University of KwaZulu-Natal

Professional services staff perceptions of Performance Management at the University of KwaZulu-Natal: A case study of the College of Humanities

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A Ramsamy

ABSTRACT

In a contemporary society, globalisation-induced competition has given rise to significant improvements in human resource management styles to improve competitive advantage. This is not only in the private sector but in the public sector as well. Higher education institutions (HEIs) have caught on to this phenomenon and have adopted these management practices. This means that the same principles involved in managing the private sector, such as introducing performance management systems, are now applied in the public sector. The University of KwaZulu–Natal (UKZN) recognised that "managing and reviewing employee performance and fostering employee development are critical factors in achieving institutional strategic priorities and overall success." In pursuit of its vision and mission, UKZN had embarked on a strategic plan to introduce a performance management system to the organisation in 2008. There is very limited knowledge on what the perceptions of professional services staff regarding performance management are. Furthermore, there is minimal empirical evidence relating to how professional services or support staff perceive performance management. The aim for this study is to investigate the effectiveness of performance management at the College of Humanities as a strategic tool for motivation. Since the appraisee or employee is meant to be the beneficiary of performance management, knowing how they perceive the process can result in the rehabilitation of strategic procedures in the organisation. The researcher used a survey research design and conducted a quantitative research analysis for this study. A pilot study and pretesting confirmed the reliability and validity of the questionnaire. Purposive sampling method was used to forward the online questionnaire to a sample of 166 professional services staff. The response rate was 106. The raw data was statistically analysed by descriptive and inferential tests. The results indicated positive responses for the research objectives. The research findings indicated that professional services staff are satisfied with the performance management process and its strategic purpose of improved performance objectives. It was recommended that additional training in the use of the system is required and for management to consider both monetary and non-monetary incentives.

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Finally and most importantly, this is dedicated to my late dad, Mr Sivy Ramsamy. Thank you for your blessings and sound guidance throughout my life. I know you are smiling down at me and can only imagine how proud you would be of me.

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ABBREVIATIONS

KPIs – Key performance indicators

UKZN – University of KwaZulu-Natal

PM – Performance management

PA – Performance appraisal

PMS – Performance management System

KSA – Knowledge Skills and Abilities (KSAs)

CHAPTER 1   INTRODUCTION

1.1.   INTRODUCTION

Past approaches to performance management in higher education in South Africa were given limited emphasis by government, and its contribution to enhance institutional performance and quality has been neglected (Simmons, 2002). As a result, universities adopted a laissez-fair approach to performance management and therefore operated on a high 'trust' basis within an ethos that emphasised independence of thought and scholarship, academic freedom and collegiality (Molefe, 2010). However, it seems that this is something of the past. Due to pressure to increase productivity (measured through student pass rates and research outputs), responsibility and accountability, this approach resulted in higher education institutions (HEIs) developing and introducing performance management systems, such as the integrated performance management system and the 360-degree performance management system. This was done despite considerable literature on the ineffectiveness of performance management systems in other sectors as well as the widespread dissatisfaction of employees with actual performance management systems (Hainess & St-Onge, 2011; Karuhanga, 2010; Moullakis, 2005).

In today's world, competition has taken over the market place and organisations can only compete with their competitor by innovation. An organisation can only be innovated through an efficient human resources system. This has led to managers experiencing major challenges by the advent of globalisation to advance into long-term human resource (HR) policies and procedures to ensure that business goals are optimised (Imran, Arif, Cheema and Azeem, 2014).

Stanton and Nankervis (2011) advised that it is crucial for managers to consider managing each employee's performance and the team's merged contributions as the focus for success of an organisation. Islam and Rasad (2006) view the performance management system (PMS) as an inseparable part of organisational life. This compelling necessity for businesses to effectively optimise performance has resulted in the introduction of mechanisms that enable management to monitor the achievement of organisational goals on the one hand, and the level of contribution by employees to the achievement of these goals on the other. However,

there has recently been a considerable quantity of literature and articles to suggest that discontent exists among employees regarding performance.

1.2.   MOTIVATION OF THE STUDY

A survey conducted by the Chartered Institute of Personnel and Development (CIPD) (2009) examining the views of employees from both profit-seeking and non-profit organisations as well as governmental institutions on performance management systems, revealed that only 20% of the respondents believed that performance management systems have a positive impact on individual performance. A further 59% remained neutral, while 21% disagreed that it had a positive impact. Similarly, only 8% of the respondents said that the performance management systems contribute significantly to their performance or that of their organisations. This reflects that only a minimal number of employees believe that performance management is beneficial. This observation supports the view of Aguinis (2011) that performance management is not effective. Therefore, as the system is perceived to be ineffective, this could lead to employees feeling that performance management systems are introduced merely to put pressure on them to perform at specific levels, which is equivalent to taking away their autonomy.

This 'rethinking of performance management' has intrigued the researcher's investigation to exploring the perceptions of Performance Management of professional services staff at the College of Humanities. The University of KwaZulu-Natal (UKZN) has identified that the main factors that contribute to organisational success is "managing and reviewing employee performance and fostering employee development". This research study will contribute to various stakeholders such as executives of the College of Humanities, line managers, staff, students and contracted third parties.

1.3.   FOCUS OF THE STUDY

Performance management sets expectations for employee performance and motivates employees to work hard in ways that are expected by the organisation. This study investigates the experiences and perceptions of professional services staff at the College of Humanities since its implementation in November 2008.

This study is only focused on the professional services staff, also known as support staff. No academics are included in this research. The University has four colleges but this study is only specific to the College of Humanities.

Professional services staff set their objectives based on their Job descriptions. The employee's performance for the year is formally assessed and rated on a four- point scale. All professional services staff at the University of kwazulu-Natal are rated based on this scale.

According to Ewenstein, B., Hancock, B., & Komm, A. 2016, organisations have been 'hush-hush' regarding the annual or bi-annual ritual of planning, evaluating, appraising, rating and ranking the performance of employees to the extent that it epitomises the absurdities and red tape of corporate life. Both managers or supervisors and employees resonate the same view that "performance management is time-consuming, excessively subjective, demotivating, and ultimately unhelpful."

1.4.   PROBLEM STATEMENT

According to the CEO of Council on Higher Education (CHE) Narend Baijnath's report in the 2016 review he states that "Higher Education still remains, as it was then, central to the projects of modernisation, transformation and renewal in the country. (CHE) Higher education in South Africa in the post-apartheid era has never been more volatile than it is currently, despite the many advances and achievements of higher education outlined in this review, however, the student protests of 2015 and early 2016 have given expression to underlying fault lines in quite a dramatic way. The pressures of worsening underfunding in the context of enrolment growth, and increasing student expectations and frustrations with respect to access and financial aid, have led to widening fissures in the system." (McKenna, 2018)

Administrative support provided by professional services staff have been seen only as "peripheral function," has now been modified and developed to carry out essential and efficient tasks for the success of teaching and research in an higher education institution(Rhoades & Sporn, 2002; Schneijderberg & Merkator, 2013). Administrative support as reiterated by Rhoades (2009) has not yet been acknowledged as intellectual property that is instrumental for a higher education institute. A motivated professional services staff member can contribute to a higher education institution's strategic outcome.

The University of Kwazulu-Natal had embarked on implementing their Performance Management Policy i.e. HRE/10/08/CO on 01 November 2008. In pursuit of its vision and mission to be the premier university of African scholarship, a Performance Management System (PMS) was implemented in an institution-wide strategy for the purpose "to facilitate and promote the achievement of institutional objectives through the effective management of employee performance."

There is very little empirical evidence of perceptions of performance management on professional services staff in higher education institutions. It is imperative to quantify professional services staff's perceptions of performance management to establish its effectiveness, efficiency and contribution to staff motivation. This study sets out to understand this under-examined subject by ascertaining how professional services employees perceive the effectiveness of performance management, for positive employee outcomes and ultimately motivating staff to achieve the organisation's strategic goals. Organisations need to safeguard the process to be fair and transparent and ensure that there is acceptance from the employees to obtain the optimal outcomes from performance management. The employee's perception of performance management can impact an organisation in either a positive or a negative way.

1.5.   AIM OF THE STUDY

The study aims to examine the professional services staff's perceptions of performance management.

1.6.   OBJECTIVES OF THIS STUDY

1   To investigate the professional services staff's perceptions of performance management planning.
2   To ascertain the line managers' role in performance management.
3   To assess the impact of performance management on employee motivation.
4   To advise on the challenges of the performance management system.

1.7.   RESEARCH QUESTIONS

Research Question 1:

1. How do professional services staff perceive performance management at the College of Humanities?

Research Question 2:

2. Are the line managers competent in the practice of performance management?

Research Question 3:

3. What is the impact of performance management on motivating professional services staff at the University of KwaZulu-Natal, College of Humanities.

Research Question 4:

4. What are the current challenges of professional services staff with regard to performance management.

1.8.   METHODOLOGY

Professional services staff are present on three of the campuses at the University of KwaZulu-Natal, i.e. Howard College, Edgewood and Pietermaritzburg.

The study adopted a quantitative survey methodology to carry out the research. Disadvantages do exist in a quantitative study (Jones, 2012) but the undeniable benefit of a quantitative study is the skill to scale down a complex scenario to a statistical figure that is simple to understand, interpret, analyse and review. It can be generalised that quantitative studies are much more cost-effective and time-saving than qualitative studies.

Thereafter, permission was received to carry out the research to be conducted by a Gatekeepers letter from the registrar's office at the University of KwaZulu-Natal.

There are 166 permanent professional services staff at the College of Humanities for the year 2017.

The questionnaire was adapted from an existing online questionnaire from Kardas Larson, Human Resource consulting. A non-probability purposive sampling method

was used. Participants were requested to take part in the self-administered online survey using QuestionPro as the electronic survey system. The questions on the questionnaires have been linked to the objectives to form a measurement from the stats done on SPSS.

A Crohnbach alpha test was done with a result of 0,965.

Questions on the questionnaire have been linked to the objectives of the study. These concepts will be discussed in greater detail in Chapter 3. The numeric data was analysed and developed into statistical form.

1.9.   CHAPTER OUTLINE

Chapter 1:

This is the introductory chapter to the research study. Chapter 1 includes the problem statement, aim for the study, objectives, research questions and the methodology that has been adopted for this study. The limitations have been included.

Chapter 2:

This is a review of the existing theory on performance management. The supplementary theories are presented in the literature review. The literature review details logically with what to expect of the objectives.

Chapter 3:

Provides the research design and methodology followed in this study in more detail. The reasoning behind choosing a quantitative study is explained in this chapter. Thereafter the instrument, sampling, data collection, testing, a description of the analysis that was performed and any ethical considerations that were taken into account is covered in the balance of the chapter.

Chapter 4:

This chapter presents the research findings and statistical analysis. The research data was loaded onto SPSS and statistical analysis was performed. Each objective is followed by analysis of the study from the standpoint of the data that was collected with the various findings being highlighted in relation to previous studies.

Chapter 5:

This chapter provides a discussion of the research findings of the study. In this chapter the aims and objectives are addressed and show how the data collected supports what the researcher is trying to prove.

Chapter 6:

This section ties up the objectives with the findings and brings the study to a close. This chapter concludes the entire study and provides recommendations for

extending the current study and for future studies. It also touches on the limitations and implications of this study.

1.10. SUMMARY

This research study is focused on the perceptions of performance management of professional services staff at the College of Humanities, UKZN. This chapter gives a brief outline of the aims, problem statement, objectives, methodology and an overview of all chapters of this study. Chapter 2 will continue on the literature review of Performance management and the appraisal process while the methodology is detailed in Chapter 3. Research analysing performance management to provide an integrated approach to drive the contributing aspects of effectiveness, efficiency and motivation follow in the literature review in Chapter 2.

CHAPTER 2   LITERATURE REVIEW

2.1.   INTRODUCTION

According to the article titled "Performance Management is Broken, replace Yank and rank" (Deloitte University Press, 2015), today's widespread ranking and ratings-based performance management is damaging employee engagement, alienating high performers and costing managers valuable time. Companies worldwide are questioning their forced ranking, rigid rating systems, and annual appraisal process. Employers are also finally acknowledging that both supervisors and subordinates despise the appraisal process. Perceptions can influence a persons' judgement and attitude towards a particular phenomenon. In a large diverse educational institution, employees would be expected to have diverse opinions about the performance management system of the institution. Employees are most likely to acknowledge and participate mindfully to a given performance management system if they perceive it as a benefit for themselves, i.e. a promotion, personal development opportunities or an opportunity to be acknowledged and demonstrate skills and abilities. But, on the other hand, should employees perceive performance management as an exercise by management to enforce close supervision and have stricter control of employee duties, the resultant reactions would vary. The rising importance of revamping performance management is just beginning to translate into a positive view of the process.

Performance management's current trends in the business arena are an immense, global, living system, characterised by ongoing interactions, feedback and mutual ownership. In this chapter relevant literature will be examined from diverse authors regarding the conceptualisation of performance management.

2.2.   PERFORMANCE MANAGEMENT IN HIGHER EDUCATION

Higher education Institutes in a country have a pivotal role in developing human capital (Jalaliyoon & Taherdoost, 2012) cited in Sherwani, 2015. Therefore, higher education plays a fundamental role in the future of nations, developing countries and improving their position in the world economy.

Higher education institutions have revealed increased evidence of slowly adopting a managerialist ideology stemming from the inherent practises of the private sector (Kolsaker 2008, 513). "Through such means as mission articulation, strategic planning, evaluation and commercial marketing, higher education managers are to ensure that their institutions become more entrepreneurial, adaptive and commercially responsive (Meek et al. 2010) as cited in Annemarie Davis, Mari Jansen van Rensburg & Peet Venter (2014)."

Even though published research and graduate throughputs in South African universities result in economic gain or subsidies from government, these gains tend to provide a third-stream income for universities; and this gain is trickled down to research-productive academics, thus making the business of research publication a commercial enterprise rather than scholarly engagement (Bogt & Scapens, 2011; Hill, 2010; Flaniken, 2009) as cited in Maimela, E.M., & Samuel, M.O. (2016).

With the growing need for Higher education Institutes to operate and manage the institution by adopting the private sector management styles, the University of KwaZulu-Natal "accepts that its employees are its greatest asset and are key to its ability to fulfil its mission and vision to achieve its strategic objectives." UKZN had recognised that managing employee performance and development are the critical success factors of the institution. Hence, the University of KwaZulu-Natal had set out in its strategic plan for 2009 to 2016 to promote the rendering of effective strategic direction of resource utilisation and improved management and administrative support functions. A university's ultimate aim is teaching and research output but many times the administrative support side or non-academic goes unnoticed. At the University of KwaZulu-Natal the non-academic staff are known as the Professional Services Staff. Large-scale research has been carried out on how the academic staff perceive the performance management system at the University of KwaZulu-Natal. The researcher, a professional services staff member at the University had sparked interest to ascertain how the professional services staff perceive performance management. The performance management system was introduced to the University of KwaZulu-Natal in November 2008 with one of the purposes being to facilitate and promote the achievement of institutional objectives through the effective management of employee performance.

2.3. PROFESSIONAL SERVICES EMPLOYEES

The Professional Services staff are also known as support, administrative staff or non-academic staff. Professional services staff contribute significantly to the success of the University with the relevant repertoire of admin and support skills and substantive higher education experience to work alongside the academics to realise the University's mission and vision. Many staff members have served through several different administrations, mergers, decentralising and leadership changes at their respective School or College levels. Their long-term experience gives professional services staff the invaluable expertise for uninterrupted consistency to the daily operations of the college and University. Their inputs and opinions contribute to the decision-making processes. According to life coach and leadership speaker, Mr Robin Sharma, "when employees are happy and motivated and feeling centred/peaceful/appreciated – they'll rock your world by how big a game they play."

The professional services staff is in a position that interfaces with the students, academics and various stakeholders, thereby they are in essence a liaison and spokesperson for the College of Humanities. The students, academics and third-party stakeholders become the 'customers' of the College. Professional services staff or support staff at a higher educational institution are responsible for reflecting to the customer the organisational culture of the University by their very actions and behaviours. Support staff are ultimately responsible for the brand impression of the institution in their customers' minds. Interaction with the support staff includes the dean's secretary, the accounting/finance staff, the office manager or any other customer-facing staff. (Kottick, 2008).

The effectiveness of the performance management system has not been investigated from a professional services staff perception and to date there have been no studies around how they perceive performance management at the University of KwaZulu-Natal or at College level.

2.4. HISTORY OF PERFORMANCE MANAGEMENT

Evidence reveals that performance management has been in use in a flexible style over the past two millennia. According to Murphy and Cleveland (1995), the Chinese had incorporated performance appraisal systems in the third century AD. Murphy and Cleveland went on to discover that the Chinese were also scrutinising their

colleagues' preferences during evaluations of employees. In the eighteenth century, at the time of the Industrial Revolution, factory supervisors had realised the benefit of their team's or staff's performance to their production outputs (Murphy and Cleveland, 1995). The advancement of the rationale of performance management systems in the US was contributed by prominent researchers known as "Peter Drucker and Douglas McGregor," who had developed ideas around management by objectives (MBOs) and employee motivation (Murphy and Cleveland, 1995). Spreigel, W.R. (1962) reported that by the early 1960s close to more than 60% of American companies had incorporated a performance appraisal system into their organisations. Since then, researchers have contributed to the development of theories of how different performance evaluation methods can contribute to the success of the organisation.

Performance appraisal changed dramatically from an exclusively measurement focus to one in which the intellectual processes of appraisal dominated as a result of Landy and Farr's (1980) classic paper (see also Feldman, 1981). The 1990s were responsible for the next major change in this research area. The authors Murphy and Cleveland went on to publish their first book on performance appraisal in 1991. In it they supported the view of needing a new model or approach to studying performance appraisal. They contested Landy and Farr's model as there was inadequate attention to the organisational context and it lacked proven links between the appraisal research and appraisal practice (Murphy & Cleveland, 1995).

Ochoga (2007) reported that the increase in interest and use of performance appraisal in the United States stemmed largely from the theorised link between performance appraisal and improved individual and organisational performance. Formalised appraisals were instituted later in some countries.

The history of performance management in higher education has not always been one of recognition and approval by both academics and professional services staff. According to Doidge, Hardwick and Wilkinson (1998) that marked discontent amongst academics exist regarding the process of performance appraisal and performance management. Orientation toward performance began in 1982 when in the United Kingdom within the central administration, the Audit Commission was set up with the responsibility in assessing the efficiency and effectiveness. Thus a new thinking method developed in the public sector i.e.

"value for money. This new approach "Value for money", expresses the simplest model from an economical point of view of collecting and effective use of resources in the process of assessing and improving the quality and performance within educational institutions, while respecting the three criteria of assessment namely, effectiveness, efficiency, economy.

In a pioneering report on the topic, Blackburn and Pitney (1988) discuss the employee perceptions of performance appraisal as well as the outcomes of performance appraisal in educational settings. The findings from their research indicate an employees have an unsatisfactory perception of performance management. Four decades later, Performance Management has become a norm in higher education institutes. So it is important to ascertain if employee's perceptions within higher education have evolved.

2.5.   BACKGROUND TO PERFORMANCE MANAGEMENT

2.5.1.   Exploring the different definitions of Performance Management

Singh (2013:41) explains: "*As a process performance management aims to integrate goal setting, performance review and development, and subsequent compensation and rewards into a single system with the objective of aligning employee performance with organisational goals and objectives*".

Mondy, W. R. & Mondy, J. B. (2012) added that: "*Performance management is a goal-oriented process directed towards ensuring that organisational processes are in place to maximize productivity of employees, teams, and ultimately, the The researcher had culminated the three definitions of Performance Management for the purposes of this particular research study.*"

Aguinis (2013:2) further defines performance management as: "*Performance management is a continuous process of identifying, measuring, and developing the performance of individuals and teams and aligning performance with the strategic goals of the organization.*" This will be adopted as the working definition for this study.

2.5.2. Understanding Performance Management

The approach to performance management is how work responsibilities are carried out and organised. This approach should focus on ongoing development which needs to be driven by senior management and line managers of the organisation. It is important for this to be strategically aligned with current organisational goals, training and priorities (Van Dijk & Thornhill, 2003:464).

Performance management entails activities that objectives are consistently being met in an effective and efficient manner, Brignall and Modell (2000). Performance management relates to "all organisational processes that find out and control how well employees and teams perform in their work" (Ahmed, Rasheed & Jehanzeb, (2012:102).

Based on empirical evidence Armstrong and Baron (1998) highlighted that two propositions are used to justify performance management. Employees are likely to put sincere effort into performing sincerely if they are aware of what is expected of them and have been included in the involvement in deciding on those objectives. The employee's ability to attain performance objectives is reliant on; the employee's degree of capability, the level of support provided by the line manager and the processes and resources made available to them by the organisation. Stated differently, Sarwar and Awan (2013:84) profess that performance management undertakes to mend the gap of organisational strategy and individual contributions.

Performance management is inclusive of other management tools which are a "reward system, job design, leadership and training together with performance appraisal as a comprehensive approach to performance" Grobler *et al,* (2004:260). Performance management is an integrated process to ensure line managers and supervisors work with their employees to agree to job expectations, to review and rate results and finally, to reward excellent performance to improve employee performance by achieving a positive effect on the success of the organisation (Mondy, Noe & Premeaux, 2002). They also reiterate the claim that PM plays an integral aspect in assisting an institution to realise its goals and hence resulting in the purpose of PM, is to appraise the employee based on relevance, achieving of objectives, increased efficiency, effectiveness, impact and sustainability in a more continuous, dynamic and transparent way (Messah, 2011:18).

2.6.   THE PERFORMANCE MANAGEMENT SYSTEM

Spangenberg (1994:49) reiterates that the Performance Management System (PMS) starts and ends with a strategic policy. He further articulated "that it is an ongoing process that involves planning, managing, reviewing, and rewarding (Spangenberg, 1994:29)." Gary (2009:9) defines the PMS as a "translation of plans into results-execution and a process of managing an organisation's strategy." Gary's views are also supported by Radnor and McGuire (2004) cited in Quinton, (2006:106) who defines the PMS as the "entire set of variables that one wishes to measure, influence or control." It is important to note that the objectives need to be precisely measured in a uniform manner so one can use them periodically to verify their validity and fairness (Brown & Armstrong, 1999) cited in Whittington-Jones, (2005:39).

According to Rollo (2009:4), a PMS creates:

- clarity of performance expectations for employees;

- scope for skills development;

- open communication between an employee and supervisor;

- performance measurement approaches;

- leadership development scenarios;

- alignment of the employee's individual goals to those of the organisation;

- identify employee accomplishments;

- talent mapping with career direction; and

- improved motivation in performance.

The purpose of a performance management system is to help motivate, to boost employee performance and, ultimately, the productivity of the organisation.

2.7. THE PERFORMANCE MANAGEMENT PROCESS

The process consists of various sub-processes which, inter alia, encompass identifying requisites, performance planning, execution, assessment and review. When these sub-processes are integrated it leads to performance-driven employee behaviours that contribute to organisational excellence (Bhattacharyya, 2011:134).

The performance management process provides an engagement with the employee and line manager to confer development aspirations and to create a plan to achieve it. Development plans should align to organisational goals and the professional advancement of the employee. Similarly, Armstrong (2000:220) identifies performance management as an ongoing procedure to measuring the expressed objectives to the work delivered from the employee. It focuses on purpose, specifications and key performance indicators. It includes inputs such as experience, knowledge, skills and competencies as the prerequisite to produce the expected results.

Aguinis, 2013 has identified the different components of an ideal performance management process as being the prerequisites, performance planning, performance execution, performance assessment, performance review and performance renewal and re-contracting. Fig 2.1 below reflects these stages in the performance management process. The researcher breaks down each component of the performance management process further on in this section.
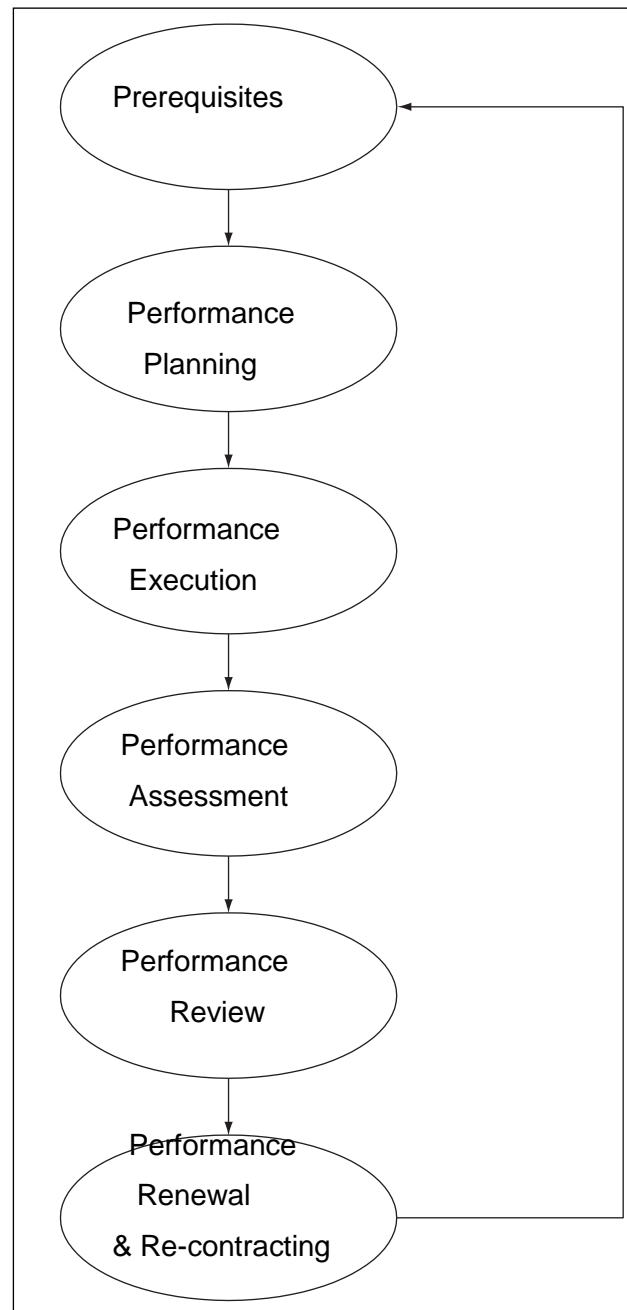
Figure 2.1: Performance Management Process

Source: Aguinis (2013:39)

2.7.1.   The prerequisites

This is the first part of the performance management process as reflected in figure 2.1 above. The following two very important prerequisites exist to implement a performance management system: "(1) knowledge of the organisation's mission and strategic goals and (2) knowledge of the job in question Aguinis (2013:38)."

Having the knowledge of the organisation's mission and strategic goals is a result of strategic planning.

Pirtea, Nicolescu & Botoc (2009) found that there is a very important relationship between strategic planning, which is one component in the process of strategic management, and performance management. Strategic management is related to the "identification and description of the strategies" so line managers/supervisors can implement these strategies in order to achieve better performance standards to produce the organisation's objectives to gain competitive advantage. Once the vision and mission goals for organisation have been entrenched, these goals should cascade downward to the various departments/sections to achieve the organisation's overall mission and objectives. Rhee & Mehra (2006) held that maintaining related strategic goals between competitive strategy and the operations function is necessary. Aguinis (2013:38) stated that the cascading continues downward until each employee has a set of goals compatible with those of the organisation. In addition to connecting the performance indicators of the employee to that of the organisation, clarity of the expectation needs to be communicated to the employee.

In this regard, a consolidated path to performance management is required to achieve a consensus of the "organisation's objectives, resources and activities with the goals and opportunities of individuals within the organisation." With a goal of achieving a long-term success rate with improved effectiveness, the performance management system of an organisation needs to be aligned to its strategy. Understanding the organisational strategic goals of a performance management system is essential in order to maximise value gained from process improvement.

2.7.2. Performance planning

This is the second part of the performance management process as reflected in figure 2.1 above. It is highly important for employees to have in-depth knowledge and training in performance management. The supervisor and employee meet to discuss and agree on the objectives, set the employee's key performance indicators and how the objectives should be carried out. Aguinis (2013:46).

Each employee's objectives should align with their manager's objectives as well as the organisation's overall goals (Bussin, 2013). During this stage the line manager

meets with the employee to map a plan to guide the employee as to what to contribute to meet the department's goal and ultimately the organisation's goals. Support, training, guidance and mentoring should be given to the employee so they are able to meet the objectives.

2.7.2.1. Results

Results are the specific objectives that are set for the employee to achieve as part of each accountability. Objectives are a description of important and specific goals with measurable outcomes Aguinis (2013:46). In fact, the process of staff setting of goals and objectives prior to monitoring is advised because according to Daniel (2009) this encourages dual interaction with dialogue between the line manager and the employee. This concludes in an entire consensus of "what is required, when it is required and how the employee's contribution measures up to the objectives set." Daniel further acknowledges that the employee will be able to conclude exactly where they stand with regards to achieving objectives and reaching performance standards. The manager also becomes aware of the motivation of the employee that they are working with and the organisation is able to retain motivated staff who understand their roles and that of others in contributing to the overall success of the organisation.

Setting of KPIs is linked to the objectives that will provide the instrument in determining if the objectives set, are in reality being achieved or not (Marais, *et al,* 2008: 379). Atta-Quarterly (2015:256) cited in McShane and Von Glinow (2009) reiterates that the "goal-setting theory" has been extensively constructive with regard to motivation of employees and the setting of KPIs enhances an employee's perceptions to channel their effort towards improved behaviour and work performance.

Managers must link the performance management system with all the strategic interventions in an organisation (Minnaar, F. 2006:178), and they should understand that the performance management systems in their organisations can improve workplace commitment (Arogundade, Olasunkanmi-Alimi & Arogundade 2015:98).

2.7.2.2. Behaviours

Behaviours centre on Knowledge Skills and Abilities (KSAs). Discussions around competencies of KSAs are critical to determining how the appropriate results will be achieved. The evaluation should include competencies such as online communication skills (e.g. in the chat room). It is important for the manager to know the competencies of the job they are assessing. According to Schwella and Roussouw (2005: 763), they define competencies as a "mixture of skills, abilities and knowledge that the employee brings to the job so that tasks can be performed efficiently and effectively." With an increase in shortage of competent skills in the workforce it has reduced the improvement of performance among employees in an organisation.

2.7.2.3. Development plan

This stage includes both the results and behaviours and both the line manager and staff to agree on this. Aguinis (2013: 48) reiterates that focus on employees having an active involvement of setting of KPIs with job descriptions is critical. An employee's individual professional evolution and future development mapping should be related to that of the organisation to align with that organisation's strategy.

2.7.3. Performance execution

This is the third part of the performance management process as reflected in figure 2.1 above. Performance management can become overloaded with quelling anxieties and demands (Leopold & Harris, 2009:190). In order to avoid such an overload, the manager's role in performance management requires knowing which activities and outputs are desired, observing whether such activities and outputs occur, and providing feedback to assist employees in meeting expectations (Noe, Hollenbeck, Gerhart & Wright 2004:239).

In this phase both the employee and line manager are responsible to for this cycle. Table 2.1 illustrates both the employee and line manager's responsibilities in this phase.

Table 2.1: Responsibilities of managers and employees

Employees	Managers
Commitment to goal achievement	Observation and documentation
Ongoing performance feedback and coaching	Updates
Communication with supervisor	Feedback
Collecting and sharing performance data	Resources
Preparing for performance reviews	Reinforcement

Source: Aguini (2013:49)

The performance management process should result in the supervisor/line manager having the ability to identify weak or problematic areas in an employee's KSA that require training and development. The line manager should initiate all the necessary arrangements with their human resources department to enable the appropriate development to be emanated (Erasmus, B., Swanepoel, B., Schenk, H., van der Westhuizen, E and Wessels, J.S. (2005:271). This process at the same time provides the groundwork as a motivation factor for employees to further develop their KSAs.

"Performance development plans" are more formal procedures in performance management. However, the informal daily interactions between the line manager and employee can improve the employee's development by the line manager providing the necessary mentoring and on-the-job coaching. Learning is increased and made easier by adopting a more practical approach of 'doing' and 'watching' as an individual's ability to grasp KSAs more effectively through direct coaching (Armstrong & Baron, 2005:104).

Lawler (1986), highlights that PM creates an awareness to line managers of how their own work ethic and behaviour impacts on the employee they manage and mentor. Managers are encouraged to constantly impart and encourage positive and efficient behaviours. The acknowledgement and success of the line manager is dependent on how their employees or subordinates perform reflecting the importance of the manager's role in PM (Amos, T.L., Ristow, A., Ristow, L. & Pearse, N. 2012). To improve the effectiveness of performance management, employees need to be empowered. A line manager should have the ability to provide clear KPIs

and to provide constructive feedback for the employee so performance expectations from the employee are clear (Gomez, M. 2010).

Amateurish line managers that lack the skills to implement PM effectively would result in unrealistic KPIs being set for the employee which ultimately impacts on the performance and productivity of the employee (Munzhedzi & Phago, 2014:1095). Line managers that are equipped with sufficient training, information and experience would be able to achieve improved performance from their staff. Kapoor & Sherif (2012:1632) reiterates that the appropriateness and effectiveness of PM training and appraisal training should be evaluated to ensure the PMS is successful.

2.7.4. Performance assessment

This is the fourth part of the performance management process as reflected in figure 2.1 above. PM is a "management-intensive" process that relies on successful implementation from managers at all levels in the organisation (Cho & Lee, 2012:240). Senior management has to support this process, while line managers are part of daily performance management which should be undertaken as a specific strategy to engage employees (Risher, 2013:65).

Aguinis (2013:50) identifies that "self-appraisals can reduce employees' defensiveness during an appraisal meeting and increase employee satisfaction with the performance management system, as well as enhance perceptions of accuracy and fairness and therefore acceptance of the system". In addition to this it could be argued that employees will interact better if encouraged to conduct self-appraisals as this can result in more commitment to performance goals and more acceptance of criticism as the chance for self-expression as "procedurally just, regardless of the final decision" (Cawley *et al*, 1998:618). This phase is a joint process through dialogue among the line managers and the employees and should be seen as a top-down assessment thus it should be regarded as a flexible process.

Some would see self-appraisal as giving an employee the chance to be responsible for their own work, goals and training and development needs which can be an effective motivator and a valuable source of information for the appraiser (Farh, Werbel, & Bedeian, 1988).

Employees prefer feedback on their strengths and weaknesses, and what is expected of them so that they can understand their career prospects (Risher,

2012:188). Providing feedback and being actively involved in the performance management process would seem to be a key part of the job of line managers, yet many line managers are uncomfortable addressing this central task (Cardy, 2015:108).

2.7.5. Performance review

This is the fifth part of the performance management process as reflected in figure 2.1 above. Also known as the appraisal process, performance appraisal forms a one of the significant parts of the performance management process (Aguinis, 2013). Aguinis describes performance appraisal as "a system that involves employee evaluation once a year without any effort to provide feedback and coaching so that performance can be improved." PA is generally known as the official and structured assessment process that is largely used in most organisations to determine an employees' performance in relative to meeting an organisation's goals, and to determine strategic improvements.

Performance appraisal according to Dessler, (2008) is any routine that involves; setting job criteria, verifying an employee's actual work performance relative to what standards or objectives have been set, so managers can advise and give feedback to the employee with the intention to motivate them to phase out any performance deficiencies so they are able to implement above par performance. According to Cummings and Worley (2005) performance appraisal has the ability to tie up the links between "objective setting, process and reward systems". PA details what tools and instructions should be followed by a trained line manager to carry out an assessment of an employee's job description.

Atta-Quartey (2015:248) along with a large number of contemporary researchers' views of the performance management process such as MacMillan, stated that the performance management process is made up of ongoing relevantly formulated appraisals to create ongoing dialogue between the line manager and employee. The Charted Institute of Personnel Development, identified PA as a significant component of PM that is only focused on the assessment of an employee CIPD (2013).

Murphy and Cleveland (1995), found that traditionally, industrial and organisational psychologists view PA is an evaluation issue. Landy and Farr, (1980) identified

historically PA roots had recognised issues of KPI development and format, rating scale measurements and bias. PA has been adopted by organisations as a strategic approach to a business by integrating human resource approaches to achieve the strategic goals of the organisation as a whole, thereby increasing its competitive advantage through enhanced employee performance (Fletcher & Perry, 2001).

According to Dusterhoff *et al,* (2014) employee dissatisfaction of PA is a result of a negative perception of an employee due to the lack of organisational commitment.

2.7.6. Performance renewal and recontracting

This is the sixth part of the performance management process as reflected in figure 2.1 above. This stage is similar to performance planning. The pitfalls of the current year's objectives should be taken into account for the following year's requisites and the objectives set for employees need to be adjusted accordingly to be achievable and hence motivate employees for the following year with not setting unreasonable goals.

2.8. EMPLOYEE PERCEPTIONS

From a psychological perspective, perceptions give meaning to how people see, assess, and judge issues (Jewoola, 2010). There is an understanding that perceptions affect the ways employees understand and treat performance management. Subordinates or employees in an organisation can be seen as the beneficiaries of PM so knowing their perceptions of PM can impact the current system by adding improved procedures. According to Dusterhoff, *et al,* (2014), employee satisfaction of PM is dependent on the employee's perception as to whether it is morally justified or not. The success of PM and PA is dependent on the employee's perception of the processes. Knowing the perceptions and experiences of employees and what impact it may have on an organisation's outcome is necessary for performance management to be effective and lead to positive outcomes (Law & Tam, 2008).

One of the few studies on perceptions of performance management was conducted by Law and Tam (2008). The employees being appraised emphasised the importance of ongoing performance discussion, stating that ongoing assessment helps identify both individual and organisational goals. The employees indicated that

appraisals should be focused only on work-related issues and should not include personal matters (Law & Tam, 2008).

Ahmed *et al,* (2011) presented another point of view regarding the perceptions and experiences of employees regarding performance appraisal.

Ahmed *et al,* (2011) explained the following:

"Perceptions of the fairness in performance management are related to the managerial and professional employees' opportunities to express their feelings, the existence of a formal system, the knowledge of line manager about the performance of the subordinate, the existence of action plans to improve performance weaknesses, and the frequency of evaluations".

Based on these findings of Ahmed *et al,* (2011), an employee's perceptions of PM can be influenced by the different stages in the process of PM.

Jawahar (2007) states that in order for PM and PA to be successful can depend on employees' perception of fairness and loyalty.

Fakharyan *et al,* (2012) concluded that satisfied employees in terms of the implementation of PM will embrace the system in a positive manner, to embrace an improved and more productive culture in the organisation.

(Ahmed, Ramzan, Mohammad & Islam, 2011; Ersahan, Bakan, & Eyitimis, 2011) had concluded that the diversity in perceptions can be attributed to employees' personalities, the type of industry the employee is working in, the work environment, and personal experiences of performance appraisals. However, Ahmed *et al,* (2011) explained that of the different components of the impact of PM and PA on perception, the issues regarding fairness of the PA has the most significant influence. This is a challenge confronting supervisors and line managers.

Seiden and Sowa (2011) explored perceptions toward performance appraisal and performance management in human services organisations and found that a relationship exists between an employee's perceptions regarding the quality of the performance management process with organisational outcomes e.g. job satisfaction, commitment. Seiden & Sowa, (2011:258) also found 'a significant relationship between perceptions of the performance appraisal process and one's desire to stay with the organization".

2.9. EMPLOYEE MOTIVATION

Motivation is defined "as the driving force by which humans achieve their goals." Sheema, Shujat and Alam (2013:25) cited Armstong (1977) that motivation at work operates in two ways i.e. intrinsic or extrinsic. Individuals can be self-motivated by doing duties that intrinsically motivate them resulting in them realising their goals. Organisations use performance bonus, capacity training and development to motivate employees. This is known as extrinsic motivation. Sheema, Shujat and Alam (2013:25) cited by Ajila (1997) agreed that an employee is extrinsically motivated only to the extent that a gain or reward can be received.

In a situation of employees with low levels of motivation, generally their performance is poor and service levels are low. Keeping employees motivated will improve the welfare of an organisation. Research reflects "when employees are motivated adequately, their performance increases and consequently production is positively increased" Tzeng (2009) and Yildiz, Ayhan & Erdoğmuş (2009).

2.9.1. Training and development

Training can be defined as acquiring a set of skills by ongoing practise. Grobler *et al,* (2002:315) state "that training and development have seven key objectives. These are listed as: improving employee performance, updating skills, preventing obsolescence, solving problems, job orientation, career advancement and personal growth." Unacceptable performance from an employee would be identified as a candidate that warrants a need for training. Training should be provided to employees that lack certain skills to achieve the required competency levels of their job description. Training may not be the solution to all issues regarding poor performance, however, it can offset some of the ineffectiveness.

Line managers should be able to identify the strengths and weaknesses of their employees when conducting PA and to ascertain what actions should be taken to improve productivity and development. Training can enable the employee to improve their KSAs and hence improve ratings and results (Govender V, 2009:112).

Development focuses on higher level skills than training. These can include decision-making, planning, organising, communicating, motivating and developing interpersonal relationships. Development is continuous and long term as opposed to training which is more focused for an agreed period (Grobler *et al,* 2002).

The findings of the study carried out by Carolyn & Radka (2011) reflect that "training" did impact the level of productivity of employees in that organisation. Ongoing training of both new and current employees promotes improved staff ability and upholds the company image in terms of succession planning. Evidence reveals that training of employees is not only a source of motivation for the employee but the benefits received by the organisation outweighs the investment in training.

2.9.2. Rewarding excellence

Rewards are known to have the ability to influence an individual. The fundamental purpose for a reward system is to invoke positive results for the desired level of performance (Wilson, 2003). A reward system was first introduced in the UK with organisations having high hopes that performance reward systems would affect a cultural change to encourage increased levels of employee performance. But since then research from reward specialists, organisational psychologists and academics have contested that rewards have a direct influence as an effective motivational tool.

Pearce Robinson (1997) states that reward systems should align the actions and objectives of individuals with objectives and needs of the organisation's strategy.

Brignall and Modell (2000) outlines that the evaluation of employee performance against agreed objectives, assists in making key employee reward decisions. The big challenges of following this strategy would be to identify the real performers. The effective implementation of performance management can help an organisation meet these big challenges of improving employee performance. Where line managers have highly rated employees that have achieved their objectives, such individual's performances should be tangibly rewarded.

Rewards generally take the form of increased remuneration, bonuses or non-cash awards. Financial incentives, also known as performance-related pay, are important reward mechanisms because they encourage managerial success with organisational and human resource strategy (Kaplan, 2007). A research study was conducted by Khan and Farooq (2010) on "impact of rewards on employee motivation in Commercial Banks. The results of the study revealed a positive significant relationship between rewards and employee motivation among the employees of commercial banks in Pakistan."

2.10.   ORGANISATIONAL CULTURE

Robbins *et al*, (2009) identified organisational culture as being able to distinguish an entity by the common practices and beliefs of its members. According to Solomons (2006) the organisational culture of an organisation does impact its overall performance. Solomons (2006) emphasises that for an effective PMS, the organisational attitude and culture of the employees of that particular institute should be receptive to the metamorphosis that can be created by the introduction of performance management in that organisation/institute.

In recent years, the efforts of many organisations in both the public and the private sectors have been directed towards creating a 'performance culture' (Mullich, 2008). For an effective change in behaviour there needs to be a reorientation to the thinking process to embrace a new way of doing things. Mullich (2008) further states that to develop a culture that embraces accountability, employees and the organisation as a whole must be able to see quantifiable progress toward specific goals.

PM creates a culture of shared responsibility where employees take responsibility for the continuous improvement of business processes and of their own skills, behaviour and contributions.

2.11.   ORGANISATIONAL JUSTICE

Organisational justice is defined as the study of fairness at work. Brown *et al,* (2010) explained that performance appraisal has a sizeable effect on a number of important employee attitudes, such as job satisfaction, organisational commitment and turnover intentions. Furthermore, justice perceptions are related to attitudes towards organisational commitment (Farndale *et al,* 2011).

Byrne & Cropanzano, (2001) explain organisational justice as having trust in your employer due to their fairness. According to Walsh (2003) there has been a transfer of performance management from being a measurement tool to becoming a motivational tool i.e. consideration of an employee's receptivity and employers' interactions during the performance management process. Meyer *et al*, (1997) reiterate that if an employee's perception of equity and fairness manifests that an organisation is committed to their employees. Further to this Walsh (2003) explains that when an employee perceives the performance appraisal to be fair this invokes employee satisfaction and acceptance. In order for employees to have an increased

commitment to performance management practices, according to Farndale *et al,* (2011) these practices need to be perceived as fair by employee. Organisational justice is divided into different dimensions, i.e. distributive, interactional and procedural justice.

Farndale *et al,* (2011) identify distributive justice "as the perceived equity of outcomes for individuals and procedural justice as the individual's perception of the fairness of the process carried out." Tang & Sarsfield-Baldwin (1996) stated that distributive justice with regards to performance management procedures focuses on the extent of fairness in decision-making in terms of the entire process.

2.12. SUMMARY

Chapter 2 covers the literature review on performance management. Several views have been discussed together with the relevant challenges and theories on the various issues surrounding PM. Prior research and studies confirm the widespread use and interest in this subject and how it impacts the organisation. The next chapter will look at the detailed research methodology adopted for this particular study.

CHAPTER 3   RESEARCH METHODOLOGY

3.1.   INTRODUCTION

The literature review in Chapter 2 highlighted how performance management contributes to an organisation's competitive strategy, investigating each step of performance management and how it will impact on performance, motivation and effectiveness. This chapter further discusses in detail the research methodology adopted for this particular study and the reasons for that particular method of research. The chapter outlines all techniques used to address the research problem.

3.2.   AIM OF THE STUDY

As perceptions do influence an individual's judgement, belief and attitudes towards particular phenomena, there is a definite possibility it could be expected that the diverseness of staff at a large institution will result in diverse opinions about the performance management system at that organisation. By ascertaining what the perceptions of professional services staff at the College of Humanities are, would give a good understanding of how they perceive performance management and its effectiveness. This research study is concentrating on the professional services staff's perceptions of performance management at the University of KwaZulu-Natal, case study College of Humanities.

3.3.   RESEARCH DESIGN AND METHODS

According to Sekaran (2013), the research design is a "blue print for the collection, measurement and analysis of data based on the research question of the study".

Research Design Flowchart
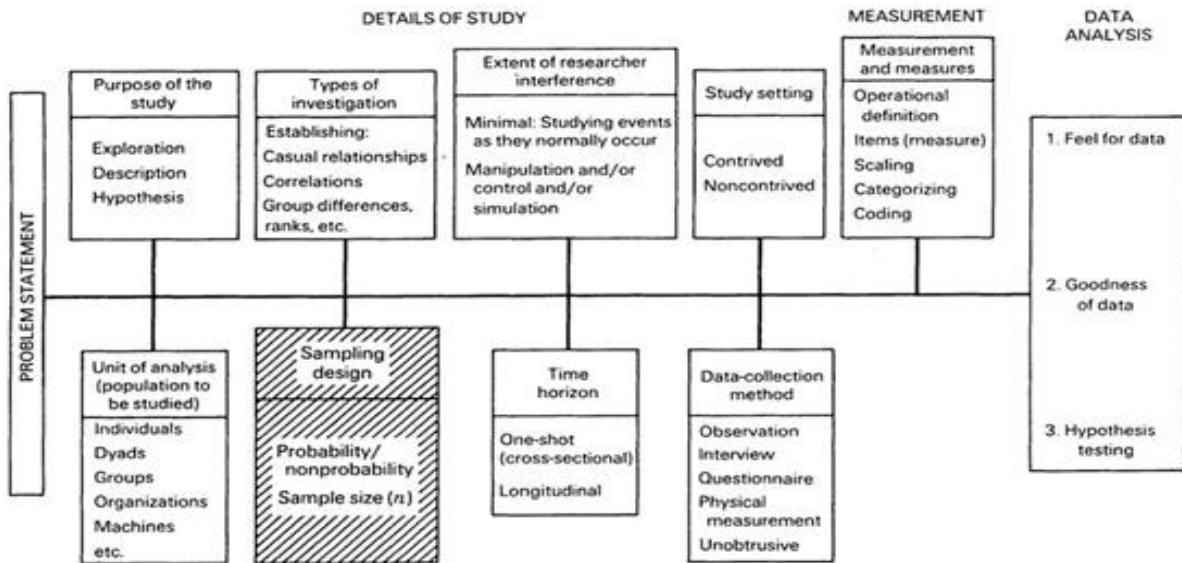
Figure 3.1: Research design flowchart

Source: Sekaran, (2013) (http://slideplayer.com/slide/8763471/26/images/3/
Research+Design+Flowchart.jpginternet source)

Each aspect of the research design offers a distinct and critical preferred choice to be made by the researcher. The quality of a study is impacted by what design choices the researcher makes. (Sekaran & Bougie, 2013). It is also important to consider the amount of time and costs to invest when choosing the research design.

Case study

This study is pursued by a case study design which is portrayed as involving "the detailed and intensive analysis of a single case" which could be a single organisation situated in a particular geographic location, according to Bryman and Bell (2011:59). Shuttleworth (2008) highlights that a case study research represents an in depth study of a particular situation rather than a broad statistical survey. This is the type of research design expressed in this study as ideal since it was focused on a particular College at the University of KwaZulu-Natal.

Quantitative

The investigation within the three types of approaches i.e. "qualitative, quantitative and mixed methods" will give an indication on the guidance of what approaches and

procedures need to be followed in a research design (Creswell, 2014). This research study had pursued a quantitative research technique. The quantitative method used in conducting this study was through the use of a survey questionnaire via an online survey tool Question-Pro for the primary data collection. Disadvantages exist in a quantitative study according to Jones (2012) but the advantages of this type of study outweigh its pitfalls. In Essence a quantitative study can curtail a complex situation down to a statistic or value which enables ease of understanding, pertinent discussions and analyses. Most importantly to consider from a researcher's point is that a quantitative study is much more cost efficient and time effective than a qualitative study in general (Nielsen, 2004).

Survey and cross-sectional

This study adopted a cross-sectional research design using a survey research strategy. A cross-sectional research design, according to Bryman and Bell (2011), encompasses the collection of data at a particular or specified time, in order to determine if any patterns of association exist, while survey research refers to how the data is collected, which is generally via a questionnaire or recorded interviews (Ghauri & Gronhaug, 2010). A survey instrument is a useful tool if the research study is looking at people's opinions, their attitude and descriptions as well as for capturing "cause-and-effect" relationships. The quantitative research technique quantifies data numerically and usually applies a form of statistical analysis to draw conclusions from the research (Malhotra & Peterson, 2006).

The researcher had investigated the different types of instruments that are used to conduct a research study, and had chosen the most suitable for her study. The most suited instrument for the design of this research was to use a survey questionnaire. The researcher considered the large population of her study and decided that the survey would streamline the process of data collection to make it more efficient and this would warrant that the participants would answer objectively. Another very important advantage the researcher found for using a survey instrument are that only closed-ended questions are used and hence the participants responses cannot be manipulated.

3.4.   RESEARCH PARADIGM

According to Terre-Blanche and Durrheim (1999), the research process consists of "three major dimensions: ontology, epistemology and methodology." They further reveal that a research paradigm is a common system of beliefs, practices or thinking that surrounds the questioning of an issue.

Bryman, (2012:630) advises that a paradigm is a "collection of beliefs and dictates which paradigm is relevant for scientists in a particular discipline should be studied, how research should be done, and how results should be interpreted." Blaikie (2007) analysed research paradigms to be a strategy within a set of assumptions. Various research paradigms exist: ontology and epistemology are the most significant that have differentiating attributes. Ontology focuses on "what is reality" and looks at what really exists in what conditions and how is it related. Epistemology focuses on "how do I know reality" and looks at the approach of knowledge and how and to what extent have people gained this knowledge. According to Blaikie (2007), there are various forms of how people view the world that impact on research and academia.

3.5.   STUDY SETTING

The location of this study is at the University of KwaZulu-Natal, case study of the College of Humanities. The University of KwaZulu-Natal is made up of four Colleges that are spread over five different campuses. The focus of this study is based at the College of Humanities. This College is based at the Howard College Campus, Edgewood and Pietermaritzburg, that are all situated in KwaZulu-Natal.

3.6.   POPULATION AND SAMPLE OF THE STUDY

Sekaran and Bougie (2013:240) advise that the population refers to a collection of either people, an event or particular things of interest. Gomez and Jones (2010:78) refer to the target population as a grouping of the same definitive aspects to research a specific scientific inquiry. The target population for this study was restricted to the permanent professional services staff at the College of Humanities.

Sekaran and Bougie (2013:241) define the sample as the subgroup of the population. The questionnaires was sent out to all the permanent staff members that the total number of permanent staff that have participated in performance

management is 166 and the researcher received 107 responses. That is a 64% response rate.

3.7.   SAMPLING METHOD

Sampling refers to the process of selecting a portion of the population that conforms to a designated set of specifications to be studied. With a response rate of 64% , the researcher had used the entire population as a sample unit. Probability and non-probability are the sampling methods available. Probability sampling is when each response of a sample has the equal prospect of being selected. Probability sampling is used for a quantitative survey study. There are various types of probability sampling, these include "simple random sampling, systematic sampling, stratified sampling and multistage cluster sampling" (Plooy-Cilliers, 2014).

Non-probability sampling is when each response cannot be pinpointed on its own or deciphered. There are various types of non-probability sampling that include "non-random sampling designs: quota sampling, accidental sampling, convenience sampling, purposive sampling, expert sampling and snowball sampling (Kumar, 2014)." Purposive sampling according to Sekaran and Bougie (2013:252) is that, rather than choosing a sample that is conveniently available, is what is necessary to obtain information from specific groups or types of people that can provide the desired information.

Administrators, personal assistants, technicians, managers, finance, public relations and human resources personnel were selected to participate in the study from the six different Schools and the College personnel as well. The participants were made up of different race groups, age ranges, gender and grades.

The researcher used the full sample for this study, the population was chosen according to their particular characteristics that were relevant for this study. Only permanent professional services staff based at the College of Humanities and that have had a performance review were selected. The researcher had also taken into account to include the different levels of grades of employees. The particular group is the permanent Professional Services staff based only at the College of Humanities.

3.8.   CONSTRUCTION OF THE INSTRUMENT

According to Sekeran and Bougie (2013:112) there are three main data collection methods in survey research i.e. interviewing, observing and administering questionnaires.

The survey instrument for this study is a questionnaire, and according to Malhotra (1999) the design should be based on obtaining correct and complete information that will provide answers to the research problem. Leedy and Ormrod (2010) advise that the advantage of using a questionnaire to collect data is that the respondents are likely to be more honest when answering a questionnaire as opposed to being in a personal interview especially around a sensitive topic like Performance Management. The researcher showed a preference to the choice survey instrument for her data collection as it would be more beneficial to her especially since the topic is sensitive with employees. The researcher developed the questionnaire based on the information she required. The researcher has used a positivist paradigm since it is a more useful approach when collecting data for the stated variables of interest (Robson, 1993). According to Baruch and Holtom (2008, p.1140), "survey questionnaires can provide insight into individual perception and attitudes as well as organisational policies and practices". Sekaran and Bougie (2010) advised that closed-ended questions aid participants to take the survey in a quick and efficient manner by simply deciding on the alternative answers to choose. This is an added advantage for the researcher when coding the data for statistical analysis. According to Sekaran and Bougie (2010) the items in a questionnaire are considered closed if it uses a Likert, ratio, ordinal, or nominal scales.

The researcher developed the questionnaire to use a five-point Likert scale. A Likert scale consists of options to indicate either a favourable or an unfavourable response to the question or statement. The questions were short and simple to understand in order for the measuring instrument to yield a high response rate, as recommended by Terre-Blanche, Durrheim (1999). The questionnaire was made up of two sections. Part 1 contained the personal questions to provide demographic data. Part 2 was the 28 Likert scale questions developed to answer the aim of the study. The questions in Part 2 of the questionnaire were based on the literature review in Chapter 2. The questionnaire was adapted from a web-based questionnaire from Kardas-Larson Human resources consulting company.

In order to collect data that are trustworthy and reliable, the researcher adapted a web-based self-structured questionnaire to be the best instrument to use.

The questionnaire for participants was centred around the research objectives to enhance the data for the study.

The question numbers were assigned to each objective of the discussion, on the advice and approval of the researcher's supervisor. The content of the questionnaire (available in Annexure C) was linked to each objective as follows:

1. To ascertain the professional services staff perceptions of performance management planning.

    2, 3, 4, 5, 6, 7, 11, 12

Table 3.1: Questions for objective 1

2.	My appraisal meeting with my manager is beneficial to me.
3.	My Appraisal meeting with my manager allows for key discussion.
4.	I am satisfied with my involvement in the setting of my key performance areas.
5.	My performance objectives are clear to me.
6.	My performance objectives are set at the right level for my position.
7.	My current performance objectives are attainable.
11.	My ratings are accurate.
12.	My Ratings reflect my actual performance.

The questions for the objective 1 with regards to performance management planning links directly to the Literature review in 2.7.2. that reveals what is in involved in the planning process and hence the questions for objective 1 was based on the following theory: "The supervisor and employee meet to discuss and agree on the objectives, set the employee's key performance indicators and how the objectives should be carried out. Aguini (2013:46).

Each employee's objectives should align with their manager's objectives as well as the organisation's overall goals (Bussin, 2013). During this stage the line manager meets with the employee to map a plan to guide the employee as to what to contribute to meet the department's goal and ultimately the organisation's goals."

2. To ascertain the line managers' role in performance management.

    13, 14, 15, 16, 17, 18, 19

13.	I think my manager is trained to conduct the appraisal.
14.	I think my manager performs the appraisal timeously.
15.	My Manager rates me based on actual performance.
16.	My manager does not rate me based on their personal feelings.
17.	My manager applies the performance management system in accordance with the institutional policy.
18.	My manager treats the process as ongoing versus once a year.
19.	My manager deals with performance problems effectively.

The role of a manager in the implementation of any PMS cannot be overemphasised as they exercise judgement in rating employees' performance. According to Maimela, (2016) "In order to exercise this judgement effectively, managers must be knowledgeable about the rating requirements of the system, and more importantly, be able to objectively justify rating awards to employees who may require such explanation."

3. To assess the impact of performance management on employee motivation.

20, 21, 22, 23, 24, 27

Table 3.3: Questions for objective 3

20.	Once the performance assessment is complete, I feel motivated to improve in the next assessment.
21.	The criteria used to calculate the performance bonus is fair.
22.	The performance bonus motivates me to strive for excellence.
23.	The reward system aligns the actions and objectives of staff with that of the
24.	My understanding is that the reward system interventions are used to elicit the desired levels of performance.
25.	I think my manager is able to identify my training needs.
26.	I think my manager encourages capacity training for staff.
27.	The line manager encourages staff development.

Researchers have emphasised that once appraisals are complete, the outcome plays a pivotal role in the development of a favourable job, positive organisational attitudes and enhanced motivation to increase performance (Taylor, *et al.*, 1984; Lawler, 1994). Once the appraisal is complete in the performance management

cycle, the outcomes in terms of rewards, training and encouragement contribute to an employee's motivation.

4. To advise on challenges of the performance management system.

    1, 8, 9, 10, 28

Table 3.4: Questions for objective 4

1.	The training I received on the performance management system is adequate.
8.	I understand how my current key performance indicators are aligned to UKZN's mission and goals.
9.	I feel the appraisal process is simple.
10.	I feel the appraisal process is quick to do.
28.	I regularly attend courses, conferences, workshops, etc to keep abreast with the developments in my field of work.

The questions for objective 4 aided the researcher to identify how senior management can improve and implement the system to achieve satisfaction by ascertaining how employees understand the system and its ease of use.

The pilot study is executed prior to the actual data collection process to confirm the research instrument's feasibility for reliability and validity and should there be a need to amend or adjust instrument (Zikmund, 2003). Kriel (2006:109) advises on the advantages of pretesting to streamline the data collection. Pretesting can be used to determine the time taken to complete, ease of understanding, identify ambiguous statements, etc. The researcher had conducted a pilot study of the instrument to minimise possible flaws. This testing of the questionnaire revealed to the researcher incorrect wording and grammar corrections, the time taken to complete and amendments to statements for better understanding. No matter how carefully researchers design a data-collection instrument such as a questionnaire; there is always the possibility of errors (Babbie, 2007). Therefore, in order to determine the feasibility of this study as well as the reliability and validity of the measuring instrument, the questionnaire was pretested. This was done to ensure that quality data are collected. The researcher had conducted a pilot study to measure the validity and reliability of the questionnaire. The researcher had given the questionnaire to five academics to complete and advise if changes needed to be made. After adjustments were made to the questionnaire, the researcher had

collected the primary data by using a structured self-administered web-based questionnaire.

3.9. DATA COLLECTION: HOW WAS DATA COLLATED?

Sekaran and Bougie (2010) view the importance of data collection methods as being essential to the research design. Some of the methods of data collection that can be used are questionnaires, interviews in the form of telephonic, electronic or face-to-face and observation. A questionnaire is a highly structured data collection technique whereby each respondent is asked the same questions. The researcher obtained a gatekeeper's letter from the registrar and ethical clearance from the research office of the University of KwaZulu-Natal prior to starting the data collection.

Saunders *et al*, 2016 advise that surveys are commonly used to facilitate data collection of a large sample and are cost-effective. This was a preferred method because it allowed the respondents to do questionnaires in their own time. It was also easy to use and convenient for both the researcher and the respondents. The researcher had sent out the link to participants to access the questions through the online internet survey program – "QuestionPro," to complete the survey questionnaire.

Generally, the study has both primary and secondary sources. The primary data was collected from the responses overall representatively sampled employees in the College of Humanities. Secondary data is collected through document review from existing information available in books, company magazine, organisational reports, brochures, journals, published and unpublished researches, internet and other relevant materials. The questionnaires were issued to 166 participants comprising professional services staff.

3.10. DATA ANALYSIS

Data analysis is responsible to convert the raw data that participants inputted into QuestionPro to provide the outcomes of each objective. Statistical Package for the Social Sciences (SPSS) was used for the statistical analysis. This allowed the researcher to draw out the significant outcomes. Descriptive statistics were used to process and analyse the biographic data collected. The SPSS program was used

to analyse the inferential statistics using the one-sample t-test statistical technique. The main purpose of the statistical analysis in this study was to analyse the experiences and perceptions of professional services staff performance management at the College of Humanities, University of KwaZulu-Natal.

The research was quantitative in nature. Descriptive statistics technique was used to analyse the findings from the questionnaire. The descriptive statistics includes measure of central tendency (mean scores), percentages, measure of variability (standard deviation) and measure of relative frequencies which were used to show the employee's perception of performance management practices. The results are presented in detail in Chapter 4 of the study.

3.11. RELIABILITY AND VALIDITY OF STUDY: HOW WERE THESE ACCOMPLISHED IN THE STUDY?

Sekeran and Bougie (2013), highlight the concerns of reliability to be stability, consistency and delineate scores for results. Cronbach's α is responsible for "The internal consistency of the scales." The Cronbach's α can be generally assumed to be "the degree of inter-relatedness among a set of items designed to measure a single construct" (Netemeyer *et al*, 2003:49). A Cronbach's α with a value greater than 0.7 is acceptable reliability. In this study, the researcher measured the internal reliability with the help of Cronbach's α and got a value of 0,965.

Since the researcher adopted a positivist paradigm, Robson (1993) states that this would be the best data collection method for specified variables of interest. Participants had access to the researcher's contact details to eliminate any ambiguity and any issues regarding the questionnaire. The researcher used the utmost discretion to ensure all information is strictly confidential and ensured participants that the data is treated with anonymity.

Validity is the related to the "accuracy of measures" Sekaran, (2013). Zikmund (2003:331) defined validity as "the ability of a scale to measure what it intended to be measured". Validity can determine to what extent a construct is interrelated to measurement indicators.

Leedy and Ormrod (2010), stated that although a pre-test takes some time initially, it ultimately saves time by letting a researcher know which items or approaches will or will not be effective in helping to solve the research problem.

A valid questionnaire helps to collect better-quality data with high comparability, which reduces the effort and increases the credibility of the data (Kazi & Khalid, 2012). Accordingly, the validity of the questionnaire used to collect data in this study was also tested.

Finally, the researcher sent out a questionnaire to 5 academic staff members known by the researcher. The researcher delivered the questionnaires by hand and collected them after a few days. The respondents in the pilot study were selected purposefully in order to make it easy to exclude them when sending the final questionnaire to the respondents in the main study. The minor amendments were attended to the research instrument.

3.12. BIAS: WHAT TYPES OF BIAS WERE ENCOUNTERED? HOW WERE THEY MINIMISED?

There were disadvantages that the researcher had encountered:

- Due to the instrument being answered online, the researcher was unable to clarify any ambiguity experienced by the participants. The researcher was unable to ensure that all demographic information is filled in. Twelve participants opted not fill in their ages.

- The professional services staff in the human resource section of the College of Humanities had declined to take the questionnaire.

3.13. ETHICAL CONSIDERATIONS

Undertaking to uphold ethical responsibility and considerations was the main concern of this research study. According to Cooper *et al,* (2006:116), ethics are the guidelines of behaviour for the researcher to obey regarding moral choices about relationship with others. The goals of ethics in research are to ensure that no one is harmed or suffers adverse consequences from research activities. Prior to conducting the research, the researcher had applied for Ethical Clearance from the Research Office and was awarded an ethical clearance certificate (Annexure B). Only after Ethical clearance was given, did the researcher start collecting data. Participants had volunteered to participate in the survey and were not coerced into taking the survey.

The researcher had advised the respondents about the purpose of the study and they were reassured by the researcher that all information will kept in the strictest confidence. The respondents were advised by the researcher that all information will only be used for this study purpose only. The anonymity of the research participants is protected and their names are not required on the survey instrument due to the sensitivity of information of the respondent's performance appraisal not being made public.

The researcher has the responsibility to inform the participants regarding the topic and nature of the study and should there be any consequences to participating in the study (Christian, 2005). Christian further advises that there should be no coercion for participants to partake in the study, they should participate voluntarily. The researcher had provided all the relevant information and guidelines in a covering letter with the questionnaire. The researcher has maintained a code of ethics to protect all participants. The researcher had assured constant confidentiality and concealment of any and all data regarding the study (Christian, 2005).

3.14. SUMMARY

Chapter 3 culminates the entire research methods that the researcher undertook to carry out this study. All avenues were looked at and emphasis placed on the design the researcher had chosen. The researcher had carried out a pilot study to eliminate any issues when collecting data from the professional services staff at the College of Humanities. The following chapter is the presentation of the data gathered from the survey. The data will be presented in the form of Descriptive Statistics and Inferential Statistics.

CHAPTER 4   PRESENTATION OF RESULTS

4.1.   INTRODUCTION

Chapter 3 sets out the detailed description of the research methodology used by the researcher for this study. Once the pilot study and testing was complete, the researcher had carried out the main data collection. Once the data collection was completed, the data was loaded onto SPSS to conduct the statistical analyses. Chapter 4 analysed all the data that was collected to provide statistics related to each objective.

4.2.   DESCRIPTIVE STATISTICS

4.2.1.   Participants

The questionnaire was sent out to 166 participants and a total of 106 participants completed the anonymous questionnaire. The response rate is 64%.

4.2.2.   Cronbach Alpha

The reliability analysis calculation reflected that the data is reliable as the value for the Cronbach's Alpha calculation was 0.965.

Table 4.1: Reliability test output

Reliability Statistics	
Cronbach's Alpha	N of Items
.965	28

4.2.3.   Demographic distribution

The frequency distribution of socio-demographic information showed that the majority of the participants were female (74%), 60% of them had been working for more than 10 years, more than half (53%) were African, and 62% were between the ages of 36–55 years.

Table 4.2: Frequency distribution of socio-demographic information

Variables	Frequency	%
Sex		

Male	26	26,00%
Female	74	74,00%
Grades		
Grade: 12	9	8,49%
Grade 11	11	10,38%
Grade 10	60	56,60%
Grade 9	9	8,49%
Grade 8	5	4,72%
Grade 7	2	1,89%
Grade 6	10	9,43%
Years in service		
0–1	5	4,81%
2–5	11	10,58%
6–10	26	25,00%
11–20	42	40,38%
21–30	18	17,31%
30 +	2	1,92%
Years in the current position		
0–1	14	13,73%
2–5	31	30,39%
6–10	30	29,41%
11–20	18	17,65%
21–30	9	8,82%
30 +	0	0,00%
Race		
Indian	31	28,97%
White	11	10,28%
African	57	53,27%
Coloured	8	7,48%
Age		
18–25	1	1,06%
26–35	31	32,98%
36–55	58	61,70%
56–60	3	3,19%
61+	1	1,06%
Name of School		
SOAHS	8	7,62%
Religion	4	3,81%
Education	22	20,95%
BEDS	6	5,71%
Sociology	6	5,71%
Arts	14	13,33%
College	45	42,86%

Each objective was related to questions in the questionnaire. The next section will show how the questions on the questionnaire relate to each objective.

4.2.4. Results

4.2.4.1. Results for objective 1- To ascertain professional services staff perceptions of performance management planning

Eight Likert scale questions were asked to the employees for Objective 1. The frequency distribution of these eight statements are reflected in Figure 4.1 below. It was found that majority of participants agreed or strongly agreed to all the statements. For example, 60% of the participants agreed that their performance objectives were clear to them, 59% agreed that their current performance objectives are attainable, and 20% strongly agreed that their ratings reflect their actual performance.

As stated in Chapter 2 of the literature review, Atta-Quarterly (2015:256) cited by McShane and Von Glinow (2009) reiterates that "goal-setting theory" is a popular practice to enhance motivation of employees in an organisation and that "setting of goals or objectives give employees clearer role perceptions so that their effort is channelled toward better behaviours that will improve work performance".

According to Frieden (2014) emphasis is placed on the influence of effective communication in improving the commitment to duties and evolving an individual's perception of an issue. As indicated in Chapter 2 of the literature survey the importance of each employee's goals should be aligned to those of the manager and ultimately the organisation's strategy (Bussin, 2013). During the planning stage of PM, the line manager meets with the employee to map out the employee's KPIs that are linked to organisation's goals. In order for organisational goal setting to be effective it is important for employees to engage in the setting of goals process and not for them to just be assigned to goals. "Goal setting" is a key factor of the requirements of a PMS to maintain clear communication levels within an organisation (Whittington Jones, 2005:11). The experts in Marsden (2004:354) have agreed that intensive involvement of employees in setting of KPIs can motivate employees to achieve their objectives.

Figure 4.1: Statements regarding objective 1

Adding all the scores from the eight statements, it was found that 80% of the participants scored 24 or less indicating positive perception towards objective 1.

Table 4.3: Overall scores for objective 1

Overall scores	Frequency	Percent
8	5	4,6
9	1	.9
10	2	1,8
11	2	1,8
12	2	1,8
13	2	1,8
14	2	1,8
15	5	4,6
16	24	22,0
17	6	5,5
18	9	8,3
19	6	5,5
20	4	3,7
21	7	6,4
22	5	4,6

23	1	.9
24	4	3,7
25	5	4,6
26	7	6,4
28	1	.9
30	2	1,8
32	3	2,8
34	1	.9
35	1	.9
36	1	.9
39	1	.9

4.2.4.2. Results for objective 2 – To ascertain the line manager's role in Performance management

For objective 2, seven statements were asked of the participants. Frequency distribution of the statements are shown in Figure 4.2 below. It was found that more participants agreed or strongly agreed to all the statements. For example, 26% strongly agreed that their manager does not rate them based on their personal feelings, 23% strongly agreed that their manager applies the performance management system in accordance with the institution policy, and 51% agreed that their manager deals with performance problems effectively. It is important for managers and employees to be well trained on how to set KPIs to align to the specific organisation's strategic objectives (London, 2004:319–336).

Employees must perceive performance management to be "fair, just and equitable (Farndale, Van Ruiten, Kelliher & Hope-Hailey, 2011; Islam & Rasad, 2005)." If employees perceive their managers to be fair only then would employees embrace the Performance Management System with the intended benefits to the organisation. One can also reasonably assume that employees will not be likely to embrace performance management if they perceive it to be biased, unfair and lacking equity in the distribution of organisational outcomes (e.g. promotion, salary increment, research incentives).
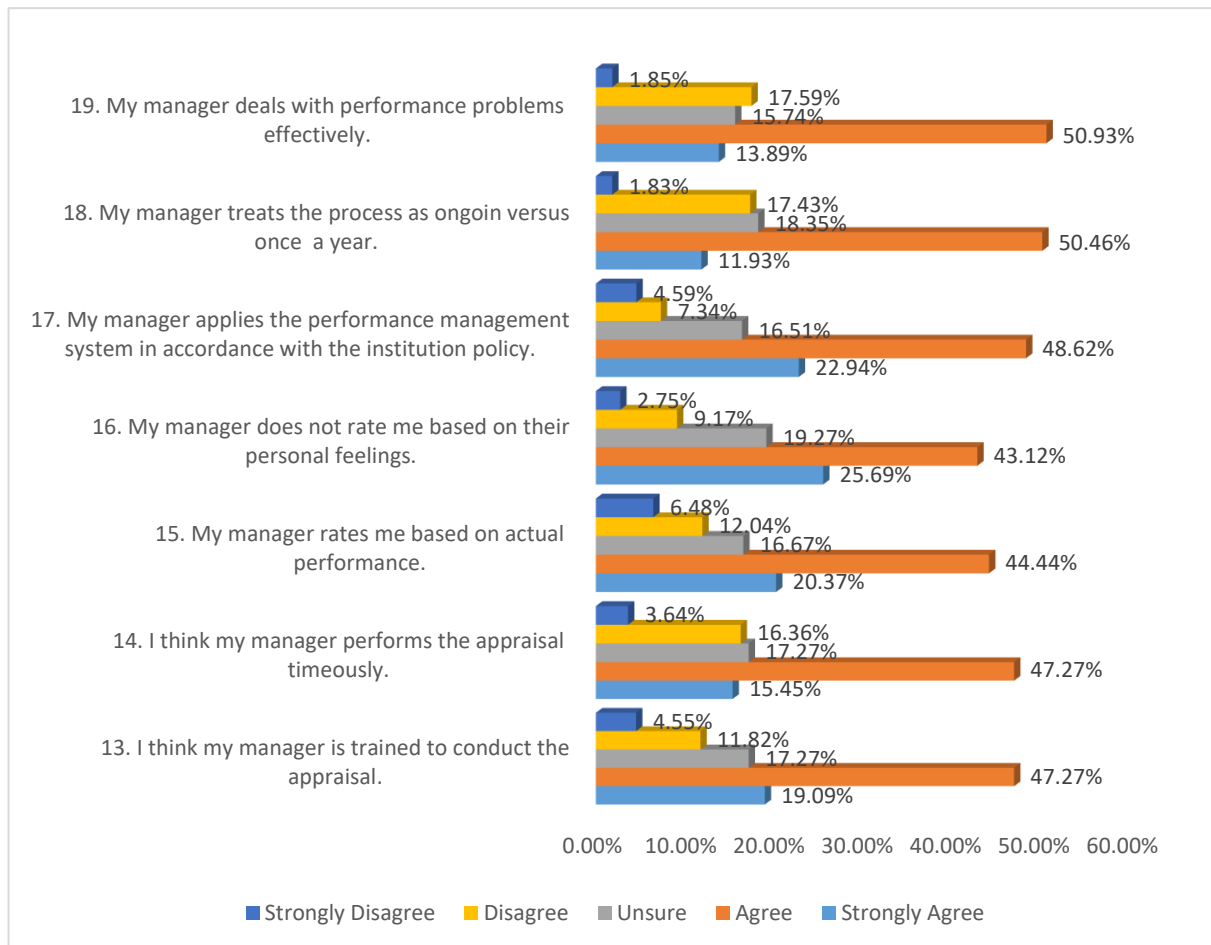
Figure 4.2: Statements regarding objective 2

Adding all the scores from the eight statements, it was found that 82% of the participants scored 21 or less, indicating having positive perception towards objective 2.

Table 4.4: Total scores for objective 2

Overall scores	Frequency	Percent
7	6	5,5
8	4	3,7
9	6	5,5
10	4	3,7
11	2	1,8
12	6	5,5
13	1	,9
14	23	21,1
15	5	4,6
16	9	8,3
17	5	4,6

18	7	6,4
19	2	1,8
20	6	5,5
21	3	2,8
23	1	.9
24	1	.9
25	5	4,6
26	1	,9
27	2	1,8
28	5	4,6
29	1	,9
30	1	,9
31	2	1,8
32	1	,9
Total	109	100,0

4.2.4.3. Results for objective 3 – To assess the impact of performance management on employee motivation

For objective 3, eight statements were asked of the participants. Frequency distribution of the statements are shown in Figure 4.3 below. It was found that more participants agreed or strongly agreed with all the statements. For example, 50% agreed that they think their manager is able to identify their training needs, and their understanding is that the reward system interventions are used to elicit the desired levels of performance respectively.

Mullins, (2007) reflects that employees are more likely to embrace performance management if they perceive the assessment or appraisal process to be a tool for positive criticism to encourage improved performance outcomes. The employee's perception of the system can control success of the system to the organisational goals. De Waal, 2003 argued that PMS effectiveness depends largely on the attitudes and behaviours of individuals who are involved in the appraisal system. These are classified into attitude and behaviour of employees on the job and the role of supervisors in communicating and providing feedback to subordinates when the job is being done. Khan (2007) states that ultimately an appraisal process facilitates management's ability to make supervisory decisions with regards to bonuses, promotions, layoffs and training.
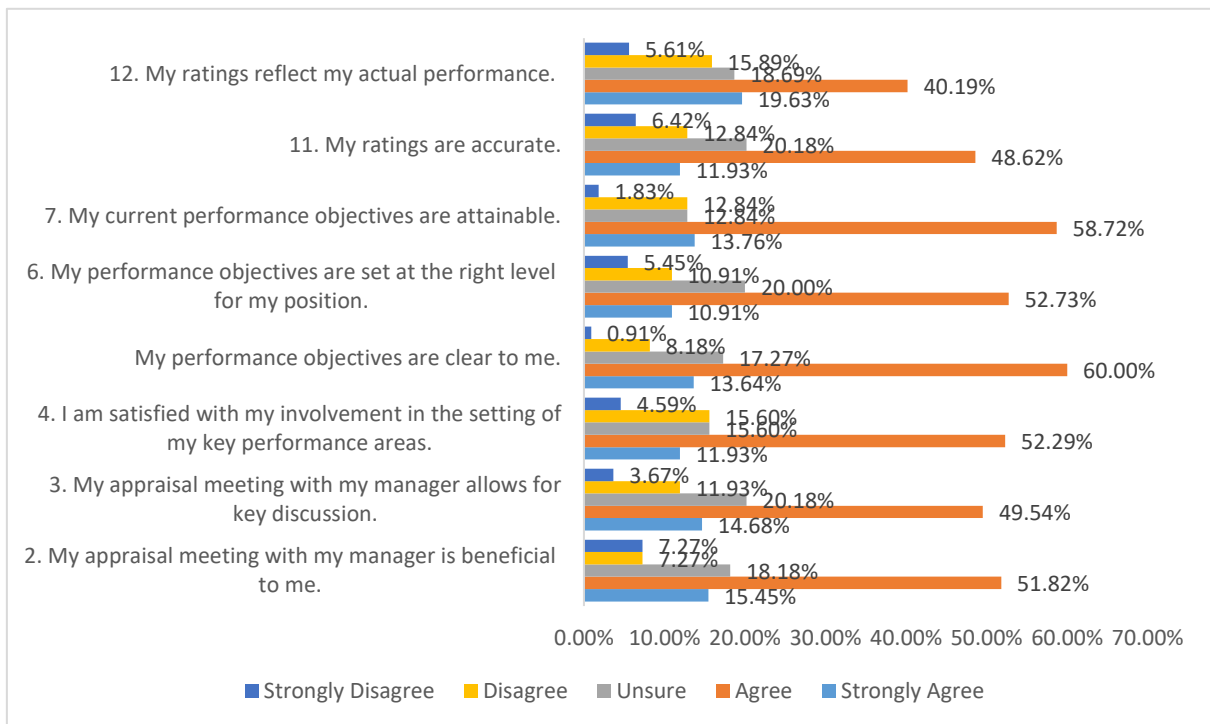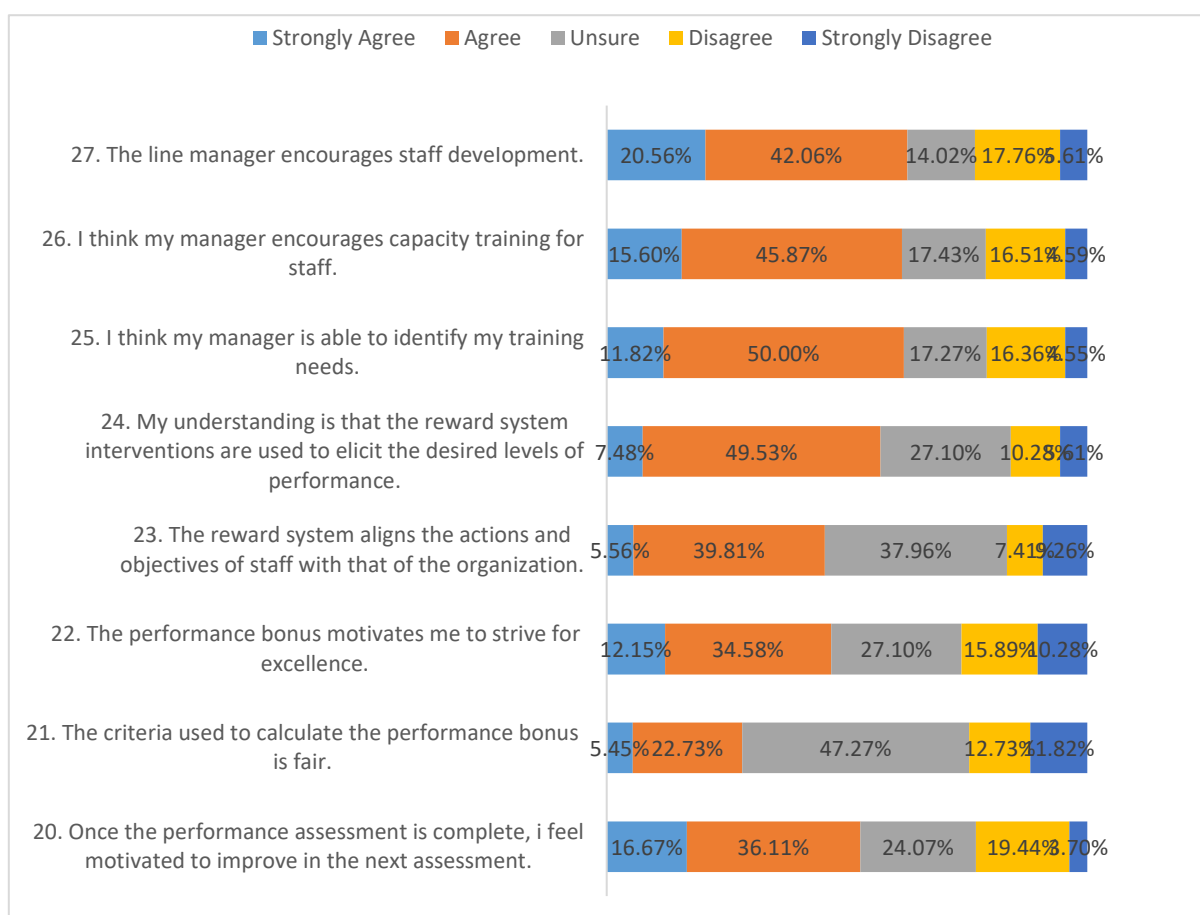
Figure 4.3: Statements regarding objective 3

Adding all the scores from the eight statements, it was found that 77% of the participants scored 24 or less, indicating having positive perception towards objective 3.

Table 4.5: Total Scores for Objective 3

Overall scores	Frequency	Percent
7	1	,9
8	1	,9
10	1	,9
11	3	2,8
12	5	4,6
13	2	1,8
14	4	3,7
15	2	1,8
16	11	10,1
17	3	2,8
18	9	8,3

19	5	4,6
20	6	5,5
21	5	4,6
22	8	7,3
23	8	7,3
24	10	9,2
25	5	4,6
26	2	1,8
27	4	3,7
28	1	,9
29	2	1,8
30	1	,9
31	3	2,8
32	2	1,8
34	1	,9
35	2	1,8
38	1	,9
40	1	,9
Total	109	100,0

4.2.4.4. Results for objective 4 – To advise on challenges of the performance management system.

To determine challenges, it was found that 53% agreed that they understand how their current key performance indicators are aligned to UKZN's mission and goals, and 45% agreed that they feel the appraisal process is quick to do.
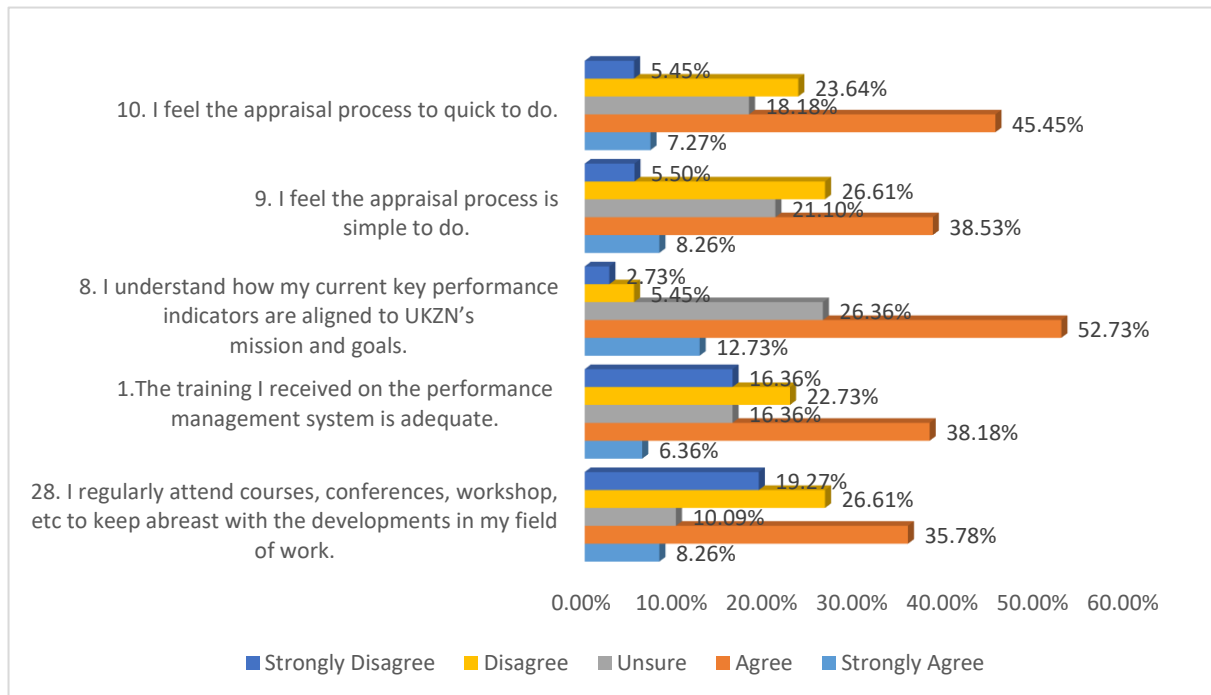
Figure 4.4: Challenges

4.3. FURTHER ANALYSIS

For further analysis, normality test was conducted and found that not all the constructs were normally distributed. Therefore, non-parametric tests were performed to compare the means for the three constructs with regards to demographic variables.

4.3.1. Tests of normality

Table 4.6: Tests of normality

	Kolmogorov-Smirnov[a]		
	Statistic	df	Sig.
total for objective 1	.129	109	.000
Total for objective 2	.134	109	.000
Total for objective 3	.085	109	.049

4.3.2. Lilliefors significance correction

Results below showed that gender of the participants had similar mean rank for all the three constructs (p>0.05) even though females had a higher mean rank for all

the constructs. Similarly, all other demographic variables had similar mean rank for all the three constructs except grades of the participants. Grades of the participants had significantly different mean rank for objective 1 ($p < 0.05$).

Table 4.7: Lilliefors significance correction

Ranks				
	Sex	N	Mean Rank	Sum of Ranks
total for objective 1	Male	26	45.08	1172.00
	Female	74	52.41	3878.00
	Total	100		
Total for objective 2	Male	26	44.10	1146.50
	Female	74	52.75	3903.50
	Total	100		
Total for objective 3	Male	26	48.15	1252.00
	Female	74	51.32	3798.00
	Total	100		

4.3.3. Test statistics

Table 4.8: Test statistics in Sex

Test Statistics[a]			
	total for objective 1	Total for objective 2	Total for objective 3
Mann-Whitney U	821.000	795.500	901.000
Wilcoxon W	1172.000	1146.500	1252.000
Z	-1.115	-1.315	-.480
Asymp. Sig. (2-tailed)	.265	.188	.631
a. Grouping Variable: Sex			

Table 4.9: Ranks in Grades

Ranks			
	Grades	N	Mean Rank
total for objective 1	Grade 12	9	59.00
	Grade 11	11	70.41
	Grade 10	60	53.19

	Grade 9	9	46.44
	Grade 8	5	78.50
	Grade 7	2	17.75
	Grade 6	10	32.80
	Total	106	
Total for objective 2	Grade 12	9	56.11
	Grade 11	11	65.50
	Grade 10	60	54.77
	Grade 9	9	39.50
	Grade 8	5	72.40
	Grade 7	2	21.75
	Grade 6	10	39.85
	Total	106	
Total for objective 3	Grade 12	9	52.06
	Grade 11	11	59.00
	Grade 10	60	56.48
	Grade 9	9	39.72
	Grade 8	5	62.30
	Grade 7	2	13.50
	Grade 6	10	46.90
	Total	106	

Table 4.10 Test statistics Grades

Test Statistics[a,b]			
	total for objective 1	Total for objective 2	Total for objective 3
Chi-Square	14.840	9.823	7.025
df	6	6	6
Asymp. Sig.	.022	.132	.319
a. Kruskal Wallis Test			
b. Grouping Variable: Peromnes Grade: Grades			

Table 4.11: Ranks in Years of Service

Ranks			
	Service Details years in service	N	Mean Rank
total for objective 1	0-1 years	5	53.40
	2-5 years	11	46.59
	6-10 years	26	53.15

	11-20 years	42	49.95
	21-30 years	18	59.64
	>30 years	2	63.50
	Total	104	
Total for objective 2	0-1 years	5	51.90
	2-5 years	11	46.09
	6-10 years	26	53.23
	11-20 years	42	52.55
	21-30 years	18	54.58
	>30 years	2	60.00
	Total	104	
Total for objective 3	0-1 years	5	46.90
	2-5 years	11	50.64
	6-10 years	26	47.62
	11-20 years	42	53.67
	21-30 years	18	59.00
	>30 years	2	57.25
	Total	104	

Table 4.12: Test statistics in Grades

Test Statistics[a,b]			
	total for objective 1	Total for objective 2	Total for objective 3
Chi-Square	2.041	.732	1.851
Df	5	5	5
Asymp. Sig.	.843	.981	.869
a. Kruskal Wallis Test			
b. Grouping Variable: Service Details years in service			

Table 4.13: Ranks in Current Position

Ranks			
	Service Details years in the current position	N	Mean Rank
total for objective 1	0-1 years	14	58.25
	2-5 years	31	50.60
	6-10 years	30	47.47
	11-20 years	18	53.36
	21-30 years	9	53.83
	Total	102	

Total for objective 2	0-1 years	14	52.71
	2-5 years	31	49.02
	6-10 years	30	48.72
	11-20 years	18	57.14
	21-30 years	9	56.17
	Total	102	
Total for objective 3	0-1 years	14	53.71
	2-5 years	31	47.37
	6-10 years	30	49.20
	11-20 years	18	55.69
	21-30 years	9	61.56
	Total	102	

Table 4.14 Test Statistics in Current Position

Test Statistics[a,b]			
	total for objective 1	Total for objective 2	Total for objective 3
Chi-Square	1.461	1.400	2.273
df	4	4	4
Asymp. Sig.	.833	.844	.686
a. Kruskal Wallis Test			
b. Grouping Variable: Service Details years in the current position			

Table 4.15 Ranks in Race

Ranks			
	Demographic Race	N	Mean Rank
total for objective 1	Indian	29	44.33
	White	11	54.86
	African	57	56.76
	Coloured	8	55.06
	Total	105	
Total for objective 2	Indian	29	46.17
	White	11	53.68
	African	57	55.44
	Coloured	8	59.44
	Total	105	

Total for objective 3	Indian	29	48.26
	White	11	62.05
	African	57	53.12
	Coloured	8	56.88
	Total	105	

Table 4.16 Test Statistics in Race

Test Statistics[a,b]			
	total for objective 1	Total for objective 2	Total for objective 3
Chi-Square	3.346	2.211	1.811
df	3	3	3
Asymp. Sig.	.341	.530	.612
a. Kruskal Wallis Test			
b. Grouping Variable: Demographic Race			

Table 4.17: Ranks in Age

Ranks			
	Age group	N	Mean Rank
total for objective 1	18-25 years	1	50.00
	26-35 years	31	45.15
	36-55 years	58	49.36
	56-60 years	3	25.33
	>60 years	1	76.50
	Total	94	
Total for objective 2	18-25 years	1	61.00
	26-35 years	31	40.19
	36-55 years	58	50.67
	56-60 years	3	45.33
	>60 years	1	83.00
	Total	94	
Total for objective 3	18-25 years	1	50.00
	26-35 years	31	43.56
	36-55 years	58	48.81
	56-60 years	3	48.50
	>60 years	1	88.00
	Total	94	

Table 4.18: Test Statistic in Age

Test Statistics[a,b]			
	total for objective 1	Total for objective 2	Total for objective 3
Chi-Square	3.669	5.040	3.009
df	4	4	4
Asymp. Sig.	.453	.283	.556
a. Kruskal Wallis Test			
b. Grouping Variable: Age group			

Spearman's rank correlation test showed that all the three constructs were strongly positively correlated with each other ($p<0.05$).

Table 4.19: Correlations

Correlations			total for objective 1	Total for objective 2	Total for objective 3
Spearman's rho	total for objective 1	Correlation Coefficient	1.000	.864[**]	.700[**]
		Sig. (2-tailed)	.	.000	.000
		N	109	109	109
	Total for objective 2	Correlation Coefficient	.864[**]	1.000	.696[**]
		Sig. (2-tailed)	.000	.	.000
		N	109	109	109
	Total for objective 3	Correlation Coefficient	.700[**]	.696[**]	1.000
		Sig. (2-tailed)	.000	.000	.
		N	109	109	109
**. Correlation is significant at the 0.01 level (2-tailed).					

4.4. SUMMARY

Chapter 4 presented the data and discussed the results that had been analysed. The data collected by the researcher was reliable and the questionnaire developed was aligned appropriately to obtain the information required to meet the researcher's objectives.

The discussion has highlighted the perceptions of performance management at the College of Humanities, UKZN.

CHAPTER 5   DISCUSSION

5.1.   INTRODUCTION

Chapter 4 highlighted all the statistics required for this study. The statistics are used in Chapter 5 to provide a discussion of the research findings in relation to the objectives. The researcher in alignment with the research objectives and, subsequently, the research questions, examines case studies, previous findings, contributions to business and company reports to support the discussions below. This chapter's discussion will centre on each objective of this study.

5.2.   KEY FINDINGS AND DISCUSSION AS PER OBJECTIVES OF THE STUDY

5.2.1.   Objective 1 – To ascertain professional services staff perceptions of performance management

With 80% of the participants scoring 24 or less for objective 1, implies that the participants have a significant predisposition towards setting of KPIs, setting and clarity on performance objectives and the appraisal. Satisfaction of the performance appraisal meetings is a subsidiary towards motivating employees which will be beneficial to the College of Humanities. These positive performance appraisal reactions or perceptions from the participants towards their current experience with the system can control employee's future development and behaviour to improve and fulfil their KPIs. The research outcome reflects that employees have a strong positive perception towards the planning process of performance management indicated in objective 1.

The positive perception for objective 1 supports the "goal-setting" theory. This theory according Locke and Latham (2002) advocates that if the employee perceives the setting of objectives is done at the right level and they find that it is clear, understandable and attainable can motivate them as they now know what they need to work towards. Locke and Latham further indicated that certain objectives are set higher to push the employee to reach this target, which is viewed as motivation. The outcome for objective 1 is shows that clarity is found with setting of objectives and does result in job satisfaction.

Almost 67% of the sample had a positive response to finding that their meeting with their line managers is beneficial to them. These results are in line with the goal-setting theory (Locke & Latham, 2002), which emphasises that employees who are actively involved in setting objectives create a greater motivation to fulfil objectives as opposed to employees who already have predetermined objectives.

It is clear that a significant percentage of respondents agreed or strongly agreed that the performance goals and standards are clear to them and they know precisely what their responsibilities are. These results are consistent with the argument proffered by Aguinis (2013) that there should be discussions of KPIs between the line manager and employee. This study reflected that close to 65% of the participants found the appraisal meeting with their manager allows for key discussion.

In theory performance management is aimed at ultimately improving the strategic goals of an organisation yet in practice the results do not reflect this. Recently employees and line managers have voiced their negative sentiment and dissatisfaction regarding performance management (Williams, 1994). The most common reasons for failure of performance management systems in an organisation is due to little or no involvement of the employee in setting of their KPIs and having ambiguous or ridiculously unattainable objectives set in their KPIs

The positive outcome for objective 1 reflects that majority of professional services staff members are confident that their performance goals and standards have been set at an acceptable level that corresponds with the position they occupy in the organisation. It can therefore be reasonably inferred from these results that the set goals and standards are achievable by the respondents. These results can therefore be located within the goal-setting theory (Locke & Latham, 2006), which posits that hard but achievable goals are motivating because they require one to attain more in order to be satisfied than do low or easily attainable goals. Again, the results demonstrated some degree of consistency with what Aguinis (2013) found to be a well-executed PMS to identify to what extent if any that the behaviours correlate to the results achieved.

In practise and together with the results from this study increased levels of dialogue between line managers and employees can increase job satisfaction and

organisational commitment. In the current study's outcome shown in Figure 4.3, 25 respondents (78%) agreed that they feel motivated once the performance review is complete and to improve on the next review. However, if there are low communication levels within an organisation, this will negatively affect the employees' perceptions of understanding their KPIs and thus decreasing organisational commitment. According to Roberts and Reed (1996), satisfaction of the PMS is impacted by the extent of an employee's involvement in their KPIs.

Fisher (1995) indicates that improved communication creates a relationship between the line manager and employee that is highly beneficial to the organisation and the outcomes of performance management. Employees that have regular meetings with their line managers to discuss performance-related issues improves the communication gap and provides clarity on the employee's role. Elicker, *et al*, (2006) propose that employees allude to positive perceptions of fairness and organisational commitment if they have a "say" and are able to voice their opinions. Performance management opens the lines for communication between the line managers and employees. Employees will feel included and recognised should their inputs be included in their organisation's strategy (Espinilla *et al*, 2013).

5.2.2. Objective 2 – To ascertain the fairness of the line manager's role during the appraisal

Having a highly trained line manager to carry out effective performance management is crucial and of significant value to the organisation as supported by Aguinis (2013), who argues the benefit of using line managers to carry out the performance management process are in the ideal setting to carry out this task as they are better equipped to evaluate performance due to the fact that the employee is part of their team or School. In objective 2, question 13 of this study reveals that 70% of the participants perceive their line managers to be adequately trained to conduct performance management and just over 70% agree to question 17, also in objective 2, that their line manager applies the system in accordance with institutional policy. Flaniken (2009) revealed that line managers in a large number of organisations do not receive sufficient performance management and performance appraisal training, and therefore they do not have adequate knowledge to rate employee performance.

Smith, 1990 concedes to these sentiments by stating that inadequate appraisers' training can render the PMS to be ineffective in that organisation. Both Lucas, (1994) and Valeri, (1996) echo similar sentiments that low communication levels and no coaching and mentoring from the line manager will render the PMS ineffective. It is further identified that lack of feedback from line manager and appraisal meetings contributes to inefficiencies in PM. This research study reveals staff perceive their managers to be in a very good position to conduct appraisals and that they are well trained to provide optimum effectiveness at the college of humanities.

Employees' perceptions of PM is highly influenced by the fairness of the appraisal process and line manager's behaviours (Bretz *et al*, 1992). The issue of fairness is currently a common issue experienced in most organisations. Fletcher (2004) includes the issue of bias to how effective performance management could be. Colquitt (2001) identified distinct aspects that do impact on fairness including the extent to which procedures are "well-communicated, promptness in dealing with queries and issues, listening to employees' perspectives, the extent to which procedures are implemented consistently; transparency, timely feedback and the extent to which outcomes are explained."

Close to 66% of participants agree that their managers deal with performance problems effectively, this result concurred with findings by Aguinis (2013), who stresses that managers must abstain from dishing out negative public critique when assessing employee performance irrespective of how upset the line manager is with results from that employee, as it may produce negative emotions and increase chances for conflict.

The line manager's responsibilities range from setting KPIs, mentoring, coaching, developmental planning and providing accurate and relevant feedback after an appraisal.

Close to 70% of the participants find that their appraisals from their manager are based on their actual performance and no personal feelings are taken into account. This is very important for staff to feel that their ratings are done in a fair manner in order for them to be satisfied, motivated and participate effectively in performance management.

Furthermore, if employees trust their line managers, they embrace positive expectations regarding the managers' motives and have confidence that the managers will act in their best interest. The research indicated a strong relationship for trust and understanding between supervisor and employee. It is evident that staff trust their line managers as majority agree that their line manager appraises them based on their actual performance and majority disagree that the manager's rates are based on his/her personal feelings. The respondents were confident that their ratings are objective and that the outcomes are without any bias by their managers.

An employee's attitude towards their line manager is an imperative issue as the employee can view this as negative and unsupportive towards performance management (Milkovich and Boudreau, 1997). Should there be conflict that creates ill-feelings during the performance appraisal, the employee may perceive the line manager to be unfair during the ratings (Boswell & Boudreau, 2000). These authors are alluding to the impact the line manager or appraiser has on the employee's perception of performance management.

Deepa *et al,* (2014) supported the view that a decrease in job satisfaction was due to an employee perceiving their objective ratings had been intentionally unfair due to conflict between the line manager and employee.

5.2.3. Objective 3 – To assess the impact of performance management of professional services staff motivation

A reward system has been proven to motivate improved employee performance. Employees are motivated if they believe their actions and behaviour would be rewarded. Having a tool that makes measuring the performance objectives possible needs to have a reward system to show the magnitude of the measurements ratings that take place. "What gets measured and rewarded gets attention" (Bohlander *et al*, 2001). Motivation can be interpreted as receiving a reward that directly impacts performance outcomes (Njanja *et al*, 2012). An effective reward system can be an organisation's strategic driver to meet its vision and mission goals by increasing employee performance (Njanja *et al*, 2012).

Torrington, Hall & Stephen (2008) allude to the process of rewarding good behaviour to increase motivation and an individual's ability.

The human resource policies of an organisation impact the employee and in effect the institution that the employee belongs to. Employees that have job satisfaction will reflect increased organisational commitment. Torrington *et al*, (2008) reinforce that motivation has fundamental control and influence on performance management.

Ahmed and Ali (2008), conducted a research study on "impact of reward and recognition programs on employee motivation and satisfaction". They concluded that a positive correlation exists with rewards versus job satisfaction and motivation.

The findings reveal what percentage of each element impacts satisfaction were revealed: "payment 86%, promotion 74%, work conditions 61%, personal 37%." The outcome for this particular study supported a positive relationship between reward and employee satisfaction.

Managers need to provide feedback on capacity training needs and staff development. One of the most important conditions is to provide clear, performance-based feedback to employees.

Murphy and Cleveland, 1995 highlight the significance of feedback during performance management as a significant factor. An employee will rely on feedback from the line manager to form a sense of accomplishment that they have met their performance objectives creating a sense of accomplishment for themselves and to boost their morale.

It can be seen that assessments have a negative connotation whereas training and development have a very positive connotation to the individual receiving it (Milkovich & Boudreau, 1997). Aslam (2011) reiterates this, that implementing performance management with more emphasis on mentoring and training shows relatively positive reactions from appraisees.

This research study outcome is the opposite of what is stated in the literature as a very low percentage had responded to the performance bonus motivating them. The results in Figure 4.3 reflect that only 28% of the participants agree that the criteria used to calculate the bonus is fair and 42,27% were unsure. These results show that there has been little involvement of employees in decisions on reward and recognition, as these reward systems should be motivating employees.

5.2.4. Objective 4 – To provide recommendations on how the performance management system can be improved at the College of Humanities

According to Haines and St-Onge (2012), organisations that provide more performance management training will have receive the long-term benefits the performance management system for improved value. In figure 4.4, only 44,54% of the participants agreed with question 1 that they had received adequate training on the performance management system. This is very low and with participants not having adequate training, it will hinder the College from not reaping the benefits of the PMS at its full potential. Also the employees will not have a clear understanding of the purpose of performance management and are at a disadvantage. The training will empower employees to use the system optimally for their benefit at the same time.

The response rate from participants that agreed the appraisal process was quick was 52,72%. This is contradictory to current studies that reveal complaints from both line managers and employees feels that performance management is a very time-consuming exercise.

The outcome from a performance appraisal is decisions related to training and development. Employees associate the investment of training and development to equip them current knowledge and skills. Employees perceive this as the organisation investing in their employees which ultimately increases motivation. In objective 4, question 28, less than 50% of the participants agreed to have attended courses, conferences, etc. Less than half the sample received training, this needs to increase to improve employee motivation. Employees that know that their organisation has pledged funds towards their development will result in those employees feeling indebted and putting in more effort into their performance as a repayment for the development investment. Development and training creates a perception to employees about being valued by the organisation. Employees increase their organisational commitment when they perceive that specific organisation has invested in them.

According to Kreitner and Kinicki (2008) knowing an organisation's strategic mission and vision will improve an employee's understanding of how they are able to contribute to attaining the organisation's goals for competitive advantage. By

management including employee participation for activities surrounding strategic decision-making will increase their awareness of the organisation's strategy. 34,54% of participants do not understand how their key performance indicators are aligned to the university's mission and goals and cascading down to the College.

5.3. SUMMARY

This chapter looked the outcomes for each objective and highlighted some of the responses where relevant. Some outcomes were in line with the literature and some not. The most significant finding is that rewards are not the main motivating factor for employees to improve performance. Chapter 6 will delve into the recommendations. The findings from the research will assist the researcher with the recommendations.

CHAPTER 6   CONCLUSION AND RECOMMENDATIONS

6.1.   INTRODUCTION

Chapter 5 centred on the discussion of the research findings for each objective with links to the literature review. Chapter 6 presents the conclusion, implications, limitations, recommendations and identification of areas for further research in the future. The purpose of examining previous works and research is to draw comparisons from the previous published research findings. This study ought to make more meaningful contributions to UKZN, staff, management, senate and to provide a framework for more extensive research into this field.

6.2.   CONCLUSION

At start of the research, the researcher anticipated an expectation of being able to interpret and explore how the professional services staff perceive performance management at UKZN. The researcher's objectives selected for this study were aimed at finding a deeper understanding of what motivates employees within performance management. The study had four objectives. The research study adopted a quantitative method and the constructs of the instrument were aimed at achieving the objectives. The researcher did not expect any unrealistic outcomes or any conclusions not in line with the literature. The most surprising outcome was the fact that not all participants felt that a performance bonus motivated them to strive for excellence.

6.3.   IMPLICATIONS OF THE RESEARCH

This is the first study that has been conducted on perceptions of performance management of professional services staff at UKZN.

This study was specific to one College at the University. Others colleges can adapt the recommendations to improve their current performance management process.

Other public universities in South Africa can use this study when implementing performance management at their institute.

6.4.   LIMITATIONS OF THE RESEARCH

There were certain challenges experienced due to the fact that researcher is an employee at the same organisation that the research was carried out. Due to performance management being a sensitive subject, there is no guarantee that the participants were totally honest in answering the research instrument.

One of the limitations of this research is that it should be appreciated only within the presented context, i.e. College of Humanities at UKZN and therefore not generalised in terms of the findings to other contexts. These may be seen as shortcomings that place restrictions on the researcher's methodology and conclusions.

The researcher is unable to prevent collusion and discussion among participants to answer the research instrument.

The research was limited only to the College of Humanities, UKZN and is not the reflection or opinions of other Colleges or public universities. Therefore the study cannot be generalised to higher education institutes. The study is restrained to the specifics of where it took place, i.e. Professional services staff at the College of Humanities, UKZN.

6.5.   RECOMMENDATIONS TO SOLVE THE RESEARCH PROBLEM

6.5.1.   Objective 1 – To ascertain professional services staff perceptions of performance management

Close to 40% of participants have disagreed or are unsure about their ratings being accurate and reflecting their actual performance. It can be suggested that a human resource representative or a team member or a staff member in the same position and grade but maybe from another college or school be present to discuss and concur on the ratings.

Staff responses were low for receiving adequate training and this may have contributed to them being unsure about their ratings. Training on performance management is very important and the human resource section should carry out training at least twice a year and closer to the due date of finalising key performance indicators.

The college of humanities should be the first to introduce a guideline or set objectives for the different grades or positions of professional services staff. Currently academic staff have a set of objectives that applies to them. This would streamline the process and make setting of objectives and appraisal meetings quicker and more efficient.

6.5.2. Objective 2 – To ascertain the fairness of the Line manager's role during the appraisal

The human resources department should ensure that there is fairness practised by the manager during the appraisal and rating of an employee. Emphasis needs to be placed on line managers in terms of fairness having no bias during the assessment and rating of employees, as this trust that the employee has in their line manager will be hindered.

This research study revealed that there are increased levels of communication between the line manager and employees. Good levels of communication tend to increase organisational commitment. The study found that the manager's role is adequate in performance management. The participants perceive that their managers are adequately equipped to carry out performance management effectively. However, regular workshops should be held for line managers to ensure that this is consistent and they are able to improve. An independent human resource consultant should randomly attend the rating process to ensure it is fair. This can be carried out as a spot check or on a randomly selected sample from each school in the College.

Alerts and reminders from the human resource department should be sent out well in advance before the deadlines of the reviews to ensure it is not rushed and is done timeously.

Due to the fact that performance-review meetings are confidential, participants would not be able to answer whether their managers rate all employees consistently across their team or school. As a result, it is not a regular or open discussion for employees to disclose to each other and compare their performance ratings to what other colleagues received. From an efficiency point the participants can only indicate how effective their line manager is by their own review but not in comparison to the team which would indicate the fairness of the line manager. Through consistent

implementation of fair and unbiased practices, managers can improve employees' perceptions of fairness.

Appropriate and effective training should be given to both the line manager and employee, to know the optimum goals of performing performance appraisal, and there should be a room for appeal from any individual employee who is not satisfied with their rating and appraisal feedback. There should be a committee appointed for employees to appeal and contest any unfairness they have received from their line managers.

Line managers need to give the most relevant feedback to employees, e.g. guidelines to accomplish KPIs, identify what areas need improvement and implement a strategy to overcome this. Feedback can be given once the assessment is complete or if a line manager identifies any issues with the daily job duties then feedback can be given immediately. To avoid more subjectivity ratings and biases, line managers should create a record based on behaviourally based rating scales. Line managers should record any incidents that occur within job specifications for the period of appraisal. This information can be used if an employee is appealing or contesting the rating that their line manager has awarded them.

Clarifying responsibilities, duties and roles on an ongoing basis provides visible feedback for effective management. The manager's role should include planning formal and informal coaching and development sessions to minimise the barriers of good performance.

6.5.3. Objective 3 – To assess the impact of performance management of professional services staff motivation

The majority of the respondents disagreed or were unsure that the performance bonus motivates them. This can indicate that the amount for the bonus is low or staff do not attain the adequate ratings to receive the bonus or that staff are not motivated solely on monetary recognition. Therefore it is recommended that other forms of reward other than a bonus be considered. There are many non-monetary rewards, such as flexible work arrangements, off days and international conferences that can be recommended in this regard. It is also recommended that senior management

needs to investigate this as generally people are motivated by money and rewards so this clearly requires further investigation.

The majority of the respondents indicated that they disagreed or were unsure that the criteria used to calculate the bonuses are fair. This could be a contributory factor as to why participants did not feel the bonus motivated them to strive for excellence. According to the expectancy theory developed by Victor Vroom in 1964, employees increase productivity for a reward that is significant. Therefore, it is recommended that the criteria to calculate the performance bonus be reviewed. Staff should be included and advised in detail how their performance bonus is calculated and how it can be earned.

6.5.4. To provide recommendations on how the performance management system can be improved at the College of Humanities

"It is management's role to motivate employees and show them how training will achieve organisational and personal goals (Grobler *et al*, 2002)." Both training and feedback issues should be communicated to employees on a one-to-one basis by their line manager. Respondents indicated that training was inadequate. Training needs to be continuous on a biannual basis. There is a large number of new employees being employed so training needs to be ongoing and regular. The human resource department should consider video training and showing actual video clips of the goal-setting meetings, rating and appraisal meetings. This will help both the appraiser and appraisee.

Grobler *et al,* (2002) stated that employees need to be included during the design stages of the reward system. Reinforcing an effective rewards system can result in "attracting, retaining and motivating employees." But no reward strategy can work perfectly, as the psychology of motivation is based on personal preferences. So what factors motivate one person does not necessarily mean it will be the same for the next person. Hence having good communication dialogue between the line manager and employee can result in the organisation finding the most effective motivation plan to suit the employee. Alternatively the organisation can adopt a few different motivation strategies and the employee can choose their preferred type of reward.

6.6.   RECOMMENDATIONS FOR FUTURE STUDIES

In order for the organisation to receive the benefit of a PMS there needs to be inclusion of employees in the organisational strategy goals. The line manager and employee should concurrently locate ideas for improved employee performance with an agreed development plan to attain these objective.

The greater involvement of employees in the design of the framework will spark interest to not only achieve organisational goals but to also improve the working environment, reduce unnecessary conflict and tension.

More importance should be placed on training both the line manager and employee on the purpose and use of the performance management system. By providing an in-depth understanding of the purpose of the system, so it is not seen as a time-consuming interrogation for employees.

Performance management is also aimed at the development of the employee. So the organisation should ensure that there is room for employees to grow and develop within the organisation. Having a succession plan in place can eliminate any downtime experienced when valued employees leave or retire.

Future studies should include all the colleges at the University so a comparison can be drawn between the colleges and improved systems developed from a learning perspective of what other colleges do differently.

6.7.   SUMMARY

The research focused on delineating the objectives of this study. The literature review expanded on the elements of performance management, performance appraisal, organisational culture and motivation. The research was conducted to establish the perceptions that were permeating through the organisation about performance management. The study now confirms that there is a positive perception about performance management amongst the professional services staff at the College of Humanities.

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Annexure A – Gatekeepers letter

14 August 2017

Ms Agasphree Ramsamy (SN971154929)
Graduate School of Business and Leadership
College of Law and Management Studies
Westville Campus
UKZN
Email: ramsamya1@ukzn.ac.za   Sibanda@ukzn.ac.za

Dear Ms Ramsamy

RE: PERMISSION TO CONDUCT RESEARCH

Gatekeeper's permission is hereby granted for you to conduct research at the University of KwaZulu-Natal (UKZN), towards your postgraduate studies, provided Ethical clearance has been obtained. We note the title of your research project is:

"Professional services staff perceptions of Performance Management at the University of KwaZulu-Natal: A case study of the College of Humanities".

It is noted that you will be constituting your sample as follows:
- by handing out questionnaires to all the professional services staff at the College of Humanities.

- with a request for responses on the website. The questionnaire must be placed on the notice system http://notices.ukzn.ac.za. A copy of this letter (Gatekeeper's approval) must be simultaneously sent to (govenderlog@ukzn.ac.za) or (ramkissoonb@ukzn.ac.za).

Please ensure that the following appears on your questionnaire/attached to your notice:
- Ethical clearance number;
- Research title and details of the research, the researcher and the supervisor;
- Consent form is attached to the notice/questionnaire and to be signed by user before he/she fills in questionnaire;
- gatekeepers approval by the Registrar.

Annexure B – Ethical clearance form

UNIVERSITY OF KWAZULU-NATAL
INYUVESI YAKWAZULU-NATALI

21 August 2017

Ms Aghasphree Ramsamy (971154929)
Graduate School of Business & Leadership
Westville Campus

Dear Ms Ramsamy,

Protocol reference number: HSS/1438/017M
Project title: Professional services staff perceptions of Performance Management at the University of KwaZulu-Natal: A case study of the College of Humanities

Full Approval – Expedited Application

In response to your application received on 17 August 2017, the Humanities & Social Sciences Research Ethics Committee has considered the abovementioned application and FULL APPROVAL for the protocol has been granted.

Any alteration/s to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach and Methods must be reviewed and approved through the amendment/modification prior to its implementation. In case you have further queries, please quote the above reference number.

PLEASE NOTE: Research data should be securely stored in the discipline/department for a period of 5 years.

The ethical clearance certificate is only valid for a period of 3 years from the date of issue. Thereafter Recertification must be applied for on an annual basis.

I take this opportunity of wishing you everything of the best with your study.

Yours faithfully

....
Dr Shamila Naidoo (Deputy Chair)

/ms

Cc Supervisor: Dr Rosemary Sibanda
Cc Academic Leader Research: Dr Muhammad Hoque
Cc School Administrator: Ms Zarina Bullyraj

Annexure C – Questionnaire

INFORMED CONSENT

Aghasphree Ramsamy

Graduate School of Business & Leadership, University of KwaZulu-Natal,

Westville Campus

Dear Respondent

INFORMED CONSENT LETTER

My name is Aghasphree Ramsamy **(Student No: 971154929).** I am a Master of Business Administration student studying at the University of KwaZulu-Natal and I am researching;

Topic: Professional Services staff Perceptions of Performance management at the University of Kwa-Zulu Natal: a case study of the College of Humanities

Aim: To have a concise understanding of what Impact Performance Management will have on employee Performance at the College of Humanities, UKZN. Your involvement is purely for academic purposes only and there are no financial benefits involved.

In Participating please note:

- Your confidentiality is guaranteed as your inputs will not be attributed to you in person, but reported only as a population member opinion.
- The questioner may last for about 15 minutes.
- Any information given by you cannot be used against you, and the collected data will be used for purposes of this research only.
- Data will be stored in secure storage and destroyed after 5 years.
- You have a choice to participate, not participate or stop participating in the research. You will not be penalized for taking such an action.

I can be contacted at:	My supervisor is Dr Rosemary Sibanda
Email: Ramsamya1@ukzn.ac.za	Sibanda@ukzn.ac.zaa
	Contact details: email:
	Phone number: +27 82 901 02 25

You may also contact, the HSSREC Research Office: 031 260 8350 or email Mariette Snyman, Snymanm@ukzn.ac.za

Thank you for your contribution to this research.

A. Ramsamy

INFORMED CONSENT DECLARATION

I.. (Full names of participant) hereby confirm that I understand the contents of this document and the nature of the research project, and I consent to participating in the research project.

I understand that I am at liberty to withdraw from the project at any time, should I so desire.

If you are willing to participate in this survey, please indicate (by ticking as applicable) whether or not you are willing to allow the survey to be processed online via Question Pro

	Willing	Not willing

SIGNATURE OF RESPONDENT   DATE

....

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<u>Research Questionnaire</u>

Part 1: *Demographic data*

Peromnes Grade: _____

Current position at the College: _____

School: _____

Race: ☐White   ☐Indian   ☐Coloured   ☐African

Gender: ☐ Male   ☐ Female

Age: _____

Period of Employment in current position   _____

No. of years at UKZN/Tertiary Institute: _____

Part2: Performance Management at the College of Humanities

<u>Instruction</u>

Kindly examine the statements below and signal, based on your experience, the degree with which you agree or disagree with the statements. Please respond to the statements by placing a cross (X) in the applicable column.

Definitions:

No.	Statement	Strongly Agree	Agree	Unsure	Dis-agree	Strongly Dis-agree
1.	The training I received on the performance management system is adequate.					
2.	My appraisal meeting with my manager is beneficial to me.					
3.	My Appraisal meeting with my manager allows for key discussion.					
4.	I am satisfied with my involvement in the setting of my key performance areas.					
5.	My performance objectives are clear to me.					
6.	My performance objectives are set at the right level for my position.					
7.	My current performance objectives are attainable.					

No.	Statement	Strongly Agree	Agree	Unsure	Dis-agree	Strongly Dis-agree
8.	I understand how my current key performance indicators are aligned to UKZN's mission and goals.					
9.	I feel the appraisal process is simple.					
10.	I feel the appraisal process is quick to do.					
11.	My ratings are accurate.					
12	My Ratings reflect my actual performance.					
13.	I think my manager is trained to conduct the appraisal.					
14.	I think my manager performs the appraisal timeously.					
15.	My Manager rates me based on actual performance.					
16.	My manager does not rate me based on their personal feelings.					
17.	My manager applies the performance management system in accordance with the institutional policy.					

No.	Statement	Strongly Agree	Agree	Unsure	Dis-agree	Strongly Dis-agree
18.	My manager treats the process as ongoing versus once a year.					
19.	My manager deals with performance problems effectively.					
20.	Once the performance assessment is complete, I feel motivated to improve in the next assessment.					
21.	The criteria used to calculate the performance bonus is fair.					
22.	The performance bonus motivates me to strive for excellence.					
23.	The reward system aligns the actions and objectives of staff with that of the organization.					
24.	My understanding is that the reward system interventions are used to elicit the desired levels of performance.					
25.	I think my manager is able to identify my training needs.					
26.	I think my manager encourages capacity training for staff.					

No.	Statement	Strongly Agree	Agree	Unsure	Dis-agree	Strongly Dis-agree
27.	The line manager encourages staff development.					
28.	I regularly attend courses, conferences, workshops, etc to keep abreast with the developments in my field of work.					

Thank you for your participation!

Annexure D – Editing certificate

Anne Erikson
Copy Editor, Technical Writer and Indexer

CERTIFICATE OF EDITING

To whom this may concern

This is to certify that I have copy edited the full dissertation of

AGHASPHREE RAMSAMY
Student Number: 971154929

"Professional services staff perceptions of Performance Management at the University of KwaZulu-Natal: A case study of the College of Humanities"

submitted in partial fulfilment of the requirements for the degree

Master of Business Administration

in the

**College of Law and Management Studies,
School of Management, Information Technology and Governance**

at the
University of KwaZulu-Natal

for spelling and grammatical errors

Date: 2017

M A Erikson
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