THE EFFECTIVE IMPLEMENTATION OF EMPLOYEE PERFORMANCE MANAGEMENT AND DEVELOPMENT SYSTEMS AND ITS IMPACT ON EMPLOYEE SUCCESS AT A SELECTED PUBLIC HEALTH INSTITUTIONS WITHIN THE ETHEKWINI DISTRICT OF KWAZULU-NATAL

Submitted in fulfilment of the requirements of the

degree of Doctor of Philosophy in Management Sciences

Specializing in

Public Management

in the

Faculty of Management Sciences

at the Durban University of Technology

JEROME SIBUSISO BONGINKOSI THUSI

DECEMBER 2022

Supervisor: Prof B.I Dlamini   _____Date: _____

DECLARATION

Name: Jerome Sibusiso Bonginkosi Thusi

Student: 21752017

Degree: PhD in Public Management

Institution: Durban University of Technology

THE EFFECTIVE IMPLEMENTATION OF EPMDS AND ITS IMPACT ON EMPLOYEE SUCCESS AT A SELECTED PUBLIC HEALTH INSTITUTIONS WITHIN THE ETHEKWINI DISTRICT OF KWAZULU-NATAL

I, Jerome Sibusiso Bonginkosi Thusi, hereby declare that the content of this thesis represents my own unaided work, and that all the sources I have used or quoted have been indicated and acknowledged by means of complete references. I further declare that this thesis has not been submitted previously for academic examination towards any qualification.

ACKNOWLEDGMENTS

DEDICATIONS

This work is dedicated to the following persons:

My wife, Zibuyile Happiness,
Who never stops believing in me and whose love and unqualified support
makes everything possible;

To all my children, especially Mpilo and Aphelele,
For being the joy of my life, my greatest achievement

and

In memory of my brother, Hamilton Zamokwakhe Thusi,
My friend and my inspiration for pushing me to the extreme.

ABSTRACT

Since the inception of democracy in South Africa, the public sector has had to deal with increasing demands within an ever-shrinking public purse due to competing needs. Commitment and peak performance are amongst other pieces of a puzzle that are needed to render services in accordance with the expectations of members of the public who are increasingly growing impatient. This study focuses on the effective implementation of a performance management system and its impact on public health institutions. According to Chan and Lynn (1991), the organisational performance criteria should include service rendered, effectiveness, client satisfaction, as well as employee morale. The purpose of the study was to investigate and evaluate the effective implementation of Employee Performance Management Development System and its impact on employee success in the work environment. Quantitative research methods were utilised to describe the understanding, attitudes and perceptions of individual employees with regard to the effective implementation of an Employee Performance Management Development System in the workplace.

The majority of the participants concur with most of the statements, which shows that employees perceive the EPMDS as an effective tool to measure performance management. The study also reveals that if EPMDS can be effectively implemented, it can achieve desired results and positive spin-offs in terms of employee buy-in, commitment to work ethic and developing a sense of ownership from the individual perspective.

Employers need to change from the traditional performance appraisal system as the time has come for a new model of the performance management process which introduces a paradigm shift and innovative ways of doing things, including engaging employees from the beginning of the performance cycle and on-going mentoring.

LIST OF ABBREVIATIONS

CEO-Chief Executive Officer

DHRM- Directorate of Human Resources Management

DoH - Department of Health (KZN)

DPSA- Department of Public Service and Administration

EPMDS – Employee Performance Management Development System

HRD –Human Resource Department

KPI- Key Performance Indicators

HRM- Human Resources Management

MBO-Management by Objectives

MEC –Member of Executive Council

NDoH – National Department of Health

PA -Performance Agreement

PDP- Personal Development Plan

PMDS- Performance Management Development System

PSC- Public Service Commission

TABLE OF CONTENTS

LIST OF APPENDICES

LIST OF FIGURES

LIST OF TABLES

CHAPTER 1

INTRODUCTION AND BACKGROUND TO THE STUDY

1.1. Introduction

Performance management is the process used by managers in all different kinds of organisations to set expectations, measure and review results and reward performance, with the goal of ultimately improving the organisation's success (Singh, 2012). Frear and Paustian-Underdahl (2011) state that the process of performance management is designed to monitor and improve employees' behaviour to ensure that it supports the mission and goals of the larger organisation. Whether the organisation is big or small, employee performance is important to human resource departments, leadership, stakeholders and customers (Biron *et al.*, 2012).

There may be several reasons for different performance management constructs yielding varying results. The study examined some of the most popular elements of performance management as identified by past research and used the options and feedback from performance management experts to identify best practices that may help improve consistency in the implementation and effectiveness of the performance management process.

1.2. Background to the study

Aslam *et al.,* (2011) state that an organisational performance management system (PMS) is the process of identifying, measuring and developing individual and team performance. Performance management systems are designed to serve three purposes: strategic, developmental and administrative (Mansor *et al.,* 2011).

According to Hanson *et al.* (2010), a performance management system is designed to promote behaviour that supports organisational objectives. A problem arising from recent literature and research includes the inability to identify consistent factors or practices that most positively affect employee performance. An appreciation of the most influential elements of performance management may help organisations to implement performance management systems that create more consistent and positive results.

Biron *et al.* (2011) report four fundamentals that help support the desired expectations of employees and are key to performance management. The fundamentals listed included strategic and tactical elements, involving senior managers in the process, clearly communicating expectations, and formally training performance rates.

Kline and Sulksy (2009) suggest several elements that may affect performance management system success, such as how performance is measured, the accuracy of performance appraisal ratings and whether performance goals are clearly defined. Inconsistency in considering these key factors when designing performance management systems could be a main cause of organisational ineffectiveness. There was also a discrepancy regarding the ultimate purpose of performance management. Brudan (2010) indicated that performance management should be designed for learning, not for control, while other researchers have stated the two main functions to be communicating strategy and controlling performance (Hanson *et al.,* 2010).

When designing a performance management system, Liao *et al.* (2009) state that it is important that employees understand the purpose of the system in the organisation. If employees do not understand the purpose of performance management, it could lead to poor employee perceptions of the process. Performance management systems vary from organisation to organisation, although they generally contain four key areas: established expectations, measuring and evaluation of a set expectation, feedback and performance appraisal (Boachie-Mensah *et al.* (2012).

Most researchers reported performance management as meant to control the performance of employees through measurement and reward (Singh, 2012). Other researchers believed that psychosocial factors should be incorporated into the design to affect performance. Mansor *et al.* (2011) contest three factors that influence the implementation of performance management systems above all others, namely, employee engagement, having a performance-oriented culture and management commitment. Goal setting has been suggested by various authors to have a significant effect on employee performance (Kleingeld *et al.*, 2011). Previous research on employee engagement also suggests that employee engagement yields greater performance results (Crabb *et al.*, 2011). The process of coaching to help problem-

solving performance issues is another psychosocial factor that has been suggested by Vloeberghs *et al.* (2011) to elicit higher performance.

Various functions of performance management (expectations, goal settings, feedback and appraisals) align with different theories of motivation (Gregory and Levy, 2011). Motivation has been a highly researched area of employee performance (Lunenburg, 2011). Goal-setting theory, Equity theory and the Expectancy theory of motivation are different theories of motivation but have both been suggested to affect employee performance. Research in the field of motivational theories has been included in the literature review exploring potential overlapping elements and practices that may exist within performance management.

The previously mentioned inconsistency in design of performance management systems has led to an ineffectiveness and negative association from employees (Risher, 2011). The impact that performance management systems can have on employees when not effective can be negative. Consequently, Biron *et al.* (2011) caution that employees begin to view performance management as a burden rather than a motivational tool. Singh (2012) contends that proper performance management systems will contribute to outcomes that positively influence employee satisfaction, commitment and accountability.

1.3.   Statement of the problem

"An organisational performance management system is the process of identifying, measuring and developing individual and team performance" (Aslam *et al.*, 2011). According to Hanson *et al.* (2010), the performance management system is designed to promote behaviour that supports organisational objectives. Performance management is important for an organisation as it helps in ensuring that employees are working hard to contribute to achieving the organisation's mission and objectives. However, many institutions fail to set clear targets for their employees; this emanates mainly from lack of consultation, existence of silo cultures and lack of communication, most importantly, inadequate training of implementation officers. Important outcomes of performance management are the facilitation of human resource capacity development, the provision of performance rewards, and the improvement of organisational goals.

Performance management sets expectations for employee performance and motivates employees to work in ways that are expected by the organisations. Moreover, the performance management system provides a completed and professional management process for organisations to assess the performance results of firms and employees. The study investigates the relationship between the performance management system and employee performance empirically. It also explores the different stages in the performance management system that could influence employee performance. Inadequate adherence to policy and regulatory provisions of the public heath institutions within the EThekwini District of KwaZulu-Natal performance policy remains a challenge to effective implementation.

1.4. Purpose of the study

The purpose of the study is to examine the effective implementation of the employee performance management system and its impact on the employee success in selected public health institutions. The purpose of this research is among other things to contribution to the literature on performance measurement/management issues within the health care system, where top and middle managers hold several roles and are pulled in different directions, resulting in a lack of strategic focus

1.4.1. Objectives of the Study

- To identify the impact of the performance management and development system on individual success;
- To investigate the extent to which employees understand the purpose and nature of performance management system, including knowledge of EPMDS;
- To explore employee perceptions regarding the implementation of the performance management and development system;
- To quantify the level of EPMDS training at all levels of employees;
- To ascertain the influence of EPMDS on the growth and development of an individual employee.

1.4.2 Research Questions

- To what extent do employees understand the purpose and nature of the performance management system, including knowledge of EPMDS?

- To what extent do employees perceive the implementation of the performance and development system?
- To what extent can recommendations be made to ensure an effective and efficient performance management system and development strategies?
- To what extent can the level of EPMDS training be quantifiable?
- To what extent does the influence of EPMDS have on the growth and development of an individual employee, including developing new models that can appeal and influence new research and assist future managers, when adopted in the Public Service?

1.4.3. Significance of the Study

The researcher believes that the study is very valuable as it outlines the importance of performance management within the organisation in the public healthcare sector. This research might be beneficial to policy-makers as they will be able to use the outcomes and recommendations to amend policies and standard operating procedures. The publication of these results could permit other facilities in South Africa to be able to better understand performance management in the public health sector.

1.5.   Conceptual Clarification
1.5.1.   Performance Appraisal

Fletcher (2001) describes performance appraisal as a process of activities used within the organisation to assess employees, develop their competence, enhance performance and distribute rewards.

1.5.2.   Performance Management Systems (PMS)

The performance management system is a process that formally tracks and documents the goals, objectives and expectations of each employee, with a review process. Kumari and Malhotra (2012) offer an authoritative framework for managing employee performance, which includes the policy framework as well as the framework relating to all aspects and elements in the performance cycle, including performance planning and agreement performance monitoring; reviewing and controlling performance appraisal and moderating and managing the outcomes of the appraisal, as applied in EPMDS.

1.5.3. Implementation

Implementation is defined by Hill and Hope (2014) as an act of accomplishing some aim or executing some order or the act of implementing (providing a practical means for accomplishing something carried into effect).

1.5.4. Strategic Human Resources planning

Strategic Human Resources Planning is a crucial factor in the fulfilment of the fundamental strategic objectives of any organisation. It's based on the idea that human resources are the most important strategic resource considered inside the organisation. Werner, Botha, Ngalo, Poisat, Van Hoek, Chinyamurindi, Dodd and Nel (2018) state that any human resources strategy sets out to achieve a number of objectives and seeks to prove the efficiency of its programme. Specialists in human resources make a distinction between "hard and "soft" human resources planning.

The former, "hard", is based on quantitative analysis in order to ensure that the right number of the appropriately qualified people is available when needed. "Soft" human resources planning is more explicitly focused on creating and shaping the culture of the organisation so that there is a clear integration between corporate goals and employee values, beliefs and behaviours. But, as it is pointed out, the soft version becomes virtually synonymous with the whole subject of Human Resources Management (Gupta, 2020).

1.6. Overview of Chapters

Chapter 1: INTRODUCTION AND BACKGROUND TO THE STUDY

This Chapter introduces the topic of the thesis and provides a background and overview of the study.

Chapter 2: LITERATURE REVIEW

Chapter two explores the theoretical basis of performance management from a public management perspective. It provides an in-depth analysis and evaluation of existing knowledge pertaining to each of the research problems that this research attempts to study.

Chapter 3: RESEARCH METHODOLOGY

The third chapter explains the methodology used in the study and the reason for its selection. Also discussed in this chapter are the research strategies, research

methodology, research design, target population, sampling, research instrument, pilot study, data collection methods, data analysis, reliability and validity, limitations of the study and ethical considerations.

Chapter 4: DATA PRESENTATION AND INTERPRETATION

This chapter includes the results, discussion and interpretation of findings. The data analysis and interpretation are presented in this chapter. Simple statistical methods were used to calculate the results which are depicted graphically. In essence, this chapter analyses and summarises all the findings of the research.

Chapter 5: CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the conclusions of the research and recommendations of the study to the organisation.

1.7.   Conclusion

This introductory chapter served to orientate the study by providing the background, problem statement and aims and objectives. The study is mainly on the Employee Performance Management and Development System (EPMDS) which is used as a tool to measure performance of all staff across different categories and grades within the Department of Health in South Africa. The EPMDS aims at ensuring effective service delivery by staff to promote customer satisfaction. Through the process of the implementation of the EPMDS Policy, needs have been identified in terms of the gaps, which are mainly associated with the attitudes of the workers towards the implementation in the area of development and career pathing.

CHAPTER 2

LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.1   Introduction

The Employee Performance Management and Development System (EPMDS) is a continuous communication strategy that assists our workforce in achieving desired behaviours and results through the execution of clearly defined performance expectations, two-way communication between the employee and their supervisor, and ongoing professional development opportunities. Pulakos (2004) points out that the purpose of the Employee Performance Management and Development System (EPMDS) is to provide a communication strategy between employees and managers that supports on-going feedback and two-way communication about job performance, with the goal of helping employees to perform at the highest standard. The Employee Performance Management and Development System consists of the following five basic components namely;

- **Planning and Preparation:**

Each supervisor along with department management will plan and prepare for the work that is to be accomplished at the beginning of each annual performance cycle and will be based on the job responsibilities (Pulakos, 2004).

- **Communicating Performance Expectations with Employees:**

Pulakos (2004) states that at the beginning of the review cycle, supervisors will meet with their employees to establish the standards regarding their performance and help them understand how the standards will contribute to the achievement of their department's mission and goals.

- **Coaching and Ongoing Feedback:**

The performance management process depends upon an on-going two-way communication between supervisors and employees.

- **Mid-Cycle and Annual Performance Evaluations:**

At the mid-cycle of the review period, supervisors shall provide an interim evaluation of the employees' performance during the past 6-month period

compared to their performance expectations. This process will be repeated at the end of the review period for the employees' performance during the past 12-month period.

- **Employee Training and Development Planning:**

All employees are expected to be continually learning and developing skills every year. Supervisors are expected to collaborate with their employees to establish training and development plans for their employees annually (Malik, 2018).

2.2   Historical Background to Performance Management

Performance measurement/management has remained as one of the highly researched area and discussed since the early 1990s. The equivalent of one article every five hours of each working day was published between 1994 and 1996 according to Neely (1999) who also mentions the proliferation of conferences on the topic since 1994, as do Bourne, Mills, Wilcox, Neely & Platts (2000). De Waal (2007) citing Marr and Schiuma (2002) quotes a figure of 12 million sites dedicated to the topic by the beginning of this century.

Basic performance measurement has been happening in business for a century according to Chandler cited in Neely (1999) when in 1903 in the USA three Du Pont cousins formed one large explosives company from their respective small enterprises, the Du Pont Powder Company, and by 1910 were managing it through 'best practice' and other basic methods of performance measurement. Neely (1999) argues, however, that performance measurement has mostly been the realm of financial departments, based on metrics, and that the shortcomings of financial measures is that they encourage short-termism, lacking strategic focus and only providing partial data, missing out quality, responsiveness and flexibility, focussing on local rather than organisational performance, lacking the notion of continuous improvement, largely ignoring customers' opinion and information on competitors' performance (Malik,2018).

2.3   Strategic Planning and Its Impact on EPMDS

The performance of individuals clearly impacts organizational performance and vice versa. Incorporating both perspectives within the framework of strategic planning provides the best opportunity for success. For targeted information on a performance management tool specifically designed to support HR and personnel management, Strategic plan provides the basis for what the institutions key indicators are. Improving performance on key indicators requires outlining how the strategic work will be held on an executive level, board level and front-line staff level (Malik, 2018).

During the 1960s, the term "strategic planning" was coined, and primarily, private business and corporate leaders used it as a strategic management tool. The value of strategic management in the early 1980s became more evident in the public sector and it transitioned from only military organisations and statecraft to individual public organisations (Bryson, 2003). Scholars note that changes in the market and policy environment (i.e., oil crises, tax cuts, economic volatility, reductions in federal grants and spending) during the 1970s led to the increased promotion and usefulness of strategic planning. As strategic planning became prevalent in business administration, public administrators began investigating its use in the public sector. Poister and Streib (1999) described strategic planning as a valuable tool for monitoring future direction in changing environments. Strategic planning role in the EPMDS:

- Helps define the institution's identity
- Helps organisation to prepare for the future
- Enhance ability to adapt to environmental change
- Provide focus and allow for better allocation of organisation's resources
- Allows for the consideration of new options and opportunities
- Provides employees with information to direct activities on daily basis

Poister and Streib (1999) state that strategic planning and strategic management are terms that often are used interchangeably. However, the distinction is that strategic management constitutes the overall framework in which strategic planning takes place. This distinction is important for the current research; implementation of strategic plans is generally viewed as a strategic management activity. Therefore, strategic management is more than just planning; it includes the execution and evaluation of the strategic plans.

2.4   Strategic Implementation

Strategy Implementation is the process through which a chosen strategy is put into action. It involves the design and management of systems to achieve the best integration of people, structure, processes and resources in achieving organisational objectives. Strategy implementation is the translation of chosen strategy into organisational action so as to achieve strategic goals and objectives. Strategy implementation is also defined as the manner in which an organisation should develop, utilise, and amalgamate organisational structure, control systems, and culture to follow strategies that lead to competitive advantage and a better performance (SAHPRA, 2019). Organisational structure allocates special value developing tasks and roles to the employees and states how these tasks and roles can be correlated so as maximise efficiency, quality, and customer satisfaction - the pillars of competitive advantage. However, organisational structure is not sufficient in itself to motivate staff and create a productive workforce (Malik, 2018).

Noble (1999) found that strategy implementation research is divided between structural view and interpersonal process views. Within the structural view, research has focused on the effect of the formal organisational structure and control mechanisms on the implementation process and outcome. In addition to structure, interpersonal processes are likewise critical and can affect implementation.

Interpersonal processes include research in strategic compromise, independent strategic behaviours, diffusive processes, leadership styles and communication. These two overarching views are related sub-components providing a basic organising framework for understanding strategy implementation. The models proposed by this research lie predominately within the control mechanisms literature. According to Noble (1999), control mechanisms centre on how to measure performance and how the type of control mechanism strongly relates to organisational performance. An organisational control system is also required. Malik (2018) maintains that this control system equips managers with motivational incentives for employees as well as feedback on employees and organisational performance. Organisational culture refers to the specialised collection of values, attitudes, norms and beliefs shared by organisational members and groups.

11

Additionally, Bryson (2003) states that effective implementation presents the transition from strategic planning management by incorporating adopted strategies throughout the relevant performance management. One of the relevant management systems for implementing strategic plans that has only been tangentially researched is performance appraisal systems.

2.5   Implementation Effectiveness: Programme Performance

Strategic planning positively affects performance. In the private sector, performance is traditionally conceptualised through returns or sales progress. Public administrators often do not have this luxury and struggle with conceptualising improved performance. Public stakeholders also disagree on performance outcomes as to whether programme effectiveness is more important than efficiency or which constructs most accurately demonstrate effective performance.

Boschken (1994) insists that public institutions have many constituents and stakeholders that demand different performance conceptualisation. Many public programmes can only demonstrate improved performance through late outcomes which are often difficult to measure and are also difficult to control because of other influencing external factors. Scholars have attempted to develop a model to explain organisational performance and agree that any model must be multi-dimensional (Boyne and Bahya, 2002).

Brewer and Selden (2000) suggest that a model of organisational performance should include factors such as organisational culture, human capital performance and capacity, agency support for results-oriented programmes, leadership and supervision and red tape. Rainey and Steinbauer (1999) postulate that agency effectiveness is a construct of public service motivation. One of the first empirical frameworks presented for modelling government performance identified five clusters of variables namely: resources, organisation, markets, regulations and management (Boyne, 2003).

Attempts to develop multi-dimensional models usually focus on evaluating an organisation's programme effectiveness holistically. However, Brewer and Selden (2009) state that organisational performance also can be evaluated at the individual-

level. The individual-level evaluation focuses on using individual employee perceptions of organisational performance (Moynihan and Pandey, 2005). Measuring individual perceptions of programme performance and effectiveness is more straightforward. Employee perceptions of organisational performance have dominated studies examining the impact of management activities on organisational effectiveness (Cain, 2006). However, because individual ratings of organisational performance are generally biased towards the organisation, a more objective, programme-level approach to measuring organisational effectiveness is suggested.

2.6   Employee Performance

Put simply, employee performance is how a member of staff fulfils the duties of their role, completes required tasks and behaves in the workplace. Measurements of performance include the quality, quantity and efficiency of work. Pulakos (2004) points out that when leaders monitor the performance of employees, they can paint a picture of how the business is running. This not only helps to highlight what companies could be doing in the present to improve their business, but this information also feeds into future growth plans.

However, placing a focus on employee performance does not just benefit the business. It helps employees to reach their full potential, while also improving overall performance, which can have positive effects on morale and quality of work produced. Lastly, but most importantly, when employees are under-performing, customers may be dissatisfied. As a result, the entire business may be affected by poor performance and struggle to reach goals (Pulakos, 2004).

2.7   Motivational Theories Impacting on EPMDS

Greenberg (2011) states that motivation is a driving factor for actions, willingness, and goals. These needs, wants or desires may be acquired through influence of culture, society, lifestyle, or may be generally innate. An individual's motivation may be inspired by outside forces (extrinsic motivation) or by themselves (intrinsic motivation). The difference between intrinsic motivation and extrinsic motivation depends on the actions behind it. Intrinsic motivation has to do with having an internal desire to perform a task and extrinsic motivation has to do with performing a task in order to receive some kind of reward. Intrinsic motivation has more beneficial outcomes than extrinsic motivation.

Motivation has been considered one of the most important reasons to move forward. Motivation results from the interaction of both conscious and unconscious factors. Mastering motivation to allow sustained and deliberate practice is central to high levels of achievement, for example, in elite sport, medicine, or music. Motivation governs choices among alternative forms of voluntary activity (Choom and Low, 2016).

Another theory of motivation impacting on performance management is the Goal-setting theory of motivation. Cummings and Worley (2019) state that the goal setting theory was developed by Edwin Locke in 1960s. This theory states that goal setting is essentially linked to task performance. It states that specific and challenging goals along with appropriate feedback contribute to higher and better task performance. The goal setting theory proposes four primary ways by which goals impact performance, these are:

- **Goals activate effort:** Goals provide the motivation to actually do the work. Specific, challenging goals help an individual take action.
- **Goals direct effort:** Goals channel that effort towards activities that are relevant. Furthermore goals help keep individuals from spending their time on things that don't matter.
- **Goals foster persistence:** Challenging, specific goals help you keep going when you face obstacles. They reduce the likelihood that individuals give up when things get tough at work.
- **Goals prompt us to draw on our knowledge and create strategies:** Goals cue individuals to gather the resources they need to attain the goal.

According to Cummings and Worley (2019) the goal setting theory can impact performance in the number of ways such as what people do at work by reflecting on their behaviour in the path of the goals. They further maintain that goals energise the behaviour of those in the service of the organization. Greenberg (2011) states that it very important to note that the Goal setting theory has certain outcomes such as Self-efficiency which is the individual's self-confidence and faith that he has potential of performing the task. Higher the level of self-efficiency, greater will be the efforts put in by the individual when they face challenging tasks. While, lower the level of self-efficiency, less will be the efforts put in by the individual or he might even quit while

meeting challenges. Goal setting theory assumes that the individual is committed to the goal and will not leave the goal. The goal commitment is dependent on the following factors:

- Goals are made open, known and broadcasted.
- Goals should be set-self by individual rather than designated.
- Individual's set goals should be consistent with the organizational goals and vision (Cummings and Worley, 2019).

According to Salaman,Storey and Billsberry (2005) **Expectancy theory** had been proposed by Victor Vroom in 1964. This theory is based on the hypothesis that individuals adjust their behavior in the organization on the basis of anticipated satisfaction of valued goals set by them. Cummings Worley (2019) state that the individuals modify their behavior in such a way which is most likely to lead them to attain these goals. This theory underlies the concept of performance management as it is believed that performance is influenced by the expectations concerning future events (Greenberg, 2011).

2.8   Employee Performance Management Satisfaction

Strategic Human Resources Management is thought to lead to a skilled workforce, which engages in behaviour that is functional for the organisation (Wright *et al.*, 2001). Many employees' performance models have been presented, developed and tested in the literature over the past 20 years (Paauwe, 2009). The satisfaction of healthcare employees could mediate the relationship between Human Resources Management practices and employee performance.

2.9   Internal Consistency of the Employee Performance Management System

Boxall and Purcell (2011) argue that it is essential to analyse Human Resources Management practices as a comprehensible system. The argument is that Human Resources Management practices often complement each other. Ichniowski and Shaw (1999) have shown that the systemic consideration of practices has a greater impact on different employee performance indicators (outcomes) than individual, isolated Human Resources Management practices. Alternatively, goal-setting theory emphasises the requirement for approval by employees of their personal goals so that motivation is more inherently based (Latham *et al.*, 2005).

Scholars like Bowen and Ostroff (2004) have categorised this as the 'instrumentality' of HRM systems, which refers to establishing an unmistakable perceived cause-effect relationship in reference to the HRM system's desired content-focused behaviours associated with employee consequences. Subsequently, consideration of a set of employee performance management practices is necessary, namely goal setting, monitoring and evaluation. This structure is recommended by several authors in the field (Aguinis and Pierce, 2008).

Levy *et al*. (1998) found that knowledge of the system was a significant and positive influence on fairness perceptions. Knowledge of the system can be seen as consisting of a number of elements, clarity about the role of appraisals, understanding of employee performance objectives and acceptance of those objectives. Each of these three dimensions of knowledge adds to employees' feelings of process control, employees are aware of why the appraisal is taking place; what they are required to do in order to be successful in the appraisal, and the consequences of the appraisal. There should be no 'surprises' for the employees during performance evaluation, in order for employees to achieve perceptions of fairness of the system (Erdogan, 2002). Therefore, the researcher hypothesises that the Department of Health employees who report a greater level on internal consistency of the performance management system will attain greater satisfaction with performance management.

2.10   Vertical Alignment of Employee Performance Management

Employee performance management has shifted to a strategically oriented concept, that is, it plays a fundamental part in the invention and application of strategy (Armstrong and Baron, 2004). Moreover, Fletcher (2001) states that performance management aims to support employee individual goals and overall organisational objectives. The alignment of employee and organisational interest, which is defined as vertical or strategic alignment/integration, has recently been examined by other authors (Berens *et al*., 2009). Furthermore, Becker *et al.*, (2001) maintain that this alignment of employee and organisational strategic goals is critical if organisations want to attain optimal strategic processes.

Literature reviewed has found that an important component of attaining and sustaining this alignment is for employees to have 'line of sight' with their organisation's strategic objectives or 'strategic aligned behaviour' (Van Riel *et al.,* 2009). Employees who understand their organisation's strategic objectives and their contribution to them should experience higher satisfaction and commitment in the organisation and this will improve employee retention. Boswell (2006) maintains that 'line of sight' considering the organisation's strategic objectives should facilitate Human Resources Management satisfaction.

2.11 Communication

Performance management is an ongoing process of communication between a supervisor and an employee that occurs throughout the year, in support of accomplishing the strategic objectives of the organisation. The communication process includes clarifying expectations, setting objectives, identifying goals, providing feedback and reviewing results. While it is true that effective Performance Management must include metrics in order to provide substance and accountability, the real key to performance management is communication. Greenberg (2011) maintains that everyone, including the business owner, needs to have someone, a trusted advisor, board member or manager, to help them process the data that support performance management. Because employees sometimes feel threatened when discussing their performance, it is especially important to pay extra attention to how the message is being delivered and received. Keeping an continuous and consistent dialogue going, related to performance, will also make the conversations easier to have and less threatening to the individual (Balac, 2014).

2.12   Feedback Control Tightness

'Tight versus loose control' emphasises control of activities. Tight control is seen as involving continuous flows of information and a meticulous planning, budgeting and reporting system (Merchant and Van der Stede, 2003). In literature, Stiles (2004) posits that there has been uncertainty about the degree to which managerialism and control can be enforced on academic employees. Some, like Harley and Lee (1997), have stressed the difficulties of bringing order into the chaos of collegial control, while others would point to the resistant academic employee "whose identity has traditionally

been constituted through the twin discourse of freedom and professional autonomy." Within higher education institutions, professionals are resistant to change (Middlehurst, 2004). The implementation of management systems seems to be regarded by them as an intrusion in their work life. Employees with junior academic rank and those without tenure are more positive about the introduction of 'Management by Objectives' than academic employees of higher rank who are tenured. The significance of tenure for one's perception of satisfaction can reflect the fact that once an employee acquires tenure, their resistance to controls of any type increases.

2.13   Legislative Framework

The Constitution of the Republic of South Africa Act 108 of 1996 (SA, 1996) makes provision for all citizens to receive quality healthcare (Bezuidenhout, 2011). This is enshrined in legislation such as the White Paper on the Transformation of the Public Service of 1995 and the White Paper on transforming Public Service Delivery (Batho Pele Principles) (SA, 1997). In addition, the Public Service Act 103 of 1994 as amended (SA, 1994), Labour Relations Act 66 of 1995 (SA, 1995) and the Employment Equity Act 55 of 1998 (SA, 1998) embody this right for all citizens, ensuring that the provincial health authorities put procedures in place to advance the performance of employees to ensure effective service delivery (Bezuidenhout, 2011). The EPMDS has an appraisal period of at least 12 months to ensure that each employee is covered by an appropriate written performance plan based on work assignments. This includes at least one critical element and establishes performance levels with at least two levels, one being "Fully Successful" or its equivalent and another level being "Unacceptable". All departments are now required to produce a strategic plan (Public Law 103-62, 107 Statue 285). The central features of Government Performance Review Agency are simple, namely, agencies are required to (i) prepare three-to-five-year strategic plans, (ii) prepare annual performance plans with specific performance goals, and (iii) submit annual performance reports to Parliament. Departmental strategic plans must have a mission statement, general outcome-related goals and objectives; a description of how the goals and objectives will be achieved; a description of how performance goals relate to the goals and objectives in the plan; an external analysis of factors impacting the achievements of

goals and objectives; and a description of the programme evaluation to establish or evaluate the goals and objectives (School of Governance, 2014).

2.14   Importance of the Performance Management and Development System

The concept of performance management was first used by Beer and Ruh (1978) and became popular in the mid-1980s (Esu and Inyang, 2009). Armstrong and Baron (2006) describe performance management as a strategic and integrated approach to delivering the sustained success of organisations by improving the performance of the people who work in them and developing the capability of teams and individual contributors. The current business climate is infused with changes, some of which are from technology, the revolution of information, the globalisation of markets, the volatility of financial markets and the war of talent (Nel *et al*., 2011).

In this rapidly changing environment, organisations must review performance management processes if they wish to stay ahead of their competitors. An employee's talent should be identified and developed in line with the organisation's strategic objectives for the organisation to be successful in the environment in which it finds itself today (Nel *et al*., 2011). In a Nigerian study that looked at the need for an EPMDS to be implemented, it was reported that performance management is a comprehensive approach for planning and sustaining improvements in the performance of employees and teams in order to meet standards (Esu and Inyang, 2009). The absence of EPMDS has contributed to the high rate of business failures in the public sector. Esu and Inyang (2010) suggest that the adoption of EPMDS would make public business effective, efficient and sustainable which would turn around the Nigerian public sector and enable it to achieve the national goals.

2.15 Implementation of a Performance Management and Development System

Key requirements for the successful implementation of a performance management and development system:
- The institutional framework determines responsibilities for specific aspects of the EPMDS. (EPMDS, 2015).
- The training in the system requires managers, supervisors and all employees to be trained in the mechanics of the system (EPMDS, 2015) and

- Departments can customise the policy if needed (EPMDS, 2015).

A study of interest was conducted in the North West Province to look at the general understanding of employees regarding the planning prior to the implementation of the EPMDS challenges encountered during implementation and general employee perceptions. The researcher established that the major setbacks regarding the successful implementation of EPMDS were a failure from management to start with a change in management process, training of employees prior to the implementation of the system, as well as a lack of knowledge.

2.15.1 Performance Management Defined

Performance management is a strategic system that delivers constant achievement to organisations by improving the performance of the human resources of the organisation (Hill *et al.*, 2014). It is strategic in the sense that it is concerned with the broader issues facing the business if it is to function effectively in its environment, as well as the general direction in which it intends to go to achieve longer-term goals.

It is integrated into two senses which is *vertical integration* – linking or aligning business, team and individual objectives and core competences and *horizontal integration* - linking different aspects of human resource management, especially organisational development, human resource development and reward, to achieve a coherent approach to the management, development and motivation of people (Stumpt, 1991).

2.15.2 Purpose of Performance Management

The fundamental purpose of performance management as per Pfeiffer and Veiga (1999) is to get better performance results from the organisation, teams and individuals by understanding and managing performance within an agreed framework of planned goals, standards and competence requirements. Performance management aims to establish shared understanding about performance expectations and an approach to managing and developing people in a way that increases the probability of these expectations being achieved successfully (Coon and Low, 2016).

Performance management can also contribute to the non-financial motivation of employees in the workplace. Essentially, performance management is concerned with

the encouragement of productive discretionary behaviour (Otley, 1999). Purcell (2007) and his team at Bath University defined discretionary behaviour as choices that people make about how they carry out their work and the amount of effort, care, innovation and productive behaviour they display. On the basis of their research into the relationship between HR practice and business performance, Purcell (2007) notes that the experience of success seen in performance outcomes helps to strengthen positive attitudes. According to Ferreira and Otley (1999), performance management can help to define what success is and how it can be attained.

2.15.3 Objectives of Performance Management Systems

According to Mtshali (2013), these are the objectives of EPMDS, namely:

- To create a culture of performance and learning
- To advance service delivery
- To encourage collaboration between employees and their supervisors
- To guarantee that employees understand what is anticipated of them
- To pinpoint employees' developmental needs
- To allow for objective evaluation of performance.

2.15.4 Principles of Performance Management

Armstrong and Baron (2006) identified 10 principles of performance management, namely:

- A management tool
- Driven by corporate objectives
- To find solutions that work
- Focus on things one can improve
- Focus on changing behaviour
- It is about how one manages people.
- It is a natural process of management.
- Based on accepted principles, but with flexibility
- Focus on developing not just the financial rewards and success depends on the organisation's performance culture.

Hamel (2006) states that most employees want direction, freedom to get their work done and encouragement, not control. The performance management system should be a control system only by exception. The solution should be to make it a collaborative

development system in two ways. Firstly, the entire performance management process, which is coaching, counselling, feedback, tracking, recognition, and so forth, should encourage development. Ideally, team members grow and develop through these interactions. Secondly, when managers and team members ask what they need to be able to do bigger and better things, they move to strategic development (Hamel, 2006).

2.15.5 Performance Management Cycle

Performance management is a natural process of management. It is not a Human Resources Management technique or tool. As a natural process of management, the performance management cycle, as shown in Figure 2.1, depicts William Deming's 5 Plan-Do-Check-Act model (2007).

The process in this cycle includes:

- *Plan* – agreeing on objectives and competence requirements, identifying the required behaviours, producing plans expressed in performance agreements for meeting objectives and improving performances, and preparing personal development plans to enhance knowledge, skills and competence and reinforce the desired behaviours (Deming, 2007).

- *Act* – carrying out the work required to achieve objectives by reference to the plans and in response to new demands (Deming, 2007).

- *Monitor* – checking on progress in achieving objectives and responding to new demands, and treating performance management as a continuous process, managing performance all the year round rather than an annual appraisal (Event Deming, 2007).

- *Review*- a 'stocktaking' discussion of progress and achievements held in a review meeting and identifying where action is required to develop performance as a basis for completing the cycle by moving into the planning stage (Deming, 2007).

Performance and
Development plan

Development Centre

End of year review
including multi-
sourced appraisal

First review

Ongoing
support
Coaching
Training

Third review

Second review
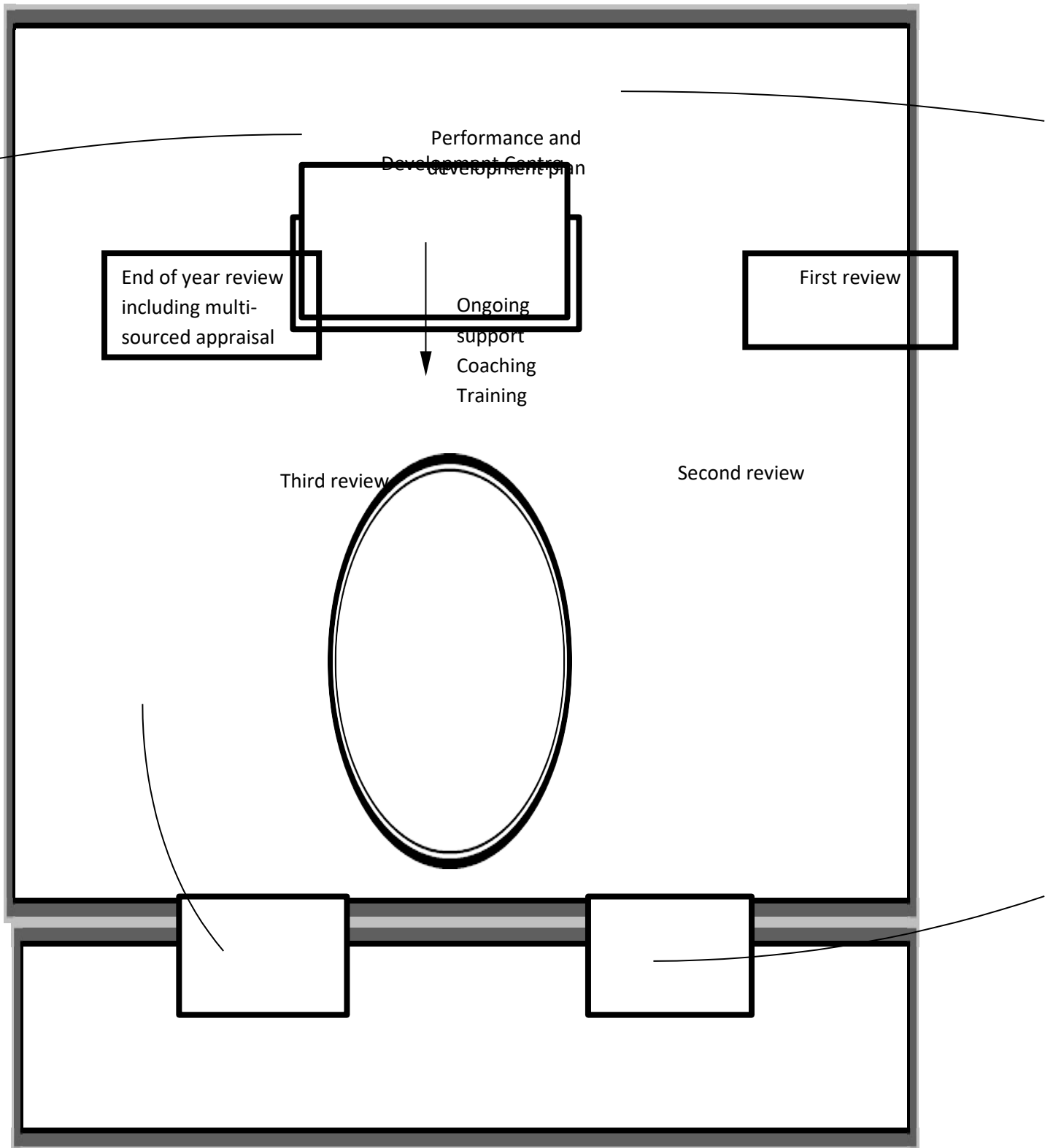
Fig 2.1 *The performance management cycle*
Source: de Waal (2015)

23

KEY FEATURES OF PERFORMANCE MANAGEMENT

High performance:

Reinforce through positive

feedback, recognition,

increased responsibility

Improved

Low performance:

Coaching, **guidance**

support

Actual
performance

Performance Agreement	Monitoring by reference to perform agreement	Performance Review
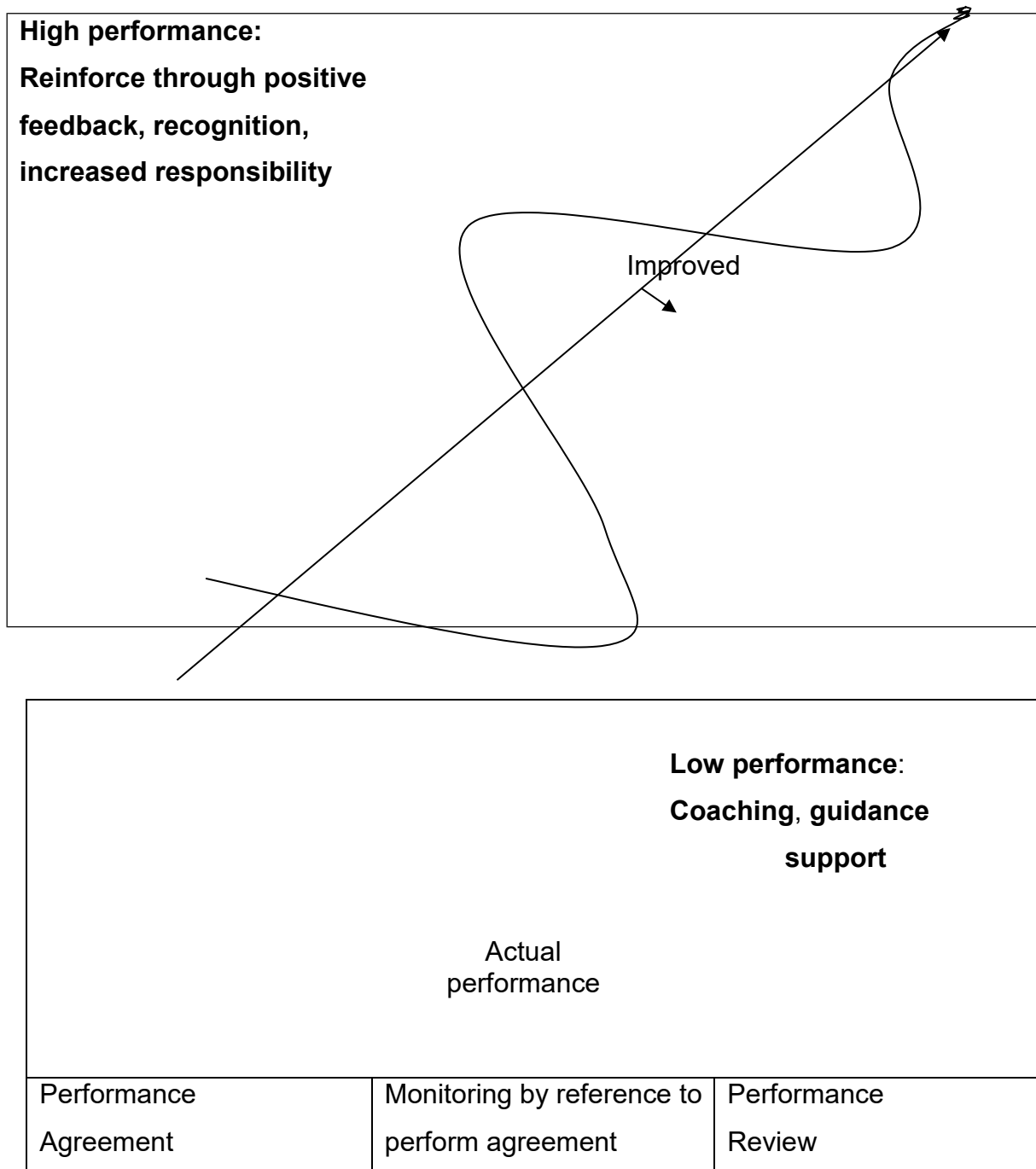
Fig 2.2   *Stages of performance management*

At every stage the aim is to obtain agreement between managers and individuals on how well the latter are doing and what can be done jointly to develop strengths and deal with weaknesses.

- Discussion between managers and individuals should take the form of a dialogue; managers should not attempt to dominate the process and it should not be perceived as an alternative method control.

- Performance management is largely about managing expectations – both managers and individuals understand and agree on what they expect of one another, thus developing more positive psychological contact.

- Positive feedback is used to motivate people by recognising their achievements and potential.

- The process is forward looking – it does not dwell on the past and the dialogue is about what can be done in the future to give individuals the opportunity to develop and grow (this is an important means of motivation).

- Performance management is a continuous process, not an annual event; Managers and individuals are there to manage performance throughout the year (Armstrong, 2011).

2.16 Career Planning: An Imperative for Employee Performance Management Systems

The need to plan for employee career issues is critical. The employees of an organisation must be in a perpetual state of development if the organisation is to prosper in the ever-changing environment. A career can be defined as a sequence of separate but related work activities that provide continuity, order and meaning in a person's life (Pinterest, 2018). Career Planning implies helping the employee plan his career in terms of his capabilities with the help of a reporting office of specific career paths of the employee in the foreseeable future (Downs, 2016). It is associated with an approach of creating a shared vision of the purpose and aims of the organisation, sustaining a competitive advantage (Beck, 2014). As a system for managing employee performance, performance management is presented as a cycle. The 'mixed model' is useful, which stresses planning, managing, reviewing and rewarding. Most organisations follow this 4-stage model now-a-days, which can be further detailed as Setting Individual Business Roles and relating them to the job objectives of work groups and business through Performance Planning, Performance Measurement and Review (Pilowsky, 2018).

2.16.2 Linkage between the Performance Management System and Career Planning

It is necessary that Human Resources policies directed at performance management are supported by effective systems. Performance Management System is one of the most important Human Resources strategy factors, the others being recruitment and selection, career development, performance appraisal, training and development, compensation designing and human resources planning. Career development and performance appraisal have direct linkage with Performance Management System. (Smith, 2018).

2.16.3 Role of Individuals and Organisations in Career Planning

According to the theory and practice of management, the career planning process focuses particularly on individual skills, abilities, needs or aspirations. Given all this, the individual will create an information base necessary to ensure preparedness for a possible promotion. Individual career planning can be defined as all actions of self-assessment, exploration of opportunities, establishing goals and more, designed to

help the individual to make informed choices and changes about career (Zlate, 2004). It is a complex action that requires systematic and careful thinking in formulating short and long term objectives. Career planning is therefore based on the evaluation of individual skills, interests and motivation, on the analysis of organisational opportunities, setting goals for their careers and developing a strategy to achieve those goals.

Zlate (2004) states that individual career planning can be looked through five steps:

- *Self-assessment* is the collection of information about yourself (values, interests, and skills), continuous assessment and reporting to others.
- *Exploring opportunities* involves gathering information about existing opportunities within but also outside organisations (training and other development methods).
- *Making decisions and setting goals,* short and long term, for training requirements, change of job or department.
- *Planning* consists of determining ways and means of achieving goals, ordering their actions to achieve them, considering its consequences, setting deadlines and resource requirements.
- *Pursuit of achievement goals*; action by the individual accounts for his successes and failures and make decisions to retain or change career course.

Individual perspective on career, as provided by the Chartered Institute of Personnel and Development (CIPD, 2005) is determined by the status of the individual's professional and personal life, age, family circumstances, financial expectations and desired lifestyle.

Some individuals are hoping to be promoted to a senior position within an organisation, others want to take a new job in another organisation, accepting new and different responsibilities by investing in developing new skills and acquiring new abilities, reducing or increasing the number of work hours, or looking for jobs with a flexible working schedule. All these aspects are covered by the following synthetic scheme.

2.16.4 EPMDS and Human Resources Development

Human Resources contributions emphasise a fuller integration of micro-level and macro-level approaches and analyses linking Human Resources with organisational level performance outcomes. Therefore, this perspective of Human Resources is the process of developing value additions in the capabilities of individual employees, teams of employees and the organisation as a whole, training and development, job enrichment, employee empowerment, and a productive organisational climate (Coon and Low, 2016).

Rao (1990) includes training and job enrichment in this Human Resources Development framework. Kandula (2001) includes training, job enrichment, involvement and empowerment in their Strategic HRD framework. Premkumar and Kamble (2013) include employee training, job enrichment and employee empowerment in their Human Resource Development framework. Based on such frameworks, selected training and development, employee empowerment, job enrichment, and organisational climate are regarded as key process mechanisms of Human Resources Development.

2.16.5 HRD Systems and Organisational Performance

Organisational performance as generally perceived by its indicators are efficiency, productivity, profitability; organisational growth and development; the satisfaction of various stakeholders (for example, customers, employees, shareholders) of the organisation; quality improvement in products and services and the enhancement in an organisation's capability for innovation. Organisational performance indicators may be classified into three types which are financial performance, HR performance and operational performance (Adhikari, 2016). There exists consensus on the premise that HRD systems and sub-systems can contribute to gaining a sustainable competitive advantage through facilitating the development of competencies of people and teamwork in organisations. HRD systems and processes influence the organisation's productivity, adaptability, flexibility, employee retention, quality of products or services, competitiveness, reduction in costs and the organisation's overall performance. Three dimensions of HR systems (i.e., skills-enhancing, motivation-enhancing and opportunity-enhancing HR practices) were positively related to human capital and employee motivation in different patterns in such a way that, compared with the other

two HR dimensions, skill-enhancing HR practices were more positively related to human capital and less positively related to employee motivation (Friedman, 2013).

Thus, in extant research, HRD systems have been found to be positively associated with different outcomes of organisational performance (OP) that range from very proximal (i.e., productivity enhancement) to more distal (i.e., profitability), Subramoney *et al.,* (2018) generally indicate that HR systems or practices do not have a direct effect on organisational effectiveness, behaviour that ultimately has an impact on organisational effectiveness. Manufacturing context and the results of this study indicate that the impact of HRM policies on organisational performance is mediated through the HRM outputs of skills, attitude and behaviour and moderated by business strategies, organisational context and other contingencies (Katou, 2018).

2.16.6 Employee Training and Development and Organisational Performance

Lee (2014) urges that there is increased Human Resource Management activities aimed to enhance the performance of individual employees, which leads to higher organisational performance, training due to their beliefs that such an investment results in enhanced levels of organisational performance and a positive impact of training on organisational performance, such as increased productivity.

2.16.7 Employee Empowerment and Organisational Performance

Empowerment is defined as a motivational construct manifested in four cognitions: meaning, competence, self-determination and impact (Spreitzer, 1995). The higher the level of employee empowerment, the higher the motivation and morale of the employees will be and hence lead to a better organisation. Empowerment of organisation intervention amongst unit managers revealed that the empowerment intervention produced significant improvements in unit performance (Hasan, 2017).

2.16.8 Job Enrichment and Organisational Performance

Job enrichment entails re-designing jobs to include greater job content by increasing one or more of the core characteristics in order to assign more interesting and challenging tasks to the employee that require newer or better knowledge and skills, granting increased responsibility and accountability along with more autonomy to

existing job holders and providing a variety of opportunities to employees for more meaningful job experiences. Job enrichment solves employee problems such as boredom and monotony (Allison, 2019).

2.16.9 Organisational Climate and Organisational Performance

Denison (1996) states that organisational climate refers to the quality of an organisation's environment as experienced by its members and can be described in terms of the values and meaning of a particular set of characteristics of the environment. Organisational climate is influenced by organisational members' individual perceptions and is thus relatively subjective. The climate of an organisation, in fact, is determined by employees' shared perceptions of the managerial practices and kinds of behaviours that are expected, supported and rewarded in a contextual setting. Climate has been described as an experientially based description of the work environment and specifically, employees' perceptions of the formal and informal policies, practices and procedures in their organisation (Madhukur, 2017).

A large number of studies have consistently demonstrated relationships between psychological climate and organisational performance indicators. For example, factors such as job involvement, organisation commitment, job satisfaction, job performance and stress levels of individual employees, perceived supervisory support, concern for employee welfare, skill development, effort, innovation and flexibility, quality, performance feedback and formalisation of the components of organisational climate were found to predict productivity. Bogdanovic (2011) found a high degree of positive correlation between the perceived stimulating work environment and perceived organisational efficacy. Workplace characteristics directly impact satisfaction and corporate performance, while HR involvement has a direct impact on work characteristics and an indirect effect on job satisfaction and company performance.

Thus, a productive organisational climate appears to be a significant indicator of organisational performance as a number of cross-level studies have demonstrated positive relationships between organisational climate and individual outcomes such as performance, satisfaction, commitment, job involvement, work engagement, business performance and as a whole, organisational effectiveness.

2.16.10　　Benefits of Performance Management Systems

The implementation of a performance management system is of critical importance to the success and future of any organisation. If the performance management system is properly developed and implemented in an organisation, sustainable in improvement in organisational performance, a more performance orientated culture is enhanced. The motivation and commitment of employees and empowering individuals to provide their talent for the success of the organisational objectives are major benefits expected to be achieved (Semakula *et al.*, 2013). Furthermore, Semakula *et al.* (2013) urge that if the system development and implementation are misguided, all efforts will be in vain and it could lead to wastage of resources.

Many benefits of PMDS can be attributed to the employee, supervisor and the organisation as well (Armstrong and Baron, 2006). Performance management is a continuous process of improving individuals, teams and organisational performance. Performance management has to be the core of all organisations since it gives strategic direction and articulates how resources are going to be distributed in the achievement of set goals and objectives. According to Zvavahera (2016), the aim of performance management is to improve service delivery through the effective and efficient application of resources. The product of a successful performance appraisal system for employees is a high-performance organisation with an unmistakable profit that distinguishes it from the average organisation (Nel *et al.,* 2011). If performance management is effectively managed it could provide a competitive advantage for organisations. Performance management has the potential to improve performance and act as a lever to achieve cultural change (Armstrong, 2015). A focus on performance can bring real rewards for organisations and performance management can be the key space or mechanism for a dialogue in an organisation. Armstrong (2015) states that an organisation's choice of where to focus its attention in relation to performance management may, in part, determine its future and can certainly guide its culture.

2.16.10.1　　Benefits for the Employee

According to Armstrong and Baron (2006), there are greater benefits for employees through performance management. An effective performance management system can offer employees a greater insight into their work as well as a greater clarity of roles

and objectives, with training and development in areas that need attention. Employees will also be able to gain opportunities to participate and raise issues in the planning of their development and performance management. Employees will thus be evaluated in a fair manner and will also get feedback on their performance. Armstrong (2006) maintains the relationships and communication between the employees and supervisors can improve. An increased motivation to perform better, as well as high self-esteem, means that employees can now feel relevant to the organisation as their contribution is assessed and compensated for, which makes them want to contribute more to the organisation (Carlson, 2012).

2.16.10.2   Benefits for the Supervisor

According to Armstrong and Baron (2006), some of the benefits of performance management for the supervisor are:

- It explains the expectations of employees.
- It develops team and individual performance.
- It assists with assessing underperformers.
- It provides for issuing non-financial rewards to employees.

Furthermore, it can also be used to coach individuals, support leadership, motivate and initiate team building processes (Armstrong and Baron, 2006). Performance management helps to improve team performance and motivates teams to always do their best (Armstrong and Baron, 2006).

2.16.10.3   Benefits to the Organisation

The Balanced Scorecard, the Prism and the Performance Pyramid are the most popular frameworks to assess business performance. Consequently, many organisations prioritise PMDS in their agendas, thus time and effort have been focused on the development and implementation of PMDS (Martinez *et al.,* 2016). Performance management in the organisation allows for a reputable image of the organisation. It also fulfils the aims and objectives of the organisation and helps to create loyalty amongst their customers, hence promoting satisfaction of employees, considering the impact of their efforts at work (Armstrong and Baron, 2006). According to Armstrong and Baron (2006), some of the benefits of performance management on the organisation are:

- The organisation can benefit from performance management through aligning the organisational employee and team objectives.
- It makes employees more motivated to perform their tasks.
- It increases employees' commitment to the organisation by improving the training and development processes.
- It helps to retain skilled employees, providing for continuous improvement and development.

Performance management is a valuable tool which focuses on managing in such a manner that an individual and team can accomplish the set organisational goals. It can thus enhance the performance of the public sector as a whole. In the absence of EPMDS, there was a high rate of organisational failure in the public sector and the adoption of EPMDS has made the public sector more effective, efficient and sustainable (DPSA, 2014).

Esu and Inyang (2009) state that performance management can therefore be seen as an instrument of public service delivery and development. In a study conducted by WorldatWork and Sibson Consulting, it was reported that there is a clear linkage between successful performance management and superior organisational performance. Higher performing organisations tend to have better rated performance management systems. Sibson Consulting (2007) and WorldatWork (2007) reveal that organisations also showed greater differentiation between performance ratings and resulting compensation actions, the performance management system being perceived by participants as a key lever for achieving organisational strategic objectives.

In another study that was conducted by American Business Associates, it was reported that performance management is a critical business tool in translating strategy into results. Managers in the majority of the 88 organisations surveyed stated that their performance management system drives the key factors associated with both business and cultural strategies (Sumlin, 2016). The results showed that performance management systems directly influence five critical organisational outcomes, namely: financial performance, productivity, product or service quality, customer satisfaction and employee satisfaction. Sumlin (2016) also states that when

performance management systems are flexible and linked to strategic goals, organisations are more likely to see improvements in these five critical areas.

It is clear from the literature that there is still a wider scope for scientific investigations of the EPMDS to be undertaken. This must include investigations such as whether the EPMDS contributes to the improvement of overall productivity in the public health sector. Studies are necessary in that public health organisations such as MDH are for the betterment of services provided to the South African society. Therefore, it is of the utmost importance to evaluate whether the EPMDS indeed contributes to the improvement of productivity.

2.17   Factors Affecting Employee and Organisational Performance

The various elements that determine the performance of employees and the organisations that they serve are availability, productivity, responsiveness and competencies (amongst others) and these elements are influenced by a variety of factors namely: absenteeism, motivation, working conditions, supervisor attitude, organisational culture, financial reward, personal problems and job content (Saeed *et al.*, 2013). The above-mentioned factors will be discussed briefly below.

2.17.1   Absenteeism

Absenteeism is a habitual pattern of absence from a duty or obligation without good reason. Generally, absenteeism is unplanned absences. Absenteeism has been viewed as an indicator of poor individual performance, as well as a breach of an implicit contract between employee and employer. It is seen as a management problem and framed in economic or quasi-economic terms. More recent scholarship seeks to understand absenteeism as an indicator of psychological, medical, or social adjustment to work (Kelly *et al.*, 2016).

What is absence or absenteeism? What does it mean, and can I overlook it or should I deal with it? What will happen if I don't deal with it? What harm can it do if an employee is a few minutes late? Questions, questions and more questions - but the most dominant consideration is usually that "we better leave it - just give him a verbal warning - we don't want to end up at the CCMA." Or sometimes - "have a chat to him

about it." And so, the problem is ignored, pushed aside, and eventually it is too late to do anything. Absence does not only mean not being at work. Absence also means:

- Arriving late (or poor timekeeping, if you like. It is still absence as long as the employee is not at work.)
- Leaving early (again, if you like, poor timekeeping. It is still absence if he is not at work)
- Extended tea or lunch breaks - the employee is not at the workstation, and therefore absent.
- Attending to private business during working hours - the employee is at work, but is
- Not attending to his/her duties in terms of the employment contract and is therefore absent.
- Extended toilet breaks - same as extended lunch or tea breaks.
- Feigned illness - thus giving rise to unnecessary visits to the on-site clinic or take time off to "visit the doctor" - which they never do, because they do not need a medical certificate for less than two days off.
- Undue length of time in fetching or carrying (tools from the tool room, for example, or drawings from the drawing office, and more)
- Other unexplained absences from the workstation or from the premises.

There are a large number of remedies, in fact, that can be used to combat this scourge.

2.17.2 The Duty of the Employee to be at Work

The very basis of the employment contract (whether written or not) is that the employee has to:

- come to work
- be on time

In order to perform the duties which, he/she has been hired to do, and he/she must remain at the workstation for the contracted number of hours per day in order to perform the requisite duties. If the employee does not do that, he/she cannot fulfil his/her contractual obligation and is therefore in breach of contract. This obligation to come to work and stay on the job whilst at work does not only come out of the

Employment Contract. It arises also from three other sources, Common Law, Statutes, and Company Rules and Regulations, (South African Labour Guide, 2019).

2.17.3 Motivation

Motivation is the process that initiates, guides, and maintains goal-oriented behaviours. It is what causes you to act, whether it is getting a glass of water to reduce thirst or reading a book to gain knowledge. Motivation involves the biological, emotional, social, and cognitive forces that activate behaviour. In everyday usage, the term "motivation" is frequently used to describe *why* a person does something. It is the driving force behind human actions (Ashdown, 2008).

Motivation does not just refer to the factors that activate behaviours, it also involves the factors that direct and maintain these goal-directed actions (though such motives are rarely directly observable). As a result, we often have to infer the reasons why people do the things that they do based on observable behaviours. What exactly lies behind the motivations for why we act? Psychologists have proposed different theories of motivation, including drive theory, instinct theory, and humanistic theory (Cherry, 2020).

2.17.4 Working Conditions

Working conditions refers to the working environment and aspects of an employee's terms and conditions of employment. This covers such matters as, the organisation of work and work activities, training, skills and employability, health, safety and well-being, working time and work-life balance. Pay is also an important aspect of working conditions, although Article 153 of the Treaty on the Functioning of the European Union (TFEU) excludes pay from the scope of its actions in the area of working conditions (EurWORK, 2011).

2.17.5 Supervisor Attitude

It was determined by Armstrong (2015) that if the supervisor displays a fair attitude with employees, then they are willing to work more energetically. The performance bar of the employees is raised positively if the supervisor control is fair in monitoring them. If the control and attitude is interactive and promoting, then employees are more

productive. It was thus concluded that it is necessary that the manager is unbiased and treats every employee without discrimination.

2.17.6 Organisational Culture

Organisational culture is a system of shared assumptions, values, and beliefs, which governs how people behave in organisations. These shared values have a strong influence on the people in the organisation and dictate how they dress, act and perform their jobs. Every organisation develops and maintains a unique culture, which provides guidelines and boundaries for the behaviour of the members of the organisation.

Organisational culture is composed of seven characteristics that range in priority from high to low. Every organisation has a distinct value for each of these characteristics, which, when combined, defines the organisation's unique culture. Members of organisations make judgements on the value their organisation places on these characteristics and then adjust their behaviour to match this perceived set of values (James, 2020).

2.17.7 Financial Reward

The study by Goharn *et al.* (2013) reported a strong relationship between financial rewards and employee performance. If the performance is backed by financial rewards, employees work more energetically. It is thus considered a great motivator for the employee as incentives increase the employees' commitment, which ultimately results in good performance.

2.17.8 Personal Problems

Personal traits of employees can affect the performance of the employee's work as they are a major hindrance to the productivity of employees. An employee with a dull mind-set cannot work with attention. Personal problems have thus been reported to have a negative impact on the performance of an employee (DPSA, 2017).

2.17.9 Job Content

Saeed *et al.* (2013) reported that the daily work schedule of an employee requires creativity, an enthusiastic environment and challenging goals to accomplish. If the job content is challenging and innovative, then employees are willing to give positive output. It was thus concluded that job enrichment and job rotation is of crucial

importance. In another study that was conducted on rewards and attitudes, the focus was on the role of rewards and attitudes as major determinants in enhancing the effectiveness of performance appraisal systems. The attention that the DOH gave to rewarding employees during the appraisal process made it appear as the only important determinant of an appraisal's success (Semakula-Katende, Schmikl and Pelser, 2013).

It was also reported in the same study that in many public institutions, reward has been given unnecessary prominence over other drivers, such as management and development, that led most key role players to perceive the current EPMDS to be purely for monetary (salary increments and cash bonuses) and non-monetary (promotion) purposes, which, in turn, compromised its effectiveness. Semakula-Katende *et al.* (2013) concluded that rewards and attitudes were found to be unintended outcomes of an effective performance appraisal and not drivers of the system.

2.18 Challenges of Performance Management Systems

Colli (2013) states that the MBO technique of performance management is a philosophy which shows a proactive rather than a reactive way of managing performance. The importance is on trying to predict and influence the future, rather than on responding and reacting to it. This method of performance appraisal is widely used and has many advantages. Firstly, it encourages detailed planning. Secondly, it creates in employees an awareness of the organisations' goals, hence increasing commitment and productivity. Thirdly, it expands the communication pathway between managers and supervisors and it improves job performance. Furthermore, it can be seen as an effective feedback device, amongst other advantages (Muller *et al.,* 2011).

However, according to Muller *et al*. (2011), managers do not like doing performance appraisals and employees face their appraisals with a sense of apprehension. Yet, it is accepted that there should be a means by which performance can be measured, monitored and controlled. Kuppuswamy (2013) asserts that the present performance management system shows that people have lost faith in the traditional pay-for-performance programmes, human resource driven performance appraisals and performance management in general.

- However, any well developed and implemented performance management system will challenge that impact on performance management (Thomas, 2015). Thomas (2015) asserts that it is unclear the link that exists between strategy and execution, as in many organisations employees cannot relate how their everyday work contributes to the mission of the organisation and how the achievement of the goals link to their personal success.

- The rating of employees poses another challenge as every employee, more or less, receives the same score. In such instances, performance assessments put more emphasis on scores than on employee strengths and weaknesses, and as a norm everyone scores a three out of five. Thomas (2015) warns that this subjective scoring gives the impression that there are no real meanings for outstanding performance or any penalties for underperformance.

- In South Africa, the performance management system was introduced in the public sector in order to improve service delivery and redress the imbalances of the past, the bureaucratic system and attitudes. However, Maluleke (2011) states that managers lack knowledge and skills to implement performance management systems; because of the above mentioned, managers tend to demonstrate low levels of motivation and negative attitudes towards the employees.

- The inability of the evaluator to identify employee career needs and goals makes the system ineffective. Moreover, there is also no consistency in the management of poor performers by experienced managers (Maluleke, 2011).

In a survey conducted by Letsoalo (2007), the major challenges of EPMDS that were noted, were a negative work culture and insufficient supervisor support for performance management. Other problems, such as a lack of follow up on performance reviews, an over- emphasis on the appraisal and not on training and development and inadequate performance management information, were also noted.

In yet another study that looked at the challenges of EPMDS in a public hospital in Johannesburg, it was concluded that area managers and employees indicated that they are often uncertain of what management expects from them. This was due to the lack of formal job descriptions, no orientation prior to starting duties and little or no

training afterwards. It was also concluded that there is very little role clarification within the hospital. The perception is that the area managers are held accountable for results without having any formal authority and without receiving all the relevant communication and information necessary to make decisions (Stimie and Fouché, 2004).

In a study conducted in the Gauteng province amongst professional nurses, it was concluded that, although having the PMDS established for more than a decade, professional nurses still experience the EPMDS as non-beneficial, confusing and see it as not driving performance. The research findings showed that participants had poor knowledge about performance agreements, planning, monitoring reviews and assessments of the EPMDS. It was thus important to note that those involved in the utilisation of the EPMDS were well versed in its usage. It was recommended that management should be more involved throughout the EPMDS process so that problem areas could be identified earlier, and necessary remedial actions implemented, and it should not just be assumed that everyone involved in the EPMDS knows the what, why and how of the system (Du Plessis, 2016). According to a report on the roundtable discussion conducted by the PSC in 2014 about the improper management of the EPMDS which leads to grievances in the public service, the following shortfalls and gaps were reported (PSC, 2014):

- Poor planning in the development of the performance agreement at all three levels, namely a lack of alignment between performance agreements and strategic plans of departments; the lack of alignment between departmental targets and human plus financial resources; and the lack of alignment between organisational objectives and employees' personal improvement plans.
- Poor planning of the PMDS system, including non-compliance with timeframes, failure to monitor and review performance on a regular basis and lack of feedback to employees.
- The PMDS is sometimes utilised for compliance purposes only instead of setting standards, monitoring performance and performance improvement.
- Managers fail to take responsibility for performance management and view it as the function of human resources management's responsibility.

- Performance is not monitored and discussed with employees on a continuous basis and performance reviews are not done quarterly or bi-annually, but only once a year.

- There is a lack of cooperation with managers/supervisors when performance agreements and appraisals are supposed to be discussed and agreed.

- There is a lack of understanding of the PMDS policy among employees, especially the rating system.

- A culture of entitlement amongst employees exists in that if an employee receives merit awards consistently, the employee has an expectation that he or she will automatically qualify for merit awards in subsequent performance cycles.

- A request for guidance relating to performance during the course of the year is made and employees refuse to cooperate with supervisors when weaknesses are identified, and remedial mechanisms are proposed.

The performance management tool is seen as monetary award system and not as a performance development system and this results in dissatisfaction when bonuses are not awarded (Public Service Commission EPMDS, 2014).

In operation, the effective management of performance (including poor performance) is primarily seen as a matter of good management practice. According to Ingram and Donahue (2000), the literature to support the development of sound management policies and practices for managing employee performance is well established and easily understood and consumed by practitioners. Furthermore, across the globe, most scholars have maintained that the possession of appropriate management capacity, developed through having systems in place, certain structures and processes that support the operation of the organisation, is a critical indicator of the effectiveness of an organisation (Ingraham and Donahue, 2000).

In response, practitioners in public sector agencies have developed detailed policies, procedures and practices that inform the management of employee performance (including during probation periods) within their agencies. Better practice would suggest that these policies address the following key characteristics:

- effective recruitment

- providing leadership on performance
- ensuring clearly expressed and understood duties and performance expectations
- encouraging regular and ongoing employee performance discussions and reviews of performance agreement; and
- providing mechanisms and support for dealing with unsatisfactory performance or non-performance issues for both employee and manager (coaching, training and mentoring) as well as reward and recognition provisions (financial and non-financial) (DPSA, 2015).

In particular, there are challenges evident in the provision of adequate feedback, the establishment of realistic performance expectations, recognition of the contribution of employees and a clear recognition of the role of the manager in optimising employee performance. Employees are the single most crucial element to any system as it is their behaviour that will determine the achievement of organisational goals. Effectiveness is only possible if they are working in a functioning system that has, as part of its central structure, performance management processes that provide critical insight and information to them (Public Service Commission, 2014).

2.19   Causes of PMS Failure and Success Factors

A review of the literature reveals a number of causes of PMS failure and authors have also devised frameworks for success. Failure can occur at the design, implementation, use or reviewing stages with people or organisational behaviours as contributing factors. Indeed, according to de Waal (20075) 56 percent of PMS implementations fail, largely due to the fact that behavioural factors are ignored. The following sub-sections will look at the various stages of a PMS – design, implementation, use and review - in relation to failure and success factors.

- **Design stage**

Bourne et al. (2000) observed open resistance at the design phase from a senior manager at one of the organisations they researched and suggest this may have masked more latent resistance from others. Olsen et al. (2007) claim that the linkages between performance measurement and strategy appear to be weak in practice,

possibly as a result of the classification of measures into financial, customer, internal processes, and learning and growth, according to Schneiderman (2006), who believes that a company's strategy should be obvious when looking at its measures. Measures themselves are a problem. Authors such as Meyer (2007) report that organisations have too many measures in the worst case he came across - and are unable to distinguish between those that will drive performance and those that won't. According to Schneiderman (1999) this results in a loss of organisational focus and he suggests limiting the number of measures to 7 to 10 for balanced scorecards, with a ratio of 6:1 non-financial to financial measures. As seen earlier, Kaplan et al. (1992, p. 73) themselves suggest limiting the scorecard to "a handful" of key measures for each of their four perspectives. Meyer (2007) suggests that to limit measures companies should become *"activity-centric"*, considering activities before identifying costs and revenues from them.

- **Implementation stage**

Much has been written about PM theory and frameworks but researchers such as Bourne et al. (2018), Neely et al. (2000), Tangen (2004) have attempted to address what they view as a lack of guidance and practical advice at the design and implementation phases. Neely at al. (2000) developed a PMS design process, grounded in performance management theory, and from their study they produced a workbook available to companies to help them design their own PMS. Bourne et al. (2000) developed a framework for analysing the implementation of a PMS and propose a process to continually align measurement and strategy to ensure its success.

- **The use stage**

As mentioned earlier resistance to measures was cited by Bourne et al. (2018) as a reason for slow progress in the use of a PMS at one of their case study companies – Bourne et al. (2007) also found that waning commitment at the use stage contributes to failure when measures are not reviewed properly or used consistently. As well as people, technology is also a factor cited by Bourne et al. (2018) when computer systems are either too sophisticated and people not trained to use them to their full potential, or companies are too small to have IT experts who can make full use of them. Linked to computer technology is the issue of data, cited by several authors as

a contributing failure factor. Franco et al. (2003), Neely et al. (2000,), Elzinga et al. (2009,) have found that managers and organisations are swamped with data which they are then unable to analyse. This creates a situation which Pfeffer and Sutton (1999) cited in Franco et al. (2003,) call the "knowing-doing gap" and is referred to by Cohen (1998), also in Franco et al. (2003), as the "performance paradox" whereby potentially useful performance data is wasted unless management understand how to act on it. Whilst Pfeffer et al. (1999) explain the "knowing-doing gap" as being caused by the fact that those tasked with collecting, storing and analysing information are not in tune with those who actually use knowledge in their jobs, Cohen's "performance paradox" views the problem as managers acting against their instincts and what the data tell them. In either case there is a mismatch of information and action.

- **Review stage**

In research conducted by Franco & al. (2003) 63% of the PMS practitioners they interviewed mentioned reviewing measures as a factor of great impact when managing through measures. According to Meyer (2007, p. 114) and Neely et al. (2000) performance measures change continually and lose variance, which makes it difficult to discriminate the good from the bad. Other measures are simply added rather than existing ones reviewed and discarded if obsolete. The problem of having too many measures, mentioned earlier in relation to the design stage, is therefore compounded by an inadequate review of those measures. Franco et al. (2003) conclude that PMSs require continuous improvement and that measures must maintain their relevance to the organisation. It is worth stressing that causes of failure, which can apply to any PMS framework, are not easy to fit into the four phases above. Some factors involve people and behaviours, as summarised in the next section, and cut across all phases of a PMS.

- **Behavioural factors**

Within this context of the performance measurement process, organisational and people issues have been identified as causes of failure. Following de Waal's (2007) research into successful performance management and twenty behavioural factors which he identified as playing a key role in this, Elzinga et al. (2009) conducted additional research to validate de Waal's findings and establish a ranking of the behavioural factors according to their relative importance. The most influential

behaviours relate to managers' understanding of the importance of KPIs, CSFs and BSCs, their acceptance of a PMS, their involvement, and past experience. Chau (2008, p. 115) reports that senior management is often so far removed from daily activities that there is a "disconnect" between this level and the rest of the organisation. He believes that leadership is critical in promoting effective performance management. According to Franco et al. (2003) and de Waal (2007) for example, organisations need to establish a performance culture and improve their communication of performance measurement.

2.20   Conclusion

This chapter reviewed relevant literature to gain an in- depth understanding of performance management and EPMDS. According to findings from the selected literature review, it can be concluded that in the analyses of the EPMDS' effectiveness, many shortfalls and gaps were identified and a lack of knowledge on the part of the employee was also seen, which is apparent from the reviewed studies; however, the system also has its strengths and benefits (Emuze, 2011).

Managers must implement the performance appraisal in a strategic manner in order to have a positive impact on the effectiveness of the organisation. Also contributing are the factors that may affect the employee as an individual, which, if not noticed, can have a huge negative impact on the organisation (Treasury, 2007). Managers have to instil faith and confidence in most employees in the workplace since the majority of employees have lost trust and lack confidence when it comes to performance measure and appraisal, due to the fact that some have experienced nepotism and a lack of buy-in to the whole system (Jaim, 2014). It can be concluded that the effect of performance management on organisational employee performance is considerable and there are many challenges with the system that can be used as a foundation for recommendations to be made. The next chapter focuses on the research design and methodology which were applied to develop, collect and analyse the data. In addition, the sampling strategy, research instrument, process reliability and validity, ethical considerations and study limitations are also emphasised.

CHAPTER 3
RESEARCH METHODOLOGY

3.1   Introduction

This chapter outlines the research design, the approach, the sampling procedure and the data-collection methods that were utilised in attempting to answer the research question. It further provides an analytical conclusion to the discussions.

3.2 Research Design, Philosophy and Methodology

Stockmar (2019) argue that a research design is the arrangement of conditions for the collection and analysis of the data in a manner that aims to combine relevance to the research purpose with economy and procedure. A research design is a plan, structure, strategy and investigation combined so as to obtain ensured research and control variance (Ahoda, 2011). This study is Quantitative in nature. There are two main strategies namely quantitative and qualitative research. Quantitative research is aligned with a deductive approach. In quantitative research the sample size in much larger than in qualitative studies. Research in quantitative research is structured and the researcher is independent of what is being researched. Data is numerical and analysed using methods that would yield numerical findings and results are generalizable because of the large sample size (Saunders et al.. 2016).

3.3 Research Setting

This study was conducted in two public hospitals namely, RK Khan and Osindisweni Hospitals. RK Khan is a regional and district hospital situated in the West of Durban in eThekwini District and has 543 beds. Osindisweni hospital is a district hospital in the North of Durban in eThekwini Health District. It is 9kms from Verulam and 40kms from central Durban.

3.3.1 Recruitment of Participants

The researcher held an information session regarding the research, which included why the study was to be conducted, procedures of data collection, ethical considerations and benefits to the participants. The participants had an opportunity to

ask questions where they needed clarity. A letter of information (appendix A) was given to all prospective participants, which explained the purpose of the study, gave an undertaking on the confidentiality of participants' identities and stated that codes will be used on questionnaires instead of their names. Participants were also informed that participation is voluntary and that they could withdraw from the study at any time without any untoward effects resulting to them. After reading and understanding the information, those who were willing to participate were given consent forms (appendix A) to sign in agreement of participation. Consent forms were collected from participants before questionnaires were handed out so that they could not be linked to the questionnaires.

3.4   Target Population

The population in this study were all workers employed in the hospitals where the study was conducted. The target population for this study is 1689 employees from Public Health institutions within the eThekwini Health District and they range from Senior and Middle Management, Supervisors and junior employees.

Table 3.1: The level of staff and their categories in each hospital

Hospitals	Senior Management Levels 11 – 13	Middle Management Levels 9 – 10	Supervisors Levels 6 – 8	Subordinates Levels 3- 5
R K Khan Hospital	6	25	45	1310
Osindisweni Hospital	6	20	15	379
Totals for two Hospitals	**12**	**45**	**60**	**1689**

3.4.1   Sampling and Sample size

The sampling utilised in this study was purposive sampling. A purposive sample is a non-probability sample that is selected based on characteristics of a population and the objective of the study. Purposive sampling is an acceptable kind of sampling for special situations. It uses the judgement of an expert in selecting cases or it selects

cases with a specific purpose in mind. Purposive sampling is used most often when a difficult-to-reach population needs to be measured. Stoekhim (2019) outline the advantages of purposive sampling include the following:

- Purposive sampling is one of the most cost-effective and time-effective sampling methods available.
- Purposive sampling may be the only appropriate method available if there are only limited numbers of primary data sources who can contribute to the study.
- This sampling technique can be effective in exploring anthropological situations where the discovery of meaning can benefit from an intuitive approach.

Stoekhim (2019) maintains that the main objective of a purposive sample is to produce a sample that can be logically assumed to be representative of the population. This is often accomplished by applying expert knowledge of the population to select, in a non-random manner, a sample of elements that represents a cross-section of the population. The sample size for this study is 250 employees from two Public Health institutions within the eThekwini Health District.

3.5 Data Collection Tools

Data collection tools refer to the devices or instruments used to collect data, such as questionnaires system. In this study data were collected with the use of a structured questionnaire. The questionnaire contained specific investigative questions relating to each research objective for which data were collected. The research instrument consisted of 38 items, with a level of measurement at a nominal or an ordinal level. The questionnaire was divided into four sections: Section A consisted of biographical data and section B had questions on individual understanding of EPMDS, while section C and D consisted of impact of EPMDS and control, monitoring and evaluation of EPMDS respectively. The questionnaire had a five point Likert scale which ranged from 'strongly agree' to 'strongly disagree' (Appendix B).

3.6 Pilot Study

According to Saunders *et al. (*2012), a questionnaire should be pilot tested before it is actually used to collect data as pre-testing allows the researcher to obtain validity and the likely reliability of the data that will be collected. Piloting the tool also helps to

recognise any problems that may occur in answering the questionnaire. The questionnaire will be refined should there be a need. The data collection tool (Appendix B) was piloted by the researcher with two participants from each of the two sampled facilities. The researcher used the same questionnaire in both facilities in order to maintain consistency and a true reflection of events. All ethical considerations were maintained as for the main study.

3.6.1 Administration of Questionnaires

The labelled research boxes were left in the supervisors' offices of each unit for participants to drop off completed questionnaires. These boxes were collected by the researcher from the supervisors' offices once a week as per prior arrangement. Boxes were emptied and left in the same place for more drop offs. Questionnaires were kept safe in a lockable cupboard which could be accessed only by the researcher.

3.7 Data Analysis

Quantitative data were analysed using statistical software, SPSS version 26 and descriptive statistics. Quantitative data were presented in tables, graphs and charts. Data analysis is defined by Saunders *et al,* (2012) as a way of gathering, modelling and transforming data with the aim of highlighting information. This phase of the research process is critical as quantitative data in raw form conveys very little meaning. Therefore, data need to be processed and analysed to make them useful information (Saunders *et al*., 2012 and Storkhom, 2019).

According to Colorafi and Evans (2016), descriptive statistics can be defined as methods for condensing sample data into a few summary descriptive measures. These summaries usually consist of graphs and numbers such as averages and percentages, which assist in the identification of patterns, relationships and trends within the data (Wegner, 2007).

The descriptive statistics utilised in this study included:

- **Frequencies and Percentages** (in the form of tables and figures): A frequency distribution is defined as a tabular summary of data showing the number (frequency) of times that the various sub-categories of a certain phenomenon occur. Percentages are numbers of parts per 100 that a certain portion or whole represent. These are obtained from the frequency distribution.

- **Measures of Central Tendency**: Moodley (2011)distinguishes the measures of central tendency as follows:

- **Mean:** is perhaps the most important measure of location or average value for a variable. The mean provides the measure of central location for the data.

- **Median:** is the midpoint score or value in a group of data ranked from lowest to the highest.

- **Mode:** is the value that occurs with greatest frequency. It measures relationships. This concerns the correlation between variables and is used when a researcher wants to determine the nature and extent of the relationship between the variables (Moodley, 2011).

- **Correlation Coefficients:** are descriptive statistics or numbers that express the magnitude of the association between two variables.

- **Inferential Statistics:** can be defined as methods for making decisions or predictions about a population, which is based on data obtained from a sample of that population. It looks at the behaviour and characteristics of random variables in the population from which the sample was drawn (Wegner, 2012). This includes parametric and non-parametric statistical tests (Moodley, 2011). The inferential statistics utilised in the study included:

- **Non-parametric Statistics:** According to Moodley (2011) non-parametric statistics are also referred to as distribution-free statistical tests.

- **The Kruskal-Wallis K Sample:** This test is equivalent to the one-way ANOVA and an extension of the Mann-Whitney U Test to allow the comparison of more than two independent groups. It is used for the comparison of three or more sets of scores that come from different groups. According to Wegner (2012), this test does not assume normality in the data and is thus used with an ordinal or not normally distributed set of data.

3.8 Validity and Reliability

Saunders *et al.* (2009) state that reliability pertains to the accuracy of measures; therefore, the instrument utilised must be able to produce the same data at a later stage under similar conditions. The reliability score of the data was measured by Cronbach's Coefficient Alpha; the normal range of values for coefficient alpha is between 0.00 and 1.00. The researcher used stratified random sampling to select

participants. The researcher administered the same instrument to a sample of four participants in the pilot study. During the main study, the same questionnaire was administered to participants who met the inclusion criteria until the required sample number was reached. Reliability can also be assessed through data collection methods to indicate how consistently and accurately research methods actually measured what the researcher wants to measure. Validity, in its purest sense, refers to how well a scientific test or piece of research actually measures what it sets out to do, or how well it reflects the reality it claims to present (AQR, 2015). The validity of the instrument (questionnaire) was maintained by ensuring that all participants were given the questionnaire at the research setting identified by the researcher and all the participants answered the same questionnaire. For this research, the validity of the data was accessed (Saunders *et al*, 2012), through the following stages:

Content Validity: In psychometrics, content validity, also known as logical validity, refers to the extent to which a measure represents all facets of a given construct. For example, a depression scale may lack content validity if it only assesses the affective dimension of depression but fails to take into account the behavioural dimension. An element of subjectivity exists in relation to determining content validity, which requires a degree of agreement about what a particular personality trait, such as extraversion, represents. A disagreement about a personality trait will prevent the gain of a high content validity.

External validity: In order to establish the external validity of the research questionnaire in terms of suitability, utility, and clarity, a pilot was conducted on ten employees with the aim of reviewing the instrument of clarity, content, wording, and length. The results of the pilot study suggested some changes which were discussed earlier.

3.9 Trustworthiness

Truth-value is used to determine the researcher's confidence in the truthfulness of the findings within the context of the study. Jolley (2013) asserts that it is not easy to measure the truth. However, that does not mean that an attempt could not be made to evaluate a qualitative study. A number of terms have been developed in an endeavour to explain how qualitative studies can be evaluated for trustworthiness.

Babbie and Mouton (2001) explain that trustworthiness refers to the extent to which a research study is worth paying attention to, worth taking note of, and the extent to which others are convinced that the findings are to be trusted. Four criteria for developing the trustworthiness of a quantitative inquiry, credibility, dependability, confirmability and transferability.

3.9.1   Credibility

According to Jolley (2013) defines credibility as the extent to which the data can be justified. It is further asserted that credibility is two pronged: firstly, the study should be conducted in such a manner that findings are believable. Secondly, research reports should have evidence of the data being credible. The researcher validated the data with the participants during and after the interviews to avoid misquotes and to ensure that the data were a true reflection of what transpired during the interview. The transcripts and voice recordings were compared and analysed and will be kept by the researcher for up to five years as per DUT requirements. To establish confidence in the truth of the findings, during report writing, voice recordings were re-played repeatedly to ensure that all the information was transcribed. The researcher bracketed existing knowledge, pre-conceived ideas and personal views regarding the existing problems.

3.9.2   Dependability

Jolley (2013) states that dependability is the extent to which the data are accurate. Dependability is described as proof that the study is believable, unchanging and can withstand the test of time. This seeks to give an impression about the study that the same conclusion can be arrived at if the study were to be repeated (Jolley, 2013). An audit trail was maintained through the safekeeping of the raw data of each interview for future reference. The audit involves a close scrutiny of the data collected by the supervisor. The study was subjected to peer debriefing and peer review to eliminate researcher bias.

3.9.3   Confirmability

Confirmability is the degree to which the researcher can demonstrate the neutrality of the research interpretations (Jolley, 2013). Voice recordings were made to reflect the participants' voices. The researcher's interpretations were scrutinised by the research

supervisor who acted as an independent coder. The themes and sub-themes identified by the researcher were contrasted with those identified by the supervisor. No major discrepancies were identified between the analyses of data.

3.9.4 Transferability

Transferability is the extent to which the data can be generalised. To ensure transferability, there was rich and thorough description of the research setting, study participants and of the research processes. The limitation is that the findings in this study can only be applied in settings similar to the setting used in this study. The researcher collected data until data saturation so that if the settings are similar, the findings can be transferable.

3.10 Elimination of Bias

According to Tshuma (2010), bias is an unacknowledged error made during the design, measurement, sampling, procedure or choice of the problem studied. Measurement bias can come intentionally, distorting data and changing the way data are collected (Saunders *et al*., 2007). Due to purposive sampling being used, the possibility of bias was inherently small as participants were randomly selected from their departments. Participants were asked to remain anonymous to prevent bias in analysing the research findings and the participants were of both genders and all races, thereby eliminating bias further. The researcher thus attempted to preserve objectivity throughout the research. The reason for choosing a quantitative approach was to eliminate bias as it requires the researcher to keep a short distance from the participants.

3.11 Ethical Consideration

Saunders *et al.* (2009) state that the data collection stage is associated with a range of ethical issues. This section thus provides a summary of the various ethical considerations that this research had to adhere to the following:

- **Ensuring that the Participants Have Given Informed Consent**

  The participants were informed of the nature of the research study via a consent form (Appendix A) which was attached to the research questionnaire (Appendix B)

- **Ensuring no Harm Comes to the Participants**

  Participants were assured of no risk of harm from participating in the study since the questions asked were not expected to invoke any emotions. Participants were only expected to complete the questionnaire, which did not pose any harm to them.

- **Ensuring Confidentiality and Anonymity**

  The researcher ensured that the identity of all the participants was protected in that the questionnaire did not require the participants to append any of their personal details; codes, instead of names, were assigned to questionnaires. The researcher also ensured that the information collected was stored securely and no unauthorised person had access to the information, thus ensuring that the information was kept confidential and the participants protected.

- **Ensuring that Permission to Conduct the Study is Obtained:**

  According to Saunders *et al.* (2009), it is important that official channels are cleared by formally requesting permission to carry out a study. Permission to conduct the study was obtained as follows:

  - The Chief Executive Officer (CEO) of Osindisweni Hospital supported the study (Appendix C) as the intended results were to be beneficial to the institution.
  - The Hospital Manager and CEO of R K Khan Hospital also supported the study (Appendix D) since the intended results would also benefit the institution.
  - Permission was then obtained by School of Public Administration for approval of the Research Proposal and Ethical Clearance Application (Appendix E).
  - An ethical clearance certificate was obtained from the Institutional Research Ethics Committee of the Durban University of Technology. (Appendix F).
  - Permission was then obtained from the eThekwini District (Appendix G).

3.12   Limitations of the Research

Marshall and Rossman (2011) state that a discussion of the study limitations demonstrates that the researcher understands that no research study is designed flawlessly and consequently the researcher will not make presumptuous claims about generality or conclusiveness about what has been learned. There were two limitations to this study. The first limitation was the time constraints placed on the research study, approval by the Department of Health taking much longer than initially anticipated to

grant permission to the researcher. The researcher had to wait for an official who was assigned to grant such gatekeeper's permission and the process took approximately 60 days to be finalised.

The second limitation was that in the literature review phase of the dissertation, a systematic search of literature relating to EPMDS and its effects and consequences in South African government institutions, especially the health sector, yielded very few results. However, all the sourced articles did look at what the strengths, shortfalls and gaps of the system were, but the information was not sufficient in order for trends to be seen. The delimitation of the study was that it was limited to participants who knew how to read and understand English, as the questionnaires were only produced in English. It also important to mention that during the data collection, Osindisweni Hospital was engaged in strikes which caused a huge impact on the study, hence not all questionnaires were returned duly completed.

3.13   Conclusion

The chapter discussed the research design and the methodology of the study. The research design utilised in the study is quantitative as it seeks to understand human and social interaction from the perspective of insiders' and participants' interactions. The study examined the extent to which performance management can enhance employee performance. The population in this study consisted of employees of RK Khan and Osindisweni Hospitals. Purposive sampling was utilised as the population of R K Khan were clearly recognisable sub-populations.

CHAPTER 4
PRESENTATION OF RESULTS

4.1   Introduction

This chapter presents the results obtained from the structured questionnaires; the questionnaire was the primary tool used to collect data and was distributed to RK Khan and Osindisweni Hospitals' full time staff members. The data collected from the participants were analysed with SPSS version 26.0. The results are presented in the form of descriptive statistics illustrated with graphs, cross tabulations and other figures for the quantitative data that was collected. Inferential techniques include the use of correlations and chi square test values, which are interpreted using the p-values.

4.2   Data Analysis

The questionnaire responses (all categorical) were summarised by frequency and percentage tabulations and illustrated using pie and bar charts.

4.3   The Sample Realisation

In total, 250 questionnaires were administered to the sampled participants and 153 were returned, which gave a 60 % response rate. According to the researcher and the statistician, this was a good response rate based on the situation that existed by that time when civil servants were on strike demanding a living wage. Although the situation was volatile at that time, the participants managed to have time to complete the questionnaires in question.

4.4   Reliability Statistics

The two most important aspects of precision are reliability and validity. Reliability is computed by taking several measurements on the same subjects. A reliability coefficient of 0.70 or higher is considered acceptable. The table below reflects the Cronbach's alpha score for all the items that constituted the questionnaire.

Table 4.1 Cronbach's Alpha Score

		No of Items	Cronbach's Alpha
B	Individual understanding of the EPMDS	12	0.920
C	Impact of EPMDS implementation	13	0.948
D	Control, Monitoring and Evaluation	5	0.808

The reliability scores for all sections exceed the recommended Cronbach's alpha value. This indicates a reliable degree of acceptable, consistent scoring for these sections of the research.

4.5 Factor Analysis

Nettleton (2014) states that factor analysis is a statistical method applied to the values of an initial set of input variables that are known to have mutual correlations, in order to find a smaller set of factors that describes the underlying interrelationships and mutual variability. They are not compared with an output variable, only between themselves. Strunk, and Locke, 2019 argue that the principal Component Analysis (PCA) is a specific technique for factor analysis that generates linear combinations of variables to maximise the variance between the variables. It successively extracts new factors (linear combinations) that are mutually independent. For example, it is possible that variations in six observed variables mainly reflect the variations in two unobserved (underlying) variables. Factor analysis searches for such joint variations in response to unobserved latent variables. The observed variables are modelled as linear combinations of the potential factors, plus error terms. Factor analysis aims to find independent latent variables (Loehlin and Beaujean, 2016).

The matrix tables are preceded by a summarised table that reflects the results of KMO and Bartlett's Test. The requirement is that Kaiser-Meyer-Olkin Measure of Sampling Adequacy should be greater than 0.50 and Bartlett's Test of Sphericity less than 0.05. In all instances, the conditions are satisfied, which allows for the factor analysis procedure. Factor analysis is done only for the Likert scale items. Certain components divided into finer components. This is explained below in the rotated component matrix.

Table 4.2 below indicates the KMO and Bartlett's Test

		Kaiser-Meyer-Olkin Measure of Sampling Adequacy	Bartlett's Test of Sphericity		
			Approx. Chi-Square	df	Sig.
B	Individual understanding of the EPMDS	0.870	805.784	66	0.000
C	Impact of EPMDS implementation	0.907	1407.784	78	0.000
D	Control, Monitoring and Evaluation	0.729	257.324	10	0.000

Table 4.3 below indicates the Rotated Component Matrix

Rotated Component Matrix		
B	Component	
	Roles	Growth
Subordinates believe that performance management is necessary	0.123	0.817
Supervisors' perceptions with regard to performance management	0.276	0.754
Methods of performance management	0.566	0.612
Time frames assessment is done	0.758	0.397
Times when your supervisors give you performance feedback	0.845	0.239
Training in performance management	0.780	0.030
Supervisors are fair during assessment	0.773	0.253
Subordinates are fair during assessment	0.633	0.445
Performance management enhances employee performance	0.262	0.774
Supervisors plan for performance management	0.649	0.491
Causes/Reasons of performance Management conflict	0.541	0.400
Managing conflict during assessment	0.633	0.299
Extraction Method: Principal Component Analysis.		
Rotation Method: Varimax with Kaiser Normalisation.		
a. Rotation converged in 3 iterations		

Table 4.4: Rotated Component Matrix

C	Component	
	Role	Growth
EPMDS has a role to play in my development as an individual employee	0.706	0.347
EPMDS helps to address my developmental needs in the workplace	0.723	0.405
It is important for me to be trained regularly in EPMDS	0.364	0.629
EPMDS in the Public Service is a good system to manage performance and development	0.799	0.338
EPMDS contributes to the improvement of service delivery	0.811	0.385
EPMDS plays a significant role in employee retention	0.795	0.196
EPMDS has positive spin-offs to the individual employee commitment and job satisfaction	0.843	0.290
I know and understand my role in the EPMDS Cycle	0.346	0.764
As the individual employee I see a need for involvement in the implementation of the EPMDS	0.518	0.721
My supervisor has a role to play in the EPMDS cycle	0.242	0.859
There are challenges that surface during the EPMDS cycle	0.208	0.675
EPMDS is a good management tool to measure employee performance	0.609	0.589
EPMDS contributes to the individual success	0.689	0.506

Extraction Method: Principal Component Analysis.
 Rotation Method: Varimax with Kaiser Normalization

a. Rotation converged in 3 iterations

Table 4.5: Component Matrix

D	Component
	1
I need to comply during the EPMDS Cycle	0.867
EPMDS is a fair and equitable system to assess performance	0.756
Victimisation of employees occurred during the EPMDS Cycle /assessment cycle	0.710
EPMDS allows for the exploitation of employees	0.708

There are proper sanctions applied to senior/ middle managers and supervisors for non-compliance with the provisions of EPMDS Policy	0.723
Extraction Method: Principal Component Analysis	
1 component extracted	

The principal component analysis was used as the extraction method and the rotation method was Varimax with Kaiser Normalisation. This is an orthogonal rotation method that minimises the number of variables that have high loadings on each factor. It simplifies the interpretation of the factors.

- Factor analysis/loading shows inter-correlations between variables.
- Items of questions that loaded similarly imply measurements along a similar factor.

An examination of the content of items loading at or above 0.5 (and using the higher or highest loading in instances where items cross-loaded at greater than this value) effectively measured along the various components. The statements that constituted Section D loaded perfectly along a single component. This implies that the statements that constituted this section perfectly measured what they set out to measure.

It is noted that the variables that constituted Sections B and C loaded along the two components (sub-themes). This means that participants identified different trends within the section. Within the section, the splits are colour coded. Green represents the statements that revolve around the role and development done by the EPMDS for the individual employee. Yellow coded columns represent the statements that show growth and awareness in terms of EPMDS concern from an individual perspective.

4.6   Section A: Biographical Characteristics of the Participants

This section summarises the biographical characteristics of the participants based on their age, gender, race, salary levels, and length of service, level of education, professional discipline and geographical location. This section also identifies the profile of the employees who participated in the study. The table below describes the overall gender distribution by age.

Table 4.6 Age and Gender Distribution

			Gender		Total
			Male	**Female**	
Age	18 – 35	Count	11	22	33
		% within Age	33.3%	66.7%	100.0%
		% within Gender	17.5%	24.4%	21.6%
		% of Total	7.2%	14.4%	21.6%
	36 – 50	Count	37	37	74
		% within Age	50.0%	50.0%	100.0%
		% within Gender	58.7%	41.1%	48.4%
		% of Total	24.2%	24.2%	48.4%
	51 - 64	Count	15	31	46
		% within Age	32.6%	67.4%	100.0%
		% within Gender	23.8%	34.4%	30.1%
		% of Total	9.8%	20.3%	30.1%
Total		Count	63	90	**153**
		% within Age	41.2%	58.8%	100.0%
		% within Gender	100.0%	100.0%	100.0%
		% of Total	41.2%	58.8%	100.0%

Overall, the ratio of males to females was approximately 2:3 (41.2%:58.8%) (p = 0.029). Within the age category of 36 to 50 years, 50.0% were male. Within the category of males (only), 58.7% were between the ages of 36 to 50 years. This category of males between the ages of 36 to 50 years formed 24.2% of the total sample. Between the age bracket 18-35, males constitute 33%, which is almost half of the female counterparts that formed 66%. There was a significant difference in the age distribution (p < 0.001), with 70% being less than 50 years old.

For the age distribution between 51 to 64 years, the majority of participants were females who dominate with 67.4% while male counterparts consist of 32.6%, which is almost half of their female counterparts. In addition, this percentage informs the researcher that the majority of females in both institutions will be the first to retire.
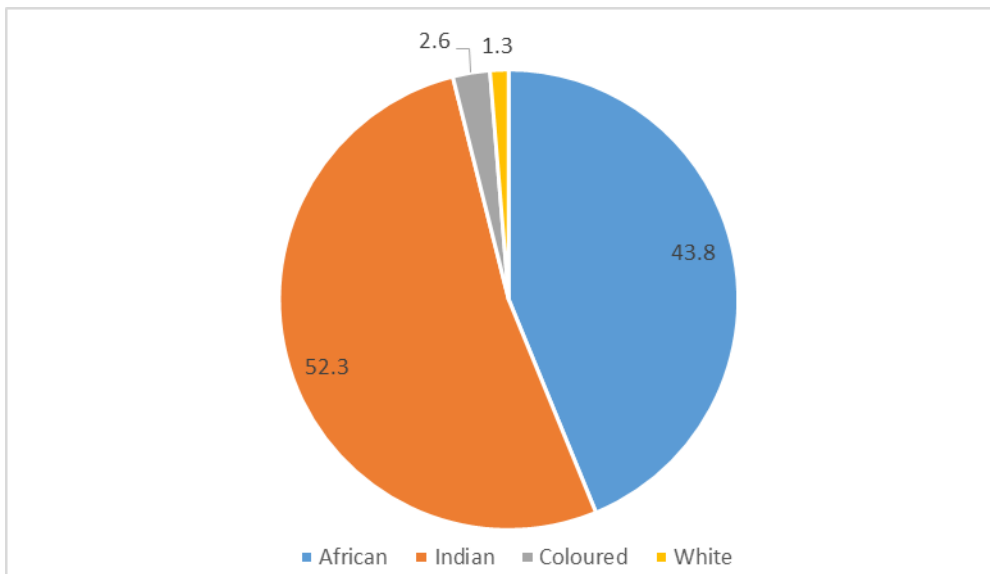
Figure 4.1: Racial Composition

There were significant splits in the racial composition, with 96.1% of the sample being either African or Indian ($p < 0.001$). The research was solely conducted at RK Khan Hospital, which is dominated by the Indian community, whereas Osindisweni Hospital is dominated by the African community. The researcher was confined to investigating the perception and attitudes of employees in the Department of Health with specific reference to these hospitals, hence the distribution patterns. The Coloured community consists of 2.6% participants in the entire study. The minority group of the study belonged to the White community, which comprised 1.3% of participants.

Figure 4.1 above also shows that not all race groups are inclined to work far from their residential areas and as a result, the Department of Health in the KZN Province has embarked on the process of offering rural allowances to encourage other race groups who have clinical expertise to travel to assist in hospitals based in rural areas.

The Salary Level of the Participants

Figure 4.2: Salary Levels

There were significantly more participants between levels 1 and 9 ($p < 0.001$). It must be noted that the majority of the participants were Administration and Support staff (levels 3 – 5) as they comprise 36 %, followed by Professional Nurses (level 7), Pharmacy assistants (level 6), Supervisors (level 7), including the Clinical Nurse Practitioners (level 9) who formed 33 % of the study sample.

The Operational Managers in charge of the clinical wards are salary level 10 and they comprise 9.2%, including Allied health workers such as Physiotherapists and other clinicians who are at Level 11. Senior Management starts from Level 12-15 and constituted 4.6 % of the study, which also includes some of the medical officers.

Medical Officers fall under salary levels 10–15 depending on their grade and speciality and they are regarded as specialised field or as scarce skills. Furthermore, they are entitled to commuted overtime, including the rural allowance, as part of their incentive package in order to retain them in the public service sector.

The Length of Service of Participants
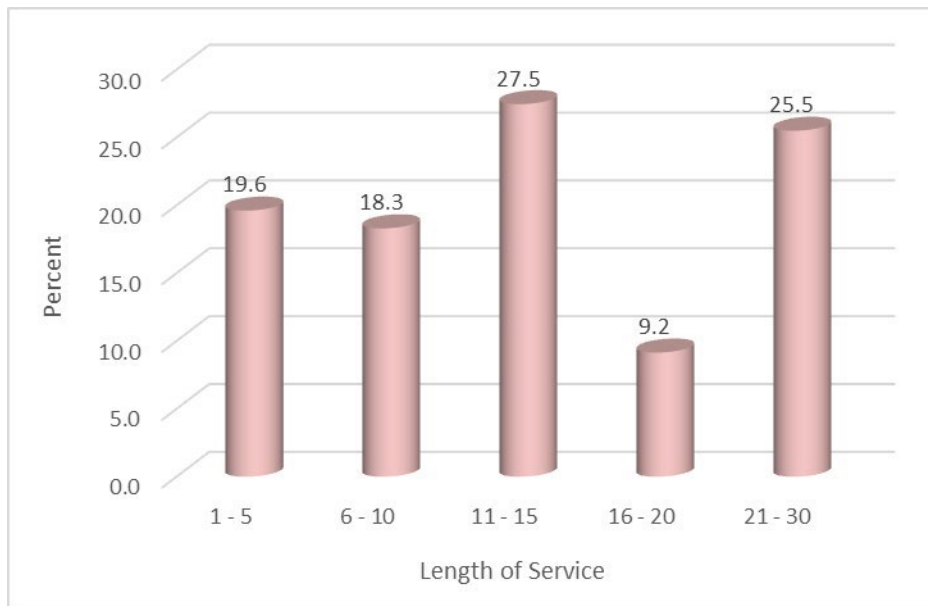
Figure 4.3   Length of Service

Four fifths (4/5) of the participants (80.5%) had been in employment for more than five years (p = 0.003). This implies that participants had been in employment for a while, which is also a useful fact as it indicates that the study received responses from experienced workers. The study also reveals that the majority of the participants have 11-15 years of service in the department, consisting of (27.5 %), while 25.5 %, which is the second largest group, are employees who had 21-30 years of long service in the employ of the Department, and thus shows commitment and loyalty in terms of retention of employees in the workplace.

It is interesting to note that 19.6 % of the participants have 1-5 years of experience and service in the Department which shows a reasonable number of employees who enter and stay with the Department, especially in these institutions. This shows that some people still regard government as the best employer or as the employer of choice with regard to benefits and job security.

The figure below indicates the education level of the participants.
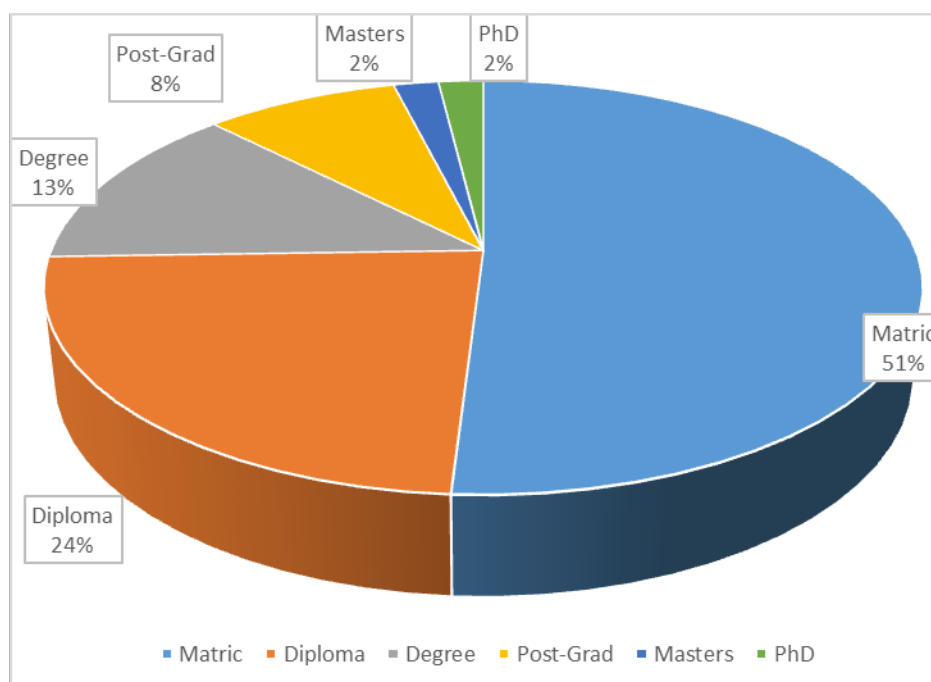
Figure 4.4: Educational Levels

A small percentage of participants had a Master's degree or a PhD (2.0% each) in both institutions respectively, with the majority of the participants having a senior certificate qualification, which constituted 51% of the entire study sample (p < 0.001).

In the Health sector, clinicians are the most dominant Occupational classes (categories such as nurses, doctors and allied health workers) and are regarded as critical and scarce resources. The minimum requirement for their posts includes post matric qualifications (diplomas and degrees), which constituted 37% of the participants for the entire study. Moreover, the study reveals that only 8% of the participants had a post graduate degree, which is equivalent to Honours degree qualifications in both hospitals. The Department of Health, KwaZulu-Natal in particular, puts more emphasis on offering bursaries to the youth to take careers relevant to the Department of Health in different fields of academic studies in order to woo and retain them as incubators with the necessary skills to be leaders in the near future.

The Professional Discipline of Participants
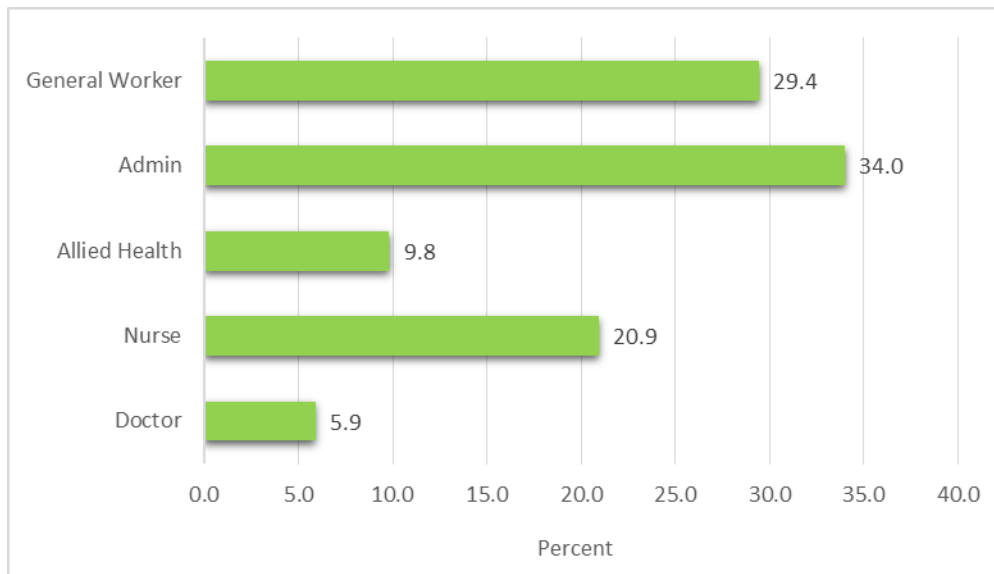
Figure 4.5: Professional Discipline

General Workers (29.4%) and Administrative staff (34.0%) formed the majority of the participants. Most of this combined group have lower end qualifications (Matric). Allied Health workers formed 10% of the study. This group consists mainly of Physiotherapists, Nutritionists, Social Workers and Psychologists. Medical Officers and Clinicians, including Registrars, are specialists in the health sector. There was a significant difference in the composition by discipline (p < 0.001).

The Geographical Allocation
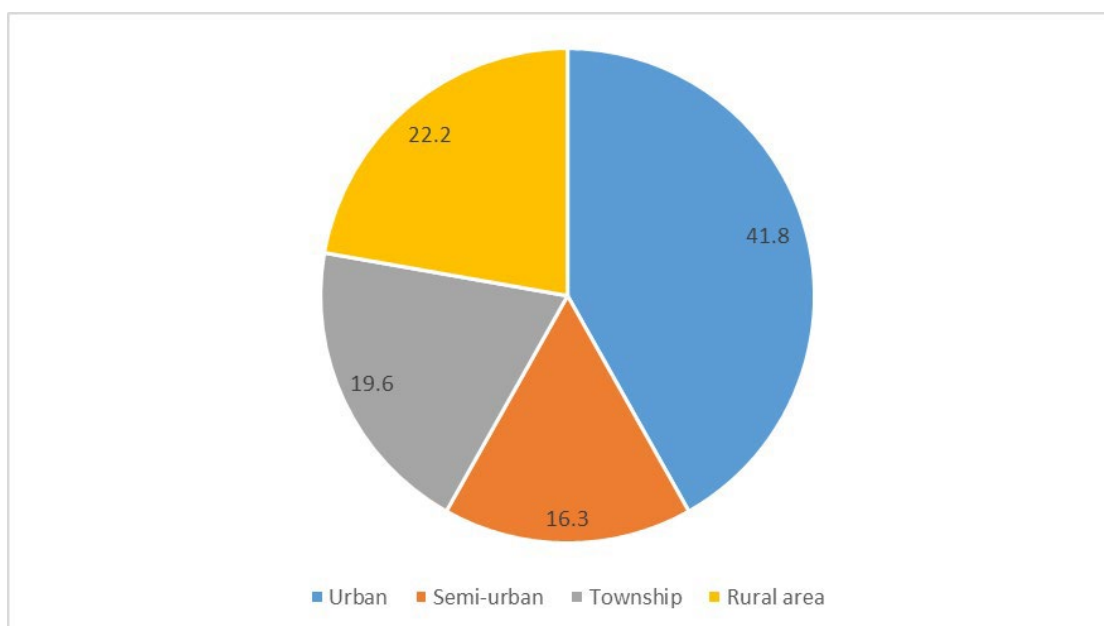
Figure 4.6: Geographical Allocation

Almost 42% of the participants were from urban areas, with approximately 22% living in rural areas (p < 0.001). Almost 20% of the participants are from the surrounding townships of their places of employment. For example, Osindisweni Hospital is surrounded by Oakford, Mfolozi, Hazelmere and Waterloo; while RK Khan Hospital is surrounded by Lamontville, Chesterville, Kwa-Mashu and Umlazi Township.

A little less than 17% of the participants (16.3%) stay in semi-urban areas like Phoenix, Verulam, Redcliff and Oakland that surround Osindisweni Hospital. This includes Chatsworth Unit 1 up to Unit 13 and Umhlatuzana that are amongst the semi-urban areas surrounding RK Khan Hospital.

Table 4.7: Section Analysis

		Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		Chi Square
		Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	p-value
Subordinates believe that performance management is necessary	B1	15	10.2%	14	9.5%	43	29.3%	36	24.5%	39	26.5%	0.000
Supervisors' perceptions with regard to performance management	B2	9	6.7%	8	6.0%	48	35.8%	36	26.9%	33	24.6%	0.000
Methods of performance management	B3	15	10.6%	14	9.9%	56	39.7%	37	26.2%	19	13.5%	0.000
Time frames when assessment is done	B4	10	7.0%	9	6.3%	50	35.0%	50	35.0%	24	16.8%	0.000
Times when your supervisors give you performance feedback	B5	17	12.0%	16	11.3%	45	31.7%	43	30.3%	21	14.8%	0.000
Training in performance management	B6	20	14.0%	11	7.7%	46	32.2%	38	26.6%	28	19.6%	0.000
Supervisors are fair during assessment	B7	12	8.2%	14	9.5%	60	40.8%	36	24.5%	25	17.0%	0.000

Subordinates are fair during assessment	B8	11	7.5%	16	11.0 %	62	42.5 %	36	24.7 %	21	14.4 %	0.000
Performance management enhances employee performance	B9	10	6.8%	16	10.9 %	56	38.1 %	32	21.8 %	33	22.4 %	0.000
Supervisors plan for performance management	B10	7	4.9%	12	8.3%	68	47.2 %	39	27.1 %	18	12.5 %	0.000
Causes/Reasons of performance Management conflict	B11	10	7.6%	12	9.1%	64	48.5 %	30	22.7 %	16	12.1 %	0.000
Managing conflict during assessment	B12	9	6.6%	14	10.2 %	72	52.6 %	30	21.9 %	12	8.8%	0.000

The section that follows analyses the scoring patterns of the participants per variable per section. The results are first presented using summarised percentages for the variables that constitute each section. Results are then further analysed according to the importance of the statements.

4.7   Section B: Individuals' Understanding of the EPMDS

This section deals with individuals' understanding of the EPMDS. The EPMDS is intended as a Management tool and the researcher intended to know and test the in-depth knowledge of the individual participants, as well as the level of understanding from the managers' and subordinates' points of view. Furthermore, these statements serve as the cutting edge in determining the scope and practice of the entire study as well as to develop a bigger picture of what to expect from the participants, including soliciting the facts by further explanation of their responses. The Figure 4.7 below summarises the scoring patterns.
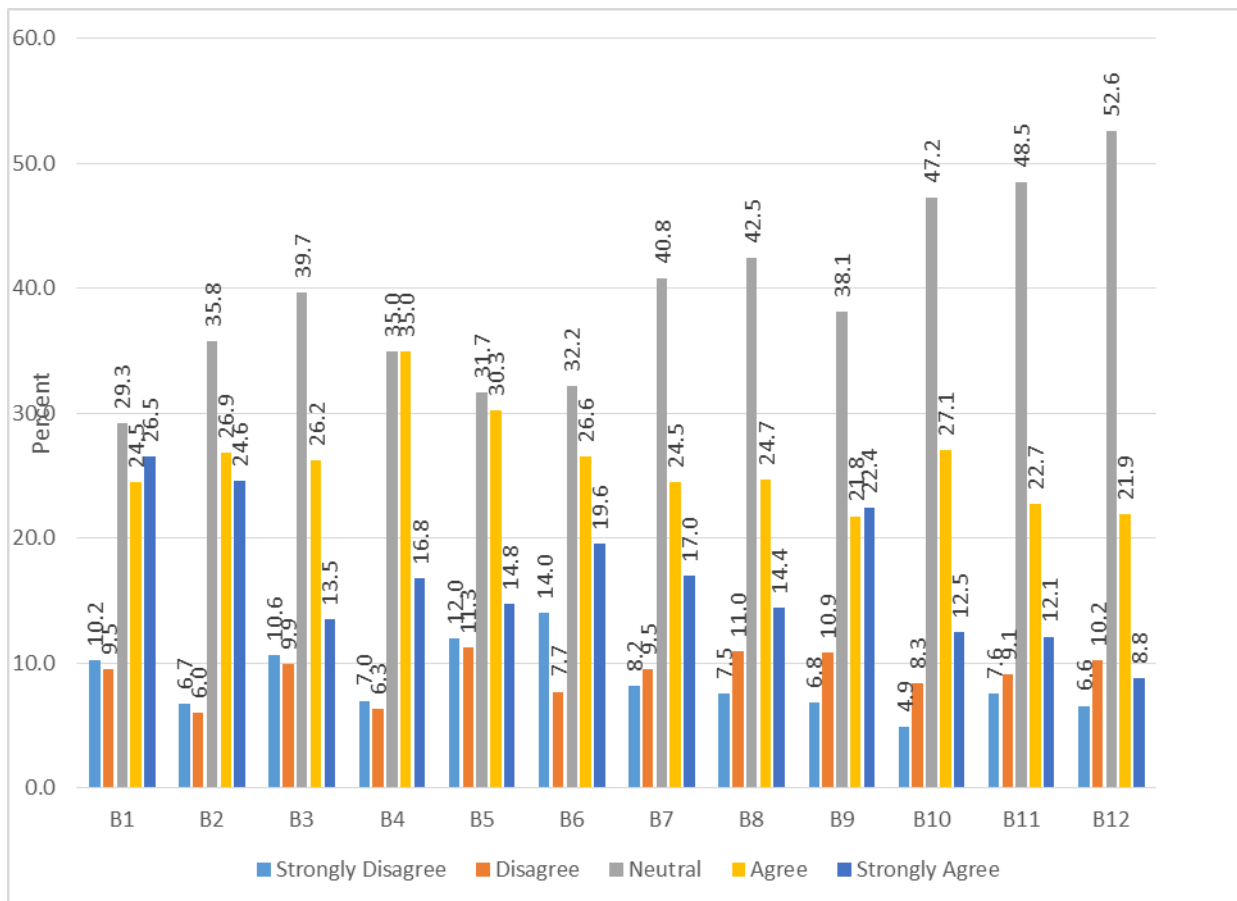
Figure 4.7 Scoring patterns according to statements

The Following Patterns were observed:

- All statements show higher levels of agreement whilst other levels of agreement are lower (but still greater than the levels of disagreement). In all instances, there is a significant proportion of participants who were neutral. There are no statements with higher levels of disagreement. The significance of the differences is tested and shown in the table.

- To determine whether the scoring patterns per statement were significantly different per option, a chi square test was conducted. The null hypothesis claims that similar numbers of participants scored across each option for each statement (one statement at a time). The alternative states that there is a significant difference between the levels of agreement and disagreement. The results are shown in Table 4.8 above.

- The highlighted significant values (p-values) are less than 0.05 (the level of significance), implying that the distributions were not similar. That is, the differences between the way participants scored (agree, neutral, disagree) were

significant. There are significantly higher levels of agreement in statements reflected as B1, B2 and B3. The majority of participants are positive with the management perception base in their experience and relationships in their workplaces.

- Cross tabulations reveal that geographical locations play a significant role with respect to these three statements as the majority of the participants who agree with the statement that says, "the subordinates believe that performance management is necessary" are from the semi- urban areas (with 75%) and 53% from the urban areas. Participants who stay in the townships constitute 40% as compared to participants who stay in rural areas who formed 36% in this study.

- For the most part, the remaining biographical factors do not significantly affect these statements. Correlation analysis reveals that these three statements are directly proportionally related to each other, implying that as one increases, so does the other and vice versa (see Table 4.3).

- There are significantly higher levels of neutral for B10, B11 and B12. This subtheme refers to the Understanding of EPMDS. Participants are unsure regarding the manner in which management handles conflict.

- Cross tabulations reveal that race plays a significant role with respect to these three statements ($p < 0.05$). Kindly refer to Figure 4.1 in Section A.

- For the most part, the remaining biographical factors do not significantly affect these statements. These three statements are strongly proportionally related to each other, implying that as one increases, so does the other, and vice versa (refer to Table 4, Appendix 5).

Factor analysis shows that the following statements form a sub-theme:

- Subordinates believe that performance management is necessary.
- Supervisors' perceptions with regard to performance management
- Methods of performance management
- Performance management enhances employee performance.

There are similar levels of agreement in relation to this sub-theme which are Methods and Use of Performance M. There is a significantly lower level of agreement in B4, B5 and B6, but greater than levels of statements that totally disagree. It is clear that significant proportions (51.8%) of the majority of participants agree with the statement

that says "time frame assessment is being done" as opposed to 13.3% who opted to disagree, whilst 35.0% of the participants remained neutral (p = 0.005). Most participants understood and felt that EPMDS is necessary. They formed 51% of the entire study, as compared to 19.7% of the participants who disagreed with the statement, as well as 29.3% who opted to remain neutral in their responses (p = 0.005).

Approximately 80.6% of participants agreed with the statement that supervisors' and subordinates' perceptions with regard to performance management are not the same. Employee perceptions tend to be very negative with regard to the performance appraisal process. Kondrasuk (2012) states that if employees, the people being appraised, do not believe the process is fair or have trust in the process, they will often report it as being inaccurate. The study shows that 57.4% of the participants agreed that training in performance management is crucial, as opposed to 10.8 % who disagreed with the statement, with 31.8% who opted to remain neutral in their responses (p=0.005).

The purpose of performance management should be highlighted during such training. (Fletcher, 2008) supports performance management training. He claims that the effectiveness of performance assessment can be attributed to performance management training. The researcher can conclude that the majority of participants opted to remain neutral in these statements for fear of victimisation, although they were assured that their names and identities cannot be revealed. The element of fear can be observed as having caused some limitations to the researcher as he wished to have an in-depth understanding of their responses.

4.8   Section C: Significance amongst the Sub-Themes

This section reveals the significance amongst the sub-themes that emanate from the main theme. The researcher intends to establish the level and essence of the impact of the implementation of EPMDS and also to ascertain its success on the individual employee. The variable tests individual employees to indicate the value of the EPMDS in the workplace and towards the performance appraisal and self-recognition of the individual employee. The individual success is embedded in the fact that it starts with an individual who works in groups or teams where performance comes in a collective

effort which is driven by an organisational culture that influences the behaviours and attitudes of the employees in the workplace. The researcher is of the opinion that these themes will elicit the views and perceptions of the employees, thus giving a clear picture of what the employees felt about the EPMDS.

Table 4.8 Scoring patterns according to statements

		Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		Chi Square
		Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	p-value
EPMDS has a role to play in my development as an individual employee	C13	18	12.4%	14	9.7%	46	31.7%	42	29.0%	25	17.2%	0.000
EPMDS helps to address my developmental needs in the workplace	C14	13	8.8%	25	17.0%	44	29.9%	39	26.5%	26	17.7%	0.000
It is important for me to be trained regularly in EPMDS	C15	7	4.7%	9	6.1%	47	31.8%	50	33.8%	35	23.6%	0.000
EPMDS in the Public Service is a good system to manage performance and development	C16	16	10.8%	17	11.5%	45	30.4%	42	28.4%	28	18.9%	0.000
EPMDS contributes to the improvement of service delivery	C17	9	6.0%	27	18.0%	43	28.7%	43	28.7%	28	18.7%	0.000
EPMDS plays a significant role in employee retention	C18	11	7.5%	27	18.4%	60	40.8%	31	21.1%	18	12.2%	0.000
EPMDS has positive spin-offs to individual employee commitment and job satisfaction	C19	13	8.7%	27	18.0%	53	35.3%	38	25.3%	19	12.7%	0.000
I know and understand my role in the EPMDS Cycle	C20	7	4.7%	11	7.3%	49	32.7%	61	40.7%	22	14.7%	0.000
As the individual employee I see a need of involvement in	C21	9	6.0%	14	9.3%	45	30.0%	57	38.0%	25	16.7%	0.000

the implementation of the EPMDS											
My supervisor has a role to play in the EPMDS cycle	C22	11	7.4%	3	2.0%	44	29.5%	63	42.3%	28	18.8%	0.000
There are challenges that surface during the EPMDS cycle	C23	9	6.1%	12	8.1%	60	40.5%	40	27.0%	27	18.2%	0.000
EPMDS is a good management tool to measure employee performance	C24	12	8.0%	22	14.7%	46	30.7%	47	31.3%	23	15.3%	0.000
EPMDS contributes to the individual success	C25	11	7.7%	20	14.1%	51	35.9%	41	28.9%	19	13.4%	0.000
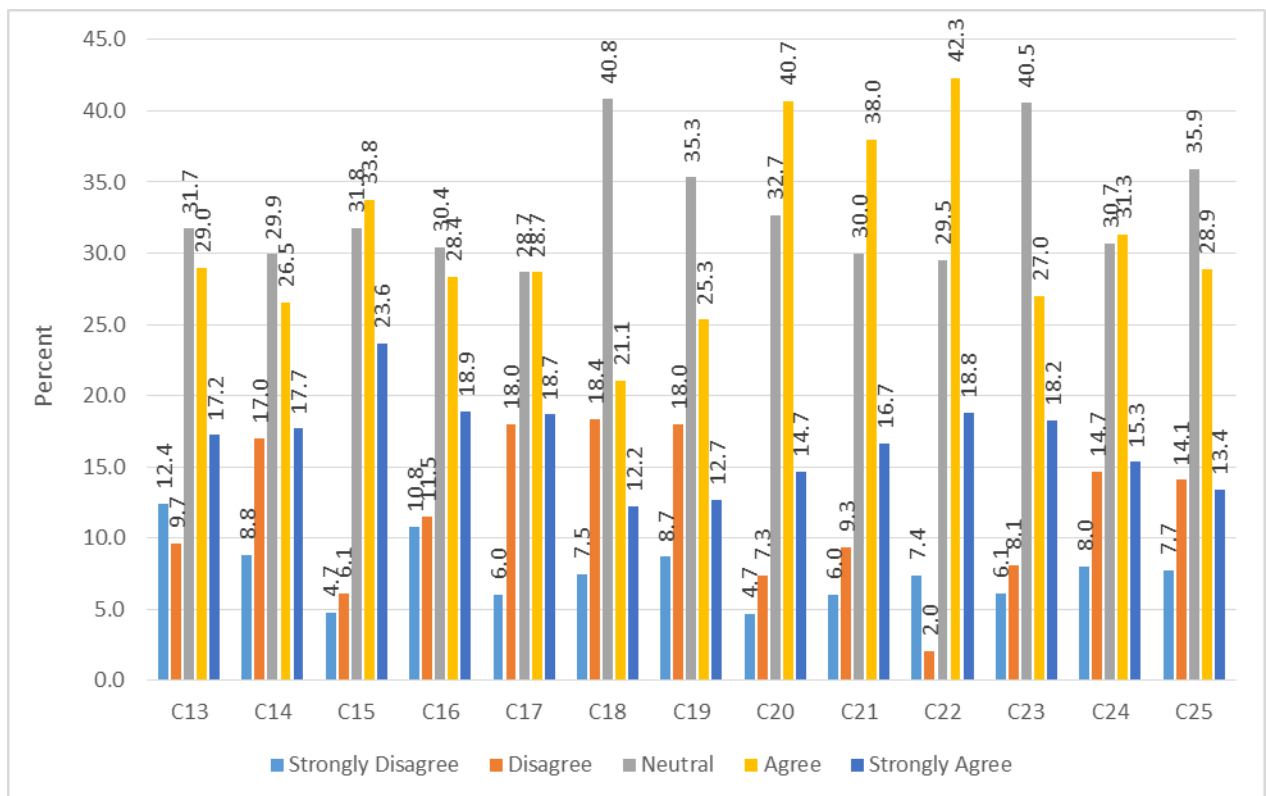
Figure 4.8: Scoring patterns according to statements

The majority (47.4%) of participants agreed that EPMDS does contribute to the improvement of service delivery as compared to 24 % of the participants who opted to disagree with the statement. A significant 28.7 % of participants remained neutral for the entire study. According to the overall indicators, the study shows that most participants do agree that EPMDS does have an impact on implementation, as Section

72

C represents the scoring patterns of participants to test perceptions of employees regarding this theme. The motive behind the higher number of participants opting to remain neutral is that most employees have been manipulated by their supervisors and nothing has been done to deal with this victimisation. As a result, participants felt that there was no use to articulate their genuine answers knowing exactly that there is nothing that will be done to impose appropriate sanctions on the wrongdoers, as per the latest DOH report. The majority of participants (38%) felt that the EPMDS does have positive spin-offs to individual success. This was besides the supervisors' tendency to deprive their efforts by taking away their performed task and portraying it as their own task performed by them (managers). Hence, most participants opted for or resorted to remain neutral at 35.3% of the entire study, whilst 26.7% of the participants totally disagreed with the statement in question ($p < 0.001$).

The statement that EPMDS contributes to the improvement of service delivery received 47.4% of support amongst the participants who agreed with the statement. Only 24% of the participants disagreed with the stated high percentage (47.3%) of participants who agreed to the statement that EPMDS is a good system to manage performance and development, as compared to 22.3% of the participants who disagreed with the statement. As many as 30.4% of the participants decided to remain neutral ($p < 0.001$).

A significant majority of the participants (55.4%) expressed total agreement with the statement, "they know and understand their individual role during the EMPDS cycle". Very few (12%) of the participants disagreed with the statement in question, whilst 32.7% of the participants remained neutral ($p < 0.001$). A performance management system plays a large role in implementing new strategies or highlighting important ones. This is done by helping to drive desired behaviours and results, clearly stating expectations, monitoring development, giving feedback and motivating for improvement.

4.9   Section D: Measures that are In Place for Sanctions

This section is more about control and to ascertain the measures that are in place to sanction those managers who abuse and manipulate the system for their own gain and benefit. The researcher also wanted to establish the level of monitoring and evaluation of the system in the workplace.

Table 4.9 Scoring patterns according to statements

		Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		Chi Square
		Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	p-value
I need to comply during the EPMDS Cycle	D26	7	4.7%	17	11.4%	46	30.9%	51	34.2%	28	18.8%	0.000
EPMDS is a fair and equitable system to assess performance	D27	12	8.1%	29	19.6%	50	33.8%	35	23.6%	22	14.9%	0.000
Victimisation of employees occurred during the EPMDS Cycle /assessment cycle	D28	9	6.1%	25	17.0%	64	43.5%	27	18.4%	22	15.0%	0.000
EPMDS allows for the exploitation of employees	D29	14	9.6%	26	17.8%	60	41.1%	28	19.2%	18	12.3%	0.000
There are proper sanctions for senior/ middle managers and supervisors for non-compliance with the provisions of EPMDS Policy	D30	9	6.2%	23	15.9%	65	44.8%	30	20.7%	18	12.4%	0.000

The following patterns are observed:

- All statements show higher levels of agreement, whilst other levels of agreement are lower (but still greater than levels of disagreement).

- In all instances, there is a significant proportion of participants who are neutral.

- There are no statements with higher levels of disagreement.

- The significance of the differences is tested and shown in Table 4.10.

A chi square test was conducted to determine whether the scoring patterns per statement were significantly different per option. The null hypothesis claims that similar numbers of participants scored across each option for each statement (one statement at a time). The alternative states that there is a significant difference between the levels of agreement and disagreement (Table 4.10). The highlighted significant values (p-values) are less than 0.05 (the level of significance), implying that the distributions were not similar. That is, the differences between the way participants scored (agree, neutral, disagree) were significant.

There are significantly higher levels of agreement in D26 with 53%, the majority of participants, being positive about compliance during the EPMDS Cycle as compared to 16.1% of the participants who disagreed with the statement, whilst 30.9% opted to remain neutral. For the statement that victimisation occurred during the EPMDS Cycle assessment, the majority (43.5) of participants in D28 were neutral in their responses; as many as 33% of participants agreed with the statement and a minimum of 23% disagreed. The researcher can conclude that, amongst other reasons why the majority opted to be neutral in this theme was the fact that previously experience has taught them to keep quiet based on the fear that they have encountered victimisation in the workplace and no sanctions were taken against the wrong doers.

4.10   Cross Tabulations

The traditional approach to reporting a result requires a statement of statistical significance. P-value is generated from a test statistic. A significant result is indicated with "p < 0.05". A second Chi square test was performed to determine whether there was a statistically significant relationship between different pairs of variables. The null hypothesis states that there is no association between the two. The alternative hypothesis indicates that there is an association.

4.11 Correlations

Bivariate correlations were also performed on the (ordinal) data. The results are found in Appendix C. The results indicate that positive values show a directly proportional relationship between the variables and a negative value indicates an inverse relationship. For example, the correlation value between "Subordinates believe that performance management is necessary" and "Performance management enhances employee performance" is 0.507. This is a directly related proportionality. Participants indicated that the more performance management enhances employee performance, the more necessary performance management is, and vice versa.

The correlation value between "Supervisors' perceptions with regard to EPMDS" and "Methods of performance management" is 0.564. This is a direct link and also related proportionality. Participants indicated that both the supervisors and subordinates understand the value and cycles of the EPMDSs. Another correlation value is observed in the statement that says the "Supervisors and subordinates are fair during the assessment period" which is 0.390. Although there is a higher percentage of participants who opted to remain neutral in their responses, the vast majority of participants agreed with these statements, with a notable minority who disagreed with the statements in question.

4.12 Conclusion

The statistics shows that the study was conducted using four sections to solicit the information. It transpired that the nursing category and the allied workers are predominant in these hospitals, in terms of level of education, and are the most paid categories. With regard to geographic allocations, the study reveals that the majority of study participants reside in urban areas. The study also shows that most participants were females. There were very interesting responses with regard to statements from Section B and C. The majority of the participants agreed with most statements as compared to the minority who disagreed with the statements in question. The notable challenge is the fact that the majority of participants in this study opted to be neutral based on the reasons known to the participants. However, the researcher can reveal that some participants were not inclined to commit themselves with the narrations and decided to tick without supporting their responses. In the overall study, the picture is clear that the majority of participants know and understand

the EPMDS and periods of assessment, including the cycle. Most participants know their roles as do the supervisors who plan for EPMDS and give feedback when required. The data were analysed using the latest modern technique such as statement, frequency, factor analysis, sector analysis, reliability, cross tabulation and correlations. The researcher's point of view is the need for manager training in all aspects of management processes, and whether informal processes of performance management may be more effective, thus enhancing the chance of staff to have a buy-in and be more willing to engage, and articulate themselves, regarding what needs to be done to improve and promote the effective implementation of EPMDS in the workplace.

CHAPTER 5
DISCUSSION OF RESULTS, CONCLUSION AND RECOMMENDATIONS

5.1   Introduction

The previous chapter provided the interpretation of data and the link between the results and previous research on EPMDS. The purpose of this study was to evaluate the implementation of EPMDS and come up with effective ways to implement EPMDS. These findings are discussed according to the sections of the questionnaire and the theoretical framework used. The study is presented according to the following sequence: demographic data, individual understanding of EPMDS, the impact of EPMDS implementation and control, monitoring and evaluation of EPMDS.

5.2   Section A: Demographic Profile of Participants

The research tool was in the form of 250 questionnaires distributed in two selected hospitals in KZN. As many as 153 duly completed questionnaires were returned, giving the study a 61% response rate. The participants were, according to Table 4.7, 33% male employees between the ages of 18-35 years and their female counterparts, which constitute 66% in contrast It is interesting to note that males and females between the ages 36-50 years, which is regarded as Economically Active Population, or power engine of the working class, share 50% on overall headcount; the female participants were dominant compared to their male counterparts in terms of participating in this study.

The RK Khan Hospital is located at Chatsworth, which is the Indian location/ township, and Indians dominate the area and surroundings; hence, it consists of 52.3% of the participants, most of whom are from the Indian community and by the very same token, it applies at Osindisweni Hospital, which is situated at Ndwedwe, on the outskirts of Verulam in the rural area, whereby 43.8% show the dominance of the African community as compared to other racial groups employed in these two hospitals. The study was confined to these two hospitals and the researcher had to comply with the instructions. The study also shows that not all race groups are keen to work in these

areas, especially whites and the coloured community, with only 2.6% coloureds and 1.3% whites respectively.

- **Salary Levels**

The salary levels of employee in levels 3-5 seem to be a vast majority, where p.0.001, which constituted 35.9% of the entire study, was followed by staff on levels 6-9. The salaries of nurses and doctors were crafted as specialised, scarce skills and were increased dramatically using the term Occupational Specialised Dispensation (OSD) to ensure that the Department always retains them in public hospitals. Hence the competition is high from private facilities.

- **Length of Service**

It is also interesting to note that the employees who have 21-30 years' length of service constitute 25.5% of the study, as compared to the employees who have 11-15 years in service, who form 27.5%. Employees who have 1-5 years in service contribute 19.6% to the overall study. This shows that the Department of Health is still recognised as a potential employer in the labour market.

- **Educational Level**

Staff who are performing clinical services tend to dominate the level of education and professional discipline. There was a higher number of people who had matric qualifications (51.0% of the participants), followed by 23.5% and 13.1% who had diplomas and degrees, respectively, in terms of qualifications. It is paramount that these employees are well informed. As a result, any morbidity can be cured; therefore, it is wisely important to keep them abreast of information.

- **Professional Discipline**

The study shows that administration and general dominate with 34.0% and 29.4% respectively, as compared to the nursing profession, which constitutes 20.9%, whilst the allied health workers and doctors form 9.8% and 5.9% respectively. The Department of Health always provides bursaries to educate their professionals in order to engage them when the need arises. Hence there are Staff Development sections in every Facility.

- **Geographical Location**

The study reveals that 41.8%, (the majority of the participants) reside in urban areas, followed by 22.2% of the participants, who live in rural areas, whilst 19.6% participants reside in townships and 16.3% of participants reside in semi- urban areas.

5.3   Section B: Responses as Per Individual Understanding of the EPMDS

This section analyses each statement, measuring the frequency. Since it focuses on testing the level of understanding of the individual perspective and employees' points of view, it also intends to analyse each statement and indicate the measuring of the frequency rates. Since this section tests the theme about the level of understanding of the EPMDS from the individual perspective, the majority of participants opted to remain neutral in their responses (The researcher is of the option that this question was ambiguous and as a result, the participants did not know what the statement means about understanding the EPMDS holistically).

The researcher can now reveal that a majority of the participants decided to remain neutral in their responses in most statements of the study, which on its own indicates that the gist of the matter was not elaborated upon. The researcher is of the opinion that they just tick without elucidating their responses. EPMDS is a very sensitive subject on one hand and there is an element of fear of being victimised. On the other hand, without undermining the fact that most employees dislike the subject revolving around the EPMDS, it includes the influence of organised labour (Unions), who usually spoon feed the employees regarding what to do in the workplace, which is a cause of concern that had a huge impact on this study.

It is interesting to note that under the statement, "time frame assignment is done", the majority of the participants (51, 8%) agreed with the statement as compared to 13.3% who opted to disagree. These were fewer than those participants who agreed with the statement, whilst 35.0% remained neutral. Performance in the Public Service takes place in a dynamic environment. A performance agreement can therefore never be cast in stone. Even though the initial PA is signed at the start of the performance cycle, significant changes and additions must be made on an on-going basis and should be reflected in the PA and Work plan. The PA and Work plan, against which an employee is assessed at the end of the cycle, must accurately reflect the employee's actual

activities and outputs during a performance cycle. Amendments must be made to the PA and Work plan, which must be signed and dated by both the employee and her or his supervisor.

The researcher includes the definition of performance management from Mack *et al.* (2008). Clear and detailed employee performance objectives play a crucial role in helping companies to perform in accordance with their business plans and achieve their strategic goals (Kennedy, 2006). The study found a moderate awareness of EPMDS training, where the majority of the participants (46.2%) agreed with the statement. Ideally, training activities should be based on performance gaps that are identified during the performance review phase (Teke, 2002). By linking training to identified performance gaps, training will be focused, specific and relevant. Teke (2002) further points out that relevant training and development interventions and regular performance feedback are important factors in skills retention.

The study found higher agreement on the statement "performance management enhances employees' performances". According to the resource-based view, employees are the resources and assets of an organisation. Consequently, organisations need to figure out strategies for identifying, encouraging, measuring, evaluating, improving and rewarding employee performance at work.

In this respect, performance management and appraisal systems have come to play an indispensable role in helping organisations to reach their goals of productivity (Stevers and Joyce, 2000). In fact, human resources management practices could influence the behaviours of individual employees (Guest, 1999). The impact of Human Resources (HR) practices on employee commitment and performance depends on employees' perceptions and evaluation of these practices.

The neutrality of participants in their responses for the combination of both statements about fairness of supervisors and subordinates during the assessment period remains moderately high. When one speaks of fairness, one suggests a tight definition that academics have wrestled with but have come to describe as procedural fairness. For additional research and insights into fairness in the organisation, ethical systems in the organisation are far from the ideal, but instead addresses, in the context, the

practical question of whether employees perceive that central element of fairness for which performance management is designed.

The majority of the participants agree that the supervisors did give feedback. Individuals could be encouraged to think about how and in which ways they want to develop. The actual performance is compared to the desired performance, so the outcome is evaluated and a development plan is set according to the weakness with reference to strategy. This outcome also provides a feedback mechanism to employees. In order to improve the feedback and update and discuss initial objectives, the organisation should also focus on communication among employees and between employees and managers.

Conversely, continuous performance management involves regular, year-round check-in meetings combined with frequent real-time feedback, with the aim of improving performance on an ongoing basis. Furthermore, businesses are recognising the problems inherent with annual appraisals and are keen to move to new ways of managing their talent. The performance management process combines information gathering through monitoring goal completion, feedback and discussions. By analysing successes, strengths, learning from mistakes and examining potential for growth and development, businesses can develop talent, enhance individual performance and weed out problems (Hearn, 2018).

The study revealed that there is a slight difference in responses from the respondents, amongst those who remain neutral and those who agreed with the statement, "Methods of performance management are adequate". Everyone loves appreciation and anyone loves to be appreciated, so if the company appreciates someone, it does not keep it secret and the organisation expresses their appreciation in the form of what one calls performance appraisal or performance reviews. Thus, the performance appraisal can be defined as the process of evaluating an employee and personality as per the organisations' set of standards such as versatility, quality of work, efficiency, co-operation and human resources. Companies are expected to put their best efforts into implementing the performance appraisal methods so that employees feel satisfied and happy with the company policies and feel motivated to work more efficiently. Furthermore, regarding the statement, "the supervisors' plan for performance

management", Rogers and Hunter (1994) state that goal setting is the fundamental aspect for an organisation. They further indicate that productivity gains will correlate with the extent of top management support for, and employees' satisfaction in, the process of setting objectives. It is a motivational process which also gives the individual the feeling of being involved and creates a sense of ownership for employees.

It was surprising that the study observed a considerably higher number of participants that remain neutral on both statements that involve conflict (reasons that cause conflict and how to manage conflict) during the performance management cycle. The process requires evaluation (ratings) to be gathered about specific individuals that includes evaluations from self, supervisors, peers, direct reports and where applicable, the customers, vendors or suppliers (Morgeson *et al.,* 2005).

5.4   Section C: Impact of EPMDS Implementation

The study reveals that the majority of participants agree that EPMDS does play a role in the development of the individual employee. This is a true reflection when it comes to the performance cycle, whereby every employee prepares themselves with their responsibilities and achievements in that quarter, ready to be assessed in order to obtain grade or pay progression. Those incentives add meaningful value to the individual. There was a notable, higher number of participants who agreed with the statement that it is important to be trained regularly in EPMDS. Both managers and subordinates should be trained in an on-going process in order to ensure that they are abreast with the latest developments and are able to solve problems before they escalate. Lyee (2004) argues that whatever is measured, public sector managers need to consider that the information contained in the performance measures can be used as an effective tool for learning. There was a moderate agreement by participants that the statement that the Public Service is a good system to manage performance and development. The performance of an individual is the result of a series of activities over time. Thus, using periodic, ongoing reviews or feedback and established clear expectations should both encourage and shape future behaviours (Blackman *et al.,* 2013).

The study reveals that participants agreed with the statement, "EPMDS contributes to the improvement of service delivery". The more effective the employees are in the workplace, the more the organisation becomes productive. Previous research has shown that happy employees are more likely to increase their capacity in terms of service delivery compared with unhappy employees. Therefore, organisations should strive to put more effort into retaining and ensuring that their employees are happy and satisfied with the performance process in the workplace. The next statement is "EPMDS has positive spin-offs with individual employee commitment". Every employee appreciates being recognised by the employer. The performance appraisal, in the form of pay progression, fits that purpose and it also promotes employee satisfaction in the workplace, thus boosting performance.

The majority of participants agreed with the statement that they know and understand their roles in the EPMDS cycle. To have a truly effective performance process that supports employee performance development and success, you need to have all the relevant stakeholders involved. Having engaged and informed executives and leadership, managers and employees, including Human Resources, will ultimately result in higher participation rates and better quality performance management (Lindsay *et al.,* 2018).

One also needs to clearly communicate to everyone what they are responsible for as part of the new performance management process. The participants agreed that EPMDS contributes to the individual's success. Development of the individual should be designed and tailored to fit the individual and the situation, as attempts to squeeze everyone into the same model may even prove a wasted effort. Moreover, development should be designed to improve performance in the current job first and then prepare the employee for promotion.

Employees who gain promotion are those who are currently doing an outstanding job and thus have been able to demonstrate their capacity to assume greater responsibilities. For example, if the individual's skills or knowledge increases, he/she may create more value and as a result may receive a sense of satisfaction in the achievement of personal goals and the attainment of professional recognition.

The researcher can conclude that the majority of the participants in this study do believe that, although EPMDS is a management tool, the implementation phase has some loopholes. A notable, higher percentage of participants indicated that the EPMDS needs continuous training for both supervisors and subordinates respectively in order to understand individuals' roles and responsibilities in terms of who does what and when; supervisors also need to be trained to provide regular, meaningful and constructive feedback.

Employees should also be provided with appropriate training and development opportunities to overcome weaknesses in performance identified through the appraisal process. Black and Lynch (1989) suggest that the training courses offered by the organisation must be designated through considering the present and the future needs of the employees, thus facilitating the learning of these skills. Performance management, according to the study, shows that it can be used as an effective tool to achieve organisational effectiveness, including the organisational culture, in order to achieve organisational goals. Armstrong and Baron (2004) point out that at its best, performance management is a tool to ensure that managers manage effectively.

Therefore, the performance management system should ensure that the manager of employees or teams knows and understands what is expected of them, have the skills and ability to deliver on these expectations and be supported by the organisation to develop the capacity to meet these expectations, are given feedback on their performance, and have the opportunity to discuss and contribute to individual or team aims and objectives. The study also shows that the effective implementation of the EPMDS in the workplace could result in the betterment of the individual employee to achieve the desired outcomes. The crux of the matter emanates from ensuring that the implementation phase is logic, rational and with minimum bias.

According to the overall study and what most participants articulated in their answers when responding to the statement, "EPMDS has positives spin-offs for individual employee commitment and job satisfaction", the study shows a high moderate number of participants who agreed with the statement in question. Planning helps to encourage commitment and understanding by linking the employees and working with the organisations' goals and objectives (Schennier, *et al*., 1987).

Some participants felt that their supervisors deprive their ownership rights by taking away their achievements and, at a later stage, those performances extra and above the call of duty would then appear as if that task was solely performed by the supervisors. Even supervisors, themselves, knows exactly that such tasks were performed by their subordinates.

Therefore, it is imperative that future managers, including supervisors, guard against that dishonesty in order to promote fair and equitable EPMDS in the workplace, although there will be full support and equal buy-in from the employees at large in the workplace where the organisational culture is embedded in a strategic manner and is aligned with the organisational goals and objectives, ensuring that feedback communication is cascaded to all levels of the organisation.

Furthermore, the roles and responsibilities of all relevant stakeholders must be clearly defined. Positive spin-offs and outcomes are guaranteed to be achieved. Another important aspect is the alignment of the culture of the organisation with the vision and objectives of the performance management system. In addition, a higher degree of communication from all levels and categories for the entire organisation is paramount in ensuring the success of performance management in the workplace.

5.5   Section D: Participants as Per Control, Monitoring and Evaluation

This section depicts the level of control, monitoring and evaluation regarding wrongdoers during the EPMDS cycle. The statements intend to elucidate crucial responses amongst the participants, hence this section is more about compliance.

The study shows that some participants disagreed with the statement, "I see the need to comply during the EPMDS cycle" as compared to the moderately higher number of participants who agreed with the statement. Currently, performance appraisal is the only method that recognises the value-added effort of the employee. There is a form of incentives for higher performers in the form of pay progression, which has positive effects and spin-offs in terms of graduating in salary notches.

The study reveals that the majority of the participants concurred with the statement, "EPMDS is a fair and equitable system". EPMDS is a useful tool that can be used by

managers to obtain maximum dedication and commitment from the workers in the workplace. The important aspect is effective implementation, where the vision and mission will be articulated and aligned with the objectives.

There is a moderately higher number of participants who decided to remain neutral to the statement, "Victimisation of employees occurred during the assessment cycle". These forms of victimisation come in different forms, sizes and shapes. Some managers hold personal grudges for the things that happened outside the work environment and use the EPMDS cycle as a vehicle to take revenge. It is surprising to note the majority of participants agreed with this particular statement, "EPMDS allows for the exploitation of employees". In many instances, managers claim the efforts and tasks performed by their subordinates and convert it as if that particular task was executed by him or her, yet that achievement belongs to the subordinate.

It is interesting to note the majority of the participants were neutral with the statement that there are proper sanctions for management if they fail compliance. The Department of Health has issued on HRM Circular called Consequence Management which, amongst other things, emphasises that any government employee whose actions are found to have resulted in a fruitless expenditure would be liable to reimburse the government, in full, the cost incurred through negligence. Based on the above strong statements with regard to EPMDS control, monitoring and evaluation, the researcher can conclude that more of the participants or half of the study remained neutral and or chose not to articulate their responses for fear of victimisation which is practised by their supervisors.

In addition, the researcher concludes that if the Department of Health wishes to regain trust from their employees, it has to be seen to be imposing strong sanctions on the supervisors, lack of which causes flaws during the EPMDS process; visible consequences would instill confidence, increase an element of commitment and, in turn, boost their morale and positive attitudes. Finally, the performance reviews of the individuals must be conducted throughout the cycle, not only during the assessment period, meaning that a constant, continuous checklist should be in place in order to ascertain whether the employee is still in line with what was agreed upon during the signing of the work performance plan, on the one hand.

On the other hand, the sooner the employee realises that his performance falls short the desired expectations, it requires an interventions mechanism to be put in place, in order to assist him/her to regroup and double efforts in order to be on par with other fellow employees' performance standards as expected. When the assessment period comes around, he/she is granted the rewards like any other employees, rather than to be seen as being punished and portraying him/her as an under- performer, which would diminish the employee's self-esteem.

5.6 Conclusion

The engagement of employees at the early stages of the planning of performance management encourages an employee feel important and happy which, on its own, develops an element of buy-in as an individual employee. This consultation influences the positive behaviour that will develop a sense of ownership with regard to performance management and employee commitment in the workplace. The big shift in the performance management approach was to align employees' work more closely with organisational goals in order to improve the quality of coaching and feedback discussions between supervisors and employees, as well as to foster continuous improvement. Employees are entitled to feedback about the job they perform; therefore, it is paramount for the managers to ensure that such feedback is communicated at all levels, either a top- down or bottom- up approach; even horizontal and vertical approaches are acceptable as long as that feedback is cascaded timeously and is adequate. The new trend of coaching and mentoring, instead of control that sometimes victimises the employee, is more likely to be dominant because it emphasises the element of learning which is on-going in the workplace. Furthermore, for any model, the programme needs to be evaluated and reviewed regularly to establish whether it still achieves what it was intended to achieve. A strategic intervention and alignment of the vision and mission to the objectives of performance management would add value to the process.

Another important dimension is the issue of government being seen to be doing something about managers who tend to ignore the adequate performance management processes and opt to manipulate the system for personal reasons. The DoH has introduced consequence management, meaning, if you have let down the Department in any negligent manner, putting the Department into disrepute and costs

are involved, that particular manager is liable for the costs; as a result, the manager would have to repay the government all the costs involved. For example, an employee takes the DoH to court with unsatisfactory EPMDS outcomes and wins the case, the manager who lost the case must repay the government. Had the manager done things correctly and ethically, this incurred cost would have been saved.

5.7 RECOMMENDATIONS

5.7.1 Behavioural Expectations

During the performance planning process, managers should review and discuss these behavioural standards with employees. It is important for managers to ensure that employees understand fully how the required behavioural standards relate to their specific jobs.

5.7.2 Results Expectations

The results or goals to be achieved by employees should be tied to the organisation's strategy and goals. The employee's development needs should also be taken into account in the goal setting process. Development goals can be targeted either at improving current job performance or preparing for career advancement. In some situations, it is difficult to see direct relationships between high-level and sometimes lofty organisational goals and what a particular individual can achieve in his or her job. To remedy this, organisational goals need to be translated and cascaded into more refined goals and practical expectations at the unit, team and individual levels. This typically requires a series of meetings where, for example, the highest-level executives first develop division goals that align with the organisational goals and vision. Depending on the nature of the organisation's goals, it may be difficult to cascade them down clearly to some jobs; for example, general maintenance and support jobs. Nonetheless, to the extent possible, the most effective practice is to establish a hierarchy of goals where each level supports goals directly relevant to the next level, ultimately working toward the organisation's strategic direction and critical priorities. The value of developing and linking goals at different levels has been extensively written about in the Management by Objectives (MBO) literature (Seibert *et al.*, 2004).

It is thus important to ensure that employees participate in the goalsetting process, accept their goals and are motivated to work towards those goals. It is also important

for managers to communicate their willingness to assist employees in achieving their goals by providing guidance and resources and removing obstacles to goal attainment.

5.7.3   Ongoing feedback

During the performance planning process, both behavioural and results expectations should be set. Performance in both of these areas should be discussed and feedback provided on an ongoing basis throughout the rating period. In addition to providing feedback whenever exceptional or ineffective performance is observed, providing periodic feedback about day-to-day accomplishments and contributions is also very valuable. Unfortunately, this does not happen to the extent that it should in organisations because many managers are not skilled in providing feedback. In fact, managers frequently avoid providing feedback because they do not know how to deliver it productively in ways that will minimise employee defensiveness (Pfeiffer and Veiga, 1999). For the feedback process to work well, experienced practitioners have advocated that it must be a two-way communication process and a joint responsibility of managers and employees, not just the managers. This requires training both managers and employees about their roles and responsibilities in the performance feedback process. Managers' responsibilities include providing feedback in a constructive, candid and timely manner. Employees' responsibilities include seeking feedback to ensure they understand how they are performing and reacting well to the feedback they receive. Research has shown that for feedback to have the most value, it needs to be given in close proximity to the event. It does not help employees to receive feedback nine months after something has happened. Their performance will likely not improve on its own while the supervisor is waiting for the end-of-year review session to occur.

5.7.4   Employee input

Employee input has been used effectively in many organisations. It sometimes takes the form of asking employees to provide self-ratings on performance standards, which are then compared with the manager's ratings and discussed. However, experienced practitioners have found that this type of process and discussion can lead to increased defensiveness, disagreements and bad feelings between employees and managers, if managers ultimately rate employees less effectively than they have rated themselves. An alternative way of collecting employee input is to ask employees to

prepare statements of their key results or most meritorious accomplishments at the end of the rating period. Employee input has a number of positive results. Firstly, it involves employees in the process, enhancing ownership and acceptance. Secondly, it reminds managers about the results employees have delivered and how they were achieved. Thirdly, employee-generated accomplishments can be included in the formal appraisal, decreasing managers' writing requirements. Fourthly, employee input increases communication and understanding. Managers and employees usually review and discuss the accomplishments before they become part of the appraisal, resulting in fewer disconnects between the manager's and the employee's views of the employee's contributions. Finally, employee accomplishments can be retained and used as input for pay or promotion decisions.

5.7.5 Evaluate and Improve

Performance management systems need to be evaluated and continually improved over time. There are several metrics that should be tracked to assess how effectively the system is operating.

- **Track completion of training**

This involves verifying that all users of the performance management system have been trained prior to implementation.

- **Track completion of performance management activities**

In most organisations, copies of completed performance management forms are submitted to Human Resources following formal performance evaluations. If the system is automated, the forms can be signed electronically and automatically stored, alleviating the need to generate and retain paper copies. Either of these strategies enables the organisation to ensure that performance management activities are being conducted for each employee.

- **Management review**

Management reviews help ensure that narrative descriptions match rating, that those ratings are not positively or negatively biased, that especially high or low ratings have been properly justified, that evaluation criteria are being applied systematically across supervisors and employees, and that proper distinctions are made between employees. Often, supervisors in a given unit will meet with their manager to discuss the ratings for all employees and decide on final rank-orderings or groupings of employees for decision-making. A distinct advantage of this type of process is that it

tends to ensure distinctions between exceptional, fully successful and less effective performers, and it also tends to result in more systematic, consistent and fair decisions. Factors that would make this process less viable include geographical dispersion and work situations where supervisors and managers may not be familiar with the work of the majority of the employees.

- **Track alignment with other HR decisions**

If a performance management system links evaluation to rewards, the system should monitor the internal consistency of the evaluations and rewards. People who received good evaluations should be receiving higher levels of compensation, more frequent promotions and other desirable outcomes more readily than those who perform less effectively on the job. Tracking the alignment of evaluation information and decisions is made easier by having automated processes in place.

- **Gather feedback from users**

Survey or focus group information should be collected periodically to assess user reactions to the performance management process and to modify the system in ways that will be more acceptable to users. One effective strategy that not only gathers useful information but also promotes feedback is to survey managers and employees on the extent to which they are seeking, giving and receiving quality feedback. Experienced practitioners have found that reporting these results back to individual managers and employees can increase the frequency and quality of the performance feedback over time.

- **MONITORING AND EVALUATION**
  - The responsibility for monitoring and evaluating the effective implementation of EPMDS resides with the Directorate: Performance Management.
  - Such monitoring and evaluation will be undertaken on an on-going basis.
  - A report on the effectiveness of the implementation of EPMDS within the Department will be compiled by the Directorate: Performance Management on an annual basis.
  - The Directorate: Performance Management will be responsible to take corrective steps in overcoming deficiencies within the system.

5.8 Summary of the Analysis of the Research Objectives

The research proposed to assess the viability and applicability of performance management theories in reality considering challenges faced by organisations and health care institutions in particular. The author's theoretical propositions arose from observation and several years' experience of the organisation as issues which were either viewed as possible barriers or conversely as drivers in managing performance to achieve growth. These objectives found support both in the literature and in the analysis of data presented.

CONCLUSION

Managers are reluctant to provide candid feedback and have honest discussions with employee for fear of reprisal or damaging relationships with the very individuals they count on to get work done. Employees feel that their managers are unskilled at discussing their performance and ineffective at couching them on how to develop their skills.

Many complain that performance management systems are cumbersome, bureaucratic and too time consuming for the value added. This leads managers to treat performance management as a necessary evil of work life that should be minimized rather than an important process that achieves key individual and organizational outcomes despite the difficulties; performance management is an essential tool for high performing organizations. At the beginning of the performance management cycle, it is important to review their performance with employees, including both the behaviours employees are expected to exhibit and the results they are expected to achieve during the upcoming rating cycle.

The results or goals to be achieved by employees should be tied to the organizations strategy and goals. The employee's development needs should also be taken into account in the goal setting process. Development goals can be targeted either to improving current job performance or preparing for career advancement. During the performance planning process, both behavioural and results expectations should have been set. Performance in both of these areas should be discussed and feedback provided on an ongoing basis throughout the rating period. In addition to providing feedback whenever exceptional or ineffective performance is observed, providing periodic feedback about day-to-day accomplishments and contributions is also very valuable. Employee input has a number of positive results. First, it involves employees in the process, enhancing ownership and acceptance. Second, it reminds managers about the results employees have delivered and how they were achieved. Third, employee-generated accomplishments can be included in the formal appraisal, decreasing managers 'writing requirements. Fourth, employee input increases communication and understanding.

LIST OF REFERENCES

Adhikan, R.X. 2016. *Economics of urban Externalities*: Analysis of Squatter Settlements in Kathmandu and Quato.

Amos, T., and Pearse, N. 2008. Pragmatic research design: An illustration of the use of Delphi Technique. *The electronic Journal of Business Research Methods*, 69(2): 95- 102.

Anderson, S., Dekker, H. and Sedatole, K. 2010. An empirical examination of goals and performance-to-goal following the introduction of an incentive bonus plan with participative goal setting. *Management Science*, 56(1): 90-109.

Anertz, A.L. 1999. Code of Federal Regulations. *Record 2*: 2007

Armstrong, M. 2006. *Performance Management: Key Strategies and Practical Guidelines. (3rd ed.).* London: Kogan Page Limited.

Armstrong, M. 2015. *Armstrong's Handbook of Performance Management An evidence based guide to delivering high performance.* 5th Edition. London: Kogan Page Ltd.

Armstrong, M., and Baron, A. 2006. *Performance Management: A Strategic and Integrated Approach To Success.* Jaico Publishing House Pashupati Printers. London

Ashdown, L. 2008. *Performance Management: A practical Introduction*: London, Kogan page limited.

Aslam, S., Hamid Z., Ayub, U. Shah, S. and Javed, M. 2011. Employees' perception of annual confidential report and performance management system: Case study of Zarai Tarakiati Bank Limited. *Interdisciplinary Journal of Contemporary Research in Business*, 2: 905-918.

Bech, T. 2014. *A Reader on Selected Social Issues*. Van Schaik Publishers, 2015- Social Problems.

Biron, M., Farndale, E, and Paauwe, J. 2012. Performance management Effectiveness. *International Journal of Business and Management*, 4(6): 36-65

Blackman, H. 2005. *Understanding Youth in Late Modernity*. Wiley and Sons.

Boachie-Mensah, F., Seidu, P., and Ghana, T. 2012. Employees' perception of performance appraisal system: A case study. *International Journal of Business and Management*, 7(2): 73-88.

Brudan, N.A. 2010. Rediscovering performance management: systems, learning and integration. *Measuring Business Excellence*, 14(1): 109-123.

Butumer, H. 2015. *Systematic Strategic Planning: A Comprehensive Framework for Implementation.* SAGE Publication Ltd.

Carrison, D. 2012. *From the Bureau to the Boardroom: 30 Management Lessons from the FBI*. New York, NY: AMACOM. 20: 272 pp $24 95 ISBN.

Cherry, K. 2020. The Major Components of Motivation. *Consulting Psychology Journal: Practice and Research,* 58(2): 117-122.

Choon. T.T and Low, K.C.P. 2016. The Impact of Goal Setting on Employee Effectiveness to Improve Organisation Effectiveness: Empirical study of a High-Tech Company in Singapore, Journal of Business & Economic Policy Vol. 3, No. 1; March 2016.

Colli, L. A. 2013. *The Performance management System of the Department of Economic Development and Tourism (Western Cape).* Available: http//docplayer.net/5687833-The-performance-management-system-of-the-epartment-of-economic-development-and-tourism.

Cummings, T.G. and Worley, C.G. 2019.Organizational Development and Change, Ohio: Thomson-Western.

Dawidowicz, P. 2010. *Literature Review Made Easy*: *A Quick Guide to success*. NY, USA. Information Age Publishing Inc.

De Waal, A. 2015. Successful performance management? Apply the strategic performance management development cycle: *Measuring Business Excellence*, 11(2): 4-11.

De Waal, A., Kourtit, K., and Nijkamp, P. 2009. The relationship between the level of completeness of a strategic performance management system and perceived and advantages and disadvantages. *International Journal of Operations & Production managemen*t, 29(12): 1242-1265.

Deming, S .2007. *Nursing Delegation and Management of Patient Care*. E-Book.

DeNisi, A.S. and Pritchard, R.D. 2006. *Performance appraisal, performance management and improving individual performance*: A motivational framework Research for Management and Organization.

Denzin, N.K. and Lincoln, Y.S. 2003 *Strategies of Qualitative Inquiry*. SAGE Publications.

Djurkovic, N. and McCormack, D. 2008. *Workplace Bullying and Intention to Leave" The moderating effect of perceived organizational support*. Wiley Library.

DPSA. 2017. *Employee Performance Management and Development System.* Available: https://www.dpsa.gov.za. [Accessed on 10 February 2016]

Emuze, F.A. 2011. Core Competences and practice of Performance Management: A pilot South African study. *Journal of Management*. 29(12): 1242-1265.

EPMDS (2015). *Reviewed policy on employee performance management and development system (EPMDS) for employees on salary levels 1-12*. Available: http://www.dpsa.gov.za [Last visited on 11 March 2016]

Fererria, A. *et al.* 2010. *Performance management in primary health care services: evidence from field study*. Emerald Group Publishing Limited.

Ferrerra, N., Basson, J. and Coetzee, M. (2010). Psychological Career Resources in relation to Organizational Commitment: An exploration Study. *SA Journal of Human Resources*. 7: 98-119.

Fisher, S. G. M. 1997. *The manager's pocket guide to performance management.* SAGE.

Frear, K., and Paustian-Underdahl, S. 2011. From elusive to obvious: improving performance management through specificity. *Industrial and Organizational Psychology.* 4(1): 198-200.

Grabb, S. 2011. The use of coaching principles to foster employee engagement. *The coaching Psychologis*t. 7(1): 27-34.

Greenberg, J. 2011. Behaviour in Organizations: London, Prentice Hall.

Guest, D. and Conway, N. 2011. The impact of HR practices, HR effectiveness and a 'strong HR system' on organizational outcomes: A stakeholder perspective. *The international Journal of Human Resource Management*, 22(8): 1686-1702.

Hanson, J., Melnyk, S. and Clantone, R. 2010. Defining and measuring alignment in performance management. International *Journal of Operations & Production Management,* 31(10): 1089-1114.

Hofmann, D.A. 2002. *Issues in multi-level research: Theory development, measurement, and Analysis: Handbook of research methods.* Parsons and Sons.

James, G. 2020. *Understanding Organization Culture*. SAGE

Jolley, J. 2013. *Introducing Research and Evidence – Based Practice for Nursing and Healthcare Professionals*. Second Edition. London.

Jungle *et al.,* 2009. *The Culture of Theory Jungle: Divergence and Convergence.* Cambridge Handbook in Culture Organisations and Work.

Kandula, R. 2001. Human Resource Development System in India: Conceptual Framework Indian. *Journal of Industrial Relations.* 49(2).

Katende, S. 2013. Rewards and Attitudes: There is a reward a determent of performance appraisal effectiveness. *South African Journal of Education*. 2010.

Kleingeld, A., van Mierlo, H., and Arends, L. 2011. The effect of goal setting on group performance. *Management Journal*. 4(1/2): 77-85

Kline, T. and Sulsky, L. 2009. Measurement and assessment issues in performance appraisal.

Kondrasuk, J. 2012. The ideal performance appraisal is a format, not a form. *Academy of Strategic Management Journal*. 11(1): 115-130.

Kumar, R. 2005. *Research Methodology: A Step-by-Step Guide for Beginners*. London Sage Publications. London. Sage Publications LTD.

Kumari, N. and Malhotra, R. 2012. Effective performance management system for enhancing growth. *Global Management Journal.* 4(2):77-85.

Kumlin, K. 2016. *Memoir-Issues.* 38: 30-39.

Kuppuswamy, U. 2013. *Performance Management System for New age Organizations part1*. Available from: http//www.blog.synegita.com/2013/05/performance-management-system-part-1/. [Last visited 2016].

Letsoalo, N.M. 2009. *An Investigation into Some Traditional Rites Among the Letsoalo Clan*. University of Limpompo.

Liao, H., Toya, K., Lepak, D., and Hong, Y. 2009. Do they see eye to eye? Management and employee perspectives of high-performance work systems and influence processes on service quality. *Journal of Applied Psychology*. 94(2): 371-391.

Lima-Junior, F. R. and Carpinetti L.C.R. 2019. Predicting Supply Chain Performance is based on score. *International Journal of Production.* 113-124*.*

Lindsay *et al.* 2018. *Enhancing Healthcare and Rehabilitation: The Impact of Qualitative Research*. 2018.

Lunenburg, F. 2011. Expectancy theory of motivation: Motivating by altering expectations. *Management Review*. 70(1): 35-36.

Maliki, A. 2018.*Strategic Human Resource Management and Employment Relations*: Chan: Sptringer/

Mansor, N., Chakraborty, A., Yin, T., and Mahitapoglu, Z. 2011. Determinations of performance management system in South East Asia. *The international Journal of Human Resource Management*. 3(3): 43-56.

Marshall, C. and Rossman, G. B. 2006. *Designing Qualitative Research*. Wiley and Sons.

Maxwell, J.A. 2005. *Qualitative Research Design: An Interactive Approach. 2nd Edition.* California: Sage Publications Inc.

McMillian, J. H. and Schumacher, S. 2006. *Research in Education: Evidence Based Inquiry*. SAGE.

Merchant, K. A. and Wim, A. and van Stede. 2013. *Management Control System: Performance Management Evaluation and Incentives Financial Times.* Prencice Hall. Middlehurst, J. 2004. Higher Education Management Policy. *Journal of the Programme on Institutional Management in Higher Education*. 21(3).

Moodley, K. 2011. *Medical Ethics, Law, and Human Rights*: A South African Perspective.

Morrison, A.J. 2000. *Developing a global leadership model: Human Resources Management*. Wiley.

Mtshali, R. M. 2013. *Evaluation of Employee Performance Management Development Systems Policy as Implemented amongst Social Service Professionals within Department of Social Development*. Wiley.

Muller, M. 2011. A critical Analysis. Precinct.

Murgerson, *et al.* 2005. Mobile Enterprise Transition and Management. Persons.

Nel, A. Muller, H. and Hugo A. 2011. A Comparative perspective in the teacher attitude constructs that impact on inclusive education in South Africa and Sweden. *South African Journal of Education*. 2(1).

Otley, D. 1999. Performance Management Research. Persons.

Paile, N.J. 2012. *Staff Perceptions of the Implementation of a Performance Management and Development System: Father Smangaliso Mkhatswa case study*. Available: http://uir.unisa.ac.za/handle/10500/7655 [Last visited on 23 February 2016].

Pedamkar, P. 2006. *Business Analyst.* EDUCBA.

People stream. 2016. What is Employee Performance Management? Available: http:/www.peoplestream.com/what-is-performance-management.shtml

Pfeiffer, J. and Veiga, J.F. 1999. *Putting people first for organizational success: Academy of Management Perspectives*. Wiley.
Prince, M. 2004. Does active learning work? A review of the research. *Journal of Engineering Education*. 715- 871.

Public Service Commission. 2014. *The Role of Performance Management in the Public Service.*

Pulakos, E. D. 2016. *Performance Management a Roadmap for Developing, Implementing and Evaluating Performance Management Systems*. Wiley.

Pulakos, E.D 2004. *Performance Management: A roadmap for developing, implementing and evaluating performance management systems*: Alexandria. SHRM Foundation.

Pulakos, E.D. 2009. *Performance Management: A new approach for driving business results*. Persons.

Pulakos, E.D. and O'Leary, R.S. 2011. Why is performance management broken? Industrial and Organizational. *Journal of Education*. 15- 71.

Purcell, J. 2007. Front-line managers as agents in Human Resource Management Performance. *Human Resource Management Journal.* 17(1): 3-20.

Risher, H. 2011. Getting performance management on track. *Compensation & Benefits Review*, 43(5): 273-281.

Rodriguez, D. Patel, R. and Bright, T. 2002. *A Developing competency models to promote integrated human resources practices*. Wiley.

Saaed, M. 2013. *Saeed Motamed Collection Part 11*. Volume 9472 of Chriest's South Kesington; Chriest Kesington: Ltd

Salaman, G.; Storey, J.; Billsberry, J. 2005. *Strategic Human Resource Management: Theory and Practice.* Sage Publications Ltd.

Schraeder, M., and Jordan, M. 2011. Managing performance: A practical perspective on managing employee performance. *The Journal for Quality and Participation*. 34(2): 4-10.

Shippmann, J.S., Ash, R.A. Batjtst, A. and Carr, L. 2000. *The practice of competency modeling Personnel.* Wiley.

Shuck, S., Twyford, D. and Reio, T.G. 2014. *Human resources practices and employee engagement: Examining the connection with employee turnover intentions: Human Resources*. Wilelt.

Siebert, R. (2004). *Organized Crime and Challenges to Democracy*. California Report. Sin, S. 2010. Considerations of quality in phenomenographic research International *Journal of qualitative research*. 72-102.

Singh, A. 2012. Performance management system design, implementation and outcomes in Indian software organizations: A perspective of HR managers. *South Asian Journal of Management*. 19(2): 99-120.

Spritzer, H.M. 2009. Decision and Orders of National Labour Relations Board, Labour relations Board: United State. *National Labour Relation Board*. 143.

Stever, S., Joyce, J. and Lim, J. 2000, FIHL NASA: Formal Methods of Workshop.

Stiles, J. 2004. An Investigation of Session Impact and Alliance in Internet Based Psychotherapy: Preliminary Result. *Counselling and Psychotherapy Research*. 6(3): 164-168.

Stockemer, D. 2019. Quantitative Methods for the Social Sciences: A Practical Introduction with Examples in SPSS and Stata: Ottawa. Springer Publishing Company

Strunk, K. and Locke, L.A. 2019.Research Methods for Social Justice and Equity in Education: Cham, Palgrave Macmillan.

Subramony, M. Segers, J. and Chadwick, C. 2018. *Leadership development practice bundles and organizational performance: The mediating role of human and social capital*. Wiley.

Taylor, P., and Pierce, J. 1999. Effects of introducing a performance management system on employees' subsequent attitudes and effort. *Public Personnel Management*. 28(3): 423-452.

Taylor. G. 2009. *A student's Writing Guide: How to plan and write successful Essay.* Wiley.

Teke, G.A.G. 2002. *The statesman's Year 2002*. The Politics, Cultures and Economies of the World.

Thomas, J. Noel-Storr, A. Marshall, I. and Wallace, B. 2017. Living systematic reviews: combining human and machine effort. *Journal of clinical psychologists.* 275*.*

Tshuma, T. 2010. Consumer perceptions on organic products. *Electric Journal of food processor and Environmental Agriculture Research.* 358-452.

Van Scotter, J. and Motowidlo, S.J. 2009. *Effects of task performance and contextual performance on systemic rewards*. Watson Wyatt.

Wegner, T. 2012. *Applied Business Statistics*. Cape Town: Juta and Company Ltd. Welman, C., Kruger, F. and Mitchel, B. 2007. *Research Methodology*. OUP Southern AFRICA. 2/3/2006.

Werner, A., Botha, C. Ngalo, O., Poisat, P., Van Hoek, L, Chinyamurindi, W., Dodd, N. and Nel, P. 2018. Human Resources Management, Cape Town: Oxford University Press.

Worldatwork and Sibson Consulting. 2007. *The State of Performance Management A Survey Brief By Worldatwork and Sibson Consulting*.

Zlate, M. 2004. *Career Planning Process and its role in Human Resources Development.* University of Petrosani.

APPENDIXES

APPENDIX A: LETTER OF CONSENT

APPENDIX B: QUESTIONNAIRE

APPENDIX C: CEO of Osindisweni Hospital's letter of support

APPENDIX D: CEO of R K Khan Hospital letter of support

APPENDIX E: Permission and approval of the Research Proposal and Ethical Clearance from Durban University of Technology

APPENDIX F: Ethical clearance certificate obtained from the Institutional Research Ethics Committee of Durban University of Technology

APPENDIX G: Permission obtained from the eThekwini District