EMPLOYEE PERFORMANCE: THE CHALLENGE FOR MANAGERS IN THE FREE STATE PUBLIC SERVICE

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PROMOTER

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July 2015

DECLARATION

I, RACHEL THOMAS, do hereby declare that the thesis titled 'Employee performance: the challenge for managers in the Free State Public Service' submitted to the University of the Free State for the degree Doctor: Administrationis is my own independent work and has not previously been submitted by me to any other university/faculty. I further declare that all sources used are acknowledged with complete references.

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DEDICATION

This thesis is dedicated to my beloved Appappan and Amma.

My Appappan's dream was that I become a medical doctor. I regret that I didn't do much towards that dream during my student days. So, I did this doctoral study at this very late period of my life. This is my present to my parents though they are no more; for loving me, tolerating me (especially my mother), and giving me the best of everything beyond their means.

Following song express exactly how I feel about my parents.

You raise me up, so I can stand on mountains;

You raise me up to walk on stormy seas;

I am strong when I am on your shoulders;

You raise me up to more than I can be.

I am sure that my parents are watching from heaven above and rejoicing in my achievement.

Rachel Thomas

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ABSTRACT

The South African Public Service (SAPS) as the implementation machinery and the right arm of the South African Government is expected to put forward effective and efficient performance in order to uphold the wishes of the government of a better life to all. It is known that effective and efficient public service performance is reliant on the motivation, skills, competency, dedication and integrity of public servants and the quality of management and leadership. The critical role of public servants in the SAPS is acknowledged by leaders like Nelson Mandela, Thabo Mbeki and *the President Jacob Zuma in their several 'State of the Nation' addresses.* The importance of people (human capital) in any organization is emphasized by management theorists as well, and is a topic for continuous interest and research. The role of human capital is afforded the crucial status because people are the basic building blocks of organizations and are scarce, inimitable and complex. People are the only resource that is dynamic and can control, activate and convert other resources into goods and services. These characteristics unique to people in fact make them the most valuable and expensive of all other resources in any organization including the SAPS.

In light of the performance expectations from the public servants, there were studies and reports that examined the performance reality of the SAPS. These studies pointed to the fact that there are human resource challenges such as shortage of capacity and skills in the Public Service that hinder its ability to provide effective and efficient performance. The National Development Plan (NDP) and the African Peer Review Mechanism (APRM) also reinforced the negative impact of the skills shortage on the performance of the South African government. The dearth in development of appropriate human resources and human resource capacity to support effective and efficient governance, were identified as the most challenging areas in the performance of the South African government.

The Management Performance Assessment Tool (MPAT) that measured the quality of management practices in the SAPS support the above argument. The MPAT observed that human resource management was poor across the SAPS. As a result, the MPAT report emphasized the strengthening of the management and development of its human resources. The report further urged that the management of human resources must be the major concern of leaders and managers in the Public Service.

Likewise, documents such as the White Paper on Transformation of the Public Service (WPTPS), 1997 and the White Paper on Human Resource Management (WPHRM), 1995 also uphold the importance of managerial responsibility for performance in the SAPS. The WPTPS, 1997 urges managers at all levels to be leaders, visionaries, initiators, effective communicators and decision-makers towards supporting employees so that the employees can provide effective and efficient performance. The WPHRM, 1995 however regards management of people as one of the very significant tasks of managers. Another solution towards effective and efficient employee performance is public servants who are empowered, motivated and committed and who are ready to perform. A further answer in addressing the challenges of human resource capacity and performance is the practice of performance management because performance management is one vehicle through which managers can undertake their managerial responsibilities of empowering and motivating employees. Performance management is a tool that tells managers that they are responsible for the performance of the staff who works with them.

Therefore, this study concentrated on the performance of public servants and the crucial role played by managers in the Free State Public Service (FSPS) in ensuring that the public servants give effective and efficient performance. It can be deduced from the explanations given in the thesis that management support together with objective performance management can lead to favourable work environment, which in turn can result in effective and efficient employee

performance, hence the reasoning behind the study and the research problem. Therefore, the research questions that sought answers focused on whether managers in the FSPS departments provide management support to employees, manage employee performance objectively, and create a favourable work environment that nurtures and motivates employees to contribute effective and efficient performance.

The hypothesis therefore, indicated that the FSPS employees (public servants) will be effective and efficient performers if their managers are able to create and manage a positive work environment by providing management support, and by implementing the current performance management system objectively. The aim and objectives of the study, and the hypothesis, were validated through qualitative and quantitative research and analysis. The thesis then concluded by presenting the research findings and conclusions and by making recommendations on how employee performance can be further improved in the FSPS.

KEY TERMS THAT DESCRIBE THE SUBJECT OF THE THESIS

Employees in this study constitute the public servants employed by the Free State Provincial Administration in terms of the Public Service Act of 1994. These employees are responsible for the day to day administration and management of the affairs of the Free State Provincial Government.

Performance can be explained as doing a task or function which requires that employees have a willing attitude, the ability, and the required knowledge and skills.

Effectiveness and efficiency: Performance for the purpose of this study is measured by its effectiveness and efficiency. While effectiveness refers to the ability to achieve goals or 'doing the right things'; efficiency refers to doing things right the first time to avoid wastage of resources. Efficiency further indicates a satisfactory relationship between costs involved and benefits accrued.

Challenge refers to the responsibility of managers. In this instance, the responsibility is to ensure that employee's activities and outputs are directed towards the attainment of organizational goals through the processes of performance management, management support and by creating a favourable work environment.

Management support can be made possible through basic managerial functions such as planning, organizing, leading, and controlling.

Positive / Favourable Work Environment

Positive work environment is where employees are happy and motivated.

Manager

A manager refers to "anyone whose duties in the main involve responsibility for the work of others".

Free State Public Service/ Free State Provincial Administration

The eleven Free State provincial government departments with structures or bodies of public officials/ servants constitute the Free State Public Service/ Provincial Administration (FSPS).

ABSTRAK

Daar word van die Suid Afrikaanse Openbare Sektor (SAOS) as die implementerings masjien en die regterhand van die Suid Afrikaanse Regering verwag om 'n effektiewe en doeltreffende werksverrigting daar te stel ten einde die wense van die regering van "'n beter lewe vir almal" te vervul. Effektiewe en doeltreffende werkverrigting in die openbare diens is afhanklik van die motivering, vaardighede, bevoegdheid, toegewydheid en integriteit van amptenare en die kwaliteit van bestuur en leierskap. Die kritieke rol van amptenare in die SAOS word erken deur leiers soos Nelson Mandela, Thabo Mbeki en die President, Jacob Zuma in hulle onderskeie Staatsredes. Die belangrikheid van mense (Menslike kapitaal) in enige organisasie word ook beklemtoon deur bestuurs teoriste, en is 'n onderwerp vir voortgesette belangstelling en navorsing. Die rol van menslike kapitaal word gesien as die belangrikste status omdat mense die basiese boublokke van organisasies is en skaars, uniek en kompleks is. Mense is die enigste bron wat dinamies is en beheer kan word, wat ander bronne aktiveer en verander na goedere en dienste. Hierdie karaktereienskappe is uniek aan mense, dit maak hulle as ware die kosbaarste en duurste van alle ander bronne in enige organisasie insluitende die SAOS.

In die lig van die prestasie verwagting van die amptenare, was daar studies en verslae wat die prestasie realiteit van die SAOS getoets het. Hierdie studies wys op die feit dat daar uitdagings is vir menslike hulpbronne soos die tekort aan kapasiteit en vaardighede in die Openbare Sektor wat sy vermoë om effektiewe werkverrigting te lewer belemmer. Die Nasionale Ontwikkelings Plan (NOP) en die Afrika Gelyke Hersienings Meganisme (AGHM) het ook die negatiewe impak van die vaardigheidstekort op die werkverrigting van die Suid Afrikaanse Regering bevestig. Die tekort in ontwikkeling van vanpaste menslike ontwikkeling en menslike hulpbron kapasiteit om effektiewe en doeltreffende regering daar te stel is geïdentifeer as die uitdagendste areas in die werksverrigting van die Suid Afrikaanse Regering.

Die Bestuurs Werksverriging Assessering Instrument (BWAI) wat die kwaliteit van bestuurspraktyke in die SAOS meet ondersteun die bogenoemde argument. Die BWAI het waargeneem dat menslike hulpbron bestuur swak was regdeur die SAOS. As resultaat het die BWAI verslag die versterking van die bestuur en ontwikkeling van sy menslike hulpbronne beklemtoon. Die verslag het daarop aangedring dat die bestuur van menslike hulpbronne die grootste bekommernis van leiers en bestuurders in die Openbare Sektor moet wees.

Eweneens het dokumenste soos die Witskrif op Transformasie van die Openbare Sektor (WTOP), 1997 en die Witskrif op Menslike Hulpbron Bestuur (WMHB) , 1995 die belangrikheid van uitvoerende verantwoordelikheid vir werkverrigting in die SAOS beklemtoon. Die WTOP, 1997 vereis van bestuurders op alle vlakke om leiers, visionêre, inisieerders, effektiewe kommunikeerders en besluitnemers te wees wat ten doel het om werknemers te ondersteun sodat die werknemers effektiewe en doeltreffende werkverrigting kan verseker. Die WTOP, 1995 beskou bestuur van mense as een van die belangrikste take van bestuurders. 'n Ander oplossing in die rigting van effektiewe en doeltreffende werknemer werkverrigting is openbare amptenare wat bemagtig, gemotiveerd en toegewyd is en wat gereed is om te presteer. 'n Verdere antwoord in die aanspreek van die uitdagings van menslike hulpbron kapsiteit en werkverrigting is oefening of werkverrigtingbestuur omdat werkverrigtingbestuur een van die middele is waardeur bestuurders hulle bestuursverantwoordelikhede kan onderneem en werknemers kan motiveer. Werkverrigtingbestuur is 'n instrument wat bestuurders wys dat hulle verantwoordelik is vir die werkverrigting van die personeel wat saam met hulle werk.

Daarom konsentreer hierdie studie op die werkverrigting van openbare amptenare en die uiters belangrike rol wat bestuurders speel in die Vrystaatse Openbare Sektor (VSOS) in die versekering dat die openbare amptenare effektiewe en doeltreffende werksverrigting sal lewer. Dit kan afgelei word van die verduidelikings wat in die tesis gegee word dat bestuursondersteuning saam met

objektiewe werkverrigting-bestuur kan lei tot 'n gunstige werksomgewing, wat weer tot gevolg sal hê dat effektiewe en doeltreffende werknemer werkverrigting daar gestel word, daarom die redenasie agter die studie en die navorsings probleem. Daarom bevraagteken hierdie navorsing dit dat die gesoekte antwoorde daarop fokus of bestuurders in die VSOS departement bestuursondersteuning aan werknemers verskaf, daarin slaag om werknemers se werkverrigting objektief te bestuur, en 'n gunstige werksomgewing te skep wat werknemers motiveer en aanmoedig om effektief by te dra en doeltreffend te presteer.

Daarom dui die hipotese daarop dat die VSOS se werknemers (openbare amptenare) effektiewe en doeltreffende presteerder sal wees indien hulle bestuurders daartoe in staat is om 'n positiewe werksomgewing te skep deur die verskaffing van bestuursondersteuning, en deur die objektiewe implementering van die huidinge werkverrigtingsbestuurs sisteem. Die doel en doelwit van die studie, en die hipotese, is betroubaar deur kwalitaitewe sowel as kwalitaitewe navorsing en analisering. Die tesis het tot die gevolgtrekking gekom deur die navorsingsbevindings en gevolgtrekkings voor te lê en deur aanbevelings te maak oor hoe werknemers se werkverrigting verder verbeter kan word in die VSOS.

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ACRONYMS

APRM	African Peer Review Mechanism
DPSA	Department on Public Service and Administration
FSGDS	Free State Growth and Development Strategy
FSPG	Free State Provincial Government
FSPS	Free State Public Service
WPHRM	White Paper on Human Resource Management
HCI	Human Capital Index
HDI	Human Development Index
MPAT	Management Performance Assessment Tool
NPA	New Public Administration
NPM	New Public Management
NPS	New Public Service
OCB	Organizational Citizenship Behaviour
PDP	Personal Development Plan
PDM	Performance and Management Development

PMS	Performance Management System
PSC	Public Service Commission
PSCBC	Public Service Commission Bargaining Council
PSR	Public Service Regulations
Q&Qn	Question
RMIT	Royal Melbourne Institute of Technology
SAPS	South African Public Service/ South African Provincial Administration
SDA	Skills Development Act
SDLA	Skills Development Levies Act
SETA	Sector Education and Training Authority
TDTSA	Transport distribution Training South Australia
VPSC	Victorian Public Sector Commission
UNDP	United Nations Development Programme
WPTPS	White Paper on Transformation of the public service

CHAPTER 1

INTRODUCTION, OVERVIEW AND DEMARCATION

OF THE STUDY FIELD

1.1 INTRODUCTION

When elected into power in 1994, the South African democratic government made the promise that it would provide a better life to all in South Africa. This promise created great expectations among the public for transparent, cost effective, quality and customer centred government services. In order for the government to satisfy public expectations, the Public Service (the implementation machinery of the government) was entrusted with the critical and urgent responsibility of excellent service delivery as the precursor to a better life for all. It was critical as the general public established its opinion of the government on the nature and quality of services it received from the Public Service. If the service was not satisfactory, the government was perceived to be inefficient and ineffective, failing to honour its promises and commitments. It was urgent furthermore, because the government had to act quickly to manage the huge service delivery demands and backlogs. Therefore, it became the South African Public Service's (SAPS) responsibility to put forward effective and efficient performance, in order to uphold the wishes of the South African government for a better life. Bertucci (Department of Economic and Social Affairs, 2005: v) concurs, stating that the development of countries is dependent on the performance of public institutions, as these institutions assist the governments to coordinate human actions for public interest. Consequently, the quality of public institutions is reliant on the motivation, skills and integrity of human capital and the quality of management and leadership.

Though the Constitution of the Republic of South Africa, 1996 and a number of other legislations and policies supported the promise of a 'better life' for the South Africans, the government soon realized that policies and legislations are not enough to prepare the Public Service for, and to direct them in terms of, the wishes of the government and the public. Government needed a transformation from its cold, bureaucratic stand to a citizen centred, performance driven, and responsive position. Ocampo (Department of Economic and Social Affairs, 2005:iii) argues that Public Service will not be able to assist the government in its development of goals, or act as the change agents for the transformation in the wider society, without competent and dedicated public servants. According to Bertucci, (Department of Economic and Social Affairs, 2005: v) this further called for a transformation in mind-set of public servants.

Consequently, it was realized that a transformation in mind-set of all South African public servants, employed by the national departments and the nine provincial administrations in terms of the Public Service Act of 1994 (Act No.103 of 1994), would require a change in their values and attitudes. Furthermore, the transformation necessitated the public servants responsible for the day to day management and administration of the affairs of the state to move to a performance and result oriented paradigm that aligned their behaviour with that of the citizens' expectations. As the public servants are expected to do specific jobs, and have skills and qualifications that are unique to their responsibilities, the call for transformation of public servants' mind sets required additional skill, motivation, dedication, commitment, hard work and high performance. The following paragraphs therefore endeavour to highlight the critical role of public servants in the effective and efficient functioning of the Free State Public Service (FSPS) in satisfying the expectations of the government as well as the public.

The role of public servants (human capital) in the performance of the SAPS was acknowledged by Nelson Mandela (the first president of the democratic Republic of South Africa) in his closing address in the Debate on the State of the Nation Address (Mandela, 1999). The President (former) reminded the nation that the progress that was started in all sectors of government should be sustained through consistent, systematic and sustainable changes in the structure, as well as the philosophy of the SAPS. He added that these changes are only possible through many interventions including training, better management, a new cadre ship and performance-based assessment of work done.

In 2004, the then President Thabo Mbeki (2004) echoed the same sentiment as that of Nelson Mandela. In his opinion, the SAPS needed to inculcate the necessary skills and motivation to meet the developmental challenges of the democratic state. In his address to the first joint sitting of the third democratic Parliament in Cape Town, Mbeki challenged the public sector to fulfil its responsibilities to the people, and reminded its critical role in the process of the growth, reconstruction and development of the country. He raised the importance of focusing on improving skills levels within the public sector, and the need for ensuring its managerial modernization. He reiterated the same opinion in all his subsequent state of the nation addresses as well. In 2006, Mbeki reminded the SAPS of the need to be effective and efficient as the state machinery, so that government departments do not become an obstacle to the achievement of the goal of a better life for all.

His Excellency, President Jacob Zuma (2009) affirmed the thinking of his predecessors on the role of the SAPS in improving the life of people in South Africa. The president strongly endorsed the same view in his 2010 State of the Nation Address, which reiterated the government's commitment to work harder to build a strong developmental state that responds to the needs and aspirations of the people. He urged the SAPS to comply with the vision of a performance-oriented state, and advocated the SAPS's working towards faster and improved

performance through excellence and hard work by a dedicated, capable and responsive Public Service cadre (public servants) (Zuma, 2010).

The role of people (human capital) is emphasized by management theorists as well, and is a topic for continuous interest and research. Amos, Ristow, A and Ristow, L (2004:2-4) explain that people are the basic building blocks of any organization irrespective of its size. Of all the resources in an organization including finance, material, information, and machines, human resource is the most important and dynamic as it is the only resource that can control, activate and convert other resources into goods and services. Colquitt, Lepine and Wesson (2010:12-14) agree that human resources are the most valuable and expensive of all other resources, as the value of resources is determined by factors such as scarcity, inimitability and social complexities. Resources which are scarce, rare and necessary for the long term success of organizations become more valuable and expensive. Thus, skilled, motivated, satisfied employees who are good team players belong to this scarce resource category.

The other important factor which makes human resources scarce and valuable, 'inimitability', points to the fact that, while other resources such as project design, infrastructure lay out, marketing strategies, machinery and equipment, to name a few, can be imitated, human resources cannot be imitated for three reasons. These include history, decisions, and individual complexities. Humans amass wealth of knowledge and experience, are seats of great wisdom, and therefore create history that cannot be bought or imitated by others. Furthermore, individuals make numerous small decisions which are not noticeable by others, and this makes them inimitable. People also create socially complex attributes such as culture, teamwork, trust, and reputation, the origins of which are not always clear to others. Thus, for all the above reasons, an organization that wishes to be successful must give prime importance to its human resources, and appreciate them as they can offer something other resources cannot.

1.2 BACKGROUND

In light of the abovementioned performance expectations from the public servants, there were studies and reports that examined the performance of the SAPS. These studies pointed to the fact that there are human resource challenges in the SAPS that hinder its ability to provide effective and efficient performance. The study conducted by the Centre for Policy Studies (Matshiqi, 2007:6), on the performance of public service in relation to South African government's better life to all vision, revealed that the first decade of democracy was riddled with a shortage in capacity, which affected public service productivity and delivery adversely. Thus, it became apparent during the second term that appropriate measures needed to be in place to improve the performance and productivity of the SAPS, so that the gap between societies' expectations and the pace and quality of service delivery could be reduced and managed. It was also established that, in addition to the shortage of capacity, the gap and the pressure between the expectations and actual service delivery were aggravated by a shortage of required skills (Matshiqi, 2007:6, 8) as well. A number of studies have confirmed that the skills shortage is a real problem in South Africa, to the extent that it is considered a national crisis (Solidarity Research Institute, 2010:2).

The National Development Plan (NDP) also reinforced the negative impact of the skills shortage on the performance of the government, as the plan identified and highlighted the key obstacle in creating a capable and developmental state as 'the lack of capacity and skills' in the state (Chabane 2013:5). The SAPS performance report by Matshiqi (2007:9,19) further makes reference to the Country Review Report of South Africa's performance since 1994, where the African Peer Review Mechanism (APRM) panel argued that South Africa suffers from a severe skills shortage, especially at the provincial and local government levels, where delivery of basic goods and services is very important. The APRM also emphasized that "The capacity of state institutions to deliver services effectively and efficiently will be compromised and remain weak as long as the skills constraints exist". This lack

of capacity has resulted in under-spending, housing backlogs and other service delivery demands in the length and breadth of South Africa.

Thus, the lack in development of appropriate human resources, and human resource capacity to support effective and efficient government, were identified as the most challenging areas in the performance of the South African government. The Management Performance Assessment Tool (MPAT) (Department: Performance Monitoring and Evaluation, 2012:49) also supports the aforementioned statement. According to the MPAT report, effective human resource management and development is central to the performance of the SAPS. The weak results of this area in departments suggest that human resource management and development in the SAPS still needs to be strengthened. The state of management practices in the SAPS underlined that the quality of human resource management was poor across the SAPS. As human resource management and development strongly influences the performance of a department, a vigorous effort is required to strengthen this particular area (Department: Performance Monitoring and Evaluation, 2012: 2). Ocampo (Department of Economic and Social Affairs, 2005: iii) adds that the management of human resources must be the major concern of leaders and managers in the SAPS.

Therefore, as a measure to curtail the capacity shortages, skills shortages and other performance related challenges in the SAPS, the South African government put in place certain structures and initiatives. These are briefly explained in the following paragraphs.

With the intention of curbing the state's capacity challenges, the government enacted several pieces of legislation from as early as 1994, and tried various forms of institutions to provide training and thereby develop skills and capacity of the SAPS. The Skills Development Act (Act No. 97 of 1998**)** and the Skills Development Levies Act (Act No. 9 of 1999) need special mention in this regard. The Skills Development Act (SDA) was enacted to provide an institutional

framework for the formulation and implementation of national, sectorial and workplace strategies, towards developing and improving the skills of the South African workforce. The Skills Development Levies Act (SDLA) however provided for the financing of skills development initiatives, through the imposition of a skills development levy. Institutions such as the various Sector Education and Training Authorities (SETA) were also established to facilitate education and training in South Africa.

In addition, the Government established the Department of Performance Monitoring and Evaluation during 2009 in the Presidency, in order to improve and manage the performance of the SAPS through performance monitoring and evaluation (Department: Performance Monitoring and Evaluation (DPME), 2012:2). The DPME has since introduced various tools and systems to monitor and evaluate performance, of which the Management Performance Assessment Tool (MPAT) is one such tool. MPAT is a structured, evidence-based approach to assess management practices in all national and provincial departments (Department: Performance Monitoring and Evaluation, 2012:8). The MPAT report provided a detailed picture of the state of management practices in all 156 national and provincial departments every year. The assessment process involved the senior management of departments, who undertook a self-assessment against 31 standards within four key performance areas and provided evidence to justify their assessment (Department: Performance Monitoring and Evaluation, 2012:5). One of the key performance areas on evaluation under MPAT, which is especially applicable to this study, is human resource management (Department: Performance Monitoring and Evaluation, 2012:9).

Another effort by the government to build the human resource capacity in the SAPS is to equip the public servants with a theoretical and practical approach to public administration management, through the establishment of the National School of Government. The National School of Government was officially launched on 21 October 2013 to provide high-quality education through training and

development that inculcate values, skills and knowledge, as well as to prepare the public servants for career progression opportunities. According to the Public Service and Administration Minister, the School of Government also aims to urgently correct the wrongs that have haunted the SAPS in the past. Thus, curricula and programs were designed on the basis of a sound understanding regarding the challenges and realities of the public service environment (South African Government News Agency, 2013:1).

Furthermore, documents such as the WPTPS, (1995) and the WPHRM, (1997) are developed with the intention to support the public servants in becoming efficient and effective performers. These frameworks spell out several requirements for achieving effective and efficient performance from the employees. One of the requirements according to WPTPS, 1995 is the empowerment and motivation of managers at all levels to be leaders, visionaries, initiators, effective communicators and decision-makers, towards supporting employees so that they respond proactively (Department of Public Service and Administration 1995:37). The WPHRM, 1997 (Department of Public Service and Administration, 1997:2) also upholds the importance of managerial responsibility for results in the SAPS.

The mission of WPHRM, 1997 states that "…the management of people should be regarded as a significant task for those who have been charged with the responsibility…" (Department of Public Service and Administration,1997: 2). The World Public Sector Report (Department of Economic and Social Affairs, United Nations, 2005:v) endorses the requirement of leadership, clear vision and, strategy for human resource development, as well as professional and systematic management of public servants, towards transformation of individual public servants. Hence, the importance of managers' supporting and managing the performance of employees is emphasized and ascertained. Empowered, motivated and committed public servants, who are ready to work effectively and efficiently towards the achievement of the goals of the SAPS, and towards the satisfaction of their own personal and career-related goals, is another requirement

for effective and efficient employee performance (Department of Public Service and Administration, 1995:37).

Another critical solution in addressing the challenges of human resource capacity and performance is the age old practice of performance management, known by different names including performance appraisal, performance evaluation, performance review, merit appraisal, though the term performance management denotes a more elaborate and inclusive process than the other terms (the other terms form just one aspect of the performance management process). Van der Waldt (Matshiqi, 2007:6) agrees that the effective management of performance in the SAPS is crucial for sustaining a positive relationship between inputs and outputs, as public institutions use scarce resources (input) to produce products and services (outputs), or to derive maximum productivity with minimum resources.

Moreover, performance management is one vehicle through which managers can undertake their managerial responsibilities of empowering and motivating employees. This statement is affirmed by the World Public Sector Report (Department of Economic and Social Affairs, 2005:90) which states that "performance management is a way of telling managers that they are responsible for the performance of the staff who works with them and that they have to manage them by setting objectives that relate to overall strategy; monitor their performances and give them support, feedback and the opportunity to develop". Furthermore, performance management, which is an integral part of an effective human resource management and development strategy, is an ongoing process that forces the employee and employer (public servants and managers in this instance) to strive together relentlessly towards improving employee's individual performance, as well as contribution to the organization's wider objectives (Department of Public Service and Administration, 1997:27). Performance management also helps to derive efficient and effective performance by enabling top managers to establish organizational goals, which are cascaded down to the

line managers, who in turn set goals and targets for their teams which are aligned to the organizational goals. According to Van Der Waldt (Matshiqi, 2007:7) it also facilitates a uniform understanding of the organizational goals from everyone in the organization, leading to appropriate delegation, improved autonomy of employees, enhanced employee development, clear roles, responsibilities and expectations of the individuals, as well as involvement and participation of all.

Yet another solution to the skills and capacity shortage in the SAPS is for managers to provide a work environment where existing human resources can perform to an optimum. Management literature reveals that creating a favourable work environment is a requirement to improve and sustain performance and productivity. It is the responsibility of managers to create a favourable work environment (growth medium) where employees are satisfied and motivated to give effective and efficient performance. Day-to-day management practices that enable people to realize their potential, experience satisfaction, and behave in ways that contribute towards the organizational success, is one of the critical factors that contribute to a favourable work environment (Amos *et al.* 2004:21,136,137). Meyer and Kirsten (2005:98, 99) add that a leader (manager) creates a conducive environment for employees to perform in, and ensures that employees are inspired and remain focused on the objectives of the organization.

Thus, the factors such as employee performance management, management support and favourable work environment mentioned in the above paragraphs form the foundation to the rationale of the study discussed hereafter.

1.3   RATIONALE FOR THE STUDY

As this study is very specific to the FSPS, it is imperative to make mention of human resource challenges in the FSPS. The Free State Growth and Development Strategy (Department of the Premier, Free State Province, 2012: 17) has identified various concerns and challenges regarding the province's capacity and capability, the key pillars that support the growth and economic development of the province. The challenges and concerns were attributed, to a disregard for human resource management processes, among others.

The effective and efficient management and utilization of human resources cannot be over looked in the Free State Province context, as South Africa as a country has a shortage of skilled human resources. Thus, objective performance management can serve as a practical means of improving performance as well as identifying and developing talents in the SAPS. This raises a question regarding performance management in the context of the SAPS, due to the perceptions the public servants and others have about the performance management initiatives and processes currently practiced.

Unfortunately, there is a perception among the public servants that there is no performance management in the SAPS. This was reiterated by the delegates at the government leadership summit 2013, who commented that performance management is non-existent in government. The delegates added that, if senior managers do their jobs diligently and are held accountable for their actions, South Africa would have done better in terms of performance. The former minister in the Presidency, Chabane (2013:5), agreed with the aforementioned, and added that if all departments have good managers and the required skills, South Africa would address many problems speedily. He confirmed that there is no performance management in government, though there is a performance management system supported by a legal framework. As Free State is one of the nine provinces of South Africa, these observations and concerns are naturally applicable to the Free State Province as well.

Management writers such as Amos *et al.* (2004:64) agree that managers have a major effect on employee performance by planning, directing and improving the performance of employees in line with the overall objectives of the organization. In essence, the skills and capacity issue can be resolved to a great extent in the FSPS, were managers to support, develop and retain their staff. Another challenge facing all managers in the FSPS is to make the performance management system work better to promote effective and efficient individual performance, which translates to organizational performance. A further critical factor for effective and efficient performance in the FSPS also (as mentioned in earlier paragraphs), is the need for managers to create a favourable work environment where employees are satisfied, motivated and remain focused on the objectives of the organization.

Therefore, this study will concentrate on the crucial role played by managers in the FSPS in ensuring that public servants give effective and efficient performance, so that the FSPS achieves its goal of better life to all. It can be deduced from the explanations given in this chapter that management support, objective performance management and favourable work environment can result in effective and efficient employee performance, hence the reasoning behind the study and the research problem.

1.4 RESEARCH PROBLEM

Based on the information presented thus far, managers in the FSPS ideally should be able to influence and motivate their team by creating and managing a favourable work environment through objective performance management, as well as the provision of management support to employees so that they become motivated and committed to give effective and efficient performance. However, the general perception is that this ideal situation is not prevalent in the FSPS. Thus the research question will be discussed hereafter.

1.5   RESEARCH QUESTION

Based on the aforementioned, the following research questions can be identified in this study:

1.5.1   Are managers in the FSPS departments able to provide necessary management support to employees?

1.5.2   Are managers in the FSPS departments able to manage employee performance objectively?

1.5.3   Are managers in the FSPS departments able to create a favourable environment that nurtures and motivates employees to contribute effective and efficient performance?

1.6   RELEVENCE OF THE STUDY IN THE FSPS

As this study is very specific to the FSPS, its relevance was founded on the conditions spelt out in the policies and frameworks developed in South Africa since 1994, as well as suggestions of various management theories aimed at improving effective and efficient performance, thereby transforming the mind-sets of people. Therefore, the expectations from the FSPS previously explained, and the associated assumptions from the FSPS explained below, establish the relevance of this study in the FSPS.

1.6.1   Assumption 1

It is assumed that the Free State Provincial government intends to fulfil its commitment of better life to all through excellent service delivery to its people. This intention is quite evident in the vision of the Free State Provincial Government which is "a unified and prosperous Free State which fulfils the needs of all it's people'' (Department of the Premier, 2007:107). In order to achieve this vision, the Free State government needs to transform the FSPS into a dynamic, results oriented organization, committed to performance excellence.

1.6.2   Assumption 2

It is also assumed that the FSPS will not be transformed into a dynamic, results oriented organization without competent public servants (employees) who are committed to provide effective and efficient performance.

1.6.3   Assumption 3

Another assumption is that it is the responsibility of managers to create a favourable work environment in the FSPS so that the employees are satisfied and motivated to give their best performance. As Meyer and Kirsten (2005:98, 99) have suggested earlier, a leader not only creates an environment conducive to performance for employees, but also makes sure that employees are inspired and remain focused on the objectives of the organization.

1.6.4   Assumption 4

The fourth assumption is that the quality of employee performance depends on the quality of management, and the support given to employees to perform.

1.6.5   Assumption 5

It is also assumed that the implementation of objective, systematic and fair employee performance management processes in the FSPS is important in creating a favourable work environment, where employees are developed to optimize their performance.

These assumptions led the researcher to formulate a hypothesis that gave focus and objectivity to the study by directing what specific aspects need to be investigated, and what data needs to be collected.

1.7   HYPOTHESIS

The FSPS employees (public servants) will give effective and efficient performance if their managers are able to create and manage a positive work environment by providing management support and by implementing the current performance management system objectively. The hypothesis can be presented diagrammatically as follows.

1.1   Diagrammatic representation of the Hypothesis
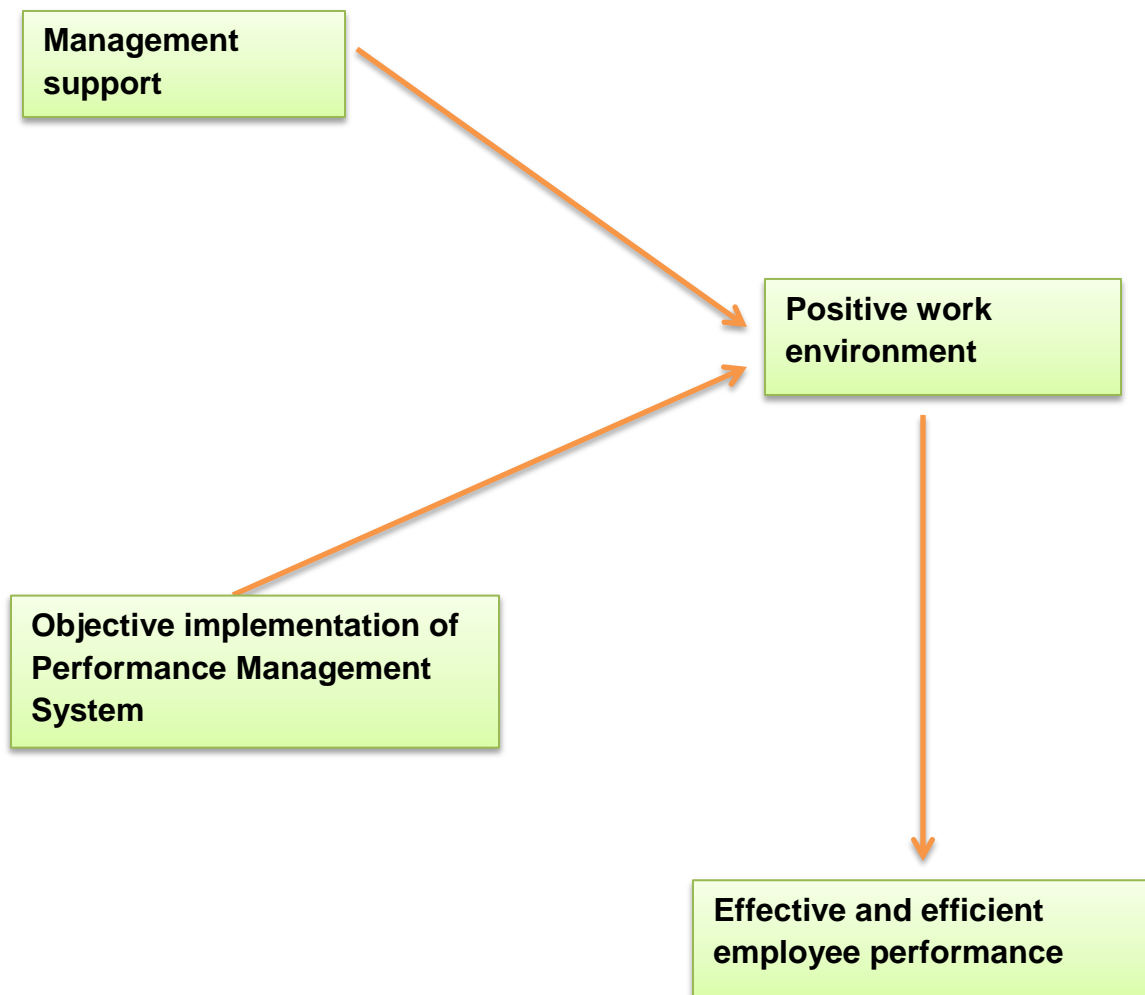
1.8   AIM AND OBJECTIVES OF THE STUDY

The aim of the study is to shed light on whether the managers in the FSPS derive effective and efficient performance from the public servants, and if not, what the challenges and obstacles that hinder them in this regard are. The study will also attempt to put forward suggestions for addressing the challenges (if any), towards promoting and maintaining efficient and effective employee performance.

Consequently, the objectives of this study are as follows:

1.8.1   To study whether a favourable/positive work environment is prevalent in the FSPS that motivates the public servants to be effective and efficient performers.

1.8.2   To compare the perceptions of managers about management support given to employees, and the expectations or perceptions by employees about management support they receive from the managers, and establish whether management support contributes to the effective and efficient performance of employees.

1.8.3   To study the existing performance management system in the FSPS departments to establish whether it is implemented objectively to motivate employees to perform effectively and efficiently.

1.8.4   To study managers' and subordinates' perceptions about the performance of subordinates, and establish whether the 2 groups agree or differ in their perceptions.

1.8.5   To present a report on the research findings.

1.8.6   To make recommendations to address the key challenges (if any) that would influence the effectiveness and efficiency of employee performance in the FSPS.

1.9   KEY WORDS AND CONCEPTS

The following terms are applicable throughout the study and are thus defined hereafter.

1.9.1   Constitution

The Constitution of the Republic of South Africa is the supreme law of the Republic. The Constitution was used as a guiding document for this study, and proposed the basic values and principles that should govern the public administration. Specifically section 195 (1- h) stipulates that good human-resource management (and career-development practices) must be adhered to in order to maximize human potential, which supports the substance of this thesis to a great extent.

1.9.2   Government

Government is defined by Venter (Besdziek, Buccus, Daniel, Gumede, Hicks, Holtshausen, Jolobe, Landsberg, Malherbe, Schoeman, Sadie, Taljaard, Venter & Zybrands, 2011:83) as "the body or bodies responsible for governing the state". The government of the Republic of South Africa is divided into national, provincial and local spheres which are distinctive and interdependent. According to the Constitution s. 40, each sphere has its own unique area of operation. The three spheres are required to co-operate and acknowledge each other's area of jurisdiction through co-operative government and intergovernmental relations (Republic of South Africa, 1996:21).

1.9.3 Free State Provincial Government (FSPG)

South Africa has nine provincial governments, one for each province of which the Free State Provincial Government is one. As per the Constitution of the Republic of South Africa s. 103, s.104, s. 125 and s.195 (1996: 53, 54, 62, 99) each province has a provincial legislature, provincial executives, and a provincial administration. The legislative authority of a province is vested in its provincial legislature, and the executive authority of a province is vested in the Premier of that province. The Premier exercises the executive authority together with the other members of the Executive Council. The Free State Executive Council consists of the Premier, who is the head of the Province and the political head of the Premier's department, and ten (10) MECs (Members of Executive Council) who are the political heads of departments namely, the Department of Agriculture and Rural Development Cooperative Governance, Traditional Affairs and Human Settlement; Economic Development, Tourism and Environmental Affairs; Education; Finance; Health; Police, Roads and Transport; Public Works; Social Development; and Sport, Arts, Culture and Recreation.

1.9.4 Public Administration and public administration

Public Administration (P and A written in capital letters) refers to the subject or discipline of public administration which is studied, whereas public administration (p and a written in small letters) is the process by which the entire state organ is organized, managed, administered and controlled. Public administration (p.a.) deals with the nature and practice of government and the public sector. The public sector in South Africa is more inclusive than the Public Service. According to Venter (Besdziek *et al.* 2011:83), it consists of the Public Service, the National Botanical Institute, parastatal institutions, scientific councils, performing arts councils and cultural institutions, public corporations, provincial administrations and local governments.

Public administration deals with the management, administration and processes of, as well as interactions and relations between, public institutions and other role players and stakeholders. Other components of public administration include the structuring, staffing, financing, and controlling of the public sector, and the formulation, implementation and reviewing of policy. Furthermore, all state interventions aimed at providing services to people to improve their quality of life is the responsibility of the public administrative organ of the state. According to Venter (Besdziek *et al.* 2011:84) this organ works under the political guidance and leadership of the government of the day, and in the opinion of Cloete, (2012:86) public administration is performed according to specific rules.

1.9.5   South African Public Service (SAPS)

According to Venter (Besdziek *et al.* 2011:82) the Public Service, through its public servants, is responsible for the day to day administration and management of the affairs of the government. The current SAPS is an amalgamation of the various public services that existed in South Africa prior to 1994, including the TBVC states (Transkei, Bophuthatswana, Venda and Ciskei) and the self- governing territories.

1.9.6   Free State Public Service (FSPS)

There is an executive authority and administrative authority in every provincial government. The administrative authority functions under the executive authority, and is entrusted with the responsibility of managing and implementing the policies of the government. The administrative authority is comprised of administrators, otherwise called public servants, who are grouped as a body of individuals in departments. The departments are segregated according to the objectives, functions and services to be rendered by the administration. A director general or head of department is the accounting authority of government departments. For example, the accounting authority of the department of the Premier is called the Director General, and the accounting authorities of other departments are

generally called Heads of Departments. They manage the departments together with top, senior, middle and junior management as well as ordinary public officials (Gildenhuys, 2004: 153,154). The eleven government departments (as stated under Free State Provincial Government) with structures or bodies of public officials constitute the FSPS.

1.9.7   Public Servants (Employees)

According to the Public Service Act (Republic of South Africa, 1994:20), chapter III section 8 (1), public service is comprised of individuals who are employed *(a)* in posts on the establishment of departments, and *(b)* additional to the establishment of departments, and who may (2) be employed permanently or temporarily and in a full-time or part-time capacity. According to Venter (Besdziek *et al.* 2011:82) the Public Service is constituted of all those who are employed by the national departments and the nine provincial administrations in terms of the Public Service Act of 1994, and are responsible for the day to day administration and management of the affairs of the government. They are trained to do specific jobs and have skills and qualifications that are unique to their responsibilities (such as doctors, teachers, engineers and police). The Public Service provides stability in a state. Venter (Besdziek *et al.* 2011:93, 94) adds that public servants are remunerated from tax, are therefore in the service of the public, and are referred to as servants of the public (public servants). For the purpose of this study, the term public servants will be used interchangeably with employees. Thus, these administrators (public servants/ public officials) are expected to loyally serve the government of the day by carrying out the Acts, ordinances, bylaws, and regulations (Gildenhuys, 2004:153).

Theories of public administration clarify that the public officials are expected to abide by specific values such as conforming to the political and judicial supremacy, public accountability, honesty, justice and rationality. They are further expected to submit to democratic principles, ethical standards, community values and common law which are termed as administrative law (Gildenhuys, 2004: 154).

1.9.8 Manager

The WPHRM, 1995 defines a manager as "anyone whose duties in the main involve responsibility for the work of others" (Department of Public Service and Administration, 1997:10). Thus, the term includes not only those who are usually referred to as managers, because they are members of the so-called management echelon, but also all first-line supervisors performing the management functions. For the purpose of this study a manager in the FSPS is defined as anyone who is on salary level 13, and is accountable for the management and performance of those who report to them.

1.9.9 Management

For the purpose of this study management involves the tasks and activities undertaken by managers, regardless of their levels to achieve organizational goals, which can be clustered under the basic managerial functions such as planning, organizing, leading, and controlling (Hellriegel, Jackson, Slocum, Staude, Amos, Klopper, Louw & Oosthuizen, 2008:9; Smit, Cronije, Brevis & Vrba, 2011:8). Planning involves defining organizational goals, and recommending ways to achieve them. This involved firstly deciding on the direction the organizations wants to take to achieve its goals, followed by the identification and commitment of the scarce recourses. Finally, the tasks which must be completed to reach the organizational goals must be decided upon (Hellriegel *et al.* 2008:10). Smit *et al.* (2011:9) adds that planning encompasses the vision mission and goals.

Once the planning has been done, the organizing function helps to convert the plans into actions, by assigning the tasks identified during the planning session to individuals and groups within the organization. The organizing function also provides an organizational structure that unifies the organization (Hellriegel *et al.* 2008:10), and it indicates how and where people and other resources should be deployed (Smit *et al.* 2011:9) to achieve the organizational goals. Leading, which is an integral part of the basic managerial functions, involves directing and

motivating human resources, so that they willingly work towards achieving the organizational goals. In addition to planning, organizing and leading, the critical responsibility of any manager is that of controlling where performance is monitored continuously to ensure that the actual results are in line with planned results. Controlling also involves taking corrective action when necessary (Smit *et al.* 2011:9).

1.9.10 Subordinates

A subordinate is defined by the Readers Digest Illustrated Oxford Dictionary (1998: 829) as "a person working under another". Merriam Webster Learner's Dictionary (2015: np) defines a subordinate as a person "in a position of less power or authority than someone else". Subordinates for the purpose of this thesis refer to occupational levels 11 and 12 reporting to occupational level 13.

1.9.11 Motivation

Motivation is the engine that drives human resources, and the factors that motivate (motivators) are specific to individuals. Motivation energizes behaviour, gives direction and provides the impetus to persist, even in the face of challenges and problems (Grobler, Wärnich, Carrell, Elbert & Hatfield, 2011: 237). Mol (2012:20, 27, 40, 54) states that employees are only motivated to perform a task with dedication and commitment, if that task arouses a sense of pride regarding achievement. There are three motivators that give employees a sense of pride including experiencing success, feeling the responsibility to achieve something and receiving recognition for accomplishments. If anyone or more of these motivators are built into the job, the jobholder will be motivated. There are several motivational theories that explain the role and impact of motivation in individual performance, which are discussed in chapter 2 of this study.

1.9.12   Performance

Performance is what people say and do, and all performance starts with a thought according to Viedge (Werner, Bagraim, Cunningham, Landman, Potgieter, Viedge, 2011:117, 118). This statement can be further explained by means of an example. When a manager asks an employee to draw up a report within a specified time, the employee may first think about the request or instruction, and in the thought process shall weigh the consequences, and may decide whether to complete the task or not. Furthermore, employees must have a willing attitude, the ability, and must be empowered to do the job in order to deliver effective and efficient performance. More importantly, there are two major elements that influence performance of individuals including factors that reside within the individual, and factors that reside with the organization which is outside the control of individuals. Factors related to the individuals are commitment to the organization, personality, attitude, skills, ability, knowledge, being present at work, and motivation. Factors related to the organization constitute leadership, organizational structure, systems and processes, support, empowerment, opportunity to perform, job design and rewards (Viedge in Werner *et al.* 2011:117, 118).

1.9.13   Performance Management

Performance management is a process through which managers can ensure that employees' activities and outputs are directed towards the attainment of organizational goals (Noe, Hollenbeck, Gerhart & Wright, 2011: 8). According to Joubert and Noah (Matshiqi, 2007:6), effective performance management involves a formal management process of directing, measuring, evaluating and rewarding human effort, competence and talent towards achieving the organization's goals within a framework of core values. Performance management can be explained for the purpose of the study as setting goals and planning work together by manager and subordinates, monitoring performance and giving feedback on an on-going basis, developing the skills and capacity to perform, assessing and rating employees at regular intervals, and, rewarding effective and efficient performance

(U.S Office of Personnel Management, n.d:1). It also includes corrective measures for non- performance. In summary, performance management involves planning, maintaining, monitoring, reviewing and rewarding of performance (Callaghan, 2005:3).

1.9.14 Effectiveness

Effectiveness refers to the ability to achieve goals and objectives with available resources (Minnaar & Bekker, 2005:128). According to Grobler *et al.* (2011:154) effectiveness constitutes doing the right things. For instance, if the goal of an organization is to build 100 houses and it achieves the target, the organization is said to be effective. The optimal use of resources is not a yardstick in this regard. Similarly, if the goal of an employee is to write 20 reports in a year and he or she achieves the target, he or she is said to be effective.

1.9.15 Efficiency

The definition of efficiency applicable to this study is that of Werner (2011:20, 21), which suggests that efficiency is doing things right the first time to avoid wastage of resources. If work has to be re-done, the resources and time used for the first work was wasted. For example, if the goal was to build 100 houses and they are built within a specified budget, to a specific quality, and within a time period, the organization can be said to be efficient. On the contrary, if the houses were not built to specified standards, the houses may be disqualified for human dwelling, and all the houses would have to be demolished and rebuilt. Such actions would have a bearing on the costs as well as the deadline. The cost and quality of the management process are also important factors in measuring efficiency (Minnaar & Bekker, 2005:128). In other words, if an organization maintains a satisfactory relationship between costs involved and benefits accrued, such organizations are said to be efficient (Grobler *et al.* 2011:154).

1.9.16 Positive / Favourable Work Environment

A positive/favourable work environment can simply be defined as the difference between success and failure for an organization (Ruth, Crawford, Wysocki & Kepner, 2012:1). According to White & HR Zone (Ruth *et al.* 2012:1) positive work environment is where employees are happy and motivated. Hereafter, the terms favourable or positive with regard to work environment will be used interchangeably in this thesis.

1.10 IMPLICATIONS OF THE STUDY TO PUBLIC ADMINISTRATION

Public administration can be theorized as "an organisational structure, a system, a function, an institutional construct, procedures and processes or just a set of practices in the exercise of public authority", suggests Kauzya (2002:2). Administration, according to Wilson (1887:198), is the most visible part of government and is as old as government itself. It represents the executive as well as the operative and demonstrates that the government is in action.

Thus, in the quest for optimizing efficiency and effectiveness, there has been considerable metamorphosis of the concept of public administration that has moved from its traditional, centralised, neutral, controlled and expert application of laws, rules and regulations, to the present public management. The main aim has been to make public administration perform better in accomplishing the missions of the State (Kauzya 2002:3). As such, public organizations have to be redesigned focusing on innovative leadership and co-operation among employees in order to ensure effectiveness and efficiency in public service delivery. This is demonstrated in paradigms such as the 'New Public Administration', the 'New Public Management', and the 'New Public Service' (Thornhill & van Dijk, 2010:103). These paradigms are explained in the paragraphs below starting with the Traditional Public Administration.

1.10.1   Traditional public administration

In the opinion of Denhardt & Denhardt (2007:12), the traditional public administration has allowed public servants to deal effectively and efficiently with complex and difficult problems. It has also helped public servants to maintain a balance between political and administrative concerns. Given the circumstances of its time, the traditional public administration served the organizations well, and it continues to do so. Most government organizations still follow this basic model of organization and management (Denhardt & Denhardt, 2007:12).

However, in spite of its many important contributions, the traditional public administration has been seen as synonymous with bureaucracy, hierarchy, and control (Denhardt & Denhardt, 2007: 24). Contemporary governments that are faced with new and different challenges due to globalization and technological advancement believe that the hierarchical structures and top-down approaches to policy implementation are no longer effective. In addition, Dobuzinskis (Thornhill & van Dijk, 2010:103) suggests that public administration needs to exhibit a more client centred approach for it to be more effective and efficient. As a result, efforts by a group of scholars at creating more humanistic organizations in the public sector have resulted in the formation of another paradigm, the New Public Administration.

1.10.2   The New public administration (NPA)

The NPA called for organizational humanism, openness, trust, honest communications and personalization of its members and urged all administrators to play a more active role in the development of public policy (Denhardt & Denhardt, 2007: 38). The new paradigm realized that the complexity of contemporary problems required the expertise of professionally trained administrators and specialists and recognized the role of values in public administration.

In order to improve efficiency and effectiveness, the concept of public administration further moved to another paradigm, the New Public Management.

1.10.3   The New Public Management (NPM)

A new managerial approach in the public sector emerged in the 1980s and early 1990s and was called New Public Management. This new approach emphasizes the economy, efficiency and effectiveness of government organizations, instruments and programs, and higher quality service delivery. This new model of public sector management is regarded by many authors "as a transformation of the public sector and its relationship with government and society" (Katsamunska, 2012:78).

According to Bourgon (2005:16), the NPM is expected to provide answers to the citizens as they demand and deserve high quality service that is free from patronage or influence peddling. They expect access to information, services in accordance with their needs and circumstances at the time they need them, and not at the convenience of Departments or public servants. They expect to be treated with respect by Public Service and public servants and earn and maintain public trust.

The NPM recognized the importance of managers and advocated that managers must be given greater freedom if they have to be instrumental in improving efficiency and productivity (Denhardt & Denhardt, 2007: 26). The central 'doctrines' of the NPM amongst others are: hands- on professional management, explicit standards and performance measures, emphasis on output controls, and emphasis on greater discipline and frugality in the usage of resources (Hood, 1991:4,5). This paradigm further believed that the application of the above-mentioned doctrines would transform the organizational structure, processes as well as public service provisions.

The transition from the traditional public administration now stands at another paradigm called the New Public Service.

1.10.4   The New Public Service (NPS)

According to Denhardt & Denhardt (2007:3), the NPS advocates that government should be run like a democracy and public servants must act on this principle. This paradigm envisages that the public servants must express renewed commitment to the public interest, the governance process, and democratic citizenship. They must learn new skills in policy development and implementation, recognize and accept the complexity of the challenges they face, and treat their fellow public servants and citizens with renewed dignity and respect. In the process the public servants will feel more valued and energized, and consequently pay more attention to citizens and serve them well. Citizens and public officials work together to define and to address common problems in a cooperative and mutually beneficial way. This new attitude and new involvement helps public servants to serve citizens well, to advance the common good and contribute to a better life for all. This movement manifests in the way public servants interact with political leaders, engage with citizens, and bring about positive changes in the Public Service and in the wider communities (Denhardt & Denhardt, 2007:4).

Thus, it can be stated that the transition from traditional public administration to NPS clearly reflects the vision of South Africa, its leadership past and present, its Constitution and other pieces of legislation of a 'better life for all living in South Africa'. The various paradigms also emphasize the role of the Public Service and public servants in realizing the above-mentioned vision. Thus, this particular study through its findings intends to contribute to the Free State public administration by establishing how managers can create, manage and maintain effective and efficient employee performance in the FSPS.

1.11 RESEARCH METHODOLOGY

Brynard and Hanekom (2006:6) describe research as a systematic, multidimensional process by which data on phenomena is gathered and analyzed to extend the boundaries of knowledge. Bhattacherjee (2012:1) adds that research has to be scientific as it contributes to a body of science by following scientific methods. The scientific method as applied to social sciences, which deals with people or collections of people, and their individual or collective behaviours, includes a variety of research approaches, tools, and techniques, such as qualitative and quantitative data, statistical analysis, experiments, field surveys, and case research among others (Bhattacherjee, 2012:1, 5).

Depending on the purpose of research, scientific research can be grouped into three types namely exploratory, descriptive, and explanatory (Babbie, 2010:92-94; Bhattacherjee, 2012:6). Depending on the purpose of the study, it can apply more than one type of study (Babbie, 2010:92). As such, this study has applied descriptive and explanatory research. Explanatory research was used in seeking explanations of observed phenomena, and attempting to identify causal factors for employee performance and or the lack of it. The study also employed descriptive research as it systematically described a situation and provided information about employee performance in the FSPS. Moreover, Bhattacherjee (2012:6) states that most academic or doctoral research belongs to the explanation category, though some amount of exploratory and/or descriptive research is needed during initial phases.

Primary and secondary data were collected for the study. Primary data was collected from public servants in Free State Provincial departments from salary levels 11, 12 and 13 through random sampling. Salary levels 13 constitute directors (managers in this study) and salary levels 11 and 12 are deputy directors representing subordinates reporting to salary level 13. Data collection was mainly on the management support, work environment, performance management and the impact of these variables on the performance of public servants. Relevant

statistical tools were used to analyse the data collected through the various data collection tools and techniques. Secondary data was collected from existing literature that broadened the researcher's knowledge, which brought clarity and focus to the study. It also helped to build a theoretical base and to contextualize the findings.

A separate chapter that elaborates on the research methodology is part of this thesis.

1.12 SCOPE OF THE STUDY

This research study was undertaken in the eleven (11) government departments. The data gathering through questionnaires and focus group interviews, was limited to occupational levels 13 (Directors), 11 and 12 (deputy directors). The reason for selecting these levels (13, 12 and 11) is that level 13 represents managers to whom levels 11 and 12 directly report to. Thus, the opinions of managers and subordinates shall have direct relevance to a great extent. This research study shall take the form of a thesis consisting of six chapters which will contain information as described below.

1.12.1   Chapter Outline

Chapter one provides the introduction and background to the study. It presents the research problem, and outlines the purpose, objectives and the relevance of the study, as well as the general research hypothesis. It also defines the important terms and gives a description of the methodology.

Chapter two aims to contribute to a theoretical foundation and framework through a literature study. Motivational theories that form a foundation for effective and efficient employee performance, as well as management support, favourable work environment and its impact on performance within the Public Service environment are presented.

In chapter three, performance management is discussed with specific emphasis on the Free State government departments. The chapter also highlights the key factors in performance management, its benefits and its failures.

Chapter four provides an outline of the methodology used to conduct the research. This chapter presents the research design and data collection techniques, study population and sampling procedures. It also clarifies the rationale behind the methodology applied, how the questionnaire was pre-tested, and what measures were taken to ensure validity and reliability of the study.

Chapter five investigates the hypothesis and reports on the research findings through statistical analysis and interpretation of the data collected. The conclusions concerning the objectives and hypothesis are discussed and reported.

Chapter six reflects on the hypothesis and reiterates the objectives of the study, and proposes recommendations based on the key findings.

1.13 CONCLUSION

In conclusion, this chapter introduced the topic and set the scene of the research. Against the background of explanations given in this chapter, the reason for the study was to examine whether managers in the FSPS are able to influence and motivate their team by creating and managing a favourable work environment through objective performance management, and through providing management support to employees. The assumption was that, if the managers provide a favourable work environment, their staff shall become motivated to give efficient and effective performance. This led to the formulation of the hypothesis and the aim of the study to be achieved by the research objectives. The research methodology was only briefly mentioned in this chapter, as a separate chapter (chapter 4) is dedicated to research methodology. The most important key concepts applicable to this study were briefly explained, and the seven chapters and its contents were outlined, and thus laid a strong foundation for the study.

CHAPTER 2

FAVOURABLE/ POSITIVE WORK ENVIRONMENT:
THE MOTIVATING PLATFORM FOR EFFECTIVE AND EFFICIENT
EMPLOYEE PERFORMANCE

2.1 INTRODUCTION

Organizations need individuals to carry out tasks and responsibilities towards producing quality products or services in the pursuit of achieving organizational goals and objectives. As the primary aim of management is to increase the efficiency of the organization by achieving maximum outputs at minimal costs, an important managerial function involves utilizing the full potential of employees. In order to use the full potential of employees, managers need to know what energizes them in performance, so that this energy can be appropriately channelled towards specific outcomes that would add value to greater organizational efficiency. This chapter therefore focuses on the factors that energize employees to give effective and efficient performance, and the role of managers in creating those energizing factors. A favourable/ positive work environment is one of the key forces that energize individuals to provide effective and efficient performance according to management literature. This is because a favourable/positive work environment motivates employees, boosts morale, creates job satisfaction, curtails unnecessary stress, decreases absenteeism and labour turnover, and promotes effective and efficient performance. Furthermore, Management support is one of the crucial factors in creating a positive work environment. As such, creating a positive work environment in which employees are productive is a fundamental responsibility of every manager.

As suggested in the first chapter, the terms favourable environment or positive environment will be used interchangeably in this chapter when referring to work environment, as both terms have the same meaning.

2.2 POSITIVE WORK ENVIRONMENT

Creating a positive workplace is critical to an organization's success and managers can create positive workplaces for their employees by establishing and maintaining good relationships, nurturing teamwork, and encouraging innovations. (Ruth *et al.*, 2012:1). Leblebici (2012:39) supports that a positive work environment is critical because it motivates employees for better performance and better productivity. The workplace environment can impact on employee morale, productivity and employee engagement both positively and negatively. As such, creating a positive work environment must be the goal of all managers, as the work environment factors influence employees engagement with their immediate environment, the quality of work, level of innovation, teamwork, absenteeism and ultimately, the length of their employment with the organization (Chandrasekhar, 2011:2, 4-5). One of the important ways to create a favourable work environment is to adopt a management style that would positively impact on the ethics, behaviour, commitment, professionalism, drive and interpersonal relations of employees (Chandrasekar, 2011:4). Chandrasekhar (2011:4) adds that a favourable work environment can also be created if managers provide necessary management support to their employees. Management support can be demonstrated by delegating responsibilities with necessary authorities, making employees accountable for their actions, encouraging teamwork, displaying confidence and trust in the ability of their team members, and treating them as professionals. Such an environment will promote trust, loyalty, and a sense of ownership towards the organization, and influence the quality of work, level of innovation, and team spirit. Furthermore, immediate managers must act as advocates for employees. They must ensure provision of the necessary resources and support structures with which to undertake the tasks. Most of all, they must give recognition and positive encouragement when a job is well done (Chandrasekhar, 2011:4, 10).

Other factors that contribute to a positive environment are the following (Chandrasekhar, 2011:5-7). Provision of these factors express management support as well.

2.2.1 Goal setting

Employees must be involved in setting meaningful performance goals and performance measures for their work.

2.2.2 Performance feedback

Employees need to know regularly how well they are performing, and how well they are achieving their performance goals, as well as what needs to be changed or improved.

2.2.3 Workplace incentives

Rewards must correspond with efforts/performance given expected standards.

2.2.4 Training, mentoring/coaching

Managers must help employees to perform better in their current role, and develop their potential so that they are ready to fit well in a future role.

2.2.5 Role congruity

There must be consistency between the job that the employees perform and their expectations when they joined the organization and any training given to them later. There must also be conformity between the organization's role expectations and tasks allocated by the employee's immediate supervisor.

2.2.6 Defined processes

Organizations must have standardized processes and procedures to maintain quality. Managers must also manage and control any variations by documenting and communicating it to employees.

2.2.7 Job aids

Employees need job aids such as templates, guides, models and checklists to minimize error rates and to ensure quality.

2.2.8 Opportunity to apply

All employees must have the opportunity to apply their skills and knowledge, and individual workloads and organizational systems and processes should not obstruct them from doing so.

Characteristics of a favourable work environment according to Hurley, Kliebenstein, Orazem and Miller (2005:22), are as follows:

- employees receive salaries that commensurate with work;
- there will be good communication within the organization;
- employees receive recognition from their employer; and
- employees have opportunities for training, development, advancement, more challenges and responsibilities, and have better working conditions.

The Victorian Public Sector Commission (VPSC) (2014:1) in Australia differentiates factors that contribute to a positive work environment into (i) strategic and (ii) operational factors. Strategic factors include vision and values (shared goals), leadership and accountability, and organizational communication. Operational factors however include learning and development, workflow management (the right skills, support and resources), and performance management (agreeing what to achieve and how it will be achieved).

A favourable work environment can easily be distinguished from an unfavourable work environment from their characteristics. According to Coan (n.d:1), an unfavourable work environment is characterized by unfriendly and critical managers, low employee morale and high employee turnover, absence of feedback and an employee attitude where they count hours and minutes to leave

the work place. A favourable work environment is characterized by managers with encouraging attitudes showing interest in their employees. Employees who know how their managers regard them, employees with positive attitude (they do not wait for the day to be over to leave the work place), and loyal employees who take pride in working for the organization. Such a work environment is further characterized by reduced employee turnover, higher employee morale, greater loyalty and higher productivity.

Karim (2012:np) concurs, describing employee engagement, boosted morale, enhanced outputs, job satisfaction, reduced employee stress, reduced employee turnover and motivated employees as characteristics. Some of these characteristics will be discussed in more detail hereafter.

2.3 CHARACTERISTICS OF POSITIVE WORK ENVIRONMENT

Favourable work environment characteristics such as employee engagement, job satisfaction, employee morale, and employee motivation are detailed in this section.

2.3.1 Employee Engagement and Positive Work Environment

Sridevi and Markos (2010:92) identify a positive relationship between employee engagement and organizational performance outcomes, employee retention, productivity, profitability, and customer loyalty suggest. They further state that the more engaged the employees are; the more likely their organization is to exceed its growth financially and otherwise. Employees not engaged often waste their efforts and talents on less important tasks, will not show full commitment, might leave the organization, and have far more issues about their organization.

There are several available definitions of employee engagement.

Kahn (Saks, 2006:601) defines employee engagement as the psychological presence when occupying and performing an organizational role. Rothbard (Saks, 2006:601) also defines engagement as psychological presence, and adds that it involves two critical components namely (i) attention and (ii) absorption. Attention refers to reasoning ability and the amount of time one spends thinking about work, while absorption refers to the intensity with which an individual focuses or gets immersed in the work. Baumruk, Richman and Shaw (Sundaray, 2011:54) defines employee engagement as the emotional and intellectual commitment to the organisation, while Frank *et al.* (Sundaray, 2011:54) explain it as the amount of discretionary efforts exhibited by employees in their job. These definitions point to the fact that employee engagement is vital for the performance and growth of organizations.

Karim (2012:np) states that employee engagement is a powerful factor for organizational performance and success, as engaged employees are more productive, customer-focused, and profit (service) generating. Employees are more likely to become fully engaged and involved in their work if the workplace provides a favourable work environment. Engaged employees are emotionally attached to their organization, highly involved in their job, work with great passion for the success of their organization, and perform beyond the employment requirements. Employee engagement also reflects a two-way relationship between employer and employee. Managers must realize that the management initiatives will not materialize without determined, involved and engaged employees, and must therefore keep employees engaged in their jobs to make them more efficient and effective. Furthermore, employee engagement originates from (i) employee commitment and (ii) organizational citizenship behaviour (OCB). These two aspects are important parts as well as predictors of employee engagement (Sridevi & Markos, 2010:89, 90). The feeling of commitment creates positive attachment to and identification with the organization, the willingness to expend

extra efforts for the success of the organization, and the proud feeling to be a member of that organization (Sridevi & Markos, 2010:90). OCB is explained by Macey and Schneider as well as Robinson *et al.* (Sridevi & Markos, 2010:91) as a factor that promotes initiatives, the urge to be proactive, and the desire to seek opportunities to contribute one's best, and work beyond one's employment contract. Hewitt (Sundaray, 2011:55) adds that engagement is an outcome of employees' experiences in an organization and manifests in three types of behaviour namely say, stay and strive. According to Hewitt (2015:2,3), behaviour 'say' denotes that engaged employees will talk good and positive things about the organization and act as its advocates. Engaged employees will continue to 'stay' with the organization as their talents are recognized and rewarded and are offered attractive career opportunities to advance. Such employees will focus their energy and effort to 'strive' for exceptional performance because management clarifies objectives, creates a vision, put in place necessary systems and processes, provides sufficient and necessary resources and gives appropriate feedback.

According to Baumruk and Gorman (Sridevi & Markos, 2010:92), engaged employees demonstrate behaviours which improve organizational performance. Such employees advocate for the organization, have an intense desire to stay with the organization (even if they have opportunities to work elsewhere), and exert extra time, effort and initiative towards the success of the organization. Engaged employees give their organization the competitive advantages needed for its success such as higher productivity, customer satisfaction, and lower employee absenteeism and turnover (Sundaray, 2011:57).

Various factors influence employee engagement. According to Sundaray (2011: 55, 56) these factors include recruitment (candidates who are best-suited to the job and to the organization's culture), job design, career development opportunities, leadership, empowerment and training and development, equal opportunities and fair treatment, performance management, compensation, job satisfaction and communication. Maslach *et al.* (Sundaray, 2011:54) states that

while a sustainable workload, feelings of choice and control, appropriate rewards and recognition, a supportive work community, fairness and justice, and meaningful and valued work leads to engagement, absence of it may lead to employee disengagement. The Towers Perrin Talent Report (Sridevi & Markos, 2010:91) identifies ten workplace attributes which will result in employee engagement. The top three among the ten drivers include management's interest in employees' well-being, challenging work, and decision making authority. Sridevi and Markos (2010: 91,92) make mention of various surveys that suggest critical drivers to an engaged work force such as, the feeling of being valued and involved, effective communication where employees can raise their views and ideas to the management and, the manager himself or herself. According to Vance (Sridevi & Markos, 2010:92) employee engagement is the outcome of both personal as well as organizational attributes. Personal attributes relate to knowledge, skills, abilities, temperament, attitudes and personality, whereas organizational characteristics include amongst others leadership, physical and social setting, human resource practices and components of job performance.

According to Saks (2006:603), a stronger theoretical rationale for explaining employee engagement can be found in the Social Exchange Theory (SET). SET argues that parties in an organization, in this instance the employer (represented by management) and employee are in a state of reciprocal interdependence, and therefore several obligations are created through their interactions. The theory postulates that the relationships evolve over time into trust, loyalty, and mutual commitments, as long as the parties abide by certain rules of exchange. According to Cropanzano and Mitchell (Saks, 2006: 603), rules of exchange include reciprocity or repayment rules, such that the actions of one party lead to a response by the other party. For example, when employees receive a salary and other fringe benefits from the organization, they are obliged to repay the organization through their hard work, and vice versa. This is consistent with Robinson *et al.*'s (Saks, 2006:603) description of engagement as a two-way relationship between the employer and employee.

Thus, employee engagement refers to a positive attitude that the employees hold about an organization, and this positive attitude is essential for individual and organizational performance and success as engaged employees can help the organization achieve its goals (Sundaray, 2011:56, 57). Similarly, job satisfaction which is one of the many work related attitudes (Kumari, 2011:11), and as stated earlier one of the characteristics of a positive work environment is explained in the upcoming paragraphs.

2.3.2   Job Satisfaction and Positive Work Environment

Job satisfaction denotes favourable feelings and emotions with which employees view their work. An individual with a high level of job satisfaction has positive feelings about the job, while an individual who is dissatisfied with his/ her job has negative feelings about the job (Kumari, 2011:11). According to Karim (2012: np), the first step to job satisfaction is the existence of a positive work environment. Organizations that fail to provide job satisfaction are at risk of losing their high performing employees.   Managers who provide the opportunity to maximize the potential, creative abilities and talents of employees have a greater competitive advantage in terms of providing job satisfaction, than those who do not. Furthermore, employee engagement and a healthy work environment play a vital role in creating job satisfaction among employees.

Locke and Lathan (Tella, Ayeni, & Popoola, 2007:4) define job satisfaction as an emotional state that is pleasant and positive, arising from the assessment of one's job and job experiences. Job satisfaction is the result of employees' perceptions of how well their jobs provide those things that are important to them. Price (Mafini & Pooe, 2013:2) defines job satisfaction as the "effective orientation that an employee has towards his or her work". To Sempane, Rieger and Roodt (Mafini & Pooe, 2013:2), job satisfaction is the "individual's perception and evaluation of the overall work environment". According to Bakotić and Babić, (2013:206), job satisfaction is an indication of how much an employee likes the work and how passionate and involved the individual is with his or her work. If the employee gets

a sense of comfort and gains positive experience from the work, then it can be said that the employee has job satisfaction.

Luthan (Tella *et al.* 2007:4, 5) suggests that there are three important dimensions to job satisfaction namely (i) emotional response to a job situation (which cannot be seen but can only be inferred), (ii) how well the outcome meets or exceeds expectations, and (iii) the attitude related to the characteristics of a job. For example, if employees feel that their hard work is not recognized by their manager they might develop a negative attitude towards the work, the manager and colleagues. On the contrary, a positive attitude will be the result if they feel that they are treated fairly and equitably and they receive rewards and recognition that they have expected. The third dimension of job satisfaction refers to the attitude related to the characteristics of a job such as the work itself, compensation, promotion opportunities, supervision, and co- workers. There are various factors at organizational and personal level that can influence job satisfaction.

According to Kabir and Mahamuda (2011:113) organizational factors that can influence an individual's level of job satisfaction include the level of pay and benefits, the perceived fairness of organizational systems, the quality of the working conditions, leadership and social relationships, the variety of tasks involved, the interest and challenge the job generates, and the clarity of the job requirements. Sageer, Rafat and Agarwal (2012:34-37) describes organisational factors as organizational development, policies of compensation and development, promotion and career development, job security, working conditions, relationship with supervisor/manager, relationship with work group, and leadership styles. Personal factors include personality, expectations, age, education and gender. Other factors that contribute to job satisfaction involve the nature of work, salary, stress, working conditions, colleagues, superiors, and working hours. Working conditions, as one of the contributing factors to job satisfaction, include factors related to the employee, environmental factors, and organizational factors (Bakotić & Babić, 2013:206).

Sageer *et al*. (2012: 34) states that job satisfaction is influenced by job design, task identity, recognition, responsibility, empowerment, quantity of tasks, and the level of difficulty of tasks. Furthermore, the job characteristics model by Hackman and Oldham (Nel, Werner, Poisat, Sono, Du Plessis, Ngalo, Van Hoek & Botha, 2011:294, 295) proposes that the task itself is key in job satisfaction, and jobs can be redesigned to make employees feel that they are doing meaningful and valuable work. This theory posits that job enrichment influences employees' work performance and satisfaction positively. According to the job characteristics theory, the five critical job dimensions are skill variety, task identity, task significance, autonomy and feedback. While the first three dimensions impact on the meaningfulness of work, autonomy impacts on the responsibility experienced for outcomes, and feedback on the employees knowledge of the actual results of work activities. These five dimensions can be described in detail as follows.

Skills variety means that the job gives the opportunity to the incumbent to do different tasks using different skills, abilities and talents, whereas task identity refers to performing a complete job from beginning to end, rather than in bits and pieces. Task significance relays the meaningfulness and the importance of the job, and how it impacts on others, while autonomy refers to the freedom to do the work, freedom to make decisions, and the freedom to choose how the job is done. Finally, the fifth dimension, feedback, relates to clear and direct information the employee receives about the job outcomes or the employee's performance, and how effectively the job was executed (Nel *et al*. 2011:295).

Thus, job satisfaction is critical for both the employee and the employer, as it impacts on organizational behaviours (Kumari, 2011:11), and ultimately on the performance and success of individuals and the organization. Levinson and Moser (Tella *et al*. 2007:5) add that job satisfaction is so important that its absence often leads to sluggishness and reduced organizational commitment. According to Alexander, Litchtenstein and Hellmann as well as Jamal (Tella *et al*. 2007:5) a lack

of job satisfaction is even a forecaster of employees' wanting to leave a job or the organization.

Job satisfaction, employee morale and work environment are all linked as contributors to effective and efficient performance. Shahu (2011:52) suggests that if an employee is satisfied with his or her job, it is certain that his/her level of morale will be high as well as the passion about the job. Thus, the chapter will now focus on employee morale and how a positive work environment impacts on employee morale, as well how employee morale is important for the success of an organization.

2.3.3   Morale and Positive Work Environment

Morale can create a positive work environment and positive work environment can generate employee morale. In the opinion of Ngambi (2011:764) employee morale can energise and improve the productivity of employees. According to Shahu (2011:51) employee morale depends on various factors, one being work life. The work environment plays a vital role in determining employee morale, as an employee will be happy in an organization that possesses a healthy (positive) work environment, and a positive work culture, encouraging superior, friendly co-workers and opportunities for growth. According to Karim (2012:n.p.) employee morale, employee satisfaction and positive work environment are linked. Karim (2012:n.p.) adds that employee morale can be achieved through employee satisfaction, which can be derived from a positive work environment. The importance of morale in organisations and its relevance to the organisational environment, as well as to individuals' and organizational success, can be discovered in the following definitions.

According to Haddock (Ngambi, 2011:764), morale refers to the "positive feeling groups have towards their organisations to which they belong and the special affinity the members of the groups share with others, such as trust, self-worth, purpose, pride in one's achievement, and faith in the leadership and organisational

success". Seroka (Ngambi, 2011:762) defines employee morale as the general level of confidence or optimism experienced by an individual or a group, especially if it affects discipline and willingness. Akintayo (2012:87) quotes Mendel in defining morale as a "feeling, a state of mind, and a mental and emotional attitude". McKnight, Ahmad and Schroeder (Lee, Scheunemann, Hall & Payne, 2012:5) explain morale as the good feelings that employees have about their work and work environment. Washington and Watson (Akintayo, 2012:87,88) add that morale is the feeling that an employee has about his or her job. This feeling is founded on how the employees perceive themselves in the organization, and the extent to which the organization not only satisfies and values the employee's expectations but also the employees' inputs. Bentley and Rampel (Akintayo, 2012:88) attach two other dimensions to the meaning of morale namely (i) the professional interest and (ii) enthusiasm that a person displays towards the achievement of organizational goals. Linda, Babajide and Ajala (Akintayo, 2012:88) add that leadership styles, communication, employee participation in decision making, and employee awareness on issues and problems affecting the organization also affect employee morale, job satisfaction, and their intention to stay or leave an organization.

Kareem (Akintayo, 2012:88) proposes that a managers' ability to create a positive work environment can impact on employee morale and performance. Consequently, according to Adams (Akintayo, 2012:88), managers who manage the work environment and provide reinforcement for desirable work behaviour improve morale and satisfaction of the employees. Thus, Schuler (Ngambi, 2011:762) suggests that leaders (managers) need to create a culture of trust in an organisation to improve morale in the work environment, as most employees who experience low morale in the work environment blame management or their immediate supervisors for their leadership-related competencies such as communicating vision, energising staff, demonstrating trust and loyalty, and developing teams. According to Schein (Ngambi, 2011:765), leaders will be able to shape and influence organisational culture by being role models, by demonstrating

how objectively they allocate resources, how fairly they reward employees, and by means of the criteria they use for recruitment, promotions, and terminations.

Levin (Ngambi, 2011:765) suggests that managers can create a climate of trust by correlating their words and actions, as well as by being consistent in their actions. The study by Psychometrics Canada (Ngambi, 2011:765) on employee morale recommends that leaders should be more effective in addressing issues of morale, by doing the following:

- being active listeners;
- providing clear expectations;
- having open and informal interaction with staff;
- communicating clearly and regularly;
- assigning tasks to employees based on skills rather than office politics;
- holding employees accountable and assigning them more responsibility;
- managing resistance to change; and
- yielding to individuals with greater expertise.

Furthermore, Bergh, Theron, Werner, Ngokha, May and Naidu (2009:9) states that factors such as the feeling of being an important and integral part of the workplace, recognition, and the sense of belongingness, all contribute to employee morale and productivity. Millett (Lee *et al*. 2012:6) suggests that higher staff morale results in improved productivity, improved creativity, reduced absenteeism, higher attention to detail, a safer workplace, and an increased quality of work. In addition, Mazin (Lee *et al*. 2012:6) add that employees of organizations that have higher morale arrive on time for work, communicate better, waste less time on gossip, have higher rates of retention, and are more creative.

Thus, it is evident that employee morale is very important in organisations, and if not effectively managed, it can have adverse effects to the overall productivity and performance of organisations. McKnight, Ahmad and Schroeder (Lee *et al*. 2012:6)

hold that motivation is a contributor to employee morale. Taking into consideration the importance of motivation in an organizational setting, the concept is explained in more detail hereafter.

2.3.4   Motivation and Positive Work Environment

A widely accepted assumption in an organizational context is that a positive workplace environment motivates employees and produces better results. Chandrasekhar (2011:2) agrees that the quality of an employee's workplace environment is a critical factor that impacts on their level of motivation and subsequent performance. An article on motivation by the Society for Human Resource Management (2010:1) narrates that the responsibility for motivation rests on three pillars namely senior leadership, the direct manager, and the employee. Motivation is essential for independent work as well as collaboration and teamwork. Motivation is important for organizations to retain talents, meet goals and to succeed beyond expectations.

Karim (2012:np) adds that the first step for managers to create a healthy and productive work environment is to understand the factors that motivate employees for reasons explained in the following definitions. Bartol and Martin (Senyucel, 2009:23) explain motivation as the "force that ignites, directs and maintains people's behaviour" in an organization. It is the engine that drives human beings, energizes behaviour, gives direction and provides the impetus to persist, even in the face of obstacles (Grobler *et al.* 2011: 237). In addition, motivation is intentional and directional is the opinion of Nel *et al.* (2011:289). While the term intentional refers to personal choice (not coerced) and the determination to persevere, directional refers to the driving force aimed at attaining a specific goal. Nel *et al.* (2011:289) add that motivated individuals are focused at achieving specific goals even at the face of adversities.

Bartol and Martin (Senyucel, 2009:23) define motivation as the "force that ignites, directs and maintains people's behaviour". While ignition denotes the initial interest shown towards realizing a goal; direction signifies the actions that help individuals to achieve their goals and maintenance relates to the upkeep of the behaviour (actions) until the goal is achieved.   Though motivation works as a force/energizer/driver, it works differently in different individuals, as motivation is an individual phenomenon. Thus, as individuals are unique, different factors can motivate different individuals to reach the same goal. Though several factors can serve as motivators, some factors can be more dominant than others, and the dominant factor ignites certain behaviour in individuals. For example, while salary (money) could be the dominant factor that energizes some individuals to go to work every day, factors such as personal fulfilment, an interesting job, and the work environment can be dominant motivating factors in others (Senyucel, 2009:23).

Rollinson (Senyucel, 2009:23) explains how motivation works in individuals to change their behaviour. Individuals have two self's namely (i) the actual self and (ii) the ideal self. Actual self means that each individual has strengths, weaknesses, feelings, beliefs and abilities, but may wish to be different and be something else (the ideal self). The differences between the actual self and ideal self are then termed as the needs. Individuals are energized by these needs that direct them to certain goals. Thus, the motivation process can be said to be activated by the needs of individuals. This particular concept of needs as the motivator is the central theme of many motivational theories, as discussed hereafter.

2.4 MOTIVATIONAL THEORIES THAT IMPACT ON POSITIVE WORK ENVIRONMENT

Motivational theories are classified into content theories (explains what motivates individuals), process theories (how individuals get motivated) and, reinforcement theories (how individuals can be conditioned to be motivated to exhibit desirable behaviour). Maslow's Need Hierarchy Theory, Alderfer's ERG Theory, Herzberg's Two Factors Theory, McClelland's Achievement Motivation Theory, and McGregor's Theory X and Y are examples of content theories. Examples of process theories include Adams' Equity Theory, Locke's Goal Setting Theory, and Vroom's Expectancy Theory, while Skinner's Reinforcement Theory is an example of a reinforcement theory (Swanepoel, Erasmus & Schenk, 2008:324).

2.4.1 Maslow's Hierarchy of Needs Theory

Maslow based his theory on human needs, which he explained as a strong feeling of dearth in some areas in an individual's life. Maslow proposed five types of needs being physiological, security, social/affiliation, esteem, and self-actualization, arranged in a hierarchy from the lowest to highest. Physiological needs represent the most fundamental biological needs of human beings such as food, air, water and shelter, and therefore Maslow placed them at the bottom of the pyramid. Safety needs represent the second level of needs, which would come to the fore only once the physiological needs are satisfied. This theory emphasizes that the employees would want to work in a safe environment where they can do their work without any fear. The third level of needs, social needs, is activated once the safety needs are satisfied. This represents the need of human beings to be loved and accepted by others. After this esteem needs form the fourth level, which relates to the need for recognition, self-respect and approval by others. Finally, the highest need placed on the top of the pyramid is the self-actualization need. Individuals at this level want to develop to their fullest potential. Such employees present themselves as valuable assets to the organization as they can work most effectively and efficiently (Kaur, 2013:1062,1063).

Maslow's need hierarchy theory hypothesises that, a satisfied need ceases to be a motivator and that, after an individual satisfies one level of needs, motivation shifts to satisfying the next higher level of needs. Thus, individuals are constantly striving towards achieving some level of needs. Maslow named this as the satisfaction-progression hypothesis (Hellriegel *et al.* 2008:269, 271). The practicality of the needs hierarchy theory lies in the fact that individuals have different needs and are therefore motivated by different things. The need that acts as a motivator for one individual may not be a motivator for another, and an effective motivator for one individual at a given situation may not be effective in the same individual on a different occasion (Swanepoel *et al.* 2008:326).

Managers can use this theory to motivate employees by providing financial and job security, recognizing employee's performance accomplishments, providing opportunities to socialize, and providing opportunities for growth and development.

2.4.2   Alderfer's ERG Theory

Alderfer's theory states that there are three core needs that motivate employees namely existence, relatedness, and growth. Existence needs are the basic material needs necessary for one's existence, similar to Maslow's physiological and safety needs. Relatedness needs refer to the desire for interpersonal relationships and interaction, similar to Maslow's affiliation/social needs (and esteem needs to a certain extent). Growth needs relate to the inherent desire for personal development, which can be compared to the esteem needs and self-actualization needs defined by Maslow. Alderfer adds that more than one need can operate at the same time, rather than in a hierarchy. Furthermore, if individuals are frustrated with a particular need, they will focus on others or if they are discouraged with a higher level need they can seek out greater satisfaction of a lower lever need to compensate (Swanepoel *et al.* 2008:327).

Both Maslow's theory and Alderfer's theory are based on human needs however the difference is that Maslow hypothesized fulfilment-progression, while Alderfer theorized both fulfilment-progression and frustration-regression. Thus, Alderfer adds that when a higher order need is difficult to satisfy, lower-level needs may become more desirable, and the individual may retreat towards more easily satisfied needs. A further difference between the two theories is that Maslow's theory maintains that each need is satisfied one after the other, and progresses from simple to complex needs, whereas Alderfer's theory holds that more than one need operate simultaneously. Alderfer adds that once a lower-order need is satisfied, there is an increased desire to satisfy a higher-order need, and the urge to satisfy that particular need will increase the longer it remains unsatisfied (Anyim, Chidi & Badejo, 2012:33).

2.4.3   Herzberg's Two Factor Theory

Herzberg developed the two-factor theory of motivation by identifying two sets of factors that influenced motivation and job satisfaction, called motivators and hygiene factors. While motivators are job characteristics that create motivation such as challenging work, responsibility, recognition, achievement, advancement and growth; hygiene factors are non-task characteristics such as working conditions, organizational policy, supervision and management, co-workers, salary, status, and job security, that can create dissatisfaction if inadequate (Hellriegel *et al*. 2008:274).

Though the hygiene factors prevent feelings of dissatisfaction, they will not generate feelings of excitement about the job and the organization, however, the absence of hygiene factors will lead to job dissatisfaction. In essence, hygiene factors on their own are not sufficient to motivate employees, motivators need to be present. Similarly, for motivators to operate as motivators, hygiene factors need to be present as well (Swanepoel *et al*. 2008:328). Thus, managers must ensure that both motivators and hygiene factors are present in the work environment.

2.4.4   McClelland's Theory of Needs

According to Robbins *et al*. (Swanepoel *et al*., 2008:328, 329), McClelland's theory of needs propose three basic needs counting the need for achievement (nAch), the need for power (nPow) and the need for affiliation (nAff).   The need for achievement articulates the aspiration to surpass some standard of behaviour, such as the need to excel, and the need to be successful (Swanepoel *et al*. 2008:328). The need for power expresses the need to control others, resources and the environment whereas, the need for affiliation conveys the need for interpersonal relations, friendship, companionship, the need to associate with others and the need to form part of groups.(Grobler *et al*. 2011:238). Hellriegel *et al*. (2008:272) explains the three needs further. The achievement motive stipulates that individuals assume personal responsibility for setting their goals, prefer to pursue moderately difficult goals, and desire immediate and concrete feedback. Individuals also desire standards of excellence in competitive situations. The affiliation motive is expressed through the desire to develop and maintain close relationship with others, to mutually satisfy interpersonal relationship needs. Individuals tend to seek approval and reassurance from others and to conform to group norms. This motive affects individuals' willingness to work in teams. The power motive expresses the desire to influence and control others and the social environment and it impacts on how employees react to team operations.

2.4.5   McGregor's Theory X and Y

McGregor developed two opposing approaches regarding how managers in an organization or work situation observe human behaviour. The approaches were called theory X and theory Y (Opu, 2008: 20,21). McGregor argues that managers who believe in theory X have the perception that individuals have an innate dislike for work and therefore would avoid it whenever possible. They are naturally selfish, inherently lazy, lack initiative, have no ambition, are passive and do not care for the needs of the organization. As a result, managers believe that employees need to be persuaded, coerced, controlled, directed or threatened with punishment for

them to fit with the organizational needs. On the contrary, theory Y managers perceive work to be a natural thing for individuals. Individuals are not lazy but self-driven, self-directed, seek and accept responsibility all the time, and are not passive or resistant to organizational needs. However, managers need to provide such individuals with the right work environment, the right work systems and the right resources. In such situations employees will be managed according to the perceptions managers have about them, and not according to employees' needs.

2.4.6   Equity Theory

Adams' Equity Theory centres on how fairly individuals perceive themselves to be treated in comparison to others. Employees in organizations make comparisons between their perceived efforts and associated rewards, and the efforts of others and their rewards. In other words, equity theory stresses that employees compare their input outcome ratio with the input outcome ratio of others equivalent to them. Inputs refer to anything that an individual spend at work such as effort, experience, education, time, while outputs relate to anything an individual receives in return such as praise, recognition, pay, benefits, promotions, increased status, and supervisor approval. Equity and fairness are said to exist if these ratios are equal and since the employees perceive the situation to be fair, they will not make any changes to the status quo and continue with their behaviour. If the ratio comparison produces unequal results, inequity and unfairness are said to exist, and individuals will do something to equalize the unequal results (Swanepoel *et al*. 2008:331). Employees who feel inequitably treated will try to equalize the treatment by means of altering their behaviour. They may decrease inputs, try to get more output from the organization, just do enough work to survive, become resistant, become excessively competitive (focus on reducing the outputs of others) and/or resign (Tanner, 2014:2).

Equity theory cannot be fully explained without briefly mentioning the notions of organizational justice and the resultant distributive justice, procedural justice and interactional justice. Hence, the following paragraphs shall focus on these concepts.

2.4.6.1 Organizational Justice

Cropanzano, Bowen and Gilliland (2007:34) propose that organizational justice is a factor that contributes to the feeling of equity and fairness. Organizational justice needs to be managed as it can benefit both the organization and employees by reducing conflict situations, and by improving trust and commitment, job performance, citizenship behaviours, and customer satisfaction. Organizational justice is a personal evaluation about the ethical and moral standing of managerial conduct. Managers quite often make the mistake of assuming that employees will believe in organizational justice if they receive desirable outcomes. However, in reality, managers are confusing outcome favourability with outcome justice, where outcome favourability is a judgment of personal worth or value and outcome justice is a judgment of moral correctness (Cropanzano *et al*. 2007:35).

Distributive justice and procedural justice are two significant dimensions of organizational justice suggest Folger, Cropanzano and Greenberg (Lambert & Hogan, 2011:32). Distributive justice is concerned with perceptions of the ends (outcome), while procedural justice deals with perceptions of the means or processes. Cropanzano *et al*. (2007:36) add a third dimension known as interactional justice to the organizational justice concept. These are explained in the following paragraphs.

2.4.6.2 Distributive Justice

According to Folger and Cropanzano as well as Greenberg (Lambert & Hogan, 2011:32), distributive justice deals with the perceptions that "organizational outcomes the employees receive are equitable and fair". Lambert (Lambert &

Hogan, 2011:32) adds that distributive justice is based on the exchange principle, that employees compare the outputs they receive from the organization with their inputs and conclude whether it is fair or otherwise. Greenberg (Lambert & Hogan, 2011:32) states that a number of outcomes such as pay, performance evaluations, job assignments, reward and punishments shape employees' perceptions. According to Johnson (2007:6) also distributive justice refers to employees' perceptions of the rewards they receive. Cropanzano *et al.* (2007: 37) however is of the opinion that distributive justice is concerned with the allocations of outcomes based on the premise that not all employees are treated alike, and that some employees receive outcomes while others do not. Employees are concerned whether they have received their fair share. The authors further suggest that three allocation rules if appropriately applied can lead to distributive justice and they are; (i) equality (same treatment to everyone), (ii) equity (based on contributions), and (iii) need (according to need).

Adams (Hassan, 2002:55) adds that the degree of fair treatment received by employees in comparison with other employees influences their motivation and performance, as well as their decision to stay or leave the organization. According to Greenberg (2005:44) distributive justice focuses on individuals' beliefs that they have received fair amounts of valued, work-related outcomes. For example, workers consider the formal appraisals of their performance to be fair to the extent that these ratings are based on their actual level of performance.

2.4.6.3 Procedural Justice

According to Folger and Cropanzano, as well as Greenberg (Lambert & Hogan, 2011:32), procedural justice refers to employees' perceptions that the process, or means by which organizational outcomes are determined, is fair. Employees generally desire the process to be open and fair, regardless of the outcome. Cropanzano *et al.* (2007:38) agrees that procedural justice focusses on the fairness of decision-making in the resource allocation process. It concerns the processes by which outcomes are allocated and not the outcome themselves.

Cropanzano *et al.* (2007:38) add that procedural justice establishes certain principles specifying the roles of various stakeholders within the decision-making processes, so that such a process is unbiased, representative and applied consistently, accurately and ethically to all. This procedural justice is essential for maintaining institutional legitimacy, as it influences employees' convictions about the organization as a whole. If the processes are perceived as just and fair, employees show greater loyalty and willingness to behave in the organizations best interests, supporting the organization and its leaders.

2.4.6.4 Interactional Justice

Interactional justice refers to the appropriateness of the treatment received from authorities (Cropanzano *et al.* 2007:38), or the perceived fairness of the interpersonal treatment that employees receive from the decision-makers in the organization (Hassan, 2002:56). According to Johnson (2007:7), interactional justice relates to employees' perceptions of the fairness with regards to their relationships with their supervisors. Bobocel and Holmvall (Johnson, 2007:7) states that fair interpersonal treatment relates to clear and sufficient explanations regarding allocation decisions, and treating recipients with dignity and respect when implementing the decisions.

After pondering briefly on equity theory, the following paragraphs shall reflect on the goal setting theory.

2.4.7   Goal Setting Theory

Goal setting theory suggests that goals which are specific and of a high standard lead to a higher level of task performance than easy, vague and abstract goals, such as 'do one's best'. Factors that contribute to the attainment of higher goals include the individual's commitment to the goals, task capability, knowledge relevant and necessary to attain the goal, and the absence of conflicting goals. In such instances, there will be a positive and direct relationship between goal

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difficulty and task performance. As goals set the primary standard for self-satisfaction, higher level goals are motivational because such goals require more effort to attain. When such difficult, important and meaningful goals are achieved, it gives employees the feeling of success, satisfaction and the confidence that they are able to grow and meet challenges (Locke & Latham, 2006:265).

The goals' relevance to performance according to Locke and Latham (2006:265) are:

- goals direct attention, effort and action towards goals;
- goals require relevant task knowledge and skills, as performance is a function of both ability and motivation;
- goals motivate the use of existing ability, and motivate individuals to search for new knowledge; and
- goals, in conjunction with self-efficacy (task specific confidence), bring forth other motivating variables such as personality traits, feedback, participation in decision making, job autonomy and monetary incentives.

After explaining the role of goals in motivation leading to performance, the next process theory focuses on the role of expectations in performance. The expectancy theory by Vroom is briefly explained in the upcoming paragraphs.

2.4.8   Vroom's Expectancy Theory

Expectancy theory, as a process theory of motivation, focuses on the individual's interactions with his/her environment. It describes motivation as a "function of individuals' perceptions they have about their surroundings and the expectations they form based on these perceptions" (Ghazanfar, Chuanmin, Khan & Bashir, 2011:124). Expectancy theory, first developed by Vroom, is based on the three components of expectancy, instrumentality and valence. Expectancy refers to employees' belief that effort leads to performance, and increased effort leads to increased performance. Conditions that enhance expectancy include the

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availability of correct resources, having the required job skills, and the availability of the necessary support to get the job done correctly. Instrumentality can be described as the assumption that performance results in valued outcome. Some factors that support instrumentality include a clear understanding of the relationship between performance and outcomes, trust and respect for individuals who make decisions regarding rewards, as well as transparency in the process of who gets what reward (Chaudhary, 2014:2). Redmond (Chaudhary, 2014:3) adds that Vroom defines the third dimension of valence as value, which is associated with any specific expected outcome, and thus the belief in outcome desirability. There are individual differences in the level of value associated with outcomes. For example, a cash bonus may not increase motivation of an employee striving for formal recognition or promotion.

The tendency to act in a certain way depends on two factors namely (i) the strength of the expectation regarding the outcome of a particular act, and (ii) the desirability of the outcome as well as the attractiveness of rewards, performance-reward link and effort-performance link. Attractiveness is linked to the importance that an individual attaches to the rewards that can be achieved by performing a task. The performance-outcome link refers to the degree to which the individual believes that performance of a particular task will result in the desired outcome. The effort-performance link refers to the degree to which an individual believes that his or her efforts will lead to the performance necessary to achieve the desired result (Swanepoel *et al.* 2008:333).

Having explained the role of content theories and process theories in motivation and thereby performance; the discussion on this particular topic shall be concluded by briefly touching on the reinforcement theory that focuses on how desirable performance or behaviour can be safeguarded and maintained.

2.4.9 Reinforcement Theory

The Reinforcement Theory of motivation by Skinner states that an individual's behaviour is a function of its consequences based on the law of effect by Thorndike. The law of effect postulates that behaviour with positive consequences tends to be repeated, while behaviour with negative consequences tends not to be repeated (Sourabh, Jake, Minjeong., Diemand, Berdine, Kumar 2013:1). Skinner introduced the term reinforcement, and theorized that behaviour which is reinforced tends to be repeated while behaviour which is not reinforced tends to die out or become extinct (McLeod, 2007:1). Reinforcement Theory suggests that behaviour is encouraged or discouraged depending on the consequences thereof. According to Goldstein and Sorcher (Uduji, 2013:140), Reinforcement Theory indicates that managers can encourage desirable behaviours. Bandura (Uduji, 2013:140) adds that they should also try to reduce undesirable outcomes by not reinforcing wrong behaviour.

Positive reinforcement is a pleasurable incentive or reward following a desired behaviour that encourages the continuance of the behaviour. According to Weiss (Uduji, 2013:140), withdrawing or failing to provide a reinforcer for desirable behaviour reduces motivation, and the behaviour can be extinguished or discontinued. In other words, positive reinforcement is the positive response given for a positive and required behaviour, which may stimulate its occurrence again and again. If a manager praises an employee immediately upon finishing a difficult report timeously, this may encourage the employee to repeat the outstanding behaviour every time he or she is expected to complete a report. Rewards can be a positive reinforcer, provided it stimulates the repetition of the accepted and desired behaviour for which the individual was rewarded (Sourabh *et al*. 2013:1).

Negative reinforcement happens when negative or undesirable consequences are removed from an employee. This can also be used for increasing desirable and expected behaviour. Similarly, punishment entails the removal of positive consequences for undesirable behaviour, so as to reduce the chances of repeating

undesirable behaviour in future. In other words, punishment means applying undesirable consequence for undesirable behaviour (Sourabh *et al.* 2013:1). Punishers are thus responses that decrease or weaken the chances of repeating a wrong behaviour. It is the opposite of reinforcement since it is designed to weaken or eliminate a negative response rather than increase it ((McLeod, 2007:1). Extinction is similar to punishment as its purpose is also to limit undesirable behaviour. The process of extinction begins when a valued reinforcement is withdrawn in order to lessen the occurrence of an undesirable behaviour. Over time, the process of extinction may result in eliminating the detrimental behaviour altogether. However, extinction may also diminish a wanted behaviour because a positive reinforcer is not available any longer (Encyclopaedia of management, 2009:1).

Managers can apply these motivation theories in their day to day management to derive desirable performance from their employees. This is elaborated under the following caption.

2.5 ROLE OF MANAGERS IN CREATING A POSITIVE WORK ENVIRONMENT

Managers must create work environments in which individuals are motivated and inspired to perform well to achieve organizational goals, as this is part of good management (Swanepoel *et al.* 2008:316). Chandrasekhar (2011:4, 5) is also in agreement, and proposes two ways in which to create such a work environment. The first involves defining the physical environment, and the second involves adopting appropriate management style(s) whereby managers will be able to change the ethics, behaviour, commitment, professionalism, drive and interpersonal relations of the employees for the better. There are many ways in which managers and supervisors can create positive/favourable workplaces for their employees where they will be happy and motivated (Ruth *et al.* 2012:1). According to White (Ruth *et al.* 2012:1), some of the methods include using appropriate positive reinforcement, listening and communicating openly and

thereby establishing a sound manager-employee relationship as well as interpersonal relationships and teams.

White (Ruth *et al.* 2012:1) adds that balance, timing, and clarity are essential ingredients for a manager to create positive relationships with his or her employees. Balance is possible when there are set standards for reinforcing actions. Furthermore, timing relates to giving recognition for actions or achievements at the time they occur, so that employees can link the recognition to the achievement. Clarity speaks to the specificity and simplicity with which the employee understands the situation clearly.

Managerial actions that support a positive work environment are dependent on their assumptions about the employees they manage, because such assumptions influence managers' motivational strategies, and their managerial styles. Swanepoel *et al.* (2008: 316) elaborates on Schein's theory on human assumptions by suggesting how a work environment can be managed based on the various assumptions managers have about their employees. Schein (2004:172, 173) suggests that human nature in organizational context can be categorised into (i) rational- economic, (ii) social, (iii) self actualizers and (iv) complex people assumptions. While rational- economic assumption argues that motivation of employees is built around economic interest, social assumption emphasizes that employee' motivation is influenced by their need to associate with colleagues as well as to belong to groups.   It is also assumed that self-actualizers are motivated by challenging and interesting work, and that human nature is complex because it is flexible and varied. This complexity further makes it difficult to make common opinion about human nature.

Organizations must therefore, consider these basic assumptions about human nature and develop and implement appropriate management strategies and practices. Furthermore, managers must comprehend these basic assumptions to avoid confusion caused by inconsistent practices as both incentive and control systems in most organizations are built around assumptions about human nature

(Schein, 2004:173, 174). These four basic assumptions are explained in the following paragraphs.

2.5.1   The rational economic man assumption

Swanepoel *et al.* (2008:316) cites Schein (1972) in proposing the doctrine of rational economic man, which classifies human beings into two groups namely (i) the untrustworthy, money motivated, calculative mass, and (ii) the trustworthy, more broadly motivated, moral elite who must organize and manage the first group (masses). Rational-economic employees (the first group) are believed to be irrational and inherently lazy, their objectives are not linked to organizational objectives, and they are incapable of self-discipline and self–control. This closely resembles Mc Gregor's theory X, as the role of management who believes in theory X will try to coerce and control employees (Opu, 2008:21). Theory X relates to an authoritarian style of management, where the emphasis is on "productivity, on the concept of a fair day's work, on outputs, and on rewards for performance". The authoritarian attitude is based on the belief that employees have the innate tendency to avoid work therefore they must be forced into work (Hindle, 2008:1). These demeaning views about employees presuppose that managers possess superior attributes, are motivated, self-controlled and rational, and as such will manage the other group (Swanepoel *et al.* 2008: 317).

2.5.2   The social man assumption

Werner (Nel, van Dyk, Haasbroek, Schultz, Sono & Werner, 2004: 336) refers to Schein (1980) in explaining the social man assumption. According to this assumption, employees are primarily motivated by social needs, develop their self-identity, and derive meaning from work through their social relationships at work. Schein furthers that employees are more responsive to their peer group than to the management, and are open to management only to the extent that management can meet their social needs and needs for acceptance. The attitude, approach and actions of a manager (towards their subordinates) with social assumptions will

differ significantly from those of a manager with economic assumptions. Therefore, according to Werner (Nel, van Dyk, Haasbroek, Schultz, Sono & Werner, 2004: 336) a manager with social assumptions will pay much more attention to the needs of subordinates, especially the need for social acceptance.

2.5.3   The self - actualization assumption

Schein (1980) emphasizes that all individuals, irrespective of talent and status, seek self-actualization and desire a sense of meaning and accomplishment in work when other needs are more or less satisfied. Maslow's hierarchy of needs supports this approach. Managers who hold with this assumption believe that employees strive towards maturity and growth in their work, for which they must have independence, autonomy and long term goals, and develop special skills and greater adaptability. Such managers also believe that employees are basically self-motivated and can exercise self-control, which corresponds with McGregor's Theory Y (Werner in Nel *et al.* 2004:336, 337).

Managers who believe in theory Y will develop employee potential towards the achievement of common goals (Opu, 2008:21). Furthermore, managers who believe in the self-actualization assumptions may refrain from external control measures and strict supervision as such measures may cause employees to feel threatened and may impact negatively on their maturity levels at work. Employees who seek self-actualization could be better performers and will voluntarily integrate their needs and goals with that of the organization. Swanepoel *et al.* (2008:320) add that a manager who believes in this assumption will make the work intrinsically more meaningful and challenging so that employees can reach the self-actualization stage.

2.5.4   The complex man assumption

The complex man assumption according to Schein (1980), as referred by Werner (Nel *et al*. 2004:337) suggests that humans are complex, dynamic and highly changeable. Employees can develop new needs as a result of their experiences in an organization, and employees' needs may differ from individual to individual, organization to organization and from department to department. Employees may react differently to management strategies/leadership/management styles depending on their own needs, goals, abilities, and the nature of their work. Therefore, according to Schein (1980) there could never be one correct managerial strategy /style that will work for all individuals at all times (Werner in Nel *et al*. 2004:337). In other words, employees are complex and varied, and several motives at different levels of importance operate in individuals, which changes according to time and situation. Thus, managers should be able to understand their employees and use management and leadership styles accordingly.

2.6   GENERAL OBSERVATION

The theories stated in this chapter are critical as they express the relationship between the variables such as management support, objective implementation of the PMS, positive work environment leading to effective and efficient employee performance as presented in the hypothesis. Questions that express the contents of these theories will be part of the questionnaires so that the data collected could contextualize the research questions and hypothesis. The following chapters gives an overview as to how these theories link to the hypothesis and research questions as stated in chapter 1 of this thesis.

The application of the Equity Theory by Adams helps managers in creating a positive work environment, as equal and fair treatment of employees by managers adds to the creation of a favourable work environment, which motivates employees to do their work wholeheartedly (Chandrasekhar, 2011:11). Bell and Martin (2012:110) add that this theory is important in the work situation and is

communication oriented. Effective managers can use managerial strategies to facilitate equity in the work situation including positive expectations, goal setting, positive feedback, availability to the employees, trust, employee development, information distribution, participation in decision-making, rewarding employees, and use of two-way communication.

Managers can also apply Vroom's Expectancy Theory to motivate employees and create a positive work environment. Managers can motivate their employees by setting attainable performance standards and by providing the necessary support and assistance in achieving these standards. The expectancy theory also stipulates that managers must ensure a clear link between rewards and set performance standards, as well as the link between employees' personal goals and the organizational goals. Managers must bear in mind that it is not the actual attainability that determines employees' motivation to exert efforts, but their perceptions about the attractiveness of rewards and the link between performance and rewards. It is also crucial for management to establish whether employees believe that the performance standards set are attainable, and that there will be appropriate rewards attached to successful performance (Swanepoel *et al*. 2008:334).

Reinforcement theory is another tool that managers can use to create a positive work environment. Reinforcement theory explains how an individual learns behaviour and how it can be moulded. Managers must take care to not to reward all employees irrespective of their performance. They must explain to the employees the reason for their actions of a positive or negative reinforcement, punishment or extinction, and explain to employees how they can achieve positive reinforcement (Sourabh *et al*. 2013:1).

Managers can use positive reinforcement more effectively to motivate their employees by means of the following guidelines (Seidenfeld, 2013:1):

- give the employee concrete, specific information about what he/she did right;

- be specific;

- reinforce immediately;

- reward the employee as soon as possible after his/her good behaviour;

- be sincere;

- show genuine appreciation for the employee's achievement;

- give realistic reinforcement;

- rewards should be proportionate to the importance of the behaviour; and

- personalize the reinforcement.

Mangers must take extreme care that extinction does not diminish a desired behaviour, because the absence of a positive reinforcer during a desirable behaviour may cause the employee to stop exhibiting that particular preferred behaviour. For example, if the normal practice was that the employees were promptly praised by the manager every time they exhibited citizenship behaviour, and the manager stops doing this, the employees may lose interest in doing anything beyond their required duties (Encyclopaedia of Management, 2009:1). In order for managers to motivate employees, they need to understand at what level of motivation the employees are functioning in any given situation.

According to Mol (2012:19) employees function at one of the three basic levels of motivation namely minimum level, expected level and maximum level. If employees are at the minimum level, they perform at levels lower than those required, while employees at the expected level will do just what is required, and employees at the maximum level do more than what is expected and required. Those on a minimum level come late to work and leave early, escape work whenever they get the opportunity and make use of their full sick leave. Employees

at the expected level deliver the required amount of work loyally. However, employees at the maximum level are said to be motivated as they are prepared to walk the extra mile to achieve the goals. Swanepoel *et al.* (2008:315) states that skills, potential, qualification and capabilities do not guarantee the desired performance without motivation. In other words, work performance may be below the desired level without the right motivation.

As motivation is key for performance, organizations (managers) must create a workplace that is engaging and motivating, where employees want to stay, grow and contribute their knowledge, experience and expertise to the success of the organization (Society for Human Resource Management, 2010:1). Individuals who are highly motivated will accomplish the most without any prompting or pushing. They derive the feeling of satisfaction after every task completed, which urges them to accomplish even more. According to Mol (2012:20) other factors that motivate employees include pride in tasks and respect for achievements. Individuals are motivated to perform only when their tasks stimulate their pride in what they have accomplished, or have to accomplish, and they are respected for their achievements. Thus, Mol (2012:21) suggests that managers can design work in such a way that it becomes a source of pride for employees. Mol (2012:27, 40, 54) has also identified three key factors that give employees a sense of pride in their work, which motivates employees when built into the job. The first motivating factor is called experience of success, which refers to the fact that every individual has the basic need to feel successful at what he or she does. The second factor that motivates individuals is responsibility, which lies with the individual who makes the decisions, while the third factor is recognition for achievement.

Therefore, to make employees perform productively, managers need to understand their employees' needs, and support them in achieving those needs as needs satisfaction is the basis for motivation (Grobler *et al.* 2011:237). Identifying individual needs could be a challenge for managers, as employees are complex, unique and diverse. According to Chandrasekar (2011:14), factors that motivate

employee performance include interesting work, the opportunity to develop special abilities, adequate information, enough authority, sufficient support, sufficient tools and equipment, friendly and helpful colleagues, opportunity to see the results of work, competent supervision, clearly defined responsibilities and good pay. These are termed as job factors.

Finally, not only managers' assumptions about their employees affect the quality of the work environment, but also the expectations and assumptions of employees about their managers, and the satisfaction of those expectations. Managers must also try to satisfy the qualities that employees search for in them, and thereby contribute to the right environment the employees are looking for.   The following paragraphs therefore, will explain briefly employees' assumptions about managers.

2.7   EMPLOYEES' EXPECTATIONS ABOUT MANAGERS

The calibre of managers is considered an important factor in creating a favourable/positive work experience according to Parisi-Carew and Guthrie, (2009:2). Employees desire managers who give them the opportunity and ability to perform a wide range of challenging and stimulating work. Such managers contribute to positive work environment which breeds innovation, enthusiasm, and commitment amongst employees. Employees like to work with managers who:

- are easy going and fun to work with;
- are knowledgeable and competent;
- exhibit sincere interest in their employees;
- have trust in the capabilities and competencies of their employees;
- believe in engaging with employees, and in relationship building;
- are supportive and encouraging;
- are interactive and engaging; and
- respect, value, care, and treat employees as partners working together towards common goals.

Employees prefer to work for managers who are exemplars, facilitate open communication and interaction, and provide equal treatment in the work place. A manager should be a role model in the workplace suggests Karim (2012:np). The manager must set examples through his/her words and deeds which the employees would honour, respect and follow. Managers must display a positive attitude towards employees and show them how to interact and collaborate effectively with others. This would contribute towards a positive work environment, and towards enhanced productivity. Most employees desire an open, safe, and welcoming environment in which they are encouraged to grow and learn (Parisi-Carew & Guthrie, 2009:2).

2.8   CONCLUSION

Various factors that contribute to the creation of a positive work environment are discussed in this chapter. It is explained that the work environment has a profound influence on employee engagement, job satisfaction and morale, which leads to employee motivation. Motivated individuals expend more effort than expected of them in achieving goals. The various motivational theories were explored, with emphasis on how managers can use these theories to support their employees and create favourable work environment. Managers are urged to use motivation techniques to explore human potential and talents to enhance performance. Managers can make use of the content theory, process theory and the reinforcement theory of motivation to create the desirable positive work environment. If managers can succeed in supporting their employees and in creating a favourable environment where employees are motivated, employees will go the extra mile to give effective and efficient performance.

CHAPTER 3

PERFORMANCE MANAGEMENT: A MANAGEMENT TOOL TO
ENHANCE EMPLOYEE PERFORMANCE IN
THE FREE STATE PUBLIC SERVICE

3.1 INTRODUCTION

As the Free State Provincial Government realized the importance of employee performance in attaining its goals and that performance cannot be left to chance but needs to be facilitated and managed by individuals who are accountable for the performance of others, the Provincial Government Departments put in place performance management systems (PMSs) at individual employee levels. Though performance management is done both at organizational level and individual employee level, this chapter will focus only on performance management at employee level as the emphasis of this thesis is on the performance of individual employees. Furthermore, performance management at employee level is one of the tools that managers can use to exhibit their management support through performance planning, performance assessment and measurement, performance feedback, professional as well as personal development of employees, and performance rewards. Establishing measurable goals, developing operational plans to achieve those goals, and measuring and evaluating progress and achievement of the goals are all important factors in performance management at the individual level.

This chapter will therefore give an account of employee performance management processes and systems in general, and discuss how it is managed in the FSPS.

3.2   PERFORMANCE MANAGEMENT

Before elaborating on the processes and systems of employee performance management, and its efficacy as a contributor to effective and efficient individual performance, it is necessary to briefly discuss what employee performance management is. Thus, definitions and explanations regarding employee performance management will follow.

According to Bennet and Minty (Nel *et al.* 2011:408) performance management is very important in organisations, as it facilitates strategy implementation, culture change, performance development and improvement, as well as appropriate remuneration. Armstrong according to Viedge (Werner, 2011: 117) adds that performance management facilitates high performance through the processes of performance planning, goal setting, monitoring, performance feedback, analysing and assessing performance, reviewing, dealing with under-performance, and coaching.

Van Aswegen, Gobind, Havenga, Kleynhans and Markham (2012:130) state that performance management refers to the day to day management of individuals as well as a process that guides employees in an organization towards achieving its strategic goals. Furthermore, it refers to all organizational processes that identify, manage and facilitate the performance of individual employees and teams. Apart from human resource planning, training and development, and compensation, it also encompasses the management of employee behaviour and attitudes, as well as the creation of good relationships between individuals and teams (Van Aswegen *et al.* 2012:130). Callaghan (2005:2) adds that additional components of performance management include the regular review of actual achievement and reward of employees for target achievement.

According to Dessler, Barkhuizen, Bezuidenhout, De Braine, Du Plessis, Nel, Schultz, Stanz, and Van Der Walt, (2011:329), performance management is a process where individual and team performance, aligned with the organizational goals, is monitored, measured and developed continuously. Amos *et al.* (2004:64) explains that performance management is an approach to managing individuals, as well as a process that begins with translating the overall strategic objectives of the organization into clear objectives for each employee.

Furthermore, Bacal according to Viedge (Werner, 2011:117) adds that performance management is an ongoing communications process between an employee and his or her immediate supervisor, the purpose of which is to establish the various elements that lead to effective and efficient employee performance. It embraces clear expectations and understanding about an employee's essential job functions and links employees' job functions with the achievement of the organization's goals.   Performance management also facilitates a clear understanding on the meaning of a well performed job and on the manner in which job performance is measured. It also reflects the barriers that hinder performance, institutes measures to eliminate them, and deliberates on how the manager and the employee must work together to improve employee performance. Furthermore, performance feedback serves as a motivator that inspires employees to achieve their full potential, experience satisfaction and commitment, and contribute to organizational success (Amos *et al.* 2004: 64).

A further examination of the aims and objectives of performance management provides added understanding on the importance of performance management. This is elaborated on the next page.

3.2.1   Aims and Objectives of Performance Management

According to Meyer and Kirsten (2005:60), performance management has the following objectives:

- align and integrate individual, team and organizational objectives;
- attract and retain skilled staff;
- set standards and criteria for performance;
- manage under-performance;
- empower individuals to develop necessary skills and competence and identify training and development opportunities;
- open up channels of communication and feedback;
- create a climate for motivation;
- link pay and performance;
- provide information for other human resource functions; and
- create a performance culture.

Callaghan (2005:6) states that a well-implemented performance management process and system is beneficial to the organization, its managers and employees. The objectives of performance management include integration, open communication, objective employee promotions, appropriate placement of individuals, increased objectivity, equitable remuneration, structured career planning, motivated employees, and improved capacity through training and development. Callaghan (2005:1) adds that another important objective of performance management is to make the attainment of individual and organizational objectives an integral part and joint responsibility of the manager as well as the employee. It is also intended to create the understanding in managers that individual performance must not be left to chance, and that they are responsible for facilitating and managing performance of their subordinates (Amos *et al*. 2004:78).

Nel *et al.* (2011:407) states that the creation of a favourable work environment where employees are adequately and appropriately supported to perform effectively and efficiently towards common and shared goals is an important objective of performance management. According to Viedge (Werner, 2011:121), the performance management and development process in any organization needs a performance management system (PMS), where each employee will have formally documented goals and objectives. The system provides for a review process as well. Otley (Abdullah, 2009:3) adds that information provided by the performance management system (PMS) supports managers in performing their jobs, as well as in developing and maintaining desirable behaviour in organizations.

Cleveland and Murphy (Aguinis, 2009:6) state that a performance management system (PMS) can serve six important purposes classified as strategic, administrative, communication, developmental, organizational maintenance, and documentation. The strategic purpose links the organization's goals with individual's goals, so that individual's work behaviours are consistent with the attainment of organizational goals. The administrative purpose serves as a hub of valid and useful information for making objective decisions about employees regarding salary adjustments, promotions, employee retention or termination, recognition of effective and efficient performance, and identification of poor performers.

Furthermore, the PMS promotes communication as it allows employees to be informed about how well they are doing, to identify specific areas that may need improvement, and to be informed about the organization's and the supervisor's priorities and expectations. It supports developmental purposes in that the system allows managers to coach employees and help them improve performance on an ongoing basis. PMS supports organizational maintenance as it yields information about skills, abilities, promotional potential, and performance histories of employees to be used in workforce planning, as well as in assessing future training

needs and evaluating performance achievements. Lastly, Cleveland and Murphy (Aguinis, 2009:7) state that PMS documentation yields data that can be used not only to make important administrative decisions but also in cases of litigation.

Having explained the importance of performance management, this chapter will now focus on the performance management system and processes specific to the FSPS.

3.3 PERFORMANCE MANAGEMENT AND ITS RELEVANCE IN THE FSPS

In the quest to improve the performance of its public service, the executing authority of the FSPG determined and implemented a uniform performance management system for employees in government departments. The performance management system in the FSPS called the performance and development management (PDM) follows the guidelines of the SAPS Regulations and guidance from the Department of Public Service and Administration (DPSA). The PDM is aimed at improving the performance of public servants (employees) by establishing clear links between organizational development, culture change, personal and professional development of employees and the delivery of quality services. The PDM directs attention to employees' key areas of activity, which are identified through strategic planning processes. The PDM philosophy in the FSPS aims to develop a sense of ownership for performance amongst all employees. It also helps to build an environment where all individuals have the opportunity to be motivated, inspired and developed to facilitate effective and efficient performance (FSPG, 2001:4).

As this thesis focuses only on the performance of employees on levels 11 and 12, the following paragraphs shall give detailed accounts on the performance and development management system in the FSPS for employees up to levels 12.

The aim of the performance and development management system in the FSPS, as stated in the FSPG Policy on Performance and Development Management (PDM) (2001: 4), is to optimise individual achievements and individual performance excellence towards the achievement of goals and objectives of the FSPG. The objectives of the PDM in the FSPG are in line with explanations given in the previous paragraphs. One of the objectives of the FSPG PDM is to lay a strong foundation for performance management by establishing a performance and learning culture in the Public Service, as well as by ensuring that all employees know and understand what is expected of them. A further objective is to create a culture of open interaction and communication about performance between managers (supervisors) and employees, where employees' development needs are identified and managed. Objective and fair evaluation of individual performance is yet another objective.

Apart from the objectives, there are also several principles on which the PDM policy is founded in the FSPG, which are as follows (FSPG, 2001: 4):

- PDM of employees must be the responsibility of designated managers (supervisors), and it must be done in a consultative, supportive and non-discriminatory manner, facilitating two way communications;

- PDM must align with the departmental objectives and strategic plans, and link with the overall skills development plan;

- both supervisor and subordinate should understand the significance of performance management, how it is conducted in the organization, and what influence it could have on the employee's future and the performance of individuals and organization;

- the PDM process must be planned in such a manner that the core competencies and criteria are defined, as well as dates for performance assessments, and reviews and performance feedback must be stipulated; and

- PDM and its processes must follow equity and fairness, and must not become an administrative burden to the managers (supervisors).

Individual performance and development management, according to the FSPG policy (2001), is managed in a yearly cycle. It is thus repeated every year, where managers together with the employees are expected to identify common goals, define each individual's key responsibility area in terms of results expected, assess individual performance to establish the degree of effectiveness, and assess individuals' contributions to the performance of the entire organization. The PDM system in the FSPS consists of various phases including (i) performance planning, (ii) performance monitoring, (iii) performance review and evaluation,(iv) management support (v) two-way feedback, (vi) continuous learning and development (vii) recognition & rewards of desired performance, and management of unsatisfactory performance and (viii) appeal. Meyer and Kirsten (2005:62-67) agree, adding that performance management starts with the performance planning phase, where the purpose of the job is established, followed by management support, where the manager provides the opportunity and the right environment for the employees to perform to the agreed upon standards. The third phase, according to Meyer and Kirsten (2005:62-67) is performance review/evaluation, entailing the assessment of employee performance according to set standards. The fourth step is performance discussion, followed by the formulation of development plans.

3.4. MAJOR STEPS IN PERFORMANCE MANAGEMENT IN THE FSPS

Major steps in the performance management process according to Van Hoek (Nel, Werner, Botha, Du Plessis, Mey, Ngalo, Poisat, Van Hoek, 2014:221) are:

- performance planning;
- performance coaching and mentoring;
- performance measurement and evaluation; and
- performance feedback and documentation.

These important steps form part of the performance management system in the FSPS

According to McPheat (2010:13-23) performance management process involves:

- goal setting;
- defining priorities;
- defining performance standards;
- providing feedback;
- maintaining records; and
- managing poor performance.

The major steps are explained in the following paragraphs.

3.4.1 Performance Planning

Performance management starts with the clarification and communication of organizational strategic objectives, and the alignment of individual and group goals with that of the organizational objectives (Nel *et al*. 2011:407). Dessler *et al*. (2011:329) concurs, stating that the starting point of the performance management process is setting the direction, by sharing the organization's higher level goals such as vision, mission and strategies throughout the organization. These higher

level goals are converted into departmental, team and individual goals, ensuring goal alignment between the individual, team, department and the organization. Viedge (Werner, 2011:121) agrees that individual goals and measures are derived from the strategy of the organization, such that the strategic objectives of the organization are cascaded down through the different departments to the managers and to their subordinates. Each official in the department thus has his or her goals and measures, aligned with and linked to the organization's broader goals. This alignment ensures that every individual's efforts are directed towards the common goals, and that there will be no wasted or deviant efforts. Thus, performance planning begins with goals setting. The importance of goal setting is briefly presented hereunder.

3.4.1.1 Goal setting

'Goal Setting: A Fresh Perspective' by an Oracle White Paper (2012:2, 3, 5) highlights the importance of setting goals in a PDM process. Goal setting must be given a high priority, must be approached consistently, and must be cascaded down through the organization, as it can ensure results against business strategy, reach greater profitability, and inspire innovation. Furthermore, organizations that consider the development of effective goals a priority will succeed in performance management, in developing employees' skills and confidence, and above all, in achieving the mission and goals. Such organizations will lead the annual performance journey in the right direction. Effective goals offer significant benefits to the organization, as they add organizational discipline, encouraging everyone in the organizations to be focused on the same destination. Such goals permit accurate forecasting of resource needs, as well as efficient use of those resources, avoiding unnecessary detours and stoppages. The above mentioned Oracle White Paper (2012:5) presents the following guidelines by which managers can ensure that employees achieve their goals:

- the employee has the necessary tools, resources, access, support and guidance required to complete the work;

- expectations are well-defined, and employees have sufficient time in which to meet the milestones;

- goals must be reasonable and within the scope and capability of employees, as impossible targets will be frustrating and can be demoralizing; and

- managers must offer guidance and support.

With regard to the importance of goal setting in the PDM process, Locke's Goal-setting Theory is of great relevance. This theory is discussed in chapter 2 of this thesis and therefore only brief mention will be made of it here. According to Robbins *et al.* (Swanepoel *et al.* 2008:329), Locke's goal setting theory advances that individuals will perform better if they strive towards a definite goal as opposed to an unspecified one. Good and Carin (2004:7) agree that employees who are given goals that are specific and challenging outperform employees who are given a goal to do their best or no goal at all. As implied, goals provide employees with clear direction, challenge them to try hard, remind them that the end is in sight, and encourage them to think about the process of reaching the end. Goals give focus to employees' actions, encourage efforts and tenacity, and foster goal attainment strategies and action plans (Esu & Inyang, 2009:100).

The performance planning stage further aims to provide a thorough knowledge of the performance management system and processes to the employees (Aguinis, 2009:15). At the beginning of each performance cycle, the supervisor and the employee are expected to discuss and agree on a plan as to what needs to be done, and how well it should be done. The performance planning discussion further revolves around the deliberation of three aspects namely (i) results, (ii), behaviours, and (iii) a development plan. These are briefly explained in the following paragraphs.

3.4.1.2   Results

Results according to Aguinis (2009:15)refer to the outcomes an employee must produce. The discussion of results includes key responsibility areas of a job, the results of which the employee is responsible for producing. The discussion defines specific objectives that the employee has to achieve in relation to each key responsibility and performance standards that the employee has to adhere to while achieving results. Objectives are statements of important and measurable outcomes, and a performance standard refers to a yardstick that is used to evaluate how well employees have achieved each objective. Performance standards provide information about acceptable and unacceptable performance (for example, quality, quantity, cost, and time).

3.4.1.3   Behaviour

Behaviour is an important aspect in measuring results. While it may be difficult to establish specific objectives and standards for some jobs, it may also be difficult to control the results of employee behaviours in others, even if they have control over how the job is done (Aguinis, 2009:15). According to Shippmann *et al.* (Aguinis, 2009:15, 16), behaviours include competencies (knowledge, skills, and attitudes) that are critical for the achievement of desired results.

3.4.1.4   Development plan

Another important step in the planning cycle is the creation of a development plan that is mutually agreed upon by the supervisor and the employee. Ideally, such plans highlight an employee's strengths as well as the areas that need development. According to Reyna and Sims (Aguinis, 2009:16), the development plan provides an action plan to improve areas of weaknesses and further develop areas of strength.

3.4.2   Employee Performance Plan in the FSPS

In the FSPS, documents such as strategic plans, competency profiles, job descriptions, job specifications, and skills audits help to plan and manage the performance of employees (FSPG, 2001:7). As the main aim of performance management is effective and efficient employee performance, employees are assessed on the achievement of their key responsibility areas as well as a code of conduct, and assessments are done within an agreed framework of planned goals, objectives and standards. Consequentially, each employee in the FSPS has a performance plan.

The performance plan in the FSPS (as reflected on the FSPG: Performance and Development Plan Template) starts with defining the key performance/results areas (KPA/ KRA) of an employee, which include broad performance areas related to the key responsibilities attached to a job. These KRAs correlate with the unit's goals and objectives, are derived from the departmental goals and objectives, which are correlated with the organizational goals and objectives. After defining KRAs, objectives are developed for each KRA which indicate what is to be achieved by the particular KRA to realize the broader objectives of the organisation. These are established through a process of consultation between the individual and the supervisor during the performance planning and goal setting process, before the commencement of the evaluation period.   Weights are allocated to each objective according to importance, and the weights for all objectives must add up to 100%. A unit of measurement is attached to every objective that will indicate whether the employee has achieved his or her objective.

Standards are developed for each unit of measurement, which specifies the quantity, quality, time frames and other legal and procedural requirements that the unit of measurement must comply with. A rating between1-5 is allocated for each objective which will be converted into scores after discussion(s) between the supervisor and the jobholder during the performance assessment phase. These scores are the sum total of the ratings and the weight. Both manager (supervisor)

and subordinate must agree on the objectives, standards, performance measures as well as the training, development and support that the subordinate will need to enable him/her to reach the agreed upon objectives. The key result areas form 80% of the assessment.

Table3.1: Performance plan template in the FSPS.

Agreement Of Key Result Areas (80% of Assessment)					Performance Review		
Key Responsibility *(Broad performance areas in accordance with key responsibilities attached to job:)*	**Objective**	**Weight Of Objective** *(Out of a total of 100%. This reflects the importance of Objective)*	**Unit Of Measurement/ Outcome** *(Performance measures / indicators / specific outcomes that will indicate whether you have achieved your objective)*	**Standard** *(Quality /quantity/legal requirements etc. that the unit of measurement must comply with)*	**Final Rating** **1 – 5** *(After discussion between Supervisor & Jobholder & only approved ratings to be used & decimals thereof is not permitted)*	**Score** **(Rating X Weight)**	**Remarks** (All rating that allocated must be motivated. Motivation must support the rating that has been given)
Sub Total		**100**					

A similar template as illustrated on the previous page is used to assess the code of conduct criteria which forms 20% of the total assessment. Like the KRA, performance objectives and standards, the elements of the code of conduct which are applicable to the specific job, are also established. Some of the elements of the code of conduct include appearance and behaviour, punctuality, interpersonal relationship, dedication, commitment and helpfulness. The code of conduct has been included in the PDMS as all employees are expected to comply with it, given that they are the relevant constitutional provisions relating to the Public Service. Section 195(1) (a) of the Constitution requires that "a high standard of professional ethics must be promoted and maintained" in public administration. Thus, the code of conduct acts as a guideline to the ethical behaviour of employees, both in their individual demeanour as well as in their relationship with others. Abiding by the code enhances professionalism of public servants, which in turn increases the public's confidence in the Public Service. Furthermore, employees' compliance with the Code ensures desirable behaviour and culture in the organisation (Explanatory manual on the Code of Conduct for the Public Service, 2002:7).

A personal development plan as presented below also form part of the performance plan of every employee in the FSPS (FSPG: Performance& Development Plan).

Table 3.2: Personal development plan template in the FSPS

Areas to be developed	Development		Performance Review		
	Action (how and provided by whom)	Target date (when?)	Progress	Barriers	Actions to overcome barriers

The planning phase lays the foundation for the monitoring and evaluation phase of performance management. Goal setting and performance planning alone will not yield performance excellence however. Similarly, monitoring and evaluation without goals and performance planning are like a building without foundation.

3.4.3   Performance Monitoring, Evaluation and Measurement

The performance that is executed according to the plan needs to be continuously monitored, evaluated and reviewed to establish that the planned performance has produced the expected results. Therefore, the PDM system in the FSPS stipulates continuous monitoring of performance by both the supervisor and the employee. Continuous monitoring assists to determine progress made, detect and solve performance problems as and when they arise, and identify development and improvement needs. Furthermore, it helps to decide whether it is necessary to modify objectives and targets, provides necessary management support, and ensures ongoing learning and development (Dessler *et al.* 2011:329; FSPG, 2001:8). In addition, performance monitoring focuses on establishing whether agreed upon actions are adhered to, and whether they are directed towards expected results (United Nations Development Programme (UNDP), 2009:8).

While monitoring is an ongoing process by which parties involved obtain regular feedback on their progress towards pre-set goals and objectives, evaluation is an in-depth assessment of either completed or ongoing activities. It serves to determine the extent to which stated objectives and goals are being achieved (UNDP, 2009:8). Both monitoring and evaluation provide information that informs decisions, improves performance and achieves planned results. While monitoring provides factual information required by management, evaluation provides more detailed assessment. Furthermore, evaluation and monitoring can be reciprocal where the questions raised during monitoring can be answered by the evaluation process, and evaluation can be more effective by using data generated through monitoring, as it always relates to pre-identified results (UNDP, 2009:8, 9).

Erasmus *et al.* (Paile, 2012:20) state that in pursuit of evaluating/assessing employee performance, managers must ensure that they assess actual performance against the required level of performance. Performance assessment/evaluation/appraisal is explained in detail in the following paragraphs, as evaluation is a critical management tool in the performance management process, which complements monitoring by providing an assessment of what worked and what did not work, as well as the reasons for the particular situation.

3.4.3.1   Performance evaluation/appraisal/review

Organizations use various terms such as performance review, annual appraisal, performance evaluation, employee evaluation, and merit assessment argue Grobler *et al.* (2011:293). Performance appraisal refers to the ongoing process of assessing and managing both the behaviour and performance outcomes of employees in the workplace (Grobler *et al.* 2011:293). According to Cardy and Dobbins, (van der Westhuizen & Wessels,   2011:266), performance appraisal is a formal and systematic process to identify, measure, record and manage the job relevant strengths and weaknesses of employees.

Grobler *et al.* (2011:297-298) add that there are several objectives of performance appraisal. Performance appraisal aims at the optimum use and development of human resources. It assists managers to make decisions about compensation, promotion and retention. If performance appraisal is used correctly, it contributes to the satisfaction and motivation of employees. Performance appraisal objectives mainly fall into evaluative and developmental categories which help managers to make decisions on appropriate rewards, as well as developmental needs of employees. Evaluative objectives look at past performance, determine which employees are performing to set standards, influence decisions on merit increases, bonuses and compensation. Developmental objectives aim to develop better performing employees for future performance. Performance feedback is a developmental objective because managers are expected to give feedback to the employees on their performance. Employees want to know how well they are doing,

and how the managers weigh them in terms of performance and such feedback gives direction to employees for future performances. It recognizes strengths and weaknesses in past performance and determines what direction employees must take to rectify and improve for optimal performance. It also gives valuable information about the training and development requirements of employees.

According to Grobler *et al.* (2011:299-300), performance appraisal should follow a definite sequence. The system starts with determining the performance requirements. An appraisal method is chosen, and managers/supervisors are trained on the tool. The process is then discussed with employees and the actual appraisal is conducted. The process concludes when the appraisal is discussed with the employees, and future performance goals are agreed upon. The success of performance appraisal is also dependent on the individual(s) who appraise and rate the employees. In the FSPS, it is the responsibility of the immediate manager to assess and rate his or her employees. However, the employees can rate themselves and have the right to agree or disagree with the assessments and ratings made by the immediate manager. Grobler *et al.* (2011:315-318)   suggests that performance ratings should be done by supervisors, peers, subordinates, customers or clients as well as the employees themselves.

The SAPS Regulations (P.S.R, 2001: Section C.2) prescribes that assessment shall be based only on the information contained in the designated performance assessment instrument. Therefore, employees are assessed on the performance plan that each and every employee in the FSPS has. The first page of the performance assessment instrument in the FSPS has provisions for personal details such as surname, job title, personnel number, salary notch, period under review and whether the employee is on probation, permanent or on contract. The assessment instrument incorporates comments by the rated employee and the rater (manager in this instance), as well as actual performance appraisal that includes rating, provision for training and development, and recommendations by the manager (rater in this instance).

Formal assessments are done bi-annually and are compulsory for all officials in the FSPG. These evaluations focus on progress made in achieving results. During the evaluations, the manager and subordinate systematically assess the performance for the stipulated period, and the manager is expected to give constructive and systematic feedback on the subordinate's performance, as well as discuss future developmental needs. Feedback is expected to be in writing. During the evaluation discussions, focus is not only on what has happened but also on why things happened in a particular way, so that the information can be used as a basis for performance and development plans for the next evaluation period.

The final evaluation which focuses on the assessment of the year's performance is done at the end of the PDM cycle (end of financial year which is April to March), and is based on information gathered during monitoring as well as the two six monthly reviews of the performance plan.

Table 3.3: **Annual end of cycle performance assessment template in the FSPS**

Bi-Annual	Final Bi-Annual Scores (in %)
1ST Bi-Annual Review	120% (example)
2nd Bi-Annual Review	130% (example)
TOTAL	250% (example)
Final Annual Assessment Score (Total divided by 2. This percentage must _not_ be rounded off)	125% (example)

The annual end-of-cycle performance assessment form that records the year's performance then has to be submitted to the Departmental human resource unit between 31st March and 30th May of a particular year. The annual end of cycle form must be accompanied by the two reviewed Bi-annual Performance and

Development Plans for the year under reporting. Both the manager and the employee have to confirm in the annual end of cycle performance assessment form that the scores have not in any way been altered or changed once they have been agreed upon by both the manager and employee.

3.4.3.2 Performance measurement

Performance monitoring without measurement may not yield a complete understanding of an individual's performance, as performance measures provide data and information supported by numeric description, enabling the manager to make informed decisions. Thus a performance measure can be explained as a numerical description of an activity and the results of that activity. Performance measures are based on data where the data is expressed in numbers that indicate how much, how well, and at what level, goals and objectives are achieved during a specific period (Office of Financial Management 2014:1). According to Bititci (Abdullah, 2009:3) measurement is an information system integral to the effective and efficient functioning of the performance management system. Information from performance measurement can be used to manage the performance of an individual, a unit or an organization.

There are several reasons for measuring performance. Performance measuring helps better Management as it assists managers to understand, manage, and improve on activities and thereby results. Apart from establishing how well the goals are being met, it helps to take corrective actions if necessary to improve performance. Furthermore, performance measures provide the necessary data and information to make informed decisions as it provide an overview of current performance capabilities. It detects whether actual performance is getting better, staying the same, or getting worse over time (Office of Financial Management 2014:2). Individual employee performance in the FSPS is measured against the Unit of Measurements / Targets as identified in the performance plan and concluded using the rating calculator presented on the next page.

Table 3.4:   **Assessment rating calculator template in the FSPS**

Factor	(A) Sub-Total	(B) % of Assessment	(A X B) Total Score
KRA (Key Result Area)		80%	
CC (Conduct Criteria)		20%	
(C) Final Score			
Final Score in Percentage (C/3X100)			%

The supervisor or manager and the subordinate have to undertake that they had together discussed and reviewed the performance for the period. However, the jobholder has the right to agree or disagree with the review and assessment made by the supervisor or manager but has to provide written reasons for the disagreement.

3.5 OUTCOMES OF PERFORMANCE MANAGEMENT

The performance management through its various processes, such as performance planning, monitoring and evaluation, must ensure management support, two-way feedback, continuous learning and development, recognition and rewards, and management of unsatisfactory performance. These concepts are briefly explained in the following paragraphs.

3.5.1   Management Support

The policy on PDM in the FSPG (2001:10) emphasises the importance of continuous support from managers for subordinates to achieve their objectives and targets. Managers have to express their support by being sensitive, understanding, and by being mindful of individuals' capacity, potential, ability and experience. Effective communication skills, an open and participative management style that

encourages innovation and initiative, and the ability to correctly identify training, development and support needs is required of any manager to provide the necessary support to individual employees. Viedge (Werner, 2011:126) states that managers can express their support by making employees aware that they have confidence in them, and will stand by them in a time of need.

Managers must also show support through coaching and counselling. If the monitoring and evaluation reveals a performance concern and the reasons for it, the manager may have to coach the subordinate if it is due to lack of knowledge, skills, ability or attitude. If however the performance discrepancy is due to some personal or interpersonal problems, the manager needs to counsel the employees. Callaghan (2005:8, 9) agrees that the supporting role of the manager in managing and maintaining employee performance can be exercised through coaching the employee in areas that require improvement. Coaching is an interactive process that offers guidance to improve employees' performance and capabilities, encourages feedback, and is a vehicle for skills transfer. Callaghan (2005:8, 9) adds that other management support interventions include mentoring, on-the-job training, shadowing, and job observation.

Managers can also express their support by providing opportunities for their employees to learn from the problems, challenges, opportunities and achievements integral to the day-to-day activities. Learning and development is the responsibility of the employee as much as it is the responsibility of the manager. The manager must support the learning and development needs of his or her employee by identifying the development needs in terms of competencies, skills, knowledge, and behaviour required to perform at an acceptable standard, and develop a mutually agreed upon personal development plan. The personal development plan currently used in the FSPS includes details such as what the employee needs to learn, how the employee will acquire this learning, what support the supervisor needs to give to secure the learning, and by what date (FSPG, 2001:11).

Amos *et al.* (2004:66, 67) suggest that managers can show management support by involving their employees in setting the objectives, and allowing them to manage their own performance. Setting objectives with employees helps to clarify the standard of performance expected, the means of performance measurement, the skills and resources necessary to achieve objectives, and the rewards associated with achieving the agreed upon objectives.

3.5.2   Two - way Feedback

Yet another integral part of successful performance management is two-way communication. For any PDM process to be effective there has to be open, honest and constructive two-way communication and interaction that will build mutual trust between the manager and the employee. It is the supervisor's responsibility to secure the employee's commitment to achieve agreed upon targets, and then to sustain and or improve on the commitment by giving regular feedback on work performance. Regular feedback gives an employee the opportunity to improve, and further enables both the supervisor and employee to set new mutually agreed upon objectives, targets and standards for future work performance (FSPG, 2001:10). According to the Indiana University Human Resources (2006:1), performance feedback is the on-going process where information on expected and rendered performance is exchanged between a manager and his or her employee. The feedback must be constructive either to praise performance or to correct poor performance.

Feedback can only be said to be constructive when it is tied to the pre-determined performance standards, and when it is timely, specific, and more focused on behaviour than on the employee. Feedback is constructive only when the intention is to help and not to hurt, is directed at behaviour the employee can do something about, and is limited to the amount that the receiver can use. During feedback the manager must also obtain agreement on performance problems, explain negative consequences, mutually seek solutions with the employee, agree on action plans, encourage improvement, ensure understanding by the receiver, and must follow up

on the effects of feedback. Negative performance must be addressed immediately, and care must be taken not to correct behaviour in public. Positive performance also must be acknowledged immediately upon a good performance, and must encourage the employee to maintain the good performance (Indiana University Human Resources, 2006:1).

Feedback can be positive or negative, and it is part of a manager's job, though giving or receiving negative feedback generally is not a pleasant experience. This statement is contained in the document on providing feedback and addressing performance concerns by the Transport distribution Training South Australia (TDTSA, 2008:3, 5). During feedback the TDTSA encourages the manager to recognize and acknowledge employees' accomplishments, offer encouragement and support, and then correct mistakes. Effective performance feedback provides additional opportunity for communication between managers and employees, and for them to work together to ensure good results. Giving feedback is crucial to effective performance management as it promotes learning and provides motivation, either to improve any shortcomings or to give a sense of achievement. Effective feedback can improve performance and commitment if it is well-timed, constructive, specific, focused, and identifies and discusses the causes of the problem, mutual solutions, action plans as well as an agreed upon date for a specific follow-up (TDTSA, 2008:3, 5). This is applicable to the FSPS also.

It can undoubtedly be asserted that performance management will be incomplete without the feedback component. Employees who are given feedback on their performance generally outperform employees who are not given such feedback. Combining goals and feedback has a more powerful effect on performance efforts and perseverance than either goals or feedback alone (Good & Carin, 2004:7).

3.5.3   Performance Rewards

Recognition and rewards are other fundamental aspects of an effective performance management process and system. These are formal acknowledgements for better than average performance. Achievements on mutually agreed upon objectives and targets to standard need to be positively reinforced by means of recognition and rewards, in order to maintain the commitment and positive performance attitude of employees. Positive performance can be recognized in various ways. The PDM policy of the FSPG suggests that performance above the required standards can be recognized by means of the following (FSPS, 2001:7.7.1, 7.7.2):

- a certificate of good performance;
- acknowledgement of achievement in one-on-one interaction with the official by the HOD;
- provision of developmental opportunities;
- providing an employee with the opportunity to be a mentor or coach for others;
- giving verbal compliments; and
- declaring the official employee of the month or publicizing the names of achievers in the company newsletter.

According to Callaghan (2005:10), consequence management is a term used for recognition and rewards, because giving or withholding rewards or recognition has a consequence on the employee's motivation to perform. This is supported by the reinforcement motivation theory which is explained in Chapter 2. According to Bagraim (Werner, 2011: 99) the theory states that individuals engage in activities that have positive consequences, and avoid activities that do not produce positive consequences. Though linking reward to performance has positive effects, they need to be designed with great care to avoid undesirable and

unintended consequences called dysfunctional performance (Good & Carin, 2004:13, 9).

While goals and feedback clearly boost performance, adding incentives can further enhance interest in performing the task and persistence to achieve results (Good & Carin, 2004:8). The link between reward, employee motivation and performance is explained in Vroom's Expectancy Theory. Vroom's Expectancy Theory is detailed in chapter 2 of this thesis. According to this theory, an effective performance management system must therefore confirm to the employees that their efforts will lead to performance, which in turn will lead to desirable and valuable rewards. If any one of these factors is weak, the incentive system is not likely to have a meaningful positive impact on performance (Good & Carin, 2004:8).

The current dispensation on merit bonuses and other forms of recognition for outstanding performance, innovations or achievements in the FSPS is endorsed in the Agreement on Remunerative Allowances and Benefits by the Public Service Coordinating Bargaining Council (PSCBC) (Resolution No. 3 of 1999:56). There is a link between measurement, performance, rewards and sustenance of performance. Employees want recognition for achievement and recognition has a positive impact on the retention of employees (Callaghan, 2005:10). However, the rewards and recognition aspect of the performance management process is very complex and highly emotional, and often yields negative dilemmas, lack of objectivity, transparency and affordability.

In the same way that achievements on mutually agreed upon objectives and targets are reinforced through recognition and rewards, unsatisfactory performance needs to be corrected to maintain commitment and positive performance attitudes of employees.

3.5.4.   Management of Unsatisfactory Performance

According to the FSPG-PDM policy (2001:12-13), unsatisfactory or non-performance is defined as the consistent failure of an employee to achieve an acceptable level of performance, even after receiving management support and developmental opportunities. As indicated in the earlier paragraphs, it is the responsibility of managers/supervisors to monitor work progress, and continuously provide remedial and systematic support to employees, so that they can improve their performance. The Massachusetts Institute of Technology (MIT) personnel policy manual (n.d.) refers to such remedial actions when employees fail to satisfy the expectations attached to their jobs as progressive discipline. The manual stipulates that poor work performance must be brought to the attention of the employee promptly by his or her supervisor, and the employee should be afforded the opportunity to improve his or her work performance. A discussion between the supervisor and the employee, and a development plan (continually mentioned in this chapter) outlining steps to improve performance, is supported by the above mentioned manual. The performance review phase, as well as the continuous monitoring, helps the manager to recognize performance problems and to provide remedial strategies at early stages.

The Incapacity Code and Procedure for the Public Service (Public Service Co-ordinating Bargaining Council Resolution 10, 1999: Section 1:1.1-1.7) recommends the following for the management of poor performance:

- assist employees to overcome poor performance;
- promote efficient and effective performance;
- prevent and correct inadequate performance;
- develop common understanding of incapacity between employer and employees;
- prevent subjective or discriminatory actions by the employer toward employees;

- give necessary support to employees who are incapable of performing to the requirements of their jobs; and

- promote mutual respect between employees and between employers and employees.

Though the performance management system and its outcomes look very attractive in theory, in actual practice the implementation faces some challenges and failures. The performance management system's challenges and failures are explained in the subsequent paragraphs.

3.6 PERFORMANCE MANAGEMENT SYSTEMS CHALLENGES AND FAILURES

Sometimes even the well-constructed performance management system does not yield the desired results, and there are various reasons for such failures. According to Bailey (2012:1), one of the reasons is an unclear link between strategy and execution. In many instances employees cannot relate how their everyday work contributes to the mission of their organization, and how the achievement of their goals link with their personal success.

Another challenge is attributed to the ratings, where every employee more or less scores the same. In such instances, performance assessments put more emphasis on scores than on employee strengths and weaknesses, and as a norm every one scores a four out of five. This subjective scoring gives the impression that there are no real meanings for outstanding performance or penalties for underperformance. Managers' reluctance for conversation and communication forces them to focus more on the process. Moreover, managers give more importance to harmony and acceptance, and do not have the courage to have open and objective communication regarding efficient and effective performance. As a result, managers treat the process as a mere paper-work exercise, which has no significance to anyone. Furthermore, the absence of inspiration and excitement about the future leads to a lack of trust in the system. Employees feel dejected and

discouraged, as they do not feel a sense of growth and progress to get involved in high engagement and high performance. Many individuals who have been in the same role for many years feel demotivated about their future and managers lack the skills and capabilities to inspire such employees.

One of the main reasons for the failure of a PMS, according to Saravanja (2011:1-3), is a lack of integration and collaboration between the performance management system, strategic planning, human resource management processes, organizational culture and structure and other major organizational systems and processes. Another reason is the lack of buy-in from the users of the system, a lack of trust in the system, and a lack of good relationships between stakeholders and employees. Yet another valid reason for the failure of a system includes the absence of support from top leadership and management to create a shared vision that inspires employees to build a common purpose through the performance management system. Furthermore, the absence of strong values and value-driven leaders also contributes to such failure, as does a disregard for the systematic and professional planning and implementation of the system which serves to allay the fears, uncertainties and anxieties of employees.

Saravanja (2011:1-3) states that the absence of appropriate mechanisms to ensure the objectivity of performance assessments (ratings and judgments), by reducing favouritism and bias, is also a contributor to the failure of the system. In addition, an absence of timeous and continuous performance feedback, appropriate reward systems (that encourage high performance and discourage low and mediocre performance), and appropriate mechanisms to deal with underperformance, can also contribute to the failure of the system. Failure may also be attributed to an absence of appropriate knowledge, attitudes and skills on the part of everyone involved in the performance management system. Such individuals may fail to objectively implement and utilize the system effectively and efficiently.

Saravanja (2011:1-3) adds that failure can also be attributed to an absence of good communication between the stakeholders, employee motivation programs, an enabling organizational environment, a functional organizational structure, user friendly organizational processes, proactive and developmental human resource management and development policies, strategies and activities, and inspiring leadership that generates passion and commitment for effective and efficient performance in employees. As high motivation leads to high performance, the lack of motivation leads to performance management system challenges. The lack of continuous monitoring and evaluation can therefore also lead to performance management system failure.

According to Good and Carin (2004:15, 16), one of the many reasons for the failure of a performance management system is the lack of a link between the performance measures and resource allocations. This impacts on the performance of employees, as it makes them accountable for things they cannot control. Tunnel vision, goal displacement, misrepresentation or corruption of data, manipulation of reported data, and the uncritical acceptance of reports are all reasons for the failure of performance management systems. According to Grobler *et al*. (2011:294), the elements that defeat a performance management system include a negative work culture, insufficient line management support, a lack of follow-up on performance reviews, over emphasis on the appraisal aspect and ignoring the development aspect, inadequate performance information, and a lack of objectivity.

Performance appraisal, which is an integral part of performance management, is a critical contributing factor to the failure of a performance management system, as various errors associated with performance appraisal taints the whole performance management system. Performance appraisals can be a negative experience if not done appropriately. They are very time consuming, and are subject to rater errors and biases as they are conducted by human beings.

Some of the reasons for the failure for performance-based pay and rewards are as follows (Callaghan, 2005:10, 11):

- lack of objective and quantitative measures;

- lack of immediate reinforcement (reward or recognition is given sometimes even one year after the performance has happened);

- sometimes behaviours and achievements that are not linked to the strategy are promoted;

- objectives, benefits and procedures are not clearly or uniformly understood by all; and

- sometimes performance-based-pay is not on par with efforts expended.

Furthermore, supervisors' actions are controlled by perceptions and biases such as erroneous first impressions and subjective assessments of job performances. These errors can undermine the credibility of the performance evaluation process (Good & Carin, 2004:17). Rating biases occur when ratings are inflated or deflated. Ratings are inflated to get more bonuses/raises for the unit, to promote someone in the unit and boost morale. Reasons for deflating ratings could include budget constraints or an effort by managers to demonstrate dominance (who the boss is) amongst others. As such, error in rating can be considered as one of the causes for the failure of a performance management system. Lunenburg (2012: 1) suggests that performance appraisal process sometimes is not accurate and objective, and rating errors are common. Rating errors from the researcher's experience and observation can lead to inaccurate performance assessment and measurement leading to wrong conclusions on performance rewards. Wrong conclusions on performance rewards create dissatisfaction amongst employees.

3.6.1   Rating Errors

Some of the common rating errors prevalent in organizations are explained in the following paragraphs as these errors contribute to the inaccurate rating of employee performance, paving the way for distributive and procedural unfairness. Managers must be aware of these rating errors and make conscious efforts to eradicate them when they assess their employees. Then only the assessments can be objective and yield the results it should.

3.6.1.1 Strictness

Some managers/supervisors tend to rate all subordinates with consistently low scores. A strict rater gives ratings lower than the subordinate deserves, which in effect is a punishment to excellent performers (Lunenburg, 2012:7).

3.6.1.2   Leniency

The lenient rater, however, is inclined to give higher ratings than the subordinate deserves (Lunenburg, 2012:7). Khan (2012:1) refers to this as the compassion effect error, where managers award excellent ratings intentionally to all the employees in their unit. This may be to gain the support of all the staff, or to make a positive impression on superiors by exaggeration of their capabilities. This again is a punishment for superior performers, as there is no distinction between performance and non-performance, and no recognition for performance excellence (Lunenburg, 2012:7).

3.6.1.3   Central Tendency

Some raters are reluctant to rate subordinates with a very high or very low score. They dislike being too strict with extremely low ratings, and they believe that no one deserves the highest possible rating. The result of this attitude is that everyone is rated as average (Lunenburg, 2012: 8). Khan (2012:1) states that

managers generally commit this type of error in order to avoid any criticism from employees, or to avoid investigations by management due to any extreme performance ratings.

3.6.1.4 Halo Effect

The Halo Effect takes place when a single positive attribute of an individual's performance influences the supervisor's rating of that subordinate (Khan, 2012:1; Lunenburg, 2012: 8 ; Meyer & Kirsten, 2005:65). For example, an employee may be very good in oral and written communication and generally take care of the manager's written communications, but be inefficient in other aspects of his/her responsibilities. This employee may consequently be given an excellent performance rating because the manager is extremely happy with this one aspect of his/her performance (Khan, 2012:1).

3.6.1.5 Recency of events

Ideally, performance appraisals should be based on data collected about a subordinate's performance over an entire evaluation period. However, as is often the case, the supervisor is likely to rate the employee based on recent performance that is most vivid in their memory (Lunenburg, 2012:8).

3.6.1.6 Preferential treatment error / Nepotism Error

This type of error is deliberately committed when a manager awards favourable performance ratings to employees who are related, or are favourites, so that they receive performance-linked employment benefits. This error can have adverse effects on a work group's morale (Khan, 2012:1).

3.6.1.7 Wrong meaning understood Error

This type of error is prevalent when there are large numbers of employees, and more than one manager is responsible for the performance management. If the managers do not have the same understanding and perception of the performance criteria, they tend to interpret the same parameter differently. For example, if an employee takes initiative and makes positive suggestions related to work, this may be understood as a sign of good behaviour by one manager, but may be regarded as disobedience and insubordination by others (Khan, 2012:1).

3.6.1.8 Resembling to me Error

Managers trying to be humane often fall into the trap of awarding higher performance ratings to employees who resemble themselves in attitude, physical appearance, temperament, performance, personality, race and gender (Khan, 2012:1). Meyer and Kirsten (2005:65) refer to this as the similarity error.

3.6.1.9   Overflow Error

Overflow error happens when a manager has a pre-conceived mind-set that an employee, who was previously an excellent performer in the preceding assessment evaluation period, must have performed excellently again (even if it is not so) (Khan, 2012:1).

3.6.1.10   Typecast Error

Typecast error occurs when employees are categorized into groups based on gender, race, ethnicity, culture or group as a result of a manager's preconceived beliefs, ignoring documentary evidence and rational judgment (Khan, 2012:1). It can also be called bias, prejudice and stereotyping, as a decision about an employee is made based on a belief or view, and not on objective performance information (Meyer & Kirsten, 2005:65).

3.6.1.11 Horn Error

This type of error occurs when one negative factor overshadows other positive factors, and the manager bases the rating on only the negative factor (Khan, 2012:1).

3.6.1.12 Initial Idea (first impression) Error

This error occurs when managers base their assessment on a first impression about an employee, whether favourable or unfavourable, and ignore subsequent information that is contrary to the initial impression (Khan, 2012:1).

3.6.1.13 Comparison Error

This type of error is visible when managers compare the performance of two employees while awarding rating. In this situation an average employee can receive an excellent rating because he/she is compared with a poor or non-performer (Khan, 2012:1).

3.6.1.14 Contrast Error

In this situation low scores are given to employees if they differ from the appraiser in attitudes, attributes and approaches (Meyer & Kirsten, 2005:65).

3.6.1.15 Errors of Logic

This occurs when a manager incorrectly groups tasks that appear to be related to one another, and allocates the same mark for each task (Meyer & Kirsten, 2005:65).

3.6.1.16   Trait Assessment

Here the manager places emphasis on characteristics (such as sincerity and friendliness) that have nothing to do with job performance (Meyer & Kirsten, 2005:65).

Dysfunctional performance is another reason for the failure of performance management systems in organizations. This is explained in the following paragraphs.

3.6.2   Dysfunctional Performance

Kelman and Friedman (2009:2) state that literature on performance measurement in the government has linked performance measurement to unintended dysfunctional consequences. These dysfunctional consequences are manifested in effort substitution or gaming. Effort substitution occurs when employees reduce their efforts on non-measured performance dimensions, while gaming occurs when employees deliberately make performance on the measured performance dimensions appear better than they are. According to Litzky *et al*. (van Fleet & Griffin, 2006:701-702), organizational factors such as the organization's reward structure, unclear performance feedback, negative and untrusting attitudes, perceived unfair treatment, and violations of trust amongst others, are quite often the reasons for dysfunctional behaviour. Domske (Mathison & Vinja, 2010:112), adds that mismanaged appraisals can lead to dysfunctional behaviour, as they often are manipulative, abusive and autocratic.

In an ideal world, incentives can lead to enhanced motivation and performance however, in the real world incentives can have dysfunctional effects which arise from the perception of unfairness (Good & Carin, 2004:9). It is a fact that when rewards are linked to performance, employees attach issues of fairness to it, and as a result a perception of the distribution of rewards that is perceived as unfair leads to significant problems. This statement is supported by Adams' Equity

Theory which propagates the principle of balance. The theory holds that an individual's level of motivation is linked to his/her perception of balance, fairness and justice practiced by the management. The higher is the individual's perception of fairness, the greater the motivation level and vice versa (Good & Carin, 2004:9). The Equity Theory is explained in chapter 2 of this thesis.

For an organization to perform effectively, it has to manage the dysfunctional effects of incentives. Good and Carin (2004:10) state that the most effective way to cope with an employee's sense of distributive injustice (unfair reward distribution) is to establish procedural justice, a process by which the size of the reward is determined. With regard to the impact of distributive and procedural justice, a high reward is perceived by employees as fair regardless of the process by which it was determined, whereas a lower reward will be perceived as fair only when the process that determined the pay level was accepted as fair. In other words, employees will tolerate rewards that they felt were unfair, if the process of determining the distribution seemed fair. The process is more likely to be perceived as fair when it is open and transparent, and when employees can contribute to the process by providing relevant information.

3.7   CONCLUSION

The explanations in this chapter explicitly emphasize the importance of performance management in the day to day management of employees. Effective performance management encourages a high level of employee involvement, and thus effective and efficient performance through participation in the planning and delivery of work. This is achieved by participation in setting performance objectives and standards, in monitoring and evaluation, in promoting employees' personal and professional developmental goals, through constant feedback (communication), and by providing appropriate recognition and rewards. As this is done through mutual understanding and agreement between the manager and employees, it leads to greater employee motivation and effective and efficient work performance. Effective implementation of the performance management system

can generate many positive outcomes, and the opposite can happen if there is no objectivity and procedural and distributive justice. The chapter also explored possible system failures and errors that can lead to dysfunctional performance. The chapter also established that the FSPS has a good PMS as it incorporates all essential elements of PMS like performance planning and goal setting, defining priorities, setting performance standards, performance coaching and mentoring, performance measurement and evaluation, performance feedback and documentation and management of good as well as poor performance.

CHAPTER 4

RESEARCH METHODOLOGY

4.1   INTRODUCTION

This chapter on research methodology focuses on the various steps that must be followed to make research scientific. In the process, the chapter expands on the definition and meaning of scientific research, explains different types of basic research and differentiates between research methods, research methodology and research design. It further explains the link between concepts, constructs, variables and operationalization. The chapter also focuses on the significance of establishing the population and the sample as well as the importance of validity and reliability in scientific research. It advances on various data collection techniques and tools that would aid in making valid observations. It further elaborates on how these observations can be interpreted, concluded and generalized in view of the hypothesis as well as the research questions, as stated in chapter 1 of this thesis.

4.2   DEFINITION AND MEANING OF RESEARCH

Definitions on research can assist to understand the term objectively and clearly. Research, according to Hutchinson (Brynard & Hanekom, 2006:3), is a scientific and systematic investigation and study aimed at establishing facts to reach new conclusions. Nyanjui (2013:1) defines research as the systematic activity directed towards objectively investigating specific problems as it helps to discover relationships between and among variables, and helps to answer specific questions. Scientific research has well defined objectives and methods, generates dependable data and produces reliable, clear and justifiable conclusions (Krishnaswamy, Sivakumar & Mathirajan, 2006:4). Research is a systematic collection, analysis and interpretation of data in order to solve a research question,

and it performs a methodical study in order to prove a hypothesis or answer a specific question (Girish, 2012:8). Research aims to simplify complex problems, discover relationships between events, and ultimately contribute to the betterment of individuals' lives (Marczyk, DeMatteo & Festinger, 2005:1). Research involves planned and systematic collection, analysis and interpretation of data in order to arrive at dependable conclusions (Singh, 2006:1).

Furthermore, research is a process that tries to obtain scientific knowledge by employing objective methods and procedures, and has three characteristics namely, (i) knowledge that is obtained by systematic observation, (ii) observation that is controlled, and (iii) the results that can be replicated. The word objective implies that the scientific methods are specific for each stage of the research process, such as sampling methods, methods for measuring variables, methods to collect information and finally for analysing the collected information. While methods and techniques are determined based on the aim of the specific research project, research methodology explains the logic behind the research methods engaged in a scientific research study (Welman, Kruger & Mitchell, 2005:2, 9). Bhattacherjee (2012:1) agrees that research can be scientific only if it follows the scientific method, and contributes to a body of science as well.

Besides, scientific research operates at two levels namely the theoretical level and empirical level. While the theoretical level builds theories by developing abstract concepts and establishing relationships between those concepts, the empirical level tests the theoretical concepts and relationships, and establishes how well it links to observations of reality, building better theories. Scientific research in fact involves the moving back and forth between theory and observations and therefore, both theory and observations are essential components of scientific research Bhattacherjee (2012:3).

To elaborate further, research has four purposes namely describing, explaining, predicting phenomena, and ultimately controlling events. Research helps to understand the world by acquiring knowledge, establishing facts and developing

new methods and theories. Research helps to make predictions and generalizations through scientifically verifying clear statements called hypotheses. By accepting or rejecting a hypothesis, research can establish relationships between variables and predict what can happen given certain conditions. Finally, the findings of research can be applied to real problems and situations. As research can establish relationships between variables, it helps individuals to control their environment and situations to suit their interests (Nyanjui, 2013:2). According to Welman *et al.* (2005:22, 23), the purposes of research are to describe how things are, explain why things are the way they are, and finally make predictions about a phenomena.

4.3   BASIC TYPES OF RESEARCH

An understanding of the various types of research can also contribute to the general comprehension of what scientific research is. The types of research include applied or basic, deductive or inductive, quantitative and qualitative (Neville, 2007:2), and or mixed (Creswell, Klassen, Plano Clark & Smith, 2011:4, 5). The primary aim of basic research is to improve knowledge without any particular applied purpose, whereas applied research is designed to apply its findings to a particular situation (Neville, 2007:3). In this particular research, the findings will be applied to the FSPS and therefore, it can be said that the study follows the route of applied research.

With regard to inductive and deductive types of research, inductive research is sometimes called a bottom up approach as it moves from specific observations to broader generalizations and theories. It begins with observations which establishes patterns, formulates hypotheses which are tested, and leads to a theory (Burney, 2008:5). As it moves from particular situations to general ideas/theories, it is also known as theory-building research (Bhattacherjee, 2012:3). Deductive research however moves from general ideas/theories to specific and particular situations (Neville, 2007:3). As the goal of deductive research is to test concepts and patterns (testing hypotheses) from already existing theories, using new empirical

data to refine, improve, and extend existing theories, it is known as theory-testing research (Bhattacherjee, 2012:3).

Deductive reasoning therefore works from the more general to the more specific, and conclusion follows logically from evidences and available facts. A hypothesis will be formulated from existing theory, which will then be observed, and conclusions drawn from the observations (Burney, 2008:4). Therefore, a deductive approach is used in this study. A clear hypothesis was presented in chapter 1 of the thesis. The hypothesis was then tested by gathering data from a selected sample of the population (Free State public servants). The data observed was then collated, statistically analysed, and conclusions and generalizations were drawn on the hypothesis. This is presented in Chapter 5 of this thesis.

Then there is qualitative, quantitative and mixed methods research. Quantitative research is a mode of inquiry often used for deductive research, which tests theories or hypotheses, gathers descriptive information, or examines relationships among variables. The variables are measured and converted to numeric data, which is then analysed statistically to establish cause effect relationships. Thus, quantitative data can provide measurable evidence, establish probable cause and effect relationships, provide for the replication and generalization to a population, and facilitate the comparison of groups (Creswell *et al.* 2011:4, 5). Qualitative research however is a superior method for conducting meaningful research (Tewksbury 2009:37). The reasons are that, based on the methods used to collect and analyse data, and based on the conclusions drawn from the study, the knowledge gained through qualitative investigations is more informative, in-depth and provides a better understanding compared to the knowledge acquired through quantitative research.   The third approach, mixed methods research, utilizes multiple methods and intentionally integrates or combines quantitative research (that measures the extent and regularity of concepts) with qualitative research (that explores the meaning and deeper understanding of constructs/concepts), to draw on the strengths of each method (Creswell *et al.* 2011:4,5). Qualitative, quantitative

and mixed methods research is further explained in this chapter under data collection methods.

As research methods, methodology and research design are integral parts of scientific research, these concepts are explained in the following paragraphs.

4.4 RESEARCH METHODS, METHODOLOGY AND RESEARCH DESIGN

Scientific research method refers to a standardized set of techniques for building scientific knowledge, such as how to make valid observations, how to interpret results and how to generalize those results. The scientific method allows researchers to independently and impartially test pre-existing theories and prior findings, and subject them to refinement or enhancements. There are several characteristics of scientific research methods including replicability, precision, falsifiability and parsimony (Bhattacherjee, 2012:5). Replicability ensures that others will be able to obtain similar results when a scientific study is repeated. Precision guarantees that theoretical concepts are defined accurately, so that others are able to use the definitions to measure the concepts and test the theory. Falsifiability suggests that a theory that is not specified in precise terms, or that cannot be measured and tested, is not a scientific theory. Finally, parsimony advocates that the scientific method must be the simplest, or logically the most economical, of explanations (Bhattacherjee, 2012:5).

According to Cozby (Marczyk *et al*. 2005:4), the biggest benefit of the scientific method is that it provides a set of clear and agreed upon guidelines for gathering, evaluating, and reporting information of a research study. Research methods refer to those techniques that are employed to study a particular research problem (Kothari, 2004:7). According to Cohen, Manion and Morrison (2007:47), research methods are a range of approaches that are used to gather data. This data is then analysed and explained using statistical methods, based on which predictions are made. Research methods are associated with prompting responses to predetermined questions (questionnaire and interview schedule), recording

measurements, describing phenomena and performing experiments, participant observation, role-playing, and non-directive interviewing.

A distinction between research methods and research methodology needs to be acknowledged as they are not the same. Research methodology is a process that helps to solve the research problem systematically, and the scope of research methodology is wider than that of research methods. Research methodology not only includes the research methods but also considers the logic behind the methods used. It addresses why a research study has been undertaken, how the research problem has been defined, why the hypothesis has been formulated, what data has been collected, what particular method has been adopted, as well as why and what particular technique of data analysis has been used (Kothari, 2004:7,8).

Research methodology involves the systematic procedures by which the researcher starts from the initial identification of the problem to its final conclusions including the review of literature, formulation of hypotheses, procedures for testing hypotheses, measurement, data collection and analysis and interpretation of data (Singh, 2006:79). Rajasekar, Philominathan and Chinnathambi (2013:5) agree that research methodology is a systematic science of studying how research is to be carried out and knowledge is gained. It suggests the suitable methods for the chosen problem as well as the efficiency and accuracy of the methods. Thus, the role of methodology is to carry on the research work in a scientific and valid manner (Singh, 2006:79).

The research design is a framework, guide or master plan used for the planning, analysis and implementation of a study (Dutta, 2013:10; Patidar, 2013:2, 4). Research design is the planning of scientific enquiry or designing a strategy for enquiring and finding out something. Research design encompasses two important requirements namely (i) to specify clearly what needs to be found out and (ii) to determine the best way to do it (Babbie & Mouton, 2001:72). Kothari (2004:31) suggests that research design is the conceptual structure within which research is

conducted. It is the blueprint for the collection, measurement and analysis of data, and as such gives an outline of what the researcher will do. The outline covers the following:

- what the study is about;
- why the study being conducted;
- where the study will be carried out;
- what type of data is required;
- where the required data can be found;
- what periods of time the study will include;
- what the sample design will be;
- what techniques of data collection will be used;
- how the data will be analysed; and
- the style in which the report will be prepared.

Thus, research design lays a firm foundation for the research, and as such has an influence on the reliability of the results. A research design which is not well thought out may even give misleading conclusions and render the research exercise futile. The design helps the researcher to organize ideas to identify flaws and inadequacies (Kothari, 2004:32).

According to Babbie and Mouton, (2001:75), research design focuses on the end product, the logic of the research, the plan of the study, and the type of evidence needed to address the research problem or question sufficiently. Furthermore, a research design commences with the clear formulation of a research problem or question at the beginning of the study. As such, a research question is presented in Chapter 1 of this thesis relating to management support, objective performance management, and favourable work environment in the FSPS departments.

A flow chart depicting a traditional research design is given below.

Chart 4:1: Traditional research design
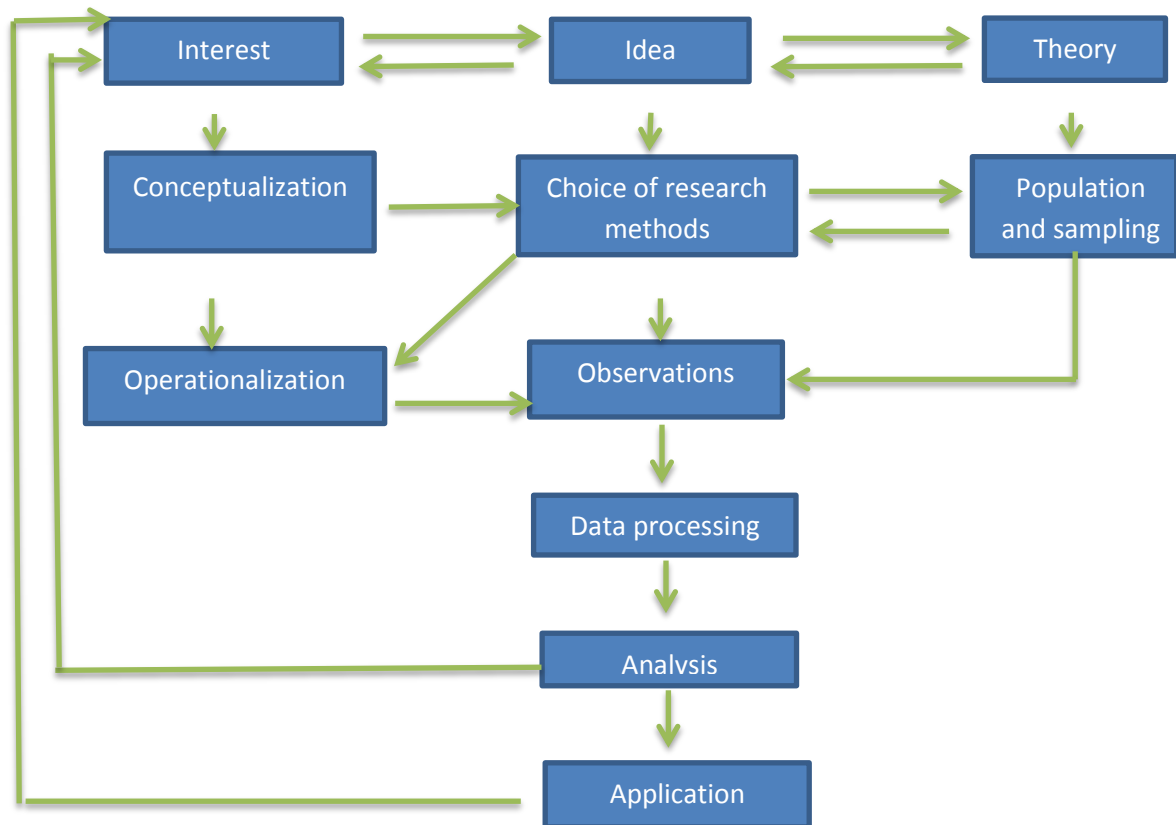
(Adopted from Babbie, 2010: 114)

This study has followed the research design suggested by Babbie (2010:114) given above. According to Babbie (2010:114), a research design starts with "an interest, idea, or a theory that suggests the need for empirical research and the initial interest may lead to the formulation of an idea, which may fit into a larger theory and the theory then may produce new ideas and interests". The purpose of such empirical research would be to explore an interest, test a specific idea or validate a complex theory. Thus, depending on the purpose, scientific research can be grouped into three namely; exploratory, descriptive, and explanatory research, and any given study can have more than one of these purposes (Babbie, 2010:92-

94; Bhattacherjee, 2012:6). These three types of research are briefly described below, as is how they were integrated into the current study.

Exploratory research is often conducted in new areas of inquiry, where the goals of the research are to (i) to establish the extent of a particular phenomenon, (ii) to gather some initial ideas about that phenomenon, or (ii) to test the practicability of undertaking a more extensive study regarding that phenomenon (Bhattacherjee, 2012:6). Babbie (2010:92) agrees that exploratory studies satisfy the researcher's curiosity and desire for better understanding of the phenomenon, and help to test the feasibility of undertaking a more extensive study. Therefore, the researcher used the initial literature review to obtain a clear understanding of the topic which is employee performance: the challenge for managers in the FSPS. Aspects of descriptive research also were used in the study, as it helped to make reliable and careful observations as well as detailed documentation of the topic under study as proposed by Bhattacherjee (2012:6). The descriptive study assisted the researcher to observe and describe carefully and deliberately, what, where, when and how of the research as suggested by Babbie (2010:93,94). Similarly, explanatory research also was applied in the study as the study sought explanations of observed phenomena and searched for answers. The study also attempted to identify causal factors (Babbie, 2010:94; Bhattacherjee, 2012:6). As such, the main purpose of this research was explanatory in nature and, the literature review as well as descriptive and inferential analysis helped the researcher to direct the study towards finding answers to the research question, to achieve the aims and objectives of the study, as well as to test the hypothesis and draw conclusions and make recommendations.

The flow chart further suggests that once the initial interest and purpose of the study is established, the research design moves on to defining the concepts so that they can be operationalized to be better understood. The need for clarifying the concepts to gain a better understanding, and to draw meaningful conclusions about them, is explained hereafter (Babbie, 2010:115).

4.5   CONCEPTS, CONSTRUCTS, VARIABLES AND OPERATIONALIZATION

The Oxford dictionary (1998:174) defines a concept as "a general notion or an abstract idea". Babbie (2010:126, 127) explains that individuals create a mental image about an abstract idea from what they have observed, heard and experienced. The technical term for the formation of that mental image, which differs from individual to individual, is called conception. Conception helps individuals to communicate, agree on the meaning, and thus have a common understanding of such abstract terms. The process of agreeing on the meaning of the terms is called conceptualization, and the result is called the concept. Concepts cannot be observed directly or indirectly as they do not exist but are made up. Though these observation and experiences are real, conceptions and the concepts derived from them are only mental creations (Babbie, 2010:129).

To elaborate further, a concept is a construct that is created from individuals' conceptions. Bhattacherjee (2012:10, 11) adds that a construct is an abstract concept that is specifically generated to explain a particular phenomenon. A construct can be a simple concept, such as an individual's weight, or a combination of a set of related concepts such as an individual's communication skill, which consists of several underlying concepts such as the individual's vocabulary, speaking and or writing skills, and fluency in speaking. Therefore, the constructs used for scientific research must have specific and clear definitions that others can make use of to understand exactly what it means and what it does not mean (Bhattacherjee, 2012:11).

To make it easily understandable, constructs can be defined both conceptually and operationally (Legget, 2011:3). While conceptual definition provides meaning to a construct in abstract or theoretical terms, operational definition makes it concrete and easily understandable by providing a clear definition as well as by specifying the procedures used to measure it. Bhattacherjee (2012:11) adds that a construct can be defined in two ways, by means of dictionary definitions and operational definitions. The dictionary definition gives a synonym for a construct. For instance,

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the dictionary definition of prejudice is bias, pre-conception, pre-judgment, pre-disposition and partiality, and any of these terms in turn will be defined as an attitude. Such definitions are not useful in scientific research for elaborating the meaning and content of a construct. Therefore, scientific research requires operational definitions that define constructs in terms of how they will be understood by all.

For example, the operational definition of a concept such as manager, from the topic under study, must therefore specify whether the researcher plans to define a manager in terms of the position he/she holds, the post level, salary earned, the budget managed, or the number of subordinates managed. Consequently, the operational definition for the term manager is provided in chapter one of this thesis, as are other key words and concepts.

Legget (2011:10) further states that a concept can also be operationalized by creating variables. The Australian Bureau of Statistics (2013:1) defines a variable as any characteristics, number, or quantity that can be measured or counted such as age, gender, income, race, and class grades. It is also called a variable because the value varies between samples in a population. Legget (2011:10), as well as Brynard and Hanekom (2006:22) also agree that any characteristic that varies, has at least two values, and can be measured is a variable.

In addition, there are independent variables and dependent variables (Legget, 2011:14). The independent variable is the cause of a behaviour or event, while the dependent variable is the effect. For example, research questions and hypotheses consist of independent and dependent variables. This can be illustrated using the hypothesis of this research, which states that the FSPS employees (public servants) will give effective and efficient performance if their managers are able to create and manage a positive work environment by providing management support and by implementing the current performance management system objectively. This hypothesis has variables such as manager support, objective implementation of performance management systems, positive work environment

(independent variables), and effective and efficient employee performance (dependent variables). In this instance, effective and efficient performance is the effect, while work environment, management support and objective implementation of performance management systems are the causes of the effect (independent variables). However, the variable positive work environment can be considered both an independent and dependent variable, as this study works from the premise that manager support and objective implementation of performance management systems (independent variable) creates a positive work environment (dependent variable), and a positive work environment (independent variable) in turn produces effective and efficient employee performance (dependent variable).

Having explained conceptualization and operationalization, the chapter will now focus on research population and sampling aspects of a research study.

4.6   POPULATION AND SAMPLING

One of the major aspects of any scientific research is to decide on the population for the study (whom to study). Greener (2008:47) suggests that if a researcher needs to get information about individuals, he or she needs to seek information from each and every one of them. This is called the population, which is the total number of individuals about whom the researcher wants to draw conclusions. However, as there are many individuals in the population it is impossible to ask everyone, hence the need to draw a sample from the population that represents the whole population. Thus, sampling is a practical way of studying individuals with certainty that the results represent the whole population.

There are two types of samples namely probability samples, and non-probability samples. Probability samples include (i) simple random samples, (ii) stratified random samples, (iii) systematic random samples, and (iv) cluster random samples. Non-probability samples however include accidental or incidental samples, quota samples, purposive samples, snowball samples, self-selection samples, and convenient samples (Welman *et al*. 2005:56). The advantage of

probability sampling is that researchers can ascertain the prospects that any member of the population could be present in the sample, whereas this aspect of probability is not present in the non-probability sample. Another advantage of probability sampling is that it enables researchers to estimate the sampling error, which can be explained as the absence of an appropriate link between the sample and the population. In other words, if there is a sampling error, the characteristics of the sample will be different from the characteristics of the population from which the sample was selected. The sampling error cannot be estimated in non-probability sampling (Welman *et al.* 2005: 56, 57, 74).

Thus, the population for the topic under study was all Free State public servants at salary levels 13, 12 and 11, from all 11 government departments. For the purpose of the study, public servants at salary level 13 (director) were considered managers while salary levels 11 and 12 (deputy director) were considered subordinates reporting to levels 13. As it is not practically or economically possible to involve all the members of the population in a research project, a sample of managers at salary level 13, and subordinates at salary levels 11 and 12, was selected.

The first step in selecting a sample is the preparation of a sampling frame which is nothing but the complete list of the units of analysis, in which each unit of analysis is mentioned only once (Welman *et al.* 2005:57). The IT sections in all 11 government departments provided e-mail addresses of all officials at levels 11, 12 and 13, and thus assisted the researcher to prepare the sampling frame. The sampling frame therefore, consisted of 263 managers at level 13, 1818 subordinates at level 11 and 976 at level 12. Probability sampling methods were used in this research. Systematic random sampling is used, as it is simpler, more convenient, and as the name implies, more systematic to get a representative sample from the population. Systematic sample selects every nth element from a population of N elements (Welman *et al.* 2005:64). To elaborate further, from the complete list of the population of occupational level 13, the researcher chose every

3rd element which constituted 78 managers. Similarly every 10th element was chosen from levels 11 and 12 added together as both levels represented subordinates, and established a sample of 181 subordinates. Then questionnaires were distributed to the selected samples through e–mails.

As validity and reliability are important aspects of scientific research, these were built into the research processes. The importance of these terms is briefly explained in the following paragraphs.

4.7 VALIDITY AND RELIABILITY

Validity and reliability helps to establish and communicate the accuracy of research processes and the trustworthiness of research findings (Roberts, Priest & Traynor, 2006:41). Validity and reliability are very crucial elements of research, as the research should not misinform or mislead those who use it. The trustworthiness depends on a number of research aspects such as the initial research question, data collection (how, when and from whom), the data analysis, as well as the conclusions drawn (Roberts *et al.* 2006:41).

4.7.1 Validity

Validity is a requirement for both quantitative and qualitative research, as invalid research is worthless. Validity in fact demonstrates that a specific instrument used in the research measures what it is expected to measure. According to Winter (Cohen *et al.* 2007:133), in qualitative data validity can be addressed through honesty, depth, richness and scope of the data collected, as well as the participants approached, and the objectivity of the researcher. Gronlund (Cohen *et al.* 2007:133) adds that because the subjectivity of respondents, their opinions, attitudes and perspectives contribute to a degree of bias in qualitative data, validity should be seen as a matter of degree rather than an absolute state. In quantitative data, validity can be attained through careful sampling, appropriate data collection techniques, and suitable statistical analysis of the data. It is impossible for

research to be 100 per cent valid in quantitative research, as it possesses an inbuilt measure of standard of error. Hence, the best approach is to strive for the minimum invalidity and maximum validity (Cohen *et al.* 2007:133).

Punch (Roberts *et al.* 2006:43) states that validity describes the extent to which a "measure accurately represents the concept it claims to measure". Validity, according to Joppe (Golafshani, 2003: 599), refers to whether the research actually measures what it was intended to measure, or how truthful the research results are. Black (Roberts *et al.* 2006:43) suggests two broad measures of validity namely external validity and internal validity. External validity refers to the ability to apply the findings of the study to other individuals and other situations with confidence, and ensures that the conditions under which the study is carried out are representative of the situations and time to which the results are to apply.

The principle of external validity is applicable in this particular research, as the population chosen and sample selected is representative of the FSPS at the time of the study, and the environment at the time of the study is applicable to everyone, as they are all governed by the same policies and procedures. Therefore, the findings of the study can be applied to all employees in the FSPS.

Internal validity addresses the reasons for the outcomes of the study, and helps to eliminate other unanticipated reasons for these outcomes. Care was taken to ensure content validity, as it is related to the relevance and representativeness of questions and other items in a questionnaire. The researcher formulated questions focusing on the research question, hypotheses, aims and objectives, and a pilot study was conducted on a sample similar to the population.

4.7.2   Reliability

Reliability, which is the other factor of measurement, relates to the accuracy and consistency of the instruments used. If the instrument is reliable, it must be able to produce the same information at a later stage, under similar conditions. Reliability, according to Roberts *et al.* (2006:41), describes how far a particular test, procedure or tool, such as a questionnaire, will produce similar results in different circumstances, given that everything else remains the same. Any research tool should provide the same information if used by different individuals, or if it is used at different times. There must be internal consistency by which a relationship can be established between all the results obtained from a single test or survey, which can be tested with statistical procedures (Roberts *et al.* 2006:42).

According to Joppe (Golafshani, 2003:598), when the results are consistent over time, accurately represent the total population under study, and can be reproduced under a similar methodology, the research instrument can be said to be reliable. As such, replicability or repeatability and generalizability of results or observations are indicators of reliability. Kirk and Miller (Golafshani, 2003:598) identify three types of reliability including (i) the degree to which a measurement done repeatedly remains the same, (ii) the stability of a measurement over time, and (iii) the similarity of measurements within a given time period.

The meaning of reliability differs in quantitative and qualitative research. Reliability in quantitative research denotes precision, accuracy, dependability, consistency and replicability over time, over instruments and over research population (Cohen *et al.* 2007:146). Reliability in qualitative research, according to Lincoln and Guba (Cohen *et al.* 2007:148), refers to credibility, neutrality, confirmability, consistency, applicability, trustworthiness, transferability as well as dependability.

Data collection is a crucial and time consuming aspect of any research (Brynard & Hanekom, 2005: 35) and this is explained in the paragraphs that follow.

4.8   DATA COLLECTION METHODS APPLIED IN THE STUDY

There are two basic methods for collecting the data namely qualitative methods, and quantitative methods (Brynard & Hanekom, 2005: 36; Fox & Bayat, 2007:7). Quantitative research follows systematic measurement and statistical analysis, whereas qualitative research scientifically explains events, individuals, and matters associated with them. Most research projects however, use both methods, and both follow an ordered, planned and disciplined system of action (Fox & Bayat, 2007: 7). Quantitative and qualitative data collection techniques used in the study are elaborated upon in the following paragraphs.

4.8.1   Questionnaires

Questionnaires are most often used as data collection tools in quantitative methods. The questionnaire holds a collection of questions and many statements as well. The objective of a questionnaire is to obtain facts and opinions about a phenomenon from individuals who are knowledgeable on a particular issue. The advantage of questionnaires is that they can be administered in various ways including the mail, telephones, and hand delivery, and can be administered individually or in groups, and via electronic devices such as e-mails and websites (de Vos, Strydom, Fouche, & Delport, 2011:186-189). Electronic mails were used to distribute the questionnaires in this study.

A well-defined research question, and clearly defined objectives, ensured the relevance of questions in the questionnaire, and each question was thus directly linked to the research question and the intended objectives, as recommended by Eiselen and Uys (2005:3). Two sets of questionnaires were developed for this study, one set for the managers (level 13), and another set for subordinates (levels 11 and 12). The questions for both sets of questionnaires were the same, except

for the wording and the phrasing of questions. For example, question no 7.1 for the managers (section B) read 'I disseminate information to my staff on time', whereas the question for subordinates reads 'my manager disseminates information on time'.

Questions were arranged in a logical order starting with biographical information (non-threatening questions), and questions were grouped into sections based on the research problem, hypothesis and aims and objectives of the study. As such, questions were grouped according to demographic data, manager support, favourable work environment, performance management in the FSPS, recommendations to improve performance, and general comments. Care was taken to keep the length of the questionnaire at the absolute minimum, with only necessary questions, as the length of the questionnaire has a bearing on the response rate (Eiselen & Uys, 2005:3,4).

The questionnaire consisted of a combination of factual and opinion-related questions, as well as open-ended and closed questions (Eiselen & Uys, 2005:5). Factual questions were mostly regarding a respondent's demography (section A) and about the respondent's knowledge on performance management issues in their respective departments. Most of the questions were opinion related questions that revealed respondents' attitudes or perceptions about management support, work environment, the performance management system and employee performance. Care was taken to avoid asking the respondents to provide information about someone else's opinions. As recommended by Neuman (Eiselen & Uys, 2005:5), attention was also given to the respondent's knowledge about an issue before asking him/her to express an opinion, to avoid opinions on inaccurate factual knowledge. For example, question 5 tests whether the respondents understand the performance management system implemented in their department before asking their opinions about the system in question 6.

The questionnaire also had multiple-choice questions. Response categories were provided and respondents only needed to select a particular answer or answers. Care was taken to ensure that all possible answers were included, that the alternatives did not overlap, and that each question had clear instructions as to how to complete the question (Eiselen & Uys, 2005:6, 7). There were no branching or contingency questions. None of the questions were threatening or sensitive.

Mostly closed-ended questions were used, except for question 14, where additional information was sought from the respondents. The reasons for not using many open ended questions were the following:

- open-ended questions could be coded only after the survey had been concluded, which was time-consuming
- if not carefully formulated and thoroughly prepared, an open-ended question can yield unusable information for various reasons; and
- the respondent may lack the necessary skills, knowledge, patience and commitment to record his/her own response. As such, Eiselen and Uys (2005:6) suggest that open-ended questions therefore be used cautiously, and only when absolutely necessary.

Types of response categories were largely extent of agreement categories (Likert scale), with few yes or no answers. The Likert scale had 3 and 5 categories. The 5 categories had strongly agree and strongly disagree at the extreme ends, with no comments in the middle as neutral. Neuman (Eiselen & Uys, 2005: 8) caution that there is a danger in providing the neutral category, as the respondents may opt to choose the neutral option not because they do not have an opinion, but because they want to avoid making a choice. However, the neutral option was provided so as not to force the respondents to express an opinion when they did not have one. Only three questions were of a ranking nature (questions 11, 12 and 13), and question 14 was an open-ended question.

Every questionnaire was accompanied by a cover letter which explained the purpose of the study, introduced the researcher, stated the approximate time needed to complete the questionnaire, listed the contact details of the researcher, and ensured confidentiality, as suggested by Eiselen and Uys (2005: 16). The questionnaire was also accompanied by a letter from the Director General of the province, informing the respective Head of Departments that permission had been granted to the researcher to undertake the study.

4.8.1.1 Pre-test

After the first draft of the questionnaire was developed, the researcher consulted the research guide (promoter) as well as the statistician, to ensure that all relevant issues were covered, that appropriate questions were asked, that questions were formulated in an understandable and clear manner, and that the response format was appropriate. Once the questionnaire was finalized, the researcher also performed a pre-test among a small group of respondents (15 respondents) similar to those in the target population. The information collected from the pre- test was not used in the final results, as the purpose of the pre-test was specifically to identify and rectify problems in the questionnaire prior to the actual survey and to gauge whether the questions would generate reliable and valid responses.

The pre-testing assisted the researcher in ensuring that the questionnaire was not too long (which would cause the respondents to lose patience and interest), that the questions were correctly worded, phrased and appropriate to the topic, and that the questions were not sensitive. The researcher also tried to respect the rights of the respondents, as none of the respondents were forced to participate, or to provide any sensitive or incriminating responses. The respondents were assured that their identity would remain confidential, as would their responses. Respondents were given the complete freedom to withdraw their participation at any point in time.

The literature review is discussed as a qualitative data collection technique in the following paragraphs.

4.8.2   Literature Review

A literature review is a critical assessment and summary of past and present literature in a given area of knowledge (Fox & Bayat, 2007:35). The Royal Melbourne Institute of Technology (RMIT) (2014:1) concurs, and defines a literature review as a "search and evaluation of the available literature in a given subject area". The process of compiling a literature review includes searches and gathering of information, critical analysis of the gathered information to identify gaps, contradictions and controversies, and formulation of questions for further research. It conveys existing knowledge and ideas, as well as its strengths and weaknesses. Literature that is presented in a logical and structured manner can be synthesized and evaluated according to the guiding concept. As a literature review is not a descriptive list or summary of the information gathered, it must be guided by a research question and or research objectives.

According to Boote and Beile (2005:3), "a substantive, thorough, sophisticated literature review is a precondition for doing substantive, thorough, sophisticated research that advances people's collective understanding". Moreover, for collective holistic understanding a researcher needs to grasp what has been done before, and comprehend the meaning, strengths and weaknesses of existing studies. More importantly, a researcher needs to appreciate already existing research in his/her chosen field to be thorough, and for the research to be cumulative, meaningful and useful. Creswell (Boote & Beile, 2005:5) suggests that the literature review should meet three criteria "to present results of similar studies, to relate the present study to the ongoing dialogue in the literature, and to provide a framework for comparing the results of a study with other studies".

4.8.2.1 Literature review presented in the current research

Chapters 2 and 3 this thesis provide a detailed literature review on management support, favourable work environment, and performance management with particular focus on performance management in the FSPS. The literature review therefore assisted the researcher in several ways, as proposed by Fox and Bayat (2007:36) and Bourner (RMIT, 2014:1). The literature review broadened the perspectives of the researcher by providing a sound theoretical overview of the existing research knowledge, theories and models, and prevented the researcher from repeating already existing research as well as the errors and mistakes of others. It also facilitated in contextualizing the existing work, and helped to establish the need for research. A thorough literature review was the only method by which the researcher could be familiarized with past and recent developments related to the topic under study. It presented an understanding into the ways in which to conduct the research, the best methods and techniques available, problems that could be encountered, successes and strengths, as well as mistakes and weaknesses. It also provided a better idea of what should and could be done, and aided in deciding upon a specific focus. As suggested by Fox and Bayat (2007:36, 37), information for the literature review was gathered from secondary sources such as books, journals, newspapers, dictionaries, encyclopaedias, government publications, documents on the internet and other printed and written materials.

4.8.3 Focus Group Interviews

A second qualitative method that was used to collect data was focus group interviews. According to Morgan (Doody, Slevin & Taggart, 2013:1) in focus group interviews, data is gathered on a chosen topic through group interaction. Focus groups help to reveal deeper levels of understanding that do not surface using other data collection techniques. It is a creative process which can unravel a high level of understanding and can produce rich data. However, unfortunately this method is complex and time consuming and may collect a large volume of data,

some of which could be irrelevant. It also poses the potential for researcher bias and the danger of misinterpreting consensus as well as modified responses (Doody, Slevin & Taggart, 2013: 6).

A focus group interview, according to Lederman (Rabiee, 2004:655), refers to 'a technique involving the use of in-depth group interviews in which participants are selected because they are a purposive, although not necessarily representative, sample of a specific population but focused on a given topic. Participants in this focus interview were therefore selected based on their knowledge of the study area, but within the target group of occupational levels 13, 12 and 11. The data generated from the focus group interviews was deeper and richer, as the groups consisted of experts on the topic, and the discussions therefore generated more ideas through interactions.

There were four focus groups consisting of two groups for senior managers at occupational level 13 (groups of 7 and 9), and two groups for subordinates at occupational levels 11 and 12 (8 and 10). Groups were represented by most of the departments, and belonged to human resources, organizational development and MPAT assessment committees. Some of the focus group members shall have completed the questionnaire as well, but cannot be ascertained, as the respondents were not required to indicate their names on the questionnaire to maintain their anonymity.

The purpose of the discussions with the focus group was mainly to get deeper in to the topic under study to get new insights and new information. Each focus group interview lasted approximately two and half hours based on the participation, level of discussions and the number of participants.

The questionnaires and the focus group interviews were implemented separately. An interview guide was used to steer the focus group discussions. Sample questionnaire and focus group interview guide is attached to the thesis.

4.9   IMPORTANCE OF MIXED METHODS IN THE STUDY

As a data collection method, the mixed methods approach focuses on collecting, analysing, and mixing both quantitative and qualitative data in a single study or series of studies. The basis of mixing the methods is that the combination provides a better understanding of research problems than either approach alone could (Creswell, 2006:5). Spratt, Walker and Robinson (2004:7) propose that the meaning of the term mixed methods is influenced by the way the methods are combined. For instance, both qualitative and quantitative methods can be used simultaneously where the data is brought together for analysis, or successively if the researcher wants one method to inform another (interviewing before surveying to establish that survey questions shall elicit appropriate information). Consequently, the mixing of both qualitative and quantitative data is part of the mixed methods approach.

Mixed methods research does not simply refer to collecting qualitative and quantitative data from various data collection methods, but involves the intentional collection of both quantitative and qualitative data, combining the strengths of each and minimizing their weaknesses. Three approaches of mixing data have been discussed in the literature namely connecting data, embedding data and merging data (Creswell *et al*. 2011: 5). The integration in the form of connecting data involves analysing one dataset (e.g., a quantitative survey) to inform the subsequent data collection (e.g., interview questions, identification of participants to interview). The integration in this instance occurs by connecting the analysis of results of the initial phase with the data collection of the second phase of research (Creswell *et al*. 2011:5).

In the embedding data form of integration, a dataset of secondary priority is embedded within a larger, primary design. An example is the collection of supplemental qualitative data about how participants are experiencing an intervention during an experimental trial. This type of integration can also take the form of a qualitative data collection, which precedes an experimental trial to inform

development of procedures or follow an experimental trial to help explain the results of the trial (Creswell *et al.* 2011:6). According to Sandelowski, Voils & Knafl (Creswell *et al.* 2011:5), the merging data form of integration combines the qualitative data with the quantitative data. The qualitative data can be in the form of texts or images and the quantitative data in the form of numeric information. These data can be integrated for example by reporting first the quantitative statistical results followed by qualitative explanations or notes that support or negate the quantitative results. Furthermore, merging type of integration can be achieved by creating one dataset, for example by counting the occurrence of themes from qualitative data, and comparing it with a quantitative dataset on same theme.

The researcher used the merging data type of integration by combining the qualitative data collected in the form of descriptive texts through focus group interviews with quantitative data collected with the help of questionnaires. While the quantitative data gave an overall picture; the qualitative data gave in-depth focus on important areas. This integration was achieved by reporting results together in Chapter 5 of the thesis where the analysis and interpretation of data collected was presented.

4.10   DATA ANALYSIS AND INTERPRETATION

Scientific research cannot be complete without the analysis and interpretation of the data collected through various data collection methods. The paragraphs below will therefore give an account of data analysis in relation to this particular research.

4.10.1   Quantitative Data Analysis

According to Rubin and Babbie (de Vos *et al.* 2011:249), quantitative data analysis is the technique by which researchers can convert data to an understandable and interpretable numerical form so that it can be statistically analysed. This conversion helps to study, test, explain, find meaning and draw conclusion about research

problems, and obtain answers to the research question. Through statistical analysis the numerical data could be organized, classified, tabulated and summarized to attach meaning to the data collected. In short, according to Royse (de Vos *et al*. 2011:249), the quantitative analysis helps to draw meaningful patterns of relationships from the raw data.

In this study, the data analysis was conducted with the help of computers, where the data was fed into the computer and the statistical computations were done. As suggested by Blaikie (de Vos *et al*. 2011:251), all four main categories of quantitative methods of analysis were used in the analysis of this research, namely descriptive, association, causation and inference. Descriptive statistics methods were used to organize, summarize and interpret data, and to report on the distributions of the sample of the population across a wide range of variables such as department, age, years of experience, occupational level and gender. An association of variables was established, and the hypothesis was tested to establish whether the results are due to random factors or due to a real relationship as described by Kreuger and Neuman (de Vos *et al*. 2011:252).

Statistical methods such as Cronbach's alpha, the t-test, correlation coefficient and regression are used to analyse the data collected through questionnaires, so as to arrive at reliable and valid conclusions. Cronbach's alpha tested internal consistency and scale reliability of questions used. The t-test, which is a parametric test of statistical significance, was used to compare the differences between two groups. The strength of the direct association between two variables is quantified by the correlation coefficient method, while regression analysis estimated the relationships among variables, and the R-square method measured the variation of the dependent variable that is explained by the variation in the independent variable(s). These statistical methods are explained briefly in the following paragraphs.

4.10.1.1   Cronbach's Alpha

Cronbach's alpha measures the internal consistency and scale reliability of questions to determine whether or not all the questions for each of the variables actually measured that variable. Internal consistency describes the extent to which all the items in a test measure the same concept or construct (Tavakol & Dennick, 2011:53). The alpha coefficient is used to describe the reliability of factors derived from dichotomous questions with two possible answers (e.g.: yes/no) and/or multipoint scales (e.g. Likert rating scale: 1 = strongly agree -5 = strongly disagree). Alpha coefficients range in value from 0 to 1, the higher the score, the more reliable the scale is. Nunnaly (Santos, 1999:n.p.) has indicated 0.7 to be an acceptable reliability coefficient.

4.10.1.2   t-test

The t-test is a parametric test of statistical significance that can be used to compare the differences between two groups. The most common use of the t-test is to compare the mean outcome scores of groups to ascertain whether the difference between two means is statistically significant (Rubin, 2012:161). The t-test is used in this study to determine whether the mean scores of managers and subordinates' perceptions are significantly different, as the two groups are composed of different individuals and are independent to one another (Lench, 2010:1). By looking at the p-value and comparing it to a value of 0.1 (10%), it is possible to establish whether the groups hold the same opinion or not, and whether they are significant. For instance, if the averages between the managers and subordinates responses are different, the p-value will be less than 0.1, and if the opinions of the 2 groups are the same, the p-value will be greater than 0.1.

Thus the basic intention of the t-test was to establish whether managers and subordinates have different perceptions on management support, favourable work environment, employee performance as well as objective implementation of the current performance management system. These variables form the independent

variable(s) and dependent variable(s) of the hypotheses, and an analysis of these variables enabled the researcher to analyse the hypotheses as well as each and every objective of the study.

According to Rumsey (2011:1), a *p*-value helps the researcher to perform a hypothesis test to determine the significance of the results. Forbes (2012:1) agrees that statistical probability or the p-value helps to establish whether the findings in a research study are statistically significant, and that the findings have not occurred by chance.

4.10.1.3   Correlation coefficient

In addition to the t-test, a correlation coefficient also was calculated between variables to ascertain the relationship between two variables. Correlation analysis is a forecasting tool which helps to establish a relationship between two variables. Two variables are said to correlate if a change in one is accompanied by a predictable change in the other, and the degree to which they correlate can be calculated if they are in numerical form. The result is expressed as a correlation coefficient known as *r* (Scarlett, 2013:49). The value of *r* is always between +1 and –1. A correlation coefficient (*r*) of +1 indicates that two variables are strongly related in a positive linear sense, while a correlation coefficient of -1 indicates that two variables are strongly related in a negative linear sense, and a correlation coefficient of 0 indicates that there is no linear relationship between the two variables (Rumsey, 2011:1). A high (positive or negative) *r* score assures a meaningful correlation between variables, and rules out (to a great extent) the possibility of coincidence. However, though correlation suggests a relationship or causal link between two variables, it does not describe the amount of change in one variable that corresponds to a given change in the other. This can be determined by regression analysis (Scarlett, 2013:49, 50).

4.10.1.4   Regression analysis

Regression analysis is a statistical tool that helps to describe, estimate or predict causal relationships between a dependent variable (outcome) and one or several independent variables (predictor). It helps to predict how the dependent variable changes if one or several independent variables change. It also determines cause-effect analysis to establish how strong the influence of independent variables on the dependent variable (outcome) is. Regression also tests a hypothesis to establish a cause effect relationship (Boutellier, Gassmann, Raeder & Zeschky, 2013:2). For example, the hypothesis of this study can be tested to establish the effect of independent variables such as management support and objective implementation of PMS on work environment (dependent variable), or the effect of favourable work environment (independent variable) on employee performance (dependent variable). Regression also helps to assess the statistical significance of the estimated relationships, that is, the degree of confidence that the true relationship is close to the estimated relationship. Regression analysis therefore helps to establish whether there is a significant correlation between two variables, helps to determine that the correlation is not false and that there is no confusing third variable (Scarlett, 2013:1).

4.10.2   Qualitative Data Analysis

Robson (Rabiee, 2004:657) states focus group interviews generate large amounts of data which need to be organized. As suggested by Yin (Rabiee, 2004:657), focus group interview data analysis involved examining, categorizing and tabulating to eliminate unnecessary and irrelevant information, and to address the goals of the study. As with quantitative analysis, the process of qualitative analysis also aims to bring meaning to a situation by means of subjectivity exits. Therefore, in order to minimize the potential bias in analysing and interpreting focus group data, the analysis should be systematic, sequential, verifiable, and continuous suggest Krueger and Casey (Rabiee, 2004:657).

There are a number of approaches to the focus group research data analysis, though Krueger's (Doody *et al*. 2013:4) framework analysis provides a number of clear steps, which can help researchers to manage large amounts of qualitative data more easily. As data collection and analysis occurs concurrently in focus group research, Krueger (Doody *et al*. 2013:4) suggests a continuum of analysis, ranging from the accumulation of raw data, to making descriptive statements about that data, interpreting the data, and making conclusions and recommendations.

The researcher facilitated the discussion and made observational notes during the focus interview process. Summary notes were prepared immediately after the conclusion of the interviews. Thereafter descriptive statements were made and rearranged under various thematic contexts, which were then interpreted to form conclusions.

4.11   RESEARCH REPORT

Thus the thesis is written to present the researcher's findings logically, objectively, convincingly, clearly and concisely. Furthermore, the report provides an account of the execution of the research project and of the results obtained. The results help to evaluate the merits of the conclusions against data collected and analysed, and can provide sufficient information for a possible replication of the study or repeat analysis of the data, as suggested by Huysamen (Brynard & Hanekom, 2005:69). As the report is the only basis on which the success of the research is judged the researcher submitted the report to a language editor to edit the manuscript for grammatical and technical correctness. The report constituted of 6 chapters as detailed in the index of the thesis.

4.12   CONCLUSION

This chapter on research methodology provided an explanation on what scientific research is and made an attempt to differentiate between research methods, methodology and design. A traditional research design was briefly introduced and the various steps were briefly explained, linking it to the study in question. Qualitative and quantitative methods of data collection were elaborated upon, and the reasons for using the mixed method approach were explained. A brief explanation on the population and sample size was given, and the importance of validity and reliability in scientific research was discussed in the chapter. The statistical techniques involved in the quantitative data analysis were briefly introduced as well as how the qualitative data analysis was conducted. The chapter ended by making mention of the research report which is the logical presentation of the complete thesis.

CHAPTER 5

ANALYSIS, INTERPRETATIONS AND FINDINGS

5.1 INTRODUCTION

Chapter 5 intends to draw inferences by interpreting and analysing both qualitative and quantitative data collected through questionnaires and focus group interviews. The purpose of data analysis and interpretation is to transform the data collected into reliable and valid conclusions. Analysis and interpretation answers key questions and helps to make reliable conclusions about the objectives and hypothesis. As the first step leading to analysis and interpretation, the gathered data was organized by capturing the information from the questionnaires on to the spreadsheets and focus group interviews into tables under different categories. Statistical tools such as Cronbach's alpha, the t test, correlation and regression analysis were used to interpret the data and to draw conclusions. Analysis and interpretations are presented in scripts, tables as well as graphs.

5.2 SECTION A: DEMOGRAPHIC DATA

The analysis started with section A of the questionnaire which included demographics such as departments, occupational levels, years of experience in the current position, gender, and age. There were 126 respondents in total of which 45 were managers (occupational level 13) and 81 were subordinates (occupational levels 11 (39) and 12 (42)). The total number of respondents, respondents according to age, years of experience, gender, and departments is illustrated in charts on the following pages. These charts are not elaborated as they are self- explanatory and are only intended to give a general picture of the demographic distribution of respondents.

Chart 5.1: Total number of respondents
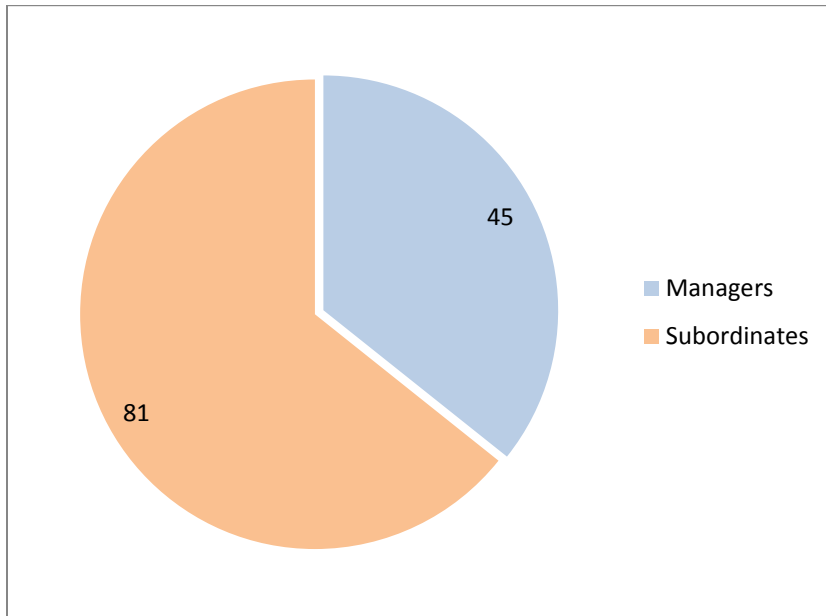
Chart 5.2: Respondents according to age
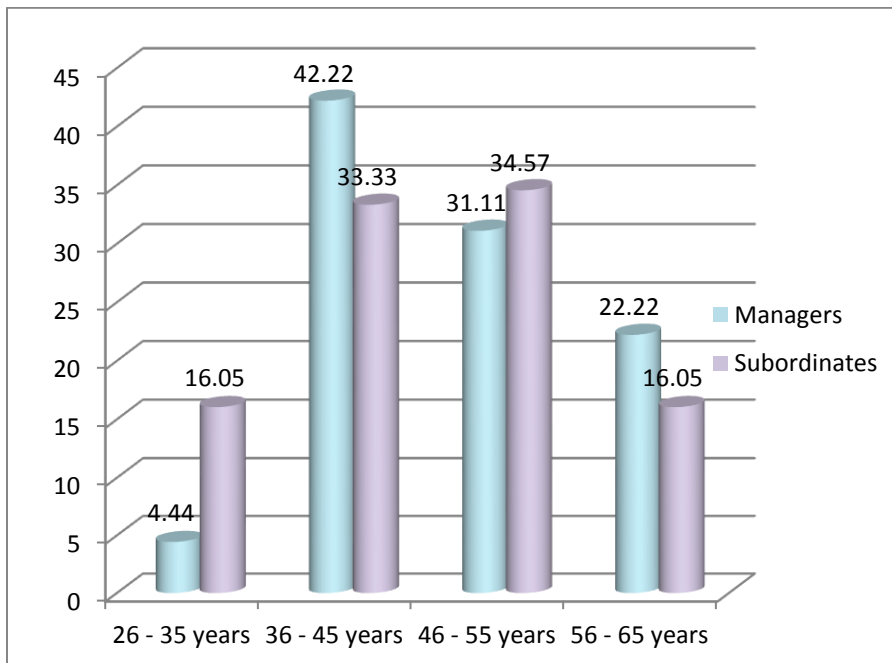
Chart 5.3: Respondents according to years of experience
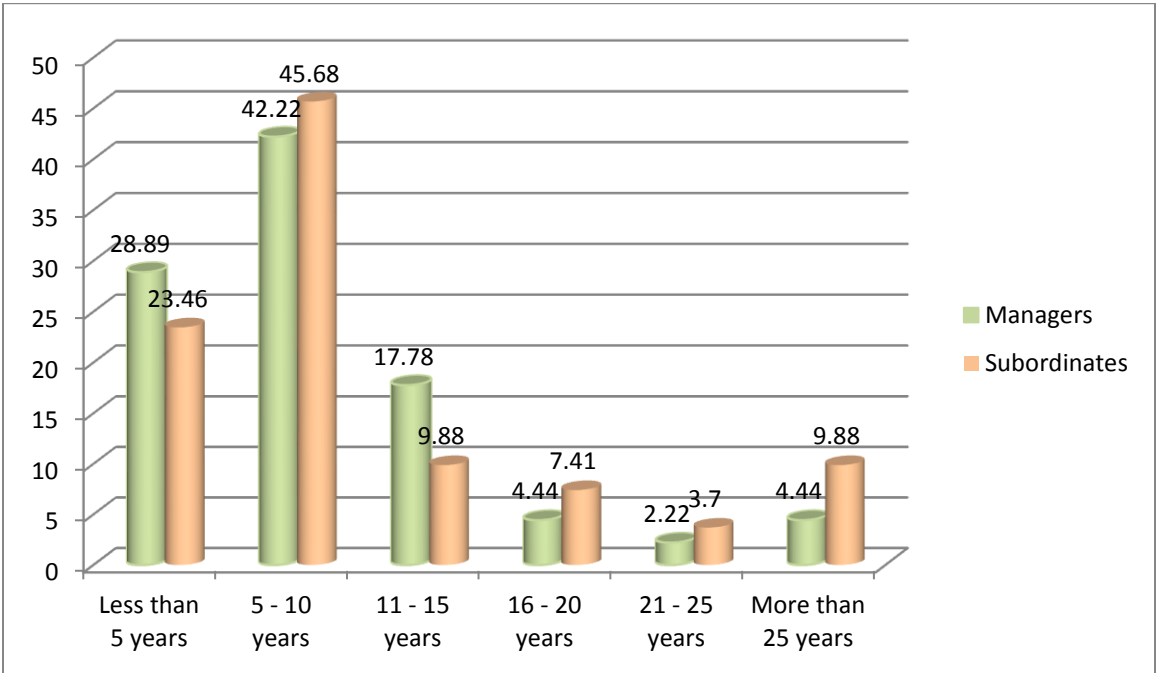
Chart 5.4 : Respondents according to gender
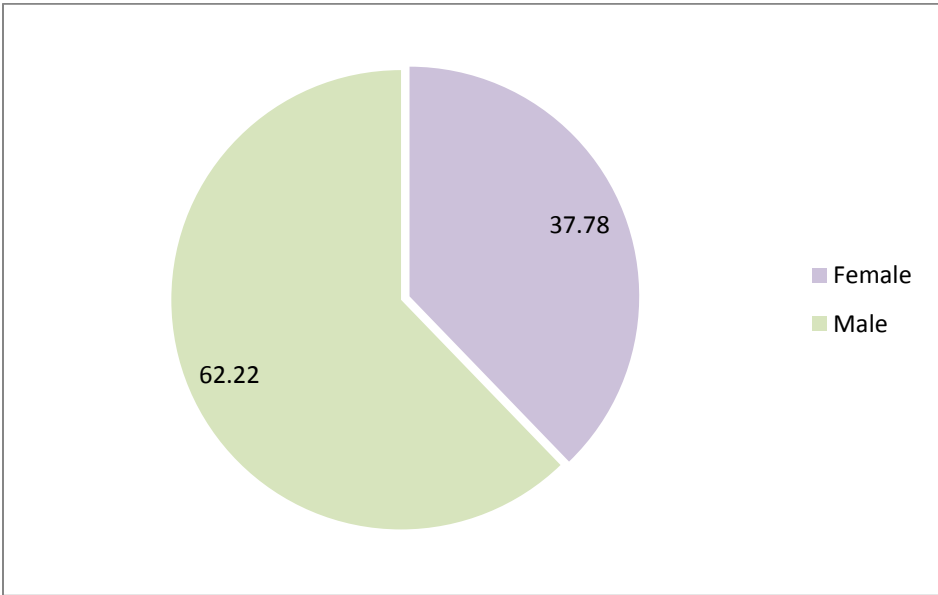
Chart 5.5: Respondents according to departments
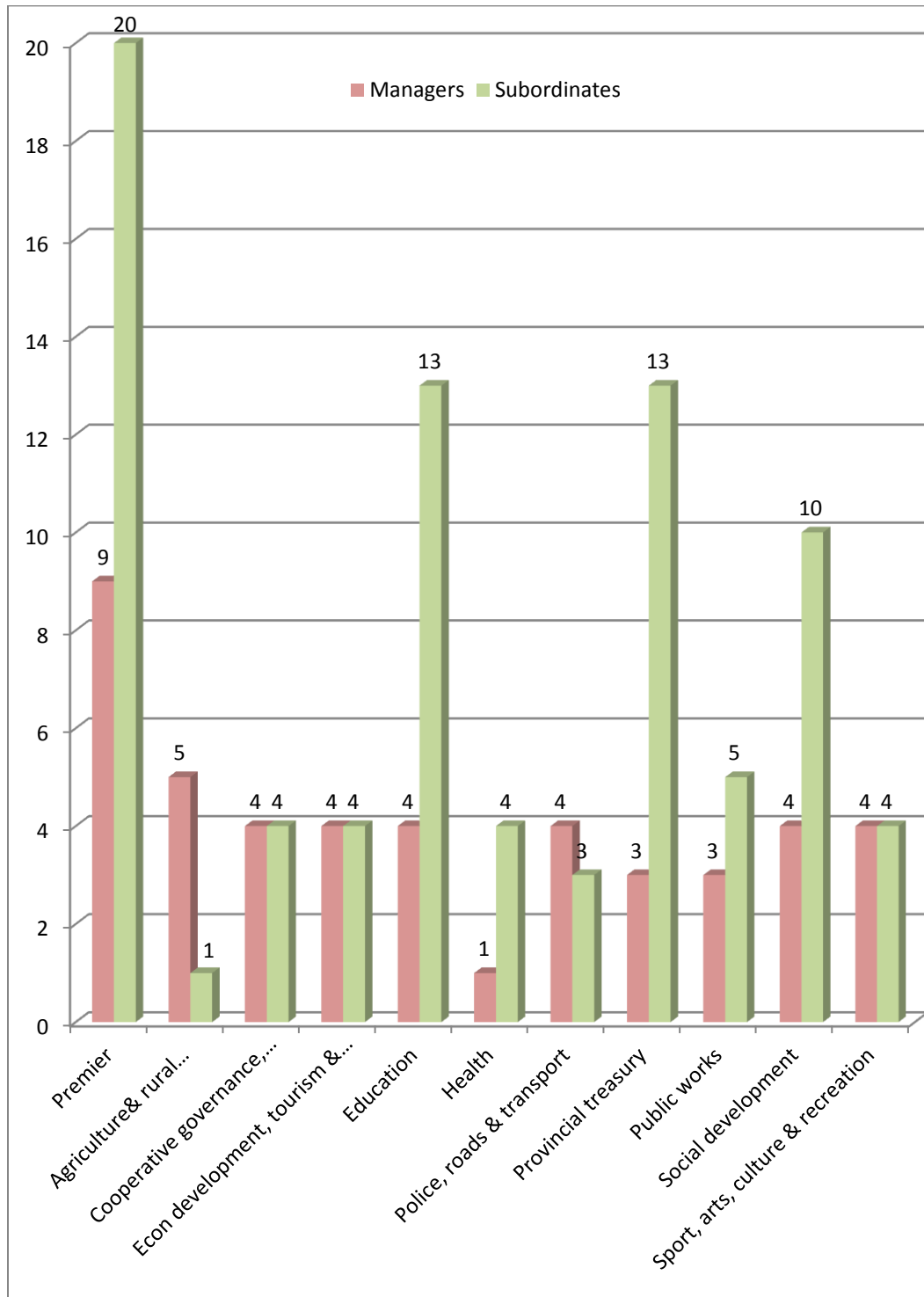
5.3   RELIABILITY TESTS

Before commencing with the actual analysis and interpretation of the data collected, the researcher conducted reliability tests to measure the internal consistency and scale reliability of questions using Cronbach's alpha test. The reliability test determined whether or not all the items in the questionnaire for each of the variables actually measured that variable.

In order to test the reliability of the data, the researcher constructed four (4) variables namely management support (Q1), work environment (Q2), employee performance (Q4), and objective implementation of the performance management system (Q6, Q8, and Q10). This involved summary of all the responses in the relevant questions such as Qn 1: 1.1 - 1.25, Qn 2:2.1 - 2.18, Q4: 4.1 - 4.19, Q6: 6.1 - 6.16, Q8: 8.1 - 8.6, and Q10:10.1 - 10.5.

Reliability of the variables is depicted in the following table.

Table 5.1: Reliability of the variables

Variables	Cronbach's alpha	N
Manager support	0.772	25
Work environment	0.942	18
Employee performance	0.910	19
Objective implementation of PMS	0.884	27

Thus, Cronbach's alpha for the 4 variables constructed (table above) show values higher than 0.7, confirming their reliability.

5.4. ANALYSIS OF THE VARIABLES

The variables mentioned above are used in the t-test and analysis of variance to test the objectives and the hypothesis.

5.4.1 Variable: Work Environment

One of the objectives in this research is to study whether a positive work environment is prevalent in the FSPS that motivates the public servants to be effective and efficient performers. The following table gives an indication on the responses by managers and subordinates on the variable work environment from which conclusions on the objective could be inferred.

Table 5.2: Positive work environment in the FSPS

Statements	Respondents	Never	Sometimes	Always
Attend Training programme (at least one/year) relevant to work.	Managers	8.89	60.00	31.11
	Subordinates	30.00	47.50	22.50
Fair treatment in all aspects.	Managers	2.22	28.89	68.89
	Subordinates	7.50	58.75	33.75
Consultative work atmosphere.	Managers	0.00	17.78	82.22
	Subordinates	8.86	46.84	44.30
No interference from manager on how to do the job.	Managers	0.00	51.11	48.89
	Subordinates	11.69	44.16	44.16
Approachable manager for support.	Managers	0.00	11.11	88.89
	Subordinates	7.50	25.00	67.50
Set goals together (manager and subordinates).	Managers	0.00	8.89	91.11
	Subordinates	8.75	30.00	61.25

Participative decision making.	Managers	2.22	20.00	77.78
	Subordinates	10.13	37.97	51.90
Interesting job.	Managers	0.00	50.00	50.00
	Subordinates	8.86	35.44	55.70
Opportunities to use full potential.	Managers	0.00	20.45	79.55
	Subordinates	11.39	44.30	44.30
Authority that matches responsibility.	Managers	2.22	31.11	66.67
	Subordinates	20.00	41.25	38.75
Feeling of achievement.	Managers	0.00	36.36	63.64
	Subordinates	7.50	60.00	32.50
High respect to the subordinates.	Managers	0.00	33.33	66.67
	Subordinates	12.50	40.00	47.50
Caring work environment.	Managers	2.22	51.11	46.67
	Subordinates	20.00	46.25	33.75
Equal treatment.	Managers	2.22	13.33	84.44
	Subordinates	15.00	43.75	41.25
Everyone has written career plan.	Managers	23.26	25.58	51.16
	Subordinates	36.71	30.38	32.91
There is mutual trust between manager and subordinates.	Managers	0.00	24.44	75.56
	Subordinates	15.19	30.38	54.43
There is the feeling of togetherness in the unit.	Managers	6.67	31.11	62.22
	Subordinates	20.00	35.00	45.00
Strong manager-employee relationship in the unit.	Managers	2.22	24.44	73.33
	Subordinates	20.25	32.91	46.84

The table above shows that 91.11% of managers claim that their employees know what is expected of them, as they set goals together. Between 80% and 89% of

managers are certain that they consult their subordinates in matters that affect them, are always approachable and available to support their subordinates, and treat their employees equally. Between 70% - 79% of managers agreed that there is a strong manager-subordinate relationship as well as mutual trust in their unit. They added that they encourage participative decision making and provide opportunities to subordinates to use their full potential. Furthermore, 60% - 69% of managers commented that there is a feeling of togetherness in the unit, high respect is afforded to subordinates, everyone has the feeling of achievement, and everyone has sufficient authority that matches responsibility.

With regard to the subordinates, only 67.50% of subordinates (in contrast with 88.89% of managers) acknowledged that their managers are approachable and available at all times for any support, and 61.25% (in opposition to 91.11% of managers) stated that they set goals together and therefore know what is expected of them. While 51.90% of subordinates (at variance with 77.78% of managers) agreed that their managers provide them with opportunities to participate in decision making, only 54.43% of subordinates (contrary to 75.56% of managers) agreed that there is mutual trust between managers and subordinates. Only a disappointing 46.84% of subordinates (against 73.33% of managers) were positive about the strong manager-subordinate relationship, while a mere 45% (compared to 62.22% of managers) were positive about the feeling of togetherness. 47.50% of subordinates (counter to 66.67% of managers) were confident about high respect afforded to subordinates, 44.30% (at odds with 79.55% of managers) were affirmative about opportunities provided to use full potential, and 44.30% (in contrast with 82.22% of managers) were optimistic about a consultative work environment. Only 33.75% of subordinates (against 68.89% of managers) felt that they receive fair treatment in all aspects and 58.75% of subordinates claimed that they only sometimes receive fair treatment. Similarly, only 31.11% of managers and 22.50% of subordinates felt that opportunities are given to attend at least one training program per year that is relevant to the work situation. However, the concern is that 30% of subordinates were apprehensive that they were never given

any opportunities to attend any training, while only 8.89% of managers were in agreement. The data in the above table clearly indicated a difference in opinion between managers and subordinates on factors relating to a favourable work environment.

Therefore a t-test was done to establish whether the differences in the perceptions between managers and subordinates are relevant and significant.

Table 5.3: t-test: Work environment

Variable	Level	Mean	Mean percentage	T-test	
				t statistic	P-values
Work environment	**Managers**	47.29	87.57	4.947	0.000
	Subordinates	40.98	75.88		
Difference		6.31	11.69		

As per the above table, though the mean percentages of both managers and subordinates are above 50%, indicating that both categories agree that there is a positive work environment in the FSPS, the mean percentages are below one hundred percent. Furthermore, there are differences in the percentages between managers' and subordinates' opinions. While 87.57% of managers believe that there is a positive work environment, only 75.88% of subordinates agree. The significant difference between the opinions of the 2 groups is confirmed as the p-value, which is 0.000, is less than 0.1 and this further suggests that there is a problem regarding the work environment in the FSPS.

Chart 5.6: Positive work environment: mean percentage
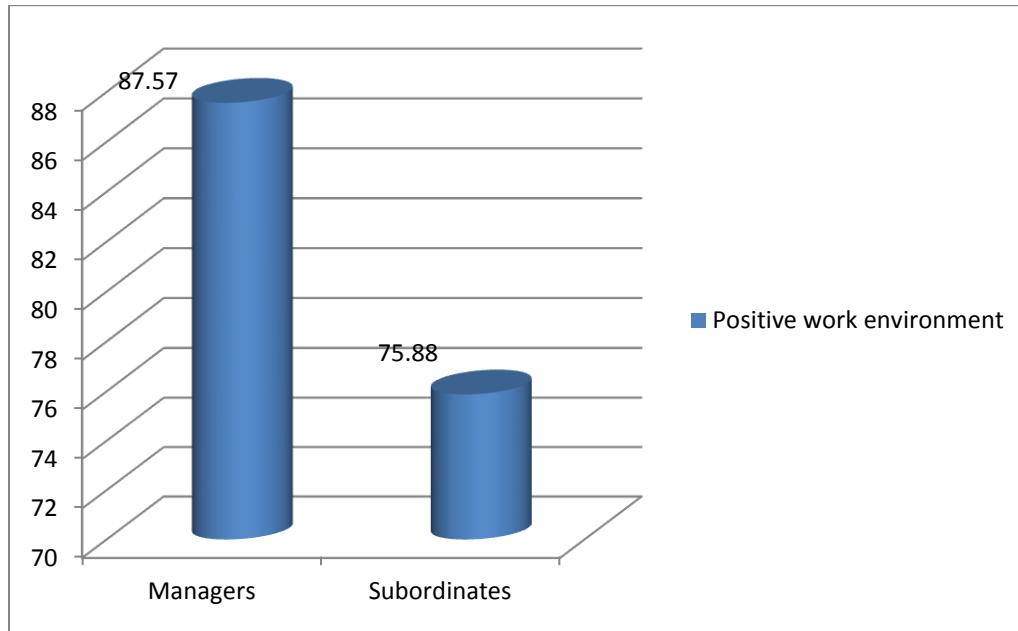
During the focus group interviews the subordinates commented that there are good as well as bad factors about their work environment. The majority of the subordinates were unhappy about the fairness and equity practiced in their departments. They stated that the policies, rules and regulations that are meant to create a favourable work environment are ignored and are not applied equitably, fairly and objectively, thereby impacting adversely on the work environment. While some of the subordinates claimed that they were given decision making opportunities others were not. While some of subordinates experienced the euphoria of achievement, others stated that they have nothing to brag about, and do not get opportunities to utilize their potential at all. All of them agreed that there is no career planning or opportunities for career growth and promotion and that performance is not linked to promotion or career progression. Furthermore, majority advanced that they have not attended a training program for the past 5 years and have consequently not received the opportunity to develop personally and professionally. Many subordinates proposed that managers must adopt a management style that would positively drive the commitment, professionalism and hard work of employees, and that both immediate managers and top management

must be role models to the employees. Both the subordinates and the managers claimed that selection and recruitment is not objectively and transparently done, as individuals are appointed in positions not based on their skills and capabilities. In most cases subordinates have to teach their newly appointed managers/supervisors. This frustrates employees who have been performing those duties for many years, and they feel that their hard work, commitment and experience are not valued, respected, recognized and appreciated. This has created a negative attitude and work culture amongst employees, as it has created the perception that hard work and commitment do not pay off.

Managers were also unanimous that some policies are not applied fairly, equitably and objectively. Managers added that a lack of organizational support to implement policies and procedures inhibits them from creating favourable work environment for their subordinates to perform. Another concern of some managers was the organizational structures which are meant to contribute to a positive work environment, but in fact contribute to the creation of a negative work environment. Absence of a functional organizational structure contributes to confusion in the work environment, as roles and responsibilities and channels of communication are unclear.

5.4.2 Variable: Management Support

The Objective 1:8.2 of the proposal was meant to compare the perceptions of managers about management support given to employees, and the expectations or perceptions by employees about management support they receive from the managers and establish whether management support contributes to the effective and efficient performance of employees. The questionnaire included statements that reflected management support. The responses of managers and subordinates to those statements were captured in a tabular form, and analysis was done to establish how the two groups view this particular variable of management support.

Table 5.4: Management support in the FSPS

Statements **read as: Manager/ I ….**	Respondents	Do not Agree	No comments	Agree
Request (s) lot of work at a short period of time.	Managers	61.36	0.00	38.64
	Subordinates	44.87	7.69	47.44
Request (s) to do unrelated tasks.	Managers	75.00	4.55	20.45
	Subordinates	56.96	15.19	27.85
Request (s) to do activities that are unplanned.	Managers	46.51	4.65	48.84
	Subordinates	31.65	8.86	59.49
Practice (s) open communication.	Managers	6.67	0.00	93.33
	Subordinates	22.50	6.25	70.00
Follow(s) up on deadlines.	Managers	0.00	0.00	100
	Subordinates	17.50	6.25	76.25
Promptly give (s) feedback.	Managers	9.09	2.27	88.64
	Subordinates	38.75	12.50	48.75
Honour(s) agreed upon commitments.	Managers	2.22	6.67	91.11
	Subordinates	31.25	13.75	55.00
Give (s) guidance and direction.	Managers	2.27	0.00	97.73
	Subordinates	23.75	12.50	63.75
Provide (s) adequate information on time.	Managers	9.30	2.33	88.37
	Subordinates	37.97	12.66	49.37
Encourage (s) team work.	Managers	0.00	2.22	97.78

		16.25	13.75	70.00
	Subordinates	16.25	13.75	70.00
Is always available to support.	Managers	2.22	6.67	91.11
	Subordinates	28.75	15.00	56.25
Is always proactive.	Managers	2.27	6.82	90.91
	Subordinates	17.50	21.25	61.25
Always make (s) fair decisions.	Managers	9.30	6.98	83.72
	Subordinates	30.86	17.28	51.85
Protect (s) on work related matters.	Managers	0.00	13.64	86.36
	Subordinates	22.50	21.25	56.25
Is efficient and effective.	Managers	0.00	8.89	88.89
	Subordinates	10.00	33.75	56.25
Play (s) the roles of facilitator, teacher, and a coach.	Managers	2.27	2.27	95.45
	Subordinates	25.93	20.99	53.09
Encourage (s) continuous learning.	Managers	2.22	2.22	95.56
	Subordinates	20.00	20.00	60.00
Demonstrate (s) that subordinates are valued and respected.	Managers	2.33	2.33	95.35
	Subordinates	23.46	16.05	60.49
Encourage (s) participative decision making.	Managers	9.30	4.65	86.05
	Subordinates	23.75	18.75	57.50
Promote (s) ethical behaviour through actions.	Managers	2.27	0.00	97.73
	Subordinates	15.00	17.50	67.50
Encourage (s) and implement	Managers	4.55	4.55	90.91

(s) best practices in the unit.	Subordinates	20.25	12.66	67.09
Delegate(s) work according to individual capabilities.	Managers	4.65	0.00	95.35
	Subordinates	23.46	13.58	62.96
Give (s) recognition for good work on time every time.	Managers	2.22	11.11	86.67
	Subordinates	33.33	13.58	53.09
Encourage(s) creativity and initiative.	Managers	0.00	0.00	100
	Subordinates	22.22	17.28	60.49

The table above illustrates that, only 38.64% of managers thought that they requested large amounts of work from the subordinates at short notice, while 47.44% of subordinates thought otherwise. Almost half (48.44%) of the managers confessed that they request activities that are unplanned, and 59.49% of subordinates agreed. While 93.33% of managers boasted that they practice open communication, only 70% of subordinates agreed, which is 23.33% less than the managers. Similarly, while 100% of the managers were positive that they follow up on deadlines, only 76.25% (23.75% less) of subordinates agreed. The majority (88.64%) of managers were confident that they give prompt feedback although only 48.75% (39.89% less) of subordinates agreed. Furthermore, while 91.11% of managers suggested that they follow through on agreed-upon commitments, only 55% (36.11% less) of subordinates were of the same opinion.

Almost all (97.73%) of the managers thought that they give guidance and direction to their subordinates, while only 63.75% (33.98% less) of subordinates could agree. The majority (88.37%) of managers were also confident that they provide adequate information on time, while only 49.37% of subordinates thought so. Similarly, although 97.78% of managers felt that they encourage team work, only 70% of subordinates were in agreement. Though 91.11% of managers held the belief that they are always available to support their subordinates; only 56.25%

(34.86% less) of subordinates accepted that claim. Furthermore, 90.91% of managers assumed that they are always proactive, although only 61.25% of subordinates agreed. While 80 - 89% of managers believed that they are efficient and effective, always make fair decisions, give recognition for good work on time every time, protect subordinates on work related matters, and encourage participative decision making, only between 50 - 58% of subordinates agreed. Similarly, while 95.45% of managers held that they play the roles of facilitator, teacher and coach, only 53.09% (42.36% less) of subordinates agreed.

The majority (95.56%) of managers stated that they encourage continuous learning, whereas only 60% (35.56% less) of subordinates accepted this. While according to 95.35% of managers they demonstrate that their subordinates are valued and respected, only 60.49% (34.86% less) of subordinates supported this. Similarly, 97.73% of managers suggested that they promote ethical behaviour through their actions, though only 67.50% of subordinates accepted the claim. Furthermore, 90.91% of managers said that they encourage and implement best practices in their unit, while only 67.09% of subordinates agreed. While 95.35% of managers believed that they delegate work to their subordinates according to individual capabilities, only 62.96% of subordinates believed so. All (100%) managers claimed that they encourage creativity and initiative, although only 60.49% of subordinates supported the claim. Three quarters (75%) of managers said that they do not request their subordinates to complete unrelated tasks, while only 56.96% of subordinates agreed. It must also be noted that only less than 10% of managers expressed their short coming on majority of the aspects of management support given in the above table. In this instance also the analysis showed a difference of opinion on all the statements by managers and subordinates. This was confirmed through the t-test explained hereafter.

Table 5.5: t-test: Management support in the FSPS

Variable	Level	Mean	Mean percentage	T-test	
				t statistic	P-values
Management support	Managers	66.11	88.15	5.710	0.000
	Subordinates	54.86	73.15		
Difference		11.25	15.00		

The mean percentages of managers' and subordinates' opinions regarding management support given to subordinates are both above 50%, indicating a good management support structure in the FSPS. However, the analysis indicates that the opinions do not reflect 100% management support, and also indicate a difference in the opinion between managers and subordinates.

As per the above table, while 88.15% (mean) of managers were of the opinion that they provide adequate management support to their subordinates, while only 73.15% (mean) of subordinates believed that they receive support from their managers. The relevance and significance of the difference in the perceptions between managers and subordinates is established using the t-test technique. The t-test proved that there is a significant difference between the opinions of managers and subordinates, as the p-value, which is 0.000, is less than 0.1 and therefore indicates a significant difference in the opinion between managers and subordinates.

Chart 5.7: Management support: mean percentage
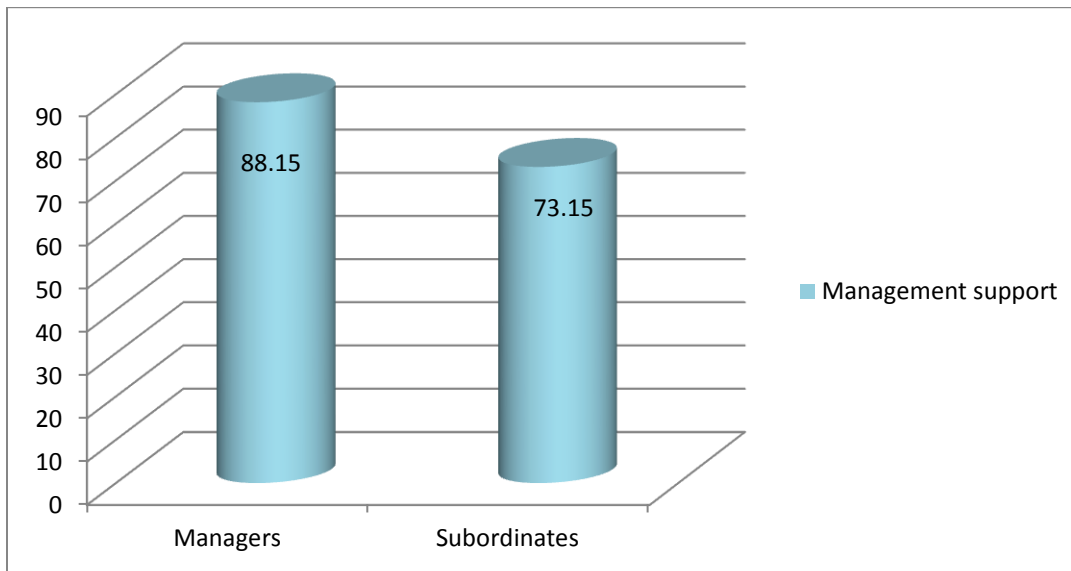
The responses from the focus groups also supported the aforementioned findings that management support is not 100% in the FSPS. Furthermore, the subordinates in the focus groups commented that the absence of appropriate delegated powers to managers make them inefficient and ineffective, as they do not have the authority that accompanies their responsibility to make the right decisions at the right time. Consequently, a lack of delegated authority limits the level of support that managers can provide to their employees. For example, even if the employees are performing effectively and efficiently, managers cannot ensure that they are recognized through promotion, career progression or even through performance rewards.

Managers also agreed with the subordinates that lack of delegated powers and lack of sufficient resources including money to do the job restrict them from providing the necessary management support. While some managers enjoy financial delegations, other managers have to write submissions requesting permission, which requires the signature of 3 to 5 senior managers even if the budget implication is very little. At times these managers have to abort projects altogether due to the turnaround time to get approval.

Another concern of subordinates was that managers do not have the necessary management skills, knowledge and competencies, and consequently cannot provide adequate management support to the subordinates. Such managers are unable to lead in the right direction, do not encourage open communication and do not provide timeous feedback. They added that reporting to inefficient and inexperienced managers radically decreases trust and respect in the efficiency of the management. They blamed the subjective selection and recruitment processes that do not abide by policies and procedures or focus on skills and competencies, for this status quo.

Most of the subordinates added that sometimes they have to abort their plans to accommodate others' lack of planning, and at times they have to perform activities that are not related to their actual mandates.

Managers however did not agree that they do not have management skills and that their lack of skills contributes to the lack in support to their subordinates. All the managers in the focus group were of the opinion that they are efficient and effective, are always available to support their subordinates, encourage participative decision making, maintain an open communication system and provide feedback on time. However, they highlighted that they are not able to do everything to support their subordinates and blamed the organizational culture and environment for the same.

5.4.3 Variable: Objective Implementation of the Current Performance Management System

The objective as stated in Chapter 1:8.3 reads to study the existing performance management system in the FSPS departments to establish whether it is implemented objectively to motivate employees to perform effectively and efficiently. The respondents were asked questions regarding the implementation of the current performance management system in the FSPS with the aid of a questionnaire.

Table 5.6:   Objective implementation of the PMS

Statements	Respondents	Do not Agree	No Comments	Agree
Clearly defines performance objectives and performance expectations.	Managers	9.1	4.5	86.4
	Subordinates	18.8	20.0	61.3
Provides for fair performance assessment.	Managers	27.3	15.9	56.8
	Subordinates	42.5	18.8	38.8
Provides for fairness in the allocation of performance rewards.	Managers	31.8	11.4	56.8
	Subordinates	45.0	20.0	35.0
Provides for performance recognition.	Managers	13.6	13.6	72.7
	Subordinates	31.3	11.3	57.5
Provides for regular performance feedback.	Managers	15.9	9.1	75.0
	Subordinates	32.5	18.8	48.8
Helps to achieve meaningful goals.	Managers	22.7	20.5	56.8
	Subordinates	32.5	18.8	47.5
Provides information on developmental needs.	Managers	18.2	9.1	72.7
	Subordinates	37.5	16.3	46.3
Motivates to perform efficiently and effectively.	Managers	29.5	13.6	56.8
	Subordinates	40.5	16.5	43.0
Reinforces good performance.	Managers	22.7	13.6	63.6
	Subordinates	38.8	13.8	47.5
Contributes to a positive work environment.	Managers	29.5	22.7	47.7
	Subordinates	45.0	33.8	21.3
Makes happy and satisfied employees.	Managers	27.9	32.6	39.5
	Subordinates	46.3	31.3	22.5
Assists to identify excellent performers.	Managers	29.5	18.2	52.3
	Subordinates	50.0	17.5	32.5

Assists to identify non-performers so that they can be helped to improve their performance to standard.	Managers	18.6	27.9	53.5
	Subordinates	46.3	13.8	40.0
Concept of the performance management system is good but implementation is flawed.	Managers	6.8	15.9	77.3
	Subordinates	13.8	15.0	71.3
The general attitude about performance management process is to just finish the paper work and get it over.	Managers	22.7	9.1	68.2
	Subordinates	22.5	13.8	63.8
Lost trust in the current performance management system.	Managers	31.8	9.1	59.1
	Subordinates	31.3	30.0	38.8

Table 5.6 describes that, while 86.4% of managers advanced that the PMS clearly defines performance objectives and performance expectations, only 61.3% of subordinates (which is 25.1% less than managers) agreed. Similarly, when 56.8% of managers suggested that the PMS provides for fair performance assessment, only 38.8% of subordinates (18% less) thought so. Although 56.8% of managers assert that the PMS provides for fairness in the allocation of performance rewards, only 35% of subordinates (18% less) agreed. Similarly, while 72.7% of managers held that the PMS provides for performance recognition, only 57.5% of subordinates (15.2% less) were of this opinion. While 75% of managers thought that the PMS provides for regular performance feedback, only 48.8% (26.2% less) of subordinates agreed.

While 56.8% of managers agreed that the PMS helps to achieve meaningful goals, only 47.5% (9.3% less) of subordinates agreed. Furthermore, although 72.7% of managers thought that the PMS provides information on developmental needs, only 46.3% (26.4% less) of subordinates were of this opinion. Approximately half (56.8%) of the managers argued that the PMS motivates to perform efficiently and

effectively, even though only 43% (13.8% less) of subordinates supported this. Although 63.6% of managers believed that the PMS reinforces good performance, only 47.5% (16.1% less) of subordinates agreed. When roughly half (47.7%) of the managers held that the PMS contributes to a positive work environment, only 21.3% of subordinates agreed. While 39.5% of managers agreed that the PMS produces happy and satisfied employees, 46.3% of subordinates disagreed with the statement. Although 52.3% of managers suggested that the PMS assists in identifying excellent performers, 50% of subordinates disagreed. While 53.5% of managers advanced that the PMS assists to identify non-performers so that they can be helped to improve their performance, 46.3% of subordinates disagreed.

Both managers and subordinates agreed to a great extent that the concept of the performance management system is good although implementation is flawed. They also agreed that the general attitude towards the performance management process is that it is mere paper work. While 59.1% of managers agreed that their subordinates have lost trust in the current performance management system, only 38.8% (20.3% less) of subordinates supported this.

The role of performance reward is an integral and crucial part in the objective implementation of the PMS. Therefore, the objectivity of the performance rewards is assessed with the help of the table below. In this table strongly disagree and disagree are added together for ease of comparison, as are agree and strongly agree.

Table 5.7:   Objective Performance rewards

Objective performance rewards	Respondent	SD A	DA	SD A+ DA	NC	A	SA	A+ SA
The manager does not have a say in the final allocation of performance rewards (notch increase and or cash bonus).	Managers	24.4	15.6	40	0.00	26.7	33.3	60
	Subordinates	33.3	30.9	64.2	6.2	13.6	16.0	29.6
Absence of performance rewards affects performance.	Managers	6.7	15.6	22.3	4.4	51.1	22.2	73.3
	Subordinates	28.4	27.2	55.6	9.9	19.8	14.8	34.6
There is transparency in the allocation of performance rewards.	Managers	20.5	22.7	43.2	11.4	29.5	15.9	45.4
	Subordinates	32.5	28.8	61.3	17.5	17.5	3.8	21.3
There is fairness in the allocation of rewards.	Managers	18.2	22.7	40.9	13.6	31.8	13.6	45.4
	Subordinates	35.0	25.0	60	18.8	17.5	3.8	21.3
Manager can verbally defend his/ her recommendations on performance ratings and rewards when the moderating committee (higher	Managers	22.7	18.2	40.9	4.5	40.9	13.6	54.5
	Subordinates	17.3	11.1	28.4	23.5	34.6	13.6	48.2

committee) is not in agreement with the recommendations								
Fair and objective distributive justice is followed.	Managers	29.5	27.3	56.8	15.9	18.2	9.1	27.3
	Subordinates	28.4	21.0	49.4	25.9	14.8	9.9	24.7
The main reason for low employee morale is the negative perception about the fairness and objectivity in the performance rewards allocation.	Managers	15.9	13.6	29.5	15.9	29.5	25.0	54.5
	Subordinates	8.6	11.1	19,7	22.2	19.8	38.3	58.1

While 60% of managers stipulated that they do not have a say in the final allocation of performance rewards (notch increase and or cash bonus), 64.2% of subordinates disagree with the claim. Although 73.3% of managers raise the concern that absence of performance rewards affects performance, 55.6% of subordinates do not agree. Furthermore, 45.4% of managers agree that there is transparency in the allocation of performance rewards, although 61.3% of subordinates disagree with this argument. Similarly, while 45.4% of managers suggest that there is fairness in the allocation of rewards, 60% of subordinates do not. Slightly above half (54.5%) of the managers state that they can verbally defend their recommendations on performance ratings and rewards when the moderating committee (higher committee) is not in agreement with the recommendations, while only 48.2% of subordinates agree. Furthermore, 56.8% of

managers and 49.4% of subordinates argue that fair and objective distributive justice is not followed when rewards are decided, while 54.5% of managers and 58.1% of subordinates attribute the main reason for low employee morale to the negative perception about the fairness and objectivity in the performance rewards allocation.

Table 5.8: Performance rewards outcome

Statements	Respondents	Do not agree	No Comments	Agree
Equal opportunity to be considered for performance rewards.	Managers	8.89	6.67	84.44
	Subordinates	13.58	25.93	60.49
Everyone who performs to specific criteria is recommended for performance rewards.	Managers	8.89	6.67	84.44
	Subordinates	32.10	27.16	40.74
The performance reward reinforces the desired performance.	Managers	13.33	11.11	75.56
	Subordinates	19.75	28.40	51.85
The reward system encourages employees who did not get any rewards to work harder.	Managers	35.56	22.22	42.22
	Subordinates	39.51	24.69	35.80
Everyone who has received performance rewards in the department are better performers than those who did not receive rewards.	Managers	44.44	26.67	28.89
	Subordinates	56.79	22.22	20.99

Although the majority (84.44%) of managers believe that subordinates are given an equal opportunity to be considered for performance rewards, only 60.49% of subordinates are of this opinion. While 84.44% of managers ascertain that everyone who performs to specific criteria is recommended for performance rewards, only 40.74% of subordinates think so. Furthermore, 75.56% of managers believe that the performance reward reinforces the desired performance, while only 51.85% of subordinates believe so. Although 42.22% of managers argue that the reward system encourages employees who did not get any rewards to work harder, 39.51% of subordinates disagree. In addition, 44.44% of managers and 56.79% of subordinates do not believe that everyone who has received performance rewards in their department are better performers than those who did not receive rewards. It must be noted that no comments responses for all except 2 statements range between 20 - 29%.

Although tables 5.6, 5.7, and 5.8 (which focused on objective implementation of the PMS) indicated objective implementation of the PMS to a great extent, 100% objectivity could not be established. Furthermore, there were differences of opinion between managers and subordinates regarding the objective implementation of the PMS. This conclusion is further confirmed through the t-test given below.

Table: 5.9. t- test: Objective implementation of PMS in the FSPS

Variable	Level	Mean	Mean percentage	T-test	
				t statistic	P-values
Objective implementation of the PMS	Managers	64.89	69.77	2.688	0.008
	Subordinates	57.16	61.46		
Difference		7.73	8.31		

The mean percentages of managers' and subordinates' opinions on the objective implementation of the current performance management system are both above 50%, indicating objective implementation of the current performance management system in the FSPS. However, the mean percentage is not 100%, and there are differences in the opinions between managers and subordinates. While 69.77% of managers believe the PMS is implemented objectively, only 61.46% of subordinates agree. The difference is then tested (t-test) for the degree of relevance and significance. The t-test proved that there is a significant difference in the perceptions between managers and subordinates regarding the objectivity of the current performance management system in the FSPS, because the p-value, which is 0.008, is less than 0.1. Therefore, it can be that there is a problem regarding the objectivity in the implementation of the current performance management system in the FSPS.

Chart 5.8: Objective implementation of the PMS: mean percentage
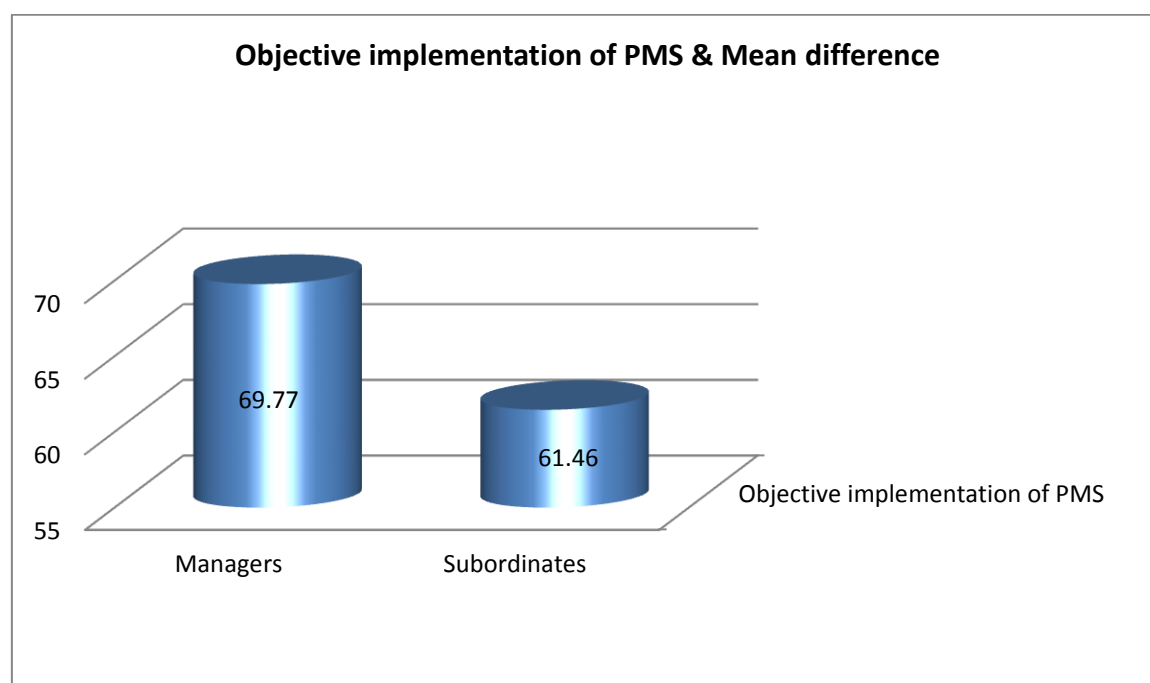
All 4 focus groups were very vocal on this point and raised the concern that the implementation of the current performance management system needs to be improved, and that it must be implemented as prescribed by the system to be objective. In addition, most of the subordinates indicated that only top management can make a positive impact on the objectivity of the PMS implementation. Furthermore, they indicated that real performance is not measured, as performance assessment is not done objectively, fairly, systematically and regularly. They added that managers do not consider PM their key responsibility, do not discuss performance with their employees, and that the system is just followed for the sake of compliance. The attitude of mere compliance is applicable to both managers and subordinates. As the performance assessment rating is not a true reflection of real performance, hardworking employees have lost trust in the system. Furthermore, the current PMS system has lost its credibility as there are no consequences for non-performance. Below-average performers are neither reprimanded nor sent for training, mentoring or coaching.

A lack of quality control at top management, regarding how the processes are followed, is yet another contributing factor to the lack of its objectivity according to many subordinates. Supervisors/managers do not take responsibility for performance plans and performance assessment. Managers/ supervisors fear reprisals from subordinates, and as a result give high ratings to all, while those who follow performance management processes objectively give ratings that are proportionate to performance. Such managers are unwittingly disadvantaging their employees, as others give high scores to their subordinates. As a result the wrong employees receive performance rewards for the wrong reasons. A lack of transparency and objectivity in awarding performance rewards has also added to the lack of trust in the system. Thus, the PDMS system has lost its credibility amongst many of the public servants. In addition, majority of subordinates held that the current performance management system is not implemented the way it should be, and therefore does not yield the results it is expected to. For example, it does

not act as a motivator, does not help to give the necessary recognition, and does not reinforce good behaviour.

Most of the managers felt that employees expect additional rewards for doing work for which they receive a salary. Managers suggested that training managers and their subordinates together as a team on the implementation of PMS would help the team to understand the system the same way, and would thereby curb employees' unrealistic expectations for rewards. In addition, the managers agreed that assessments are not done as they should be, creating expectations for rewards (cash bonus) in many employees. When the number of such instances increases it creates budgetary constraints on departments. Some departments thus resort to the practice of rotational rewards, where for example 5 employees receive performance bonuses one particular year and another 5 employees the following year, which again does not reflect rewards based on performance. Another challenge the managers identified is that the moderating committee sometimes makes decisions on ratings given by managers without consulting them. As such, managers cannot ensure that hard working employees will definitely be recognized through performance rewards. Another strong concern raised by all managers is that performance assessment is not linked to other human resource activities such as promotion, career growth, career planning, and succession planning, and as such the PMS does not really contribute to effective and efficient performance.

The majority of the managers in the focus groups again blamed the organizational culture for the PMS systems failure to be completely effective. They argued that the final allocation of performance rewards is not in their hands, and that when the moderating committee feels the need to cut down the number of employees recommended for notch increases and cash bonuses, they do not consult the concerned managers, and explanations are not given to employees as to why they do not quality for rewards although their scores reflect that they are performing above the normal requirements.

5.4.4 Variable: Employee Performance

Objective 1: 8.4, as stated in chapter 1 of this thesis, intended to study managers' and subordinates' perceptions about the performance of subordinates and establish whether the 2 groups differ in their perceptions.

Table 5.10: Employee performance

Statements	Respondent	SDA	DA	SDA +DA	NC	A	SA	SA+A
Do quality work.	Managers	0.00	11.36	11.36	4.55	63.64	20.45	84.09
	Subordinates	0.00	1.23	1.23	2.47	50.62	45.68	96.3
Always punctual in doing work	Managers	2.27	27.27	29.54	11.36	47.73	11.36	59.09
	Subordinates	0.00	6.17	6.17	6.17	51.85	35.80	87.65
Go beyond job descriptions when necessary.	Managers	0.00	11.36	11.36	4.55	54.55	29.55	84.1
	Subordinates	0.00	0.00	0.00	3.70	38.27	58.02	96.29
Work overtime to finish an assignment without being asked.	Managers	0.00	9.09	9.09	9.09	59.09	22.73	81.82
	Subordinates	0.00	1.23	1.23	11.11	34.57	53.09	87.66
Always perform beyond predetermined standards	Managers	0.00	20.45	20.45	9.09	54.55	15.91	70.46
	Subordinates	0.00	2.47	2.47	11.11	55.56	30.86	86.42
Stay positive	Managers	0.00	15.91	15,91	11.36	56.82	15.91	72.73

even if the work is not appreciated.	Subordinates	2.47	6.17	8.64	16.05	46.91	28.40	75.31
Do the job, no matter how difficult it is.	Managers	0.00	6.82	6.82	0.00	72.73	20.45	93.18
	Subordinates	0.00	0.00	0.00	6.17	54.32	39.51	93.83
Willing to learn to do the job well.	Managers	0.00	4.55	4.55	6.82	61.36	27.27	88.63
	Subordinates	0.00	0.00	0.00	2.50	41.25	56.25	97.5
Work well as a team.	Managers	0.00	9.09	9.09	0.00	61.36	29.55	88.63
	Subordinates	0.00	2.47	2.47	13.58	43.21	40.74	83.95
Welcome changes	Managers	2.27	27.27	29.54	9.09	43.18	18.18	61.36
	Subordinates	2.47	2.47	4.94	7.41	54.32	33.33	87.65
Do not take leave un-necessarily	Managers	2.27	20.45	22.72	15.91	34.09	27.27	61.36
	Subordinates	2.47	1.23	3.7	8.64	29.63	58.02	87.65
Do not look for other jobs	Managers	9.52	14.29	23.81	45.24	23.81	7.14	30.95
	Subordinates	16.25	18.75	35	20.00	21.25	23.75	45
Very happy with the job because performance is always appreciated	Managers	4.55	15.91	20.46	34.09	34.09	11.36	45.45
	Subordinates	20.99	12.35	33.34	22.22	35.80	8.64	44.44
Make meaningful contribution in the workplace.	Managers	2.27	9.09	11.36	4.55	59.09	25.00	84.09
	Subordinates	1.23	0.00	1.23	8.64	64.20	25.93	90.13
Disciplined.	Managers	2.38	14.29	16.67	7.14	59.52	16.67	76.19

	Subordinates	1.23	0.00	1.23	8.64	46.91	43.21	90.12
Happy and content with the work environment.	Managers	4.65	18.60	23.25	27.91	39.53	9.30	48.83
	Subordinates	12.50	15.00	27.50	20.00	40.00	12.50	52.5
Proud to be a member of this unit.	Managers	4.55	6.82	11.37	18.18	54.55	15.91	70.46
	Subordinates	9.88	1.23	11.11	24.69	43.21	20.99	64.2
Excited because my work is challenging and interesting	Managers	2.38	21.43	23.81	23.81	40.48	11.90	52.38
	Subordinates	11.11	9.88	20.99	20.99	40.74	17.28	58.02
Happy and content with my job	Managers	0.00	13.64	13.64	27.27	43.18	15.91	59.09
	Subordinates	8.64	12.35	20.99	25.93	34.57	18.52	53.09

In the above table, agree and strongly agree are added together for easy comparison, as is disagree and strongly disagree. When only 84.09% of managers suggest that their subordinates do quality work, 96.3% of subordinates which is 12.21% higher than that of the managers believe that they do quality work. While only 59.09% managers are convinced that their subordinates are punctual, 87.65% of subordinates think that they are always punctual (a difference of 28.56%). Similarly, when only 84.1% of managers think that their subordinates go beyond their job descriptions when necessary, 96.29% (12.19% more than the managers) of subordinates think that they go beyond their job descriptions when necessary. While only 70.46% of managers believe that their subordinates always perform beyond predetermined standards, 86.42% of subordinates (which is 15.96% more than the managers) believe that they perform beyond predetermined standards.

While only 88.63% of managers suggested that the subordinates are willing to learn to do a job well, 97.5% of subordinates think that they are willing to learn in order to do a better job. While only 61.36% of managers believe that their subordinates welcome change, and do not take leave unnecessarily, the percentages of subordinates who think along those lines are 26.29% more than the managers (87.65% of subordinates). While 30.95% of managers are confident that their subordinates are not looking for any other jobs, and 45.24% of managers did not want to comment, 45% of subordinates admitted that they are not looking for other jobs. Although 45.45% of managers thought that the subordinates are very happy at work because their performance is always appreciated, 33.34% of subordinates disagreed. However, it must be noted that both managers and subordinates had high scores (34.09% and 22.22% respectively) on no comments for this particular statement. When only 76.19% of managers think that their subordinates are disciplined, 90.12% of subordinates (which is 13.93% higher than the managers) think that they are disciplined. Both managers and subordinates differed to a certain extent regarding how happy and content with the job and in the work environment subordinates are, as well as how proud they are to be members of the unit and how excited they are as the work is challenging and interesting.

It must be stated at this point that, in some instances both the managers and subordinates were more or less in agreement in their opinions on employee performance although, the subordinates' ratings were still higher than that of the managers'. 81.62% managers and 87.66% subordinates claim that subordinates work overtime to finish an assignment without being asked. 72.73% managers and 75.32% subordinates agree that the subordinates stay positive even if the work is not appreciated. 93.18% managers and 93.83% subordinates concur that the subordinates do their jobs no matter how difficult it is. In addition, 88.63% of managers and 83.95% of subordinates agree that they work well as a team. 84.09% of managers and 90.13% of subordinates agreed that subordinates' make meaningful contribution in the workplace.

Although the above analysis indicated reasonable employee performance in the FSPS, it did not reflect a 100% employee performance. Furthermore, the analysis reflected a difference in the opinions between managers and subordinates with regard to employee performance. A t-test was done to determine whether differences in perceptions between managers and subordinates regarding performance are relevant and significant. The t-test results concluded that there is a significant difference between the managers' and subordinates' opinions regarding the subordinates' performance because the p-value, which is 0.010, is less than 0.1.

Table 5.11: t-test: Employee performance in the FSPS

Variable	Level	Mean	Mean percentage	T-test	
				t statistic	P-values
Employee performance	Managers	69.61	73.28	-2.632	0.010
	Subordinates	75.43	79.40		
Difference		-5.82	-6.12		

With regard to the mean percentages, both managers and subordinates have scored above 50%, indicating positive employee performance in the FSPS, however not 100%. There are differences between managers' and subordinates' opinions, where in this instance employees scored a higher mean percentage (79.4%), indicating that they perceive their own performance to be high whereas the managers' percentage (73.28%) do not match.

Chart 5.9: Employee performance: mean percentage
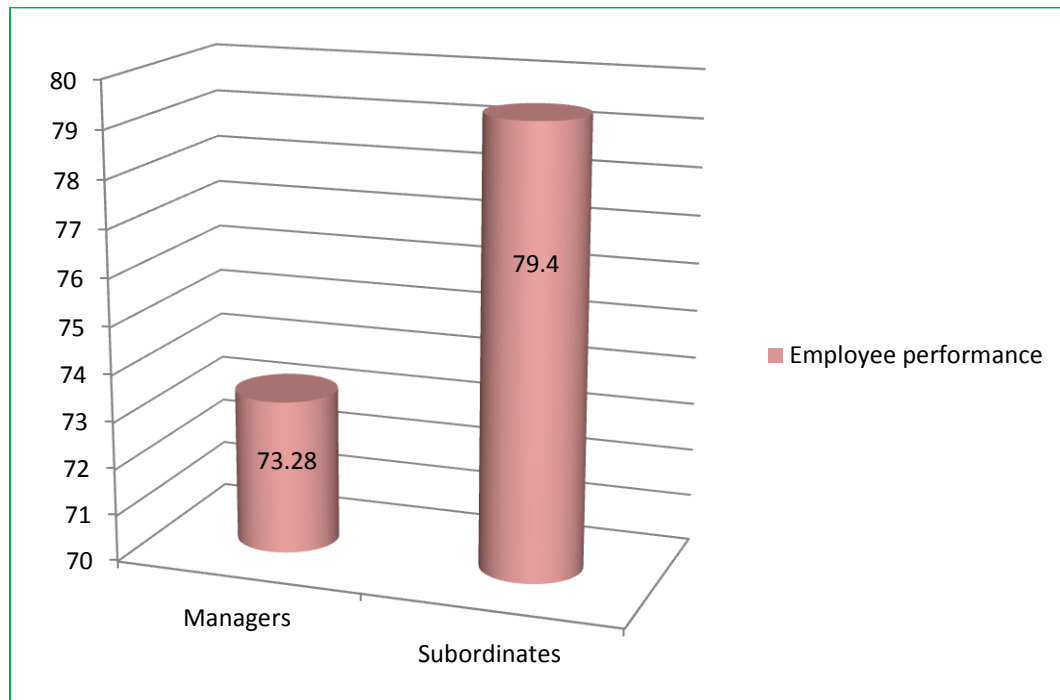
In the focus groups, all the subordinates unanimously held that they perform effectively and efficiently, and indicated that they go the extra mile and go beyond their job descriptions without any prompting from their managers. They added that they work well as a team, are willing to learn new things to better perform in the job, and always try to maintain a positive attitude no matter how difficult the work environment is. However, managers had a different opinion about employee performance. While some managers stated that majority of employees work effectively and efficiently, others group indicated only very few employees work efficiently and effectively. The reasons for poor performance were attributed to laziness and lack of commitment from the part of employees as well as lack of employee skills, knowledge and attitude. Other reasons for poor performance were linked to organizational culture, systems and procedures, lack of employee skills, knowledge and attitude, lack of resources, lack of recognition and appreciation for performance and ineffective organizational structures.

The analysis of the variables management support, work environment, objective implementation of PMS and employee performance assisted in testing the hypothesis.

5.5. HYPOTHESIS TESTING

The hypothesis stated in chapter 1 of this thesis reads the FSPS employees will give effective and efficient performance if their managers are able to create and manage a positive work environment by providing management support and by implementing the current performance management system objectively. Thus, the analysis and interpretation of the data collected intends to establish whether or not the following relationships exist:

- Positive relationship between management support and work environment.
- Positive relationship between objective implementation of the performance system and work environment.
- Positive relationship between management support and employee performance.
- Positive relationship between objective implementation of the performance system and employee performance.

- Positive relationship between work environment and employee performance.

In order to test the hypothesis, the correlation coefficients as well as regression analysis were used. These are explained in the upcoming pages.

Table 5.12: Correlation Coefficient

Variables		Correlation Coefficient	P-value
Management support	Work environment	0.754	0.000
Work environment	Objective implementation of the current PMS	0.657	0.000
Employee performance		0.218	0.015
	Management support	0.252	0.005
	Work environment	0.384	0.000

As the p-values for all the correlation coefficients are less than 0.1 (as stated in Table 5.12), it is concluded that there is a positive relationship between the following:

- Management support and work environment.
- Objective implementation of the performance system and work environment.
- Management support and employee performance.
- Objective implementation of the performance system and employee performance.
- Work environment and employee performance.

The correlation coefficient between management support and work environment is 0.754. The p-value is 0.000, which is less than 0.1. This is an indication that there is a significant positive relationship between management support and work environment establishing an association of positive management support with a positive work environment.

The correlation coefficient between work environment and objective implementation of the performance management system is 0.657. The p-value is 0.000, which is less than 0.1. This is an indication that there is a significant positive relationship between work environment and objective implementation of

the current performance management system. This means that a positive work environment is associated with the objective implementation of the performance management system.

The correlation coefficient between employee performance and objective implementation of the current performance management system is 0.218. The p-value is 0.015, which is less than 0.1. This is an indication that there is a significant positive relationship between employee performance and objective implementation of the current performance management system. This means that objective implementation of the performance management system is associated with positive employee performance.

The correlation coefficient between employee performance and management support is 0.252. The p-value is 0.005, which is less than 0.1.This is an indication that there is a significant positive relationship between employee performance and management support. This means that positive management support is associated with positive employee performance.

The correlation coefficient between employee performance and work environment is 0.384. The p-value is 0.000, which is less than 0.1.This is an indication that there is a significant positive relationship between employee performance and work environment. This means that a positive work environment is associated with positive employee performance.

After establishing positive relationships between management support, work environment, objective implementation of the PMS and employee performance, a regression analysis was performed to establish the causative relationship between the variables in the hypothesis.

The diagrammatic representation of the hypothesis as presented in chapter 1 is reproduced here to make its analysis and interpretation easily understandable.

Diagrammatic representation of the Hypothesis (from chapter 1)

```
  ┌──────────────────┐
  │ Management support │ ───────────────┐
  └──────────────────┘                  │
                                         ▼
                              ┌────────────────────┐
                              │ Positive work       │
                              │ environment         │
                              └────────────────────┘
                                         │
  ┌──────────────────────┐               │
  │ Objective            │ ──────────────┘
  │ implementation of PMS │              │
  └──────────────────────┘              ▼
                              ┌────────────────────────┐
                              │ Effective and efficient │
                              │ employee performance    │
                              └────────────────────────┘
```
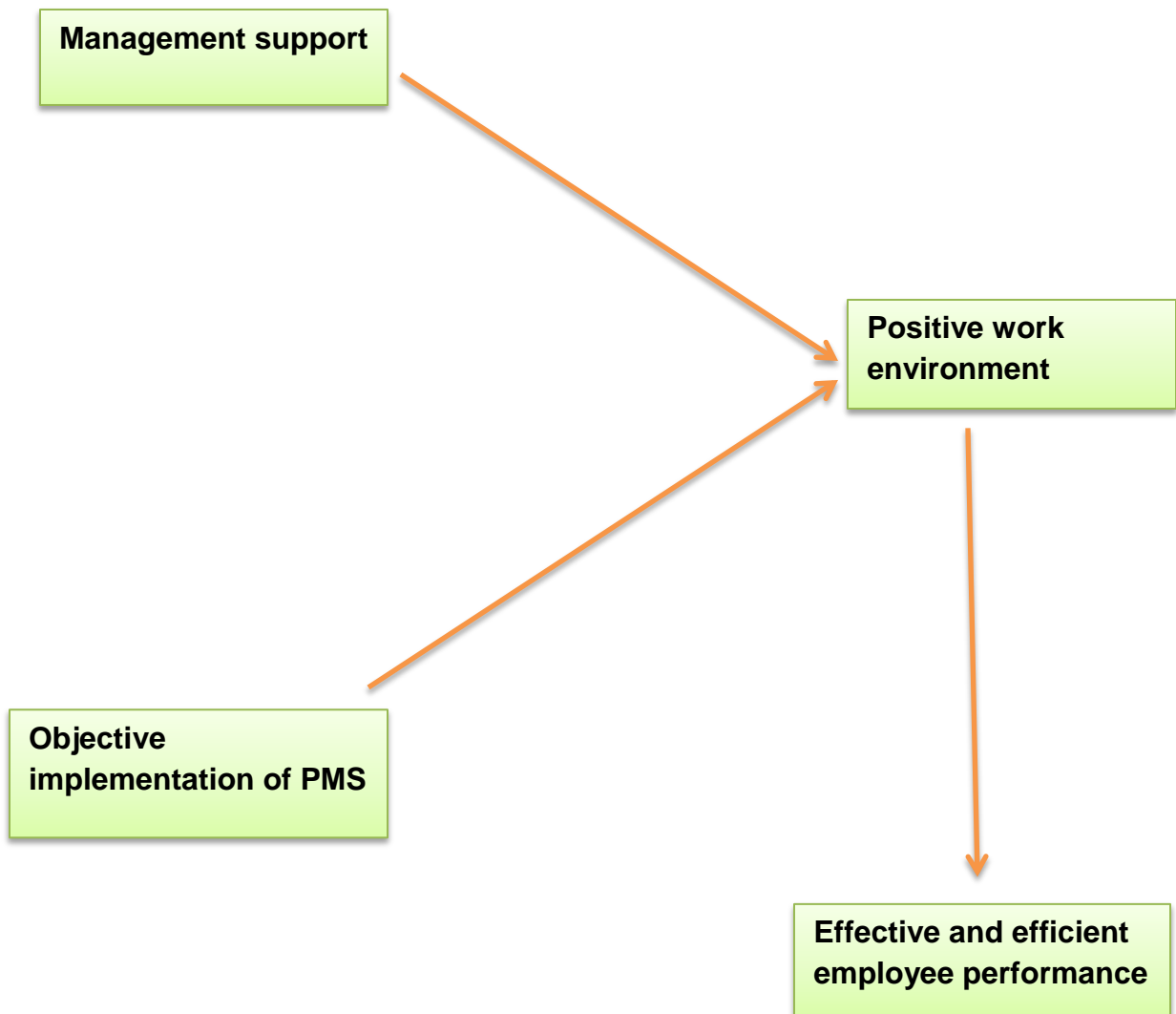
Regression analysis was employed to test the hypothesis illustrated above. The testing of the hypothesis commenced with the first part of the hypothesis, namely whether or not management support and objective implementation of a PMS have an influence on work environment.

Work environment is the dependent variable (Y), while management support and objective implementation of the performance management system are the independent variables (X). For this purpose the p-values of each coefficient were compared with a significance level of 0.1. If the p-values are less than 0.1 it can be concluded that management support and objective implementation of a PMS have an influence on work environment, whilst management support and objective implementation of a PMS do not have an influence on work environment if the p-values are greater than 0.1.

Table 5:13: Regression analysis: Management Support, Objective Implementation of PMS and Work Environment.

Dependent variable	Independent variable(s)	Co-efficient	t-statistic	P-value	R Square
Work environment	**Intercept**	11.369	5.666	0.000	0.682
	Management support	0.412	11.226	0.000	
	Objective implementation of PMS	0.128	4.052	0.000	

Table above shows that the p-value for the coefficient of management support (0.412) is 0.000, which is less than 0.1. The coefficient of 0.412 means that if management support increases by 1%, work environment will become more favourable by 0.412%. This means that management support has a significant, positive effect on work environment in the FSPS. The p-value for the coefficient of objective implementation of PMS (0.128) is 0.000, which is less than 0.1. The coefficient of 0.128 means that if implementation of a PMS is more objective by 1% then work environment will become more favourable by 0.128%. This means that objective implementation of a PMS has a significant, positive effect on work environment in the FSPS.

The results thus indicate that positive management support and objective implementation of a PMS leads to a positive work environment. This is an indication that the FSPS can improve on the work environment by having a positive management support as well as an objective performance management.

R-squared measures the variation of the dependent variable that is explained by the variation in independent variable(s). It lies between 0 and 1, and the closer it is to 1 the better. To interpret R squared the percentage is changed by multiplying by 100. Thus, for Table 14, R squared is 0.682. This means that 68.2% of the variation in work environment is explained by the variation in management support and objective implementation of a PMS.

The next regression model tested whether or not work environment has an influence on employee performance. Employee performance is the dependent variable (Y) and work environment is the independent variable (X). The p-values of each coefficient were calculated and compared with a significance level of 0.1. If the p-value is less than 0.1 it can be concluded that work environment has an influence on employee performance. If the p-value is greater than 0.1, it can be concluded that work environment does not have an influence on employee performance.

Table 5.14: Regression analysis: Work Environment and Employee Performance

Dependent variable	Independent variable	Coefficient	t-statistic	P-value	R Square
Employee performance	Intercept	53.950	10.805	0.000	0.114
	Work environment	0.449	3.962	0.000	

The p-value for the coefficient of work environment (0.449) is 0.000, which is less than 0.1. The coefficient of 0.449 means that if work environment become positive by 1%, employee performance will become 0.449% more effective and efficient. This means that positive work environment has a significant, positive effect on effective and efficient employee performance. Therefore, the results indicate that a positive work environment leads to positive employee performance.

R squared as in the above table is 0.114 which means that 11.4% of the variation in employee performance can be explained by the variation in work environment. This suggests that there are other variables that influence employee performance that are not included in the model estimated and are therefore accounted for by the 88.6%. That could be an item for future research to find out what other factors influence employee performance in the FSPS.

Thus, based on the analysis above, the hypothesis which states that 'the FSPS employees (public servants) will give effective and efficient performance if their managers are able to create and manage a positive work environment by providing management support and by implementing the current performance management system objectively' is proven to be true.

5.6   CONCLUSION

Chapter five statistically analysed and interpreted the data collected through questionnaires and focus interviews. The reliability of the questions was established through Cronbach's alpha method. Four variables including work environment, management support, objective implementation of a PMS, and employee performance were developed and were used to test the objectives and the hypothesis. Conclusions were drawn on each objective and the hypothesis after elaborate analysis and interpretation of results were discussed and reported. The general analysis is that while managers gave themselves high scores for management support and favourable work environment, employees gave themselves high scores on their performance. This indicates that managers and subordinates are living in their own separate worlds without understanding the

expectations and aspirations of one another, which needs to be managed to have effective and efficient employee performance in the FSPS. The conclusions and recommendations based on the findings of the study will be brought forward in the next chapter (chapter 6).

CHAPTER 6

EFFECTIVE AND EFFICIENT EMPLOYEE PERFORMANCE

IN THE FREE STATE PUBLIC SERVICE:

RECOMMENDATIONS

6.1 INTRODUCTION

Chapter 6 focuses on presenting recommendations that answer the research question, the aim and objectives and the hypothesis of the study. These recommendations are based on chapters 1, 2, 3 and 5 of this thesis that deal with the introduction, overview and demarcation of the study field (chapter 1), a literature review on favourable work environment (chapter 2), a literature review on employee performance management (chapter 3), as well as analysis, interpretations and conclusions drawn from data collected through questionnaires and focus group interviews (chapter 5).

Chapter 1 attempted to create a background for the study by highlighting the need to study factors such as management support, objective employee performance management, and favourable work environment as contributors to the effective and efficient performance of employees in the FSPS. It elaborated on the need for management of employees by those entrusted with the responsibility (managers) through support and management of employee performance. This chapter also discussed the impact of performance management as a management tool to empower and motivate employees. It indicated the significance of creating a favourable work environment through day-to-day management practices that use employee potential and provide employee satisfaction towards contributing to effective and efficient performance.

The recommendations discussed in this chapter therefore respond to the research question, aim and objectives as well as the hypothesis as presented in chapter 1.

6.2 RECOMMENDATIONS: FAVOURABLE WORK ENVIRONMENT (OBJECTIVE 1)

The conclusion drawn from the analysis and interpretation of data presented in chapter 5 suggested a positive work environment in the FSPS, though not a perfect one. In addition, the mean averages of the opinions and perceptions of managers and subordinates indicated that managers think highly about the work environment that they provide while subordinates are not as sure. A completely positive work environment can be attained, and the divergence in the opinion between managers and subordinates can be eliminated, by paying attention to the recommendations given below as identified in the analysis of data collected for questions that related to favourable work environment, focus group interviews and the literature review. The recommendations derived from the analysis of the questionnaires require managers to do the following:

- create opportunities for the subordinates to attend training and development programmes (at least one/year) relevant to their work;
- provide equal and fair treatment to employees;
- work on creating a better consultative work atmosphere by setting goals together and encouraging participative decision making;
- be readily available to support their subordinates;
- ensure that subordinates have the necessary authority to do the work when they are delegated responsibilities;
- use and develop their subordinates' full potential;
- use every opportunity to appreciate and recognize their subordinates' contribution so they get the feeling of achievement;
- ensure that every employee has a written career plan;
- develop the culture of showing respect to the subordinates;
- cultivate mutual trust and a strong manager-employee relationship in the unit
- demonstrate that they care about their subordinates;
- create the feeling of togetherness; and

During the focus groups interviews both managers and subordinates recommended equitable, fair and objective application of policies, rules and regulations to create a favourable work environment. Subordinates further recommended the following to improve the favourableness of the work environment:

- managers must practice fairness and equity;
- managers must provide appropriate decision making opportunities to their subordinates;
- there must be career planning, and opportunities for career growth or promotions;
- performance must be linked to promotion or career progression;
- managers must provide opportunities for their subordinates to attend training programs to develop personally and professionally;
- managers must adopt a management style that would positively drive the commitment, professionalism and hard work of employees;
- management, including top management, must be role models to the employees;
- there must be objective selection and recruitment processes that abide by policies and procedures, and focus on appropriate skills and competencies;
- individuals must be appointed in high positions based on their skills, competencies and capabilities, as it is frustrating for employees to work for managers who are not skilled, not knowledgeable and do not have the right attitude;
- employees need opportunities to grow in their jobs as opposed to placing young inexperienced and incorrectly skilled personnel at high positions; and
- internal promotion for at least levels 1-12 should be based on objective performance assessment, as this will indicate to employees that they are valued and cared for. This will increase their morale, commitment and citizenship behaviour.

Managers in the focus groups recommended the following:

- there must be organizational support to implement policies and procedures so that managers can create a favourable environment;
- managers must have appropriate delegated powers and sufficient resources;
- there must be a functional organizational structure that clarifies roles and responsibilities and channels of communication; and
- new recruits must be allowed to grow in the system through appropriate training, mentoring and coaching so that they develop the right skills, knowledge and attitude, as it is frustrating for managers to manage efficient and effective performance from their employees otherwise.

The detailed literature review presented in Chapter 2 of this thesis, which elaborated on the importance of a favourable/positive work environment in producing effective and efficient employee performance, has incorporated many recommendations that can be used by the managers for the benefits of their work environment. The chapter recommended that a favourable work environment be the goal of all managers, as it motivates employees for better performance through positively impacting on employee morale, productivity, the quality of work, level of innovation, teamwork and the length of their employment with the organization.

Other recommendations include the following:

- managers' actions must echo their words to instil trust and confidence in their subordinates, and to prove that managers will do what they have promised and that their intentions are sincere;
- managers must show genuine appreciation for the employees' achievement;
- managers must design work in such a way that it becomes a source of pride for employees; and

- managers must provide the opportunity for their employees to 'experience the feel of success.

The literature review presented in this thesis further suggests that emulating theories such as the Equity Theory and Reinforcement Theory can help managers to create a favourable work environment. The application of the Equity Theory by Adams helps managers to practice equity and fairness in their day to day management. Managers can also use the Reinforcement Theory to contribute to a positive work environment, as Reinforcement Theory helps them to understand how an individual learns behaviour and how it can be moulded. An understanding of the Reinforcement Theory will therefore help managers to reinforce the desirable behaviour immediately so that the employee can link the reinforcement to the acceptable behaviour, and strive to maintain the acceptable behaviour which is effective and efficient performance. Furthermore, McGregor's Theory X and Y, which expands on manager's assumptions about their subordinates, can also help managers to adopt a suitable management style that would bring out the best in their subordinates.

If the organization can support managers to implement the aforementioned recommendations, managers will be able to create a workplace where employees want to stay, grow and contribute their knowledge, experience and expertise to the success of the organization.

6.3 RECOMMENDATIONS: MANAGEMENT SUPPORT (OBJECTIVE 2)

Objective 1.8.2 of Chapter 1 was meant to compare the perceptions of managers about management support given to employees, and the expectations or perceptions by employees about management support they receive from the managers and establish whether management support contributes to the effective and efficient performance of employees. This objective intended to formulate recommendations to close the gap between the perceptions of managers and subordinates if identified.

The analysis of the data collected, as explained in Chapter 5 of this thesis, shows the status of management support in the FSPS. Though the analysis indicated a good management support structure in the FSPS, it did not show a 100% management support. It further showed a difference in the opinion between managers and subordinates, indicating that managers perceive themselves to be successful at management and in providing good management support. In contrast, subordinates exhibited low opinions regarding the support given by the managers.

This difference in perception needs to be managed, and the mean percentage of management support must be raised to 100% to safely demonstrate that management support in the FSPS is at the desired level, and that it manifests in effective and efficient employee performance. Thus, recommendations from the analysis of the questionnaires, focus group interviews as explained in Chapter 5, and the literature elaborated on in chapters 2 and 3, can help managers to improve their management support.

Based on the analysis of the data collected by the questionnaires, subordinates have made recommendations stipulating that managers must show support by means of the following:

- practicing open communication;
- giving prompt feedback;
- providing adequate information on time;
- honouring agreed upon commitments;
- following up on deadlines;
- being proactive;
- giving support, guidance and direction;
- encouraging team work;
- making fair decisions;
- protecting employees on work related matters;

- being efficient and effective;
- being a facilitator, teacher, and a coach;
- encouraging continuous learning;
- demonstrating that the subordinates are valued and respected;
- encouraging participative decision making;
- promoting ethical behaviour through actions;
- encouraging best practices in the unit;
- delegating work according to individual capabilities;
- giving recognition for good work on time, every time; and
- encouraging creativity and initiative.

The subordinates in the focus groups also recommended the following:

- managers must have appropriate delegated powers to match authority and responsibility to render them efficient and effective so that they can make the right decisions at the right time; and
- managers must have the necessary management skills, knowledge and competencies so that they can provide adequate management support to the subordinates.

The Managers in the focus groups recommended the following:

- the organizational culture and environment needs to change first to enable them to give necessary support to their subordinates.

The literature review in Chapter 2 provides the following recommendations on how to improve management support, stipulating that managers must do the following:

- do their jobs conscientiously and meticulously;
- be held accountable for their actions;

- give their subordinates the opportunity to perform a wide range of challenging and stimulating work;

- breed innovation, enthusiasm, initiative and commitment amongst employees;

- be easy to work with, knowledgeable and competent;

- be sincere;

- demonstrate trust in their subordinates' capabilities and potential;

- be supportive, encouraging, interactive and engaging;

- respect, value, care for, and treat employees as partners working together;

- be exemplars;

- display a positive attitude towards employees; and

- provide open, safe, and welcoming environment in which employees are encouraged to grow and learn.

Furthermore, managers are urged to study the implications of motivational theories in work situations and implement them so that they can support their subordinates to derive effective and efficient performance.

As such, managers must implement the following:

- Maslow's Theory to motivate employees by providing job security, recognizing employees' performance accomplishments, providing opportunities to socialize, and providing opportunities for growth and development. They must develop their employees to their full potential and make the work more meaningful and challenging for them, as they seek meaning and a sense of accomplishment in work irrespective of their skills, knowledge and status;

- Alderfer's Theory to satisfy the three needs such as existence, relatedness, and growth that can motivate employees to improve performance;

- Herzberg's Theory to provide their subordinates with the feeling of achievement, recognition, an interesting and challenging job, and opportunities to progress; and

- McClelland's Theory of Needs, including the need for achievement (nAch), the need for power (nPow), and the need for affiliation (nAff), helps managers to understand at what needs level their subordinates are, and then support them to achieve those needs.

Thus, managers need to implement the above recommendations, so that they can provide appropriate and timeous management support to derive effective and efficient performance from employees.

6.4 RECOMMENDATIONS: OBJECTIVE PERFORMANCE MANAGEMENT (OBJECTIVE 3)

The analysis of data, as presented in Chapter 5 of this thesis, has indicated objective implementation of the current performance management system in the FSPS, though not the best. The analysis further indicated a difference in the opinions between managers and subordinates, as more managers compared to subordinates believed that the PMS is implemented objectively in the FSPS. Accordingly, it is recommended that managers use the PMS as suggested below to make it more objective, as objective implementation of the PMS assists to develop effective and efficient employee performance.

Analysis of the questionnaire recommends that managers must use the PMS to do the following:

- clearly define performance objectives and performance expectations (the performance needed by the employees to achieve the defined objectives);
- provide for fair performance assessment;
- provide for fair performance rewards allocation;
- provide for performance recognition;

- provide for regular performance feedback;

- achieve meaningful goals;

- provide information on developmental needs;

- motivate employees to perform efficiently and effectively;

- reinforce good performance;

- contribute to a positive work environment;

- create happy and satisfied employees;

- identify excellent performers; and

- identify non-performers so that they can be helped to improve their performance to standard.

The analysis of the questionnaires also recommended that managers work towards the following:

- rectifying the flaws in the implementation of the PMS;

- changing the general negative attitude about the performance management process that it is a burden and or just for compliance;

- regaining the trust in the current performance management system; and

- changing the negative perception about the fairness and objectivity in the performance rewards allocation and improve the morale amongst employees.

The responses from the questionnaire further recommended that the following conditions need to be satisfied for the PMS in the FSPS to be objective:

- managers must be given a say in the final allocation of performance rewards;

- there must be transparency in the allocation of performance rewards;

- managers must be given the opportunity to verbally defend their recommendations on performance ratings and rewards when the moderating committee (higher committee) is not in agreement with the recommendations.

- fair and objective distributive justice must be followed;

- equal opportunity must be given to everyone to be considered for performance rewards;

- everyone who performs to specific criteria must be recommended for performance rewards; and

- the performance reward must reinforce the desired performance.

The questionnaires for both managers and subordinates further included questions that sought recommendations for increased objectivity of the current PMS in the FSPS, in order of importance. The respondents recommended the following as the first 5 ways to ensure performance:

- Fairness in the process of allocating rewards.

- The immediate manager should be consulted if the moderating committee feels the need to change the ratings and rewards recommendations.

- Training on performance management should be done as a team to ensure a uniform understanding of the process by all.

- Assessment must be done by the individual, the manager, colleagues and subordinates (360 degree).

- Presence of an independent observer at the moderating committee sittings.

Though the data clearly demarcated the first 5 recommendations, the next 5 recommendations in the order of importance were as follows:

- Publicly pronounce the recipients for performance rewards and the criteria used (transparency).

- Moderating committee must be external to the department so that the decisions are made based purely on motivations provided in the performance assessment form.

- All heads of branches (Deputy Director Generals or Chief Directors) must be part of the moderating committee.

- Introduce non-monetary rewards such as complimentary letters, employee of the week, month, annual awards.
- The decision must be based purely on the recommendations by the manager.

However, both groups recommended that rewarding the team instead of individuals should not be considered an option for increasing the efficiency and effectiveness of employee performance in the FSPS.

All 4 focus groups were very vocal on this topic, and raised the concern that the implementation of the current performance management system needs to be improved, and that it must be implemented as prescribed by the system to yield the desired results. The subordinates' focus groups recommended the following:

- Top management must get involved to make a positive impact on the objectivity of the PMS implementation.
- There must be quality control at top management level on how the processes are followed.
- Assessment must be done objectively, fairly, systematically and regularly.
- Managers must consider PM as their key responsibility.
- Managers must discuss performance with their employees.
- Managers and subordinates must change their attitude that the system is followed purely for compliance.
- Performance assessment ratings must be a true reflection of real performance.
- Transparency and objectivity must be maintained in awarding performance rewards.
- There must be consequences for non-performance to ensure the credibility of PMS.
- Below average performers must be managed (reprimanded/ trained/ mentored/ coached).

- Managers must take responsibility for performance plans and performance assessment.
- Managers must not fear reprisals from subordinates for being objective in their assessments and ratings.

Furthermore, Manager's focus groups recommended the following:

- Managers and their subordinates together as a team must be trained on the PMS and its implementation, so that both the managers and subordinates have the same understanding about the system which shall help to curb employees' unrealistic expectations for rewards. Currently the reality is that, employees expect performance rewards for doing work at the expected level for which they are paid a salary.
- Rotational reward systems followed by some departments must be stopped as they defeat the purpose of the PMS.
- Managers must be supported to reward hard working and performing employees.
- The organizational culture must change for the PMS system to be objective and 100% effective.
- Managers must have a say in the final allocation of performance rewards even when the moderating committee feels the need to cut down the number of employees who would receive notch increases and cash bonuses.
- Top management must give valid explanations to employees as to why they did not qualify for rewards though their scores reflected performance above normal requirements.
- Performance assessment must be linked to other human resource activities such as promotion and career growth, career planning, and succession planning.

The literature review in chapters 2 and 3 affirms some of the above recommendations as well as adds new recommendations. The literature endorses that managers must use the PMS to do the following:

- Manage employee behaviour and attitudes, and also create good relationships between individuals and teams.
- Open up channels of communication and facilitate ongoing communications between employees and their immediate supervisors to establish priorities and expectations and other elements that lead to effective and efficient employee performance.
- Facilitate a clear understanding on the meaning of a well performed job.
- Establish the standards by which the job performance is assessed and measured.
- Identify the barriers that hinder performance and institute measures to eliminate them.
- Attract and retain skilled staff.
- Provide information for other human resource functions.
- Create the awareness that individual performance must not be left to chance, but must be facilitated, supported and managed. Therefore, managers take responsibility for performance management and the development of employees, and this forms part of managers' day to day management of their subordinates.
- Yield information about skills, abilities, promotional potential, and performance histories of employees to be used in manpower planning as well as in assessing training needs and evaluating performance achievements.
- Establish a performance and learning culture in the Public Service.
- Help both manager and subordinate to understand the significance of performance management, how it is conducted in the organization, and what influence it could have on the employee's future and the performance of individuals and organization.

- Understand that behaviour is encouraged or discouraged depending on the consequences attached to the behaviour, and therefore managers must not reward mediocre or poor performance.
- Ensure that performance is clearly linked to rewards and rewards have value to employees.
- Ensure that rewards are proportionate to the importance of the desired behaviour.

A clear understanding and implementation of various motivation theories is also recommended. Adams' Equity Theory and Vroom's Expectancy Theory are very important in this instance. Managers must understand and implement Adams' Equity Theory to do the following:

- Ensure that there is fairness between efforts of employees and associated rewards. Employees must also feel the fairness when they compare their input outcome ratio with the input outcome ratio of relevant others.
- Manage organizational justice to inculcate the feeling of equity and fairness in employees, as organizational justice is a personal evaluation about the ethical and moral standing of managerial conduct.
- Refrain from making the mistake of assuming that employees will believe in organizational justice if they receive desirable outcomes.
- Understand that outcome favourability is different from outcome justice, where outcome favourability is a judgment of personal worth or value and outcome justice is a judgment of moral correctness.
- Ensure the practice of distributive justice (perceptions of outcome) and procedural justice (perceptions about the processes) – the two significant dimensions of organizational justice.

Managers must understand and implement Vroom's Expectancy Theory to do the following:

- Understand that the behaviour, though the individual's decision, is influenced by both internal (needs) and external (environment) factors.
- Understand the strength of the individual's expectations regarding the outcome as well as the desirability and attractiveness of rewards.
- Establish the performance-reward link and the effort-performance link.
- Set attainable performance standards and provide the necessary support and assistance in achieving these standards.
- Ensure a clear link between rewards and set performance standards.

6.5   RECCOMMENDATIONS: EMPLOYEE PERFORMANCE (OBJECTIVE 4)

The analysis of the questions related to objective 1.8.4 (as stated in chapter 1), that was intended to study managers' and subordinates' perceptions about employee performance and to establish whether the 2 groups differ in their perceptions, indicated positive employee performance in the FSPS, though not 100% effective as well as differences of opinions between managers and subordinates. In this instance, employees scored a higher percentage, indicating that they perceive their own performance to be excellent, whereas the manager's perceptions about the performance of their subordinates did not match.

Question number 13 on the questionnaire explicitly requested that the respondents rank their recommendations regarding how performance can be improved to be effective and efficient in the FSPS. However, the managers and subordinates differed in ranking their recommendations. The five most important factors according to the 2 groups are presented below.

Managers recommended the following in order of importance from 1 to 5:

1) An environment that develops employees' knowledge, skills and potential.

2) Managers who have authority that matches their responsibility.

3) Fair, objective, equitable and transparent performance rewards.

4) Fair, equitable and transparent application of rules and procedures.

5) Sufficient resources.

Subordinates recommended the following in order of importance from 1 to 5:

1) Mutual trust and respect between management and employees.

2) An environment that develops employees' knowledge, skills and potential.

3) Fair, equitable and transparent application of rules and procedures.

4) Sufficient resources.

5) Sufficient information.

In the focus groups the subordinates (100%) were also unanimous in that they perform effectively and efficiently. The majority indicated that they go the extra mile and beyond their job descriptions, without any prompting from their managers to finish an assignment. They added that they work well as a team, are willing to learn new things towards doing a better job, and always try to maintain a positive attitude no matter how difficult the work environment is.

However, managers had a different opinion regarding employee performance. One group of managers stated that 60% of employees work effectively and efficiently, while another group indicated only 30%. The reasons for poor performance attributed by managers included laziness, lack of commitment from employees as well as a lack of employee skills, knowledge and attitude. This

coincides with Schein and Mc Gregor's theories on assumptions managers make about their subordinates.

Mc Gregor's Theory X and Y described two types of employees. Managers who believe in Theory X assume that employees are inherently lazy, do not like their jobs and have no ambition. Such managers make assumptions about employees without understanding them and try to manage them accordingly. This way of management does not yield the desired outcomes for the following reason. As employees differ in their nature and attitudes, and are complex and dynamic, several needs operate at different levels of importance to them which change according to time and situation.

As a result, employees react differently to management styles depending on their own needs, goals, abilities, and the nature of their work at a given time. Therefore, the recommendation is that, as there could never be one correct managerial strategy/style that will work for all individuals at all times, managers should be able to understand their employees, their strengths and weaknesses, capabilities and shortcomings and develop appropriate management styles that will suit the situation. Adopting Schein's Theory on managerial assumptions such as the social man assumption, the self-actualization assumption and complex man assumption, as well as McGregor's Theory Y, and Maslow's Self-actualization Level of Need Theory would assist managers to adopt a suitable management style that would bring out the best in their employees.

A further recommendation from the literature review is that managers strive to develop individual abilities and provide sufficient resources and ensure employees are motivated, as effective and efficient performance is not a stand-alone factor but a combination of those three factors. In addition, Managers must live up to subordinates' expectations and assumptions. As such, the literature review in Chapter 2 suggests that managers satisfy the qualities that employees search for in them and these qualities are incorporated in this chapter under various

objectives already. However, they are repeated to emphasize the importance in deriving efficient and effective performance from FSPS employees.

The managers are expected to be:

- easy going and fun to work with;
- knowledgeable and competent;
- exhibit sincere interest in their employees;
- have trust in the capabilities and competencies of their employees;
- believe in engaging with employees, and in relationship building;
- supportive and encouraging;
- interactive and engaging;
- respect, value, care for, and treat employees as partners working together towards common goals;
- be exemplars, thus role models setting examples through words and deeds, including those who display a positive attitude towards employees;
- providing employees with the opportunity and ability to perform a wide range of challenging and stimulating work; and
- breeding innovation, enthusiasm, initiative and commitment amongst employees.

A lack of resources, less supportive organizational culture, systems and procedures that are not fairly and equitably implemented, a lack of recognition and appreciation for real performance, and ineffective organizational structures were all again identified by focus groups as some of the deterrents to effective and efficient employee performance. Rectification and proper management of these negative factors could greatly improve FSPS employee performance.

6.6   RECOMMENDATIONS: HYPOTHESIS

Based on the analysis as presented in Chapter 5, the hypothesis stated in chapter 1 (the FSPS employees will be effective and efficient performers if their managers are able to create and manage a positive work environment by providing management support and by implementing the current performance management system objectively) is proven to be true. However, an analysis of the managers' and subordinates' opinions regarding the creation of a favourable work environment by managers, the management support given to subordinates, objective implementation of the current PMS, and the perception on employee performance, these variables are not sufficiently positive in the FSPS. Opinions from managers and subordinates further suggested a difference in their perceptions on the above mentioned variables. Therefore, recommendations suggested earlier are applicable to improve the efficiency and effectiveness of employee performance.

6.7   TOPICS FOR FUTURE RESEARCH

Based on the comments from the respondents, the following could be ideal topics for future research.

- Whether the FSPS's organizational culture enables the managers to give necessary management support to their subordinates.
- Whether top management provides the necessary support to managers for fair, equitable and objective implementation of the various policies in the FSPS, which in turn enables managers to provide the necessary management support to their subordinates.
- Whether the organizational in the FSPS has any role in the objective implementation of the PMS system in the FSPS.
- Variables other than the positive work environment, management support and objective implementation of PMS that contribute to effective and efficient employee performance in the FSPS.

6.8   CONCLUSION

The call for a change in organizational culture, for a culture where rules and regulations are adhered to as a precursor to effective and efficient employee performance, was echoed clearly in the data collected. This can be a topic for future research to establish how the organizational culture impacts on the effective and efficient performance of employees. Instituting quality control systems at top management level of the processes followed in the PMS was yet another strong recommendation. The quality control system is expected to ensure that supervisors and managers take responsibility for each and every step of the PMS, starting from the performance plan, the performance assessment and rewards, and corrective measures. The quality control system must ensure that only effective and efficient performance is rewarded, and that poor performance will never be rewarded. A further recommendation was that the PMS must link to human resource processes such as career planning and career progression, promotion, recruitment, selection and appointments.

Understanding and instituting the various motivational theories in the work situation was a further recommendation, as those theories speak directly to the critical variables in the study such as management support, work environment, and objective implementation of the PMS and employee performance.

The analysis of the variables management support, work environment, objective implementation of the PMS and employee performance assisted in testing the hypothesis. Though the hypothesis is proven to be true, it must be borne in mind that all the recommendations given above must be followed to ensure 100% management support, a positive work environment and the objective implementation of the PMS that would lead to 100% effective and efficient FSPS employees.

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To All HOD's
Provincial Government Departments
Free State Province

Data collection from Free State Provincial Government Departments

Dear Colleagues,

I wish to inform you that permission is granted to Ms Rachel Thomas, Director: IGR, Department of the Premier, to collect necessary data through questionnaires, interviews, focus group discussions, records and documents (not confidential) from the Free State Government Departments towards a PhD study with the University of the Free State.

The topic of the research is "Employee performance: a challenge for managers In the Free State Public Service". The purpose of the study is two pronged; (i) to gain a PhD degree and (II) to contribute to the better performance of Free State provincial government (FSPG) through the better performance of its employees.

Your support in this regard is highly appreciated.

Thanking you

Yours Sincerely

Kopung Ralikontsane

Acting Director General,

Department of the Premier

Date: 30 / 07 / 2013

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COVER LETTER

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Promoter: **Dr. Francois Minnaar**, Department of Public Administration & Management, University of the Free State.

Dear participant,

The attached questionnaire forms part of a research in the Free State Public Service. The aim of this research is to investigate how the Free State public service managers manage the performance of their employees. In the process four factors will be analysed, such as; (i) the status of work environment in the FSPA (ii) objectivity of the performance management system practices in the respective provincial government departments; (iii) the level of management support given by the managers and (iv)level of employee performance. The study intends to propose what course of action could assist managers to derive effective and efficient performance from the FSPS employees.

This research is also for the purpose of obtaining a DOCTORAL degree. Therefore, you are humbly requested to complete this questionnaire. Your responses will be kept confidential and your questionnaire will remain anonymous.

Thank you very much for participating in this research.

Kind regards, R Thomas.

<u>**INSTRUCTIONS FOR COMPLETING THE QUETIONNAIRE**</u>

Employee performance, the challenge for managers in the Free State Public Service

1.   You are to choose from options given. There is no right or wrong answer.

2.   Mark the response that you agree with x

3.   It will take **only 20-30** minutes to complete the questionnaire.

4.   You are welcome to direct any queries about the contents of this questionnaire to the contacts on the previous page.

Please also note:

❖   **'Work environment' for this questionnaire denotes***; fairness in the systems and processes, job satisfaction, motivation, morale, management support, teamwork, interpersonal relationship, mutual trust and respect between manager and employees.*

❖   **'Employees'** for this questionnaire refer to subordinates**.**

❖   **'Rewards'** for this questionnaire refer to notch increase and / performance bonus.

❖   **'Distributive justice'** for this questionnaire refers to the fairness in which the rewards are distributed *(ie: reward is proportionate to performance of an employee as well as, performance and reward of an employee is proportionate to the performance and rewards of another employee who does similar job).*

❖   **'Procedural justice'** for this questionnaire refers to the fairness in the systems and processes that lead to the decision regarding performance rewards.

QUESTIONNAIRE FOR MANAGERS (LEVEL 13)

SECTION A: DEMOGRAPHIC DATA

Please provide your personal details below:	
Department in which you are working in	
Premier	
Agriculture and rural development	
Cooperative governance, traditional affairs	
Economic development, tourism and environmental affairs	
Education	
Health	
Human settlement	
Police, roads and transport	
Provincial treasury	
Public work	
Social development	
Sport, arts, culture and recreation	
Occupational level	
Level 13	
Level 12	
Level 11	
Experience in your current position	
Less than 5 years	
5-10 years	
11 – 15 years	
16 – 20 years	
21 – 25 years	
More than 25 years	

Gender	
Female	
Male	
Age	
25 and less	
26-35	
36-45	
46-55	
56 - 65	

SECTION B

1   As a manager how do you agree with the following statements? Mark the most relevant response with an **X on Agree (A)/ No comments (NC)/ Do not agree (DA).**

	Statements	A	NC	DA
1	I request lot of work from staff at a short period of time.			
2	I request employees to do unrelated tasks.			
3	I request employees to do activities that are unplanned.			
4	I have open communication with my employees.			
5	I follow up on deadlines.			
6	I am prompt in giving feedback.			
7	I always honour agreed upon commitments.			
8	I give guidance and direction.			
9	I provide adequate information on time.			
10	I encourage team work.			
11	I am always available to support.			
12	I am proactive.			
13	My decisions are always fair.			
14	I play advocate's role for my staff on work related matters.			
15	I am efficient and effective.			
16	I successfully play the roles of facilitator, teacher, and a coach.			

		A	ST	N
17	I encourage continuous learning.			
18	My actions show that the employees are valued and respected.			
19	I encourage participative decision making.			
20	I try to promote ethical behaviour through my actions.			
21	I encourage and implement best practices in my unit.			
22	I delegate work according to individual capabilities.			
23	I ensure a favourable work environment.			
24	I give personal recognition for good work on time every time.			
25	I encourage creativity and initiative.			

2.   In relation to the motivating practices in your unit please select the most relevant response from **Always (A),/ Sometimes (ST)** / "**Never**" for each of the statements below. Mark with **X.**

	Manager's opinion	A	ST	N
1	The employees in my unit attend at least one training programme every year that is relevant to the work situation.			
2	The employees in my unit are treated fairly in all aspects.			
3	The employees in my unit are consulted on matters that affect them.			
4	The employees in my unit get minimal interference from me on how to do their jobs.			
5	The employees in my unit can approach me any time if they need support to do their job.			
6	The employees in my unit know what is expected of them because we set goals together.			
7	The employees in my unit get opportunities to make decisions.			
8	The employees in my unit find their job interesting.			
9	The employees in my unit get opportunities to use their full potential.			
10	The employees in my unit have sufficient authority that matches responsibility.			

	Statements					
11	The employees in my unit enjoy a general feeling of achievement.					
12	The employees in my unit get the highest degree of respect.					
13	The employees in my unit have a caring work environment.					
14	The employees in my unit are treated equal.					
15	The employees in my unit have written career plan.					
16	There is mutual trust between myself and the employees.					
17	The employees in my unit have the feeling of togetherness.					
18	There is a strong manager- employee relationship in my unit.					

3. To what extent as a manager, you agree with the following statements? Please answer every statement given in the table below. Mark the most relevant response with an X from **Strongly Agree (SA) / Agree (A)/ No Comments (NC) / Disagree (DA)/ Strongly Disagree** (**SDA**)**.**

	Statements	SA	A	NC	DA	SDA
1	I do not have delegated powers to make decisions affecting my unit be it financial or otherwise.					
2	It is always a struggle to get sufficient resources.					
3	My authority as a manager of the unit doesn't match with my responsibility.					

4. Please answer every statement given in the table below. Mark the most relevant response with an **X** from **Strongly Agree (SA)/ Agree (A)/ No Comments (NC)/ Disagree (DA)/ Strongly Disagree** (**SDA**)**. Each statement starts with "Employees in my unit………**

Statements. "Employees in my unit…."		SA	A	NC	DA	SDA
1	Do quality work.					
	Always punctual in doing their work.					
3	Go beyond their job description when necessary.					
4	Work overtime to finish an assignment without being asked.					
5	Always perform beyond predetermined standards.					
6	Stay positive even if their work is not appreciated.					
7	Do their job, no matter how difficult it is.					
8	Are willing to learn what they do not know to do their job well.					
9	Work well as a team.					
10	Do not resist changes.					
11	Do not take leave unnecessarily					
12	Do not look for other jobs.					
13	Are very happy with their jobs because their performance is always appreciated.					
14	Make meaningful contribution in the workplace.					
15	Are disciplined.					
16	Are happy and content with their work environment.					
17	Feel proud to be a member of the unit.					
18	Are always excited because their work is challenging and interesting.					
19	Are happy and content because they know they are valued and respected.					

5   Performance management system in the FSPS

	The performance management system	Yes	No
1	Is there a functional performance management system in your department?		
2	Is the current performance management system clearly understood by everyone in your unit?		
3	Are you well trained on the performance management system?		
4	Are all your employees trained on the performance management system?		

6   Please state whether you agree with the following statements by answering every statement given in the table below. **Choose from: Agree (A)/ No Comments (NC)/ Do not Agree (DA). The statements start with "The current performance management system…."**

	The current performance management system….	A	N C	DA
1	Ensures clearly defined objectives and performance expectations for every employee.			
2	Provides for fair performance assessment.			
3	Provides for fairness in the allocation of performance rewards (notch increase and or bonus).			
4	Provides for performance recognition.			
5	Provides for regular performance feedback.			
6	Helps employees to achieve meaningful goals.			
7	Provides information for employee development purposes.			
8	Motivates employees to perform efficiently and effectively.			
9	Reinforces good performance.			
10	Contributes to a positive work environment.			
11	Makes employees happy and satisfied at work.			
12	Assists to identify excellent performers and it encourages others to perform better.			

13	Assists to identify non-performers so that they can be helped to improve their performance to standard.			
14	Concept of the performance management system is good but implementation is flawed.			
15	The general attitude about performance management process is to just finish the paper work and get it over.			
16	Employees have completely lost trust in the current performance management system.			

7 Please indicate who has direct input into the initial performance ratings in your department currently? You may choose as many options as necessary from the table below with an **X**.

	Performance Raters	Response
1	Employee	
2	Manager	
3	Peers	
4	Subordinates	
5	360gree	

8 With regard to the performance rewards processes in your department, please indicate the level of agreement for each statement in the table below. Mark the most relevant option with an **X** from **Strongly Agree (SA)/ Agree (A)/ No Comments (NC)/ Disagree (DA)/ Strongly Disagree** (**SDA**).

	Performance rewards	SA	A	NC	DA	SDA
1	I do not have a say in the final allocation of rewards (notch increase and or cash bonus).					
2	When employees do not get any rewards, it affects their performance.					
3	With the current performance reward system there is transparency on the allocation of performance rewards.					
4	There is fairness in the allocation of rewards with the current performance reward system					

		SA	A	NC	DA	SDA
5	Managers who are responsible for the performance of their staff are given the opportunity to verbally defend their recommendations on performance ratings and rewards when the moderating is not in agreement with their recommendations.					
6	Even those employees who do not get any performance rewards are satisfied because they are convinced that the processes (procedural justice) followed are fair and objective.					
7	The main reason for low employee morale is the negative perception about the fairness and objectivity in the performance rewards allocation.					

9 In your opinion, when do performance rewards contribute to increased performance of employees? Please indicate the level of agreement for each statement in the table below. Mark the most relevant option with an **X** from **Strongly Agree (SA)/ Agree (A)/ No Comments (NC)/ Disagree (DA)/ Strongly Disagree** (**SDA**).

	Factors contributing to increased performance by employees	SA	A	NC	DA	SDA
1	When performance reward is attached to "real" performance accomplishments.					
2	When there is organizational oversight to make sure that the performance rewards criteria are applied fairly, equitably and consistently.					
3	When the performance reward system build positive morale in the work environment.					
4	When top management doesn't allow any bias or subjectivity in awarding rewards.					
5	When poor performance is never rewarded.					
6	When there is clarity and transparency regarding procedures that lead to performance reward.					

10 Please indicate the level of agreement for each statement in the table below. Mark the most relevant option with an **X** from the following: **Agree (A), No Comments (NC), Disagree (DA).**

	Statements	A	N C	DA
1	All employees in my unit are given equal opportunity to be considered for performance rewards.			
2	Everyone who performs to specific standards (in my unit) is recommended for performance rewards.			
3	Performance reward reinforces the desired performance.			
4	The reward system in my department encourages employees who did not get any rewards to work harder.			
5	All employees who have received performance rewards in my department (not unit) are better performers than those who did not receive rewards.			

11 As a manager, what do you suggest to improve the implementation of the current performance management system? Choose from the table below and rank them according to importance. Rate each of the following factors on a scale of 1 to 10, with **1 being the least important and 10 being the most important**. **You can give same rating to more than one, if reasons are equally important to you.**

	Statements	Rank
1	Training on performance management should be done as a team to ensure same understanding of the process by all.	
2	Assessment must be done by self, manager, colleagues and subordinates (360 degree).	
3	There must be an independent observer present at the moderating committee sittings.	
4	The immediate manager must be consulted if the moderating committee feels the need to change the ratings and rewards recommendations.	
5	Ensure fairness in the process of allocating rewards.	
6	Ensure objectivity in all the steps of the performance	

	management process.	
7	Reward teams, not individuals.	
8	Publicly pronounce the recipients for performance rewards and the criteria used (transparency).	
9	All heads of branches (DDG/Chief Directors) must be part of the moderating committee.	
10	Moderating committee must be external to the department so that the decisions are made purely based on motivations provided in the performance assessment form.	
1 1	The decision must be purely based on the recommendations by the manager.	
1 2	Introduce non- monetary rewards like 'complimentary letters, employee of the week, month, year awards'.	

12 In your opinion, what are the factors that contribute to poor performance in your department? Choose from the table below and rank them according to importance. Rate each of the following factors on a scale of 1 to 10, with 1 being the least important and 10 being the most important. **You can give same rating to more than one, if reasons are equally important to you.**

	Factors that contribute to poor performance	**Rank**
1	Employees lack necessary skills and knowledge.	
2	Employees lack creativity and initiative.	
3	Employees lack commitment.	
4	Employees are simply lazy.	
5	Employees only care about money.	
6	Management do not trust and respect employees.	
7	There are no consequences for poor performance.	
8	There is no opportunity to apply knowledge and skills.	
9	There is no recognition for performance achievements.	
10	No job satisfaction.	
11	Managers who are not open and supportive.	
12	Lack of distributive justice in the allocation of performance rewards.	
13	Lack of procedural justice in the allocation of performance rewards.	

13 As a manager what would you recommend to improve performance? Rate each of the following factors on a scale of 1 to 10, with 1 being the least important and 10 being the most important. You can give the same rating to more than 1 statement if they are of equal importance to you.

	Recommendations	Rank
1	Freedom to utilize employees' knowledge and skills.	
2	Work environment that develops employees' knowledge, skills and potential.	
3	Fair, objective, equitable and transparent performance rewards.	
4	Fair, equitable and transparent application of rules and procedures.	
5	Freedom for creativity and initiative.	
6	Managers who have authority that matches responsibility.	
7	Participative decision making.	
8	Immediate recognition for performance achievements.	
9	Objective implementation of the current performance management system.	
10	Mutual trust and respect between management and employees.	
11	Constant performance feedback.	
12	Sufficient information.	
13	Sufficient resources.	

14 Any additional information

1	
2	
3	
4	
THANK YOU FOR YOUR PARTICIPATION AND VALUABLE INPUTS	

QUESTIONNAIRE FOR SUBORDINATES (LEVELS 11&12)

SECTION A: DEMOGRAPHIC DATA

Please provide your personal details below:	
Department in which you are working in	
Premier	
Agriculture and rural development	
Cooperative governance, traditional affairs	
economic development, tourism and environmental affairs	
Education	
Health	
Human settlement	
Police, roads and transport	
Provincial treasury	
Public work	
Social development	
Sport, arts, culture and recreation	
Occupational level	
Level 13	
Level 12	
Level 11	
Experience in your current position	
Less than 5 years	
5-10 years	
11 – 15 years	
16 – 20 years	
21 – 25 years	
More than 25 years	

Gender	
Female	
Male	
Age	
25 and less	
26-35	
36-45	
46-55	
56 - 65	

SECTION: B.

1   Do you agree with the following statements? Mark the most relevant response with an **X. Agree (A) No Comments (NC) Do not Agree (DA).**

Each statement starts with "My manager…….."		A	NC	DA
1	Requests lot of work from me at a short period of time.			
2	Requests me to do unrelated tasks.			
3	Request me to do activities that are unplanned.			
4	Practices open communication.			
5	Follows up on deadlines.			
6	Promptly gives feedback.			
7	Always honours agreed upon commitments.			
8	Gives guidance and direction.			
9	Provides adequate information on time.			
10	Encourages team work.			
11	Is always available to support.			
12	Is always proactive.			

13	Always makes fair decisions.			
14	Protects me on work related matters.			
15	Is efficient and effective.			
16	Plays the roles of facilitator, teacher, and a coach.			
17	Encourages continuous learning.			
18	Demonstrates that I am valued and respected.			
19	Encourages participative decision making.			
20	Promotes ethical behaviour through actions.			
21	Encourages and implements best practices in the unit.			
22	Delegates work according to individual capabilities.			
23	Ensures a favourable work environment			
24	Gives recognition for good work on time every time.			
25	Encourages creativity and initiative.			

2. In relation to the motivating practices, do the following statements relate to the unit in which you work? Please select the most relevant response from "A**lways" (A), "Sometimes" (ST)** or "**Never"(N)** for each of the statements below. Mark with **X.**

	Subordinate's opinion	A	ST	N
1	I attend at least one training programme every year that is relevant to the work situation.			
2	I am treated fairly in all aspects.			
3	I am consulted on matters that affect me.			
4	I get minimal interference from my manager on how to do my job.			
5	I can approach my manager any time if I need support to do their job.			

6	I know what is expected of me as my manager and I set my goals together.			
7	I get opportunities to participate in decision making.			
8	My job is interesting.			
9	I get opportunities to use my full potential.			
10	I have sufficient authority that matches my responsibility.			
11	I always have the feeling of achievement.			
12	I get the highest degree of respect from my manager.			
13	I work in a caring work environment.			
14	I receive equal treatment in every aspect that affects me.			
15	I have written career plan.			
16	There is mutual trust between myself and my manager.			
17	I have the feeling of togetherness.			
18	There is a strong manager- employee relationship in my unit.			

3 Please answer every statement given in the table below. Mark the most relevant response with an **X** from the following: **Strongly Agree (SA) / Agree (A)/ No Comments (NC) / Disagree (DA)/ Strongly Disagree** (**SDA**)**.**

Statements		SA	A	NC	DA	SDA
1	My manager does not have delegated powers to make decisions affecting the unit be it financial or otherwise.					
2	It is always a struggle to get sufficient resources.					
3	My manager's authority doesn't match with the responsibility.					

4   Please answer every statement given in the table below. Mark the most relevant response with an **X** from the following: **Strongly Agree (SA)/ Agree (A)/ No Comments (NC)/ Disagree (DA)/ Strongly Disagree** (**SDA**)**.**

	Statements.	SA	A	NC	DA	SDA
1	I do quality work.					
2	I am always punctual in doing my work.					
3	I go beyond my job descriptions when necessary.					
4	I work overtime to finish an assignment without being asked.					
5	I always perform beyond predetermined standards.					
6	I stay positive even if my work is not appreciated.					
7	I do my job, no matter how difficult it is.					
8	I am willing to learn what I do not know to do my job well.					
9	I work well as a team.					
10	I welcome changes.					
11	I do not take leave unnecessarily.					
12	I do not look for other jobs.					
13	I am very happy with my job because my performance is always appreciated.					
14	I make meaningful contribution in the workplace.					
15	I am disciplined.					
16	I am happy and content with my work environment.					
17	I feel proud to be a member of this unit.					
18	I am always excited because my work is challenging and interesting.					
19	I am happy and content with my job.					

5   Performance management system in the FSPA

The performance management system		Yes	No
1	Is there a functional performance management system in your department?		
2	Do you clearly understand current performance management system?		
3	Are you trained on the performance management system?		

6   Please state whether you agree with the following statements by answering every statement given in the table below. **State either Agree (A)/ No Comments (NC)/ Do not Agree (DA). The statements start with 'The current performance management system…'.**

The current performance management system….		A	NC	DA
1	Helps to clearly define performance objectives and my performance expectations.			
2	Provides for fair performance assessment.			
3	Provides for fairness in the allocation of performance rewards.			
4	Provides for performance recognition.			
5	Provides for regular performance feedback.			
6	Helps me to achieve meaningful goals.			
7	Provides information on my development needs.			
8	Motivates me to perform efficiently and effectively.			
9	Reinforces good performance.			
10	Contributes to a positive work environment.			
11	Makes me happy and satisfied at work.			
12	Assists to identify excellent performers.			
13	Assists to identify non-performers so that they can be helped to improve their performance to standard.			
14	Concept of the performance management system is good but implementation is flawed.			
15	The general attitude about performance management process is to just finish the paper work and get it over.			
16	I have completely lost trust in the current performance management system.			

7 Please indicate who has direct input into the initial performance ratings in your department currently? You may choose as many options as necessary from the table below with an **X**

Performance Raters		response
1	Employee	
2	Manager	
3	Peers	
4	Subordinates	
5	360 degree	

8 With regard to the performance rewards processes in your department, please indicate the level of agreement with an **X** for each statement in the table below. Mark the most relevant option from **Strongly Agree (SA)/ Agree (A)/ No Comments (NC)/ Disagree (DA)/ Strongly Disagree** (**SDA**).

Performance rewards		SA	A	NC	DA	SDA
1	My manager does not have a say in the final allocation of my performance rewards (notch increase and or cash bonus).					
2	When I fail to get any rewards, it affects my performance.					
3	With the current performance reward system there is transparency on the allocation of performance rewards.					
4	There is fairness in the allocation of rewards with the current performance reward system					
5	My manager is given the opportunity to verbally defend his/ her recommendations on performance ratings and rewards when the moderating committee (higher committee) is not in agreement with the recommendations.					
6	I am satisfied even if I do not get any performance rewards because I am convinced					

		SA	A	NC	DA	SDA
	that the processes (distributive justice) followed are fair and objective.					
7	The main reason for low employee morale is the negative perception about the fairness and objectivity in the performance rewards allocation.					

9   In your opinion, when do performance rewards contribute to increased employee performance? Please indicate the level of agreement for each statement in the table below with an **X** from the table below: **Strongly Agree (SA)/ Agree (A)/ No Comments (NC)/ Disagree (DA)/ Strongly Disagree (SDA)**.

Factors contributing to increased performance by employees		SA	A	NC	DA	SDA
1	When performance reward is attached to "real" performance accomplishments.					
2	When there is organizational oversight to make sure that the performance rewards criteria are applied consistently.					
3	When the performance reward builds positive morale in the work environment.					
4	When top management doesn't allow any bias or subjectivity in awarding rewards.					
5	When poor performance is never rewarded.					
6	When there is clarity and transparency regarding procedures that lead to performance reward.					

10 Please indicate the level of agreement for each statement in the table below. Mark the most relevant option with an **X** from the following: **Agree (A), No Comments (NC), Disagree (DA).**

Statements		A	N C	DA
1	I am given equal opportunity to be considered for performance rewards.			
2	Everyone who performs to specific criteria is recommended for performance rewards.			
3	The performance reward reinforces the desired performance.			
4	The reward system encourages employees who did not get any rewards to work harder.			
5	I believe that everyone who has received performance rewards in my department are better performers than those who did not receive rewards.			

11. What do you suggest to improve the implementation of the current performance management system? Choose from the table below and rank them according to importance on a scale of 1 to 10, with **1 being the least important and 10 being the most important**. **You can give same rating to more than one, if they are equally important in your opinion.**

Statements		Rank
1	Training on performance management should be done as a team to ensure same understanding of the process by all.	
2	Assessment must be done by self, manager, colleagues and subordinates (360 degree).	
3	There must be an independent observer present at the moderating committee sittings.	
4	The immediate manager must be consulted if the moderating committee feels the need to change the ratings and rewards recommendations.	
5	Ensure fairness in the process of allocating rewards.	

6	Reward teams, not individuals.	
7	Publicly pronounce the recipients for performance rewards and the criteria used (transparency).	
8	All heads of branches (DDG/Chief Directors) must be part of the moderating committee.	
9	Moderating committee must be external to the department so that the decisions are made purely based on motivations provided in the performance assessment form.	
10	The decision must be purely based on the recommendations by the manager.	
11	Introduce non- monetary rewards like 'complimentary letters, employee of the week, month, year awards'.	

12 In your opinion, what are the factors that contribute to poor performance in your department? Choose from the table below and rank them according to importance. on a scale of 1 to 10, with 1 being the least important and 10 being the most important. **You can give same rating for more than one, if they are equally important in your opinion.**

Factors that contribute to poor performance		Rank
1	Employees lack necessary skills and knowledge.	
2	Employees lack creativity and initiative.	
3	Employees lack commitment.	
4	Employees are simply lazy.	
5	Employees only care about money.	
6	Management do not trust and respect employees.	
7	There are no consequences to poor performance.	
8	There is no equity and fairness in processes and decisions.	
9	There is no opportunity to apply knowledge and skills.	
10	There is no recognition for performance achievements.	

11	No job satisfaction.	
12	Managers who are not open and supportive.	
13	Lack of distributive justice in the allocation of performance rewards	
14	Lack of distributive justice in the allocation of performance rewards.	

13 What do you recommend to improve performance? Rate each of the following factors on a scale of 1 to 10, with **1 being the least important and 10 being the most important.** You can give the same rating to more than 1 statement if they are of equal importance to you.

Recommendations		**Rank**
1	Freedom to utilize employees' knowledge and skills.	
2	Work environment that develops employees' knowledge, skills and potential.	
3	Fair, objective, equitable and transparent performance rewards.	
4	Fair, equitable and transparent application of rules and procedures.	
5	Freedom for creativity and initiative.	
6	Managers who have authority that matches responsibility.	
7	Participative decision making.	
8	Immediate recognition for performance achievements.	
9	Objective implementation of the current performance management system.	
10	Mutual trust and respect between management and employees.	
11	Constant performance feedback.	
12	Sufficient information.	
13	Sufficient resources.	

14   Any additional information

THANK YOU FOR YOUR PARTICIPATION AND VALUABLE INPUTS	

FOCUS GROUP INTERVIEW GUIDE FOR MANAGERS (LEVEL 13)

1	What is your observation about the performance of the Free State public servants? Are they all performing to expectations?
2	What in your opinion contributes to poor performance?
3	What in your opinion contributes to higher performance?
5	State how you support your staff.
6	In your opinion, does the work environment play a role in encouraging or discouraging performance from employees?
7	Does the Performance management system have a positive influence on the performance of employees?
8	In your opinion how can we improve the performance level of FSP Servants?
9	In your opinion how can we improve on the implementation of the current performance management system?

FOCUS GROUP INTERVIEW GUIDE FOR SUBORDINATES (LEVELS 11&12)

1	What is your observation about the performance of the Free State public servants? Are they all performing to expectations?
2	What in your opinion contributes to poor performance?
3	What will make you perform to your full potential?
4	What are the factors that you expect your manger to support you with.
5	In your opinion, does the work environment play a role in encouraging or discouraging performance from employees?
6	Does the Performance management system have a positive influence on the performance of employees?
7	In your opinion how can we improve the performance level of FSP Servants?
8	In your opinion how can we improve on the implementation of the current performance management system?