

**THE EFFECTIVENESS OF THE PMS USED FOR
MIDDLE-LEVEL MANAGERS IN THE SAMHS HQ
WITHIN GAUTENG PROVINCE**

BOITUMELO JOYCE DUBE

**Submitted to the Faculty of Management, University
of Witwatersrand, in 33% fulfilment of the
requirements for the Degree *Master of Security
Management* (in the field of Public and
Development Management)**

16 AUGUST 2013

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Supervisor: Col (Dr) C.A. Pitse [PhD]

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ABSTRACT

Performance Management (PM) is one of the most important formal management tools that organisations use in the evaluation of individual job performances and potential. The organisation uses this tool to arrive at human resource decisions that further the goals of the individual and the organisation.

The purpose of this descriptive quantitative study was to investigate the effectiveness of the Public Management Systems (PMS) used for middle-level managers in the SA Military Health Services (SAMHS) Headquarters in Gauteng Province.

A self-administered questionnaire was used to collect data. Microsoft Excel statistics functions were used to calculate the totals, produce tables, graphs, and pie charts.

The main finding of the study was that “an effective PMS could be implemented fruitfully if the emphasis is on proper implementation”. It was established that although much momentum has been gained with the implementation of the PMS in the SAMHS HQ critical issues such as communication, performance reviews, and performance reward need to be addressed by management.

DECLARATION

I Boitumelo Joyce Dube declare that the research report is my own unaided work. It is submitted to the Faculty of Management, University of Witwatersrand in Partial fulfilment of the requirements for the degree of Masters of Security Management (in the field of Public and Development Management). It has not been submitted before for any degree or any examination in this or any other University.

BOITUMELO JOYCE DUBE

16 AUGUST 2013

DEDICATION

This report is dedicated to my daughter S'nenjabulo, and to my husband Njabulo Dube whose selfless support for all my endeavours is an inspiration. I am truly grateful for their unconditional love, support and patience shown to me during my study. I would never have been able to complete this research report without their support.

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- To God Almighty who through His mercy and grace positioned me well and paved the way to make my dream come true. May His name be glorified for He is worthy to be praised!
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LIST OF ACRONYMS

BSC	Balance Score Card
DOD	Department of Defence
HCP	Health Care Practitioners
HRM	Human Resource Management
HQ	Headquarters
Lt Col	Lieutenant Colonel
Lt Gen	Lieutenant General
LRA	Labour Relations Act
Maj	Major
MOD & MV	Minister Of Defence and Military Veterans
MPI	Military Psychology Institute
MPSA	Minister of Public Service Administration
OC	Officer Commanding
PA	Performance Agreement
PM	Performance Management
PMS	Performance Management System
PSC	Public Service Commission
PSR	Public Service Regulation
SA DOD	South African Department of Defence
SADF	South African Defence Force
SG	Surgeon General
SAMS	South African Medical Service
SAMHS	South African Military Health Service
SANDF	South African National Defence Force
SMS	Senior Management Structure
WPTPS	White Paper on Transformation of Public Services

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CHAPTER 1

ORIENTATION TO THE STUDY

1.1 INTRODUCTION

Performance Management Systems, referred to in this study as PMS, were introduced in North America in the private sector during the industrial revolution. The system was only adopted by the private sector in South Africa in the 1970's and 1980's, however. It has frequently been indicated that both the private and public sectors view the system as a process, which ensures that employees know what role they need to play and what results they need to achieve to maximize their contribution to the overall business. According to Ravhura, PM is one of the most effective development tools that contribute to organisations becoming high-performing institutions (Ravhura, 2006, p. 40).

As cited by Nankervis & Compton, PMS have the potential to contribute to the motivation of individual employees and to provide organisations with a strategic advantage in their on-going pursuit of competitive goals and imperatives. It enables organisations to work towards a culture that promotes high performance and achievement and central to everything done within an organisation, driving improved results by bringing greater clarity at work (Nankervis & Compton, 2006, p. 84).

A PM review is an important opportunity to reward, motivate, and engage employees within an organisation, as well as to appraise the organisation itself. Differentiation between individual performance levels helps to either motivate strong performers, or challenge average and poor performers, or to ensure their contribution and value were recognised within an organisation (Armstrong, 2006, p. 78).

Aguinis argues that PM is a continuous process of identifying, measuring and developing the performance of individuals and teams (Aguinis, 2009, p. 1-44).

The researcher concurs with the above assertion in that, with the future growth aspirations of any organisation, it is vital to ensure that all employees are set up for success, with a clear understanding of what excellence is in their role, since their success in turn becomes the success of the organisation.

PM was traditionally viewed as an approach to managing people that entailed planning employee performance, facilitating the achievement of work-related goals, and viewing the performance of the employee as a way to achieve their full potential in line with the organisations objectives (Spangenberg, 1994. p. xiii).

Lee regards PM as a critical vehicle for service delivery. In other words, the system is viewed as a means of getting better results for the organisation, teams and individuals, by understanding and managing performance within an agreed framework of competence requirement (Lee, 1987, p.126).

Hope (2008, p. 8), on the other hand is, of the opinion that PM is an on-going communication process, undertaken in partnership between employees and their immediate supervisors. This involves establishing clear expectations and understanding the essential job functions.

Hope (2008,p. 8) argues that in this situation each employee is expected to know how his/her job contributes to the goal of the organisation PM in an organisation encourages employees and supervisor to work together (Ravhura, 2006, p. 2). The researcher is of the opinion that in order for PM to succeed, both managers and the subordinates are to be involved.

The government of the Republic of South Africa introduced a number of new policies since the 1994 democratic election aimed at improving service delivery. The new approach to manage the South African public sector was first outlined in the White Paper on Transformation of Public Service (WPTPS)

(1996). WPTPS was since elaborated in several other new policies and regulations, aiming at improving the performance of the public service.

As such, PM can be regarded as one of the “back-office operations” of South African government for effective service delivery, aimed at achieving better life for all. In response to this, the Minister of Public Service and Administration introduced a PMS in all government departments at National and provincial levels (Simeka, 2002, p.10).

Each executing authority is required to determine a system for PM in the department for employees who are not members of the Senior Management System (SMS). The thrust of PM should be developmental.

Consistent with these principles, the Minister of Defence and Military Veterans (MOD & MV) as an executive authority of the South African Department of Defence (SA DOD), determined an advanced PM and development System (PMS) for all members of the S A DOD, excluding officials, in the Senior Management System (Department of Defence, 2012)

The DOD comprises the Defence Secretariat which was established in terms of section 204 of the Defence Act No 42 of 2002 and the SANDF which was established in terms of section 200(2) of the interim Constitution Act no 200 of 1996 (SA Constitution Act no 200 of 1996, p. 117-118).

The South African National Defence Force (SANDF) comprises the armed forces of South Africa consisting of four arms of the Service, namely the Army, Navy, Air Force and South African Military Health Service (SAMHS). The SAMHS, as a level-2 subcomponent of the SANDF, is expected to implement policies formulated by the executive and to advise the Minister of Defence and Military Veterans (MOD & MV) via the Chief of the SANDF of any challenges to those policies.

The focus of this study was to investigate the effectiveness of the current PMS used on middle-level managers in the SAMHS HQ since 2010. The study attempted to explore the concept of PMS in the organisation through literature review. Secondly, the study attempted to identify issues that affect the effectiveness of PMS in human resource decision planning for middle-level managers, and to link PMS to increase productivity, effectiveness, efficiency and satisfaction specifically in the SAMHS HQ. The attitudes of middle-level managers towards PMS was investigated to establish whether or not the PMS is still relevant and serving the human resource decision planning purposes.

1.2 BACKGROUND

The South African Medical Service (SAMS) was established as a full service branch of the South African Defence Force (SADF) in 1979 in order to consolidate the medical services of the South African Army, Navy and Air Force. The SAMS was incorporated into the SANDF on 27 April 1994, and was renamed SAMHS on the 1st of June 1998 (Department of Defence, 2012).

The Surgeon General (SG) heads the SAMHS and has the rank of Lieutenant-General. The SAMHS, as a subdivision of the SANDF, is responsible for the rendering of military health services, and for the training and deployment of all Health Care Practitioners (HCPs). It is also responsible for providing military health support to deployed members of the Department of Defence (DOD), and to provide essential military health services to the SANDF, its members, and their dependants (Department of Defence, 2012).

This is aligned with an international standard and principles that members of a defence force who risk physical, psychological and social exposure, injuries, disablement or death in the service of their country can depend on the services of dedicated health service that is guaranteed, comprehensive,

available anywhere at all times and thus supportive (Department of Defence, 2012).

This international norm places a moral obligation on a country to guarantee to its defence force a military health service that renders continuous operational health services. While most military forces in the world integrate their medical structure into their existing service arms, the SANDF regards this separate service as being the most efficient method of providing health care and support to its clients, the various arms of service of the SANDF (Department of Defence, 2012).

As a unique Service that combines the structures and philosophies of both a military service arm and a health care provider, the Military Health Service (MHS) derives its mandate from the constitution of South Africa and from the Defence Act, Act 42 of 2002 as well as from the Defence strategy, the White Paper on Defence and Defence Review. As a specialized and unique service in the National Defence Force, the mandate of the MHS is also influenced by the relevant health-related legislation, as it pertains to the Department of Health (DOH) and all other health practitioners in South Africa (SG intent, 2011, p. 42.).

The SAMHS rely, key amongst other things, upon human resources, to be able to execute its multifaceted tasks and to deliver on its mandate. These human resources are subjected to annual PMS. This PMS is supposed to create linkages between organizational goals and individual performance plans (Department of Defence, 2012).

Armstrong (2004, p. 206) points out that PMS is one of the most important formal management tools that organisations use in the evaluation of individual job performance and potential. Organisations use the PMS to arrive at human

resource decisions that further the goals of the individual as well as those of the organisation.

A PMS is viewed as potentially “the most crucial aspect of organisational life” (Bernadin and Russell, 1996, p. 124). Against this backdrop, it is imperative that organisations put in place a sound PMS that will serve the purpose it is intended to serve.

This new system moved away 360° from the old concept system of notch profile, merit, and promotability assessments as prescribed by the Public Service Code (hereafter referred to as PSC), and returns responsibility to the supervisor and subordinates.

PMS also incorporate both the previous systems using only one instrument, and thus saving time and resources and assuring fairness in order to enhance efficiency and effectiveness, linked to the achievement of results, if correctly implemented. The PMS is outcome-based and is also focused on measuring and evaluating the actual task carried out by the incumbent of the post including identifying generic assessment factors.

The SG of the SAMHS is of the opinion that the Public Management Systems, like other previously used tools, is implemented firstly to deal with PM issues in a consultative, supportive, and non-discriminatory manner, in order to achieve strategic objectives of the Department and to deliver on its mandate (SG(1)/R/106/2/P).

Secondly, it is implemented to improve the overall performance by optimising the individual's input in terms of quality and quantity, with more emphasis on how good the incumbent of the post does his or her work and how many tasks are completed at a given time (SG (1)/R/106/2/P).

The primary orientation of the process is intended to be developmental but to allow for effective employer response to consistent inadequate performance as well as to recognize outstanding performance. However, this PMS has provoked intense debates amongst the officers who are subjected to it.

1.4 PROBLEM STATEMENT

The PMS used on middle-level managers in the SAMHS is inadequate to increase productivity, efficiency, and satisfaction.

Terreblanche (2004, p. 4) avers that with the political changes in South Africa that took place since 1994, the new SANDF was brought about by the integration of the seven different Defence Forces which previously operated independently. During this period many social, political, economic and business changes impacted on the environment in which the SANDF operates (Nelson Mandela Metropolitan University, (date unknown)).

SANDF as a government department is also expected to progressively raise standards of service delivered to ensure client satisfaction. Criteria for measuring success should be clarified and obstacles to be timeously identified so as to seek solutions so that the public service delivery is not stalled. PMS is one of the instruments that can enable organisations to do just that. The DOD, and particularly the SANDF, as government department adopted and eventually implemented PMS on a full scale in the SANDF, effective from April 2010, however implementation of this system evoked intense debates as to its effectiveness. Officers in middle-level management in the SAMHS question the merits of using PMS in determining promotions, job tenure, efficiency, and productivity and job placements.

Although much research has been conducted in government sectors and companies to assess the level of compliance with the PMS requirements, the management of Performance Agreements (PA's), and the extent to which the appraisal system for junior and middle-level managers meet the requirements and guidelines for PMS as stipulated in the literature, little is known about the extent to which PMS used on middle-level managers in a military health environment, particularly in the SAMHS HQ within Gauteng province, contribute to increased productivity, effectiveness, efficiency, and job satisfaction.

Erasmus and Van Zyl (2009, p. 19) argue that there is a consistent lack of accountability by managers for managing poor performance, and human resource practitioners fail to adequately provide the necessary guidance and support in the public sector (Department of Public Service and Administration. 2009.)

Erasmus and Van Zyl (2009, p.19) avers that common causes attributed are organisational culture, a mismatch of officials, a general lack of skills, and shortcomings inherent in the managements system itself (Department of Public Service and Administration. 2009). The SG of the SAMHS also shares this outlook as posited in the 2010 commander's intent "that there has been a marked deterioration in general job performance standards at middle-level management within the SAMHS" (SG intent, 2011, p. 46).

The researcher, an employee and a middle-level manager in the SAMHS, is quite involved in different forums and has observed a growing dissatisfaction among officers who are supposed to be subjected to the PMS. This has led to several formal and informal deliberations made in a bid to understand the reasons for the decline and suggested solutions to the problem (SG intent, 2010, p. 46).

While some believe that this slump is as result of the introduction of trade unionism in the military, particularly in the SAMHS HQ, Gauteng province, others believe that it emanates from the PMS that is in force.

Senior commanders are convinced that training in the implementation of the current PMS does not in any way contribute to the job performance problems in question. The SAMHS Director of Military Health Human Resources (D MHHR) believes that the problem is attributable to among other things, deficiencies in the current PMS in addressing issues of job performance vis-à-vis placement and promotions (Interview Masisi, 2011). For this reason, PMS, which is currently being used as the basis for decisions for promotion, job placement, and confirmation of staff tenure in middle management, is being questioned.

PMS cannot be viewed and implemented in isolation, as it impacts on other HR systems as well as on organisational strategy. Latham and Wexley (2001) assert that the effectiveness of an organisation's PMS is a prerequisite for ensuring the success of its selection, training, and employee motivation practices. At a strategic level, the need for rapid and effective organisational change in today's dynamic social, economic, and political environment requires that employees continually realign their performance with the evolving goals and objectives of the organisation (O'Donnell and Shields, 2002, p. 467).

The need to continually re-align performance characterises many organisational departments that continue to struggle with getting their members to embrace the philosophy and practices that are geared at enhancing performance. PMS "must be considered a major Organisational change effort which should be pursued in the context of improving the organisation's effectiveness" (Messah, O.B., date unknown). This study therefore sought to fill this knowledge gap by investigating the effectiveness of PMS used on middle-level management in the SAMHS HQ, Gauteng province.

1.4 PURPOSE OF THE STUDY

The purpose of this study was to investigate the effectiveness of PMS used on middle-level management in the SAMHS HQ, Gauteng province, in determining promotions, job tenure, efficiency, and productivity and job placements.

1.5 OBJECTIVES OF THE STUDY

The objectives of this study were:

- To explore the concept of PMS in the organisation through literature review.
- To identify the issues that affects the effectiveness of performance in human resource decision planning for middle-level managers in the SAMHS.
- To examine the attitudes of managers towards PM with a view to investigate the relevance of PMS in serving human resource decision planning purposes.

1.6 RESEARCH QUESTIONS

Due to the nature of the research topic, research questions were found to be most suitable in the case of this study and were stated as follows:

- To what extent do the PMS of the SAMHS satisfy the components, characteristics and guidelines of an effective PMS?
- Do the middle-level managers in the SAMHS HQ view the current PMS as contributing to increased productivity, effectiveness and job satisfaction, job placement and promotion?
- What is the attitude of middle-level managers towards the current PMS in the SAMHS?
- What is the nature of the problems encountered by middle-level managers regarding PMS used at the SAMHS HQ?

1.7 SIGNIFICANCE OF THE STUDY

The objective of PMS entails the meaningful contribution towards service delivery and addressing Batho Pele (people first) principles in dealing with community challenges in the defence transformation. Simeka (2002, p. 12) mentions that the objective of PMS is to clarify and align broad Organisational, departmental, team, and individual efforts and expectations. In this way, energies are directed at achieving the organisation's strategic goals. The problem statement the researcher confirms that there has not been any scientific study on the subject of PMS undertaken in the SA DOD.

This research is the first of its kind in the SAMHS and it is hoped that it will provide a foundation for future research on issues of PMS. It is hoped that the findings of this study will be useful in guiding future human resource planning and decision-making, to the satisfaction of all stakeholders in the SAMHS. Furthermore the study will contribute to the current theories and debate on the mainstreaming and institutionalising service delivery to determine performance of the SAMHS in general.

Finally, the results of this research could lead to improved managing of the PMS and to explore issues that may inform the practice of PMS in the SAMHS and therefore lead to greater effectiveness and efficiency in the Department.

1.8 LIMITATIONS OF THE STUDY

The study was limited to the investigation of the effectiveness of PMS in the SAMHS HQ within Gauteng province only, primarily due to time constraints. The results of the study cannot therefore be generalised to all middle-level managers, neither in the SAMHS, nor in the SANDF as a whole. The results of this study apply only to middle-level managers in the SAMHS HQ, i.e. to the rank group Major to Lieutenant Colonel.

Most (60%) of the respondents declined to sign consent for fear of victimisation despite several attempts to explain to the respondents that their identity will remain anonymous.

Older literature versions were used, as these were more applicable to the study.

1.9 DEFINITIONS OF SELECTED TERMS

Discussion on PM raises several concepts that would need to be understood prior to a further discussion on the subject. Below is an indication of some of the definitions of the technical terms that were used in PM. Depending on the context, each of the concepts below could have various meanings. However, for purposes of this research the understanding given below was used as the meaning of the following concepts in this research:

Performance: Langdon (2000, p.12) is of the opinion that performance implies the action of doing things, using things, attending to conditions, processing, communicating and achieving results. All performance first of all, produces output, tangible work in the form of some products, service or knowledge. Outputs are variables we see from workgroups, jobs, core processing, and business units. The output which the business entity decides to produce at business unit level must be capable of being traced throughout the business from that level through the process, individuals and workgroups (Maila, 2006, p. 8).

Performance Management: Swanepoel, Erasmus, Van Wyk, & Skenk (1998, p. 404) describe PM as an approach to managing people. Such approach entails planning employee performance, facilitating the achievement of work-related and reviewing performance as a way of motivating employees to achieve their full potential in line with the organisation's objectives. PM should aim to clarify the organisation's need for business performance and to set up a process to ensure that it be delivered.

This can only be done with strategic alignment of all processes involved in the management and development of people throughout the organisation (Lockett, 1992, p. 26). The United States office of Personnel Management (2004, p.1), summarises PM as the systematic process by which an agency involves its employees, as individuals and members of a group, in improving Organisational effectiveness in the accomplishment of agency missions and goals Department of Public Service and Administration (Date unknown).

SAMHS: **SAMHS** is a formal structure of the SANDF responsible for medical facilities, deployment of medical personnel within the Force. Its force design consists of deployable medical units, military and specialist health services, and facilities, logistical support and operational and medical product support. The SG heads the SAMHS and has the rank of Lieutenant General (Department of Defence, 2004)

Middle-level managers: Kossen (1984, p.176), states that individuals on middle-level management have the responsibility to see that policy, as developed and determined by top management, is carried out. Middle-level management influences rather than develops policy. Middle-level management has direct authority over junior-level managers. For the purpose of this study, managers on middle-level in the SAMHS HQ were defined as those members in managerial posts within the rank group of Major to Lieutenant Colonel.

Effectiveness: Hilliard (1996, p.4) in Terreblanche (2004,p.12) defines effectiveness as the ratio of actual output to planned output, and implies that the intention of a programme has been achieved when a ratio of one is achieved, in other words when actual output and planned output is equal. Performance efficiency depends on the quantity of resources expended in the effort to achieve the desired condition or output. The output usually varies in both quality and quantity (<http://www.nmmu.ac.za> an assessment of the performance appraisal system utilised for junior and middle-level management within the South African National Defence Force (SANDF) accessed April 2012).

1.10 RESEARCH OUTLINE

This section presents the overall composition of the study and the various components of the study:

1.10.1 Chapter 1: Introduction and background.

This chapter provides an introduction, background, problem statement, purpose of the study and the research questions. Furthermore, this chapter presents an In-depth explanation of the research topic, the significance and the limitation of the study as well as the outline of the structure of the research report.

1.10.2 Chapter 2: Literature review

This chapter provides a theoretical overview of PMS. Definition of PM, performance appraisal, and performance standards representing various experts and authors, and various schools of thought/perspectives on PM were explored.

1.10.3 Chapter 3: Research Methodology

This chapter presents the research methodology employed in this study in order to achieve the research purpose. It also presents the research approach, research design, data collection, data analysis, and the reliability and validity of the research.

1.10.4 Chapter 4: Data presentation

Chapter four represent the results obtained during the data-collection process. The results obtained during the data-collection process and the research findings, analysis, interpretation, and discussions.

1.10.5 Chapter 5: Data analysis

Chapter five represent the research findings, general analysis of the research results, interpretation and discussion of the data collected through questionnaires, knowledge, insight and information from literature review.

1.10. 6 Chapter 6: Conclusion and recommendation

This is the last chapter of the research report; it presents conclusion and the recommendation of the study. The purpose of the study was to investigate the effectiveness of the current PMS used on middle-level managers in the SAMHS. In order to achieve this objective data collection and literature review were conducted, this served as the foundation on which the research was based. The results were analysed, interpreted and discussed and in cooperated in the recommendations.

1.10.7 Bibliography

The Bibliography lists, in alphabetical order, the literature used in the study.

1.11 Conclusion

This chapter has given a background to the study, clearly indicating why there is a need for this type of study. The purpose of the study was also discussed in-depth and finally an indication was given as to the value of the research. In the next chapter, the literature used in the study was reviewed. This includes the linking of theory to practice in the SAMHS. The essential concepts of PMS were considered.

CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION

According to, Manning and Worland (2005, p. 6), there are two main strands of thinking in human resources management. The first strand is referred to as the 'hard' variant of human resource management and it focuses on cost reduction and containment, links with strategy, and the role of HRM in furthering the competitive advantage of the organisation.

Manning and Worland (2005, p. 6), further state that the second strand of thinking in Human resource management is known as the 'soft' variant of HRM. This strands builds on human relationships and interaction, and stresses the importance of people as a means of furthering employee satisfaction and a range of related humane objectives achievable from the insights of systematic studies within HRM.

McNamara (2008, p. 181-183) postulates that defining PM should typically start out with defining the term "performance". Supervisors conducting performance appraisals, employees attending training sessions, and organisation members working long hard hours do not automatically translate into results. For many years organisations have carried out processes such as planning, budgeting, sales, and billing, but all these activities are often carried out as a norm, but not for the purpose of achieving the organisational goal, objectives, vision and mission.

In view of the above, the researcher is of the opinion that Human resources management is a key aspect for any organisation to meet its goals and objectives. As argued by Mpanga (2009, p. iii), people are indeed the most valuable resource to any organisation.

Mpanga (2009, p. iii) is of the opinion that productivity, success, and improved service delivery within an organisation emanates from the implementation of best practice of human resources management and monitoring, and PM is

one of the aspects involved in streamlining human resources management in an organisation. Though people are important in the organisation, their presence does not translate into results, but their productivity does

The Constitution of the Republic of South Africa has mandated government institutions to attend to the needs of the public and the principal vehicle to achieve this is through government employees (Constitution of RSA Act 108 of 1996, p. 117-118).

South African government departments are characterised by inefficiency, delays, lack of customer service, and bad attitudes (Van der Walddt, 2004, p. 87). In order to address this perception, the Department of Defence (DOD), and particularly the SAMHS, introduced reforms to improve its personnel performance through the implementation of PMS.

The aim of this chapter is to discuss the background PM process; uses of PM, development-based management system, performance appraisal, and PM, and the implementation process of PMS.

2.2 HISTORY OF PERFORMANCE MANAGEMENT SYSTEM IN SOUTH AFRICA

South Africa made a historic transition from authoritative rule with the universal democratic elections of 1994. The Public service of South African was known for poor PM practices. According to Sekoto and van Straaten (1999, p. 4), the majority of the citizens experience of the public sector as oppressive, unjust, imposing, non-existent, unproductive, and inefficient. In response to this, the Minister of Public Service and Administration (MPSA) came up with a PMS for senior managers within different departments in the national and provincial government levels per circular no 3 of 2000. This has also been extended to employees from middle managers to operational workers.

2.2.1 Why concept of Performance Management

In order to understand the concept PM, especially in the public service, it is important to trace its origin and how it links with service delivery. According to

Future Watch (2005, p. 52)" legislation, policy, and regulations drive the delivery of public services. Inappropriate policies and regulations can produce red tapes that severely hamper public service delivery".

2.3 MANDATORY REQUIREMENT REGULATING PERFORMANCE MANAGEMENT

The Public Service Management framework (1999) provides for legislation that makes it possible to regulate the business activities of government departments and other statutory bodies responsible for public service delivery. The following are important with regard to PM and service delivery:

2.3.1 White Paper on Transformation of Public Service of 1997

Van der Walt and Du Toit (1998, p. 384-385) highlight the following guidelines emanating from the White Paper Transformation of Public Service, namely service orientation and service delivery of high quality service, responsiveness to the needs of the public, objective-orientedness and productivity, holistic, integrated and well-coordinated service delivery and honesty and transparency.

According to the Public Service Regulation (hereafter referred to as PSR) as amended, chapter 1PART VIII, it is required that the Executing Authority in consultation with their departments, determine a system that links individual performance to organisational goals. The first deadline for full implementation was 1January 2001. The department of Public Service Administration later decided, however, that in order to allow compliance by departments, the implementation date would be shifted to the 1st of April 2001. PART V. A.2 (d), for the Executive Authority (AE) to be able to determine the salary of the employee, the employee performance should be taken into consideration (Government Notice No. R. 1 of 5 January 2001)

2.3.2 Skills Development Act of 1998

In relations to the skill development Act, emphasis should be placed on employee development. The key feature of PM is that it is developmentally orientated, and hence provision is made for employees to Personal

development Plans, to help them improve current skills and acquire new skills in order to be competitively sustainable. Skills audits determine gaps between the job requirement, and the incumbent links up with development requirements for PMS (Williams (2002), Lockett (1992) as well as Plachy and Plachy (1998).

2.3.3 Labour Relations Act of 1995

The Labour Relations Act of 1995, schedule 8, makes provision for dealing with incapacity and poor performance by employees. In a way, it is possible to solely dismiss an employee based on a work plan or performance agreement, but it may be used as proof of incompetence. In general, management of poor performance shall be informed by Labour Relations Act (LRA) and other relevant Collective Agreements.

The connection is made between what happens if training interventions are unsuccessful and the level of competence of employees does not improve. It has already been indicated that competence is a necessary condition for performance. If all avenues of remedying underperformance have been unsuccessful, it is only fair for employers to invoke incapacity procedures as contemplated in LRA.

2.3.4 Batho Pele White Paper on Transformation of the Public Service of 1997

The Batho Pele White Paper on Transformation of the Public service lays down the norms to ensure that the eight principles of Batho Pele are put into practice. Batho Pele concepts and all their principles should be considered. Batho Pele is an initiative adopted by the Department of Public Service and Administration in 1997. It is a Sesotho slogan meaning 'People first' (WPTPS, 1997). According to Du Toit, the principles of Batho Pele provide very specific guidelines to Public Servants in terms of which they must have regard for the rights of those whom they serve (Du Toit, 2001, p. 105).

The principle of Batho Pele is a calculated approach to inculcate the culture of answerability, efficiency, productivity and thoughtfulness by Public Servants

(Rapea, 2004, p. 98). The emphasis is on the needs of the clients, especially the general public, as the recipients. Underpinning this legitimate right is the fact that taxpayer's money is involved. The client has to receive value for money in return in terms of the quality of service rendered. According to Du Toit, essential 'guiding principles' should direct public officials on how to conduct their work within a particular framework or environment where they work (Du Toit 2001, p. 109). Rapea, on the other hand, maintains that the driving force behind Batho Pele is an effort to ensure that Public Servants become service-orientated, strive for excellence, and commit to continuous service improvements.

2.4 PERFORMANCE MANAGEMENT

2.4.1 OVERVIEW

Some literature on the subject of PM focuses on, and is limited to either performance measurement or performance appraisal with no reference to PM. While these are valid aspects, effective management of individual or team performance requires a combination of processes that ensure that what people do in the organisation will lead to the results the organisation needs (Mohrman, Cohen and Mohrman, 1995). Performance measurement and performance appraisals are relevant and critical components of the complete process and a much broader concept of PM (Armstrong and Murlis, 1994).

Nel, Werner, Haasbroek, Poisat, Sono and Schultz, (2008, p. 506) argue that "the performance evaluation process can no longer stand on its own and must become an integral part of a holistic PMS that adds value to the organisation". Even today, authors differ in their understanding of the concept of PM, various definitions of PM are provided by different authors (Nel, *et al.*, 2008, p. 506).

Armstrong (1992) as cited in the report PM/staff development review defined PM as a process put in place to establish shared understanding about what is

to be achieved, and capacitating people in a way which increases the prospect that it will be achieved in the short and longer term"

Nel *et al.*, (2008, p. 493) define PM as: "a holistic approach and process towards the effective management of individuals and groups to ensure that their shared goals, as well as the organisational strategic objectives are achieved". On the other hand, Bratton and Gold (2007, p. 274) define PM as a set of interrelated activities that guarantee that a person's by and large competence, skills, and potential are appraised, so that organisational goals can be set for work and development, and, through assessment, data on work behaviour and performance can be collected and reviewed"

Bratton and Gold's definition appears to present a narrow view of PMS. For the PMS to be effective, it has to be aligned to organisational strategy, vision and objectives, and support of employees through training, development, provision of resources and an appropriate work environment, in order to work effectively. Porter defines strategy as the construction of an exclusive and important organisational approach, involving a different set of activities that determine corporate image, enhances the ability of the organisation to negotiate for better profits, and fit in among activities (Porter, 1996, p. 164).

It is clear from the above definitions that PMS is an approach, a process with interconnected activities and practices aimed at achieving organisational goals as well as individual development. However, for the purposes of this study, the researcher defined PM as the process by which an organisation defines its purposes and sets its objectives and the activities it undertakes to ensure that its goals are consistently met in an effective and efficient manner, by focusing on the performance of the organisation, its departments or functions, employees, and its processes in product or service delivery.

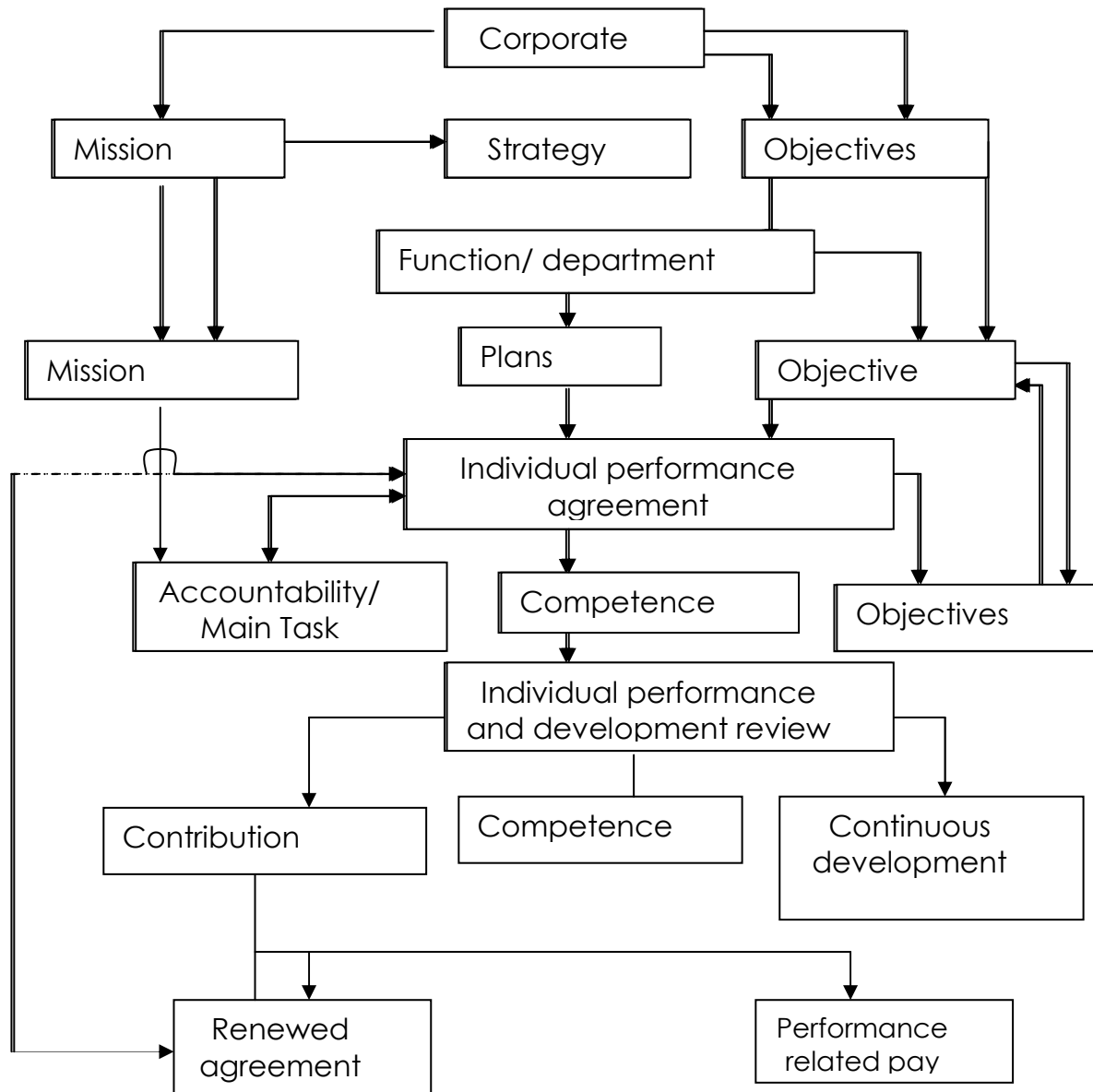
2.5 PERFORMANCE MANAGEMENT PROCESS

PM can at best be seen as a process that supports the achievement of business strategy through the integration of corporate, functional, departmental, team and individual objectives. Within this process, the

organisation establishes an environment that allows for clear communication of its mission and goals to employees and in which they are also encouraged to contribute to the formulation of these objectives (Armstrong and Murlis, 1994).

In this respect, PM integrates both a top-to-bottom and a bottom-up approach to strategy formulation and implementation. As noted by Bratton and Gold (2007, p. 278) "the adoption of a PMS (therefore) represents an attempt by an organisation to show a strategic integration of Human Resource Management processes, which can together be linked to the goals and direction of an organisation". This is similar to the PM Framework presented by Armstrong and Murlis, (1994) below:

Figure 1: PMS Framework



Adapted: Armstrong and Murlis (1994, p. 209)

The PM framework above is aligned to the PMS processes by Nel *et al.*, (2008, p. 493), summarised into four main categories covering

- Performance planning,
- Performance coaching and mentoring
- Performance measurement and evaluation and
- Performance feedback and documentation.

Within these categories, the organisations perform the following activities (Nel *et al.*, 2008:493):

- Clarification and communication of organisational objectives;

- The alignment of individual and group goals with organisational objectives;
- The monitoring and measurement of individual and group performance;
- The early identification and reporting of deviations;
- The development of action plans to correct the deviations;
- The coaching and mentoring of individuals and groups;
- The review of individual and group performance, and the re-evaluation of organisational processes.

2.6 USE OF A PERFORMANCE MANAGEMENT SYSTEM

Bratton and Gold (2007, p. 282) highlight the purposes, i.e. control and administrative in nature as follows: The making of administrative decisions concerning pay, promotions and careers, and work responsibilities—the control purpose; and The improvement of performance through discussing development needs, identifying training opportunities and planning action the development purpose.

The researcher regards Bratton and Gold's view as being limited, however, the basic aim of a PMS should be to create an organisation within which the actions of its managers and employees are coordinated and directed towards the organisations provision of services and products that meet customer needs through continuous improvement of that organisation's processes and its employees and management's skills and competencies (Armstrong and Murlis, 1994, p. 206-207).

Thus PMS represents an organisation's drive towards competitive advantage and achieving high performance, (i.e. quality products, improved output and efficiencies and lower costs). Bennet and Minty (as cited by Nel *et al.* 2008, p.494) identify three major purposes of a PM process as: It is a process for strategy implementation; it is a vehicle for cultural change; and it provides input to other HR systems such as development and remuneration (Bennet and Minty 1999, p, 58-63).

PMS focuses on both organisational and personal development. In this regard, it is an effective tool for developing a Learning Organisation, empowering employees, and enhancing employee accountability and motivation through management by agreement, in line with McGregor's management by integration and self-control (Armstrong and Murlis, 1994, p. 208).

Senge(1990,p.3) describes learning organisations as organisations where people repeatedly develop their competence and skills to produce the results they truly desire, where collectivism is embraced where new and expansive patterns of thinking are cultivated, where collective aspiration is set free, and where people are continually learning to see the whole together Through effective reviews, organisations can identify employee development needs and determine appropriate rewards for positive contributions.

This use of the PMS for rewarding performance is also recognised by Kaplan and Norton (1996a) who acknowledge that the Balance Score Card can be tied to individual performance and compensation systems. These authors note the integration issue relating to the implementation of the BSC as the linkage to personal objectives and rewards. Research has also shown that for performance-related pay to be acceptable, it should be based on a credible performance-rating system (Armstrong and Murlis, 1994, p. 171-174).

In this regard, compensation has a potential of motivating performance. The linkage of PMS to reward has its own demerits though-these include the contamination of the constructive developmental intentions of the PMS where reviews become reward-centred, rather than open and objective appraisals (Armstrong and Murlis, 1994, p. 239).

In the broader sense, PMS is targeted towards achieving high corporate performance. The purposes proffered by Bratton and Gold (2007) above, fail to recognise the importance of PMS in strategy development and goal setting, however, the PMS is a powerful tool for strategy development as well. This is supported by Kaplan and Norton (1996) who also noted that Kenyon Stores used the BSC for strategy formulation. In addition, and as noted by

Bennet and Minty, Kaplan and Norton, (1996), the PMS is a useful tool in measuring and assessing the success of the implementation of the strategy. In order to achieve the continuous development objectives of a PMS, the organisation should recognise the dynamism of the performance measurement system and continually review, assess and update such a system (Kaplan and Norton, 1996, p. 286).

Ghalayini and Noble, 1996 (as cited by Bourne *et al.*, 2000, p. 758) argue that a performance measurement system should include an effective mechanism for reviewing and revising targets and standards but performance measurement should be used to challenge the assumptions and test the validity of the strategy (Eccles and Pyburn, 1992; Kaplan and Norton, 1996; Feurer and Chaharbaghi, 1995, as cited by Bourne *et al.*, 2000).

2.7 DEVELOPMENT-BASED PERFORMANCE MANAGEMENT SYSTEM

The fundamental aim of PM is to cultivate the potential of the staff, improve their performance, and through linking an employee's individual objectives to business strategy, improve the company's performance (Income Data Service 1992, p .1).

Lockett (1992) maintains that, over the last decade, this approach has encouraged various government initiatives, and bodies such as Management charter initiatives have used the approach as a basis for training, assessment and appraisal. A distinction should be made between competence and competency. Competence relates to what people need to do to perform effectively in their current role", while competency relates to "the potential of transferring those skills to other areas."

In his view, both factors are critical in relation to management of performance. Competence is a necessary condition of performance. People can only perform well if they have the necessary skills and knowledge to do the job. Competency is the key factor. People can only develop new skills if they possess the personal characteristics which can be translated into higher quality work. It is clear from the argument presented by Lockett (1992) that

over the years, organisations have battled with the holistic implementation of PM. If only performance appraisal is given priority, then the purpose of PM and development systems is defeated.

A balanced approach is ideal in the sense that “the rating errors” will be minimised or avoided during the performance appraisal. Swanepoel *et al.*, (1998) advocate “total objectivity,” during performance appraisals. This implies the practice of conducting performance with little or no influence on factors not directly related to the employee's actual performance or work-related behaviour.

2.8 PERFORMANCE APPRAISAL AND PERFORMANCE MANAGEMENT

Nel *et al.*, (2008, p.498) posit that performance can be rated in different ways. Performance can be measured on the basis of whether the type of judgment called for is relative or absolute evaluation. Relative judgment relates to comparisons of employees doing the same jobs against each other and provides the supervisor with superior subjective influence which may be seen as unfair and lacking credibility. In contrast, absolute judgments ask the supervisors to make judgments based solely on performance standards (Nel *et al.*, 2008, p. 498) thereby creating conditions where feedback to the employee is more specific and based on dimensions of performance.

Performance appraisal classifies techniques into three main categories, *vis*, those measuring traits, behaviours or results. The authors observe that trait approaches continue to be popular (<http://www.indiana.edu>). These systems have inherent subjectivity and can be difficult to administer (Sherman *et al.*, 1996).

Behavioural approaches provide more action-oriented information and therefore may be suited for development. Sherman *et al.* (1996, p. 315 & 323) are of the opinion that a results-oriented approach, and Management by Objectives (MBO) focus on the measurable contributions that employees make to the organisation. Management by Objective (MBO) is a viewpoint of management that rates performance on the basis of employee achievement

of goals set by mutual agreement between employee and manager (<http://www.indiana.edu>). The results method appears to be best suited for SAMHS due to its objectivity if properly applied.

2.9 THE IMPLEMENTATION PROCESS OF A PMS

2.9.1 Overview

The PMS processes provided earlier in this report cover the understanding of “what PMS entails” and offer little on “how” it is implemented. In addition, and as observed by Bourne *et al.* (2000,p. 757), a lot has been achieved in providing alternative performance measurement systems that are more “balanced” but little has been done to provide guidance to implementers on how to go about introducing a new PMS. Thus they argue that a management process (is) needed that a company can employ in implementing a performance measurement system. It is acknowledged that there are a number of different (measurement) approaches in the literature.

Kaplan and Norton (1996) observed that scorecard projects can fail for a number of reasons, ranging from a lack of technical knowledge and awareness of performance measurement system on the part of the implementers, including defects in the structure, choices of measure, and organisational defects in the process of developing the scorecard and inappropriate change-management processes, to a lack of involvement of a wider group of employees and middle management, and poor communication and leadership during the implementation phase.

2.9.2 Implementation Process

The researcher identified from available literature the following activities as critical and to be undertaken in the order provided in the implementation of a PMS.

2.9.3 Corporate strategy development and goal setting

An effective PMS is anchored to an organisation's purpose, vision and strategy. Defining the purpose, mission and vision therefore forms the first and essential steps in the implementation of a PMS. There are different schools of thought to strategy formulation. According to Ansoff (1965, p. 6)'s strategy formulation is based on finding a balance between an organisation's perceived strengths, weaknesses, opportunities, and threats (SWOT) whilst Mintzberg (1990,p.163) argues that rational planning approach to strategy formulation fails to take into account the strategy-making realities.

According to Mintzberg strategies can be intended, released or emergent. Intended strategy refers to the strategy that the organisation deliberately chooses to pursue, and is an outcome of a detailed analysis. When this strategy is implemented, it is realised (Mintzberg, 1990). There may be circumstances during the implementation of the strategy that render the intended strategy inappropriate so that it will not be realised. The organisation under such situations will use past learning and experience to develop an emergent strategy which will meet the needs of the external environment. When emergent strategy is implemented it becomes realised strategy (Henry, 2008, p. 22).

In the opinion of the researcher, the manner in which strategy is formulated will bear little effect on the success or failure of its implementation in practice. In addition, whether the strategy, upon which a PMS is anchored, is designed, intended and deliberate, or whether it emerges from past learning and experience, the successful implementation of the PMS requires a highly systematic, step by step and rational approach involving many different parts of the organisation. This process inherently allows for wider participation within the organisation in strategy formulation and goal-setting.

A study by Kleingeld *et al.*, (2004, p. 848) demonstrated that participation in the design of PMS can be connected to extraordinarily large increases in

performance compared to what was achieved through a tell-and-sell persuasion strategy.

The strategic development phase also involves the identification of key objectives to be measured and designing of the measures that facilitate regular review of performance against agreed objectives (Johnson and Scholes, 2002). It is important that measures to be developed encourage behaviour whose outcome supports the company's strategy. Thus in order to support strategy implementation, "...measures should be derived from strategy (Bourne *et al.*, 2000, p. 758).

Kaplan and Norton (1996, p. 286) noted that a scorecard cannot be created by emulating the best measures used by the best companies. It has to be customised to meet the circumstances of each organisation. It is therefore highly likely that when measures are designed during the strategic development phase, they will be aligned to strategy. Attempting to introduce a PMS that is divorced from the corporate values and objectives may fail to coordinate employee effort towards the attainment of organisational goals.

Contrary to what the researcher provided as a critical first step to PMS implementation as described above, setting the strategy, Bourne *et al.* (2000) were of the opinion that implementation of the performance measurement system starts with the design of the measures. The researcher believes that the objectives can only be determined once the purpose, vision and mission of the organisation have been defined.

The development of the strategy itself cannot be divorced from the designing of the measures, as the two go together. Therefore, according to the researcher, strategy development and setting of goals is identified as the significant first step of implementing a PMS. Attempting to do otherwise appears to be suggesting that these are and can be two separate and distinct processes with no correlation, thereby creating the expectation that a strategy can be developed without determining the appropriate measures. Doing this would be setting the organisation up for failure in the event that the

resulting measures fail to support strategy. As the old saying goes, "what gets measured is what gets done", it is important to get the measures right.

2.9.4 Organisational design

Once the corporate strategy has been defined, it is important that the organisation reviews its structure to ensure that it supports the delivery of the strategic objectives. In certain instances, the organisation may have to undergo a restructuring exercise that aligns the resulting corporate structure to strategy (Ansoff, 1991).

2.9.5 Setting functional plans and objectives

Corporate strategy is cascaded down and translated into functional or departmental plans. This process involves all the key people within that particular function so that they can understand the goals of the organisation and contribute to the design of the function's objectives. It is noted in literature that an organisation can gain more acceptance of the PMS where employees are involved in determining their functional and personal objectives (Kleingeld *et al.*, 2004, p. 831)

2.9.6 Performance contracting – individual agreements

The objectives agreed for each function with senior managers are communicated to the rest of the team spelling out the contributions expected to enable the achievement of the function, division or departmental targets. At the beginning of each PM cycle, employees and managers set out agreed objectives, draw up personal development plans, and decide what will need to be done in order for the plans to be achieved, and how performance will be measured. The organisation benefits by looking laterally and identifying interdependences (Armstrong and Murlis, 1994, p. 227-231). In the opinion of the researcher, this facilitates the definition of tasks and setting of performance targets that are consistent with higher-level objectives.

Through a participatory process, employees contribute to the definition of their roles and provide their views on how they can best contribute to the achievement of departmental and team objectives during performance contracting stage (Armstrong and Murlis, 1994, p. 229). "The quality of a PMS will be assured only if workers have significant control over the variables that affect their individual performance" (Nel *et al.*, 2008, p. 507).

2.9.7 Performance measurement

Bourne *et al.*, (2000) is of the opinion that during the implementation phase, systems and procedures are put in place to collect and process the data that enable the measurements to be made regularly. The authors further posit that organisations explore and utilise available and new information technology capabilities to manage data and report information in a more meaningful manner. The process may also involve new initiatives such as the setting up of a regular customer or employee survey.

2.9.8 Individual performance and development review

PM is a regular on-going engagement between employees and management on performance, resource allocation, coaching and development. Regular formal periodic reviews are built into the process and help provide systematic engagement. These reviews, whilst looking at an employee's past contribution, are more forward-looking, and focus on competence and continuous development (Armstrong and Murlis, 1994, p. 208-232). The researcher is of the opinion that continuous development is looked at from both an individual point of view and organisational processes improvements.

Kaplan and Norton (1996, p. 238) note that unless reward and punishment are tied to a balanced set of objectives, measures and targets on corporate and business scorecards, the organisation will not be able to use the BSC as the central organising framework for management systems. In the researcher's opinion, based on experience within the SAMHS, key challenges faced with PMS implementation occur when objectives have to be cascaded to

employees and when performance review outcomes have to be used for personal developmental and remuneration purposes.

2.9.9 Reviewing targets and strategy

It is noted that the PMS should be used to challenge targets and the strategy for it to add more value to the organisation. Thus the organisation should use the measures and outcomes of the performance reviews to reconfirm the performance measures and make changes to strategy where appropriate (Armstrong and Murlis, 1994, p. 201-21).

2.10 EFFECTIVE PERFORMANCE MANAGEMENT

There is a view that effectiveness of PM will be beneficial to the SAMHS in various ways, such as improved service delivery, an improved performance culture, developing learning organisation with a learning culture and where everybody operates in a transparent manner. In understanding the effectiveness of PM in an organisation, some valuable lessons have been learnt from different authors such as Armstrong (1994), Hartle (1995), Sloman (1997) and Waiters (1995) about this topic as discussed in the following paragraphs.

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

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

Effective PM should evolve around developing people, not just around rewarding them (Walter, 1995, p.12). Armstrong and Murlis (1994, p. 208) contend that effective PM could result in learning organisation with a learning culture that facilitate the learning of all its members and continually transform itself. Senge (1990) defines a learning of all its members and continually improving and developing. Green and Baron (1997) define a learning organisation as one that has developed the continuous capacity to adapt and change. It is successful at acquiring, cultivating and applying knowledge that can help to adapt to change. The researcher is also in favour of the idea of a learning organisation which continuously develops, in the same way as the military health services are currently managed as a business.

Hartle (1995, p. 15) believes that effective PM will yield the following positive spin-offs: People are more motivated by objectives that they have helped to establish, people are more likely to achieve results that they believe are important, People work more effectively where they know, and have helped to plan, what they are expected to achieve, and people can improve their performance when they understand the processes of monitoring progress and measuring results, the above paragraph emphasises the importance of participation by key stakeholders in setting-up the objectives or processes that directly affects them. According to Sloman (1997, p. 167), when the vision and the objectives of the organisation are communicated to employees, departmental and individual performance targets are set within wider objectives, and a formal review of progress is conducted, then it can be concluded that effective PM is operating towards targets, and the entire process is evaluated to improve effectiveness.

Nel, Gerber, Van Dyk, Haasbroek, Schultz, Sono, and Werner (2001a, p. 516) state that, in order for PM to be effective, it must be line-driven rather than personnel (HR) department-driven. The development of an effective PM should be a joint effort between line and human-resource managers. This will afford line managers ownership of the system and ensure strong commitment. Subordinates should play an active role in the management of their own

performance, linked to the organisational performance as a whole, to eliminate any potential resistance by employees.

Swanepoel *et al*, (2003,p. 375) state that an effective PMS should empower line management to implement the organisation's strategies and objectives successfully. Wilson (2005, p. 162-163) state that any PMS is only as good as it fits in with other key business systems and strategies. It is not something that is done *to* employees, but *with* them. At its best, it should add value to the business and to relationships within the organisation. Hitt, Ireland and Hoskisson (2005: 394) believe that an effective PMS should prompt premeditated evolution and ensure goal similarity in the organisation.

Many of the performance problems occurring in organisations are related to a deficiency in support rather than to poor performance from the individual. Lockett postulates four areas of support, which the individual requires as an agreement of support (Lockett, 1992, p. 62) and are discussed below:

- **Resources:** There should be agreement on the level of resources required and available to achieve the performance requirements.
- **Training/personal development:** It is essential for both parties to agree on some important personal development objectives in order to enable the individual to achieve the performance requirements. The development of competence is always going to be a necessary prerequisite for effective business performance.
- **Authority:** Part of the role of the manager and an important element in effective delegation is the establishment of individual authority and the communication of that authority to all parties who need to know.
- **The amount of direction and support required from the manager:** This is the level of interaction that the individual should get from his/her manager and that interaction should be in the form of direction or support.

2.10.1 Need for an effective PMS at the SAMHS

The individual PM needs to be implemented:

- To create a culture of managing performance.
- To operationalise SAMHS's strategy, thrusts and goals.
- To assist with the training and development of SAMHS's human resources.
- To link performance to remuneration.
- To provide assistance in the performance contracting process.
- To provide support in addressing performance and non-performance.

2.10.2 Impact of PMS on productivity

Systems that fail to recognise the complex nature of the educational process can in fact be counterproductive. Most performance-appraisal systems do not lead to better performance. The indications are that appraisals can lead to reduced performance and create morale problems, as in the case of SAMHS. The outcomes of appraisal can have a negative impact on the climate within the organisation and the commitment of its employees. The researcher argues that an effective system of PM is not easy to implement, and that it often impacts negatively on motivational levels of the employees, especially within the South African context. The perception in these cases is that PM is first and foremost a management tool aimed at stricter supervision. PM in whatever form, should therefore be approached with informed caution.

2.10.3 Factors affecting PMS

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

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

- The absence of sufficient resources to carry out the performance contract.
- The lack of necessary authority for the individual to carry out the performance contract.
- The lack of commitment of the individual to achieve the performance requirements.
- The lack of clarity in the individual about what is expected of him/her.
- The lack of a reward or recognition of the individual's work.

The above discussion indicate the benefits that can be achieved through effectiveness of PM in the SAMHS , and it is hoped that through effective PM, service delivery will improve, a culture of performance amongst all employees of the SAMHS will improve, and employees will know what is expected of them.

2.11 CONCLUSION

Having considered the literature on the subject of PM the researcher also found that the conceptual framework provided by Armstrong and Murlis (1994) (Figure 1) to be the most appropriate in depicting the relevant processes. PM involves a continuous cycle of envisioning, planning, and acting, monitoring, reviewing, adjusting, and then re-planning.

This cycle links clearly from the corporate vision and strategy formulation into the performance appraisal and recognition process. People do their best to achieve corporate objectives when they know what the objectives are, what is expected of them, and when they have some say in both. As observed from literature, (Armstrong 1994, Nel, *et al.*, 2008, Kaplan and Norton, 1996), organisational performance is dependent upon the capabilities of individuals and teams, the level of support provided in executing tasks, and the processes, systems, and resources made available by the organisation.

As depicted in the literature, shortcomings that cause the PM process to fail can be overcome by ensuring that a jointly agreed-upon action plan is produced to bring performance back on track. Lack of commitment from top

management to support PMS programs has to change to ensure that the process will not fail.

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

CHAPTER 3:

RESEARCH METHODOLOGY

This chapter presents the research methodology employed in this study in order to achieve the research objectives. The methodology included the theoretical components which comprise research approach, research design, data analysis, data collection, and the reliability and validity of the research. The ethical considerations are also detailed. It was hoped that the chosen methodology will generate useful information through the collection and analysis of data on the effectiveness of PMS used on officers in middle-management in SAMHS HQ within Gauteng province.

3.1 INTRODUCTION TO RESEARCH METHODOLOGY

Leedy and Ormrod (2006, p. 12), argues that research methodology is "the general approach the researcher takes in carrying out the research project; to some extent, this approach dictates the particular tools the researcher selects". Babbie and Mouton (2006, p. 76) concurs by stating that research methodology "focuses on the individual (not linear) steps in the research process, and the most 'objective' (unbiased) procedures to be explored". Therefore, it is the researcher's view that research methodology refers to procedures or a step-by-step process that is followed when conducting research.

3.2 Research Approach

In this study, a quantitative approach was adopted. According to Leedy and Ormrod, quantitative research is generally used to answer questions about relationships among measured variables with the purpose of explaining, predicting and controlling phenomena. This approach is sometimes called the traditional, experimental, or positivist approach" (Leedy and Ormrod, 2006, p. 94).

The quantitative approach arises from the belief that human phenomena and variables in human behaviour can be studied objectively (Parahoo 2006, p.

468). This approach was chosen as an appropriate research method as quantitative research uses a fixed design that organises in advance the research question and a detailed method of data collection and analysis (Robson 2007, p. 22).

3.3 Research Design

The research design of a study outlines the basic approach that researchers use to answer their research question (Polit & Beck 2010). To meet the aims and objectives of the study, it is important that the researcher select the most appropriate design. A quantitative descriptive survey research design as outlined by LoBiondo-Wood & Haber (2006) was adopted in this study. Among other reasons, its choice was influenced by the purpose of the study, which was to judge from viewpoints of a given population of officers, 'what the effectiveness of the PMS is in facilitating administrative decisions in the SAMHS.

3.4 Population

Population of the study is defined by Parahoo as the total number of units from which data can potentially be collected (Parahoo, 2006, p. 468). However, Bless and Higson-Smith argues that a population is the set of elements that the research focuses on and to which the obtained results should be generalised (Bless and Higson, 2000, p. 86). The population of this study consisted of 120 officers in middle-level management employed in the SAMHS HQ in Gauteng Province.

3.5 Sampling and Sampling Design

3.5.1 Sample

Brink (2001, p. 144) defines a sample as part or fraction of a whole, or a subset of a larger set, selected by the researcher to participate in a research project. A sample consists of a selected group of the elements or units from a defined population. Leedy and Ormrod (2006, p.199) refers to sample as a subset of a population. According to Neuman (2000, p. 618), a sample is a smaller set of cases a researcher selects from the larger pool, and generalises to the

population. The researcher is of the opinion that a sample can therefore be described as a component of the overall population under study.

The June 2011 pay roll was used as a sampling frame which had all the names of all SAMHS HQ middle-level management officers. Forty (40) respondents were selected from the population of 120. To ensure a greater confidence and credibility in the findings the sample constituted 44%. This figure was considered to be large enough and was also regarded as fairly representative of the entire population to guarantee external validity.

Inclusion criteria: Middle-level managers working in the SAMHS HQ within Gauteng province in the rank group of Major (Maj) to Lieutenant Colonel (Lt Col). Middle-level managers, fitting the above criteria in the SAMHS HQ, were chosen as a smaller convenience group of the target population.

This unit (SAMHS HQ in Gauteng Province) was chosen for the study, since it was convenient and readily accessible to the researcher.

Exclusion criteria: Middle-level managers working in the SAMHS HQ in Gauteng province in the rank group of Second Lieutenant to Captain.

3.5.2 Sampling process

Sampling is the process by which researchers select a proportion of the target population, as the study population, to represent the entire unit. It is more practical and economical to work with samples rather than with large target populations (Polit & Beck 2010). Due to constraints in time, a non-probability sampling design was adopted for this study. The technique used was convenience which is sometimes called accidental or opportunity sampling. This method involves choosing the nearest or most accessible individuals to serve as respondents and continuing that process until the required sample has been obtained.

Although this technique has low credibility owing to sampling bias, and yields results that may not be truly generalizable to the population with statistical

certainty, convenience/ judgment sampling saves time, money and effort. According to Bless and Higson-Smith (1996, p. 90), this sampling method is based on the judgement of the researcher regarding the characteristics of a representative sample.

It must also be appreciated though, that the researcher was familiar with the relevant characteristics of the population in this study, and as such, the use of discretion to select the sample for the study was driven by nothing other than the interest in getting an affordable, inexpensive approximation of the truth about the phenomenon of interest.

3.6 Data collection

Brink argues that survey studies are concerned with gathering information from a sample of the population and the emphasis in the collection of data in survey studies is on structured indirect observation, questionnaires, and interviews (Brink 2001, p. 109). It is in the researcher's view that, data collection entails a process of acquiring information from the research subjects. Therefore, a data collection technique that was used in this study was a self-constructed questionnaire.

3.6.1 Data-collection technique

The questionnaire was the primary data-collection instrument. The questionnaire was administered through the drop-and-pick method to the offices of the officers selected.

Bless and Higson-smith (200, p. 166), defines a questionnaire as an instrument of data collection consisting of a standardised series of questions relating to the research topic to be answered in writing by the participants. Neuman (2004, p. 68) emphasises the fact that a good questionnaire forms an integrated whole where the researcher weaves questions together so that they flow smoothly.

According to Delport, the basic objective of a questionnaire is "to obtain facts and opinions about a phenomenon from people who are informed on the particular issue" (Delport 2006, p.166). During the construction of the questionnaire, the researcher implemented the ten suggestions made by Neuman (2004, p. 269-272) in order to avoid possible errors during question writing. In this way, the researcher tried to implement her "skills, practice, patience and creativity", as suggested by Neuman (2004, p. 269).

The questionnaire was chosen ahead of other instruments because it is easy and relatively inexpensive to administer. In fact, it allowed for wider coverage at least expense in terms of time, money and effort. Not only does it guarantee confidentiality to the respondents as they remained anonymous, but also allowed them, as postulated by Williamson (1982, p. 40); to freely and honestly express their views without fear of victimisation.

Other factors that influenced the choice of the field instrument included the fact that the respondents were literate, and in particular could read and write in English. By adopting a single administered structured questionnaire for the study, the researcher sought to control some of the demerits of a questionnaire. First, the questionnaire removed some of the threats to external validity. It assured that the respondents participated in the study, thus guaranteeing a high response rate and certainty in generalizability of findings to the sample of the study. Second, it minimised ambiguities.

A covering letter (see Appendix A) consisting of clear instructions for the completion of the questionnaire, the purpose of the research, and the ethical aspects of confidentiality/anonymity, was compiled and attached as an introduction to the questionnaire. The literature review conducted in Chapter two was used as the basis for the formulation of the questionnaire. The questionnaire consisted of a list of questions relating to the topic the effectiveness of PMS used on middle-level managers in the SAMHS HQ within Gauteng province, which the research subjects responded to in writing.

3.7 Data analysis

Parahoo avers that data analysis is "an integrated part of the research design", and it is a means of making sense of data before presenting it in an understandable manner (Parahoo, 2006, p.476). De Vos, Fouché and Venter, (2002, p. 224), argue that data analysis in the quantitative paradigm entails that the analyst breaks down data into constituent parts to obtain answers to research questions and to test the research hypothesis. The analysis of research data, however, does not in itself provide answers to research questions. Interpretation of the data is necessary. Bless and Higson-Smith (1996, p.144) suggests that a statistical analysis be performed in order to infer some properties of the population from the sample results.

Therefore, as indicated by the abovementioned authors, in the case of this quantitative study, data obtained from questionnaires that were completed by the respondents were firstly coded and broken down into constituent parts in order to obtain answers to research questions, then analysed, in order to infer some properties of the population from the sample results, and interpreted by the researcher in light of her own views and the literature, as indicated in Chapter two. Lt Col Potgieter from the Military Psychological Institute (MPI) assisted the researcher with data coding and analysis (see Appendix B).

3.8 Validity and reliability

3.8.1 Validity

According to Tredoux and Durrheim (2002, p. 216), instrument validity refers to the extent to which an instrument measures what it purports to measure. The field instrument was pre-tested to check for both content and face validity in order to establish the feasibility of their utilisation. Four officers in middle-level management at Area MH Unit Gauteng not participating in the actual study individually evaluated the questionnaires (see Appendix C). The researcher requested them to comment on the appropriateness of the items on the instruments to the study, clarify confusing issues, update terminology, and

verify if the tools covered the breadth of the content area and measured what they were intended to test. They all judged the tool to be reasonable for the intended purpose, as it adequately sampled the known content in the area under study. In addition, they stated that the questionnaire was:

- Well designed, sensible, unambiguous and appropriate for the study sample.
- Comprehensive enough to collect all the information needed to address the purpose and objectives of the study.

3.8.2 Pilot study

Piloting is a key stage in the development of the questionnaire allowing evaluation of the instrument before the main study is conducted (Parahoo 2006). The pilot study was conducted using a small sample 10 % (4) of the population. It gave the researcher the opportunity of checking whether the respondents understood the questions in the same way, if all questions were relevant and if all the instructions were clear. The pilot study also allows a check on whether the length and structure of the questionnaire are problematic (Parahoo 2006). The validity and reliability of the questionnaire can also be checked at the pilot study stage (Jones & Rattray 2010).

The pilot participants were debriefed to check for problems with the questionnaire and issues concerning it. The structure and content of the questionnaire was amended accordingly (see Appendix C).

3.8.3 Reliability of the Research Instrument

According to Bless and Higson-Smith (1996, p. 129), an instrument is described as reliable if each time it is used under the same conditions with the same subjects, it measures in the same way and yields the same results. The reliability of a research instrument is all about data consistency, stability and dependability. In short, it is the repeatability of measurement.

To put it simple a data collection instrument is regarded as completely reliable if it provide similar data when applied repetitively under similar circumstances.

In this study the items of the questionnaires were examined and reworked several times to guard against ambiguity that could lead to unreliability. Furthermore, a clear format was used so that respondents would be sure how to answer the survey questions.

3.9 ETHICAL CONSIDERATIONS

According to Polit and Beck (2010), researchers must deal with ethical issues when their intended research involves human beings. Ethical approval was requested in writing from the Officer Commanding (OC) SAMHS HQ within Gauteng province as gatekeeper (see Appendix D) and the hospital ethics committee of 1 Military Hospital involved in the research (see Appendix E). As gatekeeper, the Officer Commanding SAMHS HQ within Gauteng province as well as the Chief of Defence Intelligence must be made aware of all research undertaken at the SAMHS HQ Gauteng Province in particular and SANDF in general, in order to monitor the effect thereof (see Appendix C and F). The need to convince him of the value of such research and the competency of the researcher was also highlighted (Lee 2006).

The main ethical principles considered in conducting this research study were respect for persons, informed consent, confidentiality/anonymity and action and competence of the researcher.

3.9.1 Respect for persons

As individuals are autonomous beings. They have the right to decide whether or not they get involved in a research. This fact was stated clearly in the questionnaire cover letter (see Appendix A).

3.9.2 Informed Consent

According to Christians (2000, p. 48), research subjects have the right to be informed about the nature and consequences of an experiment in which they participate. Proper respect for human freedom generally includes two necessary conditions. Subjects must agree voluntarily to participate, that is,

without physical or psychological coercion. In addition, their agreement must be based on full and open information.

Leedy and Ormrod (2006, p.101-102) elaborate further by saying that the participants should be told that, if they agree to participate, they would have the right to withdraw from the study at any time. Any participation in a study should be strictly voluntary. A common practice is an informed consent form that describes the nature of the research project, as well as the nature of research subjects' participation in it (see Appendix G).

In summary, the researcher considers informed consent as entailing a written document that clearly discloses all information about the study, and which serves as an agreement between the researcher and research subjects. In the case of this study, research subjects signed informed consent forms. These forms contained information about the content of the study, the purpose of the study and procedures to be followed, the rights of research subjects, such as confidentiality, the fact that research subjects were at liberty to withdraw from the study at any time if they so desired, and the contact numbers of the researcher. This would enable research subjects to contact the researcher in case of any questions or comments.

3.9.3 Confidentiality

According to Leedy and Ormrod (2006, p.101-102), any research study should respect the participant's right to privacy. Under no circumstances should a research report, either oral or written, be presented in such a way that others become aware of how a particular participant responded or behaved, unless the participant specifically granted permission, in writing, for such disclosure. In general, a researcher must keep the nature and quality of participants' performance strictly confidential.

Christians (2000, p. 149) is of the opinion that the codes of ethics insist on safeguards to protect peoples' identities and the positions of the research locations. Confidentiality must be assured as the primary safeguard against

unwanted exposure. All personal data ought to be secured or concealed and made public behind a shield of anonymity.

Leedy and Ormrod (2006, p. 101-102) postulate that “under no circumstances may the identity of research subjects be revealed to anyone”.

A covering letter (see Appendix C) with details regarding the interview process, which spelt out the confidentiality aspect to the research subjects, was also distributed. The researcher ensured that none of the research participants' identities were revealed in the research questionnaires or reflected in the research report. The research participants were assured of their right not to participate in the study if they did not want to respond. Furthermore, the researcher personally undertook data collection within the SAMHS HQ.

3.9.4 Action and Competence of the Researcher

According to Babbie (2001, p. 476), “the entire research project must run its course in an ethically correct manner. An obligation rests on the researcher towards all colleagues in the scientific community to report correctly on the analysis of data and the results of the study.” Strydom (2002, p. 69) is of the view that “researchers are ethically obliged to ensure that they are competent and adequately skilled to undertake the proposed investigation. When sensitive investigations are involved, this requirement is even more important”. In summary, it is critical that the researcher is equipped with the necessary knowledge and skills to undertake research. The researcher underwent two weeks training on qualitative and quantitative research.

3.10. CONCLUSION

This chapter served as background information to the study on effectiveness of the PMS used on middle-level managers in the SAMHS. Quantitative research methodology with regard to the research approach, research design, population, sample, and sampling method were discussed in detail. The focus of Chapter 4 will be data presentation and analysis.

CHAPTER 4

DATA PRESENTATION

4.1 INTRODUCTION

In chapter three, the research design, research objectives, research instruments, and data gathering approach was described. In this chapter, data was analysed by measuring numerical values and converting these to percentages and thereafter interpreted.

Data analysis was considered against the literature reviewed. Microsoft Excel statistics functions were used to calculate the totals and produce tables, graphs, and pie charts. Tabulation and graphical representations were used for easy interpretation of the statistics. According to Kerlinger (1986), tabulation is the recording of the number of the types of responses in the appropriate categories. Kerlinger (ibid) further defines data analysis as the categorisation, ordering, manipulation, and summarising of data, so as to obtain solutions to the research questions. In addition, the purpose of data analysis is to condense the data to an intelligent and interpretable form, so that solutions can be obtained and that relations of the research problems can be studied and tested.

The primary research instrument that was used to collect the data was a self-administered questionnaire. Forty questionnaires were given to the employees who are in the middle- level management in the SAMHS HQ. The results from the above instruments were analysed. The total response rate was high with 100% (40) respondents completing the questionnaire. None of the questionnaires were spoiled.

The questionnaire sought information on gender, age group, educational qualifications, present rank in the organisation, and number of years in the service, and then presented forty-nine (49) questions about the PMS. The statements allowed the respondents a choice on a five-point scale, as to the level to which the respondents agreed or disagreed with the statement. The questionnaire is attached as Appendix G.

A five-point Likert scale was initially used. To make the results more meaningful, this scale was recorded to a three-point Likert scale. The options 'agree' and 'tends to agree' were combined to formulate a meaningful response, and the same was done for 'disagree' and 'tends to disagree.' This was done to give direction to the results. According to De Vaus (1991, p. 290), the use of extended scales such as five and seven-point scales produce a loose form of analysis and leads to unfocused research.

The data was presented according to the different sections of the questionnaire.

Section A: Analysis of the biographical details of the respondents.

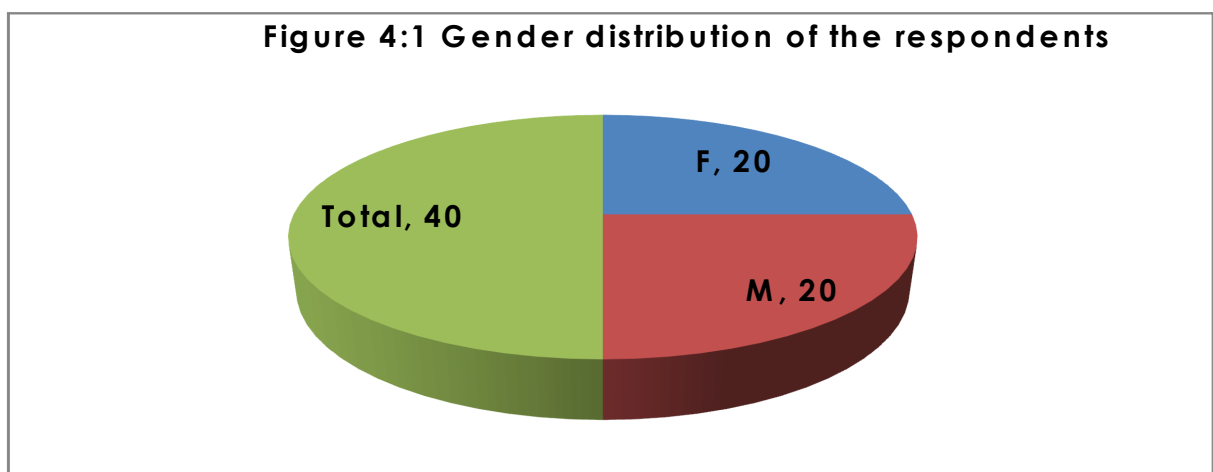
Section B: Cross-tabulation presentation of the findings on PM

4.2 SECTION A: ANALYSIS OF THE BIOGRAPHICAL DETAILS OF THE RESPONDENTS

This section presents the biographical details of the sample. The purpose was to indicate the demographics of the respondents in terms of gender and age, educational status of respondents, rank held by respondents, length of service in the SAMHS in years, and nature of tenure.

4.2.1 Gender distribution of respondents

Respondents were asked to indicate their gender. This is indicated on figure 4.1 below.



From the above Figure 4.1, the sample reflected an even gender balance; with twenty (60%) females and twenty (60%) males. It is important to identify the gender of the respondents in order to know how representative the sample was in terms of gender. It is also important to determine whether male and female respondents held different views about PMS. It is clear from the above results that the SAMHS HQ is gender sensitive.

4.2.2 Age of Respondents

Respondents were asked to indicate their ages. Ages of respondents are indicated in figure 4.2 below:

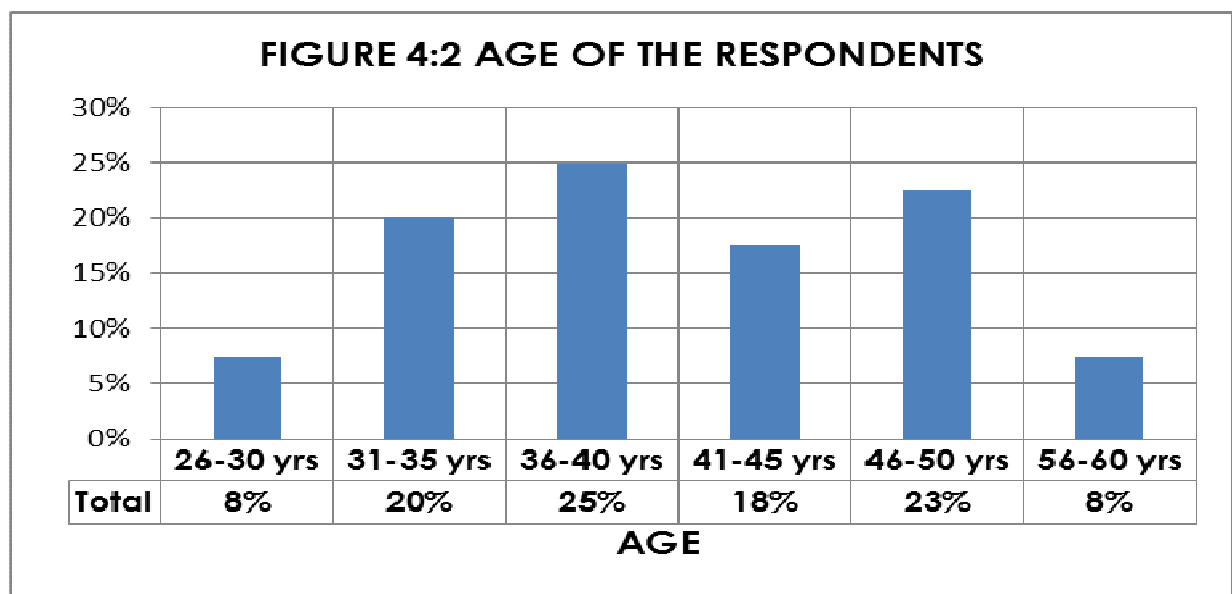
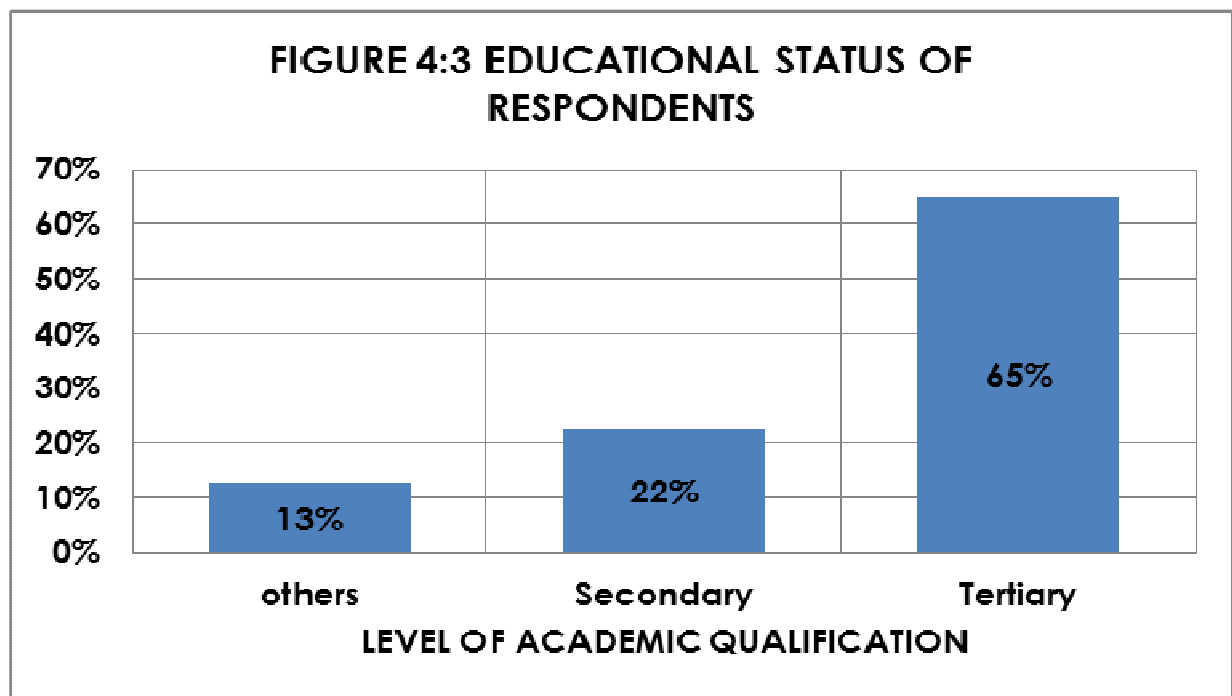


Figure 4.2 above shows that the largest group (25%) of respondents were between 36-40 years of age followed by respondents aged between 46-50 years (23%) and 31-35 years with (20%). Eight percent (8%) were relatively young (26-30 years old) and thus newer in the middle- level management level. The age group between 56-60 years (8%) are about to reach their retirement age, whilst the remaining 18% are in the age group 41-46 years old. This was positive because the majority of the respondents between 21 and 41 years of age have the option of choosing to continue to work in the SAMHS, and the PMS, if correctly utilised, can contribute to the SAMHS's retention strategy. A study by Kalleberg and Loscocco (1984, p. 79), suggest that

satisfaction and high performance increases until age 40, then levels off, and then increases again when employee reach their late 60's.

4.2.3 Educational status of respondents

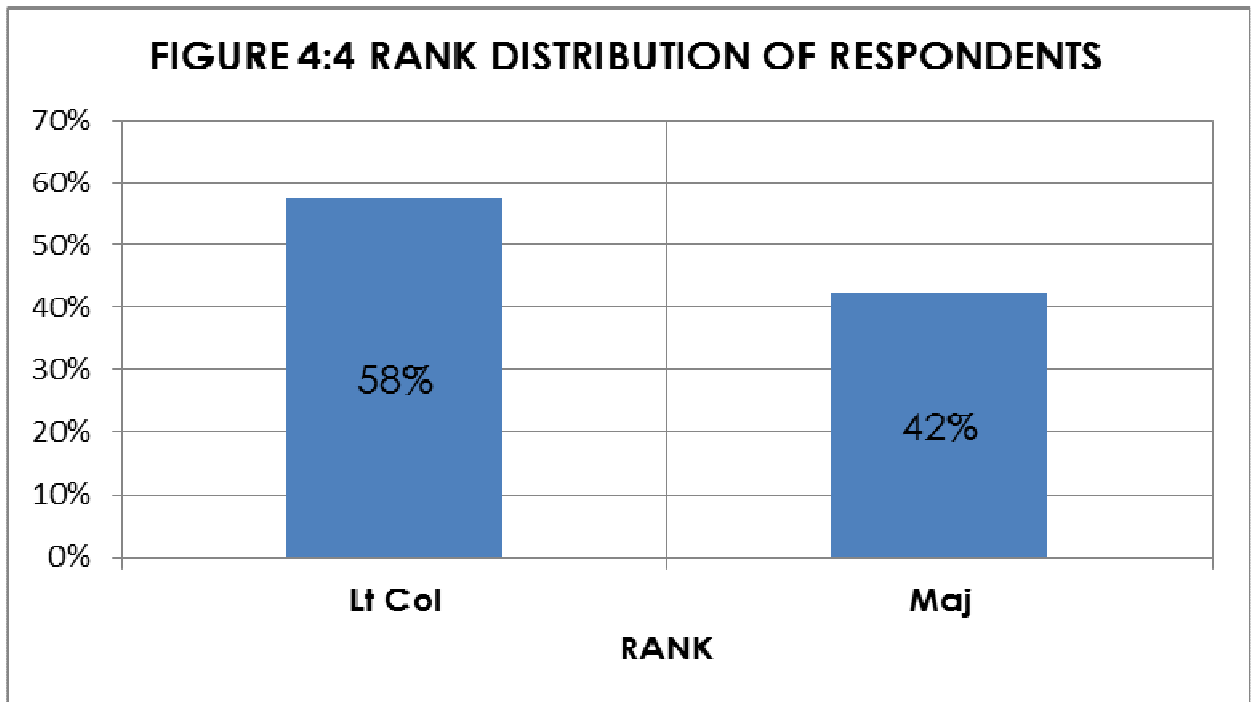
Respondents were also asked to indicate their highest qualification, and the categories of qualification are indicated in figure 4.3 below.



The data in figure 4.3 illustrates that about 66% of the respondents have tertiary education, while an additional 22% have secondary education. Thirteen Percent (13%) have others (which is above tertiary education). The tertiary qualification of the significant majority (65%) of the respondents suggests an ability to interpret and implement policies as well as monitoring and evaluation of such policies.

4.2.4 Rank held by respondents

The respondents were also requested to indicate the position they hold in the department. Figure 4.4 below shows the responses.



The DOD uses the rank structure where Lieutenant Colonels are supervising assistant directors (Majors) and assistant directors (major) supervise officials at operational levels (Captains). Figure 4.4 above shows that 58% of respondents are managers supervising assistant directors and other officials. Forty-two percent (42%) of the respondents are other managers supervising officials at operational levels. According to Simeka (2004) immediate supervisors are responsible for contracting and reviewing the performance of their subordinates. Thus the respondents should have appropriate experience for reliably critiquing the implementation of PMS.

4.2.5 Length of service years in the SAMHS HQ

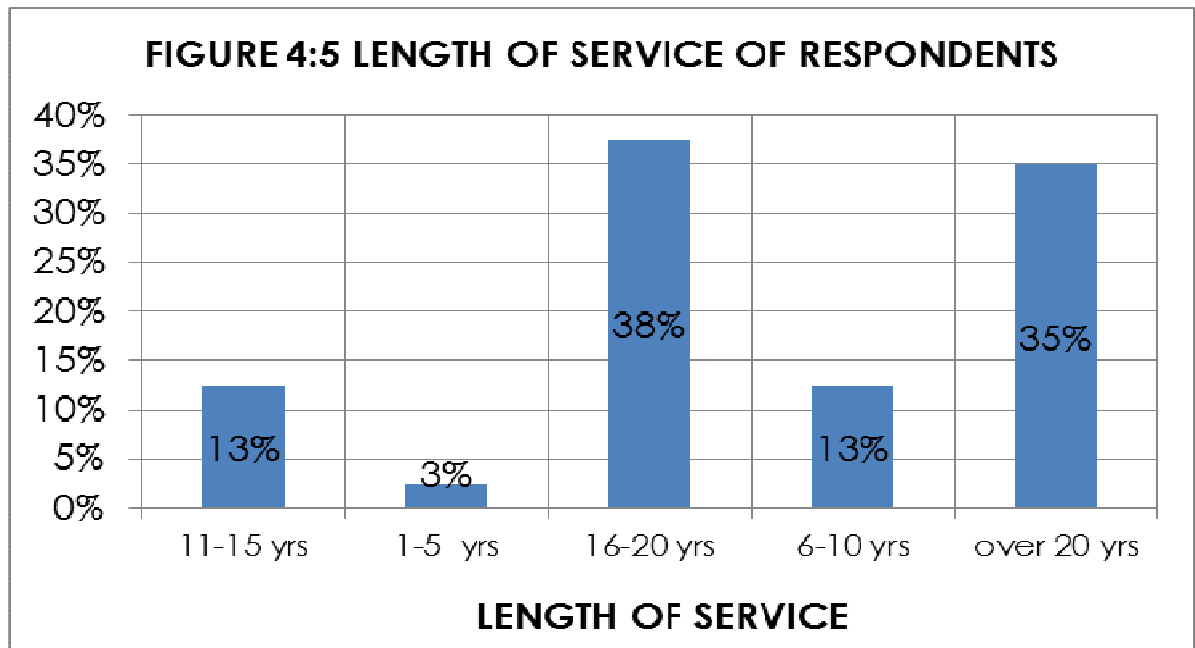


Figure 4.5 shows that ninety-seven percent (97%) of the respondents have more than 10 years of experience in the SAMHS. Only 3% have less than 10 years of service. The data thus reflects a very experienced group of respondents who should be able to interpret government statutes and should also be able to implement them appropriately.

4.2.6 Nature of tenure

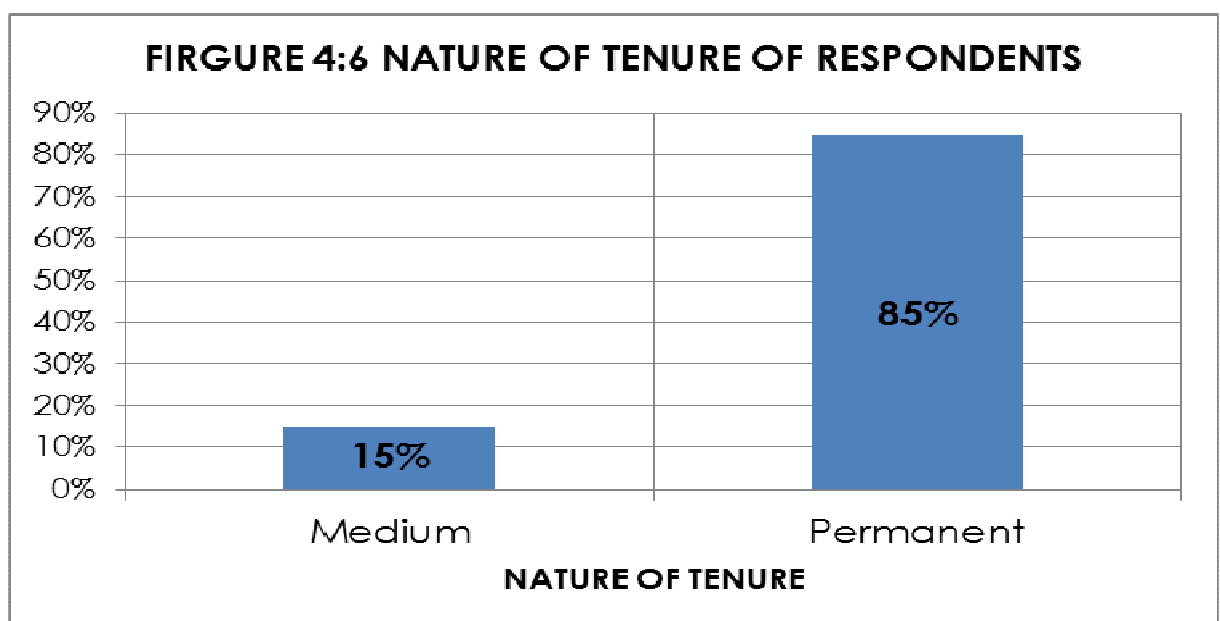


Figure 4.6 show that the majority (85%) of the respondents had permanent job tenure. This data reflects a group of respondents who should have a sense of job security and will work towards implementing government prescripts that will improve organisational performance and therefore will ensure their job security. A study by Bedeian, Ferris and Kacmar suggest that tenure appears to be a more consistent and stable predictor of job satisfaction and increased performance than chronological age (Bedeian, Ferris and Kacmar, 1992, p. 46).

4.3 SECTION B: CROSS TABULATION PRESENTATION OF THE FINDINGS ON PM STATEMENTS

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

Table 4.1: The organisation has clearly defined business goals, purpose, and strategy. E.g. Vision, Mission, and Values (N=40).						
	Agree		Disagree		neither disagree or agree	
Age	N	%	N	%	N	%
26-30 yrs	2	6%		0%	1	4%
31-36 yrs	6	14%	4	8%		0%
36-40 yrs	7	18%	2	6%	1	4%
41-45 yrs	7	18%		0%		0%
46-50 yrs	8	20%	1	4%		0%
51-55 yrs	2	6%	1	4%		0%
Total	31	76%	7	18%	2	6%
Gender						
F	16	48%	4	8%	2	6%
M	16	40%	4	10%		0%
Total	31	76%	7	18%	2	6%
Length in Service						
11-16 yrs	4	11%	2	6%		0%
1-6 yrs	1	4%	1	4%		0%
16-20 yrs	11	29%	2	6%	1	4%
6-10 yrs	2	6%	1	4%	1	4%
over 20yrs	14	29%	1	4%		0%
Total	31	76%	7	18%	2	6%

The majority of the respondents (76%) believed that the institution had clearly defined goals, purpose and strategy. Twenty percent (20%) of the respondents aged 46-50 agreed with this statement. Only 18% of the respondents (both male and female) disagreed with this statement. Twenty-nine (29%) of respondents with a length of service of 16-20 years as well as 29% of respondents with a length of service of over 20 years agree that that the institution had clearly defined goals, purpose, and strategy. The

researcher believes that the respondents who agreed with the statement might be informed by the respondents' experience of the organisation looking at their length of service.

Table 4.2: Employees believe in the organisation's goals, purpose and strategy (N=40).						
	Agree		Disagree		neither disagree or agree	
Age	N	%	N	%	N	%
26-30 yrs	2	6%		0%	1	4%
31-36 yrs	4	10%	4	10%		0%
36-40 yrs	6	14%	2	6%	4	8%
41-45 yrs	4	8%	1	4%	4	8%
46-50 yrs	6	16%	1	4%	2	6%
51-55 yrs	1	4%	1	4%	1	4%
Total	21	64%	9	24%	10	26%
Gender						
F	11	28%	4	10%	6	14%
M	10	26%	6	14%	6	14%
Total	21	64%	9	24%	10	26%
Length in Service						
11-16 yrs	2	6%	4	8%	1	4%
1-6 yrs		0%		0%	2	6%
16-20 yrs	11	26%	3	8%	1	4%
6-10 yrs	2	6%		0%	2	6%
over 20yrs	5	11%	7	18%	1	4%
Total	20	47%	14	44%	7	24%

Table 4.2 indicates that only 24% of the respondents do not believe in the Goals, purpose and strategy of the organisation, and this could be due to poor top-down communication of the strategy in the organisation. Twenty-four percent (24%) of the respondents were unsure. Sixty-four percent (64%) of the respondents in all age categories, both male and female, agree with the statement. Eighteen percent (18%) of the respondents with a length of service of over 20 years say that they do not believe in the organisation's goals, purpose and strategy. The researcher found this assertion very strange, that one can spend a long period of time in an organisation if one does not believe in its goals, purpose, and strategy, except if the respondents stayed

on for other benefits that the organisation offer, such as medical and deployment allowances.

Table 4.3: Each unit or team has a compelling vision of how they add value to the whole organisation, and clear plans for doing so (N=40).						
	Agree		Disagree		neither disagree or agree	
Age	N	%	N	%	N	%
26-30 yrs	0	0%		0%	1	4%
31-36 yrs	6	14%	2	6%	1	4%
36-40 yrs	4	8%	1	4%	6	16%
41-45 yrs	4	10%	2	6%	1	4%
46-50 yrs	6	16%	1	4%	2	6%
51-55 yrs	1	4%	2	6%		0%
Total	21	60%	8	20%	11	20%
Gender						
F	12	40%	4	10%	4	10%
M	9	20%	4	10%	7	10%
Total	21	60%	8	20%	11	20%
Length in Service						
11-16 yrs	4	8%	2	6%	1	4%
1-6 yrs	1	4%		0%	1	4%
16-20 yrs	8	21%	4	11%	2	6%
6-10 yrs	2	6%		0%	2	6%
over 20yrs	7	16%	2	6%	0	0%
Total	21	60%	8	20%	10	20%

Table 4.3 indicates that the majority of respondents, both male (40%) and female (20%) totalling (60%), believe that each unit does have a vision of how they add value to SAMHS. Twenty percent (20%) of the respondents in all age categories disagreed with this statement. Eleven percent (11%) of the respondents who disagreed with the statement had a length of service of 16-20 years. Twenty percent (20%) of the respondents were not sure if each unit in the organisation does have a vision of how to add value to the SAMHS, however. Twenty percent (20%) of the respondents either were not sure whether each unit in the SAMHS does have a vision of how they add value to SAMHS. This might be as a result of each unit not communicating its vision

consistently.

Table 4.4: Employees have full and up-to-date descriptions of their roles(Overall accountability, responsibilities, authority, resources and relationship(N=40)						
	Agree		Disagree		neither agree	disagree
Age	N	%	N	%	N	%
26-30 yrs	2	6%		0%	1	3%
31-36 yrs	4	10%	4	8%	1	3%
36-40 yrs	4	10%	4	10%	2	6%
41-45 yrs	4	10%	2	6%	1	3%
46-50 yrs	6	14%	4	8%	1	3%
51-55 yrs		0%	2	6%	1	0%
Total	19	48%	14	32%	7	18%
Gender						
F	8	20%	8	20%	4	10%
M	11	28%	6	16%	4	8%
Total	19	48%	14	46%	7	18%
Length in Service						
11-16 yrs	2	6%	4	8%	1	3%
1-6 yrs		0%		0%	2	4%
16-20 yrs	10	26%	4	8%	1	3%
6-10 yrs	2	6%		0%	2	4%
over 20yrs	6	12%	7	18%	1	3%
Total	19	48%	14	46%	7	18%

Forty-eight percent (48%) of the respondents felt that employees have full and up-to-date descriptions of their role their overall accountability, responsibilities, authority, resources and relationship. However, 46% of the respondents, both male and female, disagreed with this statement and believed that they did not have up-to-date descriptions of their roles and 18% of those who disagreed with the statement had a length of service of over 20 years. Eighteen percent (18%) of the respondents were not sure whether they have the description of their roles. This is a negative indication that employees do not have their latest job descriptions which can hamper performance measurement and appraisals.

Table 4.5: Employees engage actively in all stages of the PMS process as it relates to them (e.g. planning, monitoring, gaining feedback, development, and appraisal (N=40)						
	Agree		Disagree		neither disagree or agree	
Age	N	%	N	%	N	%
26-30 yrs	2	6%	4	0%	1	4%
31-36 yrs	4	8%	4	8%	1	4%
36-40 yrs	4	8%	6	8%	4	10%
41-45 yrs		0%	6	14%	2	6%
46-50 yrs	2	6%	2	14%	2	6%
51-55 yrs	2	4%		6%		0%
Total	12	28%	18	46%	10	26%
Gender						
F	6	16%	8	21%	6	14%
M	6	14%	10	26%	6	14%
Total	12	28%	18	46%	10	26%
Length in Service						
11-16 yrs	2	6%	4	10%		0%
1-6 yrs		0%		0%	2	6%
16-20 yrs	4	10%	6	14%	4	10%
6-10 yrs	2	6%	2	6%		0%
over 20yrs	4	8%	7	18%	4	10%
Total	12	28%	18	46%	10	26%

Forty-six (46%) of both males and females of the respondents indicated that they do not believe that employees actively engage in all stages of the PM process, and 18% of those who disagree with the statement had a length of service of over 20 years while 28% agrees with the statement that employees actively engage in all stages of the PM process. Twenty-six percent (26%) of respondents were unsure. This could be because there is lack of strong commitment towards the entire PM process. This might negatively affect the involvement of employees in middle- level managers in the process of PMS if the PM process is construed as not adding value to their performance as they see no reason to actively engage in the process.

Table 4.6: Managers actively engage with their staff/employees in planning, aligning, monitoring, sharing feedback on and appraising their performance (N=40).						
	Agree		Disagree		neither disagree or agree	
Age	N	%	N	%	N	%
26-30 yrs	2	6%		0%	1	4%
31-36 yrs	4	10%	2	6%	2	6%
36-40 yrs	6	16%	2	6%	2	6%
41-45 yrs	1	4%	6	14%	1	4%
46-50 yrs	2	6%	4	8%	4	8%
51-55 yrs		0%	4	8%		0%
Total	15	40%	16	38%	10	22%
Gender						
F	6	16%	8	20%	6	16%
M	9	24%	7	18%	4	8%
Total	15	40%	16	38%	10	22%
Length in Service						
11-16 yrs	2	6%	4	8%		0%
1-6 yrs	2	6%		0%	2	4%
16-20 yrs	6	16%	3	8%	2	4%
6-10 yrs	4	8%	1	4%	2	4%
over 20yrs	1	4%	7	18%	4	8%
Total	15	40%	15	38%	10	22%

Table 4.6 indicates that there was some level of uncertainty as to whether managers actively engage with employees in planning, monitoring, measuring, and sharing feedback on their performance. 38% of the respondents disagreed with this statement of which 14% were within the age group 41-4 years and 40% agreed with the statement and 22% of the respondents were unsure. This could be attributed to some senior managers openly and regularly communicating with their staff while other managers were not. Eighteen (18%) of the respondents with over 20 years length of service disagreed with this statement. Commitment from management is essential to the success of the PMS.

Table 4.7: Managers ensure that expectations of their staff/employees are challenging and equitable; taking due account of roles, abilities and opportunities (N=40).

	Agree		Disagree		neither disagree or agree	
Age	N	%	N	%	N	%
26-30 yrs	2	6%		0%	1	2%
31-36 yrs	2	6%	4	8%	4	8%
36-40 yrs	4	8%	2	6%	6	12%
41-45 yrs	2	6%	4	8%	2	3%
46-50 yrs	2	6%	6	16%	1	2%
51-55 yrs		0%	4	8%		0%
Total	11	32%	17	44%	12	24%
Gender						
F	6	14%	9	24%	6	12%
M	6	16%	8	20%	6	12%
Total	11	32%	17	44%	12	24%
Length in Service						
11-16 yrs	2	6%	4	8%	1	2%
1-6 yrs		0%		0%	2	3%
16-20 yrs	4	10%	4	10%	6	12%
6-10 yrs	4	8%	1	4%		0%
over 20yrs	2	6%	9	24%	4	8%
Total	11	32%	17	44%	12	24%

It is clear from the above-mentioned table that the majority of respondents (44%) believe that some senior managers do not ensure that employees' expectations are challenging and 24% of those who disagree with the statement had a length of service of over 20 years and 16% of the respondents were within the age range of 46 years to 50 years. However 32% of the respondents believed that managers did ensure that employees' expectations are challenging. Twenty-four (24%) of the respondents were unsure. This could be the results of infrequent and inconsistent feedback sessions.

Table 4.8: Managers ensure that their subordinates ensure equitable standards of expectation and assessment in and across their areas (N=40).						
	Agree		Disagree		neither disagree or agree	
Age	N	%	N	%	N	%
26-30 yrs	2	6%		0%	1	4%
31-36 yrs	2	6%	1	3%	4	10%
36-40 yrs	6	14%	3	8%	2	6%
41-45 yrs	2	6%	3	8%	2	6%
46-50 yrs	4	10%	1	3%	4	10%
51-55 yrs		0%	2	8%		0%
Total	16	48%	10	40%	14	44%
Gender						
F	6	14%	6	16%	9	24%
M	10	26%	6	16%	4	10%
Total	16	48%	12	40%	14	44%
Length in Service						
11-16 yrs	2	6%	4	10%		0%
1-6 yrs	2	6%		0%		0%
16-20 yrs	6	14%	2	6%	7	18%
6-10 yrs	4	8%	1	4%		0%
over 20yrs	4	8%	6	14%	6	16%
Total	16	48%	12	40%	14	44%

Forty-eight percent (48%) of the respondents, both male (26%) and female (14%), believed that some senior managers do ensure that their subordinates ensure equitable standards of expectation and assessment in and across their areas of which 14% were within the age range of 46-40 years. Thirty per cent (40%) of both male and female respondents disagreed with this statement. Thirteen percent (13%) of the respondents who had a length of service of over 20 years disagreed with this statement. Forty -four percent (44%) of respondents were unsure and 18% of those who were unsure had a length of service e Of 16-20 years.

Table 4.9 Employees and their managers are prompted and reminded about task/output objective setting to ensure that it happens in a timely manner (N=40).						
	Agree		Disagree		neither disagree or agree	
Age	N	%	N	%	N	%
26-30 yrs	1	4%	1	4%		0%
31-36 yrs	2	6%	2	6%	4	10%
36-40 yrs	4	10%	4	8%	4	8%
41-45 yrs	4	8%	4	8%	1	4%
46-50 yrs	6	14%	2	6%	2	6%
51-55 yrs	1	4%	2	6%		0%
Total	16	41%	14	44%	10	26%
Gender						
F	7	18%	7	18%	6	14%
M	9	24%	6	16%	6	14%
Total	16	41%	14	44%	10	26%
Length in Service						
11-16 yrs	1	4%	4	10%	1	4%
1-6 yrs	1	4%		0%	1	4%
16-20 yrs	6	16%	6	14%	4	8%
6-10 yrs	2	6%		0%	1	4%
over 20yrs	6	16%	4	10%	4	10%
Total	16	41%	14	44%	10	26%

The majority of the respondents (41%), both males and females were of the opinion that employees and their managers are prompted or reminded about task/output objective setting to ensure that it happens in a timely manner. 16% of those who agree had a length of service of 16-20 years. However, 44% of the respondents, both male and females disagreed with this statement and 14% of those who disagree with the statement had a length service e of 16-20 years. Failure to prompt or remind employees and their managers about task/output objective setting to ensure that it happens in a timely manner might lead to non-compliance and tasks not being executed timeously.

Table 4.10: Managers work with staff/employees to define and/or sign-off their task/output objectives; aiming for agreement and 'buy-in' whenever possible (N=40).						
	Agree		Disagree		neither disagree or agree	
Age	N	%	N	%	N	%
26-30 yrs	1	4%	2	6%		0%
31-35 yrs	1	4%	4	8%	4	10%
36-40 yrs	4	10%	2	6%	4	10%
41-45 yrs	1	4%	4	8%	4	8%
46-50 yrs	4	10%	2	6%	4	8%
51-55 yrs		0%	4	8%		0%
Total	11	28%	16	48%	14	46%
Gender						
F	4	8%	10	26%	7	18%
M	8	20%	6	14%	7	18%
Total	11	28%	16	48%	14	46%
Length in Service						
11-16 yrs	1	4%	4	8%	2	6%
1-6 yrs	2	6%		0%		0%
16-20 yrs	4	8%	6	14%	6	16%
6-10 yrs	1	4%	2	6%	1	4%
over 20yrs	4	10%	6	14%	6	14%
Total	11	28%	16	48%	14	46%

Forty-eight percent (48%) of the respondents do not believe that managers work with staff/employees to define and/or sign-off their task/output objectives; aiming for agreement and 'buy in' whenever possible of which 14% has a length of service of 16-20 years and over 20 years respectively. Twenty-eight percent (28%) of the respondents believed the opposite. The above table also reveals that 46% of the respondents were unsure and of which 16% had a length of service of over 16-20 years disagreed with this statement.

Table 4.11: Employees objectives in their team add up to at least the expectations of the team as a whole (N=40).						
	Agree		Disagree		neither disagree or agree	
Age	N	%	N	%	N	%
26-30 yrs	1	4%	2	6%		0%
31-35 yrs	1	4%	2	6%	6	14%
36-40 yrs	4	10%	4	8%	4	8%
41-45 yrs	1	4%	4	8%	4	8%
46-50 yrs	7	18%		0%	2	6%
51-55 yrs		0%	2	6%	1	4%
Total	14	46%	12	40%	14	46%
Gender						
F	4	10%	9	24%	7	18%
M	10	26%	4	8%	7	18%
Total	14	46%	12	40%	14	46%
Length in Service						
11-16 yrs	2	6%	4	8%	1	4%
1-6 yrs	1	4%	1	4%		0%
16-20 yrs	6	14%	6	14%	4	10%
6-10 yrs	1	4%	1	4%	2	6%
over20yrs	6	14%	2	6%	7	18%
Total	14	46%	12	40%	14	46%

Forty percent (40%) of the respondents believe that employee's objectives do not have clear, measurable and precise criteria for determining whether or not they have been achieved. While 46% of the respondents, both male and female, believe the opposite while the other 46% were unsure. 18% of the respondents in the age group 46-66 years believe that the employees' objectives do have clear, measurable and precise criteria for determining whether or not they have been achieved. Fourteen percent (14%) of the respondents with length of service of 16 to over 20 years agree with the statement.

Table 4.12: Employees objectives adequately reflect the expectations of those with whom they work /team needs (N=40).

	Agree		Disagree		neither disagree or agree	
Age	N	%	N	%	N	%
26-30 yrs	2	0%	2	6%	1	4%
31-36 yrs	4	6%	4	8%	4	8%
36-40 yrs	4	8%	4	10%	4	8%
41-45 yrs	6	8%	4	8%	1	4%
46-50 yrs		14%	1	4%	4	8%
51-55 yrs		0%	2	6%	1	4%
Total	14	44%	16	48%	10	40%
Gender						
F	6	14%	9	24%	4	16%
M	8	20%	6	16%	6	16%
Total	14	44%	16	48%	12	40%
Length in Service						
11-16 yrs		0%	6	14%	1	4%
1-6 yrs	1	4%	1	4%		0%
16-20 yrs	6	14%	4	10%	5	14%
6-10 yrs	2	6%	2	6%		0%
Over 20yrs	6	14%	4	8%	4	16%
Total	14	44%	16	48%	10	40%

It is evident from Table 4.12 that 48% of the respondents did not believe that employees' objectives in their team add up to at least the expectations of the team as a whole. However 14% of the respondents with over 20 year's length in service believed the opposite. Twenty percent (20%) of the male respondents believed that employees' objectives in their team add up to at least the expectations of the team as a whole. 14% of respondents in the age group 46-66 years also agree with the statement. This positive outlook might be as a result of maturity in age and long tenure of the respondents.

Table 4.13: It is possible to trace all employees' contributions to higher level organisational goals (N=40)						
	Agree		Disagree		neither disagree or agree	
Age	N	%	N	%	N	%
26-30 yrs		0%	2	6%	1	2%
31-35 yrs	2	6%	4	10%	1	2%
36-40 yrs		0%	7	18%	1	2%
41-45 yrs	4	10%	4	8%		0%
46-50 yrs	6	14%		0%	4	8%
51-55 yrs	1	4%	1	4%	1	2%
Total	12	40%	17	44%	11	16%
Gender						
F	7	18%	9	24%	4	6%
M	6	14%	8	20%	7	10%
Total	12	40%	17	44%	11	16%
Length in Service						
11-16 yrs	1	0%	6	14%	1	2%
1-6 yrs	4	4%	1	4%		0%
16-20 yrs		8%	6	16%	6	12%
6-10 yrs	1	4%	4	8%		0%
Over 20 yrs	7	18%	2	6%	6	12%
Total	12	40%	17	44%	11	16%

The majority of the respondents, both male and females (44%) were of the opinion that it is impossible to trace all employees' contributions to higher-level organisational goals while 40% of the respondents believed otherwise and 16% were unsure. This could be attributed to poor communication from top management through to employees in middle- level managers. In this instance the respondents aged 46-50 (14%), as well as respondents with length of service of over 20 years (18%), agreed with the statement.

Table 4.14: Employees have ready access to the latest objectives of colleagues, superiors, and the teams to which they contribute (N=40).						
	Agree		Disagree		neither disagree or agree	
Age	N	%	N	%	N	%
26-30 yrs		0%	2	6%	1	4%
31-35 yrs	1	4%	4	10%	4	8%
36-40 yrs	4	8%	6	14%	2	6%
41-45 yrs	1	4%	6	14%	1	4%
46-50 yrs	6	14%	2	6%	2	6%
51-55 yrs		0%	4	8%		0%
Total	10	26%	21	64%	9	20%
Gender						
F	6	16%	12	40%	2	6%
M	4	10%	9	24%	7	18%
Total	10	26%	21	64%	9	20%
Length in Service						
11-16 yrs	1	4%	6	14%		0%
1-6 yrs		0%	2	6%		0%
16-20 yrs	4	10%	6	14%	4	8%
6-10 yrs		0%	4	8%	1	4%
over 20yrs	6	14%	6	16%	4	8%
Total	10	26%	21	64%	9	20%

The majority of the respondents (64%), both male and female, did not believe that employees have ready access to the latest objectives of colleagues, superiors and the teams to which they contribute. Fourteen percent who disagreed were in the age group 31-40 years and 41-45 years respectively. However 26% of the respondents agreed with the statement and 20% were unsure. If employees had ready access to the latest objectives of colleagues, superiors and the teams to which they contribute to, this could lead to an effective PMS.

Table 4.15 Employees know which competencies they need to capitalise on and which they need to acquire or develop further (N=40).

	Agree		Disagree		neither disagree or agree	
Age	N	%	N	%	N	%
26-30 yrs	1	4%	2	6%		0%
31-35 yrs	2	6%	6	14%	1	4%
36-40 yrs	6	16%	4	8%	1	4%
41-45 yrs	4	10%	2	6%	1	4%
46-50 yrs	4	10%	2	6%	4	8%
51-56 yrs	2	6%		0%	1	4%
Total	19	48%	14	46%	7	18%
Gender						
F	7	18%	9	24%	4	10%
M	12	40%	6	14%	4	8%
Total	19	48%	14	46%	7	18%
Length in Service						
11-16 yrs	2	6%	4	8%	1	4%
1-6 yrs	1	4%		0%	1	4%
16-20 yrs	7	18%	6	14%	2	6%
6-10 yrs	1	4%	4	8%		0%
Over 20yrs	8	20%	4	8%	4	8%
Total	19	48%	14	46%	7	18%

The majority of the respondents (48%) agreed that employees know which competencies they need to capitalise on and which they need to acquire or develop further. This is a positive indication that middle- level managers can identify their shortcomings in terms of training and development. 20% of those that agreed with the statement had a length of service of over 20 years and 16% where in the age group of 46- 40 years. However 46% of the respondents held a different view and of the 46% that hold the negative view, 14% are within the age range of 41-46 years, while 18% of the respondents were unsure.

Table 4.16 Employees know what they need to do to progress into other higher roles (N=40).

	Agree		Disagree		neither disagree or agree	
Age	N	%	N	%	N	%
26-30 yrs	1	4%	2	6%		0%
31-35 yrs	2	6%	4	10%	2	6%
36-40 yrs	4	10%	4	10%	2	6%
41-45 yrs	4	8%	2	6%	2	6%
46-50 yrs	6	14%	2	6%	2	6%
51-55 yrs	2	6%		0%	1	4%
Total	17	44%	14	46%	9	24%
Gender						
F	6	16%	9	24%	6	14%
M	11	28%	6	14%	4	10%
Total	17	44%	14	46%	9	24%
Length in Service						
11-16 yrs	2	6%	4	8%	1	4%
1-6 yrs	1	4%	1	4%		0%
16-20 yrs	6	16%	6	14%	4	8%
6-10 yrs	1	4%	4	8%		0%
Over 20yrs	7	18%	2	6%	6	14%
Total	17	44%	14	46%	9	24%

The majority of the respondents (44%) believed that they know what they need to do to progress into other higher roles. 18% of those who agreed with the statement had a length of service of over 20 years. However, 46% of the respondents believed the opposite, and 20% of those who disagreed were in the age group of 41-45 years. This might lead to misguided training and development of employees if the range of options of development and resources are not available. They have a responsibility, however, to ensure self-development and to explore developmental options at their disposal.

Table 4.17 Employees are aware of the range of development options and resources available to them (N=40).

	Agree		Disagree		neither disagree or agree	
Age	N	%	N	%	N	%
26-30 yrs	1	3%	2	5%		0%
31-35 yrs		0%	5	13%	3	8%
36-40 yrs	4	10%	4	10%	2	5%
41-45 yrs	3	8%	3	8%	1	3%
46-55 yrs	5	13%	1	3%	3	8%
56-60 yrs	2	5%		0%	1	3%
Total	15	38%	15	38%	10	25%
Gender						
F	6	15%	9	23%	5	13%
M	9	23%	6	15%	5	13%
Total	15	38%	15	38%	10	25%
Length in Service						
11-15 yrs	2	5%	3	8%	1	3%
1-5 yrs	1	3%	1	3%		0%
16-20 yrs	5	13%	6	15%	3	8%
6-10 yrs		0%	3	8%	1	3%
Over20 yrs	7	18%	2	5%	5	13%
Total	15	38%	15	38%	10	25%

Table 4.17 indicates that there was some level of uncertainty as to whether employees are aware of the range of development options and resources available to them. Thirty-eight percent (38%) of the respondents agreed with this statement while 38% felt otherwise. Eighteen percent (18%) of those who agreed had a length of service of over 20 years. Twenty-five percent of respondents were unsure. This could be attributed to some managers openly and regularly communicating with their staff while other managers did not. Fourteen percent (14%) of the respondents who agreed with this statement were within the age group 46-66 and 18% had a length of service of over 20 years.

Table 4.18 Employees are positively committed to clear, focused, appropriate and practical individual development plans (N=40).						
	Agree		Disagree		neither disagree or agree	
Age	N	%	N	%	N	%
26-30 yrs	1	3%	2	5%		0%
31-35 yrs	1	3%	4	10%	3	8%
36-40 yrs	4	10%	3	8%	3	8%
41-45 yrs	1	3%	3	8%	3	8%
46-55 yrs	7	18%	2	5%		0%
56-60 yrs	1	3%	2	5%		0%
Total	15	38%	16	40%	9	23%
Gender						
F	7	18%	10	25%	3	8%
M	8	20%	6	15%	6	15%
Total	15	38%	16	40%	9	23%
Length in Service						
11-15 yrs	3	8%	3	8%		0%
1-5 yrs	2	5%		0%		0%
16-20 yrs	3	8%	6	15%	5	13%
6-10 yrs		0%	2	5%	2	5%
over 20 yrs	7	18%	5	13%	2	5%
Total	15	38%	16	40%	9	23%

The majority of the respondents (40%), both male (20%) and female (18%), felt that employees are not positively committed to clear, focused, appropriate, and practical individual development plans. Eighteen percent (18%) of those who agreed were within the age group 46-55 years, and 18% had a length of service of over 20 years. Fourteen (14%) of the respondents whose length of service of over 20 years, and 16% of the respondents whose length of service ranges between 16-20 years disagreed with this statement. However 18% of the respondents in the age group of 46-55 years agreed with the statement.

Table 4.19 Managers and their staff/employees regularly discuss and share responsibility for personal development planning (N=40).

	Agree		Disagree		neither disagree or agree	
Age	N	%	N	%	N	%
26-30 yrs	1	4%	2	6%		0%
31-35 yrs		0%	6	16%	2	6%
36-40 yrs	1	4%	6	16%	4	8%
41-45 yrs	1	4%	4	10%	2	6%
46-50 yrs	4	10%	4	10%	1	4%
51-55 yrs	1	4%	2	6%		0%
Total	8	20%	24	60%	8	20%
Gender						
F	2	6%	16	48%	4	8%
M	6	16%	9	24%	6	14%
Total	8	20%	24	60%	8	20%
Length in Service						
11-16 yrs	1	4%	6	14%		0%
1-6 yrs	1	4%		0%	1	4%
16-20 yrs	2	6%	8	20%	4	10%
6-10 yrs		0%	4	10%		0%
Over 20yrs	4	10%	7	18%	4	8%
Total	8	20%	24	60%	8	20%

The majority of the respondents (60%) indicated that managers and their staff do not regularly discuss and share responsibility for personal development planning. Ten percent (10%) of those who disagree were within the age range of 41-45 years and 46-50 years respectively. Eighteen percent (18%) of those who disagreed had a length of service of over 20 years. This could result in employees in middle- level management failing to execute the duties as expected, which may lead to a drop in work standards resultant to the reluctance to participate in the PM process.

Table 4.20 Employees use their objectives to guide work priorities on a day-by-day basis (N=40).						
	Agree		Disagree		neither disagree or agree	
Age	N	%	N	%	N	%
26-30 yrs	1	3%	1	3%	1	3%
31-35 yrs		0%	5	13%	3	8%
36-40 yrs	3	8%	4	10%	3	8%
41-45 yrs	2	5%	3	8%	2	5%
46-55 yrs	3	8%	2	5%	4	10%
56-60 yrs	2	5%	1	3%		0%
Total	11	28%	16	40%	13	33%
Gender						
F	7	18%	9	23%	4	10%
M	4	10%	7	18%	9	23%
Total	11	28%	16	40%	13	33%
Length in Service						
11-15 yrs	2	5%	3	8%	1	3%
1-5 yrs		0%		0%	2	5%
16-20 yrs	3	8%	6	15%	5	13%
6-10 yrs	1	3%	3	8%		0%
Over 20yrs	5	13%	4	10%	5	13%
Total	11	28%	16	40%	13	33%

Forty percent (40%) of the respondents, both male (10%) and female (18%), do not believe that employees use their objectives to guide work priorities daily. 14% of these respondents were in the age range of 41-45 years. Twenty-eight percent (28%) of the respondents believed the opposite of which 14% had a length of service of over 20 years and 44% both male (10%) and female (24%), of the respondents were unsure. If employees do not use their objectives to guide work priorities daily, this might result unachievable objectives as a result of misguided effort.

Table 4.21: Employees, discuss performance openly and in a timely manner with those they serve and with their own managers (N=40).						
	Agree		Disagree		neither disagree or agree	
Age	N	%	N	%	N	%
26-30 yrs	1	3%	1	3%	1	3%
31-35 yrs		0%	4	10%	4	10%
36-40 yrs	1	3%	5	13%	4	10%
41-45 yrs	1	3%	5	13%	1	3%
46-55 yrs	2	5%	5	13%	2	5%
56-60 yrs		0%	3	8%		0%
Total	5	13%	23	58%	12	30%
Gender						
F	2	5%	12	30%	6	15%
M	3	8%	11	28%	6	15%
Total	5	13%	23	58%	12	30%
Length in Service						
11-15 yrs		0%	6	15%		0%
1-5 yrs	1	3%	1	3%		0%
16-20 yrs	2	5%	6	15%	6	15%
6-10 yrs		0%	3	8%	1	3%
Over 20yrs	2	5%	7	18%	5	13%
Total	5	13%	23	58%	12	30%

The majority of the respondents (58%), both male (28%) and female (30%) believe that employees do not discuss performance openly and in a timely manner with those they serve and with their own managers. Eighteen (18%) of those who disagreed had a length of service of over 20 years and 48% within the age group of 41-45years. Thirteen percent (14%) of respondents, both male and female, agreed with this statement and 30% of the respondents were unsure. Transparency and regular performance reviews are essential for the employees in middle- level manager to understand the importance of performance reviews.

Table 4.22: Employees make adequate on-going notes of achievements, behaviour etc. to form evidence to support later assessments (N=40).						
	Agree		Disagree		neither disagree or agree	
Age	N	%	N	%	N	%
26-30 yrs	2	6%		0%	1	4%
31-35 yrs		0%	6	14%	4	8%
36-40 yrs		0%	6	16%	4	10%
41-45 yrs		0%	6	14%	2	6%
46-50 yrs	4	8%	6	14%	1	4%
51-55 yrs	1	4%	2	6%		0%
Total	6	16%	24	68%	11	28%
Gender						
F	6	14%	10	26%	6	14%
M	1	4%	14	44%	6	16%
Total	6	16%	24	68%	11	28%
Length in Service						
11-16 yrs		0%	6	16%		0%
1-6 yrs		0%	1	4%	1	4%
16-20 yrs	2	6%	6	16%	6	16%
6-10 yrs	1	4%	4	8%		0%
Over 20yrs	4	8%	7	18%	4	10%
Total	6	16%	24	68%	11	28%

The above table indicates that 68% of the respondents do not believe that employees make adequate on-going notes of achievements, behaviour, etc. to form evidence to support later assessments. Eighteen percent (18%) of those who did not believe this had a length of service of over 20 years, and (16%) were within the age group of 31-35 years. Sixteen percent (16%) of the respondents agreed with the statement. Twenty-eight percent (28%) of respondents were unsure as to whether the employees make adequate on-going notes of achievements, behaviour, etc. to form evidence to support later assessments.

Table 4.23: Shortfalls and highlights in performance are detected and promptly discussed/acted upon (N=40).

	Agree		Disagree		neither disagree or agree	
Age	N	%	N	%	N	%
26-30 yrs	2	6%		0%	1	4%
31-35 yrs		0%	4	10%	4	10%
36-40 yrs	1	4%	7	18%	2	6%
41-45 yrs		0%	6	14%	2	6%
46-50 yrs	4	8%	4	8%	4	8%
51-55 yrs	2	6%	1	4%		0%
Total	8	20%	20	60%	12	40%
Gender						
F	4	10%	10	26%	6	16%
M	4	10%	10	26%	6	16%
Total	8	20%	20	60%	12	40%
Length in Service						
11-16 yrs	1	4%	6	14%		0%
1-6 yrs	1	4%		0%	1	4%
16-20 yrs	2	6%	6	16%	6	16%
6-10 yrs	1	4%	2	6%	1	4%
Over 20yrs	4	8%	7	18%	4	10%
Total	8	20%	20	60%	12	40%

Half of the respondents (60%) believed that shortfalls and highlights in performance are not detected and promptly discussed and 16% of the respondents who disagree had a length of service of 16 to 20 years and 18% had a length of over 20 years while 40% of the respondents were unsure. It might be that shortfall and the highlights in performance are not detected in the SAMHS since they are not discussed, as performance reviews are not done regularly or executed in line with the PMS guidelines. Ideally, shortfalls and highlights of performance should be discussed regularly to ensure that employees are aware of where improvements need to be made.

Table 4.24: Employees are trained to take notice of and work with feedback of all types (N=40).

	Agree		Disagree		neither disagree or agree	
Age	N	%	N	%	N	%
26-30 yrs	2	6%	1	4%		0%
31-35 yrs		0%	4	8%	6	14%
36-40 yrs	4	8%	1	4%	6	16%
41-45 yrs	2	6%	4	8%	2	6%
46-50 yrs	4	8%	1	4%	6	14%
51-55 yrs	1	4%		0%	2	6%
Total	11	28%	9	24%	20	60%
Gender						
F	6	16%	4	10%	10	26%
M	6	14%	6	14%	10	26%
Total	11	28%	9	24%	20	60%
Length in Service						
11-16 yrs	2	6%		0%	4	10%
1-6 yrs	1	4%		0%	1	4%
16-20 yrs	4	8%	6	14%	6	16%
6-10 yrs	1	4%	1	4%	2	6%
Over 20yrs	4	10%	4	8%	7	18%
Total	11	28%	9	24%	20	60%

More than a half of the respondents (60%) were not sure if employees are trained to take notice of and work with feedback of all types of feedback. Sixteen per cent of those who were not sure were within the age range of 36-40 years and 18% had a length of service of over 20 years. However 28% of the respondents both female (16%) and male (14%) felt that employees in middle-level management are trained to take notice of and work with feedback of all types while 24% disagreed with the statement. This could result in the poor performance and lack of improvement on performance as constructive criticism might not be acted upon.

Table 4.25: There are mechanisms for employees to request/provide systematic and structured feedback from/to one another (N=40).						
	Agree		Disagree		neither disagree or agree	
Age	N	%	N	%	N	%
26-30 yrs	2	6%	1	4%		0%
31-35 yrs	1	4%	4	8%	4	10%
36-40 yrs	6	14%		0%	6	14%
41-45 yrs	4	8%	4	8%	1	4%
46-50 yrs	7	18%	1	4%	1	4%
51-55 yrs	4	8%		0%		0%
Total	21	64%	8	20%	11	27%
Gender						
F	10	26%	4	10%	6	16%
M	11	28%	4	10%	6	14%
Total	21	64%	8	20%	11	27%
Length in Service						
11-16 yrs	4	8%		0%	4	8%
1-6 yrs	2	6%		0%		0%
16-20 yrs	4	10%	4	10%	6	16%
6-10 yrs	2	6%	1	4%	1	4%
Over 20yrs	10	26%	4	8%	1	4%
Total	21	64%	8	20%	11	27%

Sixty- four percent (64%) of the respondents, both male and female, believed that there are mechanisms to request systematic and structured feedback from one to another. (25%) of the respondents who agreed with the statement had a length of service of over 20 years. However, 27% of the respondents were not sure, while 20% disagreed with the statement. Ten percent of the respondents who disagreed had a length of service of 16 to 20 years. Feedback is critical, but a safe platform needed to be created where feedback can be given. If the performance reviews are not conducted regularly as they should, then the flow of feedback will be negatively affected.

Table 4.26 Managers provide their staff/employees with prompt, specific and evidenced performance feedback (N=40).						
	Agree		Disagree		neither disagree or agree	
Age	N	%	N	%	N	%
26-30 yrs	2	6%	1	4%		0%
31-35 yrs		0%	4	8%	6	14%
36-40 yrs	1	4%	4	10%	6	14%
41-45 yrs	2	6%	4	8%	2	6%
46-50 yrs	4	8%	4	10%	2	6%
51-55 yrs	1	4%	2	6%		0%
Total	9	24%	17	44%	14	46%
Gender						
F	4	10%	10	26%	6	16%
M	6	14%	7	18%	8	20%
Total	9	24%	17	44%	14	46%
Length in Service						
11-16 yrs	1	4%	4	8%	2	6%
1-6 yrs		0%	1	4%	1	4%
16-20 yrs	4	8%	6	14%	6	16%
6-10 yrs	1	4%	1	4%	2	6%
Over 20yrs	4	10%	7	18%	4	8%
Total	9	24%	17	44%	14	46%

Forty-six percent (46%) of the respondents indicated a level of uncertainty as to whether managers provided their staff with prompt, specific and evidenced performance feedback. 44% of the respondents did not believe that the managers provide their staff with prompt, specific and evidenced performance feedback. Eighteen percent (18%) of those who disagreed with the statement had a length of service of over 20 years. If managers don't provide their staff/employees with prompt, specific and evidenced performance feedback, it will result in employees in middle-level management not being aware of their deficiencies.

Table 4.27: Employees are recognised and valued for providing constructive feedback and openly receiving it (N=40).						
	Agree		Disagree		neither disagree or agree	
Age	N	%	N	%	N	%
26-30 yrs	2	6%	1	4%		0%
31-35 yrs		0%	4	8%	6	14%
36-40 yrs	1	4%	4	10%	6	14%
41-45 yrs	2	6%	4	8%	2	6%
46-50 yrs	2	6%	2	6%	6	14%
51-55 yrs		0%	2	6%	1	4%
Total	7	18%	16	48%	18	46%
Gender						
F	4	8%	8	20%	9	24%
M	4	10%	7	18%	9	22%
Total	7	18%	16	48%	18	46%
Length in Service						
11-16 yrs		0%	4	10%	2	6%
1-6 yrs		0%	1	4%	1	4%
16-20 yrs	4	8%	4	10%	7	18%
6-10 yrs	1	4%	1	4%	2	6%
Over 20yrs	4	8%	6	14%	6	16%
Total	7	18%	16	48%	18	46%

Forty-five percent (46%) of the respondents, both male (22%) and female (24%), were not certain if employees are recognised and valued for providing constructive feedback and openly receiving it. Fourteen percent (14%) were within the age group of 46-50 years. This might be as a result of poor communication and feedback. However 48% of respondents felt that the employees are not recognised and valued for providing constructive feedback and openly receiving it and 14% of those who disagreed had a length of service of over 20 years and 10% were within the age group of 36- 40 years.

Table 4.28: Managers regularly provide coaching to their reports to help them to develop their knowledge and skills (N=40).						
	Agree		Disagree		neither disagree or agree	
Age	N	%	N	%	N	%
26-30 yrs	1	3%	2	5%		0%
31-35 yrs	1	3%	4	10%	3	8%
36-40 yrs	3	8%	1	3%	6	15%
41-45 yrs	3	8%	3	8%	1	3%
46-55 yrs	4	10%	4	10%	1	3%
56-60 yrs	1	3%	2	5%		0%
Total	13	33%	16	40%	11	28%
Gender						
F	4	10%	11	28%	5	13%
M	9	23%	5	13%	6	15%
Total	13	33%	16	40%	11	28%
Length in Service						
11-15 yrs	1	3%	2	5%	3	8%
1-5 yrs	2	5%		0%		0%
16-20 yrs	2	5%	8	20%	4	10%
6-10 yrs	1	3%	2	5%	1	3%
Over 20yrs	7	18%	4	10%	3	8%
Total	13	33%		40%		28%

The majority of the respondents (40%), both male (24%) and female (10%), felt that managers do not regularly provide coaching to their reports to help them to develop their knowledge and skills. Thirty-three (33%) of the respondents felt otherwise while 28% where uncertain. Ten percent (10%) of the respondents within the age group 46-50 years agreed with the statement while 10% in the same age range disagreed with the statement. Lack of coaching to develop skills and knowledge within the organisation might affect effective implementation of the succession plan. Eighteen percent (18%) of the respondents with length of service of over 20 years agreed with the statement. Twenty percent (20%) of respondents with a length of service of 16 to 20 years disagreed with the statement.

Table 4.29 Performance reviews are constructive and focus on future improvement, not past failures or blame - mistakes are used as learning opportunities(N=40).						
	Agree		Disagree		Neither disagree or agree	
Age	N	%	N	%	N	%
26-30 yrs	1	3%	2	5%		0%
31-35 yrs		0%	4	10%	4	10%
36-40 yrs	3	8%	4	10%	3	8%
41-45 yrs	1	3%	5	13%	1	3%
46-55 yrs	5	13%	1	3%	3	8%
56-60 yrs		0%	1	3%	2	5%
Total	10	25%	17	43%	13	33%
Gender						
F	3	8%	9	23%	8	20%
M	7	18%	8	20%	5	13%
Total	10	25%	17	43%	13	33%
Length in Service						
11-15 yrs		0%	3	8%	3	8%
1-5 yrs	1	3%	1	3%		0%
16-20 yrs	4	10%	7	18%	3	8%
6-10 yrs		0%	3	8%	1	3%
Over 20yrs	5	13%	3	8%	6	15%
Total	10	25%	17	43%	13	32%

The majority of the respondents (43 %) believed that performance reviews are not constructive and do not focus on future improvement. Past failures, blame and mistakes are not used as learning opportunities. Eighteen percent (18%) of those who disagree had a length of service of 16-20 years. Forty-two (42%) of respondents were uncertain while only 26% agreed with the statement. Thirteen percent (13%) of the respondents who agreed with the statement had a length of service of over 20 years. Only 8% of the female respondents agreed with the statement, while 24% of the male respondents disagreed with the statement. Committing a mistake is very expensive, but very educative mistakes should be construed as learning opportunities to avoid committing the same mistake.

Table 4.30 Knowledge, experience and understanding are freely shared among team members and between teams and departments (N=40).						
	Agree		Disagree		neither disagree or agree	
Age	N	%	N	%	N	%
26-30 yrs	1	3%	2	5%		0%
31-35 yrs		0%	5	13%	3	8%
36-40 yrs	4	10%	4	10%	2	5%
41-45 yrs	2	5%	4	10%	1	3%
46-55 yrs	5	13%	3	8%	1	3%
56-60 yrs	1	3%	2	5%		0%
Total	13	33%	20	50%	7	18%
Gender						
F	5	13%	11	28%	4	10%
M	8	20%	9	23%	3	8%
Total	13	33%	20	50%	7	18%
Length in Service						
11-15 yrs	1	3%	3	8%	2	5%
1-5 yrs	1	3%	1	3%		0%
16-20 yrs	4	10%	7	18%	3	8%
6-10 yrs	1	3%	3	8%		0%
Over 20yrs	6	15%	6	15%	2	5%
Total	13	33%	20	50%	7	18%

Thirty-three (33%) of the respondents, both male (28%) and female (24%), agree with the statement that knowledge, experience, and understanding are freely shared among team members and departments. Fifteen percent (15%) of the respondents who agreed with the statement had a length of service of over 20 years, and 14% were within the age group of 46-50 years. Half of the respondents (50%) disagreed, however, and 18% were uncertain. Twenty percent (20%) of the male respondents felt that information is shared, while 28% of the female respondents felt that information is not freely shared. Information shared is knowledge gained and information saved for later retrieval.

Table 4.31: Multiple informed perspectives are sought as input to assessments (N=40).						
	Agree		Disagree		neither disagree or agree	
Age	N	%	N	%	N	%
26-30 yrs	1	4%		0%	2	6%
31-35 yrs		0%	6	16%	2	6%
36-40 yrs	1	4%	6	14%	4	10%
41-45 yrs	4	8%	4	8%	1	4%
46-50 yrs	2	6%	2	6%	6	14%
51-55 yrs	2	6%	1	4%		0%
Total	9	24%	17	44%	14	46%
Gender						
F	4	10%	9	24%	7	18%
M	6	14%	8	20%	7	18%
Total	9	24%	17	44%	14	46%
Length in Service						
11-16 yrs	1	4%	4	8%	2	6%
1-6 yrs		0%		0%	2	6%
16-20 yrs	4	8%	7	18%	4	10%
6-10 yrs		0%	4	8%	1	4%
Over 20yrs	6	14%	4	10%	6	14%
Total	9	24%	17	44%	14	46%

The majority of respondents (44%), both male (20%) and female (24%) do not believe that multiple informed perspectives are sought as an input to assessments. Twenty eight (28%) of the respondents who do not agree with the statement were within the age range of 41-46 years and 18% had a length of service of 16-20 years. Thirty- five percent (35%) of respondents were not sure while 24% of the respondents agreed that senior managers seek multiple informed perspectives as input to assessments. Thirteen percent (13%) of the respondents who agreed with the statement had a length of service of over 20 years. If the senior managers don't seek multiple informed perspectives input to assessments, it might hinder inclusive, comprehensive fair assessments.

Table 4.32: Managers make regular assessments of staff/employees achievements, competency and development; and discuss these with them (N=40).

	Agree		Disagree		neither disagree or agree	
Age	N	%	N	%	N	%
26-30 yrs	1	4%		0%	2	6%
31-35 yrs		0%	6	16%	2	6%
36-40 yrs	2	6%	6	16%	2	6%
41-45 yrs	4	8%	4	10%		0%
46-50 yrs		0%	4	10%	6	14%
51-55 yrs	2	6%	1	4%		0%
Total	8	20%	21	64%	11	28%
Gender						
F	4	8%	10	26%	7	18%
M	6	14%	11	28%	4	10%
Total	8	20%	21	64%	11	27%
Length in Service						
11-16 yrs	1	4%	4	10%	1	4%
1-6 yrs		0%	1	4%	1	4%
16-20 yrs	4	8%	7	18%	4	10%
6-10 yrs		0%	4	8%	1	4%
Over 20yrs	4	10%	6	16%	4	10%
Total	8	20%	21	64%	11	28%

The above table indicates the majority of respondents (64%) believe that the senior managers do not make regular assessments of the staffs' achievements, competency and development and discuss it with them. Eighteen percent (18%) of the respondents who did not agree with the statement had a length of service of 16-20 years and 16% percent had a length of service of over 20 years. Twenty eight percent (28%) of the respondents were uncertain while 20% agreed that managers do make regular assessments of staffs' achievements, competency and development and discuss it with them. Twenty percent (20%) of the respondents that agreed with the statement were within the age range of 41-66 years. The negative perception of the respondents might be as a result of poor communication and the inconsistent implementation of the PMS process in the SAMHS, in that some managers follows the process as laid down in the guidelines, while other managers do not.

Table 4.33: The link between performance and recognition & rewards is clear to all employees (N=40).						
	Agree		Disagree		neither disagree or agree	
Age	N	%	N	%	N	%
26-30 yrs	1	3%	1	3%	1	3%
31-35 yrs		0%	2	5%	6	15%
36-40 yrs	2	5%	8	20%		0%
41-45 yrs	1	3%	5	13%	1	3%
46-55 yrs	3	8%	1	3%	5	13%
56-60 yrs		0%	3	8%		0%
Total	7	18%	20	50%	13	33%
Gender						
F	3	8%	12	30%	5	13%
M	4	10%	8	20%	8	20%
Total	7	18%	20	50%	13	33%
Length in Service						
11-15 yrs		0%	6	15%		0%
1-5 yrs		0%	1	3%	1	3%
16-20 yrs	5	13%	5	13%	4	10%
6-10 yrs		0%	1	3%	3	8%
Over 20yrs	2	5%	7	18%	5	13%
Total	7	18%	20	50%	13	32%

Half of the respondents (50%), both male (20%) and female (40%), felt that the link between performance and recognition & rewards is not clear to all employees, of which 20% were within the age group of 46-50 years. Eighteen percent (18%) of the respondents who disagreed with the statement had a length of service of over 20 years. Thirty-three (33%) of the respondents were not sure, of which 20% were male. Only 18% of the respondents agreed with the statement, and 14% of the respondents who agreed had a length of service of 16 to 20 years. The link between performance and recognition & rewards might not be clear to all employees. This might be as a result of lack of transparency and poor communication. Transparency is the best disinfectant as one of the principles of Batho Pele strategies to curb manipulation of processes, thereby preventing corruption.

Table 4.34: Poor performance and inappropriate behaviour are not tolerated (N=40).						
	Agree		Disagree		neither disagree or agree	
Age	N	%	N	%	N	%
26-30 yrs	1	3%	1	3%	1	3%
31-35 yrs		0%	2	5%	6	15%
36-40 yrs	2	5%	6	15%	2	5%
41-45 yrs	1	3%	5	13%	1	3%
46-55 yrs	4	10%	2	5%	3	8%
56-60 yrs		0%	3	8%		0%
Total	8	20%	19	48%	13	33%
Gender						
F	4	10%	9	23%	7	18%
M	4	10%	10	25%	6	15%
Total	8	20%	19	48%	13	33%
Length in Service						
11-15 yrs	1	3%	5	13%		0%
1-5 yrs	1	3%	1	3%		0%
16-20 yrs	3	8%	6	15%	5	13%
6-10 yrs		0%	1	3%	3	8%
Over 20yrs	3	8%	6	15%	5	13%
Total	8	20%	19	48%	13	33%

Most of the respondents (48%) disagreed with this statement and believed that poor performance and inappropriate behaviour are in fact tolerated in the SAMHS HQ. Fifteen percent (15%) of those who agree were within the age range of 36-40, and 16% had a length of service of 16-20 years and over 20 years respectively. This is significant, because the respondents have been with the SAMHS for a long time and are conversant with the quality of performance in the SAMHS and the management thereof. Thirty- three (33%) of the respondents were unsure. While only 20% of the respondents agreed with the statement. Perception of respondents that poor performance and inappropriate behaviour are not tolerated in the SAMHS might be brought by the fact that there is a lack of consistent communication if any not credible and no remedial measures in place to address poor performance.

Table 4.35 Emphasis is placed on employee development and help employees improve current skills and acquire new skills in order to be competitively sustainable (N=40).

	Agree		Disagree		neither disagree or agree	
Age	N	%	N	%	N	%
26-30 yrs		0%	4	8%		0%
31-35 yrs		0%	8	20%		0%
36-40 yrs	2	6%	4	10%	4	10%
41-45 yrs	1	4%	4	8%	4	8%
46-50 yrs	4	10%	2	6%	4	8%
51-55 yrs		0%	2	6%	1	4%
Total	7	18%	22	66%	11	28%
Gender						
F	4	8%	14	44%	4	10%
M	4	10%	9	24%	7	18%
Total	7	18%	22	66%	11	28%
Length in Service						
11-16 yrs		0%	6	14%	1	4%
1-6 yrs	1	4%		0%	1	4%
16-20 yrs	4	8%	9	24%	2	6%
6-10 yrs		0%	4	8%	1	4%
Over 20yrs	4	8%	6	14%	6	16%
Total	7	18%	22	66%	11	27%

The majority of the respondents, both male (24%) and female (44%), believe that emphasis is not placed on employee development and to help employees improve current skills and acquire new skills in order to be competitively sustainable. Twenty percent (20%) of those who agree with the statement were within the age group 41-46 years. Twenty-three (23%) of these respondents have a length in service of 16 to 20 years. Twenty-seven percent (27%) of the respondents were unsure. The respondents' perception that employees development and opportunity to improve current skills and acquire new skills in order to be competitively sustainable is not the organisational priority which might be informed by the training backlog experienced in the SAMHS. This perception, if not addressed, might contribute to employee low morale and low productivity in the SAMHS.

Table 4.36: Managers regularly discusses employee work plans or performance agreement (N+40).						
	Agree		Disagree		neither disagree or agree	
Age	N	%	N	%	N	%
26-30 yrs		0%	4	8%		0%
31-35 yrs		0%	7	18%	1	4%
36-40 yrs	1	4%	4	8%	6	16%
41-45 yrs	1	4%	4	8%	4	8%
46-50 yrs	4	8%	2	6%	4	10%
51-55 yrs		0%	4	8%		0%
Total	6	14%	21	64%	14	46%
Gender						
F	1	4%	14	46%	6	14%
M	4	10%	7	18%	9	24%
Total	6	14%	21	64%	14	46%
Length in Service						
11-16 yrs		0%	6	14%	1	4%
1-6 yrs	1	4%		0%	1	4%
16-20 yrs	1	4%	10	26%	4	8%
6-10 yrs		0%	2	6%	2	6%
Over 20yrs	4	8%	4	10%	7	18%
Total	6	12%	21	64%	14	46%

The majority of the respondents (64%) felt that managers do not regularly discuss the employee work plan or performance agreement. Twenty-five percent (25%) of the respondents who agreed had a length of service of 16- 20 years. Eighteen percent (18%) of the respondents who did not agree with the statement were in the age group of 41-46 and mostly female (46%). Only 12% of the respondents agree with the statement. The perception that managers did not regularly discuss employee work plans or performance agreements might emanate from the fact that 68% of the respondents believe that the implementation of the PMS process was not in accordance with the specified guidelines. It is important to note that if work plans and performance agreements are not discussed regularly, poor performance might go unnoticed. This might hamper monitoring and evaluation of employee performance by implication misguided individual's development plan.

Table 4.37 PMS is being implemented in the organisation according to specified guidelines (N=40).						
	Agree		Disagree		neither disagree or agree	
Age	N	%	N	%	N	%
26-30 yrs		0%	3	8%		0%
31-35 yrs		0%	8	20%		0%
36-40 yrs	2	5%	5	13%	3	8%
41-45 yrs	1	3%	5	13%	1	3%
46-55 yrs	5	13%	1	3%	3	8%
56-60 yrs	1	3%	1	3%	1	3%
Total	9	22%	23	58%	8	20%
Gender						
F	5	13%	11	28%	4	10%
M	4	10%	12	30%	4	10%
Total	9	22%	23	58%	8	20%
Length in Service						
11-15 yrs		0%	5	13%	1	3%
1-5 yrs		0%	1	3%	1	3%
16-20 yrs	3	8%	9	23%	2	5%
6-10 yrs		0%	4	10%		0%
Over 20yrs	6	15%	4	10%	4	10%
Total	9	22%	23	58%	8	20%

The majority of respondents, both male (28%) and female (40 %), is of the opinion that PMS is not being implemented in the organisation according to specified guidelines. Twenty percent (20%) of the respondents were in the age group of 41-45 and 24% had a length of service of 16-20 years. Only 22% of the respondents believe that PMS in the SAMHS is being implemented according to specified guidelines. It is important to note that if the PMS process is not implemented in accordance with guidelines, its validity might be brought to question, and this might affect the effective monitoring of the effectiveness of the PMS itself.

Table 4.38: My manager makes objective decisions about my performance based on factual information (n=40).

	Agree		Disagree		neither disagree or agree	
Age	N	%	N	%	N	%
26-30 yrs		0%	1	3%	2	5%
31-35 yrs		0%	6	15%	2	5%
36-40 yrs	3	8%	6	15%	1	3%
41-45 yrs	4	10%	2	5%	1	3%
46-55 yrs	4	10%	2	5%	3	8%
56-60 yrs	2	5%	1	3%		0%
Total	13	33%	18	45%	9	23%
Gender						
F	7	18%	11	28%	2	5%
M	6	15%	7	18%	7	18%
Total	13	33%	18	45%	9	23%
Length in Service						
11-15 yrs	1	3%	4	10%	1	3%
1-5 yrs	1	3%	1	3%		0%
16-20 yrs	5	13%	7	18%	2	5%
6-10 yrs		0%	1	3%	3	8%
Over 20yrs	6	15%	5	13%	3	8%
Total	13	33%	18	45%	9	23%

The majority of the respondents (46%) do not believe that their manager makes objective decisions about their performance based on factual information. 40% was within the age group of 41-45 years and 46-50 years respectively. Thirty-three (33%) of the respondents who agreed with the statement had a length of service of over 20 years, and 20% were within the age range of 41-66 years. The perception of the respondents that their managers did not make objective decisions about their performance based on factual information might be formed by the fact that there is lack of continuous assessment of performance throughout the year, lack of consultation, and poor communication. This might be one of the reasons why the morale and discipline in the SAMHS is low.

Table 4. 39: There is too much emphasis under PMS on the assessment and not enough emphasises on my future career development (N=40).						
	Agree		Disagree		neither disagree or agree	
Age	N	%	N	%	N	%
26-30 yrs		0%	3	8%		0%
31-35 yrs	1	3%	5	13%	2	5%
36-40 yrs	3	8%	6	15%	1	3%
41-45 yrs	1	3%	5	13%	1	3%
46-55 yrs	6	15%	2	5%	1	3%
56-60 yrs	2	5%	1	3%		0%
Total	13	33%	22	55%	5	13%
Gender						
F	7	18%	11	28%	2	5%
M	6	15%	11	28%	3	8%
Total	13	33%	22	55%	5	13%
Length in Service						
11-15 yrs	2	5%	4	10%		0%
1-5 yrs	1	3%	1	3%		0%
16-20 yrs	4	10%	9	23%	1	3%
6-10 yrs		0%	3	8%	1	3%
Over 20yrs	6	15%	5	13%	3	8%
Total	13	33%	22	55%	5	13%

The above table indicates that the majority of the respondents (55%), both male (28) and female (28), are of the opinion that under PMS, too much emphasis is placed on the assessment and not enough emphasises on their future career development. Twenty-three percent (23%) of the respondents who did not agree with the statement had a length of service of 16-20 years and 16% of those were in the age group of 46-50 years. Thirteen percent of the respondents were unsure. The perception of the respondents might be formed that there are no developmental plans in place and career interviews are not conducted as regularly as it should be. This might also be the reason why SAMHS employees in middle- level management feel undervalued.

Table 4.40: Adequate time and resources are provided within my department/office to conduct the PMS process (N=40).						
	Agree		Disagree		neither disagree or agree	
Age	N	%	N	%	N	%
26-30 yrs		0%	2	5%	1	3%
31-35 yrs		0%	7	18%	1	3%
36-40 yrs	3	8%	6	15%	1	3%
41-45 yrs	3	8%	3	8%	1	3%
46-55 yrs	7	18%		0%	2	5%
56-60 yrs		0%	3	8%		0%
Total	13	33%	21	53%	6	15%
Gender						
F	6	15%	13	33%	1	3%
M	7	18%	8	20%	5	13%
Total	13	32%	21	53%	6	15%
Length in Service						
11-15 yrs		0%	6	15%		0%
1-5 yrs	1	3%	1	3%		0%
16-20 yrs	3	8%	9	23%	2	5%
6-10 yrs		0%	2	5%	2	5%
Over 20yrs	9	23%	3	8%	2	5%
Total	13	33%	21	53%	6	15%

The majority of respondents, both male (20%) and female (44%), disagree with the statement, and 18% of those that disagree are within the age group of 46-50 years, while 24% of those that disagree have a length in service of 16-20 years. Thirty-three percent of the respondents agree that adequate time and resources are provided within their department/office to conduct the PMS process. This might be the reason why the PMS is not implemented in accordance with the specified guidelines in the SAMHS due to a lack of enablers such as resources, compounded by poor time management.

Table 4.41: I am aware of and have access to the procedures to follow if I am unhappy with the outcome of my review (N=40).

	Agree		Disagree		neither disagree or agree	
Age	N	%	N	%	N	%
26-30 yrs		0%	1	4%	2	6%
31-35 yrs		0%	7	18%	1	4%
36-40 yrs	2	6%	6	16%	2	6%
41-45 yrs	4	10%	4	8%		0%
46-50 yrs	4	10%	4	8%	2	6%
51-55 yrs	1	4%	2	6%		0%
Total	11	28%	22	66%	7	18%
Gender						
F	6	14%	14	44%	2	6%
M	6	16%	9	24%	6	14%
Total	11	28%	22	66%	7	18%
Length in Service						
11-16 yrs	1	4%	6	14%		0%
1-6 yrs		0%	1	4%	1	4%
16-20 yrs	4	10%	7	18%	4	8%
6-10 yrs		0%	4	8%	1	4%
Over 20yrs	6	16%	6	16%	2	6%
Total	11	28%	22	66%	7	18%

Tables 4.41 indicate that the majority (66%), both male (24%) and female (44%), of the respondents are not aware of or do not have access to the procedure to follow if unhappy with the outcome of the review. Eighteen percent of the respondents who did not agree with the statement were within the age range of 41-46 years and 18 % had a length of service of 16-20 years. The belief of the respondents that they do not have access to procedures to follow if unhappy with the outcome of their review might be due to the inconsistent communication on PMS principles and the failure to implement PMS in accordance with to the specified guidelines.

Table 4.42 PMS is sufficiently linked with decisions on training (N=40).						
	Agree		Disagree		neither disagree or agree	
Age	N	%	N	%	N	%
26-30 yrs		0%	2	6%	1	4%
31-35 yrs		0%	8	20%		0%
36-40 yrs		0%	9	24%	1	4%
41-45 yrs	4	8%	4	8%	1	4%
46-50 yrs	2	6%	6	14%	2	6%
51-55 yrs	1	4%	2	6%		0%
Total	6	16%	29	74%	5	14%
Gender						
F	4	8%	16	40%	1	4%
M	4	8%	14	44%	4	10%
Total	6	16%	29	74%	5	14%
Length in Service						
11-16 yrs		0%	6	16%		0%
1-6 yrs	1	4%	1	4%		0%
16-20 yrs		0%	14	44%	1	4%
6-10 yrs		0%	2	6%	2	6%
Over 20yrs	6	14%	7	18%	2	6%
Total	6	16%	29	74%	5	14%

The majority of the respondents (74%), both male (44%) and female (40%), are of the opinion that PMS is not sufficiently linked to training. Twenty percent of those that disagree were in the age group 41-45 years, and 24% were in the age range 46-50years. Fifteen percent (15%) had a length of service of over 20 years. The perception that PMS is not sufficiently linked with decisions on training might be formed by the knowledge that there is a huge backlog, and currently training is done to address the backlog, and is not being linked to PMS. This can lead to a situation where training conducted in the SAMHS does not address the gap in performance.

Table 4.43 Training and development plan has been put in place and filed with appropriate HR section in my organisation (N=40).						
	Agree		Disagree		neither disagree or agree	
Age	N	%	N	%	N	%
26-30 yrs		0%	1	4%	2	6%
31-35 yrs		0%	8	20%		0%
36-40 yrs	2	6%	4	10%	4	10%
41-45 yrs	4	8%	4	8%	1	4%
46-50 yrs	1	4%	6	14%	4	8%
51-55 yrs		0%	4	8%		0%
Total	6	16%	24	60%	10	26%
Gender						
F	4	8%	14	44%	4	10%
M	4	8%	11	28%	6	16%
Total	6	16%	24	60%	10	26%
Length in Service						
11-16 yrs	1	4%	4	10%	1	4%
1-6 yrs	1	4%	1	4%		0%
16-20 yrs		0%	11	28%	4	8%
6-10 yrs		0%	2	6%	2	6%
Over 20yrs	4	10%	6	16%	4	10%
Total	6	16%	24	60%	10	26%

The majority of the respondents (60%), both male (28%) and female (44%), do not believe that there are training and development plans in place. Twenty percent (20%) of the respondents who did not agree with the statement were in the age group of 41-45 years, and 28% of them had a length of service of over 20 years. Only 16% agreed with the statement, while 26% were unsure. It is for this reasons that some employees in middle-level management (66%) believe that under PMS there is too much emphasis on the assessment and not enough of emphasises on their future career development.

Table 4.44: My performance review helps my manager and me to assess my strengths and weakness and to agree on the training and development I need (N=40).						
	Agree		Disagree		neither disagree or agree	
Age	N	%	N	%	N	%
26-30 yrs		0%	4	8%		0%
31-35 yrs		0%	7	18%	1	4%
36-40 yrs	2	6%	7	18%	1	4%
41-45 yrs	2	6%	4	10%	1	4%
46-50 yrs	2	6%	4	8%	4	10%
51-55 yrs	1	4%	2	6%		0%
Total	7	18%	26	66%	7	18%
Gender						
F	4	10%	16	48%	1	4%
M	4	8%	11	28%	6	16%
Total	7	18%	26	66%	7	18%
Length in Service						
11-16 yrs		0%	6	16%		0%
1-6 yrs		0%	1	4%	1	4%
16-20 yrs	2	6%	9	24%	4	8%
6-10 yrs		0%	4	8%	1	4%
Over 20yrs	6	14%	7	18%	2	6%
Total	7	18%	26	66%	7	18%

Table 4.44 indicates that the majority of the respondents (66%), both male (28%) and female (48%), felt that their performance review does not help their managers in assessing their strengths and weaknesses and to agree on their training and the development they need. Eighteen percent (18%) of the respondents that disagreed with the statement were within the age group of 41-45 years, and 24% had a length of service of over 20 years. There seemed to also be uncertainty, as 18% of the respondents agree with the statement, while the other 18% were unsure. The respondents' perception that their performance review does not help their managers assess their strengths and weaknesses and to plan for training and development needed might be informed by the poor communication about the PMS process in the SAMHS.

Table 4.45: PMS is used to inform decisions about future career development and work assignments (N=40).

	Agree		Disagree		neither disagree or agree	
Age	N	%	N	%	N	%
26-30 yrs		0%	2	6%	1	4%
31-35 yrs		0%	7	18%	1	4%
36-40 yrs	4	10%	6	14%	1	4%
41-45 yrs	4	8%	4	10%		0%
46-50 yrs	2	6%	6	16%	1	4%
51-55 yrs	1	4%	2	6%		0%
Total	10	26%	26	66%	4	10%
Gender						
F	6	16%	14	44%	1	4%
M	4	10%	14	44%	4	8%
Total	10	26%	26	66%	4	10%
Length in Service						
11-16 yrs	1	4%	6	14%		0%
1-6 yrs		0%	2	6%		0%
16-20 yrs	1	4%	11	28%	2	6%
6-10 yrs	1	4%	2	6%	1	4%
Over 20yrs	7	18%	6	16%	1	4%
Total	10	26%	26	66%	4	10%

The majority of the respondents (66%) believe that PMS are not used to inform them about decisions on future career development and work assignments, 18 % of the respondents who agreed were in the age group 41-45 years and 28% had a length of service of over 20 years. However 26% of respondents agreed with the statement, and 10% of the respondents were unsure. The perception that PMS are not used to inform members of decisions about future career development and work assignments is consistent with the assertions made by the respondents (66%) that too much emphasis is placed on the assessment and not enough of emphasises is placed on their future career development.

Table 4.46 In the organisation the PMS effectiveness is formally evaluated at least once a year (N=40).						
	Agree		Disagree		neither disagree or agree	
Age	N	%	N	%	N	%
26-30 yrs		0%	2	6%	1	4%
31-35 yrs		0%	7	18%	1	4%
36-40 yrs	4	8%	6	16%	1	4%
41-45 yrs	2	6%	4	8%	2	6%
46-50 yrs	4	10%	4	8%	2	6%
51-55 yrs	1	4%	2	6%		0%
Total	10	28%	24	68%	6	17%
Gender						
F	6	14%	12	40%	4	8%
M	6	14%	11	28%	4	10%
Total	10	26%	24	68%	7	18%
Length in Service						
11-16 yrs	1	4%	6	14%		0%
1-6 yrs		0%	1	4%	1	4%
16-20 yrs	4	8%	9	24%	2	6%
6-10 yrs		0%	4	8%	1	4%
Over 20yrs	6	16%	6	14%	4	8%
Total	10	26%	24	68%	7	18%

More than half of the respondents (68%) do not believe that the organisation PMS effectiveness is formally evaluated at least once a year, 18% of the respondents that agreed with the statement were within the age group of 41-45 years and 24% had a length of service of 16-20 years. Twenty-five (25%) believed the opposite, and 18% were unsure. If the effectiveness of the system is not evaluated, it might result in organisation continuous use of a system that does not serve the purpose it was intended to serve.

Table 4.47: The time and effort involved in the PMS process is worthwhile (N40).						
	Agree		Disagree		neither disagree or agree	
Age	N	%	N	%	N	%
26-30 yrs		0%	2	6%	1	4%
31-35 yrs	1	4%	7	18%		0%
36-40 yrs	1	4%	7	18%	2	6%
41-45 yrs	4	10%	1	4%	2	6%
46-50 yrs	4	10%	4	10%	1	4%
51-55 yrs	1	4%	1	4%	1	4%
Total	11	28%	22	66%	7	18%
Gender						
F	4	10%	12	40%	4	10%
M	7	18%	10	26%	4	8%
Total	11	28%	22	66%	7	18%
Length in Service						
11-16 yrs		0%	6	14%	1	4%
1-6 yrs	1	4%		0%	1	4%
16-20 yrs	2	6%	12	40%		0%
6-10 yrs	2	6%	1	4%	1	4%
Over 20yrs	6	16%	4	10%	4	10%
Total	11	28%	22	66%	7	18%

The majority of the respondents (66%), both male (26%) and female (40%) do not agree that the time and effort involved in the PMS process is worthwhile, 18% of respondents who did not agree with the statement were within the age group of 41-45 years and 40% had a length of service of 16-20 years. 28% of the respondents believed the opposite, however, and 18% were unsure. For any performance system to be considered worthwhile, it should produce the results it was intended to produce, but for a system to be judged effective, it needs to be implemented in accordance with specific guidelines.

Table 4.48: The PMS performance ratings have a direct effect on prospects of promotion, placement and job tenure (N=40).

	Agree		Disagree		neither disagree or agree	
Age	N	%	N	%	N	%
26-30 yrs		0%	2	6%	1	4%
31-35 yrs		0%	8	20%		0%
36-40 yrs	2	6%	7	18%	1	4%
41-45 yrs	2	6%	4	8%	2	6%
46-50 yrs	1	4%	6	14%	4	8%
51-55 yrs	1	4%	1	4%	1	4%
Total	6	14%	26	66%	8	20%
Gender						
F	2	6%	12	40%	6	16%
M	4	10%	14	46%	2	6%
Total	6	14%	26	66%	8	20%
Length in Service						
11-16 yrs		0%	6	14%	1	4%
1-6 yrs		0%	2	6%		0%
16-20 yrs	6	14%	8	20%	1	4%
6-10 yrs		0%	4	8%	1	4%
Over 20yrs	1	4%	8	20%	6	14%
Total	6	16%	26	66%	8	20%

The majority of respondents (66%), both male (46%) and female (40%), believed that PMS performance ratings does not have a direct effect on prospects of promotion, placement and job tenure. Twenty percent (20%) of the respondents who disagree with the statement were within the age group of 41-46 years, and 18% who were in the age group of 46-50 years had a length of service of over 20 years. Twenty percent (20%) were not sure, while only 16% agreed with the statement. This might question the purpose and effectiveness of the current system in human resource decision planning. The question is: "why subject employees to a process that does not benefit either the organisation or the employees?"

Table 4.49: PMS is sufficiently linked with decisions on salary increments ((N=40).						
	Agree		Disagree		neither disagree or agree	
Age	N	%	N	%	N	%
26-30 yrs		0%	2	6%	1	4%
31-35 yrs	1	4%	7	18%		0%
36-40 yrs	1	4%	9	24%		0%
41-45 yrs	4	8%	4	10%		0%
46-50 yrs	1	4%	2	16%	2	6%
51-55 yrs	1	4%	3	6%		0%
Total	7	18%	29	76%	4	8%
Gender						
F	4	8%	16	48%	2	6%
M	4	10%	16	48%	1	4%
Total	7	18%	40	76%	4	8%
Length in Service						
11-16 yrs		0%	6	16%		0%
1-6 yrs		0%	2	6%		0%
16-20 yrs	1	4%	14	44%		0%
6-10 yrs	1	4%	2	6%	1	4%
Over 20yrs	6	14%	7	18%	2	6%
Total	7	18%	40	76%	4	8%

An overwhelming majority (76%) of both male (48%) and female (48%) respondents felt that PMS is not sufficiently linked with decisions on salary increments. Twenty- three percent (23%)of the respondents who did not agree with the statement were within the age group of 46-50 years, and 18% had a length of service of over 20 years. 18% of the respondents believed the opposite, however while 8% were unsure. This brings to question the role and the effectiveness of the current system in informing members of human resource decisions and planning.

CHAPTER 5

DATA ANALYSIS

5.1 DISCUSSION OF ANALYSIS OF THE RESULTS

This section gives an overview of research results in relation to literature conducted in chapter 2 and the findings of the study.

Although the majorities (76%) of the respondents feel that the organisation has clearly-defined business goals, 21% % of the 40 respondents were of the opinion that employees did not have a compelling vision of how they add value to the whole organisation and clear plans for doing so. According to Gotere an effective PMS is anchored on an organisation's purpose, vision and strategy. Defining the purpose, mission and vision therefore forms the first and essential step in the implementation of a PMS (Gotere, 2011, p. 21). It is only when the business has a clear idea of its direction that it, together with the employees, can move ahead with programmes designed to help it move there more quickly. However it is not always the quality of the goals of the organisation that creates the competitive edge, it is often the way it is shared and communicated. Therefore communication of goals and visions to the rest of the organisation cannot be overemphasised.

Some of the respondents (46%) indicated that they do not believe that employees actively engage in all stages of the PM process, this could be because they lack strong commitment towards the entire PM process. The employees felt that since the PM process does not add value to them, they see no reason to actively engage in the process. Therefore the importance of ensuring the involvement of all employees cannot be overemphasised.

Some respondents (44%) believe that some senior managers do not ensure that employees' expectations are challenging. This could be as a result of infrequent feedback sessions. The quality of a PMS will be assured

only if workers have significant control over the variables that affect their individual performance" (Nel *et al.*, 2008, p.607).

The majority of the respondents (64%) felt that employees do not have ready access to the latest objectives of colleagues, superiors, and the teams to which they contribute. Hence employees are finding it difficult to operationalise SAMHS strategy, thrusts and goals, since 44% of the respondents felt that it is not possible to trace all employees' contributions to higher level organisational goals. According to Lockett (1992, p. 149), sharing and communicating the goals and vision of the organisation is one of the most important role which the management team needs to fulfill and constantly work on as one of their main priorities.

The majority of the respondents (60%) indicated that managers and their staff do not regularly discuss and share responsibility for personal development planning. This could result in employees failing to execute the duties as expected, which may lead to a drop in work standards and hence the reluctance to participate in the PM process. According to Lockett (1992, p. 64), without the necessary training and development people cannot extend their level of competence and so their performance is limited.

The majority of the respondents (68%) believe that employees do not discuss performance openly and in a timely manner with their superiors and with their own managers. Transparency, regular performance reviews are essential for the employee's middle-level manager to understand the importance of performance reviews. According to Van Der Walt, feedback should be given after performance appraisal and should be done at least once a year (Van der Walt 2004, p. 266).

Some of the respondents (40%) were of the opinion that senior managers did not provide coaching to their reports to help them to develop their knowledge and skills. According to Hale and Whitlam (2000), at the level

of the individual manager there are benefits to accrue through adopting a coaching approach to management, such as improved personal relations and by delegating more to the coachee, freeing more time to spend on critical activities. For the individual being coached it presents opportunities to build confidence, to develop problem-solving skills, to ensure a better understanding of what is expected and to learn to cope with change. Cascio and Aquinis (2006, p. 462) argue that on-going coaching and feedback are the hallmarks of effective management.

The majority of respondents (64%) believed that there are mechanisms to request systematic and structured feedback from one to another. In PM it is expected that multiple source of feedback such as self, peers, constituents or direct reports provide employee with performance information to supplement supervisory feedback (Office of Human Resource, 2004, p. 14)

Thirty-eight percent (38%) of the respondents believed that employees were not valued while the majorities (46%) of the respondents are not certain if employees are recognised and valued for providing constructive feedback and openly receiving it. This uncertainty might be as a result of poor top-down communication. Organisations have come to realise that people are paid to come to work – but team spirit, comradeship and the sense of achievement are greater motivators. According to Walters (1996, p. 88), if some or all of an individual's preferred values are not met in their current role, commitment to the job will be adversely affected through increased stress and lack of fulfillment. The result of this is significantly reduced potential to deliver an excellent performance.

Some of the respondents (44 %) believed that performance reviews are not constructive and do not focus on future improvement, and past failures, blame and mistakes are not used as learning opportunities. Cascio (1998, 404) is of the opinion that performance review is an exercise in observation. It is also a feedback process and it is an organisational

interaction as it provides the opportunity to step back from day-to-day activities, assess performance trends, and plan for the future. Information collected during the performance review is very critical, not only for performance improvement, but also for other human resource decisions, including compensation.

It is evident that 64% of the respondents believed that managers do not make regular assessments of staff's achievements, competency and development; and do not discuss these with them. 60% of the respondents believed that shortfalls and highlights in performance were not detected and promptly discussed/acted upon. Ideally, shortfalls and highlights of performance should be discussed regularly to ensure that employees are aware of where improvements need to be made. Employees therefore feel that the performance process does not provide meaningful, timely feedback.

Half of the respondents (50%) felt that the link between performance and recognition and rewards is not clear to all employees. It is for this reason that 44% of the respondents felt that managers did not provide them with prompt, specific, and evidenced performance feedback. Hence employees feel undervalued instead of being appreciated. This also does affect trust in the employer-employee relationship.

Forty-eight percent (48%) of the respondents believe that poor performance and inappropriate behavior are in fact tolerated in the SAMHS. This indicates that if employees do not perform as expected, there are no consequences. In fact poor performance is rewarded in that performance rewards are granted to officials known to be non-performers. There are no development plans in place to improve the respective employee's performance. This has developed into a culture of non-productivity, poor discipline, and low morale in the SAMHS. Kaplan and Norton (1996, p, 248) note that "Unless reward and punishment are tied to a balanced set of objectives, measures and targets on corporate and business scorecards, the organisation will not be able to use the PMS

as the central organising framework for management systems”

The majority of the respondents (64%) felt that senior managers do not regularly discuss the employee's work plan or performance agreement. This might hamper monitoring and evaluation of employee performance as there is no individual development plan. If a work plan and performance agreement is not discussed regularly, poor performance might go unnoticed. Armstrong and Murlis argue that it is only through a participatory process that employees contribute to the definition of their roles and provide their views on how they can best contribute to the achievement of departmental and team objectives during performance contracting stage (Armstrong and Murlis, 1994).

Sixty-six percent (66%) of the respondents believe that they are not aware of or do not have access to the procedure to follow if unhappy with the outcome of the review. This might be due to the inconsistent communication on PMS. Failure to implement specified guidelines of the PMS process can probably be attributed to the fact that this is relatively new assessment tool utilised in the DOD.

The majority of the respondents (74%) are of the opinion that PMS is not sufficiently linked to training. It is for this reason that (60%), both males (28%) and females (42%), do not believe that that training and development plans are in place. This underpins the belief held by 66% of the respondents that, under PMS, there is too much emphasis on assessment and not enough emphasis on their future career development. This can lead to a situation where training is done haphazardly and does not address the gap in performance.

The majority of the respondents (66%) felt that their performance review does not help their managers to assess their strengths and weaknesses and to agree on the training and the development needed. It is for this reason that 66% of the respondents believe that PMS is not used to inform decisions about their future career development and work assignments.

More than half of the respondents (68%) do not believe that the effectiveness of the organisation's PMS is formally evaluated at least once a year. This might result in continuous use of a system that does not serve the purpose it was intended for.

The researcher is of the opinion that due to a lack of understanding of the PMS, the majority of the respondents (66%) do not agree that the time and effort involved in the PMS process is worthwhile. According to the respondents PMS is a time waster.

5.2 CONCLUSION

This chapter has presented the results of the study, which was coded using Microsoft Excel. The overall responses obtained from the results indicated that an effective PMS could be implemented fruitfully if the emphasis is on proper implementation. Implementation of the existing PMS has been proven to be lacking, therefore, perceived ineffective by the majority of the respondents in this study. In the next chapter, conclusions will be drawn concerning the overall research. Finally, recommendations will be made for the SAMHS and for further research.

CHAPTER 6

CONCLUSIONS

6.1 INTRODUCTION

Although much momentum has been gained with the implementation of the PMS in the SAMHS HQ there are critical issues that relate *inter alia* to: communication aspects of PM; implementation aspects; conducting performance reviews; managing performance and performance reward linkages that need to be addressed by management.

In chapter five detailed discussion of the data analysis was presented and the implications for the implementation of the PMS were outlined. This chapter focused on the conclusions relating to the objectives and research questions of this study as set out in chapter one and the recommendations.

6.2 RESEARCH OBJECTIVES

As indicated in chapter 1 the following were the objectives of the study:

RO1: To explore the concept of PMS in the organisation through literature review.

This objective was attained through the intensive literature review that was conducted in Chapter 2 of this study.

RO2: To identify the issues that affects the effectiveness of performance in human resource decision planning for middle-level managers in the SAMHS HQ.

Issues that affect the effectiveness of performance in human resource decision planning for middle managers were obtained from the questionnaire responses in this study as reflected in Chapter 4.

RO4: To examine the attitudes of managers towards PM with a view to investigate the relevance of PMS in serving human resource decision planning purpose.

The aforementioned objective became explicit in the responses of research subjects as indicated in Chapter 4.

6.4 RESEARCH QUESTIONS

As indicated in chapter 1 the following were research questions in this study:

- To what extent do the PMS of the SAMHS satisfy the components, characteristics and guidelines of an effective PMS?

This question was answered through the intensive literature review that was conducted in Chapter 2 of this study.

- Do the middle-level managers in the SAMHS HQ view the current PMS as contributing to increased productivity, effectiveness and job satisfaction, job placement and promotion?

The answer to this question became explicit in the responses of research subjects as indicated in Chapter 4.

- What is the attitude of middle-level managers towards the current PMS in the SAMHS?

The answer to this question became explicit in the responses of research subjects as indicated in Chapter 4.

- What is the nature of the problems encountered by middle-level managers regarding PMS used at the SAMHS HQ?

The answer to this question became explicit in the responses of research subjects as indicated in Chapter 4.

6.5 CONCLUSIONS

Informed by literature review, the study obtained data from questionnaires. Data analyses undertaken by the researcher identified the gaps in the implementation of PMS in SAMHS HQ. The main purpose of the research was to investigate the effectiveness of the PMS used on middle-level managers in the SAMHS HQ. The findings arising from the data collected through a survey was analysed using questionnaire themes revealed the following:

6.5.1 Direction sharing

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

6.5.2 Role clarification

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

6.5.3 Task/Output Objective Alignment

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

6.5.4 Development goal setting and planning

Employees in middle-level management are not positively committed to clear, focused, appropriate and practical individual development plans
Managers and their staff/employees in middle-level management do not

regularly discuss and share responsibility for personal development planning.

6.5.5 On-going PM

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

6.5.6 On-going provision of feedback

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

6.5.7 Coaching and support

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

6.5.8 Performance assessment

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

6.5.9 Rewards, recognition and compensation

- The link between performance and recognition & rewards is not clear to all employees in middle-level management.
- Poor performance and inappropriate behavior are tolerated.

6.5.10 Effectiveness of PM to inform human resource decisions and planning

- The time and effort involved in the PMDS process is not worthwhile.
- The PMS performance ratings did not have a direct effect on prospects of promotion, placement, and job tenure.
- PMS is not sufficiently linked with decisions on salary increments.
- PMS is not used to inform decisions about future career development and work assignments.
- PMS is not sufficiently linked with decisions on training.

6.5.11 Factors that affects the effectiveness of PMS in Human resources decision planning

- Emphasis is not placed on employee development and on helping employees in middle-level management to improve current skills and acquire new skills in order to be competitively sustainable.
- Managers do not regularly discuss employee work plans or performance agreements.
- PMS effectiveness is not formally evaluated.
- Lack of adequate time and resources to conduct the PMS process.

CHAPTER 7

RECOMMENDATIONS

7.1 Understanding the need

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

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

7.2 Developing the performance measures

A detailed understanding of each of the priority areas should be developed. Information should be gathered about:

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

7.3 Developing the appraisal and pay schemes

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

7.4 Responding to the PM process

Once the appraisal scheme is in place, effective ways of responding to the development needs of individuals need to be found. It must be understood that there is no simple solution to the problem, and that the institution can only continue to review its measures of performance against the institution's needs.

7.5 Training and development

Based on the perceptions regarding training and human resource development, there is a need to conduct sensitisation programs with a view to stimulate acceptance of PM as a whole. Employees in middle-level management who need training should be encouraged to take advantage of the services offered.

7.6 Organisational culture

The changes that are recommended fall under the encompassing goal of changing the organisational culture. By this is meant a change in characteristic patterns of interaction between line managers and their subordinates. The culture as it exists allows a fair amount of traditional "command and control" as well as "comply and complain" styles, both of which easily foster a sense of distance between management and various disciplines or mustering along with the sense that they don't care. It is recommended that top leadership actively engage the issue of management style and that they discuss what kind of management culture they have at present and what kind they want.

7.7 Policies and procedures

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

PM should be implemented to the advantage of the SAMHS HQ and the employees in middle-level management and should not compromise service delivery. This could be achieved by implementing PM for a good reason and not because of any other motives, or out of fear or tokenism.

7.8 Job descriptions

Despite job description's obvious value to the work process and to employee morale, many employees in middle-level management do not currently have job descriptions, and do not receive feedback on their performance. It is recommended that efforts be made to ensure that employees in management at all levels have accurate current and regularly updated job descriptions. It is recommended that performance appraisals include development plans to improve employee performance.

7.9 Communication

It is recommended that regular meetings between management and subordinates be held in accordance with the specified guidelines where each party may express fears and suspicions and invite solutions. The job descriptions/performance agreements should be discussed with the employees in middle-level management and have in writing realistic goals and performance standards. Middle managers should receive and discuss feedback on their job performance on an informal formal and on-going basis.

7.10 Support by top executives

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

7.11 Areas for future research

Similar research could be conducted on the whole of the SAMHS and probably in the broader DOD.

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APPENDICES

*Col Dube can contact
Mr. [unclear]
[Signature]
24/11/12*

APPENDIX-A

No 55 Hercules Str
Ennerdale Ext 3
1830
07 December 2012

Dear Sir/Madam

INVITATION TO PARTICIPATE IN A RESEARCH PROJECT: EFFECTIVENESS OF PERFORMANCE MANAGEMENT AND DEVELOPEMNT SYSTEM USED FOR MIDDLE LEVEL MANAGERS IN SAMHS HQ IN GAUTENG PROVINCE

1. I am a student studying towards a Masters Degree in Security Management at Witwatersrand University in Johannesburg. I have been commissioned by the Faculty of Commerce, Law and Management to conduct research on effectiveness of performance management and development system used for middle level managers in SAMHS HQ in Gauteng Province
2. The purpose of this research is to evaluate the effectiveness of the middle level management performance management system in determining promotions, job placement and job tenure in the SAMHS. The results of this research may inform policy promulgation and development of a holistic approach to relevant intervention.
3. I would be grateful if you could participate in completing this questionnaire as your experience and knowledge is very important. Please note that your identity will not be disclosed and your information will be treated anonymously and confidentially. Should you require feedback with regard to the research results, fell free to contact me at the following number 0824567760/012 671 5010
4. Thank you very much for taking the time to participate in this study.

Your sincerely
Col B.J. Dube

*- Col Dube to make an appointment with me that we can discuss this.
- His reports is approved by me what is discussed between Col Dube and me.
11/12/12*

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Enquiries: Col B.J Dube
Telephone: (012) 671 5016
Facsimile: (012) 671 5203
Lotus Note: SSO Nurse Ctrl and Trg

94706421PE

SAMHS HQ
Directorate Nursing
Private Bag X 102
Lytelton
0146
02 January 2013

REQUEST FOR ASSISTANCE WITH DATA ANALYSIS: COL B.J. DUBE 94706421 PE

1. Previous correspondence and meeting dated 27th December 2012 between Col B.J. Dube and Lt Col Potgieter regarding the above refers.
2. I am a student studying towards a Masters Degree in Security Management at Witwatersrand University in Johannesburg. I have been commissioned by the Faculty of Commerce, Law and Management to conduct research on effectiveness of performance management and development system used for middle level managers in SAMHS HQ in Gauteng Province.
3. The purpose of this research is to investigate the effectiveness performance management system used for middle level managers in the SAMHS in determining promotions, job placement and job tenure. The results of this research may inform policy promulgation and development of a holistic approach to relevant intervention.
4. In view of the above I Col B.J Dube 94706521PE hereby request permission to use expert assistance of Lt Col Potgieter with regard to data analysis.
5. Your permission in this regard will be highly appreciated.

Thank you

(B.J DUBE)

SSO NURSE CONTROL AND TRAINING: COL

DISTR

For Action

OC Area Mh Unit GT

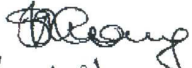
(Attention: Col C. Mkhulise)
(Attention: Lt Col H.J Potgieter)

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Attention: Col DUBE

Response to Pilot Study: The effectiveness of performance management system used for middle level managers in SAMHS HQ in Gauteng Province

1. Questions are relatively good, straight forward though some are difficult depending on the calibre, the seniority of members who will be given questionnaires
2. It will be good if DOD member's have one line managers, there are situations where-by we have more than member especial with regards to Performance Assessment. Especial when you are assessed by a manager who is not in your professional, doesn't understand your function. eg Area Fmn Statutory members assessed by the Dentist, Health Care Center other professional assessed by Health care manager. This make it trick to honestly answer certain question.
3. Difficult and Challenging wording like adequately reflex matrix reporting relationship (one may need dictionary/ assistance)

Signature: 
Thobile Msimango

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1MH/302/6

Tel: 012 314 0487
 Facsimile: 012 314 0623
 Enquiries: Prof / Lt Col
 M.K. Baker



1 Military Hospital
 Private Bag X1026
 Thaba Tshwane
 0143
 24 August 2012

CLINICAL TRIAL APPROVAL: "THE EFFECTIVENESS OF THE PERFORMANCE APPRAISAL SYSTEM USED FOR MIDDLE LEVEL MANAGERS IN THE SOUTH AFRICAN MILITARY HEALTH SERVICE IN THE SOUTH AFRICAN NATIONAL DEFENCE FORCE IN GAUTENG PROVINCE"

1. The 1 Military Hospital Research Ethics Committee (1MHREC), adhering to GCP/ICH and SA Clinical Trial guidelines, evaluated the above-mentioned protocol and additional documents.

2. The following members approved the study:

- a. Lt Col M.K. Baker: Neurologist, male, chairman 1 MHREC.
- b. Lt Col C.S.J. Duvenage: Specialist physician, female, member 1 MHREC.
- c. Lt Col L.M. Hofmeyr: Otorhinolaryngologist, male, member 1 MHREC.
- d. Lt Col D. Mahapa: Dermatologist, female, member 1 MHREC.
- e. Lt Col A.D. Moselane: Urologist, male, member 1 MHREC.
- f. Lt Col E Venter: Periodontist, male, member 1 MHREC.
- g. DR T.J. Marè: Advocate, independent of the organization, male, member 1 MHREC.
- h. Mrs. C. Jackson: Layperson, independent of the organization, female, member 1 MHREC.

3. The following documents were evaluated:

- a. Study protocol title: "The effectiveness of the performance appraisal system used for middle level managers in the South African Military Health Service in the South African National Defence Force in Gauteng province"
- b. Curriculum Vitae Col (Dr) CA Pitse
- c. Curriculum Vitae Col B.J. Dube

4. The recommendations are: The study was approved on 24 August 2012. The principal investigator Col BJ Dube will be supervised by Col (Dr) CA Pitse. Report backs are to be made to the 1MHREC six monthly, in the event of any serious adverse events and on completion or termination of the study.

(M.K BAKER)

**CHAIRMAN 1 MILITARY HOSPITAL RESEARCH ETHICS COMMITTEE:
 LT COL / PROF**

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Telephone: (012) 315-0216
Fax: (012) 326-3246
Enquiries: Brig Gen E.L. Pule



DI/DCIC/R/202/3/7

Defence Intelligence
Private Bag X367
Pretoria
0001
03 May 2012

REQUEST TO CONDUCT RESEARCH IN THE DEPARTMENT OF DEFENCE: COL B.J. DUBE

1. Your request letter SG/DIRNUS/957064421PE dd May 2012 received on the 03 May 2012 refers.
2. Permission is hereby granted from a security perspective to Col B.J. Dube to conduct research on the topic entitled **"The Effectiveness of Performance Appraisal used for Middle Managers in the SAHMS"**.
3. The final research product must be submitted to Sub-Division Counter Intelligence (SDCI) for scrutiny before it is released to any entity outside the DOD.
4. For your attention.


(MAJ GEN T. MATLAKENG)
CHIEF OF DEFENCE INTELLIGENCE: LT GEN
K/S K/S

DISTR

) For info

SG OC SAHMS

(Attention: Col B.J. Dube)

Internal

File: DI/DCIC/R/202/3/7

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APPENDIX-F

INSTRUCTIONS									
Please complete Section A: Bio-graphical Data (Indicate your choice with an X)									
The scale for Section B Main Questionnaire is as follows: Please answer by circling your choice (u may use blue pen)									
Agreement									
1 = Disagree									
2 = Tend to disagree									
3 = Neither disagree nor agree									
4 = Tend to agree									
5 = Agree									
SECTION A: BIOGRAPHICAL DATA									
1	Gender								
	Male ☐ Female ☐								
2	Age Group								
	25 ☐ 26-30 ☐ 31-35 ☐ 36-40 ☐ 41-45 ☐ 46-55 ☐ 56-60 ☐								
3	Rank								
	Lt Col ☐ Maj ☐								
4	Academic Qualification								
	Primary ☐ Secondary ☐ Tertiary ☐ Others ☐								
5	Length of service in the SAMHS(In Years)								
	1-5 ☐ 6-10 ☐ 11-15 ☐ 16-20 ☐ over 20 ☐								
6	Nature of Tenure								
	Short term ☐ Medium Term ☐ Permanent Term ☐ Extended Term ☐								
SECTION B: PERFORMANCE MANAGEMENT STATEMENT									
7	DIRECTION SHARING(Clarifying goals, needs, expectations and approach Vision,Mission, Strategy and Values)				Agreement				
7.1	The organisation has clearly defined business goals, purpose and strategy.E.g. Vision, Mission, and Values.				1	2	3	4	5
7.2	Employees believe in the organisation's goals, purpose and strategy.				1	2	3	4	5
7.3	Each unit or team has a compelling vision of how they add value to the whole organisation, and clear plans for doing so.				1	2	3	4	5
7.4	Employees have full and up-to-date descriptions of their roles (overall accountability, responsibilities, authority, resources, and relationships).				1	2	3	4	5
8	ROLE CLARIFICATION(Knowing who does what and when - in the performance management process).				Agreement				
8.1	Employees engage actively in all stages of the PMS process as it relates to them (e.g. planning, monitoring, gaining feedback, development, and appraisal).				1	2	3	4	5
8.2	Managers engage actively with their staff/employees in planning, aligning, monitoring, sharing feedback on and appraising their performance.				1	2	3	4	5
8.3	Managers ensure that expectations of their staff/employees are challenging and equitable; taking due account of roles, abilities and opportunities.				1	2	3	4	5
8.4	Managers ensure that their subordinates ensure equitable standards of expectation and assessment in and across their areas.				1	2	3	4	5
9	TASK/OUTPUT OBJECTIVE SETTING (Objective setting, Milestones, Targets, Measures, Resources.)				Agreement				
9.1	Employees and their managers are prompted and reminded about task/output objective setting to ensure that it happens in a timely manner.				1	2	3	4	5
9.2	Managers work with staff/employees to define and/or sign-off their task/output objectives; aiming for agreement and 'buy-in' whenever possible.				1	2	3	4	5
9.3	Employees' objectives have clear, measurable and precise criteria for determining whether or not they have been achieved.				1	2	3	4	5
9.4	Employees' objectives in their team add up to at least the expectations of the team as a whole.				1	2	3	4	5
10	TASK/OUTPUT ALIGNMENT (Making sure that everyone is pulling in the same direction)				Agreement				
10.1	Employees' objectives adequately reflect the expectations of those with whom they work (team needs).				1	2	3	4	5
10.2	It is possible to trace all employees' contributions to higher level organisational goals.				1	2	3	4	5
10.3	Employees have ready access to the latest objectives of colleagues, superiors, and the teams to which they contribute.				1	2	3	4	5
11	DEVELOPMENT GOAL SETTING AND PLANNING (Identifying development needs, How to develop and improve)				Agreement				
11.1	Employees know which competencies they need to capitalise on and which they need to acquire or develop further.				1	2	3	4	5
11.2	Employees know what they need to do to progress into other higher roles.				1	2	3	4	5
11.3	Employees are aware of the range of development options and resources available to them.				1	2	3	4	5
11.5	Managers and their staff/employees regularly discuss and share responsibility for personal development planning.				1	2	3	4	5

12	ONGOING PERFORMANCE MONITORING (Ongoing monitoring of progress towards objectives)	Agreement					
12.2	Employees, discuss performance openly and in a timely manner with those they serve and with their own managers.	1	2	3	4	5	
12.3	Employees make adequate on-going notes of achievements, behaviour etc to form evidence to support later assessments.	1	2	3	4	5	
12.3	Shortfalls and highlights in performance are detected and promptly discussed/acted upon.	1	2	3	4	5	
13	ONGOING PROVISION OF FEEDBACK	Agreement					
13.1	Employees are trained to take notice of and work with feedback of all types.	1	2	3	4	5	
13.2	There are mechanisms for employees to request/provide systematic and structured feedback from/to one another.	1	2	3	4	5	
13.3	Managers provide their staff/employees with prompt, specific and evidenced performance feedback.	1	2	3	4	5	
13.4	Employees are recognised and valued for providing constructive feedback and openly receiving it.	1	2	3	4	5	
14	COACHING AND SUPPORT	Agreement					
14.1	Managers regularly provide coaching to their reports to help them to develop their knowledge and skills.	1	2	3	4	5	
14.2	Performance reviews are constructive and focus on future improvement, not past failures or blame - mistakes are used as learning opportunities.	1	2	3	4	5	
14.3	Knowledge, experience and understanding are freely shared among team members and between teams and departments	1	2	3	4	5	
15	PERFORMANCE ASSESSMENT (formal standardised review of performance)	Agreement					
15.1	Multiple informed perspectives are sought as input to assessments.	1	2	3	4	5	
16	REWARDS, RECOGNITION AND COMPENSATION (Links to remuneration etc.)	Agreement					
16.1	The link between performance and recognition & rewards is clear to all employees.	1	2	3	4	5	
16.2	Poor performance and inappropriate behaviour are not tolerated.	1	2	3	4	5	
16.3	Employees feel valued (Efforts and achievements are appreciated; not taken for granted).	1	2	3	4	5	
17	EMPLOYEE ATTITUDE	Agreement					
17.1	Emphasis is placed on employee development and help employees improve current skills and acquire new skills in order to be competitively sustainable.	1	2	3	4	5	
17.2	Managers regularly discusses employee work plan or performance agreement.	1	2	3	4	5	
17.4	PMS is being implemented in the organisation according to specified guidelines.	1	2	3	4	5	
17.7	During the performance planning stage, my manager explain how my performance will be assessed in relation to key objectives.	1	2	3	4	5	
18	My manager makes objective decisions about my performance based on factual information.	1	2	3	4	5	
18.1	There is too much emphasis under PMS on the assesment and not enough of emphasize on my future career development.	1	2	3	4	5	
18.2	Adequate time and resources are provided within my department/office to conduct the PMS process.	1	2	3	4	5	
18.3	I am aware of and have access to the procedures to follow if I am unhappy with the outcome of my review.	1	2	3	4	5	
18.5	PMS is sufficiently linked with decisions on salary increments.	1	2	3	4	5	
19.1	PMS is sufficiently linked with decisions on training.	1	2	3	4	5	
19.2	Training and development plan has been put in place and filed with appropriate HR section in my organisation.	1	2	3	4	5	
19.3	My performance review helps my manager and me assess my strengths and weakness and to agree on training and development I need.	1	2	3	4	5	
19.4	PMS is used to inform decisions about future career development and work assignments.	1	2	3	4	5	
19.7	In the organisation the performance management system effectiveness is formally evaluated at least once a year.	1	2	3	4	5	
19.8	The time and effort involved in the PMDS process is worthwhile.	1	2	3	4	5	
20	COMMENTS(Please make any comments that you feel explain or add to your ratings):						
Thank you for your contribution							

Telephone: 012- 671-5010
Fax: 012-671- 5203
Enquiries: Col B.J. Dube

SAMHS HQ
Director Nursing
Private Bag X102
Centurion
0046

21 January 2012

University of Witwatersrand
Faculty of Law and Management
Johannesburg
011

INFORMED CONSENT

PARTICIPANT NAME:

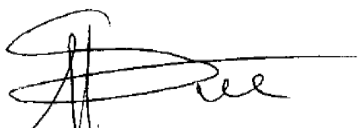
DATE:

1. **Title of the study:** The effectiveness of the Performance Management System (PMS) used for middle level managers in the South African Military Health Service (SAMHS) HQ in Gauteng Province.
2. **Purpose of the study:** The purpose of this research is to evaluate the effectiveness of the middle level management performance management system in determining promotions, job placement and job tenure in the SAMH.
3. **Procedure:** I will be asked to complete a questionnaire. This will take part from the 21st January to 28 January 2013. The questionnaire will not take longer than twenty minutes to complete.
4. **Risks:** There are no risks or discomfort associated with this research.
5. **Benefits:** I understand that there are no benefits to me to participate in this study. However, the results of this research may inform policy promulgation and development of a holistic approach to relevant intervention.
6. **Participants rights:** I understand that participation in this study is voluntary and may withdraw from participating in the study at any time without negative consequences.
7. **Confidentiality:** I understand that this questionnaire is anonymous and to guarantee this I need not put my name and the information received will be treated with utmost confidentiality. Should I withdraw from this study at any time data received from me will be destroyed with immediate effect. Anonymity is, I understand that the results of the of the questionnaire and the interview may be published in a professional journals or presented at a professional conferences, but my identify records will not be revealed unless required by the law.
8. If I have any questions or concerns, I can call the abovementioned member or 0824567760 at any time during the day or night.
9. I understand my right as research subject, and voluntarily consent to participation in this study. I understand what the study is about and how and why it is being done.

Participant' signature:

Place:

Date:



Signature of investigator
(COL B.J DUBE)

Certificate of Editing

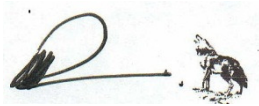
To Whom It May Concern

I, Henry Hurbert Pinkham, a South African citizen, am a Translator and Language Practitioner by profession. My South African Identification Document Number is 450803-5106-002. I am a member of the South African Translators' Institute.

On March 28, 2013, I proofread and edited a dissertation for Mrs Joyce Dube on "THE EFFECTIVENESS OF THE PMS USED FOR MIDDLE-LEVEL MANAGERS IN THE SAMHS HQ WITHIN GAUTENG PROVINCE"

I herewith certify that I have endeavoured to ensure that the report is linguistically correct and conforms to the usages of the APA writing style, and that all reasonable care has been taken to ensure that it conforms to international standards. It is nevertheless possible that some imperfections may not have been detected in the text.

I have checked all necessary dictionaries and other authoritative sources on the subjects involved, and am convinced that the content of the various documents is correct and satisfactory. In the case of any enquiries, I can be contacted at **1217B, Walter Ave, Waverley, Pretoria, 0001, Transvaal, South Africa, Tel. +27-12-332-4500** or on my cell phone (mobile phone) at **+27-83-762-6708**, or by e-mail at copywriter@juno.com or copywriter@gmx.net



HENRY H. PINKHAM

TRANSLATOR / EDITOR / LANGUAGE PRACTITIONER

AT Professional Language Services

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