	15.07	11
TOTAL	45.21	33	19.18	14	35.62	26
Length of service						
< 6months	2.74	2	1.37	1	1.37	1
6 months - < 1 year	-	-	-	-	5.48	4
1 year - < 2 years	6.85	5	1.37	1	2.74	2
2 years - < 5 years	16.44	12	8.22	6	15.07	11
5 years – 10 years	10.96	8	2.74	2	8.22	6
10+ years	8.22	6	5.48	4	2.74	2
Total	45.21	33	19.18	14	35.62	26
Age						
25-29	15.07	11	8.22	6	13.70	10
30-34	6.85	5	5.48	4	4.11	3
34-44	13.70	10	2.74	2	9.59	7
44-54	-	-	1.37	1	2.74	2
55+	9.59	7	1.37	1	5.48	4
TOTAL	45.21	33	19.18	14	35.62	26

45.21% of the respondents indicated that employees' objectives do not adequately reflect matrix-reporting relationships.

15.07% of the respondents aged 25-29 disagreed with this statement.

TABLE 4.18

It is possible to trace all employees' contributions to higher-level organisational goals.						
	DISAGREE		UNSURE		AGREE	
Gender	%	N	%	N	%	N
Male	28.77	21	9.59	7	5.48	4
Female	35.62	26	5.48	4	15.07	11
TOTAL	64.38	47	15.07	11	20.55	15
Length of service						
< 6months	2.74	2	1.37	1	1.37	1
6 months - < 1 year	2.74	2	1.37	1	1.37	1
1 year - < 2 years	6.85	5	1.37	1	2.74	2
2 years - < 5 years	26.03	19	5.48	4	8.22	6
5 years – 10 years	15.07	11	4.11	3	2.74	2
10+ years	10.96	8	1.37	1	4.11	3
Total	64.38	47	15.07	11	20.55	15
Age						
25-29	24.66	18	6.85	5	5.48	4
30-34	12.33	9	4.11	3	-	-
34-44	12.33	9	4.11	3	9.59	7
44-54	2.74	2	-	-	1.37	1
55+	12.33	9	-	-	4.11	3
TOTAL	64.38	47	15.07	11	20.55	15

The majority of the respondents aged 25-29 (24.66%) were of the opinion that it is impossible to trace all employees' contributions to higher-level organisational goals. This could be attributed to poor communication from top management through to the academics.

In this instance respondents aged 44-54 (1.37%) felt differently.

TABLE 4.19

Employees have ready access to the latest objectives of colleagues, superiors and the teams to which they contribute.						
	DISAGREE		UNSURE		AGREE	
Gender	%	N	%	N	%	N
Male	35.62	26	5.48	4	2.74	2
Female	34.25	25	15.07	11	6.85	5
TOTAL	69.86	51	20.55	15	9.59	7
Length of service						
< 6months	2.74	2	2.74	2	-	-
6 months - < 1 year	2.74	2	2.74	2	-	-
1 year - < 2 years	8.22	6	1.37	1	1.37	1
2 years - < 5 years	27.40	2	4.11	3	8.22	6
5 years – 10 years	17.81	13	4.11	3	-	-
10+ years	10.96	8	5.48	4	-	-
Total	69.86	51	20.55	15	9.59	7
Age						
25-29	26.03	19	8.22	6	2.74	2
30-34	9.59	7	5.48	4	1.37	1
34-44	20.55	15	2.74	2	2.74	2
44-54	2.74	2	1.37	1	-	-
55+	10.96	8	2.74	2	2.74	2
TOTAL	69.86	51	20.55	15	9.59	7

9.59% of the respondents agree that employees have ready access to the latest objectives of colleagues, superiors and the teams to which they contribute.

Ideally, this means that if employees had ready access to the latest objectives of colleagues, superiors and the teams to which they contribute, this could lead to an effective PMS.

TABLE 4.20

Employees know which competencies they need to capitalise on and which they need to acquire or develop further.						
	DISAGREE		UNSURE		AGREE	
Gender	%	N	%	N	%	N
Male	13.70	10	2.74	2	27.40	20
Female	16.44	12	2.74	2	36.99	27
TOTAL	30.14	22	5.48	4	64.38	47
Length of service						
< 6months	1.37	1	-	-	4.11	3
6 months - < 1 year	1.37	1	-	-	4.11	3
1 year - < 2 years	2.74	2	1.37	1	6.85	5
2 years - < 5 years	13.70	10	4.11	3	21.92	16
5 years – 10 years	6.85	5	-	-	15.07	11
10+ years	4.11	3	-	-	12.33	9
Total	30.14	22	5.48	4	64.38	47
Age						
25-29	13.70	10	1.37	1	21.92	16
30-34	6.85	5	1.37	1	8.22	6
34-44	5.48	4	1.37	1	19.18	14
44-54	2.74	2	1.37	1	-	-
55+	1.37	1	-	-	15.07	11
TOTAL	30.14	22	5.48	4	64.38	47

The majority of the respondents (64.38%) agree that employees know which competencies they need to capitalise on and which they need to acquire or develop further.

This is a positive indication that academics can identify their shortcomings in terms of training and development.

TABLE 4.21

Employees are aware of the range of development options and resources available to them.						
	DISAGREE		UNSURE		AGREE	
Gender	%	N	%	N	%	N
Male	17.81	13	5.48	4	20.55	15
Female	21.92	16	15.07	11	19.18	14
TOTAL	39.73	29	20.55	15	38.73	29
Length of service						
< 6months	1.37	1	2.74	2	1.37	1
6 months - < 1 year	2.74	2	2.74	2	-	-
1 year - < 2 years	5.48	4	1.37	1	4.11	3
2 years - < 5 years	13.70	10	4.11	3	21.92	16
5 years – 10 years	10.96	8	4.11	3	6.85	5
10+ years	5.48	4	5.48	4	5.48	4
Total	39.73	29	20.55	15	39.73	29
Age						
25-29	15.07	11	5.48	4	16.44	12
30-34	6.85	5	1.37	1	8.22	6
34-44	12.33	9	4.11	3	9.59	7
44-54	2.74	2	1.37	1	-	-
55+	2.74	2	8.22	6	5.48	4
TOTAL	39.73	29	20.55	15	39.73	29

Table 4.21 indicates that there was some level of uncertainty as to whether employees are aware of the range of development options and resources available to them.

39.73% of the respondents agreed with this statement while 39.73% felt otherwise. This could be attributed to some managers openly and regularly communicating with their staff while other managers were not.

15.07% of the respondents aged 25-29 agreed with this statement.

TABLE 4.22

Employees are positively committed to clear, focused , appropriate and practical individual development plans.						
	DISAGREE		UNSURE		AGREE	
Gender	%	N	%	N	%	N
Male	26.03	19	1.37	1	16.44	12
Female	34.25	25	2.74	2	19.18	14
TOTAL	60.27	44	4.11	3	35.62	26
Length of service						
< 6months	4.11	3	1.37	1	-	-
6 months - < 1 year	2.74	2	1.37	1	1.37	1
1 year - < 2 years	5.48	4	-	-	5.48	4
2 years - < 5 years	24.66	18	-	-	15.07	11
5 years – 10 years	12.33	9	1.37	1	8.22	6
10+ years	10.96	8	-	-	5.48	4
Total	60.27	44	4.11	3	35.62	26
Age						
25-29	20.55	15	2.74	2	13.70	10
30-34	10.96	8	-	-	5.48	4
34-44	12.33	9	1.37	1	12.33	9
44-54	4.11	3	-	-	-	-
55+	12.33	9	-	-	4.11	3
TOTAL	60.27	44	4.11	3	35.62	26

The majority of the respondents (60.27%) felt that employees are not positively committed to clear, focused, appropriate and practical individual development plans.

24.66% of the respondents whose length of service ranged from 2-5 years disagreed with this statement.

TABLE 4.23

Managers and their staff/employees regularly discuss and share responsibility for personal development planning.						
	DISAGREE		UNSURE		AGREE	
Gender	%	N	%	N	%	N
Male	30.14	22	9.59	7	4.11	3
Female	39.73	29	15.07	11	1.37	1
TOTAL	69.86	51	24.66	18	5.48	4
Length of service						
< 6months	2.74	2	2.74	2	-	-
6 months - < 1 year	2.74	2	2.74	2	-	-
1 year - < 2 years	6.85	5	1.37	1	2.74	2
2 years - < 5 years	30.14	22	8.22	6	1.37	1
5 years – 10 years	16.44	12	4.11	3	1.37	1
10+ years	10.96	8	5.48	4	-	-
Total	69.86	51	24.66	18	5.48	4
Age						
25-29	28.77	21	6.85	5	1.37	1
30-34	10.96	8	4.11	3	1.37	1
34-44	20.55	15	5.48	4	-	-
44-54	1.37	1	1.37	1	1.37	1
55+	8.22	6	6.85	5	1.37	1
TOTAL	69.86	51	24.66	18	5.48	4

The majority of the respondents (69.86%) indicated the perception that managers and their staff do not regularly discuss and share responsibility for personal development planning.

This could result in academics failing to execute the duties as expected, which may lead to a drop in work standards and hence the reluctance to participate in the performance management process.

TABLE 4.24

Employees use their objectives to guide work priorities on a day-to-day basis.						
	DISAGREE		UNSURE		AGREE	
Gender	%	N	%	N	%	N
Male	20.55	15	6.85	5	16.44	12
Female	34.25	25	8.22	6	13.70	10
TOTAL	54.79	40	15.07	11	30.14	22
Length of service						
< 6months	2.74	2	1.37	1	1.37	1
6 months - < 1 year	4.11	3	-	-	1.37	1
1 year - < 2 years	5.48	4	-	-	5.48	4
2 years - < 5 years	21.92	16	8.22	6	9.59	7
5 years – 10 years	10.96	8	5.48	4	5.48	4
10+ years	9.59	7	-	-	6.85	5
Total	54.79	40	15.07	11	30.14	22
Age						
25-29	17.81	13	6.85	5	12.33	9
30-34	10.96	8	4.11	3	1.37	1
34-44	10.96	8	1.37	1	13.70	10
44-54	2.74	2	1.37	1	-	-
55+	12.33	9	1.37	1	2.74	2
TOTAL	54.79	40	15.07	11	30.14	22

30.14% of the respondents felt that employees use their objectives to guide work priorities on a day-to-day basis while 54.79% of the respondents disagreed with this statement.

However 15.07% of the respondents were unsure.

TABLE 4.25

Employees discuss performance openly and in a timely manner with those they serve and with their own managers.						
	DISAGREE		UNSURE		AGREE	
Gender	%	N	%	N	%	N
Male	26.03	19	4.11	3	13.70	10
Female	28.77	21	5.48	4	21.92	16
TOTAL	54.79	40	9.59	7	35.62	26
Length of service						
< 6months	2.74	2	-	-	2.74	2
6 months - < 1 year	1.37	1	2.74	2	-	1
1 year - < 2 years	4.11	3	1.37	1	5.48	4
2 years - < 5 years	24.66	18	-	-	15.07	11
5 years – 10 years	12.33	9	2.74	2	6.85	5
10+ years	9.59	7	2.74	2	4.11	3
Total	54.79	40	9.59	7	35.62	26
Age						
25-29	20.55	15	2.74	2	13.70	10
30-34	10.96	8	1.37	1	4.11	3
34-44	15.07	11	2.74	2	8.22	6
44-54	1.37	1	1.37	1	1.37	1
55+	6.85	5	1.37	1	8.22	6
TOTAL	54.79	40	9.59	7	35.62	26

The majority of the respondents (54.79%) believe that employees do not discuss performance openly and in a timely manner with those they serve and with their own managers.

20.55% of respondents aged 25-29 disagreed with this statement.

Transparency the regular performance reviews are essential for the academics to understand the importance of performance reviews.

TABLE 4.26

Employees make adequate on-going notes of achievements, behaviour etc to form evidence to support later assessments.						
	DISAGREE		UNSURE		AGREE	
Gender	%	N	%	N	%	N
Male	21.92	16	1.37	1	20.55	15
Female	32.88	24	4.11	3	19.18	14
TOTAL	54.79	40	5.48	4	39.73	29
Length of service						
< 6months	4.11	3	-	-	1.37	1
6 months - < 1 year	2.74	2	-	-	2.74	2
1 year - < 2 years	5.48	4	2.74	2	2.74	2
2 years - < 5 years	20.55	15	2.74	2	16.44	12
5 years – 10 years	12.33	9	-	-	9.59	7
10+ years	9.59	7	-	-	6.85	5
Total	54.79	40	5.48	4	39.73	29
Age						
25-29	15.07	11	1.37	1	20.55	15
30-34	12.33	9	1.37	1	2.74	2
34-44	13.70	10	2.74	2	9.59	7
44-54	4.11	3	-	-	-	-
55+	9.59	7	-	-	6.85	5
TOTAL	54.79	40	5.48	4	39.73	29

The above table indicate that 54.79% perceive that employees do not make adequate on-going notes of achievements, behaviour, etc to form evidence to support later assessments.

TABLE 4.27

| Shortfalls and highlights in performance are detected and promptly discussed/acted upon. | | | | | | |
	DISAGREE		UNSURE		AGREE	
Gender	%	N	%	N	%	N
Male	34.25	25	4.11	3	5.48	4
Female	31.51	23	5.48	4	19.18	14
TOTAL	65.75	48	9.59	7	24.66	18
Length of service						
< 6months	-	-	-	-	5.48	4
6 months - < 1 year	4.11	3	-	-	-	1
1 year - < 2 years	5.48	4	1.37	1	4.11	3
2 years - < 5 years	32.88	24	2.74	2	4.11	3
5 years – 10 years	12.33	9	2.74	2	6.85	5
10+ years	10.96	8	2.74	2	2.74	2
Total	65.75	48	9.59	7	24.66	18
Age						
25-29	24.66	18	2.74	2	9.59	7
30-34	6.85	5	4.11	3	5.48	4
34-44	20.55	15	-	-	5.48	4
44-54	2.74	2	-	-	1.37	1
55+	10.96	8	2.74	2	2.74	2
TOTAL	65.75	48	9.59	7	24.66	18

The majority of the respondents (65.75%) believed that shortfalls and highlights in performance are not detected and promptly discussed.

Ideally, shortfalls and highlights of performance should be discussed regularly to ensure that academics are aware of where improvements need to be made.

TABLE 4.28

Employees are trained to take notice of and work with feedback of all types.						
	DISAGREE		UNSURE		AGREE	
Gender	%	N	%	N	%	N
Male	19.18	14	2.74	2	21.92	16
Female	35.62	26	2.74	2	17.81	13
TOTAL	54.79	40	5.48	4	39.73	29
Length of service						
< 6months	4.11	3	-	-	1.37	1
6 months - < 1 year	-	0	1.37	1	4.11	3
1 year - < 2 years	5.48	4	2.74	2	2.74	2
2 years - < 5 years	17.81	13	1.37	1	20.55	15
5 years – 10 years	15.07	11	-	-	6.85	5
10+ years	12.33	9	-	-	4.11	3
Total	54.79	40	5.48	4	39.73	29
Age						
25-29	10.96	8	2.74	2	23.29	17
30-34	13.70	10	-	-	2.74	2
34-44	16.44	12	1.37	1	8.22	6
44-54	2.74	2	1.37	1	-	-
55+	10.96	8	-	-	5.48	4
TOTAL	54.79	40	5.48	4	39.73	29

39.73% of the respondents felt that employees are trained to take notice of and work with feedback of all types.

This could result in the poor performance.

TABLE 4.29

There are mechanisms for employees to request/provide systematic and structured feedback from/to one another.						
	DISAGREE		UNSURE		AGREE	
Gender	%	N	%	N	%	N
Male	26.03	19	10.96	8	6.85	5
Female	38.26	28	4.11	3	13.70	10
TOTAL	64.38	47	15.07	11	20.55	15
Length of service						
< 6months	-	-	1.37	1	4.11	3
6 months - < 1 year	4.11	3	1.37	1	-	-
1 year - < 2 years	4.11	3	1.37	1	5.48	4
2 years - < 5 years	28.77	21	5.48	4	5.48	4
5 years – 10 years	15.07	11	5.48	4	1.37	1
10+ years	12.33	9	-	-	4.11	3
Total	64.38	47	15.07	11	20.55	15
Age						
25-29	26.03	19	4.11	3	6.85	5
30-34	6.85	5	2.74	2	6.85	5
34-44	20.55	15	4.11	3	1.37	1
44-54	4.11	3	-	-	-	-
55+	6.85	5	4.11	3	5.48	4
TOTAL	64.38	47	15.07	11	20.55	15

64.38% of the respondents believed that there are no mechanisms to request systematic and structured feedback from one to another.

TABLE 4.30

Managers provide their staff/employees with prompt, specific and evidenced performance feedback.						
	DISAGREE		UNSURE		AGREE	
Gender	%	N	%	N	%	N
Male	26.03	19	10.96	8	6.85	5
Female	38.26	28	9.59	7	8.22	6
TOTAL	64.38	47	20.55	15	15.07	11
Length of service						
< 6months	5.48	4	-	-	-	-
6 months - < 1 year	2.74	2	1.37	1	1.37	1
1 year - < 2 years	4.11	3	2.74	2	4.11	3
2 years - < 5 years	31.51	23	6.85	5	1.37	1
5 years – 10 years	12.33	9	8.22	6	1.37	1
10+ years	8.22	6	1.37	1	6.85	5
Total	64.38	47	20.55	15	15.07	11
Age						
25-29	31.51	23	5.48	4	-	-
30-34	6.85	5	2.74	2	6.85	5
34-44	12.33	9	5.48	4	8.22	6
44-54	1.37	1	2.74	2	-	-
55+	12.33	9	4.11	3	-	-
TOTAL	64.38	47	20.55	15	15.07	11

20.55% of the respondents indicated a level of uncertainty as to whether managers provided their staff with prompt, specific and evidenced performance feedback. As a result, employees are not aware of their deficiencies.

TABLE 4.31

Employees are recognised and valued for providing constructive feedback and openly receiving it.						
	DISAGREE		UNSURE		AGREE	
Gender	%	N	%	N	%	N
Male	30.14	22	6.85	5	6.85	5
Female	35.62	26	2.74	2	17.81	13
TOTAL	65.75	48	9.59	7	24.66	18
Length of service						
< 6months	2.74	2	1.37	1	1.37	1
6 months - < 1 year	2.74	2	2.74	2	-	-
1 year - < 2 years	6.85	5	2.74	2	1.37	1
2 years - < 5 years	26.03	19	1.37	1	12.33	9
5 years – 10 years	17.81	13	1.37	1	2.74	2
10+ years	9.59	7	-	-	6.85	5
Total	65.75	48	9.59	7	24.66	18
Age						
25-29	31.51	23	2.74	2	2.74	2
30-34	9.59	7	4.11	3	2.74	2
34-44	17.81	13	2.74	2	5.48	4
44-54	2.74	2	-	-	1.37	1
55+	4.11	3	-	-	12.33	9
TOTAL	65.75	48	9.59	7	24.66	18

It appears from Table 4.31 that employees are not recognised and valued for providing constructive feedback and openly receiving it.

TABLE 4.32

Managers regularly provide coaching to their reports to help them to develop their knowledge and skills.						
	DISAGREE		UNSURE		AGREE	
Gender	%	N	%	N	%	N
Male	36.99	27	5.48	4	1.37	1
Female	34.25	25	2.74	2	19.18	14
TOTAL	71.23	52	8.22	6	20.55	15
Length of service						
< 6months	5.48	4	-	-	-	-
6 months - < 1 year	2.74	2	2.74	2	-	-
1 year - < 2 years	4.11	3	2.74	2	4.11	3
2 years - < 5 years	28.77	21	1.37	1	9.59	7
5 years – 10 years	17.81	13	-	-	4.11	3
10+ years	12.33	9	1.37	1	2.74	2
Total	71.23	52	8.22	6	20.55	15
Age						
25-29	27.40	20	-	-	9.59	7
30-34	12.33	9	2.74	2	1.37	1
34-44	16.44	12	-	-	9.59	7
44-54	1.37	1	2.74	2	-	-
55+	13.70	10	2.74	2	-	-
TOTAL	71.23	52	8.22	6	20.55	15

The majority of the respondents (71.23%) felt that managers do not regularly provide coaching to their reports to help them to develop their knowledge and skills.

TABLE 4.33

Performance reviews are constructive and focus on future improvement, not past failures or blame – mistakes are used as learning opportunities.						
	DISAGREE		UNSURE		AGREE	
Gender	%	N	%	N	%	N
Male	23.29	17	4.11	3	16.44	12
Female	32.88	24	4.11	3	19.18	14
TOTAL	56.16	41	8.22	6	35.62	26
Length of service						
< 6months	2.74	2	-	-	2.74	2
6 months - < 1 year	-	-	2.74	2	-	2
1 year - < 2 years	9.59	7	1.37	1	-	-
2 years - < 5 years	20.55	15	2.74	2	16.44	12
5 years – 10 years	15.07	11	-	-	6.85	5
10+ years	8.22	6	1.37	1	6.85	5
Total	56.16	41	8.22	6	35.62	26
Age						
25-29	24.66	18	1.37	1	10.96	8
30-34	6.85	5	1.37	1	8.22	6
34-44	20.55	15	2.74	2	2.74	2
44-54	-	-	1.37	1	2.74	2
55+	4.11	3	1.37	1	10.96	8
TOTAL	56.16	41	8.22	6	35.62	26

The majority of the respondents (56.16%) believed that performance reviews are not constructive and focus on future improvement, not past failures pr blame- mistakes are used as learning opportunities.

TABLE 4.34

Knowledge, experience and understanding are freely shared among team members and between teams and departments.						
	DISAGREE		UNSURE		AGREE	
Gender	%	N	%	N	%	N
Male	16.44	12	2.74	2	24.66	18
Female	32.88	24	8.22	6	15.07	11
TOTAL	49.32	36	10.96	8	39.73	29
Length of service						
< 6months	2.74	2	1.37	1	1.37	1
6 months - < 1 year	2.74	2	2.74	2	-	-
1 year - < 2 years	5.48	4	2.74	2	2.74	2
2 years - < 5 years	20.55	15	1.37	1	17.81	13
5 years – 10 years	10.96	8	1.37	1	9.59	7
10+ years	6.85	5	1.37	1	8.22	6
Total	49.32	36	10.96	8	39.73	29
Age						
25-29	20.55	15	-	-	16.44	12
30-34	6.85	5	2.74	2	6.85	5
34-44	12.33	9	4.11	3	9.59	7
44-54	-	-	2.74	2	1.37	1
55+	9.59	7	1.37	1	5.48	4
TOTAL	49.32	36	10.96	8	39.73	29

39.73 % of the respondents agree with the perception that knowledge, experience and understanding are freely shared among team members and departments.

TABLE 4.35

Multiple informed perspectives are sought as input to assessments.						
	DISAGREE		UNSURE		AGREE	
Gender	%	N	%	N	%	N
Male	26.03	19	12.33	9	5.48	4
Female	31.51	23	9.59	7	15.07	11
TOTAL	57.53	42	21.92	16	20.55	15
Length of service						
< 6months	2.74	2	2.74	2	-	-
6 months - < 1 year	2.74	2	2.74	2	-	-
1 year - < 2 years	6.85	5	4.11	3	-	-
2 years - < 5 years	17.81	13	6.85	5	15.07	11
5 years – 10 years	17.81	13	4.11	3	-	-
10+ years	9.59	7	1.37	1	5.48	4
Total	57.53	42	21.92	16	20.55	15
Age						
25-29	20.55	15	6.85	5	9.59	7
30-34	9.59	7	6.85	5	-	-
34-44	17.81	13	6.85	5	1.37	1
44-54	4.11	3	-	-	-	-
55+	5.48	4	1.37	1	9.59	7
TOTAL	57.53	42	21.92	16	20.55	15

It appears from the above-mentioned table that there is a degree of uncertainty regarding whether multiple informed perspectives are sought as input to assessments

TABLE 4.36

Managers make regular assessments of staff/employees' achievements, competency and development; and discuss these with them.						
	DISAGREE		UNSURE		AGREE	
Gender	%	N	%	N	%	N
Male	38.36	28	4.11	3	1.37	1
Female	34.25	25	8.22	6	13.70	10
TOTAL	72.60	53	12.33	9	15.07	11
Length of service						
< 6months	5.48	4	-	-	-	-
6 months - < 1 year	5.48	4	-	-	-	-
1 year - < 2 years	5.48	4	2.74	2	2.74	2
2 years - < 5 years	30.14	22	5.48	4	4.11	3
5 years – 10 years	16.44	12	2.74	2	2.74	2
10+ years	9.59	7	1.37	1	5.48	4
Total	72.60	53	12.33	9	15.07	11
Age						
25-29	26.03	19	1.37	1	9.59	7
30-34	12.33	9	2.74	2	1.37	1
34-44	20.55	15	4.11	3	1.37	1
44-54	2.74	2	1.37	1	-	-
55+	10.96	8	2.74	2	2.74	2
TOTAL	72.60	53	12.33	9	15.07	11

The above table indicates the perception that managers do not make regular assessments of staffs' achievements, competency and development and discuss with them.

30.14% of the respondents with the length of service between 2-5 years disagreed with this above PMS statement.

59

TABLE 4.37

Overall assessments are made by combining more detailed and specific assessments; to become objectivity, validity and reliability.						
	DISAGREE		UNSURE		AGREE	
Gender	%	N	%	N	%	N
Male	30.14	22	10.96	8	5.48	4
Female	34.25	25	9.59	7	9.59	7
TOTAL	64.38	47	20.55	15	15.07	11
Length of service						
< 6months	1.37	1	2.74	2	1.37	1
6 months - < 1 year	1.37	1	1.37	1	-	2
1 year - < 2 years	9.59	7	1.37	1	-	-
2 years - < 5 years	23.29	17	6.85	5	9.59	7
5 years – 10 years	16.44	12	5.48	4	-	-
10+ years	12.33	9	2.74	2	1.37	1
Total	64.38	47	20.55	15	15.07	11
Age						
25-29	21.92	16	8.22	6	6.85	5
30-34	12.33	9	2.74	2	1.37	1
34-44	15.07	11	4.11	3	6.85	5
44-54	2.74	2	1.37	1	-	-
55+	12.33	9	4.11	3	-	-
TOTAL	64.38	47	20.55	15	15.07	11

The above table indicates that 15.07% of the respondents agreed with this statement however the majority disagreed with this statement that "overall assessments are made by combining more detailed and specific assessments; to become objectivity, validity and reliability".

TABLE 4.38

Managers regularly make use of assessment data to deploy staff/employees to the most appropriate tasks and roles.						
	DISAGREE		UNSURE		AGREE	
Gender	%	N	%	N	%	N
Male	34.25	25	2.74	2	6.85	5
Female	38.36	28	8.22	6	9.59	7
TOTAL	72.60	53	10.96	8	16.44	12
Length of service						
< 6months	1.37	1	1.37	1	2.74	2
6 months - < 1 year	4.11	3	1.37	1	-	-
1 year - < 2 years	8.22	6	-	-	2.74	2
2 years - < 5 years	26.03	19	5.48	4	8.22	6
5 years – 10 years	20.55	15	1.37	1	-	-
10+ years	12.33	9	1.37	1	2.74	2
Total	72.60	53	10.96	8	16.44	12
Age						
25-29	24.66	18	4.11	3	8.22	6
30-34	13.70	10	1.37	1	1.37	1
34-44	20.55	15	4.11	3	1.37	1
44-54	4.11	3	-	-	-	-
55+	9.59	7	1.37	1	5.48	4
TOTAL	72.60	53	10.96	8	16.44	12

16.44% of the respondents agree with this statement that managers regularly make use of assessment data to deploy staff to the most appropriate tasks and roles.

TABLE 4.39

The link between performance and recognition and rewards is clear to all employees.						
	DISAGREE		UNSURE		AGREE	
Gender	%	N	%	N	%	N
Male	34.25	25	5.48	4	4.11	3
Female	50.68	37	4.11	3	1.37	1
TOTAL	84.93	62	9.59	7	5.48	4
Length of service						
< 6months	2.74	2	1.37	1	1.37	1
6 months - < 1 year	2.74	2	2.74	2	-	-
1 year - < 2 years	10.96	8	-	-	-	-
2 years - < 5 years	32.88	24	2.74	2	4.11	3
5 years – 10 years	20.55	15	1.37	1	-	-
10+ years	15.07	11	1.37	1	-	-
Total	84.93	62	9.59	7	5.48	4
Age						
25-29	31.51	23	2.74	2	2.74	2
30-34	13.70	10	2.74	2	-	-
34-44	23.29	17	2.74	2	-	-
44-54	2.74	2	1.37	1	-	-
55+	13.70	10	-	-	2.74	2
TOTAL	84.93	62	9.59	7	5.48	4

The majority of the respondents (84.93%) of which 68% were aged between 25-44, believed that the link between performance and recognition and rewards were not clear to employees.

TABLE 4.40

Poor performance and inappropriate behaviour are not tolerated.						
	DISAGREE		UNSURE		AGREE	
Gender	%	N	%	N	%	N
Male	23.29	17	5.48	4	15.07	11
Female	42.47	31	8.22	6	5.48	4
TOTAL	65.75	48	13.70	10	20.55	15
Length of service						
< 6months	1.37	1	1.37	1	2.74	2
6 months - < 1 year	2.74	2	1.37	1	1.37	1
1 year - < 2 years	6.85	5	2.74	2	1.37	1
2 years - < 5 years	24.66	18	5.48	4	9.59	7
5 years – 10 years	16.44	12	1.37	1	4.11	3
10+ years	13.70	10	1.37	1	1.37	1
Total	65.75	48	13.70	10	20.55	15
Age						
25-29	24.66	18	2.74	2	9.59	7
30-34	10.96	8	2.74	2	2.74	2
34-44	17.81	13	6.85	5	1.37	1
44-54	4.11	3	-	-	-	-
55+	8.22	6	1.37	1	6.85	5
TOTAL	65.75	48	13.70	10	20.55	15

Most of the respondents (65.75%) disagreed with this statement and believed that poor performance and inappropriate behaviour are in fact tolerated. This indicates that if employees did not perform as expected, there are no development plans in place to improve the respective employee's performance. This could also contribute to the negative attitude at TSA.

TABLE 4.41

Employees feel valued.						
	DISAGREE		UNSURE		AGREE	
Gender	%	N	%	N	%	N
Male	32.88	24	5.48	4	4.11	3
Female	42.47	31	9.59	7	5.48	4
TOTAL	75.34	55	15.07	11	9.59	7
Length of service						
< 6months	1.37	1	2.74	2	1.37	1
6 months - < 1 year	1.37	1	2.74	2	-	1
1 year - < 2 years	10.96	8	-	-	-	-
2 years - < 5 years	31.51	23	6.85	5	1.37	1
5 years – 10 years	19.18	14	1.37	1	1.37	1
10+ years	10.96	8	1.37	1	4.11	3
Total	75.34	55	15.07	11	9.59	7
Age						
25-29	26.03	19	4.11	3	6.85	5
30-34	10.96	8	2.74	2	2.74	2
34-44	19.18	14	6.85	5	-	-
44-54	4.11	3	-	-	-	-
55+	15.07	11	1.37	1	-	-
TOTAL	75.34	55	15.07	11	9.59	7

Majority of the respondents, both male (32.88%) and female (42.47%) indicates the perception that employees do not feel valued. This could contribute to the low employee morale and low productivity at TSA.

TABLE 4.42

Individual and team performance are appropriately recognised and rewarded.						
	DISAGREE		UNSURE		AGREE	
Gender	%	N	%	N	%	N
Male	26.03	19	5.48	4	12.33	9
Female	39.73	29	13.70	10	2.74	2
TOTAL	65.75	48	19.18	14	15.07	11
Length of service						
< 6months	1.37	1	2.74	2	1.37	1
6 months - < 1 year	2.74	2	2.74	2	-	-
1 year - < 2 years	4.11	3	2.74	2	4.11	3
2 years - < 5 years	27.40	20	6.85	5	5.48	4
5 years – 10 years	16.44	12	2.74	2	2.74	2
10+ years	13.70	10	1.37	1	1.37	1
Total	65.75	48	19.18	14	15.07	11
Age						
25-29	26.03	19	6.85	5	4.11	3
30-34	9.59	7	4.11	3	2.74	2
34-44	20.55	15	5.48	4	-	-
44-54	1.37	1	2.74	2	-	-
55+	8.22	6	-	-	8.22	6
TOTAL	65.75	48	19.18	14	15.07	11

The majority of the respondents (65.75%) believed that individual and team performance are not appropriately recognised and rewarded.

4.6 DISCUSSION AND INTERPRETATION OF THE RESULTS

In this section, the research results presented will be summarised and the results related to the literature review.
Only those with the highest rate will be discussed in order to assess the areas with significant differences.

A five-point Likert scale was used initially, but was refined or recoded to a three-point scale, where 1=disagree, 2=unsure and 3=agree. This was done to give direction to the results. According to De Vaus (1991, p. 290), the use of extended scales such as five- and seven-point scales produce a loose form of analysis and leads to unfocused research.

Although some 69.9% of the respondents feel that the organisation has clearly defined business goals, 60.3 % of the 73 respondents were of the opinion that employees did not have a compelling vision of how they add value to the whole organisation and clear plans for doing so. Since it is only when the business has a clear idea of its direction, can it, together with the employees move ahead with programmes which are designed to help it move there more quickly.

The majority of the respondents (69.9%) felt that employees do not have ready access to the latest objectives of colleagues, superiors and the teams to which they contribute. Hence employees are finding it difficult to operationalise TSA's strategy, thrusts and goals since the majority of the respondents felt that it is not possible to trace all employees' contributions to higher level organisational goals

According to Lockett (1992, p. 139), sharing and communicating the goals and vision of the organisation is one of the most important role which the management team needs to fulfil and they need to be working on that constantly as one of their main priorities. It is not always the quality of the goals of the organisation that creates the competitive edge, it is often the way it is shared and communicated.

71.2 % of the respondents were of the opinion that managers did not provide coaching to their reports to help them to develop their knowledge and skills.

It is evident that 72.6% of the respondents believed that managers did not make regular assessments of staff's achievements, competency and development; and discuss these with them.

64.8% of the respondents believed that shortfalls and highlights in performance were not detected and promptly discussed/acted upon. Employees therefore feel that the performance process does not provide meaningful, timely feedback.

According to Hale and Whitlam (2000), at the level of the individual manager there are benefits to accrue through adopting a coaching approach to management, such as improved personal relations and by delegating more to the coachee, freeing more time to spend on critical activities. For the individual being coached there are opportunities to build confidence, to develop problem-solving skills, to ensure a better understanding of what is expected and to learn to cope with change.

The majority of the respondents also felt that performance was not discussed openly and in a timely manner. 5.1 % of the respondents agreed with the statement that managers made and discussed assessments with staff regularly. Effective performance management includes monitoring and controlling the process. 'You can't pay for performance if you can't measure it...'

The majority of the respondents (69.9%) felt that managers and their staff did not regularly discuss and share responsibility for personal development planning. The majority of the respondents (64.4%) felt that managers did not provide their staff/employees with prompt, specific and evidenced performance feedback. Hence employees feel judged instead of appreciated. This also does foster trust in the employer-employee relationship.

75.3 % of the respondents believed that employees were not valued. Organisations have come to realise that people are paid to come to work – but team spirit, comradeship and the sense of achievement are possibly greater motivators. According to Walters (1995, p. 88), if some or all of an individual's preferred values are not met in their current role, commitment to the job will be

adversely affected through increased stress and lack of fulfilment. The result of this is significantly reduced potential to deliver an excellent performance.

Majority of the respondents (69.9%) of the respondents believed that managers and their staff regularly discuss and share responsibility for personal development planning. According to Lockett (1992, p. 64), without the necessary training and development people cannot extend their level of competence and so their performance is limited.

4.7 HYPOTHESIS TESTING

Welman and Kruger (1999) describe a hypothesis as a tentative assumption or preliminary statement about the relationship between two or more variables that need to be examined.

The following hypotheses were tested:
1. Line managers have a negative attitude towards PM at TSA
2. The majority of the respondents are not in favour of the current PMS at TSA.
3. Academics do not regard the existing performance management as effective.

A single variable (perception) was computed, using SPSS from a pool of 39 statements. PMS statements were given as 1 to 5 interval ratio variables. This created a new computed variable, i.e. each respondent's perception of PMS for the 39 given PMS statements.

4.7.1 Hypothesis 1

The first given hypothesis, which states, "Line managers have a negative attitude towards the performance management system at TSA.

TABLE 4.43: STATEMENTS OF ACADEMICS' PERCEPTIONS OF THEIR MANAGERS' ATTITUDES

Statement	Agree	Disagree
Managers ensure that expectations of their staff are challenging and equitable, taking due account of roles, abilities and opportunities.	24.7	60.3
Managers and staff regularly discuss and share responsibility for personal development planning	5.5	69.9
Managers regularly provide coaching to their reports to help them to develop their knowledge and skills	20.5	71.2
Managers make regular assessments of staffs' achievements, competency and development; and discuss these with them.	15.1	72.6
Managers regularly make use of assessment data to deploy staff to the most appropriate tasks and roles.	15.1	72.6
Total	80.9/5	346.6/5
Percentage	16.2	69.3

Based on the above findings, the researcher accepts the hypothesis, i.e. that the majority of the respondents do in fact believe that their managers have a negative attitude towards the performance management system.

4.7.2 Hypothesis 2

In order to address hypothesis 2, i.e. that the majority of the respondents are not in favour of the current performance management system at Technikon SA, an average percentage was calculated, with a view to obtaining overall responses based on the hypothesis.

TABLE 4.44: SUPPORTIVE PERFORMANCE MANAGEMENT STATEMENTS OF ACADEMICS.

Statement	Agree	Disagree
Employees engage actively in all stages of the PM process as it relates to them	35.6	45.2
Managers engage actively with their staff/employees in planning, aligning, monitoring, sharing feedback on and appraising their performance	30.1	60.3
Performance reviews are constructive and focus on future improvement, not past failures or blame – mistakes are used as learning opportunities	35.6	56.2
Managers make regular assessments of staff/employees' achievements, competency and development; and discuss these with them	15.1	72.6
Overall assessments are made by combining more detailed and specific assessments; to increase objectivity, validity and reliability	15.1	64.4
Total	132.5/5	298.7/5
Percentage	26.5	59.7

The above table indicates that the majority of the respondents are not in favour of the current performance management system at Technikon SA. The overall response rate of 59.7% confirms the acceptance of the hypothesis.

4.7.3 Hypothesis 3

Academics do not regard the existing performance management as effective.

Table 4.45: STATEMENTS OF MOTIVATION

Statement	Agree	Disagree
Employees are recognised and valued for providing constructive feedback and openly receiving it	24.7	65.8
Employees feel valued	9.6	75.3
Individual and team performance are appropriately recognised and rewarded	15	65.8
The link between performance and rewards is clear to all employees.	5.5	84.9
Employees are positively committed to clear, focused, appropriate and practical development plans.	35.6	60.3
Total	90.4/5	352.1/5
Percentage	18.1	70.4

Table 4.45 reveals that, with the current PMS employees does not feel valued. The implementation of an effective performance management system could increase employee morale. An average of 70.4% reportedly "disagrees", which supports the hypothesis that the existing performance management is regarded as ineffective. Therefore the researcher accepts the above hypothesis.

4.8 ANALYSIS OF VARIANCE

This section addresses the analysis of variance based on age and length of service whether there are significant differences in terms of respondents' perceptions of PMS based on the topics covered in Table 4.1.

According to Cooper and Schindler (2001), one-way analysis of variance uses a single-factor, fixed-effects model to compare the effects of one factor on a continuous dependent variable. A contrast is useful for experimental and quasi-experimental designs when the researcher is interested in answering specific questions about a subset of the factor. The f test was chosen because there are five age groups, the assumptions of analysis of variance were accepted and there is interval data.

DIRECTION SHARING

Null hypothesis: There is no difference between the different age groups regarding the direction sharing statements

Significance level: Let $\alpha = 0.05$

Table 4.46: Age and direction sharing

Source	SS	df	MS	F	P
between groups ("effect")	410.30	4	102.58	6.86	< 0.01
within groups ("error")	224.25	15	14.95		
TOTAL	634.55	19			

Critical test value: 3.06

Since f is greater than the critical value (6.861> 3.06), we reject the null hypothesis and conclude there are statistically significant differences between two or more pairs of means. The greatest mean disagreement was found in the 25-29 age-group.

Null hypothesis: There is no difference between the different lengths of service groups regarding the direction sharing statements

Significance level: Let $\alpha = 0.05$

TABLE 4.47: Length of service and direction sharing

Source	SS	df	MS	F	P
between groups ("effect")	499.21	5	99.84	9.68	< 0.01
within groups ("error")	185.75	18	10.32		
TOTAL	684.96	23			

Critical test value: 2.77

Since f is greater than the critical value (9.675 > 2.77), we reject the null hypothesis and conclude there are statistically significant differences between two or more pairs of means. The greatest mean disagreement was found in the 2 years to <5years group.

ROLE CLARIFICATION

Null hypothesis: There is no difference between the different age groups regarding the role clarification statements

Significance level: Let $\alpha = 0.05$

Table 4.48: Age and role clarification

Source	SS	df	MS	F	P
between groups ("effect")	317.50	4	79.38	34.76	< 0.01
within groups ("error")	34.25	15	2.28		
TOTAL	351.75	19			

Critical test value: 3.06

Since f is greater than the critical value (34.763 > 3.06), we reject the null hypothesis and conclude there are statistically significant differences between two or more pairs of means.

The greatest mean disagreement was found in the 25-29 age group.

Null hypothesis: There is no difference between the different lengths of service groups regarding the role clarification statements

Significance level: Let $\alpha = 0.05$

TABLE 4.49: Length of service and role clarification

Source	SS	df	MS	F	P
between groups ("effect")	533.38	5	106.68	36.06	< 0.01
within groups ("error")	53.25	18	2.96		
TOTAL	586.63	23			

Critical test value: 2.77

Since f is greater than the critical value (36.06 > 2.77), we reject the null hypothesis and conclude there are statistically significant differences between two or more pairs of means. The greatest mean disagreement was found in the 2years to <5years group.

TASK / OBJECTIVE SETTING

Null hypothesis: There is no difference between the different age groups regarding the task / objective setting statements

Significance level: Let $\alpha = 0.05$

TABLE 4.50: Age and task/objective setting

Source	SS	df	MS	F	P
between groups ("effect")	389.70	4	97.43	83.51	< 0.01
within groups ("error")	17.50	15	1.17		
TOTAL	407.20	19			

Critical test value: 3.06

Since f is greater than the critical value (83.51 > 3.06), we reject the null hypothesis and conclude there are statistically significant differences between two or more pairs of means.

The greatest mean disagreement was found in the 25-29 age group.

Null hypothesis: There is no difference between the different lengths of service groups regarding the task / objective setting statements

Significance level: Let $\alpha = 0.05$

TABLE 4.51: Length of service and task/objective setting

Source	SS	df	MS	F	P
between groups ("effect")	456.33	5	91.27	19.67	< 0.01
within groups ("error")	83.50	18	4.64		
TOTAL	539.83	23			

Critical test value: 2.77

Since f is greater than the critical value (19.67 > 2.77), we reject the null hypothesis and conclude there are statistically significant differences between two or more pairs of means. The greatest mean disagreement was found in the 2years to <5years group.

TASK / OUTPUT ALIGNMENT

Null hypothesis: There is no difference between the different age groups regarding the task / output alignment statements

Significance level: Let $\alpha = 0.05$

Table 4.52: Age and task/output alignment

Source	SS	df	MS	F	P
between groups ("effect")	405.30	4	101.33	17.37	< 0.01
within groups ("error")	87.50	15	5.83		
TOTAL	492.80	19			

Critical test value: 3.06

Since f is greater than the critical value (17.37 > 3.06), we reject the null hypothesis and conclude there are statistically significant differences between two or more pairs of means.

The greatest mean disagreement was found in the 25-29 age group.

Null hypothesis: There is no difference between the different lengths of service groups regarding the task / output alignment statements

Significance level: Let $\alpha = 0.05$

TABLE 4.53: Length of service and task/output alignment

Source	SS	df	MS	F	P
between groups ("effect")	382.00	5	76.40	6.79	< 0.01
within groups ("error")	202.50	18	11.25		
TOTAL	584.50	23			

Critical test value: 2.77

Since f is greater than the critical value (6.79 > 2.77), we reject the null hypothesis and conclude there are statistically significant differences between two or more pairs of means.

The greatest mean disagreement was found in the 2 year to <5year group.

DEVELOPMENT GOAL SETTING AND PLANNING

Null hypothesis: There is no difference between the different age groups regarding the development goal setting and planning statements

Significance level: Let $\alpha = 0.05$

Table 4.54: Age and developmental goal setting & planning

Source	SS	df	MS	F	P
between groups ("effect")	354.70	4	88.68	7.09	< 0.01
within groups ("error")	187.50	15	12.50		
TOTAL	542.20	19			

Critical test value: 3.06

Since f is greater than the critical value (7.09 > 3.06), we reject the null hypothesis and conclude there are statistically significant differences between two or more pairs of means.

The greatest mean disagreement was found in the 25-29 age group

Null hypothesis: There is no difference between the different lengths of service groups regarding the development goal setting and planning statements

Significance level: Let $\alpha = 0.05$

TABLE 4.55: Length of service and development goal setting & planning

Source	SS	df	MS	F	P
between groups ("effect")	513.83	5	102.77	11.42	< 0.01
within groups ("error")	162.00	18	9.00		
TOTAL	675.83	23			

Critical test value: 2.77

Since f is greater than the critical value (11.42 > 2.77), we reject the null hypothesis and conclude there are statistically significant differences between two or more pairs of means.

The greatest mean disagreement was found in the 2 year to < 5year group.

ONGOING PERFORMANCE MONITORING

Null hypothesis: There is no difference between the different age groups regarding the ongoing performance monitoring statements

Significance level: Let $\alpha = 0.05$

Table 4.56: Age and ongoing performance monitoring

Source	SS	df	MS	F	P
between groups ("effect")	336.30	4	84.08	17.39	< 0.01
within groups ("error")	72.50	15	4.83		
TOTAL	408.80	19			

Critical test value: 3.06

Since f is greater than the critical value (17.395 > 3.06), we reject the null hypothesis and conclude there are statistically significant differences between two or more pairs of means.

The greatest mean disagreement was found in the 25-29 age group

Null hypothesis: There is no difference between the different lengths of service groups regarding the ongoing performance monitoring statements

Significance level: Let $\alpha = 0.05$

TABLE 4.57: Length of service and ongoing performance monitoring

Source	SS	df	MS	F	P
between groups ("effect")	761.50	5	152.30	46.86	< 0.01
within groups ("error")	58.50	18	3.25		
TOTAL	820.00	23			

Critical test value: 2.77

Since f is greater than the critical value (46.86 > 2.77), we reject the null hypothesis and conclude there are statistically significant differences between two or more pairs of means.

The greatest mean disagreement was found in the 2 year to <5 year group.

ONGOING PROVISIONS OF FEEDBACK

Null hypothesis: There is no difference between the different age groups regarding the ongoing provisions of feedback statements

Significance level: Let $\alpha = 0.05$

Table 4.58: Age and ongoing provisions of feedback

Source	SS	df	MS	F	P
between groups ("effect")	630.8	4	157.70	11.21	< 0.01
within groups ("error")	211	15	14.07		
TOTAL	841.8	19			

Critical test value: 3.06

Since f is greater than the critical value (11.21 > 3.06), we reject the null hypothesis and conclude there are statistically significant differences between two or more pairs of means.

Null hypothesis: There is no difference between the different lengths of service groups regarding the ongoing provisions of feedback statements

Significance level: Let $\alpha = 0.05$

TABLE 4.59: Length of service and ongoing provisions of feedback

Source	SS	df	MS	F	P
between groups ("effect")	876.83	5	175.37	36.28	< 0.01
within groups ("error")	87.00	18	4.83		
TOTAL	963.83	23			

Critical test value: 2.77

Since f is greater than the critical value (36.28 > 2.77), we reject the null hypothesis and conclude there are statistically significant differences between two or more pairs of means.

The greatest mean disagreement was found in the 2 year to <5year group

COACHING AND SUPPORT

Null hypothesis: There is no difference between the different age groups regarding the coaching and support statements

Significance level: Let $\alpha = 0.05$

Table 4.60: Age and coaching and support

Source	SS	df	MS	F	P
between groups ("effect")	512.93	4	128.23	19.24	< 0.01
within groups ("error")	66.67	10	6.67		
TOTAL	579.60	14			

Critical test value: 3.48

Since f is greater than the critical value (19.24 > 3.48), we reject the null hypothesis and conclude there are statistically significant differences between two or more pairs of means.

The greatest mean disagreement was found in the 25-29 age group

Null hypothesis: There is no difference between the different lengths of service groups regarding the coaching and support statements

Significance level: Let $\alpha = 0.05$

TABLE 4.61: Length of service and coaching and support

Source	SS	df	MS	F	P
between groups ("effect")	509.17	5	101.83	20.60	< 0.01
within groups ("error")	59.33	12	4.94		
TOTAL	568.50	17			

Critical test value: 3.11

Since f is greater than the critical value (20.60 > 3.11), we reject the null hypothesis and conclude there are statistically significant differences between two or more pairs of means.

The greatest mean disagreement was found in the 2 year to <5year group

PERFORMANCE ASSESSMENT

Null hypothesis: There is no difference between the different age groups regarding performance assessment statements

Significance level: Let $\alpha = 0.05$

Table 4.62: Age and performance assessment

Source	SS	df	MS	F	P
between groups ("effect")	511.00	4	127.75	47.02	< 0.01
within groups ("error")	40.75	15	2.72		
TOTAL	551.75	19			

Critical test value: 3.06

Since f is greater than the critical value (47.02 > 3.06), we reject the null hypothesis and conclude there are statistically significant differences between two or more pairs of means.

The greatest mean disagreement was found in the 25-29 age group

Null hypothesis: There is no difference between the different lengths of service groups regarding performance assessment statements

Significance level: Let $\alpha = 0.05$

TABLE 4.63: Length of service and performance assessment

Source	SS	df	MS	F	P
between groups ("effect")	769.88	5	153.98	40.31	< 0.01
within groups ("error")	68.75	18	3.82		
TOTAL	838.63	23			

Critical test value: 2.77

Since f is greater than the critical value (40.31 > 2.77), we reject the null hypothesis and conclude there are statistically significant differences between two or more pairs of means.

The greatest mean disagreement was found in the 2 year to < 5year group

REWARDS, RECOGNITION AND COMPENSATION

Null hypothesis: There is no difference between the different age groups regarding the rewards, recognition and compensation statements

Significance level: Let $\alpha = 0.05$

Table 4.64: Age and rewards, recognition and compensation

Source	SS	df	MS	F	P
between groups ("effect")	726.80	4	181.70	52.67	< 0.01
within groups ("error")	51.75	15	3.45		
TOTAL	778.55	19			

Critical test value: 3.06

Since f is greater than the critical value (52.667 > 3.06), we reject the null hypothesis and conclude there are statistically significant differences between two or more pairs of means.

The greatest mean disagreement was found in the 25-29 age group

Null hypothesis: There is no difference between the different lengths of service groups regarding the rewards, recognition and compensation statements

Significance level: Let $\alpha = 0.05$

TABLE 4.65: Rewards, recognition and compensation

Source	SS	df	MS	F	P
between groups ("effect")	1160.88	5	232.18	77.75	< 0.01
within groups ("error")	53.75	18	2.99		
TOTAL	1214.63	23			

Critical test value: 2.77

Since f is greater than the critical value (77.05 > 2.77), we reject the null hypothesis and conclude there are statistically significant differences between two or more pairs of means.

The greatest mean disagreement was found in the 2 year to < 5year group

4.9 DISCUSSION OF ANOVA

This section addressed the analysis of variance based on age and length of service whether there were significant differences in terms of respondents' perceptions of PMS based on the topics covered in Table 4.1.

The greatest mean disagreement was found in the 25 to 30 age-group (known as the "Gen X-ers"). The lowest mean disagreement was found in respondents aged over 45.

Senior staff is compliant with the form of public sector management cascading from the technikon centre (chancellery). That is how they have reached the top. A change in performance management structure and style will be more suited to the technikon's present and future operations and goals. In the past there has been too much slack in the system.

Today's young professionals do expect more from their employers but not in the form of creative perks like gym memberships and convenience services. They want programs and policies that help them balance their work and personal lives, as well as effective performance management systems to help them navigate their advancement.

And when they choose to leave their employers, this generation does so for traditional reasons, including greater advancement opportunities and increased compensation.

Institutions are a product of their past. Deeply embedded values, beliefs and ways of doing things are difficult to change quickly. Older / longer service academics do not like the change from the traditional "laissez faire" academic culture and are skeptical about the benefits of a performance management system.

The greatest mean disagreement regarding direction sharing, role clarification and task/out setting and alignment were found in the 25 –29 age group. Transforming organisations in response to new demands is complex and requires sound decision-making processes that are neither arbitrary nor unmindful of the importance of the personal values, concerns and aspirations of individual staff. Successful organisations are those that encourage cultural change and improve organisational effectiveness through the development of a shared vision, which is seen to emerge from the personal visions held by individuals within the organisation.

The greatest mean disagreement regarding ongoing performance monitoring and feedback was found in the 25-29 age group. A results-oriented environment should be an important part of creating a high-performance workplace that makes higher education attractive for bright young people. Younger academics in particular recognise the value of strategies and performance measures for improved performance.

Since turnover was quite high at Technikon SA, the majority of respondent's (40%) length of service at TSA ranged from 2 years to < 5 years. Academics who worked at TSA for longer periods, i.e. 5 years, 10 years, 15 years, etc received long service awards in the form of certificates, tags and monetary value. Academics who worked for shorter periods obviously did not receive this recognition and were also not aware of such an incentive scheme. This could be the reason for this group of respondents having the greatest mean disagreement.

The greatest mean disagreement regarding coaching, support and performance assessment was found in the respondents whose length of service ranged from 2-5 years. The most recent academic appointments and those staff perceived as the 'up and comers' in the school are open to and optimistic about changes resulting from quality initiatives and are therefore unhappy with the present system.

It is hoped that eventually the institution will become lean, more focused and a more efficient organisation. It is a challenging task, especially viewed in the context of a workforce that had always believed in lifelong employment and a non-performance based remuneration system

4.10 CONCLUSION

This chapter has presented the results of the study, which were analysed using statistical procedures – univariate, bivariate analyses and analysis of variance.

The overall responses obtained from the results indicated that an effective performance management system could be implemented fruitfully if the emphasis is on proper implementation since the existing one has been shown to be ineffective by the majority of the findings in this study.

The majority of responses obtained have a high consensus that managers do not have a positive attitude towards performance management. Through the correct implementation of performance management, work standards and productivity would improve and complaints in terms of communication and unfair labour practices would decrease. Performance management would fail if management did not include all employees in setting business objectives.
There is a great need to communicate the goals of the organisation as well as performance management.

The greatest mean disagreement was from the 25 to 29 age group and the 2 to 5 year length of service age group and TSA should take the necessary action steps to effectively recruit, retain, develop, and advance the next generation of business leaders.

In the next chapter, conclusions concerning the overall research will be drawn. The limitations of the study will be discussed. Finally, recommendations will be made for Technikon SA and for further research.

CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

The purpose of this chapter is to summarise the main findings of the research and to draw final conclusions. The major findings of the results are discussed, based on employee's perceptions of the effectiveness of the PMS at TSA.

The limitations are discussed. The recommendations for effective PMS and future research to address the shortfalls of this study are also given in this chapter.

5.2 MAIN FINDINGS OF THE RESEARCH

The main purpose of the research was to investigate the attitudes, perceptions and previous experiences of employees regarding the implementation of an effective performance management system at TSA. It appears that the following could be entrenched in these attitudes/perceptions:

- Employees' acceptance of or resistance to the performance management concept.
- Lack of communication prevents the effective use of performance management process
- Employees are under the impression that this system is of no value to managers and even top management

The main findings of the study reveal different perceptions of the academics regarding the performance management system. The bivariate analysis in chapter 4 clearly indicates the respondents' perceptions of each performance statement. The major findings on what most respondents feel about the performance management system are discussed in the next paragraph.

5.2.1 Direction sharing

The majority of the respondents have the following opinions about direction sharing:

- Each unit or team do not have a compelling vision of how they add value to the whole organisation, and clear plans for doing so
- Employees do not have full and up-to-date descriptions of their roles

5.2.2 Role clarification

The majority of the respondents believe the following about role clarification:

- Managers do not engage actively with their staff/employees in planning, aligning, monitoring, sharing feedback on and appraising their performance

5.2.3 Task/Output Objective Alignment

The majority of the respondents hold the following opinions about objective setting:

- It is not possible to trace all employees' contributions to higher level organisational goals
- Employees do not have ready access to the latest objectives of colleagues, superiors and the teams to which they contribute

5.2.4 Development goal setting and planning

The majority of the respondents reveal the following perceptions regarding development goal setting and planning:

- Employees are not positively committed to clear, focused, appropriate and practical individual development plans
- Managers and their staff/employees do not regularly discuss and share responsibility for personal development planning

5.2.5 Ongoing performance management

The majority of the respondents have the following perception of ongoing performance management:

- Shortfalls and highlights in performance are not detected and promptly discussed/acted upon

5.2.6 Ongoing provision of feedback

The majority of the respondents hold the following opinions about ongoing provision of feedback:

- There are no mechanisms for employees to request/provide systematic and structured feedback from/to one another
- Managers do not provide their staff/employees with prompt, specific and evidenced performance feedback
- Employees are not recognised and valued for providing constructive feedback and openly receiving it

5.2.7 Coaching and support

The majority of the respondents reveal the following perceptions regarding coaching and support:

- Managers do not regularly provide coaching to their reports to help them to develop their knowledge and skills
- Performance reviews are not constructive and do not focus on future improvement, not past failures or blame – mistakes are used as learning opportunities

5.2.8 Performance assessment

The majority of the respondents believe the following about performance assessment:

- Managers do not make regular assessments of staff/employees' achievements, competency and development; and discuss these with them
- Overall assessments do not combine more detailed and specific assessments; to increase objectivity, validity and reliability

5.2.9 Rewards, recognition and compensation

The majority of the respondents have the following opinions about rewards and recognition:

- The link between performance and recognition & rewards is not clear to all employees
- Poor performance and inappropriate behaviour are tolerated

- Employees do not feel valued
- Individual and team performance are not appropriately recognised and rewarded

5.3 LIMITATIONS OF THE STUDY

Any research project has its own shortfalls. A few minor problems were encountered during data collection. The next section discusses the limitations of the study.

The following shortcomings were encountered:

- The attitude towards the research project was positive and many respondents wanted to know whether the results of the study would be submitted to the Technikon SA with a view to addressing the problems anticipated in the institution.
- Owing to sample size, the findings of this research cannot be generalised to any other tertiary institution.

5.4 RECOMMENDATIONS

A: Phase one – Understanding the need

At present performance management is a largely impressionistic activity hence there is a need for a much more systematic and comprehensive approach to performance management. Broad performance priorities should be identified and should include:

- Improved reliability in delivering the core customer service
- Improved productivity and cost efficiency in carrying out all organisational activities
- Improved customer service in providing the support services

B: Phase two – Developing the performance measures

A detailed understanding of each of the priority areas should be developed. Information should be gathered in a number of areas:

- How well the institution's key business needs and priorities are understood in different parts and different levels of the organisation
- How performance in these priority areas are currently measured and managed
- The major perceived barriers to improving performance in priority areas

C: Phase three – Developing the appraisal and pay schemes

Having identified the core performance measures for the organisation, the institution must then develop its processes for individual performance appraisal. The institution should adopt a dual focus concentrating not only on the quantitative improvements in operational and business performance but also to make qualitative changes in the competencies and values of the employees.

D: Phase four – responding to the performance management process

Once the appraisal scheme is in place, effective ways of responding to the development needs of individuals need to be found.

It must be understood that there is no simple solution to the problem, and that the institution can only continue to review its measures of performance against the institution's needs.

Other recommendations include:

5.4.1 Job descriptions

Despite its obvious value to the work process and to employee morale, many employees do not have current job descriptions, and do not receive feedback on their performance.

It is recommended that efforts be made to assure that academics at all levels have current, accurate job descriptions. It is recommended that performance appraisals include development plans to improve employee performance.

5.4.2 Communication

It is recommended that regular meetings between management and subordinates be held where each party may express fears and suspicions and invite solutions. The job descriptions should be discussed with the academics' line managers and have in writing realistic goals and performance standards. Academics should receive and discuss feedback on their job performance on an informal and ongoing basis.

5.4.3 Policies and procedures

It is recommended performance management be guided by clear policies and procedures. This is essential because it would avoid misunderstanding of the principles. Where procedures are not well defined and communicated, there may be a waste of energy in the implementation process.

Performance management should be implemented to the advantage of the technikon and the employees and should not compromise service delivery. This could be achieved by implementing performance management for a good reason and not because of any other motives, or out of fear or tokenism.

5.4.4 Training and development

Based on the perceptions regarding training and human resource development, there is a need to conduct sensitation programmes with a view to stimulating acceptance of performance management as a whole.

Academics that need training should be encouraged to take advantage of the services offered.

5.4.5 Campus culture

The changes that are recommended fall under the encompassing goal of changing the organisational culture. By this, is meant a change in characteristic patterns of interaction between line managers and their subordinates. The culture as it

exists allows a fair amount of traditional "command and control" as well as "laissez-faire" styles, both of which easily foster a sense of distance between management and faculty along with the sense that they don't care. It is recommended that top leadership actively engage the issue of management style and that they discuss what kind of management culture they have at present and what kind they want.

5.4.6 Endorsement

Top management should reaffirm its dedication to the effective implementation of the performance management system. A committee committed to this process should be formulated and it can best serve the campus community through continuous evaluation of campus morale. Top management's endorsement and support should be requested.

5.5 VALUE OF THE STUDY

- The study could assist Technikon SA to ensure that the requirements of the PMS are complied with, by reporting on steps taken to address the imbalances in the performance management plan.
- It could also encourage other technikons and other institutions to carry out similar studies.

5.6 RECOMMENDATIONS FOR FURTHER STUDY

As the results of this study cannot be generalised to other tertiary institutions, the following areas were recommended for further study:

- A further study with a larger study that covers all technikons should be conducted to make a comparison of the results with a view to variating the differences.
- A further study should be carried out to ascertain the role of trade unions in dealing with perceptions of the implementation of an effective PMS.

- A study should be conducted to measure the effectiveness of training and rewards interventions with regard to PMS sensitisation. This is essential for taking corrective measures should there be problems regarding interventions.
- A study on perceptions of the impact of PM on improving work standards should be conducted.

5.7 CONCLUSION

The nature of this research was merely exploratory in the sense that it serves to identify perceptions only. However, attention has to be paid to the effective implementation of performance management. There is a need to address the negative factors preventing the successful implementation of performance management.

The respondents emphasised the proper implementation of performance management. The main perception by the majority of the respondents is that...

The study addressed potential facts relating to academics' perceptions of the implementation of performance management In Technikon SA.

The study consists of five chapters:
- Chapter 1 - Provides the introduction and the background to the study
- Chapter 2 - Involves the literature relevant to the study
- Chapter 3 - Addresses essential factors regarding methodology used for the study
- Chapter 4 - Deals with the method of data analysis and discusses the findings
- Chapter 5 - Involves the conclusion and recommendations of the study

The problem statement for the study is that problems are being experienced in Technikon SA regarding the implementation of performance management. The results of the study indicate that problems still exist in terms of the implementation of performance management system. It is essential that the management of TSA address this problem.

The objectives of the study have been achieved. The supporting/preventing factors of performance management were acknowledged by the respondents. The academics' perceptions of the implementation of performance management were provided by the respondents.

Over and above the main findings of the study, the following are prominent:

BIBLIOGRAPHY

Bless, C. & Higson-Smith, C. 1995. *Fundamentals of Social Research Methods. An African Perspective.* 2nd edition. Juta. Kenwyn.

Cooper, D.R. & Schindler, P.S. 2001. *Business Research Methods.* 7th edition. McGraw-Hill. New York.

Hale, R. & Whitlam, P. *Powering Up Performance Management Management.* Gower Publishing Limited. Hampshire

Huysamen, G.K. 1994. *Methodology for the Social and Behavioural Sciences.* Southern. Halfway House

Lockett, J. 1992. *Effective Performance Management.* Kogan Page Limited. London.

McMillan, J.H. & Schumacher, S. 1994. *Research in Education: A Conceptual Introduction.* 3rd edition. Harper Collins. New York.

Walters, M. 1995. *The Performance Management Handbook.* The Cromwell Press. London.

Welman, J.C. & Kruger, S.J. 1999. *Research Methodology for the Business and Administrative Sciences.* International Thomson Publishing. Halfway House.

ANNEXURE:

QUESTIONNAIRE

Please complete Section I: Bio-graphical Data (Indicate your choice with an X)

The scale for Section II: Main Questionnaire is as follows:
(If you are emailing the questionnaire to me, please answer this section by bolding or underlining your choice. If you are sending your questionnaire to me via internal mail, please circle your choice)

Agreement
1 = Disagree
2 = Tend to disagree
3 = Neither disagree nor agree
4 = Tend to agree
5 = Agree

Use the scroll bar to move through the questionnaire.
Move quickly through the questionnaire - your initial response is likely to be quite accurate.
If after careful consideration you choose not to provide the feedback requested here, you may decline.

SECTION I: BIOGRAPHICAL DATA

1. Gender

Male	
Female	

2. Role

Executive	
Lecturer	
Admin support	

3. Length of Service

< 6 months	
6 months - <1 year	
1 year - < 2 years	
2 years - < 5 years	
5 years - < 10 years	
10 years +	

4. Age

<25	
25 - <30	
30 - <35	
35 - <45	
45 - <55	
55+	

SECTION II: MAIN QUESTIONNAIRE

5. DIRECTION SHARING
(Clarifying goals, needs, expectations and approach –
Vision, Mission, Strategy and Values)

Agreement
1 2 3 4 5

5.1 The organisation has clearly defined business goals, purpose and strategy.
(E.g. Vision, Mission, and Values)..1 2 3 4 5

5.2. Employees believe in the organisation's goals, purpose and strategy.....................1 2 3 4 5

5.4 Each unit or team has a compelling vision of how they add value to the whole
organisation, and clear plans for doing so...1 2 3 4 5

5.5 Employees have full and up-to-date descriptions of their roles (overall
accountability, responsibilities, authority, resources, and relationships)...................1 2 3 4 5

6. ROLE CLARIFICATION
(Knowing who does what and when - in the performance management process).

Agreement
1 2 3 4 5

6.1 Employees engage actively in all stages of the PM process as it relates to them
(e.g. planning, monitoring, gaining feedback, development, and appraisal)................1 2 3 4 5

6.2 Managers engage actively with their staff/employees in planning, aligning,
monitoring, sharing feedback on and appraising their performance..........................1 2 3 4 5

6.3 Managers ensure that expectations of their staff/employees are challenging
and equitable; taking due account of roles, abilities and opportunities......................1 2 3 4 5

6.4 Managers ensure that their subordinates ensure equitable standards of
expectation and assessment in and across their areas..1 2 3 4 5

7. TASK/OUTPUT OBJECTIVE SETTING
(Objective setting, Milestones, Targets, Measures, Resources.)

Agreement
1 2 3 4 5

7.1 Employees and their managers are prompted and reminded about task/output
objective setting to ensure that it happens in a timely manner...............................1 2 3 4 5

7.2 Managers work with staff/employees to define and/or sign-off their
task/output objectives; aiming for agreement and 'buy-in' whenever possible............1 2 3 4 5

7.3 Employees' objectives have clear, measurable and precise criteria for determining
whether or not they have been achieved...1 2 3 4 5

7.4 Employees' objectives in their team add up to at least the expectations of the team
as a whole..1 2 3 4 5

8. TASK/OUTPUT OUTPUT ALIGNMENT
(Making sure that everyone is pulling in the same direction)

Agreement
1 2 3 4 5

8.1 Employees' objectives adequately reflect the expectations of those with whom
they work (team needs)..1 2 3 4 5

8.2 Employees' objectives adequately reflect matrix-reporting relationships
(organisational/client needs)..1 2 3 4 5

8.3 It is possible to trace all employees' contributions to higher level organisational goals..1 2 3 4 5

8.4 Employees have ready access to the latest objectives of colleagues, superiors, and
the teams to which they contribute..1 2 3 4 5

9. DEVELOPMENT GOAL SETTING AND PLANNING
(Identifying development needs, How to develop and improve)

1 2 3 4 5

9.1 Employees know which competencies they need to capitalise on and which
they need to acquire or develop further...1 2 3 4 5

9.2 Employees know what they need to do to progress into other roles..........................1 2 3 4 5

9.3 Employees are aware of the range of development options and resources
available to them..1 2 3 4 5

9.4 Employees are positively committed to clear, focused, appropriate and practical
individual development plans..1 2 3 4 5

9.5 Managers and their staff/employees regularly discuss and share
responsibility for personal development planning..................................1 2 3 4 5

10. ONGOING PERFORMANCE MONITORING
(Ongoing monitoring of progress towards objectives)

Agreement
1 2 3 4 5

10.1 Employees use their objectives to guide work priorities on a day-by-day basis..........1 2 3 4 5

10.2 Employees, discuss performance openly and in a timely manner with those
they serve and with their own managers..1 2 3 4 5

10.3 Employees make adequate on-going notes of achievements, behaviour etc
to form evidence to support later assessments...................................1 2 3 4 5

10.4 Shortfalls and highlights in performance are detected and promptly
discussed/acted upon...1 2 3 4 5

11. ONGOING PROVISION OF FEEDBACK
Agreement
1 2 3 4 5

11.1 Employees are trained to take notice of and work with feedback of all types............1 2 3 4 5

11.2 There are mechanisms for employees to request/provide systematic and structured
feedback from/to one another...1 2 3 4 5

11.3 Managers provide their staff/employees with prompt, specific and evidenced
performance feedback...1 2 3 4 5

11.4 Employees are recognised and valued for providing constructive feedback and
openly receiving it..1 2 3 4 5

12. COACHING AND SUPPORT

12.1 Managers regularly provide coaching to their reports to help them to
develop their knowledge and skills...1 2 3 4 5

12.2 Performance reviews are constructive and focus on future improvement, not past
failures or blame – mistakes are used as learning opportunities...............................1 2 3 4 5

12.3 Knowledge, experience and understanding are freely shared among team members
and between teams and departments...1 2 3 4 5

13. PERFORMANCE ASSESSMENT
(formal standardised review of performance)

13.1 Multiple informed perspectives are sought as input to assessments........................1 2 3 4 5

13.2 Managers make regular assessments of staff/employees' achievements,
competency and development; and discuss these with them..................................1 2 3 4 5

13.3 Overall assessments are made by combining more detailed and specific
assessments; to increase objectivity, validity and reliability...................................1 2 3 4 5

13.4 Managers regularly make use of assessment data to deploy staff/employees
to the most appropriate tasks and roles...1 2 3 4 5

14. REWARDS, RECOGNITION AND COMPENSATION
(Links to remuneration etc.)

14.1 The link between performance and recognition & rewards is clear to all employees...1 2 3 4 5

14.2 Poor performance and inappropriate behaviour are not tolerated...........................1 2 3 4 5

14.3 Employees feel valued (Efforts and achievements are appreciated; not taken for
granted)...1 2 3 4 5

14.6 Individual and team performance are appropriately recognised and rewarded..........1 2 3 4 5

17. COMMENTS
(Please make any comments that you feel explain or add to your ratings)

Thank you for your contribution.