UNIVERSITY OF KWAZULU-NATAL

THE BARRIERS AND GATEWAYS TO PERFORMANCE MANAGEMENT EFFECTIVENESS IN A LARGE CONTACT CENTRE ENVIRONMENT IN KWAZULU-NATAL

BY

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DECLARATION

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ABSTRACT

Human resources are the most important asset in any organisation. Human resource management not only entails transactional activities but also essential and strategic functions like effectively managing performance in line with the organisational goals. One essential human resource function in this regard is performance management of which performance appraisal is a key component. Specifically, this study assesses the factors that influence performance management effectiveness, that is, before, during and after the performance management process. The factors before the performance management process refer to communication about and training relating to the use of the performance management system, performance culture, its link to the vision, mission and strategic objectives of the organisation and, performance agreement. The factors during the performance management process relate to rating/appraisals and personal development plans. The factors after the performance management process relate to feedback and rewards/recognition/ promotion/performance-related pay. Another factor, being assessed, that influences the entire performance management process is top management support.

The research was undertaken in a call centre environment. The sample was drawn using a probability sampling technique. Cluster sampling was used to draw a sample of 291 employees comprising of managers, campaign managers, team leaders and call centre agents. The data was collected using structured questionnaires whose psychometric properties (validity and reliability) were assessed using Factor analysis and Cronbach's Coefficient Alpha respectively. The data was analysed using descriptive and inferential statistics. The results of the study reflect that respondents perceived the process of performance management (before) the most positively, followed by performance management (during) and lastly, performance management (after). Top management support and overall performance management effectiveness were also perceived as being fairly positive. Furthermore, the dimensions of the performance management process (before/during/after), top management support and performance management effectiveness significantly correlate with each other. Whilst performance management (before and after) and top management support significantly account for the variance in performance management effectiveness, performance management (during) does not. The results of the study and corresponding recommendations are graphically represented and when effectively implemented has the potential to enhance the effectiveness of performance management in the workplace

TABLE OF CONTENTS

LIST OF FIGURES

LIST OF TABLES

LIST OF ABBREVATIONS

PM	Performance Management
HR	Human Resource
KRA	Key Results Area
CSF	Critical Success Factors
KPI	Key Performance Indictor
KPA	Key Performance Area
PMS	Performance Management System
PA	Performance Agreement
GAF	General Assessment Factors
PDP	Personal Development Plan
ANOVA	Analysis of Variance
DLGH	Department of Local Government and Housing
GPM	Global Performance Management

CHAPTER ONE

INTRODUCTION AND OVERVIEW OF THE STUDY

1.1   Introduction

Human resources are the most important asset in any organisation. Human resources are not just about engaging in transactional activities like approving employees' leave but there many functions that the human resource department executes in an organisation. Hence, performance management is as popular in the call centre environment as in any other industry.

The South African call centre industry is maturing at the same pace as the rest of the world as companies make important decisions around their outsourcing strategies. South Africa is also becoming the fastest call centre destination of choice for international organisations. The presence of larger brand names that have call centres in South Africa is helping other international organisations take note of South Africa's call centre landscape. The call centre environment is one of Africa's largest providers of technology, media, telecommunication and financial services, and is built around a powerful purpose, that is, to make life better through innovative technology.

Call centre environments tend to be labour intensive and have several advantages and disadvantages. The advantages of a call centre include:

- Handling overflow calls

Outsourcing some call centre agents to an external service provider in order to handle overflow call volume can be an excellent way to increase customer service and to make sure that no customer is left behind.

- Ensuring business continuity

Business continuity is ensured by hiring an external service provider to handle calls when the call centre software goes down, in the event of a disaster or emergency and when in-house agents cannot make it into the office,

- Decreased call abandonment

When contracting overflow calls to an external service provider, long wait times and high caller abandonment rates will be eliminated.

The disadvantages of a call centre include:

- Misuse of clients' data, by outsourced call centre employees.
- Young generation, familiar with the use of new communication gadgets are able to make the most use of the services, whereas the older generation are not able avail the benefits.
- Only limited services can be extended, communication based.

1.2 Background of the Study

London and Smither (2002) contend that performance Management (PM) is a constant development comprising of identification, measurement, and growth of performance in planned strategies of the organisation. Views on PM have transformed considerably over the last 10 years. Organisations have encouraged the move from mid-year and end of year appraisals to seeing PM as a constant procedure with the execution of distinct, formal performance feedback sessions (Bernardin, Hagan, Kane, & Villanova, 1998). Mpanga (2009) states that by increasing beyond the traditional annual performance review and ensuring constant progression (or preservation of good performance), the stigma that was once associated with the lack of devoting extra time and attention to growing and developing employees is rapidly diminishing. Morea (2011) states that employees are seeking out professional development activities, and when they feel they are missing such opportunities in an organisation, they many decide to leave.

Aguinis (2009) contends that the efficiency of a PM platform is reliant on the strength of the proposal and implementation techniques. A structure lacking in appropriateness (of strategy, application, records, or user responsibility) will not only fail to develop employee performance but may essentially hurt the organisation. Deprived system implementation can result in permitted consequences, disagreeable employee observations and behaviours (for example, burnout, job dissatisfaction, turnover) and lost opportunities for improving productivity.

Personnel today are progressively likely to follow self-guided occupation routes and not organisationally certain career routes. As commitment to the organisation becomes not much of a determining aspect in whether an employee stays or leaves to work for a competitor, organisations must increase efforts to preserve talent. Operative PM upsurges employee insights of chances and support for progression within the organisations (Ready, Hill, &

Conger, 2008). Thus, in addition to providing an inexpensive benefit in market performance, efficiently intended and executed PM systems can offer organisations competitive advantages in terms of attracting and retaining top industry talent.

1.3   Focus of the Study

The study aims to assess the benefits and drawbacks of the performance management system. Therefore, the problem statement is "What factors influence performance management effectiveness, that is, before, during and after the performance management process?" The factors before the performance management process refer to communication about and training relating to the use of the performance management system, performance culture, its link to the vision, mission and strategic objectives of the organisation and, performance agreement. The factors during the performance management process relate to rating/appraisals and personal development plans. The factors after the performance management process relate to feedback and rewards/recognition/promotion/performance-related pay. The factor that influences the entire performance management process (before, during, and after) that is being assessed is top management support. The aforementioned describes the conceptual framework of the study as depicted in Figure 1.1.
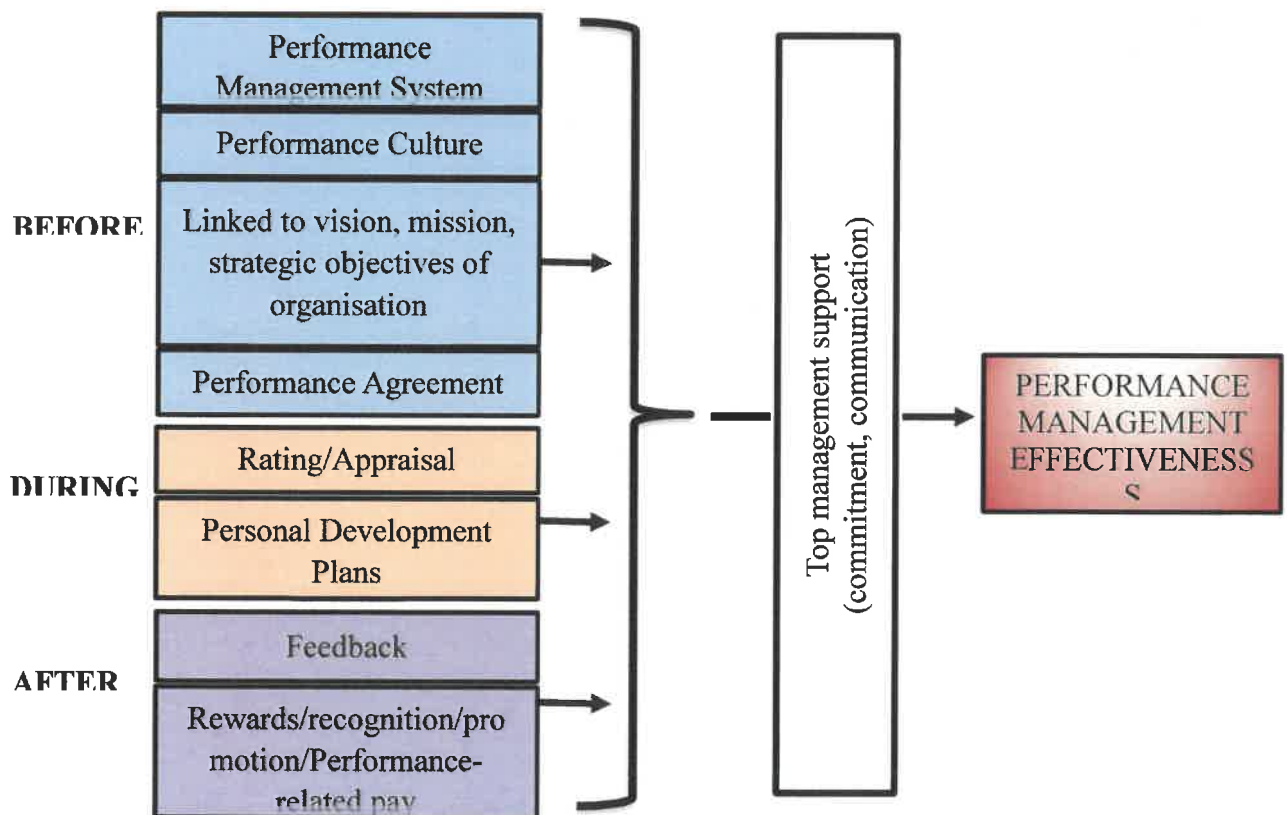
Figure 1.1

Conceptual Framework of the Study: Factors influencing Performance Management Effectiveness

1.4 Problem Statement

The problem statement is "What factors influence performance management effectiveness, that is, before, during and after the performance management process?"

1.5 Objectives of the Study

The objectives of the study are:

- To assess employee perceptions of the factors that influence performance management effectiveness before, during and after the performance management process.
- To assess the relationship between the performance management factors and performance management effectiveness.
- To determine whether there are significant differences in the perceptions of employees varying in biographical profiles (gender, age, marital status, education, tenure) regarding the factors having the potential to impact on performance management effectiveness.
- To assess how much of the variance in performance management effectiveness is due to the performance management factors (before, during and after the performance management process and top management support).

1.6 Research Questions

The research questions of the study are:

- How do employees perceive the factors that influence performance management effectiveness before, during and after the performance management process and, top management support throughout the process?
- Are there significant inter-correlations amongst the factors (before, during and after the performance management process, top management support) having the potential to impact on performance management effectiveness?
- Is there a significant relationship between the performance management factors and performance management effectiveness?

4

- Are there significant differences in the perceptions of employees varying in biographical profiles (gender, age, marital status, education, tenure) regarding the factors having the potential to impact on performance management effectiveness?
- Is the variance in performance management effectiveness significantly due to the performance management factors (before, during and after the performance management process and top management support throughout the process)?

1.7   Hypotheses of the Study

The hypotheses of the study are:

Hypothesis 1:

The sub-dimensions before the performance management process (communication and training, performance culture, link to vision, mission and strategic objectives and performance agreement) significantly correlate with each other.

Hypothesis 2:

The sub-dimensions during the performance management process (ratings/appraisals and performance development plans) significantly correlate with each other.

Hypothesis 3:

The sub-dimensions after the performance management process (feedback and rewards/recognition/promotions/performance related pay) significantly correlate with each other.

Hypothesis 4:

The dimensions of the performance management process (before/during/after), top management support and performance management effectiveness significantly correlate with each other.

Hypothesis 5:

The dimensions and sub-dimensions of the performance management process significantly correlate with each other.

Hypothesis 6:

There is a significant difference in the views of call centre agents varying in biographical profiles (gender, age, marital status, education, tenure, position) regarding the performance management process (before, during, after), top management support and performance management effectiveness respectively.

Hypothesis 7:

The dimensions in the three phases of performance management (before, during, after) and top management support significantly account for the variance in performance management effectiveness.

1.8 Significance and Contribution of the Study

Globalisation and the ever increasing level of competition places greater demands on organisations to enhance their productivity and increase their market share. This can only be done with increased performance which ultimately, rests on motivating employees, monitoring performance and ensuring continuous feedback and development. One way to achieve this is to engage in ongoing performance management. Hence, the main reason for choosing this topic is that performance management plays a pivotal role in every organisation. However, in some organisations performance management is unsuccessful and used unfairly and, seriously suffers from ineffective implementation. To avoid the destruction and destructive effects of the very useful tool of performance management, this study aims to highlight the barriers and gateways to performance management with the aim of reducing the former and enhancing the later through useful and practical recommendations.

1.9 Limitations of the Study

The limitations of the study are:

1. This study was restricted to investigating the dimensions that influence the effectiveness of the performance management system in one large call centre environment, thereby preventing comparisons across different call centre environments that may be implementing performance management systems differently.

2. This study was restricted to the employees in the call centre; thereby restricting the generalisation of the results to employees in other contexts.

1.10   Summary Outline per Chapter

The study comprises of seven chapters that are chronologically compiled to reflect the manner in which the research unfolded:

Chapter One: This chapter is based on the overview of the study. It consists of what the study is about, the research questions, research objectives, the hypotheses as well as the research problem.

Chapter Two: This chapter entails a literature review on performance management. It explains what performance management is about, the purpose of performance management, the different theories of performance management, the performance management process, levels of performance management as well as other factors that contribute to performance management.

Chapter Three: This chapter constitutes a literature review of the factors that are influencing performance management at different stages which consists of the before, during and after stage as well as top management support. The chapter also looks at other important factors that influence performance management.

Chapter Four: This chapter documents the research methodology adopted in undertaking the study. This chapter presents the sampling methodology followed, the sample size, the type of research as well as the description of the questionnaire. It also includes an elucidation of the process of data analysis. It includes both details relating to the statistical analyses of the questionnaire (validity and reliability) as well as the analysis of the results using descriptive and inferential statistics.

Chapter Five: This chapter represents the results of the study using tabular and graphical representations. The results are also interpreted narratively.

Chapter Six: This chapter represents the discussion of the results. This chapter shows the comparison of the current study results with the findings of other researchers. The key results of the study that are discussed are also graphically represented.

Chapter Seven: This chapter presents the recommendations and conclusion of the study. This chapter incorporates the recommendations based on the results of the study as well as the recommendations for future study. The recommendations based on the results of the study are vividly represented using a flowchart for easy and practical implementation. The conclusion summarises the barriers and gateways to performance management as deduced from the results of the study.

1.11   Conclusion

This chapter presented introductory remarks, which explained the topic and introduced it so that the reader was familiar with what would follow. This was followed by a motivation as to why the topic justified research and the background for the study. The significance and the rationale for conducting a research are also explained. The limitations are outlined which indicate the boundaries of the study. The chapter culminates with a summary outline of each chapter in the thesis. This preview chapter leads into the literature review of the focus of the study, that is, performance management (Chapter 2).

CHAPTER TWO

PERFORMANCE MANAGEMENT

2.1   Introduction

Human resources are the most important asset in any organisation. Human resources are not about just approving employees' leave but there many roles that the human resources department play which includes selecting and recruiting employees, training and development and, measuring the performance of employees. The success of any organisation depends on the performance of employees. However, employee performance is dependent on feedback. One way to ensure feedback is through the process of performance management, one of the most important human resource functions in an organisation. The better the employees' performance, the greater will be the productivity of the organisation. Feedback on employees' performance allows them to check where they are lacking in their performance. Many organisations offer rewards to the employees that achieve goals within the given period. There are key components in performance management, namely, planning, managing and coaching, performance appraisal and recognising and rewarding. Performance appraisal is one of the main components in the performance management system, which is followed by recognition and rewards which is also important because if rewards are good it will improve the performance of employees. Performance management, performance appraisal and human resource management have a symbiotic link with performance in organisations.

The importance of performance management is working towards the improvement of the overall organisational performance by managing the performances of teams and individuals for ensuring the achievement of the overall organisational ambitions and goals. The importance of performance management is also to ensure that the employees understand the importance of their contributions to the organisational goals and objectives, the proper alignment or linking of objectives and to facilitate effective communication throughout the organisation as well as, a cordial and harmonious relationship between an individual employee and the line manager based on trust and empowerment.

2.2 Defining Performance Management

The main objective of human resources management is to utilise human resources in an optimal manner in order to ensure that organisational goals and objectives are achieved. Managing employee performance as a whole is very important. Performance management takes care of this function. Performance management serves to maintain, develop and motivate employees to provide better results. In the present competitive environment, an organisation that produces better results will survive, stabilise, grow and excel in the performance (Swanepoel, Erasmus, & Schenk, 2014).

A crucial aspect of managing human capital is to design and implement appropriate systems of performance management. These systems should provide clear linkages between the corporate objectives of the organisation and the management and people performance requirements needed to achieve such goals. Performance management systems continually face the criticism of either being too simplistic or being too complex. There is pressure on human resource professionals to devise approaches that respond to these objections (Rees & McBain, 2004).

Swanepoel *et al.* (2014) define performance management as an important function in Human Resource Management (HRM). It is central to enhancing employee productivity, career development and talent retention. It provides the overall framework within which effective performance appraisals can be conducted. Performance management is an action, based on performance measures and reporting that results in improvements in employee behaviour, motivation and work processes and promotes innovation.

According to Rees and McBain (2004), performance management from an HR perspective is "a process for establishing a shared understanding about what is to be achieved and how it is to be achieved; an approach to managing people which increases the probability of achieving job-related success". This definition highlights that performance management is about a continuous process of managing people with the aim of increasing job-related success. Within the organisation professing to have a performance management system, it is usually possible to discern the three stages (planning, managing as well as reviewing) (Rees & McBain, 2004).

According to Stone (2002), performance management is known to be an interlocking set of policies and practices which have as their focus the enhanced achievement of organisational objectives through a concentration on individual performance. Performance management thus can have a significant impact on the success of an organisation through promoting cooperative effort towards common goals, encouraging teamwork and more open communication, increasing individual and group performance as well as facilitating change.

The key elements of performance management are as follows:
✓ The creation of a shared vision of the organisation's strategic objectives.
✓ The establishment of performance objectives (derived from the organisation's strategic business objectives) for each function, group and individual to ensure that their performance is aligned with the needs of the organisation.
✓ The use of a formal review process to evaluate functional group and individual progress towards goal achievement.
✓ The linking of performance evaluation and employee development and rewards to motivate and reinforce desired behaviour.

Thus, performance management involves goal establishment, performance evaluation, employee development and reward. It provides the link between the organisation's strategic business objectives, employee performance, development and rewards and, organisational results.

According to Mucha (2009), performance management is defined as an "ongoing, systematic approach to improve results through evidence-based decision making, continuous organisational learning and a focus on accountability for performance". It uses evidence from performance measurements or appraisals to support effective planning, funding and operations within the organisation. This empowers managers to improve on services or products on offer, and increase both customer satisfaction and where applicable, profits.

2.3 The Purpose of Performance Management

According to Stredwick (2005), the purpose of performance management is two-fold, namely, operation and cultural. The operational purpose of performance management serves the function of leading and controlling. Since organisations are engulfed by ongoing

11

competition, it is necessary for employees to be fully informed and guided towards the organisation's mission and goals. The performance management sets out to communicate the link between an organisation's mission and strategic direction and the required employee performance. Performance management also serves as a mechanism to assess the efficiency and effectiveness of the staff, especially when making comparisons across units and externally. It is easy to identify the strongest and weakest performers; the former can serve as a role model and be utilised in training whilst the later can be developed via mentoring, training and discipline. On the cultural side, the system can feature as part of the overall drive to build a more open relationship with employees. Organisation plans can be shared, appraisal discussions can be frank within a realistic context and means of improving performance can be encouraged and openly evaluated (Stredwick, 2005).

According to Van Rooyen (2006), the purpose of performance management is "the process of tracking, recognising and correcting behaviour to ensure effectiveness within a specific social system. Successful performance management systems usually include aspects of individual recognition, development or training as well as correction or discipline".

Performance management has at least three purposes:
✓ Aligning individual, team as well as departmental 'outcomes' to organisational objectives/aims.
✓ Ensuring that staff know what they are expected to do; have the knowledge, skills, experience, attitudes and behaviour to do it; do what is expected of them on time, meeting the required standard(s) in a given environment which places limitations on what can be achieved.
✓ Directing training and giving rewards to drive organisational performance. This requires the consistent application of performance management in which the line manager plays a crucial role (Mabona, 2013).

2.4 The Development of Performance Management Systems

Performance management refers to the day-to-day management of employees in terms of the goals of an organisation. A performance management system is a systematic process that formally documents the goals and objections of each employee, with a built-in review process. Good performance management means that each person will have goals and

measures that are linked directly to the organisation's strategy. The process of developing individual measures starts by taking the strategy of the organisation and cascading the strategic objectives down through the different departments. Once the managers of the departments have set their goals and objectives, each person in the department should be assisted by means of a joint goal-setting session to set his or her goals and the associated measures. Organisations often refer to the process as alignment. In effect, everyone's efforts are directed towards the same goal and there is no wasted effort with employees going off at a tangent (Bagraim, Cunningham, Potgieter, & Viedge, 2005).

According to Bagraim *et al.* (2005), the alignment process will identify the critical success factors and key performance areas for the organisation. Each person in the organisation has key result areas as well as key performance indicators, which are the measures used to judge the employee's performance. The part of the process of establishing goals should include identifying any gaps in the individual employee's competence. A simple rule is that an employee's performance cannot exceed his or her competence. The gaps that are identified should then be addressed through a personal development plan for each employee (Bagraim *et al.*, 2005).

2.5 Theories of Performance Management

The theories linked to performance management include the goal setting theory, the control theory and the social cognitive theory.

✓ Goal Setting Theory

According to Armstrong (2009), there are four mechanisms that connect goals to performance outcomes. The four mechanisms are that they channel focus to priorities, they encourage effort, they challenge employees to bring their knowledge and skills to fruition to increase their opportunities of successes and that the more challenging the goal, the more people will draw on their full repertoire of skills. This theory supports the emphasis in performance management on setting and agreeing to objectives alongside which performance can be measured and managed. Goal setting theory supports the agreement of the objectives, feedback and review aspects of performance management.

Whately (2004) found that specific goals appear to result in higher effort than generalised goals, and those goals that are participative tend to be higher than those assigned by a person. The participation process may result in greater acceptance of difficult goals and greater commitment by the employee.

Locke and Latham's (2002) goal-setting theory, which is one of the most effective motivational theories, was formulated inductively based on empirical research conducted over nearly four decades. Its roots are based on the premise that conscious goals affect action (where goals are considered the object or aim of an action). While goal-setting theory is generally analysed at the individual level, its principles are considered relevant at the organisational level too (Locke, 2004).

✓ **Control Theory**

Control theory focuses attention on feedback as a means of shaping behaviour. As employees receive feedback on their actions, they realise the difference between what they are doing and what they are expected to do and take corrective steps to overcome it. Feedback is recognised as a crucial part of the performance management processes (Armstrong, 2009).

✓ **Social Cognitive Theory**

The social cognitive theory is based on the central concept of self-efficacy. This suggests that what people believe that they can or cannot do powerfully impacts on their performance. Developing and strengthening positive self-belief in employees is, therefore, an important performance management objective and is driven by performance management values (Armstrong, 2009).

2.6 Performance Management Process

The prevailing view of today's executives and human resource professionals is that individual performance management is not an appraisal event, but rather an ongoing process involving performance planning, feedback as well as evaluation and development. The emphasis is now much more on providing employees with feedback on their success in achieving specific performance goals and expectations as well as on their ability to develop core competencies

and skills. The components of the performance management process include performance planning, feedback as well as evaluation and development (Chingos, 2002).

2.6.1 Performance Planning

Performance planning refers to the confirmation of business performance goals, technical/functional knowledge areas, as well as behavioural competencies used to measure job performance. Paile (2012) emphasises that the planning phase commences before the performance period (the period which performance is being measured). It involves identifying applicable performance criteria that link to the organisation levels. The planning process is the most effective when there is broad employee participation so employees take responsibility for their development (Chingos, 2002).

2.6.2 Feedback

The feedback phase is ongoing throughout the performance period. It emphasises opportunities for informal feedback and coaching by managers and/or peers to improve and develop employees' job performance. Karam, DeRue, and Morgeson (2010) found that feedback is important because employees want to know how they are doing relative to performance expectations. One significant aspect of the feedback phase is the opportunity for enhanced communication between work colleagues through informal discussions and coaching sessions that occur throughout the performance period (Chingos, 2002). The most popular feedback evaluation used is the 360-degree feedback.

The 360-degree feedback evaluation is a popular performance appraisal method that involves the evaluation of inputs from multiple levels within the organisation and from external sources (Mukhopadhyay, 2016). The method is different from the traditional performance reviews, which provide employees with feedback only from supervisors (Gallagher, 2008). In this method, employees in the company provide ratings. This includes senior managers, the employees, supervisors, subordinates, peers, team members, and internal or external customers (Drakes, 2008). Riboldi and Maylette (2007) added that multiple sources of evaluation result in a broader view of the employee's performance and may minimise biases that result from limited views of behaviour. Organisations are continually looking for ways to improve performance and satisfy the demands of all stakeholders (Peacock, 2007). This involves change, which then becomes the pivotal dynamic for success. Thus, 360-degree

feedback plays a growing role in organisations through its ability to provide structured, in-depth information about current and future performance (Kiger, 2006).

2.6.3 Evaluation and Development

The evaluation and development phase typically occurs at the end of the performance period. At this phase, results and all pertinent criteria are evaluated relative to expectations and a performance improvement plan is developed. Noe, Hollenbeck, Gerhart, and Wright (2006) find that the results assessment phase serves two main functions. The first function is to determine appropriate employee reward system linkages, such as basic salary increases, annual cash incentive pay-out, promotion or career development opportunities, and general training and development needs. The second function is that the assessment phase contributes to planning for the upcoming performance period by highlighting necessary adjustments in business performance goals, technical/functional knowledge areas, as well as behavioural competencies that may be necessary in response to changing job and organisational requirements (Chingos, 2002).

Figure 2.1 illustrates the performance management process in an organisation. There is much more to performance management than the annual performance review meeting. As mentioned in the introduction, performance management is a continuous process of planning, monitoring and reviewing employee performance (Figure 2.1).
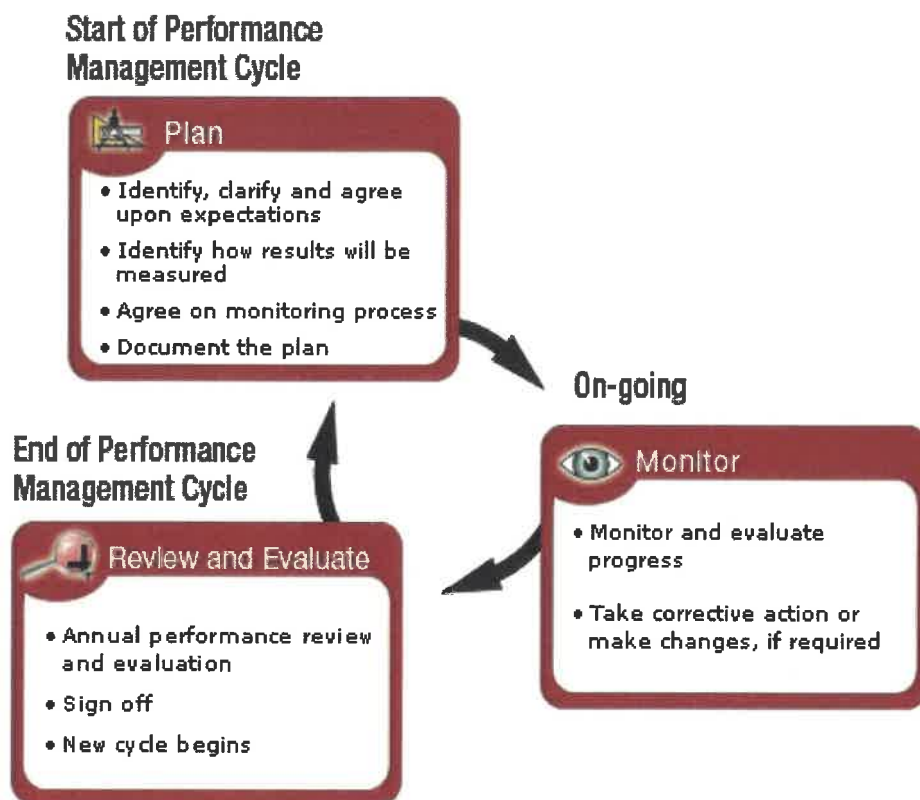
Figure 2.1

The Performance Management Process

HR Council. (2017). Keeping the Right people. HRcouncil.ca: Community Foundation of Canada. Retrieved on 17 March 2017 from http://hrcouncil.ca/hr-toolkit/keeping-people-performance-management.cfm

2.7 The Key Components of Performance Management

There are key components of performance management such as planning, management and coaching for performance as well as performance appraisal. These components contribute to performance management.

2.7.1 Planning

According to Management Study Guide (2008), planning for performance is a key component that lays the foundation for all subsequent performance-related activities. It focuses on the conformation of business performance goals, technical/functional knowledge areas and behavioural competencies used to measure job performance. Planning means setting performance expectations and goals for groups and individuals to channel their efforts

17

towards achieving organisational objectives. The key elements of planning include having a clear understanding of the mission and vision of the organisation, a clear understanding of an organisation's values and goals and a clear link between individual expectations and the organisation's mission, vision, values and goals (Swanepoel *et al.*, 2014).

According to the HR Council (2017), there are five steps that need to be followed during the planning phase:

✓   Step 1: The need to ensure that the job description is current.

It is important that a review of an employee's job description should be done every year in view of the constant changes in the organisation's internal and external environments. The HR Council emphasises (2017) that if changes are minimal, then amendments can be made to the job description and submitted to the human resources department. It is expected that the employees affected by the change will be involved in the process and afforded the opportunity to make inputs regarding the proposed changes in their job descriptions. This means that consulting with the employees is very important in this step (Swanepoel *et al.*, 2014).

✓   Step 2: The key functions of the job are identified.

This involves establishing the duties that must be carried out by the individual appointed to the position. The key functions are the fundamental reasons that the position exists. If the key functions are clear, they can be used as a guide to set performance expectations and goals (Swanepoel *et al.*, 2014).

✓   Step 3: The development of performance expectations.

According to Paile (2012), this step involves a description of the expected results or outcomes pertaining to a fully satisfactory job performance. It includes clarification of how well the functions or tasks of a job must be performed and provides the basis for performance evaluation. Performance expectations must be aligned to the organisational goals and must be developed collaboratively between an employee and the line manager (Swanepoel *et al.*, 2014).

✓   Step 4: The setting of performance goals and objectives.

Individual performance goals and objectives must support the broader organisational goals. They have to be specific, measurable, achievable, relevant and traceable. The performance goals and objectives set should allow both the employee and the line manager to constantly monitor progress made during the performance cycle (Swanepoel *et al.*, 2014).

✓   Step 5: Identify applicable performance factors.

According to Mustafa (2013), the fifth and final step involves a diagnosis of impediments that are likely to constrain good performance. These impediments can include both individual and organisational-level factors. As a result, appropriate measures must be devised and agreed upon by both the employee and the line manager during the planning phase on how to deal with these constraints. In some cases, this may require a deployment of additional resources and time to help the employee to reach the predetermined performance goals. If this step is conducted well, it averts unnecessary excuses in the event of poor performance (Swanepoel *et al.*, 2014).

2.7.2 Management and Coaching for Performance

The task of managing and coaching for performance is ongoing throughout the performance period. This is particularly important because performance management is an annual process, meaning that meetings should be held with employees throughout the year to discuss and reassess each employee's progress toward achieving goals and performance objectives. This component emphasises opportunities for informal feedback and coaching by managers in order to improve and develop employees' job performances (Swanepoel *et al.*, 2014). Several tools may be used to capture performance:

✓   Observation

It is recommended that managers observe their employees with the intent of documenting behaviours related to performance (Agarwal, Angst, & Magni, 2009). Things to look out for include:

- Trends in performance.
- Is performance steadily improving or declining?
- Does the individual have 'peaks and valleys', that is, spurts of excellent performance followed by extended periods of mediocre performance?

- Critical incidents.
- Outstanding successes or failures
- Performance events that stand out from typical behaviour (Agarwal *et al.*, 2009).

✓ Documentation

Documenting performance can be done by means of structured or unstructured diaries, work samples and employee fact files.

- Structured Diary

Experts in performance management recommend that managers spend 30 minutes a week documenting employee performance. It is advised that managers should document the performance of employees in behavioural terms, rather than inferential or judgemental terms. They should list the performance expectations and goals for the appraisal/review cycle and include the date, skills exhibited, results of behaviour and other comments. Managers must always remember to provide feedback to employees on performance events that they have documented.

- Unstructured Diary

This involves the informal documentation of performance events. For example, the manager jots down notes about the employees' behaviour in day-to-day activities in his or her desk diary/calendar.

- Work Samples

The manager maintains copies of work that illustrate the performance dimensions being measured.

- Employee Fact File

A manager may keep a file in which notes about the employee's performance, events and work samples can be maintained. This file could be viewed by others, if necessary (Swanepoel *et al.*, 2014).

2.7.3 Performance Appraisal

Paile (2012) found that performance appraisal is not only the central component of any performance management system but also the main, formal method of setting, measuring and achieving performance expectations. Performance appraisal is the systematic review of the performance of staff on a written basis at regular time intervals. It can be defined as the

holding of appraisal interviews at which staff members have the opportunity to discuss performance issues, past, present and future, on a one-to-one basis with their immediate line manager (Pinnington & Edwards, 2000).

Performance appraisal used within the performance management system requires four activities, which consists of appraisal, performance appraisal interview, performance planning and future action, all of which are part of the role of all line managers. The immediate line manager is not always the person who acts as the appraiser. A common problem associated with this method is that the higher level manager is not always very well acquainted with the employee's day-to-day work, aspirations or performance. Most of the appraisals that aim to involve employees and to be a 'transparent system' (in which personal records and judgements are open to inspection by the appraised individual) incorporate self-appraisal as a necessary component of the review process (Pinnington & Edwards, 2000).

Performance appraisal may be viewed as an overall measure of organisational effectiveness; organisational objectives are met through the effort of individual employees. If the employee's performance is improved, then the organisation will be able to improve its performance as well. Performance appraisal is a well-established way of providing milestones, feedback, guidance and monitoring for staff. The essential elements of any performance appraisal are judgement and reporting. The performance is not simply being measured as in the completion of work; rather, it is being judged as too how long the employees take to conduct a certain task assigned to them. Those devising performance appraisal schemes devote most of their energies to finding ways of making the judgements as systematic as possible and the reporting of different appraisers as consistent as possible (Paile, 2012; Weightman, 1999; Whately, 2004).

The reasons why managers might want to appraise their staff include:
✓ Human resource considerations - to ensure that the abilities and energies of individuals are being used effectively. They would hope to find out more about the staff and make better use of each individual's talents and expertise.
✓ Training - it is useful to identify training needs both for new tasks and to improve poor performance amongst their staff.

- ✓ Promotion - talking to individuals about their aspirations as well as finding out about their performance can assist in decision-making relating to who is ready for a promotion.
- ✓ Planning - to identify skill shortages and succession needs. If there is a widespread lack of particular skills, then some serious planning will need to take place.
- ✓ Authority - the appraisal system sustains the hierarchy of authority by confirming the dependence of staff on those who manage them. It is one of the rituals which underline who is the boss (Weightman, 1999).

2.8   Levels of Performance Management

According to Rossiter (1996), there are three levels to performance management. To be effective, an organisation should implement performance management at three levels, that is, for the overall business, for work groups or teams within the organisations as well as for individual employees.

2.8.1   Level One: Overall Business Performance

According to DeNisi and Smith (2014), performance management for the business will provide employees and teams with the big picture. It helps to identify and communicate the overall performance expectations of the organisation. Furthermore, by managing the performance for the business, it will serve as a role model for work teams and individual employees. The organisation will demonstrate to the employees how to create goals, manage according to those goals and measure results. These skills will help both the organisation and the employees to achieve peak performance (Rossiter, 1996).

2.8.2   Level Two: Team Performance

According to Stewart and Wainwright (2017), performance management at the team level can help the employees work together to accomplish common goals. Frequently, in an organisation, employees compete with one another. They strive to be outstanding performers, but the employees do so at each other's expense. If the organisation develops a comprehensive performance management system for the business, work groups are more likely to pool their resources and use them wisely to achieve the common goal (Rossiter, 1996).

2.8.3 Level Three: Individual Performance

When the organisation manages performance at an individual level, the goal should be to create an environment where each employee is responsible for his or her own performance. According to Jackson and Schuler (2017), the organisation needs to be sure those employees know what they are to do, that they have the skills, information as well as resources needed to do it. The organisation also needs to emphasise that everything they do should be done to satisfy the customers. Then, the organisation needs to take a step back and let each individual employee find the most effective way to achieve the work goals that have been established. The organisation should teach the employees how to evaluate their progress and strive for continuous improvement. Thereafter, encourage each employee to achieve peak performance by providing strong leadership, by modelling performance excellence as well as by applying appropriate motivational strategies (Rossiter, 1996).

2.9 Factors which influence the Use of Performance Management

There are managerial and procedural factors which influence the use of performance management.

2.9.1 Managerial

The administration of the performance management process is complex. Managers have many demands on their time and so their attention must be rationed. Mustafa (2013) maintains that for performance management to work, there must be sufficient attention paid to key processes by line managers. This attention is manifested not only in carrying out the various formal requirements, but also in undertaking the various informal activities which help to increase employees' perception of fairness and their credibility in the performance management process. Prominent in this regard are ongoing appraisals, coaching and mentoring as well as counselling. The bureaucracy of the performance management process is also a concern for managers, taking a considerable amount of their time in an already pressured schedule (Graton, Hailey, Stiles, & Truss, 1999).

2.9.2 Procedural

There is clear corporate rhetoric to the effect that providing feedback on performance is a major managerial goal. According to Callaghan (2005), the transparency of a performance management system is an intention, with the varying degrees of emphasis being placed in

organisations. The feedback is important in high-velocity environments because not only does it provide more opportunities for managers and employees to discuss performance so that managers can obtain evidence for a formal appraisal, but it also allows managers to see whether targets set at the beginning of the year were realistic and attainable and, whether they continue to be so as the year progresses. Regular and frequent feedback can increase perceptions of appraisal fairness and accuracy and reduce bias in performance ratings. Matlala (2011) emphasises the need to encourage input from employees into the evaluation process by asking employee to provide their own assessment by conducting self-appraisals. This input and the ability to discuss the manager's assessments in the review provided for strong two-way communication in the appraisal process. The interpersonal context within which performance management takes place is, therefore, crucial for its effectiveness. Such a shift places a strong emphasis on managerial commitment to the evaluation and development of employees and subordinates as well as demands of employees a tolerance of ambiguity which can be both daunting and challenging (Graton *et al.*, 1999).

2.10 Performance Management within Organisations

The performance management system is linked to multiple contexts and objectives within an organisation (Leopold, Harris, & Watson, 2005). Employees, at different levels in the organisation, are concerned with proving themselves to their supervisors and managers, in addition to the organisation's expectations of them. Leopold *et al.* (2005) found that performance management is a vehicle which removes unnecessary anxieties and demands. Furthermore, they state that the performance management system's objectives are often linked to the organisation's objectives and employees' competencies and skills.

According to Mntambo (2011), it is important for employee performance to be managed in order to ensure that a world class standard is maintained within organisations in South Africa. Therefore, both individual and organisational performance levels need to be subject to performance measurement. Mntambo (2011) found that the performance management system strategically provides the organisation with the necessary skills, knowledge, attitudes and behaviours by examining employees. In addition, Schultz, Bagraim, Potgieter, Viedge, and Werner (2003) found that performance management is a mechanism used to achieve desired results from the organisation and employees by understanding and managing internal and external performance within a framework of planned attributes, goals and standards.

Therefore, performance management seeks to improve performance levels throughout the organisation by encouraging participation by employees and good leadership from management.

Schultz *et al.* (2003) suggests that the global challenge facing most organisations is their inability to implement strategies. The main reason for this challenge is management's inability to involve employees during the organisational design strategies. As a result, it affects the employees' understanding and perception of what is expected from them. Similarly, Mntambo (2011) discovered that organisations fail in the establishment and implementation of a performance management system. Consequently, such organisations find it difficult to measure employee performance. It is therefore, essential that performance in an organisation is effectively managed to ensure performance excellence. On the other hand, performance management needs to involve organisational training and development to ensure that employees are aware of what is expected of them.

Pulakos (2009) found that a well-developed performance management system will enhance organisational performance levels and drive employees to achieve the targeted goals and objectives of the organisation, whereas a poorly developed performance management system will produce undesirable results.

2.11   Performance Management at the Individual Level

The starting point of performance management is setting goals and measures. According to Schultz *et al.* (2005), these go under numerous names and acronyms, such as:

✓ KRAs (key results areas)

✓ CSFs (critical success factors)

✓ KPIs (key performance indicators)

✓ KPAs (key performance areas)

An individual should have no more than seven objectives with associated measures. Too many objectives mean that the subordinate's lacks focus and this, in turn, would make it difficult for a manager to manage the subordinate's performance. It is also important for employees to recall all of their objectives, as this means that they can make decisions without

first having to search through a filing cabinet to consult a list of objectives. The performance management process can be seen as a cycle that consists of the following steps:

✓ Clarify expectations

✓ Plan to facilitate performance

✓ Monitor performance

✓ Provide feedback

✓ Coach, counsel and support

✓ Recognise good performance

✓ Deal with unsatisfactory performance (Schultz *et al.*, 2005).

Every organisation has a performance management cycle, which is ongoing on a daily basis. Some organisations have a basic performance management cycle whereas some organisations have more complex performance management. The basic performance management cycle consists of planning, developing, performing and reviewing. In the reviewing process the most amount of time is taken by giving employees feedback (Figure 2.2).
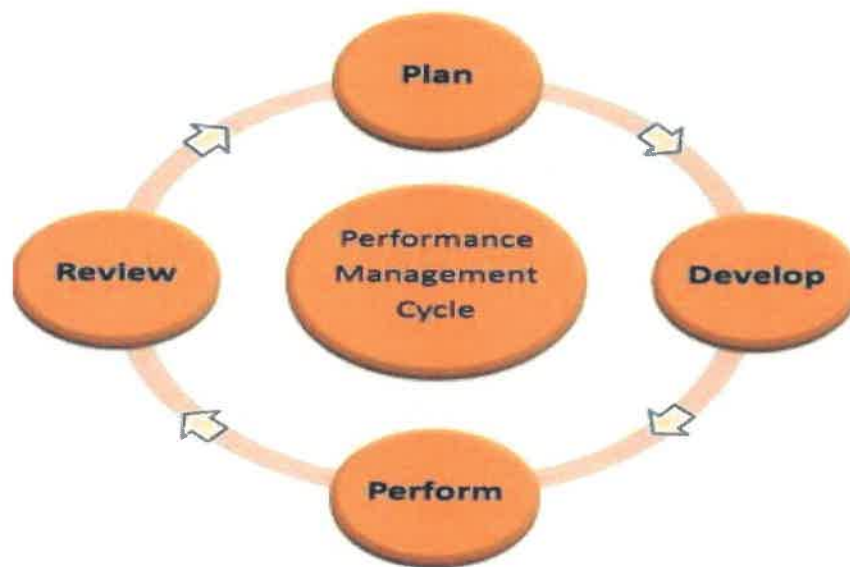
Figure 2.2

Basic Performance Management Cycle

The Happy Manager. (2017). Performance Management Cycle. Apex Leadership Ltd. Retrieved on 23 March 2017 from http://the-happy-manager.com/articles/performance-management-cycle/

In Figure 2.2, The Happy Manager (2017) states that every organisation needs a basic performance management cycle. The process starts with the planning phase which consists of the organisation identifying future performance requirements in terms of targets, actions and behaviours. The second phase of the cycle is the development of the individual's expertise and potential. According to The Project Guru (2017), the third phase of the cycle describes the performance which consists of several factors to consider when managing the way people perform. Plans and potential can count for little, unless they are used to deliver something meaningful. In a work-based performance management cycle, this must relate to the needs of individuals, their teams and their organisations. The final phase stage is the review phase; a review looks at results, both tangible and intangible, and provides the springboard for determining where to concentrate efforts as the cycle returns to the planning stage.

2.12 What Causes Performance Management Systems to Fail

McMahon (2009) asserts that a performance management system (PMS) needs the involvement from all organisational stakeholders. These include managers, employees, shareholders, trade unions and customers. Barrett (2011) believes that a PMS that is well designed will fail if managers in the organisation do not implement it correctly. McMahon (2009) maintains that once a PMS has been implemented, it is important to continuously review and manage the system to ensure its success. There are several reasons why a PMS fails and why employees do not perform to the required standard and these include:

✓ Managerial hostility
✓ Staff hostility
✓ Conflicting objectives
✓ Inadequate interviewing skills
✓ Insufficient interview follow-up
✓ Failure to evaluate or review the system
✓ Complex paperwork
✓ Human judgement (McMahon, 2009)

2.13 Performance Management Objectives

Every function in human resources has objectives. Although there are many objectives in performance management, a selected few of the objectives are listed and discussed.

2.13.1 Discrimination

A manager must be able to objectively discriminate between those who are contributing to the achievement of the organisation's strategic business objectives and those who are not. A performance-oriented organisation has no room for inadequate performance. Those that are underperforming should be given the opportunity and assistance to improve. If an employee still cannot make the grade, corrective action must be taken such as transfer, demotion or termination. The only way forward to make a business live up to its potential is 'to get tough' (Jackson & Richardson, 2017). Employees who achieve their set goals want to be recognised and rewarded for their efforts. To motivate performance, outstanding performers must be identified and rewarded accordingly. The effectiveness of pay as a motivator is determined on the degree to which performance can be measured and the degree to which it is possible to distinguish between individual employee's performances. Discrimination on the basis of performance is an organisational necessity. It is part of the managerial role that cannot be avoided. If an organisation is to survive and grow, and retain and motivate its top performers, effective performance management is a must (Stone, 2002).

2.13.2 Reward

To encourage performance, it is obvious that it must be rewarded. Consequently, most organisations claim that they do just that. Employees who have contributed the most to the achievement of the organisation's strategic business objectives should receive the greatest rewards. The big question is: If no objective measure of performance exists within the organisation, how does management know what is being rewarded? Organisations often reward seniority, a servile demeanour or some other factor that has little or nothing to do with the achievement of strategic objectives (Radebe, 2013). Membership-based rewards include 'across-the-board' pay increase, cost-of-living increases, seniority payment increase as well as other payment increases. Performance-based rewards include piecework payments, commissions, incentives, bonuses or other forms of merit pay plans. Performance-based rewards are 'at risk' rewards. They are based on the continued achievement of job goals. Linking employee contributions and rewards also ensures that the organisations get maximum value for their compensation (Stone, 2002).

2.13.3 Development

Employee development is the third aim of performance appraisal, which is at times overlooked. Performance improvement comes about by building on strengths as well as overcoming the weaknesses. It is the manager's job to remove blocks to employee performance and help each employee to grow and develop. Performance appraisal must be a positive and dynamic process for this to occur. Performance appraisal is negative and static in too many organisations. They are concerned with the past performance rather than with improving future performance (McGilloway, 2005). There are no attempts made to explore how the individual can grow and develop even though research indicates that most employees want performance appraisal to be used primarily for employee development. A negative experience also explains why there is often considerable management, employee and union opposition to performance appraisal. Research suggests that such attitudes result in manager's deliberately distorting and manipulating appraisals for political purposes (Stone, 2002).

2.14 Performance Appraisal

Performance appraisal plays an important part in the overall process of performance management. Performance appraisal has many facets. It is an exercise in observation and judgement; it is also a feedback process as well as an organisational intervention. It is a measurement process as well as an intensely emotional process. Performance appraisal has a dual purpose:

1. To enhance employees' work performance by assisting them in realising and using their potential optimally in undertaking the organisation's goals,

2. To ensure that employees and managers have complete information that will enable them to make suitable decisions regarding work issues.

The following serves as the purpose for performance appraisal:

✓ Performance appraisals provide legal and formal organisational justification for employment decisions.

✓ Appraisals are used as criteria in test validation.

✓ Appraisals provide feedback to employees.

✓ Appraisals can help establish objectives for training programmes.

✓ Appraisals can help diagnose organisational problems (Cascio, 2003).

2.15   Requirements of Effective Appraisals System

Legally and scientifically, the key requirements for appraisals system are relevance, sensitivity as well as reliability:

2.15.1 Relevance

Relevance reflects that there are distinct associations, for example, between the standards of job performance for a specific task and an organisation's goals as well as between the critical job aspects specified in a job analysis and the elements to be rated on the appraisal checklist. Relevance is assessed by determining "What really makes the difference between success and failure on a particular job and according to whom?" According to Bintu (2014), performance standards translate job requirements into levels of acceptable or unaccepted employee behaviour. They play a critical role in the job analysis-performance appraisal linkage. Relevance also suggests the maintenance and updating of job analysis in intervals as well as of performance appraisal systems. Should the system be doubted in court, relevance will be a basic consideration in the arguments depicted by both parties (Cascio, 1999).

2.15.2 Sensitivity

Sensitivity indicates that a performance appraisal system has the potential to identify effective performers from those who are ineffective. If the system is unable to do so and the best and worst employees are rated the same, the performance appraisal system cannot be used for administrative purposes (Krause, 2004). It will definitely not assist in employee development and will jeopardise the motivation of supervisors and subordinates. A crucial aspect is the purpose of the rating. Appraisal systems developed for administrative purposes require performance information about differences between better and poorer performing individuals while systems developed to enhance individual growth, require information about disparities within individuals (Cascio, 1999).

2.15.3 Reliability

The third necessity for effective appraisal systems is reliability which pertains to consistency of judgement in the context of appraisals. The implication is that raters assessing an employee individually should have similar assessments. Ratings made by supervisors tend to be more reliable than those made by peers (Cascio, 1999). Certainly, raters with different perspectives may view the same individual's job performance very differently. However,

making appraisal systems relevant, sensitive and reliable enables the fulfilment of the scientific and legal requirements for workable appraisal systems (Cascio, 1999).

2.16 Performance Management verses Performance Appraisal

According to Management Study Guide (2008), organisations treat performance appraisals as a form of rating employees. On the other hand, the performance management process is designed to look at the factors that affect employees in the organisation. Line managers in their departments or organisational units rate employees individually using a scale designed for their particular work design and requirements; the scores for each requirement or strength and weakness are then put together to give an overall score of an employee. The performance appraisal process is sometimes perceived as biased due to the fact that it only focuses on certain aspects of the job and may ignore some aspects which affect other employees. Thus, some employees feel that their score will put them at a risk of being rated lower as opposed to being rated according to a process that concerns them (Schultz *et al.*, 2003).

According to Management Study Guide (2008), some authors argue that performance management can potentially bring about some challenges with regard to rating issues such as rating mix, setting of goals, issues relating to development and growth. A performance appraisal system that may be deemed to produce positive results is the one that aims to not only develop the organisation using the individual employees' skills and abilities but also aims to bring development and growth to the individuals for their future careers in the industry. Performance management should not only be regarded as a function of the human resources division in an organisation which leads to bonuses annually based on the outcomes of the performance appraisal. It should also be a function carried by supervisors and line managers on a day-to-day basis (Schultz *et al.*, 2003).

2.17 Performance Management Challenges

Performance management systems have been introduced to all organisations and this has not been welcomed by other employees. They feel that they are not given freedom and not trusted by their managers by assessing how they are performing. Performance appraisals may have a negative impact on employee behaviour and performance. As a result of the performance appraisal, some employees feel less motivated to go to work worried of being

penalised if found not performing up to their expected levels of performance. Line managers and supervisors fail to introduce the system in a manner that will be well understood by employees and will make them accept it and work positively focusing on the end result. Employees are not involved in the first phase of the implementation of performance management and they are not trained how the system works. Most managers and supervisors fail to give feedback to employees at the end of the performance management process and fail to motivate and monitor employees before moving to rating their performance (Singh, 2010).

Performance management systems are designed and entrusted to be well monitored by human resources personnel in organisations. Involving all stakeholders from the planning of organisational targets and strategies will help eliminate frustrations and confusion when the performance appraisal has to take place. Through performance management systems, organisations are able to develop and maintain their level of efficiency and effectiveness. Therefore, these systems should be aligned with the goals and strategies of the organisation as a whole (Armstrong, 2000).

2.18 Conclusion

Performance management is a good way of monitoring each employee's performance in an organisation. It helps to keep on track the skills, knowledge and abilities of the employees as well as check on the training that is needed for their performance to be improved. If the employee's performance is good, then the organisation will also improve its productivity. Performance appraisal is a way to check the performance of employees, which will enable them to achieve rewards from the organisation. It also is a way of assessing what skills are lacking, that are preventing the employee from conducting a certain task. Organisations need to perform assessments more often in order to keep up their employees' skills, knowledge and abilities.

CHAPTER THREE

FACTORS INFLUENCING PERFORMANCE MANAGEMENT EFFECTIVENESS

3.1   Introduction

Performance management is one of the fundamental assets of an organisation. The performance management of an organisation is directly connected with performance of employees.   The achievement of high-level employees' performance is a major need to achieve the organisation's goals all the time.   In the new context of economic changes, employees are considered to be valuable assets in an organisation. Performance management is a pivotal function in any organisation and should enable the management cadre and employees to delve into the pertinent aspects and business goals in order to ensure sustainability.   Performance management is, therefore, much more than merely telling a person what to do and 'policing' them until it is done.   Rather, it is an integral part of the manager and the employee's job.

Performance management is a process for ensuring that employees focus on their work in ways that contribute to achieving the organisation's mission and is indispensable for a business organisation.   It is important for employees and managers to understand that performance management and performance management systems are the key determinants of an organisation's long-term success or failure. Therefore, effective management of the employees' performance is needed.   There are different stages to performance management, which consist of the before, during and after stages.   Performance management has barriers and gateways as well as factors that influence performance management effectiveness. Also, understanding how HRM practices influence employee performance could help organisations in setting up a better management system and finally, improving employee and organisational performance.

3.2   The Stages that influence Performance Management

The factors that influence performance management can be viewed as factors before the performance management process, during and after the process.

3.2.1 Before the Performance Management Process

Factors before the performance management include performance culture, linked to vison, mission, strategic objectives of the organisation as well as performance agreement.

- **Performance Culture**

According to Reid and Hubbell (2005), a performance culture is based on disciplines. The performance culture discipline promotes decisiveness and standards of excellence and ensures direct accountability. Such discipline is a main reason why commitments and expectations are always clear. The tools that are used in organisations are performance management, performance planning and development, performance appraisals, which are all theoretically good. But in reality, they focus too much on the report card. They lack clear expectations, involve insufficient feedback and coaching, focus too much on weaknesses and gaps, provide little time for learning, and drown everyone in documenting things, often at year end (Bacal, 1999). Kandula (2006) found that the key to good performance is a strong culture. A positive and strong culture can make an average individual perform and achieve brilliantly whereas a negative and weak culture may demotivate an outstanding employee to underperform and end up with no achievements. Therefore, organisational culture has an active and direct role in performance management. Magee (2002) found that without considering the impact of performance culture, organisational practices such as performance management could be counterproductive because the two are interdependent and a change in one will impact the other.

Dorothy, Leidner, Timothy, and Worth (2008) maintain that having a strong culture is not about being a good employer but more about having employees that are committed to the vision and mission of the organisation. However, there are companies that see their culture just as a recruitment tool and mean to motivate and communicate with employees. Instead of that approach, companies should focus on engaging employees at a fundamental level. In the long run, the engagement will transform into high performance. An effective and strong culture aligns with the business strategy to ensure the organisation meets its goals in the long term (Reinter & Kinaki, 2009).

In order to make the performance culture work, organisations must have the following:

✓ Openness and trust: This ensures encouragement and willingness to speak to the unspeakable. An environment of trust reduces defensiveness when issues are raised. People react more honestly, ask questions more frequently, and are more spontaneous with their comments and ideas. The organisation derives greater value from its talent, and employees get to develop their competence and contribute to success (Aguinis, 2009b).

✓ Managed differences: Conflicts are addressed and unfulfilled commitments are exposed, thereby making it better to learn from and correct. Alternatives and options are looked at without a predetermined outcome. People express real opinions and move beyond the perceived 'safe talk'. Issues are resolved more effectively.

✓ Simplicity and focus: There is a razor-sharp focus on implementation, with clarity and precision defining what needs to be accomplished and how. There is a commitment at all levels to remove, and not add to, complexity from the way of doing business (Aguinis, 2009a). Being results driven and having fun are not seen as mutually exclusive, but dependent on one another. Changes occur, as do positive results.

✓ Playing to people's strengths: Leaders know their people and effectively match talent and task. They understand their people's strengths and how best to elicit them. They and their people focus less on closing gaps and more on learning and building on strengths (Reid & Hubbell, 2005).

- **Linked to Vision, Mission, Strategic Objectives of Organisations**

According to Dermol (2012), the aim of each constituent of an organisation must depict a perspective such that, when combined with other units of the organisation, will provide the synergy that generates positive performance improvement. Rigby (2003) emphasises the importance of identifying the customer(s), their needs, the processes and the products; designing criteria for the assessment of the outcomes that reflect customer needs; and reviewing the former stages with the customer and adjusting them as required. It is important to define the organisation's mission with respect to these characteristics.

Desmidt and Heene (2006) believe that in developing this mission, every employee in the organisation must know how their job contributes to the larger purpose, must know their customer(s), be it internal or external, and their relation. One goal of the transformation

agenda for ongoing improvement is to provide customers with services and products that consistently meet their requirements and expectations. Gorenak and Pagon (2006) maintain that every employee must know the customers' needs and must notify the suppliers about them and about other relevant needs.

Biloslavo and Lynn (2007) found that the performance management process begins with the development of a mission statement. This is a clear statement of the all-encompassing purpose of the organisation, indicating what it intends to do and achieve. For example, a software organisation might describe its mission as follows: We are a company devoted to the design and application of information technology aimed at providing high-end customer solutions that will attain both functional and management cadre efficiency and effectiveness (Peyrefitte & David, 2006).

Mission statements:
✓ focus attention on purpose – what the organisation exists to do;
✓ convey top management's vision about the organisation;
✓ provide a foundation upon which critical success factors can be determined and strategic plans can be built;
✓ lead to the development of explicit statements defining the core values of the organisation;
✓ act as levers for change, indicating the starting points for programmes for development, innovation and performance improvement (Musek Lešnik, 2008).

It is, however, worth noting that it is more important for an organisation to have a sense of mission than a mission statement (Bartol & Srivastava, 2002). It is deeds, not words, that count.

Sufi and Lyons (2003) emphasise that the purpose of a vision statement is to help develop a value-driven and committed organisation that conducts its business successfully by reference to shared beliefs and an understanding of what is best for the enterprise. Mintzberg and Quinn (1996) believe that the vision statements set out how the organisation intends to achieve its mission as in the following statement of values for a software company: How we accomplish our mission is as important as the mission itself.

Fundamental to success for the organisation are these basic values:

✓ People - Our people are the source of our strength. They provide innovation and intelligence and determine our reputation and vitality. Involvement and teamwork are our core human values.

✓ Products - Our products are the end result of our efforts and they should be the best in serving our customers. As our products are viewed, so too we are viewed.

✓ Customers - We depend absolutely on our customers. We have to identify their needs and satisfy them.

✓ Profits - Profits are the ultimate measure of how efficiently we provide customers with high quality products for their needs. Profits are required to survive and grow (Peyrefitte & David, 2006).

However, Bart and Baetz (1998) observe that vision statements are meaningless unless management practices what it advocates and puts mechanisms in place, via the formulation of policies, to ensure that they are adhered to. According to Kantabutra and Avery (2002), it is also necessary to ensure that the values are understood, accepted and followed throughout the organisation by defining standards of behaviour and insisting that they are adhered to. Performance management processes at the individual level can make a big contribution to attaining this.

Objectives can be set out under the following headings:

✓ Financial includes targets for profit, added value, sales revenue, overhead rates, return on capital employed, economic value added and earnings per share;

✓ Product/market development encompasses projects for new or improved products or services or new markets;

✓ Operational development projects for the development of new systems and processes;

✓ Performance improvement includes targets for productivity, cost reduction and stock turn;

✓ Growth includes acquisitions, mergers and joint ventures;

✓ 'People' entails strategies for making the organisation a compelling place to work (Marzec, 2007).

- **Performance Agreement**

Performance agreements (PA) are the cornerstone of performance management at the individual level. All employees must enter into and sign performance agreements before the end of the first quarter of the new cycle. Departmental and component performance measures should inform the development of the individual employee's PA. The PA format applies to all levels in the department and the contents must reflect the department's strategic and annual operational plan, component business plans and the employee's job description, job role and actual activities and responsibilities (Employee Performance Management and Development System, 2007).

According to the Employee Performance Management and Development System (2007), the content of a PA must include the following:

- Employee data which consists of the personnel number, job title and level as well as description of the employee's job role, with emphasis on the main objectives, job purpose, key result areas (KRAs) and generic assessment factors (GAFs).
- A work plan containing the KRAs, outputs, activities and resource requirements.
- A personal development plan (PDP) that assists in identifying developmental areas and needs of the employee, as well as methods to improve these.

The performance agreement also mentions how performance will be measured. According to Kgomotso (2011), the performance measure provides the evidence whether intended results have been achieved or not and to which extent the job holder has done his job efficiently. This data will be supplying a good base for feedback to managers and helps the employee to monitor her/his own strength and weaknesses. Measures can be categorised, in finance, output (units produced), impact (innovation, standard attainment), reaction (judgement of colleagues), or time (speed of response, delivery times).

According to the Department of Public Service and Administration (2000), performance review as part of the PA framework and the performance management system is important for everyone at every level. At the most senior level, it provides an essential link between the objectives, tasks and results that are delivered departmentally and the contribution made to departmental performance by the senior manager. At a personal level, senior managers benefit from an informed and objective discussion about their performance, strengths and development needs.

3.2.2 During the Performance Management Process

During the performance management are issues of rating and personal development plans.

- **Ratings**

Bratton and Gold (1999) emphasise that rating problems should be recognised and minimised by trained supervisors and other raters. Appraisers should not only become aware of the most common raters errors but should also learn how to avoid committing them. According to Ahmad and Ali (2004), all methods of PA are subject to errors but training and information can minimise many of them. Raters should not only note the following rater errors but should be aware that employees use political tactics to capitalise on and create such errors as the halo effect. The following are the raters' errors:

✓ **Rater Bias**

According to Longenecker (1997), the most common error that exists in any appraisal method is conscious or unconscious rater bias. Such bias are not related to job performance and may stem from personal characteristics such as age, sex, disability or race as well as from any organisational-related characteristics such as seniority as well as friendship from top administration. For example, a rater may give an undeservedly high rating to the bowling team captain.

✓ **Halo Effect**

According to Ivancevich (2001), when a rater lets one particular aspect of an employee's performance influence the evaluation of other aspects of performance, a halo effect has occurred. For example, the manager who knows that a particular employee always arrives at work early and helps to open the business may let the halo caused by that employee's dependability influence the appraisal of other areas, such as the quality of work or job knowledge. Therefore, even though the employee may only be mediocre in terms of quality or quantity of performance, the employee receives all high ratings because he/she is dependable and arrives at work early.

Kumar (2005) mentions that a negative halo or devil's horns effect also exists. For example, if an accountant performs poorly only when working directly with the plant managers on annual budget projects, the supervisor may allow this one truly negative behaviour to cloud the objectivity on the ratings given to the accountant's other behaviours. The accountant's

ratings on safety, quality, task performance and all other dimensions may be lowered inaccurately due to an accurately poor rating on one dimension, for example, cooperation.

Picket (2003) believes that the halo problem can be minimised by supervisory training. Supervisors should be trained to recognise that all jobs, even routine, low-level jobs, require the application of many different skills and behaviours. Training should also focus on the fact that it is not unusual for employees to perform well in some areas and less effectively in others and that coaching and training should concentrate on those areas in need of improvement.

✓ **Central Tendency**

When raters evaluate everyone as average, the result is central tendency. According to Grote and Grote (2002), raters may find it difficult and unpleasant to evaluate some employees higher or lower than others even though performances may reflect a real difference. De Cenzo and Robbins (1996) note that the problem with central tendency occurs when supervisors cannot evaluate employees' performances objectively because of the lack of familiarity with the work, lack of supervisory ability or fear that they will be reprimanded if they evaluate individuals too highly or too strictly.

✓ **Leniency**

Inexperienced and poor supervisors may decide that the easiest way to appraise performance is simply to give everyone a high evaluation. Edmonstone (1996) found that the supervisor may believe that employees will feel that they have been accurately appraised or that even if they know they have been inaccurately appraised, it will be to their benefit. Moorhead and Griffin (2010) emphasises that employees will not complain about their appraisals if they all will receive high appraisals. However, the best performers in the department will complain about such supervisors because those who are working hard receive no more credit than fellow employees who are not.

According to Ahmad (2007), salary considerations will often lead managers to inflate appraisals to justify pay increases for their employees. But truly superior employees who are given glowing reviews receive only modest pay increases because virtually everyone received a high evaluation; therefore, the superior employee becomes unhappy and may leave. Lack of accurate appraisal can lead to turnover among the best employees, who go to

organisations that can appraise their performance accurately and give them the recognition they deserve.

✓ **Strictness**

Raj (2012) maintains that sometimes supervisors consistently give low ratings even though some employees may have achieved an average or above-average performance level. Strictness is the opposite of leniency and the problem of strictness is not nearly as widespread as the problem of leniency.

Shrivastava and Purang (2011) believe that supervisors are often guilty of strictness in ratings because they feel that none of the subordinates are living up to standards of excellence. Unreasonable performance expectations that employees find impossible to achieve can be demoralising.

✓ **Recency/Primary Effect**

When organisations use annual or semi-annual PAs, there may be a tendency for supervisors to remember more about what their employees have done just before the appraisal than in the prior months. Chiang and Birtch (2010) maintain that it is human nature for supervisors to remember recent events more clearly than events in the distant past.

Pichler (2012) found that to avoid the recency error, raters should conduct frequent appraisals, for example, monthly and quarterly, and/or keep a running log of critical incidents of the employees behaviours and outcomes. Claus and Briscoe (2009) add that the rater can refer to these short notes about these special outcomes and behaviours, good and bad, when performing the typical annual PA. These notes should be kept in a special file or simply on the rater's calendar. The opposite is the primary effect, where information received first gets the most weight.

✓ **Overall Ratings**

According to Thomas (2004), many appraisal forms require the supervisor to provide an overall rating of an employee's performance in addition to evaluations of specific performance areas. Often compensation decisions, for example, the amount of pay increase or bonuses are determined by the employee's overall rating. Roberson and Stewart (2006) note that often the supervisor must rate the employee as 'outstanding', 'definitely above

average', 'doing an average job', 'substandard but making progress' to 'definitely unsatisfactory'. Hence, it is difficult for a rater to combine all the separate performance dimensions into one accurate overall rating. Selvarajan and Cloninger (2011) conclude that two employees who receive identical evaluations on every specific performance area could nevertheless receive entirely different overall ratings – which most probably be used for merit and promotion considerations. Abu-Doleh and Weir (2007) maintain that employees are often not sure how evaluations of specific areas are weighted to produce an overall evaluation. Some raters may weigh all areas as equal, whereas others may only consider two or three items important in determining an overall rating.

According to Lawler (2003), solutions to appraisal problems focus on two areas, namely, the appraisal system and the rater training. The appraisal systems should be based on a job analysis that specifies the content of the job. According to Roberson and Stewart (2006), specific performance criteria for each content area can then be developed and an employee's job performance is then measured against these criteria. Effectively training the persons, usually supervisors, who perform the appraisal can minimise appraisal problems such as leniency, the halo effect and recency.

- **Personal Development Plans**

Today, organisations are increasingly implementing assessment tools such as Personal Development Plans. Although the true power of the tool lies in supporting the employee's continuing professional development, organisations implement the tool for various different purposes, for example, professional development purposes on the one hand and promotion/salary raise/selection/accountability purposes on the other (Smith & Tillema, 2001).

According to London (1997), a strategic developmental tool used by Human Resource Departments to stimulate employees' formal (e.g. training) and informal (e.g. reading a book, peer feedback discussions) learning is assumed to improve performance. In general, a PDP can be described as an assessment tool embedded in a larger assessment cycle of development and appraisal interviews. The PDP is used in hopes that employees would intentionally undertake learning activities and in turn improve workplace performance (Van de Wiel, Szegedi, & Weggeman, 2004).

A PDP is a tool used to present information about the competencies the employee has been working on and is planning to further develop. It can be defined as a tool that:

✓ gives an overview of the competencies the employee worked on in the past and which competencies the employee is planning to work on in the future;

✓ is composed and written by the employee himself (self-direction by the employee) although the structure of the PDP is mostly fixed;

✓ can be used as a basis/structure for conversations with the supervisor or coach who provides the employee with feedback and stimulates the employee's reflection; and

✓ serves as a decision-making tool, from planning an individual training programme (formative assessment) to assessing the suitability of a promotion (summative assessment) (Brown, 1995).

3.2.3   After the Performance Management Process

After the performance management process are issues of career development and rewards/performance–related pay.

- **Career Development**

Amstrong (2006) found that the career development plans serve two purposes. First, it allows employees to identify and document learning associated with performance goals and competency development. Secondly, it encourages employees to think about and plan for their career development and related activities. The plan is not evaluated but just revised, as necessary. A minimum of one development activity must be identified.

According to Boyne and Walker (2004), the term career has numerous meanings. Generally, it can mean advancement, a profession, or a lifelong combination of jobs but Boyne and Walker (2004), for the purposes of their study, define a career as an array of posts occupied by an individual across his/her lifetime. Utilising this definition implies that everyone has, or will have, a career. According to Gary (2013), the notion is as relevant to unskilled labourers as it is to professionals. However, career development has transformed over the years and whilst it used to be an important topic in management programmes, there has been substantial changes in the concept. Career development programmes were largely developed by organisations to enable employees to advance in their work lives within a particular

43

organisation (Cokins, 2009). David (2006) maintains that the focus of such programmes was to provide the information, assessment, and training needed to assist employees realise their career ambitions. Career development was also a way for organisations to attract and retain highly talented people. Those purposes have all but disappeared in today's workplace. Widespread organisational changes have led to uncertainty and chaos concerning the concept of a traditional organisational career. Downsizing, restructuring, and other organisational adjustments have brought us to one significant conclusion about career development: The individual, not the organisation, is responsible for his or her own career! Therefore, one must be prepared to do what is necessary to advance one's career. One must take responsibility for designing, guiding, and developing one's own career. One's career will be managed by oneself and not by the organisation (Gary, 2013).

- **Rewards/Performance-related Pay**

In the current business environment, team performance is becoming increasingly crucial to the success of the organisation and is, therefore, a key aspect tapped into in interviews. Ensuring that individuals work both productively and collaboratively as part of a team can be difficult and according to Torrington, Hall, Taylor, and Atkinson (2011), if the performance management activity is not defined correctly, employees' individual goals may damage the team's performance and vice versa. Group based awards appear to be logical compliments of performance measurement that focuses on teams and the quality/quantity of work they produce and Dematteo, Eby, and Sundstrum (1998) found that applying rewards to teams as a whole is based on the assumption that team rewards will do something qualitatively different than individual rewards.

Kramar and Syed (2012) have identified that group rewards or incentives are more likely to yield a collaborative approach to performance and thus, be more effective in reaching shared goals. They also argue that collective incentive schemes may encourage more organisational buy-in from employees compared to those schemes of an individual nature. However, this does not mean that team-based rewards are not compatible with individual performance related pay schemes as both can be combined with careful attention. Johnson (2009) argues the effectiveness of a team-based reward system in the basic sense. The dynamics of the team play a big part in the 'reward interdependence', that is, how an individual's reward is based on the performance of another team member.

Many organisations have moved towards rewarding employees for performance as a means to achieve organisational goals. Rayner and Adam-Smith (2005, p. 101) state "as both performance and motivation are affected by many factors, performance related pay (PRP) (or any other intervention) cannot be linked in a casual manner". They argue that although it may be relatively easy to provide answers to individual aspects of the effectiveness of PRP, when all variables related to this concept as it is applied are taken into consideration, connecting PRP to performance levels becomes more difficult (Rayner & Adam-Smith, 2005).

Performance appraisals are a key aspect of managing any pay for performance model. Smith and Rupp (2003) in their research paper exploring the link among performance rating pay and motivational influences looked at the dangers of receiving the incorrect merit increase where performance related pay models are applied and the effects this can have on motivation. Adopting the correct type of rewards system will assist employees in their development and maturity and eventually contribute value to the organisation. Pay, both 'variable and base', is key to ensuring that the organisation gets the most value from its employees, especially high performers (Zingheim, 2010).

Armstrong (2009) claims that it is better to separate performance management and pay, that is, 'decoupling' both, so as to make a distinction between developmental potential and the impact of performance on incremental pay rises. He describes the difficulty in paying for performance where it needs to be measurable on different levels, thus being evidence based and this evidence needs to be seen to be fair and transparent and not conducted behind closed doors. The total reward system should be well structured, customer focussed, fit in strategically with organisational goals and be designed to encourage ethical behaviour. Pay is still an important part of it (Mujtaba & Shuaib, 2010). So the pressures to achieve this incentive and reach the performance target should not lead to 'unethical behaviour' (Mujtaba & Shuaib, 2010).

Figure 3.1 depicts the WorldatWork total rewards model on strategies to attract, motivate and retain employees which illustrates how a total rewards package, incorporated into the organisations design, is supposed to yield positive performance results.

Figure 3.1

World at Work Total rewards model

WorldatWork. (2006). Retrieved on 30 May 2017 from www.worldatwork.org/pub/
total_rewards_model.pdf)

According to Nzuve (2007), rewards are a direct delivery of money and something of financial value. The reward should highlight suitable accomplishment and serve as an indicator of continuous recognition. The recognition is an intangible attribution of worth. Rewards are a solid expression of gratitude that is valued by the receiver. Recognition is consistently influential but rewards without recognition totally lacks potency. Karnes (2009) believes that when rewards displace recognition they are a waste of an opportunity and resources. Unfortunately, too often managers of many organisations in India express appreciation with a cash award without demonstrating a sincere appreciation of their employee's contribution (Coens & Jenkins, 2000). Typical reward given in any organisation to employees are pay, promotion, increased bonus, benefits, organisation car, profit sharing and trips, to increase the morale of an employee in the organisation for better productivity, peace and prosperity (Armstrong, 2006).

3.2.4 Other factors that influence the Performance Management Process

The other factors that influence performance management are training, top management support (commitment and communication) as well as employee engagement.

- **Training**

Human resource is very important and is the backbone of every organisation; it is also the main resource of the organisation. Organisations invest huge amounts of money on the human resource capital because the performance of human resources will ultimately increase the performance of the organisation. Performance is a major multidimensional construct aimed at achieving results and has a strong link to the strategic goals of an organisation (Armstrong, 2000).

Effective training and development programmes are aimed at improving employees' performance. Training refers to bridging the gap between the current performance and the standard desired performance. Training could be given through different methods such as coaching and mentoring, peers' cooperation and participation by subordinates. This team work enables employees to actively participate on the job and produces better performance, thereby improving organisational performance.

Training programmes not only develop employees but also help an organisation to make the best use of their human resources in favour of gaining a competitive advantage. Therefore, it seems mandatory by the firm to plan for such training programmes for its employees to enhance their abilities and competencies that are needed in the workplace (Shen & Darby, 2006).

Training refers to a planned intervention aimed at enhancing the elements of individual job performance (Chiaburu & Tekleab, 2006). It is all about improving the skills that seems to be necessary for the achievement of organisational goals. Training programmes may also help the workforce to decrease their anxiety or frustration, originated by the work on the job (Chen, Hackett, Law, Wang, & Wang, 2005). Those workers who feel unable to perform a task with the desired level of performance often decide to leave the organisation (Chen *et al.*, 2005), otherwise their stay at the firm and do not add to productivity (Kanelopoulos & Akrivos, 2006). The greater the gap between the skills necessary and those possessed by the workforce, the higher the job dissatisfaction of the workers. Rowden (2002) suggests that

training may also be an efficient tool for improving one's job satisfaction, as employees' better performance leads to appreciation by the top management; hence, the employee feels more adjusted with his/her job. According to Rowden and Conine (2005), trained employees are more able to satisfy the customers (Tsai, 2007) and employees who learn as a result of training programmes display a greater level of job satisfaction along with superior performance.

Training is important and an imperative tool for the organisation to revamp the performance of all personnel for organisational growth and success. It is beneficial to both employers and employees of an organisation. An employee will become more efficient and productive if he/she is trained well. Firms can develop and enhance the quality of the current employees by providing comprehensive training and development. Training is essential not only to increase productivity but also to motivate and inspire workers by letting them know how important their jobs are and giving them all the information they need to perform those jobs (Armstrong, 2006). The general benefits received from employee training include increased job satisfaction and morale, increased motivation, increased efficiencies in processes, resulting in financial gain, increased capacity to adopt new technologies and methods, increased innovation in strategies and products and reduced employee turnover.

➢ **Types of Training**

The type of employee training which is best suited to a particular organisation depends on a number of considerations, namely, the skill gap to be filled, the job description, the employee's present qualification and the challenges faced by the employee in performing his/her job. The approaches that can be used in implementing training fall broadly into two categories, namely, on-the job and off-the job techniques, notwithstanding that some of the training techniques cut across both (Kempton, 1995).

✓ **On-the Job Training**

Adamu (2008) asserts that on-the-job training is designed to impart knowledge of the job by working under an experienced worker. The trainer or the experienced worker teaches and advises the trainee on specific methods and techniques of doing the job. In some cases, the trainee is expected to learn by watching the master. The trainee is learning and at the same time working, although the trainee's output will not be much. The procedure is usually

unsystematic and most times, it is by trial and error. D'Arcimoles (1997) states that it is better for organisations to give their employees on-the-job training because it is cost effective and time saving. Besides, it helps their employees learn in a practical way.

✓ **Off-the Job Training**

Off-the job training is a process of acquiring skill and knowledge at a location different from the employee's work station. It includes group discussions, individual tutorials, lectures, reading, training courses and workshops (Kempton, 1995). It permits individuals to leave their primary place of work for a different location. Its advantage includes the trainee's ability to concentrate, analyse past behaviours and reflect on what has been successful and what has not (Okanya, 2008). This kind of training offers an opportunity to impart knowledge and skills that can be learnt or practiced in a safe and conducive atmosphere.

Kempton (1995) opines that if training is conducted in an organised and systematic way it should be able to develop new attitudes and experiences that contribute to the success of the organisation, improve employee morale which would translate to better performance and greater productivity and, create a psychological climate which orients the activities of each employee towards achieving the goals of the organisation.

Performance appraisal aims to identify the strengths and weaknesses of an individual in his/her current job. This information can be utilised for developing training and development programmes that will be suitable for alleviating the shortcomings of the employees. In fact, many organisations use performance appraisal as a means for identifying the training needs of employees.

• **Top Management Support**

Drucker (2003) maintains that the behaviours of the management team at all levels of the organisation provide the necessary leadership; it sets the tone and acts as an example for its successful implementation of effectiveness and quality in the organisation. Any successful organisational efforts are realised on the competence and support of the local management.

In any organisation, each individual manager must first accept and interact with the following four suppositions for managing a quality organisation:

49

✓ Setting team and individual performance based on customer requirements.

✓ Methods of reviewing objectively and planning for variance have to be consistent.

✓ Employees are better able to improve the work system than the management because the problem comes from the system not from the workers.

✓ Performance improvement is not accomplished by slogans, punishment and unrealistic goals (Sidikova, 2011).

To improve organisational performance, top management needs to focus on developing a high-performance culture. The characteristics of such a culture are:

✓ a clear line of sight exists between the strategic aims of the organisation and those of its departments and its staff at all levels;

✓ management defines what it requires in the shape of performance improvements, sets goals for success and monitors performance to ensure that the goals are achieved;

✓ leadership from the top engenders a shared belief in the importance of continuous improvement;

✓ focus on promoting positive attitudes that result in a committed, motivated and engaged workforce (Green, 2007).

According to Kitur (2015), top management must, therefore, articulate and communicate the organisation's mission, objectives and core values. They lead by example, living the values themselves as well as ensuring that espoused values become values in use throughout the organisation. Top management defines and develops the context for high performance, for example, by actively pursuing policies for continuous improvement and by providing the technology, systems and resources needed to meet performance expectations. In addition, McLagan (2002) believes that top managers need to provide people with opportunities to learn and to make full use of their skills and abilities. They must communicate to employees regularly to inform them of results, to publicise success stories and to recognise the importance of the contribution made by people at all levels. Likewise, Asghar (2010) believes that top managers take the lead, set the direction, act as role models and define and act upon core values relating to performance. It is their job to convince everyone that they believe performance management plays a key role in ensuring that business goals are achieved. They must demonstrate by their behaviour that performance management is indeed about managing the business. They have to spell out to line managers that their performance

will only be acceptable if they take performance management seriously and use its processes to deliver better results (Olubayo, 2014). It is the responsibility of top managers to develop a high-performance culture, which means ensuring that:

✓ they communicate a clear sense of mission underpinned by values, and a culture expressing what the firm is and its relationship with its customers and employees;

✓ a clear line of sight exists between the strategic aims of the business and those of its departments and its staff at all levels;

✓ expectations are defined and communicated to everyone in the shape of goals for success, performance improvements and core values;

✓ everyone is kept informed of progress towards achieving goals and what needs to be done if performance is not up to expectations;

✓ leadership is provided that engenders a shared belief in the importance of continuing improvement (Orlikowski, 1996).

Al-Jaradat, Nagresh, Al-Shegran, and Jadellah (2013) maintain that performance management works very well with managers who are competent. Those who are less competent with the behavioural requirements of their role find it difficult, as this approach requires them to make some business judgements and discuss the rationale for them. Previously, they relied on the tick box approach where there was sometimes a perception that they did not need to discuss performance in detail. A lot of coaching with managers was often needed to get them to feel comfortable with the new model as some felt the safety net of the tick box system had been removed (Dauda & Akingbade, 2011).

Kitur (2015) found that too often, line managers regard performance management in the shape of the formal review as a bureaucratic chore. They believe, rightly or wrongly, that they are doing it anyway, so they say 'Why should we conform to a system imposed on us by the HR department?' Salerno and Brock (2008) observe that even if managers do not believe that formal reviews are a waste of time, some are reluctant to conduct them because they find it difficult to criticise people and imagine that they will be faced with unpleasant confrontations. Others are nervous about reviews because they feel that they lack the skills required to provide feedback, analyse performance and agree on objectives. Gaining the commitment of line managers takes a lot of time, effort and persistence but it has to be done. Several approaches can be used (Kute & Upadhyay, 2014). McLagan (2002) found that

simply telling line managers that performance management is a good thing will not get one very far. Instead, the message has to reach them that managing performance is what managers are expected to do. The message should come from the top and be cascaded down through the organisation. Pugh (2007) believes that it should not come from the HR, except incidentally, as part of a training or induction programme. The message should be built into management development programmes, especially for potential managers. It should be understood by them from the outset that performance management is an important part of their responsibilities and that these are the skills they must acquire and use. The significance of performance management can also be conveyed by including the effectiveness with which managers carry out their performance management responsibilities as one of the criteria used when assessing their performance (Orlikowski, 1996).

- **Employee Engagement**

Employee engagement in performance management is vital. The promotion of employee engagement can be used as a means to increase performance (Byrd and Megginson, 2013). The engagement management model has three arms, namely, performance agreement, engagement facilitation and performance management and feedback to the employee, which will lead to improved performance (Cook, 2008). However, since this model has not been tested empirically, there is a lack of conceptual and empirical work on how performance management systems can enhance performance by fostering employee engagement.

Employee engagement has received attention in the last few years, especially in the media and among consulting firms. It has often been observed as key to an organisation's success and competitiveness. Employee engagement is important for contemporary organisations given the many problems they face. Organisations gain a competitive advantage through employee engagement. Manasa and Reddy (2009) define employee engagement as a physical experience of indulging personal fulfilling activities that enhance a staff member's sense of professional efficacy. According to Sudarsan (2009), employee engagement incorporates high levels of energy and identification with one's work in contradistinction to burnout, which involves low levels of energy and identification. Newton and Harrison (2008) suggest that personal engagement involves organisational employees embracing themselves to their work responsibilities and employing and expressing them physically, psychologically, and affectively during their role performances.

This concept of employee engagement has been criticised by several researchers in that there is substantial overlap and lack of skills between engagement and other constructs such as job satisfaction and affective commitment (Wefald & Downey, 2009). According to Dalai (2008), employee engagement has been taken exclusively as a static trait. Engagement is a state-like situation in which people adjust their selves in roles in conjunction with the ebbs and flows of routine work when rating engagement several strategies are put in place; establishing what is happening now in the light of what should happen in each of the identified areas.

3.3 Conclusion

In conclusion, there are different trends that affect the performance management system. The different trends affect the different stages of the performance management process as well as training, top management and employee engagement. Firstly, individual values and needs are diverse and changing, and the heterogeneity of the workforce is increasing. Secondly, technology is embedded into almost every aspect of work, including performance management. Thirdly, global expansion is increasing the diversity of employees and the cultural contexts in which they work. For performance management systems to be aligned with organisational goals and individual needs, they must consider all three trends.

CHAPTER FOUR

THE RESEARCH DESIGN

4.1   Introduction

This chapter presents the research design and the methodology which underpins the empirical study. It begins with the research problem followed by the research objectives. It proceeds to describe the research design employed in the study relating to the target population and the sampling technique adopted to extract the sample size, the data collection methodology and the justification for the choice thereof, data quality control, data analysis and an elucidation of how ethical considerations are addressed.

4.2   Sampling Technique and Description of the Sample

Sekaran and Bougie (2013) define population group of individuals, procedures, situations or things that the researcher wants to investigate. Salaria (2012) also adds that the group in the population should have similar or more characteristics in common. A population is made up of elements; hence, an element is a single unit of the population. In this study, the population comprises of employees at a large mobile lifestyle and telecommunications company that provides technology, media, telecommunication and financial services to business partners. The population consists of the management staff as well as the call centre staff and comprises of 1 200 employees.

The sample is an important aspect of every study as it determines the richness of the findings. According to Salaria (2012), a sample is a group or things selected from a greater population with the purpose of providing beneficial information about this population as a whole. Singh and Masuku (2014) suggest that sampling has two benefits in research; firstly, it facilitates the study and secondly, it reduces the cost associated with the study. According to Sekaran and Bougie (2013), for a population of 1 200 employees the corresponding minimum sample size is 291 employees.

Sampling is an important part of every study. According to Berinstein (2003), sampling allows determining how the participants will be recruited and the criteria to be used in recruiting them for the study. There are two types of sampling techniques or methods,

namely, probability sampling and nonprobability sampling. Each of these sampling techniques is used in unique studies. For example, according to Babbie (1990), probability sampling methods are best used in quantitative studies whilst nonprobability sampling techniques are best suited for qualitative studies. Therefore, the nature of this study demands the use of a probability sampling technique because the study is purely quantitative in nature. According to Tashakkori and Teddlie (2010), probability is a sampling method whereby the fundamentals in the greater population are given equal chance to be selected for the study. Probability sampling includes techniques such as simple random sampling, cluster sampling, stratified sampling, systematic random sampling, area sampling and double sampling. In this study, the cluster sampling technique will be employed in the selection of the respondents as one region of the company will be reached and the employees are homogenous in terms of location and operational issues and the manner in which the performance management system is implemented and driven but the various clusters based on type of work or titles may have different perspectives of the performance management system. Cluster sampling is where the elements of the population to be surveyed are assembled into different, non-overlapping groups for sampling (Sprinthall, 2003). Sprinthall (2003) contends that these groups are referred to as clusters instead of strata because they are existing groups that have not been manipulated in any way, for example, schools or geographic constituents. Coven (2003) mentions that cluster sampling involves the selection of a few groups and data are collected from all the individuals.

In this study, the cluster is one region of the company where the groups, referred to as clusters are managers, campaign managers, team leaders and call centre agents. Table 4.1 depicts the clusters, their population sizes and the proposed sample size based on Sekaran and Bougie's (2013) population-to-sample size table whereby the proposed sample per cluster has been proportionately determined.

Table 4.1

Composition of population and sample by cluster

Cluster/Title of employees	No. of employees	Proposed sample
Managers	12	3
Campaign managers	18	4
Team Leaders	86	21
Call Centre Agents	1084	263
Total	**1200**	**291**

4.3 Data Collection

Once the sampling technique has been decided on, it is also important for the researcher to determine how data will be collected. Data collection is a fundamental measure of every research or study. According to Sekaran and Bougie (2013), data collection is the art of collecting and measuring data on variables of interest, in an established, systematic fashion that assists the researcher in answering the research questions. Creswel (2002) contends that there are several methods of collecting data in research. For example, qualitative studies have instruments such as interviews, observations, case studies and focus group discussions. Quantitative studies utilise questionnaires or surveys. However, since this study is quantitative in nature, a suitable data collection method to use is questionnaires.

Questionnaires, the commonest instrument for collecting quantitative data, is a sequence of research questions designed and administered to respondents with the view of eliciting information from them (Bulmer, 2004). There are three types of questionnaires such as structured questionnaires, semi-structured questionnaire and unstructured questionnaires. The study utilises structured questionnaires. These types of questionnaires are simple and easy to complete and does not require much time from the respondents.

4.3.1 The definition and nature of questionnaires

However, questionnaires can only produce useable and significant consequences if the questions are clear and accurate as well as if the questions are asked dependably across all respondents. Hence, cautious contemplation needs to be observed in the creation of the questionnaire. According to Oppenheim (1992), a questionnaire is a measurement tool in

research whose main determination is to operationalise the operator's information request into an arrangement which permits a statistical capacity. Hence, Parfitt (2002) contends that the design of questionnaires must mainly consider the statistical necessities of data users. In order to deliver a valid and reliable measurement, the phrasing, arrangement, and outline must create allowance for the nature and individualities of the respondent population. According to Behling and Law (2000), questions can be classified into a variety of categories constructed on their answer layouts, that is, open and closed questions. Usually they are categorised as one of two categories - open or closed - subject on the amount of autonomy permissible in responding the question. Badger and Thomas (1992) emphasises that open questions allow the participants to respond to the questions in their own particular wording than requiring them to select from possibilities given. However, Cooney, Sanchez, Leatham, and Mewborn (2004) state that open questions are more demanding than closed questions, both to answer - because the respondent or the interviewer must write out an answer - and to process because one needs to create a coding frame to classify the variety of responses, which will differ from each other in detail and accuracy. Finkel (2000) contends that open questions can also cause problems because of poor handwriting and Boaler (1998) cautions that it increases costs and time necessary for the data entry activity of textual variables. On the other hand, closed questions provide respondents with a variety of likely answers to select from. All potential substitutions in a closed question must be provided. Closed questions are inexpensive and easier to develop and to reply to (if all the answer choices are applicable to the respondents).

4.3.2   Construction of the Questionnaire

In this study, the questionnaire was constructed in accordance with the research questions, the literature review for this study as well as the conceptual framework that was created. The questions are based on performance management and the factors influencing performance management effectiveness. The questionnaire is a self-developed questionnaire that comprises of two sections (Appendix A).   Section A relates to the biographical data and collects information relating to gender, age, marital status, education and tenure using a categorical or nominal scale.   Section B comprises of 48 items that measure the factors before, during and after the performance management process.   There are 18 'before' the performance management process items which relate to communication about and training for the performance management system (Items 1 to 5), performance culture (Items 6 to 9),

link to vision, mission and strategic objectives of the organisation (Items 10 to 13), performance agreement (Items 14 to 18). There are 8 'during' the performance management process items which relate to rating/appraisal (Items 19 to 22) and performance development plans (Items 23 to 26). There are 9 'after' the performance management process items which relate to feedback (Items 27 to 30) and rewards/recognition/promotions/performance-related pay (Items 31 to 35). Total management support received throughout the performance management process is also assessed using 5 items (Items 36 to 40) and overall performance management effectiveness is assessed using 8 items (Items 41 to 48). All the items in Section B of the questionnaire are measured using a 5 point Likert scale ranging from strongly disagree (1), disagree (2), neither agree nor disagree (3), agree (4) to strongly agree (5).ssemb There are 5 negatively worded or reverse scale items (Items 17, 22, 34, 44 and 45). The scale of these items were turned before data capturing. One open-ended question is also included at the end of the questionnaire to enable the participant to comment on any aspect of the performance management process that he/she would like to comment on. The aim is to overcome any drawbacks that may occur as a result of a structured questionnaire.

4.3.3 Administration

In this study, permission has been granted by the organisation concerned to conduct the study. The questionnaires will be personally administered at the organisation. The questionnaires with an attached informed consent form will be printed and handed out to the employees in the various clusters. The process of distributing the questionnaires will include meeting with the HR consultant, thereafter the consultant will assist in disturbing the questionnaires to the managers and the employees at the call centre. The proposed time frame for the administration of the questionnaires is two weeks.

4.3.4 In-house Pretesting and Pilot Testing

In this study, in-house pretesting will be conducted by requesting the study supervisor and other academics in the Discipline of Human Resource Management and Industrial Relations and practitioners to review the questionnaire to assess whether it is suitable in terms of addressing the objectives of the study and, language and wording. This will ensure face validity. Collins (2003) states that pretesting plays a crucial part in classifying and hypothetically decreasing dimension miscalculation. Pretesting includes a diversity of actions considered to estimate a survey tool's capability to gather the anticipated data, the

competences of the precise mode of data collection, and the general adequacy of the field measures (Presser & Blair, 1994).

Furthermore, in this study, a pilot study will first be conducted to test its feasibility. According to Neuman (1997), a pilot study is conducted to test the feasibility of the research instrument, research procedures and how data will be collected. Monette, Sullivan, and DeJong (2002) contends that, a pilot study can also be defined as a small version of a study which is carried out first before the full scale study begins. In this study, the pilot study will be undertaken by administering the questionnaire to 8 participants using the same protocols and procedures that will be used for the final study to determine whether the measuring instrument is understandable and suitable in terms of wording, content and to assess whether participants understand the scale. Undertaking the pilot test will also give the researcher an idea of the time taken to complete the questionnaire.

4.4   Data Analysis
In this study, data will be analysed using descriptive and inferential statistics.

4.4.1   Descriptive Statistics
Agreati (2002) describes descriptive statistics as the numbers, tables, charts, and graphs used to identify, organise, summarise, and present raw data. Descriptive statistics are furthermost frequently used to study:

✓ Central tendency (location) of data, that is, mean, median and mode.
✓ Dispersion (variability) of data, that is, how spread out data it is as depicted by the variance and its square root, the standard deviation.
✓ Skewness (symmetry) of data, that is, how focused data are at the low or high end of the scale.
✓ Kurtosis (peakedness) of data, that is, how intense data are around a single value (Carothers, 2000).

Maindonald and Braun (2003) emphasise that descriptive statistics are used to show quantitative descriptions in a practical form.

4.4.1.1 Frequencies and Percentages

Frequency refers to the number of occurrences. Godino (2017). emphasises that a frequency distribution can demonstrate the authentic number of interpretations depicted in each variety. The frequency may be converted into percentages to make the result more comparable. In this study, frequencies and percentages will be used to describe the composition of the sample in terms of the biographical data (gender, age, marital status, education and tenure).

4.4.1.2 Measures of Central Tendency

Hays (1981) emphasises that when one is faced with a particular set of raw data, one of the utmost beneficial methods of summarising that data is finding an average of that set of data given, that is, determining the mean. Bakker (2004) states that the foremost measure of central location is the typical 'average' which Freund (2001) describes as the utmost common used measure of central tendency. However, the mean cannot always be the best measure of central tendency, particularly if data are skewed (Weiss, 1999). The median is the value at the centre of the data set when the dimensions are organised in order of magnitude (Godino, 2001). According to Rajasekar (2006), the mode is the value appearing most frequently in the data.

In this study, the measures of central tendency that would be used to summarise data is the mean. The mean will be used to assess perceptions of employees of the various factors in the performance management process and performance management effectiveness.

4.4.1.3 Measures of Dispersion

According to Gupta (2010), the procedures of dispersion designate how spread out the data are round the mean. Measures of dispersion are particularly cooperative when data are usually distributed, that is, closely resemble the bell curve. The measures of dispersion include the range, standard deviation and variance. According to Godino (2001), range measures the difference between the lowest and highest scores in a distribution and usually describes the spread of the scores. Spector (2006) states that the variance is stated as the sum of the squares of the alterations between each comment and the mean, which measure is then divided by the sample size. Williams, Hartman, and Cavazotte (2010) state that variance is used less frequently than standard deviation as a measure of dispersion. In general, the greater the variance, the more spread out the data. According to Pavan and Kulkarni (2014),

the standard deviation is conveyed as the square root of the variance. In this study, the standard deviation will be used to reflect the deviation of the scores from the mean when assessing the factors influencing the performance management system and performance management effectiveness.

4.4.2 Inferential Statistics

According to the Council of Science Editors (2006), inferential statistics are used to test the hypotheses about the relationship between the independent and the dependent variables. Inferential statistics is the subdivision of statistics that includes drawing conclusions about a population founded on information delimited in a sample taken from that population. Inference refers to drawing conclusions and testing hypotheses about a population based on the evidence collected in a sample (Walliman, 2009). It is important to ascertain if the variable in the sample deviates somewhat from the population; if it does, one needs to determine if the difference is statistically significant or insignificant. Cooper and Schindler (2008) state that a difference is statistically significant if one can trust that it is not due to random sampling variations. One method of testing for statistical significance is the development of hypotheses. In this study, Spearman correlation, Mann-Whitney U Test, Kruskal-Wallis analysis of variance and multiple regression will be used to test the hypotheses of the study.

✓ **Spearman correlation**

According to Lani (2010), Spearman correlation coefficient is known as Spearman Rank Coefficient. Spearman correlation measures the strength between two variables. All the correlation analyses show the strength of the link among the variables in a single value between -1 and +1. A positive correlation coefficient shows that there is positive relationship among the two variables (both values will be the same). Whereas a negative correlation coefficient shows that there is a negative relationship among the two variables (one value will be large and one value will be small) (Lani, 2010). Hauke and Kossowsk (2011) state that a correlation coefficient of 0 shows that there is no relationship among the variables at all. However, correlations are limited to the linear relationships among the variables. When the correlation coefficient is 0 a non-linear relationship may exist. Spearman correlation does not need continuous level data (interval or ratio), because it uses ranks instead of using assumptions about the distributions of the two variables. The Spearman correlation is a non-

paracontinuous-level test which does not assume that the variables approximate multivariate normal distribution. Spearman Correlation analysis can be used in numerous cases where the assumptions in Pearson's Bivariate Correlation (continuous-level variables, linearity, heteroscedasticity, and multivariate normal distribution of the variables to test for significance) are not met (Hauke & Kossowsk, 2011).

✓ Kruskal-Wallis Analysis of Variance

Ostertagova, Ostertag and Kováč (2014) states that the Kruskal-Wallis Analysis of Variance test is appropriate for the use of, if you have three or more conditions that you have to compare. Where each condition is performed by a different group of participants, that is, you have an independent-measures design with three or more conditions. The data do meet the needs for the parametric test (that is, use it if the data are not normally distributed; if the variances for the different conditions are markedly different; or if the data are measurements on an ordinal scale). This test is useful as a general nonparametric test for comparing more than two independent samples. It can be used to test whether such samples come from the same distribution. This test is a powerful alternative to the one-way analysis of variance. If the Kruskal-Wallis statistic is significant, the nonparametric multiple comparison tests are useful methods for further analysis (Ostertagova *et al.*, 2014).

✓ Mann-Whitney U test

According to Gravetter and Wallnau (2004), the Mann-Whitney U Test is used when two different groups of participants perform both conditions in a study. It is appropriate for analysing the data from an independent-measures design with two conditions. It is often used when the data do not meet the requirements for a parametric test (that is, if the data are not normally distributed; if the variances for the two conditions are markedly different; or if the data are measurements on an ordinal scale). Tabachnick and Fidell (2007) state that otherwise, if the data meet the requirements for a parametric test, it is better to use an independent-measures t-test (also known as a 'two-sample' t-test). The logic behind the Mann-Whitney test is to rank the data for each condition, and then see how different the two rank totals are. If there is a systematic difference between the two conditions, then most of the high ranks will belong to one condition and most of the low ranks will belong to the other one. As a result, the rank totals will be quite different. The Mann-Whitney test statistic 'U' reflects the difference between the two rank totals (Pallant, 2009).

✓ **Multiple Regression**

Beak (2004) states that multiple regression permits one to examine how numerous independent variables are associated with a dependent variable. Once the researcher has recognised how these multiple variables relate to his/her dependent variable, statistics about all of the independent variables may be taken and used to create additional and precise estimates about why effects are the way they are. This concluding process is known as multiple regression (Cohen, Cohen, West & Aiken, 2003). According to Freund (2001), the expectations and situations for the multiple regression model sound approximately the same as for simple regression, but with additional variables in the model. In this study, multiple regression is used to assess how much of the variance in performance management effectiveness is due to the factors influencing the performance management process.

4.5 Statistical Analysis of the Questionnaire

The psychometric properties of the questionnaire (validity and reliability) will be statistically assessed.

4.5.1 Validity

Validity refers to the fit between the conceptual and operational definitions and the degree to which an investigation measures what it claims to measure (Mntambo, 2011). Ensuring the validity of the study is important as it serves as confirmation that the research is truthful. In order to guarantee validity of the results, it is important to consider the environment in which the study is conducted and the researchers need to have a full understanding of the research approach to support the study. Another factor to take into account is the mechanism used to draw the sample (Berinstein, 2003).

The validity of a measuring instrument determines whether a set of questions taps the concept intended and may be determined using validity tests (Bryman & Bell, 2007). The main type of validity relevant to this research study is construct validity. Construct validity involves measuring the degree to which the scale produces the fundamental perceptions it claims to measure (Gupta, 2010). Validity is ascertained by testing the pattern of correlation of a measure with other measures and arguing from the patterns of correlation that the measure is associated with variables in a theoretically predictable way. Validity must be secured first, because the researcher needs to safeguard the measurement of the right concept and

63

thereafter, the extent of the stability and consistency of the measure which is determined by reliability (Field, 2000).

In this study, the validity of the measuring instrument or questionnaire will be assessed using Factor Analysis. Factor analysis functions on the concept that measurable and observable variables can be condensed to fewer dormant variables that share a communal variance and are unobservable, which is known as decreasing dimensionality (Bartholomew, Knott, & Moustaki, 2011). Hence, factor analysis assembles communal variables into expressive categories (Bland, 2000).

To perform a factor analysis, there has to be univariate and multivariate familiarity within the data (Child, 2006). It is also significant that there is a nonappearance of univariate and multivariate outliers (Field, 2000). For something to be considered as a factor it would have at least 3 variables (items), although this has to be contingent on the strategy of the study (Tabachnick & Fidell, 2007). As a general guide, alternated factors that have 2 or fewer variables (items) should be understood with caution. A factor with 2 variables (items) is only measured dependable when the variables are extremely correlated with each another ($r > 0.70$) and equally uncorrelated with other variables.

The suggested sample size is about 300 participants, and the variables that are subjected to factor analysis each must have at least 5 to 10 observations (Comrey & Lee, 1992). Generally, the ratio of respondents to variables would be at least 10:1 and that the factors are measured to be stable and to cross-validate with a ratio of 30:1. A bigger sample size will moderate the error in the data and so exploratory factor analysis generally works better with greater sample sizes. However, Guadagnoli and Velicer (1988) proposed that if the dataset has numerous high factor loading scores (> 0.80), then a smaller size ($n > 150$) must be adequate. A factor loading for a variable is a ratio of how much the variable subsidises to the factor; thus, high factor loading scores designate that the magnitudes of the factors are better accounted for by the variables.

4.5.2 Reliability

Reliability is a measure of goodness (Malhotra, 2004). In qualitative data, there are two methods of reliability, namely, category reliability and inter-judge reliability (Cooper &

Schindler, 2008). In this quantitative study, reliability will be measured by assessing inter-item consistency. In other words, reliability will be verified using Cronbach's Coefficient Alpha which is an assessment of internal reliability. This statistic delivers a suggestion of the typical correlation among all the items. Values range from 0 to 1, with higher values indicating higher reliability and hence, the closer the value is to 1, the more reliable the data (Bryman & Bell, 2007). Generally, reliability is attained when Cronbach's Alpha value is greater than 0.6.

4.6   Ethical Considerations

'Ethics' is a term which refers to a set of principles that are suggested by people or group, which are subsequently accepted and they guide human behaviour. Ethics are as important as scientific considerations when reviewing a research project. Ethical considerations are concerned with how participants are treated in a research (Sekaran & Bougie, 2013). Whilst taking cognisance of ethical considerations, the researcher will adhere by attaching an informed consent form (Appendix B) to every participant's questionnaire assuring him/her that he/she may withdraw from participation at any stage without being jeopardised in any way. Whilst the organisation grants permission to undertake the study, data collection only begins after ethical clearance or permission is obtained from the Research Ethics office at the University of KwaZulu-Natal (Appendix C). Furthermore, all information supplied by the participants will be treated as private and confidential, and will not be presented in a manner that victimises any individual. Furthermore, anonymity and confidentiality will be ensured and no individual responses will be reported; instead, results will be aggregated.

4.7   Conclusion

This chapter has set the scope of the methods applied to gather the data for this study. Research methodology is a crucial aspect in a research study as it ensures the data collected and results gained are valid and accurate for further use and understanding on the topic being investigated. This chapter also discussed the data analyses techniques employed to generate the results that will be presented in the next chapter.

CHAPTER 5

PRESENTATION OF RESULTS

5.1   Introduction

This chapter presents the results of the empirical analysis, which were obtained after the research design and the methodology, which underpins the study, were implemented. The data was collected using a structured questionnaire. The data was then captured on Excel version 2010 and processed on SPSS version 25.0 (SPSS Inc., Chicago, Illinois, USA) using descriptive and inferential statistics. The results generated are presented using tabular and graphical representations. In order to determine the degree of value that can be attributed to the results of the study, the psychometric properties of the measuring instrument are initially assessed.

5.2   Statistical Analysis of the Questionnaire

The psychometric properties (validity and reliability) of the questionnaire were statistically assessed.

5.2.1   Validity of the questionnaire

The validity of the questionnaire was statistically assessed using Factor Analysis (Table 5.1). Before processing the factor analysis, the Kaiser-Meyer-Olkin Measure of Sampling Adequacy (0.938) and Bartlett's Test of Sphericity (8291.994; p = 000) were conducted and the results respectively indicated adequacy, suitability and significance. Validity was assessed by looking at eigenvalues and only those loadings with eigenvalues >1 (unity) were considered to be significant. Furthermore, when an item loaded significantly on more than one factor only that with the highest loading was considered.

Table 5.1

Factor Analysis: Validity of the questionnaire

Item	Component				
	1	**2**	**3**	**4**	**5**
Q1	0.118	-0.043	0.052	0.737	0.018
Q2	0.149	0.048	0.271	0.780	0.000
Q3	0.192	0.170	0.066	0.731	0.011
Q4	0.291	0.155	0.017	0.763	-0.026
Q5	0.448	0.244	0.257	0.360	0.058
Q6	0.581	0.312	0.239	0.115	-0.061
Q7	0.748	0.300	0.171	0.081	-0.055
Q8	0.647	0.345	0.262	0.236	0.084
Q9	0.630	0.377	0.209	0.228	-0.112
Q10	0.678	0.288	0.154	0.149	-0.163
Q11	0.732	0.221	0.146	0.195	-0.123
Q12	0.666	0.271	0.293	0.182	-0.105
Q13	0.672	0.172	0.323	0.136	0.019
Q14	0.668	0.154	0.363	0.171	-0.071
Q15	0.633	0.113	0.309	0.236	-0.120
Q16	0.344	0.169	0.511	0.190	0.088
Q17	-0.154	-0.087	0.299	-0.027	0.494
Q18	0.334	0.101	0.578	0.207	-0.034
Q19	0.399	0.319	0.578	0.097	-0.127
Q20	0.326	0.167	0.656	-0.060	0.013
Q21	0.361	0.225	0.539	0.234	-0.142
Q22	-0.061	-0.113	-0.026	-0.013	0.649
Q23	0.302	0.201	0.574	0.285	-0.025
Q24	0.369	0.245	0.606	0.130	-0.141
Q25	0.257	0.382	0.526	0.179	-0.112
Q26	0.225	0.449	0.560	0.101	-0.125
Q27	0.158	0.508	0.509	-0.050	-0.179
Q28	0.158	0.379	0.465	0.055	-0.076

Table 5.1 (Continued)

Factor Analysis: Validity of the questionnaire

Item	Component				
	1	2	3	4	5
Q29	0.113	0.482	0.402	0.270	-0.144
Q30	0.027	0.405	0.417	0.115	-0.087
Q31	0.158	0.660	0.232	0.165	-0.096
Q32	0.193	0.586	0.087	0.154	0.121
Q33	0.247	0.623	0.090	0.033	0.042
Q34	-0.141	-0.002	-0.062	-0.059	0.639
Q35	0.215	0.600	-0.033	-0.060	0.270
Q36	0.220	0.692	0.136	0.206	-0.071
Q37	0.249	0.668	0.179	0.013	-0.134
Q38	0.204	0.639	0.338	0.006	-0.065
Q39	0.217	0.628	0.400	0.136	-0.145
Q40	0.249	0.578	0.460	0.101	-0.109
Q41	0.311	0.440	0.350	-0.095	-0.048
Q42	0.266	0.297	0.289	0.355	-0.205
Q43	0.382	0.296	0.461	-0.007	-0.235
Q44	0.088	0.023	-0.309	-0.015	0.682
Q45	-0.103	0.035	-0.163	0.077	0.675
Q46	0.240	0.226	0.263	0.277	-0.072
Q47	0.312	0.441	0.464	0.200	-0.115
Q48	0.207	0.468	0.307	0.110	-0.018
Eigenvalue	**6.847**	**6.747**	**6.177**	**3.504**	**2.534**
% of total variance	**14.27**	**14.06**	**12.87**	**7.30**	**5.28**

From Table 5.1 it is evident that 11 items load significantly on Factor 1 and account for 14.27% of the total variance. Four items relate to the performance culture, 4 items relate to the vision, mission and strategic objectives and 2 items relate to the performance agreement. All these items and sub-dimensions relate to the performance management (before) phase and hence, Factor 1 may be labelled as *performance management (before)*.

From Table 5.1 it is evident that 9 items load significantly on Factor 2 and account for 14.06% of the total variance. Five items relate to top management support and four items relate to rewards/recognition/promotions and performance related pay. Since the majority of items relate to *top management support,* Factor 2 may be labelled likewise.

From Table 5.1 it is evident that 10 items load significantly on Factor 3 and account for 12.87% of the total variance. Two items relate to performance agreement which falls in the performance management (before) phase, 3 items relate to rating/appraisal and 4 items relate to performance development plans which falls in the performance management (during) phase and, one item relates to feedback which falls in the performance management (after) phase. Since the majority of the items (7) fall within the performance management (during) phase, Factor 3 may be labelled as *performance management (during).*

From Table 5.1 it is evident that 4 items load significantly on Factor 4 and account for 7.30% of the total variance. Four items relate to communication and training. All these items and sub-dimensions relate to the performance management (before) phase and hence, Factor 4 may be labelled as *performance management (before).*

From Table 5.1 it is evident that 4 items load significantly on Factor 5 and account for 5.28% of the total variance. One item relates to rating/appraisal and falls within the performance management (during) phase, one item relates to rewards/recognition/promotions/ performance related pay which falls in the performance management (after) phase and, two items related to performance management effectiveness. The highest number of these items (2) relate to the performance management effectiveness stage and hence, Factor 5 may be labelled as *performance management effectiveness.*

It is evident that two factors are labelled as performance management (before) and none of the factors surfaced as performance management (after). Upon closer inspection, it is observed that communication and training which falls in the performance management (before) phase may have been confused with communication of the actual rating by the line manager and training after the evaluation, thereby resulting as the academic inadvertently categorising it as a dimension for performance management (after).

5.2.2 Reliability of the questionnaire

The reliability of the questionnaire was assessed using Cronbach's Coefficient Alpha. The closer alpha is to unity, the greater the inter-item consistency or reliability. The overall reliability of the questionnaire and of the sub-dimensions were assessed (Table 5.2).

Table 5.2

Cronbach's Coefficient Alpha: Reliability of the questionnaire

Dimension	Number of items	Cronbach's Coefficient Alpha
Performance management (before)	18	0.912
Performance management (during)	8	0.790
Performance management (after)	9	0.737
Top management support	5	0.870
Performance Management Effectiveness	8	0.613
Overall Performance Management	48	0.946

From Table 5.2 it is evident that items in the performance management (before) phase have a very high level of reliability as the Cronbach's Alpha = 0.912. The items in the performance management (during) phase have a strong level of reliability (α = 0.790) and, likewise the items in the performance management (after) phase have a good level of reliability (α = 0.737). The items measuring top management support depicts a high level of inter-item consistency (α = 0.870) whereas the items assessing performance management effectiveness displays an above moderate level of reliability (α = 0.613). Furthermore, all the items measuring performance management as a whole have a very high level of inter-item consistency (α = 0.946).

5.3 Descriptive Statistics: Composition of sample

Descriptive statistics in the form of frequencies and percentages are used to describe the composition of the sample of respondents whose perceptions of performance management effectiveness in a call centre environment were assessed (Table 5.3).

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Table 5.3

Descriptive Statistics: Composition of sample based on biographical data

Biographical Variable	Category	N	%
Gender	Male	114	39.2
	Female	177	60.8
Age	20-30 years	222	76.3
	31-40 years	59	20.3
	41-50 years	10	3.4
	51-60 years	0	0.0
	+60 years	0	0.0
Marital status	Single	205	70.4
	Married	77	26.5
	Divorced	7	2.4
	Widowed	2	0.7
Education	Matriculation	230	79.0
	Diploma	40	13.7
	Degree	11	3.8
	Postgraduate degree	7	2.4
	No response	3	1.0
Tenure	0-5 years	247	84.9
	6-10 years	26	8.9
	11-15 years	4	1.4
	16-20 years	0	0.0
	21+ years	3	1.0
	No response	11	3.8
Category of Management	Call Centre Managers	3	1.0
	Campaign Managers	4	1.4
	Team Leaders	21	7.2
	Call Centre Agents	263	90.4

Table 5.3 depicts the composition of the sample based on the biographical data. Non-responses are noted for level of education and tenure; therefore, the frequency will not add up to the total sample of 291 and the percentage will not add up to 100% in these cases. Using the biographical data statistics from Table 5.3 graphical representations are used to vividly depict the composition of the sample (Figure 5.1 to Figure 5.6).
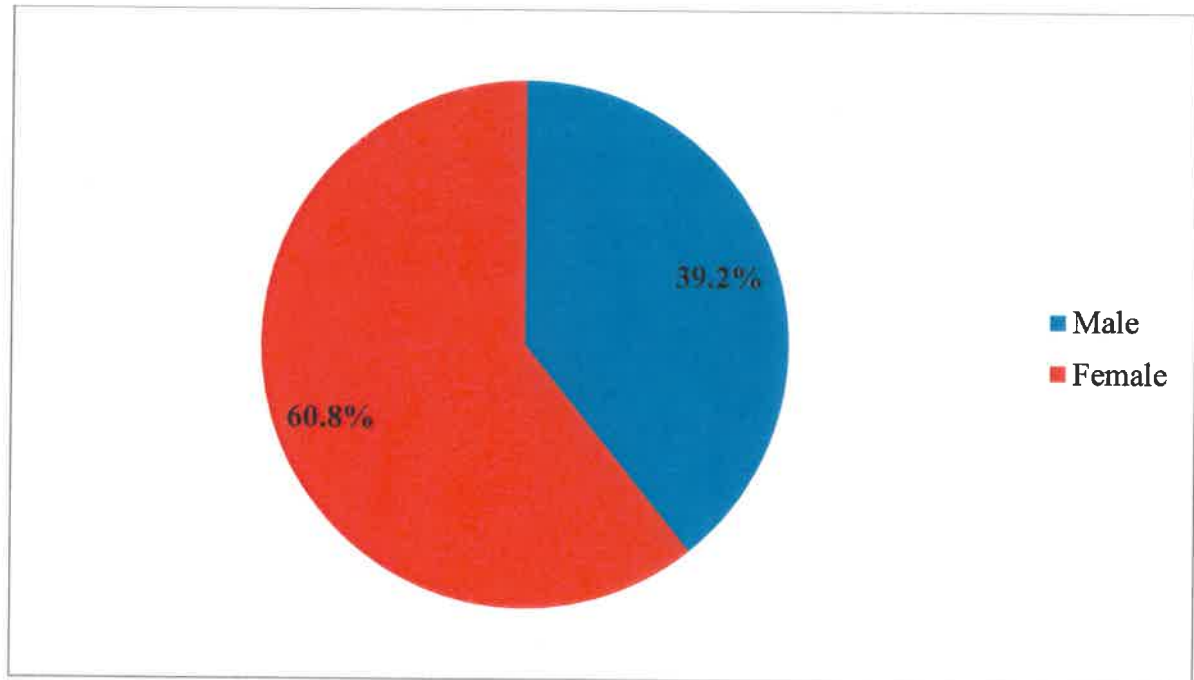
Figure 5.1

Composition of sample based on Gender

Figure 5.1 depicts the gender composition of call centre agents in this research. From Figure 5.1, it is evident that the sample is composed of more female respondents (60.8%) than males (39.2%).
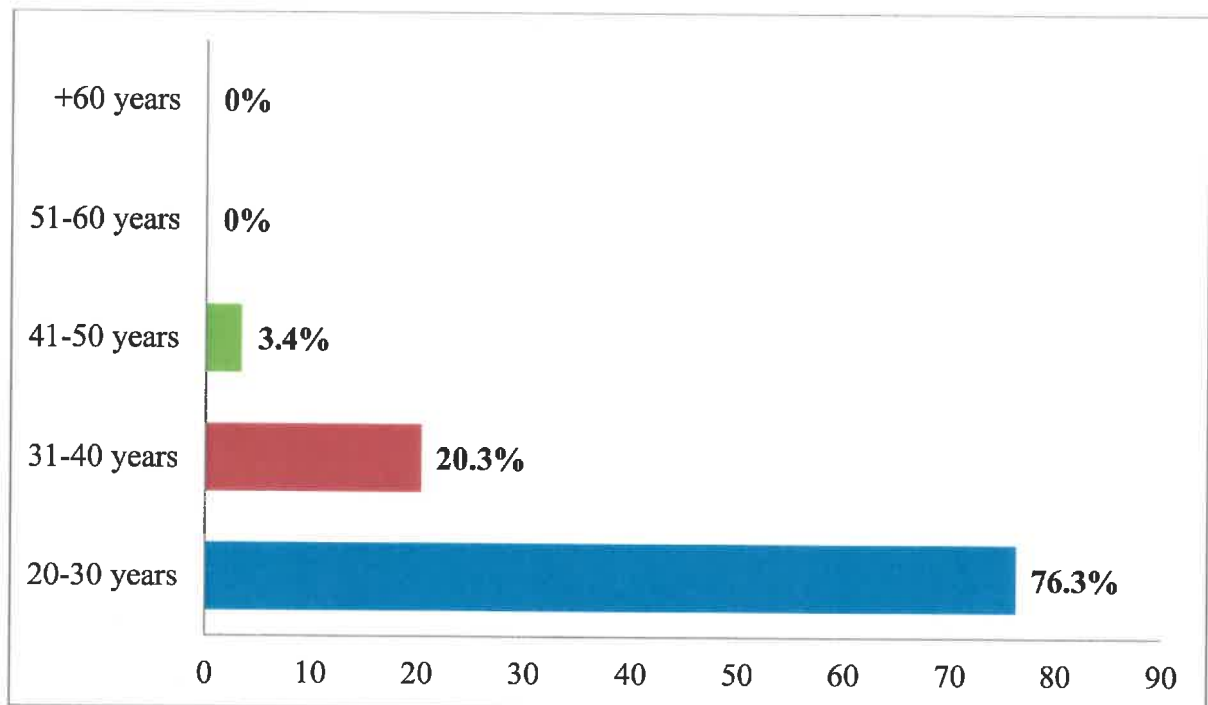
Figure 5.2

Composition of sample based on Age

Figure 5.2 displays the ages of the respondents from the call centre. Figure 5.2 reflects that 76.3% of the respondents are between the ages of 20-30 years, 20.3% are between the ages of 31-40 years and 3.4% are between the ages of 41-50 years. None of the respondents are between the ages of 51-60 years and +60 years.
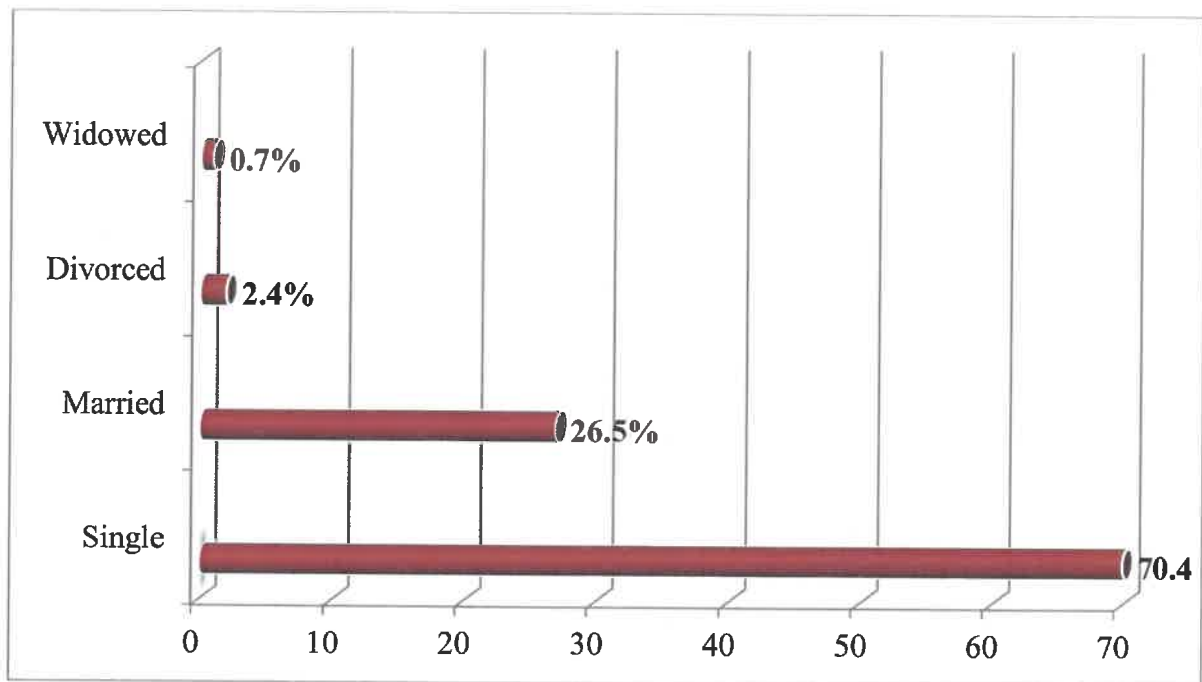
Figure 5.3

Composition of sample based on Marital Status

Figure 5.3 depicts the martial status of the respondents. From Figure 5.3 it is evident that the majority of the respondents are single (70.4%) whereas 26.5% are married, 2.4% are divorced and 0.7% are widowed.
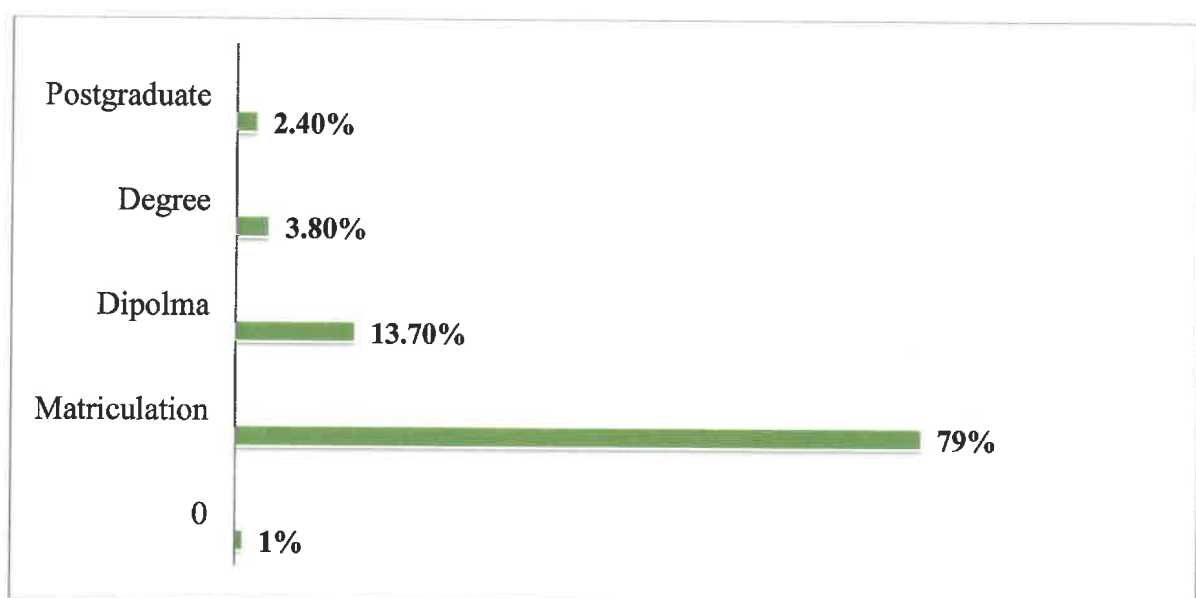
Figure 5.4 reflects the level of education of the respondents. Figure 5.4 indicates that the majority of the respondents have matriculated (79%), whereas 13.7 have a diploma, 3.8% have completed their degrees and 2.4% have a postgraduate degree.
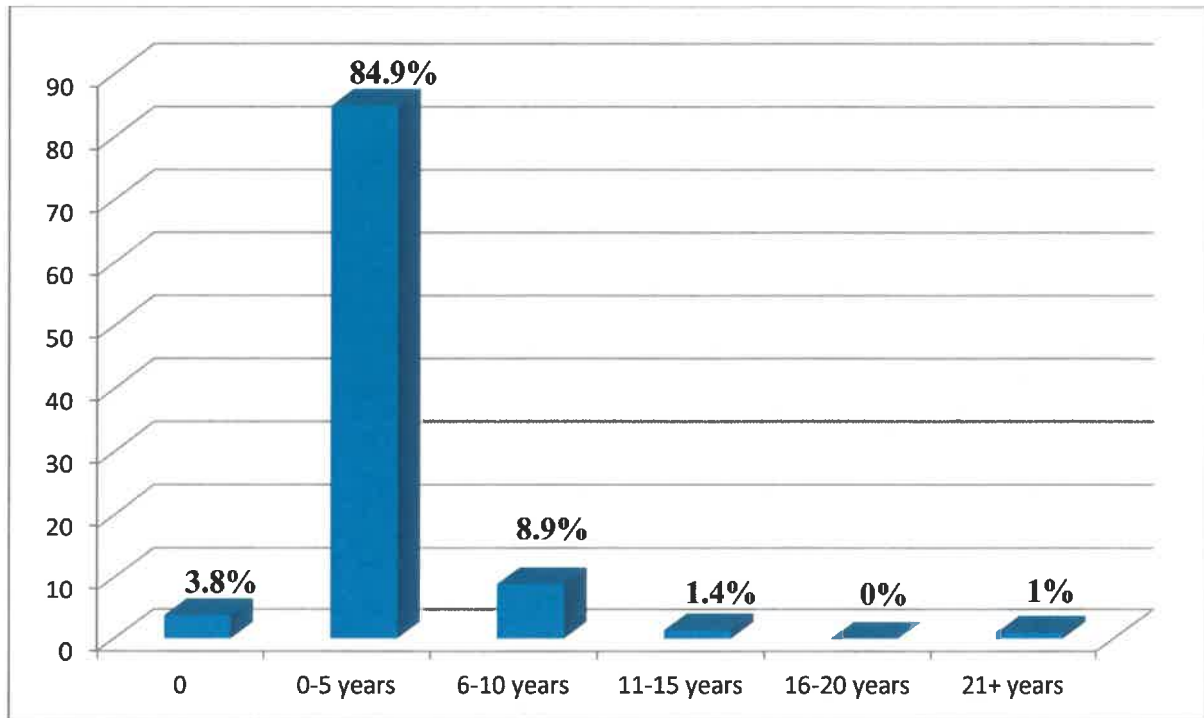
Figure 5.5

Composition of sample based on Tenure

Figure 5.5 represents the tenure of the respondents. From Figure 5.5 it is evident that the majority of the respondents have a tenure of 0-5 years (84.9%), followed by those who have worked in the organisation for 6-10 years (8.9%) and, then those who have worked in the call centre for 11-15 years (1.4%). Eleven respondents did not reflect their tenure.
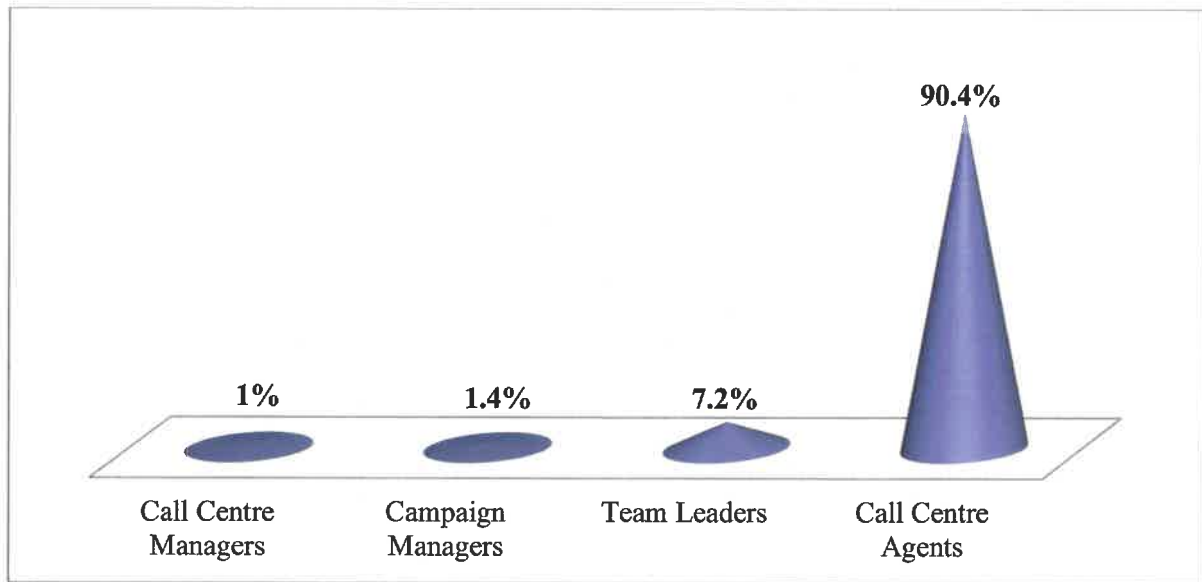
Figure 5.6

Composition of sample based on Category of Staff

Figure 5.6 represents the category of staff of the respondents. From Figure 5.6 it is evident that the majority of the respondents are call centre agents (90.4%), followed by team leaders (7.2%), then campaign managers (1.4%) and lastly, call centre managers (1%).

5.4   Descriptive Statistics: Performance Management Effectiveness

The perceptions of employees regarding the factors that influence performance management effectiveness before, during and after the performance management process in a contact centre environment are assessed by asking participants to respond to various aspects of performance management items using a 1 to 5 point Likert scale. The results were processed using descriptive statistics (Table 5.4).

Table 5.4

Table 5.4

Descriptive Statistics: Performance Management Effectiveness before, during and after the process of performance management

Dimension	Mean	95 % Confidence Interval		Std. Dev.	Min.	Max.
		Lower Bound	Upper Bound			
Performance Management (Before)	3.823	3.749	3.896	0.633	1	5
* Communication and Training	3.828	3.737	3.918	0.784	1	5
* Performance Culture	3.773	3.676	3.878	0.845	1	5
* Link to vision, mission and strategic objectives	3.841	3.254	3.928	0.757	1	5
* Performance Agreement	3.842	3.265	3.919	0.669	1	5
Performance Management (During)	3.723	3.646	3.799	0.664	2	5
* Rating/Appraisal	3.621	3.547	3.696	0.648	1	5
* Performance Development Plans	3.824	3.729	3.913	0.826	1	5
Performance Management (After)	3.659	3.591	3.726	0.589	1	5
* Feedback	3.844	3.756	3.929	0.727	1	5
* Rewards/recognition/promotions/performance related pay	3.511	3.433	3.588	0.672	1	5
Top management support	3.744	3.650	3.839	0.814	1	5
Overall Performance Management Effectiveness	3.581	3.521	3.640	0.518	1	5

Table 5.4 represents the performance management effectiveness before, during and after the process of performance management. Table 5.4 reflects that respondents perceived the process of performance management (before) the most positively (Mean = 3.823), followed by performance management (during) (Mean = 3.723) and lastly, performance management (after) (Mean = 3.659). Perceived as being fairly positive was top management support (Mean = 3.744) and overall performance management effectiveness (Mean = 3.581), although the latter has the lowest mean.

Mean analyses were also undertaken for the stages of the performance management process (before, during and after). When assessing perceptions of 'before' the performance management phase, it is evident that respondents:

- view the process of the performance agreement most positively (Mean = 3.842),

- negligibly followed by perceptions of the way in which performance management is linked to the vision, mission and strategic objectives of the organisation (Mean = 3.841),

- then the manner in which performance management was communicated to staff and the extent of training given to staff for using the performance management system (Mean = 3.828) and lastly,

- the performance culture in the organisation (Mean = 3.773).

In order to assess exactly where the strengths and weaknesses lie in the performance management process (before) phase, frequency analyses were undertaken. With regard to performance agreement, it is evident that 45.4% of the respondents agree and a further 39.2% strongly agree that in the their organisation, performance is planned during performance agreements such that each employee knows the goals and expectations that he/she has to channel his/her efforts towards. Furthermore, 49.8% of the participants agree and a further 33% strongly agree that in the organisation, the performance agreement is an accurate reflection of the work that the employee is expected to do. However, 35.4% of the respondents agree and a further 14.1% strongly agree that in the organisation, the performance agreement does not take into account many of the day-to-day activities that they do on the job. In addition, 25.4% were also not convinced in this regard.

With regard to the link of the performance management process to the vision, mission and strategic objectives of the organisation, 51.2% of the participants agree and a further 26.1% strongly agree that the performance criteria are linked to the vision and mission of the organisation. However, 32% of the respondents are not convinced that a clear, shared vision of the organisation's strategic objectives forms the basis of the performance management system in the organisation.

With regard to communication and training, 46.7% of the respondents agree and a further 39.9% strongly agree that they understand what performance management is about. Furthermore, 47.1% of the participants agree and a further 34% strongly agree that the

purpose of the performance management system is clear to them. However, 42.3% of the call centre employees do not believe that they are trained to use the performance management system.

With regard to performance culture, 45.7% agree and a further 25.4% strongly agree that the performance culture in the organisation ensures dedication towards implementing the performance management system effectively. However, 37% of the participants are not convinced that the performance management system is impacting positively on the performance culture of the organisation.

In order to assess exactly where the strengths and weaknesses lie in the performance management process (during) phase, frequency analyses were undertaken. With regard to performance development plans it is evident that 53.3% of the respondents agree and further 30.6% strongly agree that the performance management system helps the organisation to identify particular training needs that are needed for the employees. Furthermore, 51.2% of the participants agree and a further 30.6% strongly agree that the performance management system assists in identifying ways to improve their skills. However, 12.71% of the call centre agents were not convinced and a further 20.3% were not sure whether every effort is made by the organisation to ensure that employees' personal development plans are fulfilled. With regard to rating/appraisal, 46% of the respondents agree and a further 34.4% strongly agree that their performances are rated by their line managers who are well acquainted with their day-to-day work, aspirations and performance. However, 16.2% of the respondents agree and further 15.5% strongly agree that in the organisation, performance ratings are biased and certain individuals are favoured.

In order to assess exactly where the strengths and weakness lie in the performance management process (after) phase, frequency analyses were undertaken. With regard to feedback, it is evident that 47.1% of the respondents agree and further 29.9% strongly agree that special meetings should be set with the line manager to provide the employee with accurate and detailed feedback on the employee's performance. However, 30.3% of the call centre agents are not convinced that feedback on the employees' performance is given timeously to all employees in the organisation. With regard to rewards/recognition/promotions/performance related to pay, 47.1% of the respondents agree and further 21.6%

strongly agree that rewards are objectively based on team/individual effort as reflected in the performance management inspection in the organisation. However, 38.5% of the respondents were not convinced that each employee's salary decisions are appropriately determined using the performance management system. Furthermore, 20.6% of the respondents agree and further 18.2% strongly agree that performance management and pay should be separated because performance is not accurately assessed in the organisation. In addition, 45.7% of the call centre agents are not convinced that promotion decisions are informed by the performance management assessments.

In order to assess exactly where the strengths and weakness lie in terms of top management support in the performance management process, frequency analyses were undertaken. With regard to top management support, 50.9% of the respondents agree and further 19.9% strongly agree that top management provides support to employees by constantly communicating performance related information to the employees in the organisation. However, 34.7% of the call centre agents are not convinced that top management ensures that employees are fairly rewarded based on performance in order to ensure continued commitment in the organisation.

In order to assess exactly where the strengths and weaknesses lie in terms of the overall effectiveness of the performance management process, frequency analyses were undertaken. With regard to performance management effectiveness, 46% of the respondents agree and further 23.7% strongly agree that the performance management system is effectively implemented in the organisation. However, 24.1% of the respondents agree and further 12.4% strongly agree that there are challenges faced by the performance management system, which have still not been resolved in the organisation. Furthermore, 48.9% of the call centre agents are not convinced that all the staff members in the organisation support the performance management system.

5.5 Inferential Statistics

Inferential statistics were computed to make decisions regarding the hypotheses of the study.

5.5.1 Relationships between the dimensions and sub-dimensions of the study

Initially, correlations are undertaken to assess whether the sub-dimensions related to assessing the performance management process (before, during and after) correlated significantly with each other. All dimensions and sub-dimensions are also correlated with each other.

Hypothesis 1

The sub-dimensions before the performance management process (communication and training, performance culture, link to vision, mission and strategic objectives and performance agreement) significantly correlate with each other (Table 5.5).

Table 5.5

Spearman's rho: Sub-dimensions before the performance management process

Sub-dimension	r/p	Communication and Training	Performance culture	Link to vision, mission and strategic objectives	Performance agreement
Communication and Training	r	1.000			
	p				
Performance culture	r	0.530	1.000		
	p	0.000*			
Link to vision, mission and strategic objectives	r	0.505	0.758	1.000	
	p	0.000*	0.000*		
Performance agreement	r	0.412	0.579	0.604	1.000
	p	0.000*	0.000*	0.000*	

* $p < 0.01$

From Table 5.5 it is evident that the sub-dimensions before the performance management process (communication and training, performance culture, link to vision, mission and

strategic objectives and performance agreement) significantly correlate with each other at the 1% level of significance. Hence, hypothesis 1 may be accepted. Table 5.5 also reflects a strong relationship between the link of the performance management to the vision, mission and strategic objectives of the organisation and the performance culture of the organisation.

Hypothesis 2

The sub-dimensions during the performance management process (ratings/appraisals and performance development plans) significantly correlate with each other (Table 5.6).

Table 5.6

Spearmen's rho: Sub-dimensions during the performance management process

Sub-dimensions	r/ p	Ratings/appraisals	Performance development plans
Ratings/appraisals	r p	1.000	
Performance development plans	r p	0.534 0.000*	1.000

* p < 0.01

From Table 5.6 it is evident that the sub-dimensions during the performance management process (ratings/appraisals and performance development plans) significantly correlate with each other at the 1% of significance. Hence, hypothesis 2 may be accepted.

Hypothesis 3

The sub-dimensions after the performance management process (feedback and rewards/recognition/promotions/performance related pay) significantly correlate with each other (Table 5.7).

Table 5.7

Spearman's rho: Sub-dimensions after the performance management process

Dimensions	r/ p	Feedback	Rewards/recognition/promotions/ perfromance related to pay
Feedback	r	1.000	
	p		
Rewards/recognition/promotions/ Performance related to pay	r	0.370	1.000
	p	0.000*	

* p < 0.01

From Table 5.7 it is evident that the sub-dimensions after the performance management process (feedback and rewards/recognition/promotions/performance related to pay) significantly correlate with each other at the 1% level of significance. Hence, hypothesis 3 may be accepted.

Hypothesis 4

The dimensions of the performance management process (before/during/after), top management support and performance management effectiveness significantly correlate with each other (Table 5.8).

Table 5.8

Spearman's rho: Dimensions of the performance management process, top management support and performance management effectiveness

Dimensions	r/ p	Performance management (before)	Performance management (during)	Performance management (after)	Top management support	Performance management effectiveness
Performance management (before)	r	1.000				
	p					
Performance management (during)	r	0.638	1.000			
	p	0.000*				
Performance management (after)	r	0.548	0.592	1.000		
	p	0.000*	0.000*			
Top management support	r	0.577	0.621	0.666	1.000	
	p	0.000*	0.000*	0.000*		
Performance management effectiveness	r	0.612	0.570	0.552	0.579	1.000
	p	0.000*	0.000*	0.000*	0.000*	

* $p < 0.01$

From Table 5.8 it is evident that the dimensions of the performance management process (before/during/after), top management support and performance management effectiveness respectively significantly correlate with each other at the 1% level of significance. Hence, hypothesis 4 may be accepted.

Hypothesis 5

The dimensions and sub-dimensions of the performance management process significantly correlate with each other (Table 5.9).

Table 5.9

Spearman's rho: Dimensions and Sub-dimensions of performance management process

Dimensions/ Sub-dimensions	r/p	Communication and training	Performance culture	Link to vision, mission and strategic objectives	Performance agreement	Rating/ appraisal	Performance development plans	Feedback	Rewards/recognition/ promotions/ performance related pay	Top management support	Performance management effectiveness
Communication and training	r	1.000									
	p										
Performance culture	r	0.530	1.000								
	p	0.000*									
Link to vision, mission & strategic objectives	r	0.505	0.758	1.000							
	p	0.000*	0.000*								
Performance agreement	r	0.412	0.579	0.604	1.000						
	p	0.000*	0.000*	0.000*							
Rating/appraisal	r	0.316	0.436	0.461	0.540	1.000					
	p	0.000*	0.000*	0.000*	0.000*						
Performance development plans	r	0.432	0.545	0.584	0.544	0.534	1.000				
	p	0.000*	0.000*	0.000*	0.000*	0.000*					
Feedback	r	0.344	0.523	0.539	0.499	0.475	0.635	1.000			
	p	0.000*	0.000*	0.000*	0.000*	0.000*	0.000*				
Rewards/ recognition/promotion/ performance related to pay	r	0.303	0.366	0.315	0.330	0.381	0.369	0.370	1.000		
	p	0.000*	0.000*	0.000*	0.000*	0.000*	0.000*	0.000*			
Top management support	r	0.360	0.581	0.633	0.445	0.510	0.587	0.627	0.500	1.000	
	p	0.000*	0.000*	0.000*	0.000*	0.000*	0.000*	0.000*	0.000*		
Performance management support	r	0.399	0.566	0.534	0.524	0.458	0.538	0.507	0.447	0.579	1.000
	p	0.000*	0.000*	0.000*	0.000*	0.000*	0.000*	0.000*	0.000*	0.000*	

* $p < 0.01$

From Table 5.9 it is evident that all dimensions and sub-dimensions of the performance management process significantly correlate with each other at the 1% level of significance. Hence, hypothesis 5 may be accepted. Table 5.9 also reflects a strong relationship between the link of the performance management to the vision, mission and strategic objectives of the organisation and the performance culture of the organisation respectively.

5.5.2 Impact of biographical variables

Analyses were undertaken to determine whether call centre agents varying in biographical profiles (gender, age, marital status, education, tenure) differ significantly in their views of the performance management process (before, during, after), top management support and performance management effectiveness respectively (Table 5.10 to Table 5.19).

Hypothesis 6

There is a significant difference in the views of call centre agents varying in biographical profiles (gender, age, marital status, education, tenure, position) regarding the performance management process (before, during, after), top management support and performance management effectiveness respectively.

Table 5.10

Mann-Whitney U Test: Gender and Dimensions and sub-dimensions of the study

Dimensions and sub-dimensions of Performance Management	Mann-Whitney U	Z	p
Performance Management (Before)			
Communication and Training	9619.500	-0.673	0.501
Performance culture	8658.500	-2.057	0.040**
Link to vision, mission and strategic objectives	9218.500	-1.257	0.209
Performance agreement	8698.000	-1.999	0.046**
Overall Performance Management (Before)	8787.500	-1.859	0.063
Performance Management (During)			
Rating/appraisal	9485.500	-0.869	0.385
Performance Development Plans	9729.500	-0.520	0.603
Overall Performance Management (During)	9547.500	-0.775	0.438
Performance Management (After)			
Feedback	9460.000	-0.910	0.363
Rewards/recognition/promotions/performance related pay	9929.000	-0.230	0.818
Overall Performance Management (After)	9775.000	-0.449	0.653
Top Management Support	9514.500	-0.827	0.408
Performance Management Effectiveness	9405.500	-0.979	0.327

** $p < 0.05$

From Table 5.10, it is evident that there is a significant difference in the views of male and female call centre agents regarding performance culture and performance agreement in the performance management (before) phase at the 5% level of significance. No other significant differences were noted. Hence, hypothesis 6 may only be partially accepted in terms of gender.

In order to assess exactly where these significant differences lie in terms of performance culture and performance agreement, mean analyses were undertaken (Table 5.11).

Table 5.11

Mean analyses: Gender and Performance Management (Before)

Sub-dimensions of Performance Management (Before)	Categories of Gender	Mean	N	Std. Deviation
Performance culture	Male	3.919	114	0.766
	Female	3.679	177	0.882
Performance agreement	Male	3.956	114	0.611
	Female	3.768	177	0.695

From Table 5.11 it is evident, based on mean score values, that male call centre agents have a more positive view of the performance culture and performance agreement before the performance management process than their female counterparts.

Table 5.12

Kruskal-Wallis: Age and Dimensions and sub-dimensions of the study

Dimensions and sub-dimensions of Performance Management	Kruskal-Wallis	Df	p
Performance Management (Before)			
Communication and Training	0.091	2	0.955
Performance culture	0.092	2	0.955
Link to vision, mission and strategic objectives	1.842	2	0.398
Performance agreement	0.677	2	0.713
Overall Performance Management (Before)	0.416	2	0.812
Performance Management (During)			
Rating/appraisal	6.041	2	0.049**
Performance Development Plans	0.869	2	0.648
Overall Performance Management (During)	3.046	2	0.218
Performance Management (After)			
Feedback	0.234	2	0.890
Rewards/recognition/promotions/performance related pay	0.010	2	0.995
Overall Performance Management (After)	0.166	2	0.920
Top Management Support	1.086	2	0.581
Performance Management Effectiveness	0.023	2	0.988

** $p < 0.05$

From Table 5.12, it is evident that there is a significant difference in the views of call centre agents varying in age regarding rating/appraisal in the performance management (during) phase at the 5% level of significance. No other significant differences were noted. Hence, hypothesis 6 may only be partially accepted in terms of age.

In order to assess exactly where these significant differences lie in terms of rating/appraisal, mean analyses were undertaken (Table 5.13).

Table 5.13

Mean analyses: Age and Performance Management (During)

Sub-dimensions of Performance Management (During)	Categories of Age	Mean	N	Std. Deviation
Rating/appraisal	20-30 years	3.574	222	0.669
	31-40 years	3.763	59	0.586
	41-50 years	3.825	10	0.355

From Table 5.13, based on mean score values, it is evident that older call centre agents are more satisfied with the rating/appraisal during the performance management process than younger call centre agents. In fact, call centre agents' level of satisfaction of the rating/appraisal process increases with age.

Table 5.14

Kruskal-Wallis: Marital Status and Dimensions and sub-dimensions of the study

Dimensions and sub-dimensions of Performance Management	Kruskal-Wallis	Df	p
Performance Management (before)			
Communication and Training	3.897	3	0.273
Performance culture	0.711	3	0.871
Link to vision, mission and strategic objectives	0.297	3	0.961
Performance agreement	0.310	3	0.958
Overall Performance Management (before)	0.988	3	0.804
Performance Management (during)			
Ratings/appraisal	1.697	3	0.638
Performance Development Plans	0.555	3	0.907
Overall Performance Management (during)	0.959	3	0.811
Performance Management (after)			
Feedback	0.279	3	0.964
Rewards/recognition/promotions/ performance related pay	2.474	3	0.480
Overall Performance Management (after)	1.849	3	0.604
Top Management Support	2.080	3	0.556
Performance Management Effectiveness	1.049	3	0.789

From Table 5.14 it is evident that there are no significant differences in the views of the call centre agents varying in marital status regarding the dimensions and sub-dimensions in performance management. Hence, hypothesis 6 may not be accepted in terms of marital status.

Table 5.15

Kruskal-Wallis: Levels of Education and Dimensions and sub-dimensions of the study

Dimensions and sub-dimensions of Performance Management	Kruskal-Wallis	Df	p
Performance Management (before)			
Communication and Training	5.182	3	0.159
Performance culture	1.110	3	0.775
Link to vision, mission and strategic objectives	8.936	3	0.030**
Performance agreement	2.464	3	0482
Overall Performance Management (before)	4.935	3	0.177
Performance Management (during)			
Ratings/appraisals	1.638	3	0.651
Performance Development Plans	3.678	3	0.298
Overall Performance Management (during)	0.871	3	0.832
Performance Management (after)			
Feedback	2.587	3	0.460
Rewards/ recognition/promotions/performance related pay	2.702	3	0.440
Overall Performance Management (after)	1.863	3	0.601
Top Management Support	2.002	3	0.572
Performance Management Effectiveness	5.949	3	0.114

** $p < 0.05$

From Table 5.15, it is evident that there is a significant difference in the views of call centre agents varying in levels of education regarding link to vision, mission and strategic objectives in the performance management (before) phase at the 5% level of significance. No other significant differences were noted. Hence, hypothesis 6 may only be partially accepted in terms of education.

In order to assess exactly where these significant differences lie in terms of link to vision, mission and strategic objectives, mean analyses were undertaken (Table 5.16).

Table 5.16

Mean analysis: Levels of education and Performance Management (before)

Sub-dimensions of Performance Management (Before)	Levels of Education	Mean	N	Standard deviation
Link to vision, mission and strategic objectives	0	3.333	3	1.377
	Matriculation	3.866	230	0.710
	Diploma	3.594	40	0.942
	Degree	4.386	11	0.517
	Postgraduate	3.787	7	0.699

From Table 5.16 it is evident, based on mean score values, that the call centre agents with a degree are most satisfied with the link of the performance management process to the organisation's vision, mission and strategic objectives. Furthermore, matriculated call centre agents are more satisfied with the link of the performance management process to the organisation's vision, mission and strategic objectives than call centre agents with postgraduate qualifications including diplomas.

Table 5.17

Kruskal-Wallis: Tenure and Dimensions and sub-dimensions of the study

Dimensions and sub-dimensions of Performance Management	Kruskal-Wallis	Df	p
Performance Management (before)			
Communication and Training	5.279	3	0.152
Performance culture	0.973	3	0.808
Link to vision, mission and strategic objectives	1.815	3	0.612
Performance agreement	5.054	3	0.168
Overall Performance Management (before)	3.243	3	0.356
Performance Management (during)			
Rating/appraisal	2.118	3	0.548
Performance Development Plans	1.455	3	0.693
Overall Performance Management (during)	0.788	3	0.852
Performance Management (after)			
Feedback	1.844	3	0.606
Rewards/recognition/promotions/performance related pay	1.809	3	0.613
Overall Performance Management (after)	2.283	3	0.516
Top Management Support	0.415	3	0.937
Performance Management Effectiveness	4.090	3	0.252

From Table 5.17 it is evident that there are no significant differences in the views of the call centre agents varying in tenure regarding the dimensions and sub-dimensions in performance management. Hence, hypothesis 6 may not be accepted in terms of tenure.

Table 5.18

Kruskal-Wallis: Position and Dimensions and sub-dimensions of the study

Dimensions and sub-dimensions of Performance Management	Kruskal-Wallis	Df	p
Performance Management (before)			
Communication and Training	14.295	3	0.003*
Performance culture	4.260	3	0.235
Link to vision. mission and strategic objectives	2.106	3	0.551
Performance agreement	3.525	3	0.317
Overall Performance Management (before)	4.160	3	0.245
Performance Management (during)			
Rating/appraisal	2.994	3	0.393
Performance Development Plans	7.323	3	0.062
Overall Performance Management (during)	6.157	3	0.104
Performance Management (after)			
Feedback	4.104	3	0.250
Rewards/recognition/promotions/performance related pay	4.020	3	0.259
Overall Performance Management (after)	3.515	3	0.319
Top management support	9.732	3	0.021**
Performance Management Effectiveness	4.877	3	0.181

$* \ p < 0.01$

$** \ p < 0.05$

From Table 5.18, it is evident that there is a significant difference in the views of call centre agents varying in position regarding communication and training in the performance management (before) phase of the performance management process, at the 1% level of significance. Furthermore, there is a significant difference in the views of call centre agents from different positions regarding top management support throughout the performance management process at the 5% level of significance. No other significant differences were noted. Hence, hypothesis 6 may only be partially accepted in terms of position.

In order to assess exactly where these significant differences lie in terms of communication and training and top management support, mean analyses were undertaken (Table 5.19).

Table 5.19

Mean analysis: Position and Communication and training and Top Management Support

Dimensions of Performance Management	Position	Mean	N
Communication and training	Call centre managers	4.267	3
	Campaign managers	4.751	4
	Team leaders	4.238	21
	Call centre agents	3.776	263
Top Management Support	Call centre managers	201.00	3
	Campaign managers	93.63	4
	Team leaders	192.02	21
	Call centre agents	142.71	263

From Table 5.19 it is evident, based on mean score values, that call centre employees differ in their views on communication and training. It is evident that campaign managers have the most positive view of communication and training, followed by call centre managers, then team leaders and lastly, call centre agents. It is also evident that call centre managers, campaign managers and team leaders hold very positive views on communication and training. However, it must be noted that the sample is much smaller against call centre agents.

Furthermore, from Table 5.19 it is evident, based on mean score values, that call centre employees have varying views on top management support during the process of performance management. It is evident that call centre managers have the most positive view of top management support followed by team leaders, call centre agents and lastly, campaign managers who evidently have a rather bleak view of top management support during the performance management process.

Overall, it is evident that whilst the biographical profiles of gender, age, education and position have partial influences on the views of call centre employees regarding the performance management process (before, during, after), top management support and overall performance management effectiveness, marital status and tenure have no influence.

5.5.3 Extent to which dimensions and sub-dimensions contribute to performance management effectiveness

The extent to which the dimensions and sub-dimensions of the study contribute to performance management effectiveness was assessed using multiple regression (Table 5.20).

Hypothesis 7

The dimensions in the three phases of performance management (before, during, after) and top management support significantly account for the variance in performance management effectiveness.

Table 5.20

Multiple Regression: The impact of the three phases of performance management (before, during, after) and top management support on performance management effectiveness

Model Summary				
Model	**R**	**R Square**	**Adjusted R Square**	**Std. Error of the Estimate**
1	0.640[a]	0.410	0.408	0.398
2	0.709[b]	0.503	0.500	0.366
3	0.720[c]	0.518	0.513	0.361

Predictors: (Constant), Top management support
Predictors: (Constant), Top management support, Performance management (before)
Predictors: (Constant), Top management support, Performance management (before), Performance management (after)

ANOVA						
Model		**Sum of Squares**	**Df**	**Mean Square**	**F**	**p**
1	Regression	31.799	1	31.799	200.527	0.000[b]
	Residual	45.829	289	0.159		
	Total	77.629	290			
2	Regression	39.072	2	19.536	145.920	0.000[c]
	Residual	38.557	288	0.134		
	Total	77.629	290			
3	Regression	40.214	3	13.405	102.823	0.000[d]
	Residual	37.415	287	0.130		
	Total	77.629	290			

a. Dependent Variable: Performance management effectiveness
b. Predictors: (Constant), Top management support
c. Predictors: (Constant), Top management support, Performance management (before)
d. Predictors: (Constant), Top management support, Performance management (before), Performance management (after)

Model		Unstandardised Coefficients		Standardised Coefficients	T	p
		B	**Std. Error**	**Beta**		
1	(Constant)	2.058	0.110	0.640	18.706	0.000
	Top management support	0.407	0.029		14.161	0.000
2	(Constant)	1.415	0.134		10.593	0.000
	Top management support	0.252	0.034	0.397	7.493	0.000
	Performance management (before)	0.319	0.043	0.391	7.370	0.000
3	(Constant)	1.208	0.149		8.100	0.000
	Top management support	0.179	0.041	0.281	4.311	0.000
	Performance management (before)	0.287	0.044	0.351	6.510	0.000
	Performance management (after)	0.165	0.56	0.188	2.960	0.000

Table 5.20 indicates that the two phases of performance management (before, after) and top management support significantly account for 51.3% (Adjusted R^2) of the variance in performance management effectiveness. Evidently, performance management (during) does not significantly account for the variance in performance management effectiveness although it approaches significance at the 5% level of significance ($p = 0.052$). Hence, hypothesis 7 may be partially accepted. It can, therefore, be concluded that top management support, performance management (before) and performance management (after) significantly impact on performance management effectiveness. In order to assess the extent of their impact beta loadings are assessed. From the beta loadings (standardised coefficients) it is evident that performance management (before) has the greatest impact on performance management effectiveness (Beta = 0.351), followed by top management support (Beta = 0.281) and then performance management (after) (Beta = 0.188). Performance management (before) comprises of performance culture, linked to vision, mission and strategic objectives of the organisation. Performance management (after) entails feedback and rewards/ recognition/promotion/performance related pay. Evidently, performance management (during) does not have a significant impact on performance management effectiveness and includes rating/appraisal and performance development plans.

5.6   Qualitative Analysis

To overcome the limitation of the confining nature of closed-ended questions, one open-ended question was asked at the end of the questionnaire to enable employees to comment on any aspect of the performance management process and its implementation that they may wish to. These responses have been synthesised using content analysis and classified into categories as presented in Table 5.21.

Table 5.21

Qualitative analyses: Responses to open-ended question relating to the process of performance management and its implementation

ITEM INVESTIGATED	CATEGORIES	MOST PERTINENT QUOTES
Performance management (before)	• Communication and Training • Performance Culture • Link to Mission, Vision and Strategic Objectives • Performance Agreement	"I would say it is well aligned with every employee's duties/tasks and allows everyone to set their long and short term goals; it allows open communication between the manager and employee to share their views on performance."
Performance management (during)	• Rating/Appraisal • Performance Development Plans	"Therefore I think the performance plan will be a great help towards us".
Performance management (after)	• Feedback • Rewards/recognition/promotion /performance related pay	"Performance management system provides with support, promotion and ensuring success".
Top management support	• Top Management Support	"Performance management system in our organisation has its trials and errors; however, with effective management, this programme will be a success".
Performance management effectiveness	• Performance Management Effectiveness	"Performance management should consider improvement statistics and overall performance".

5.7   CONCLUSION

In this chapter the results of the study were presented using tabular and graphical representations and interpreted narratively. However, the results are meaningless until they are compared and contrasted with the findings of other researchers. This will be undertaken in Chapter 6.

CHAPTER SIX

DISCUSSION OF RESULTS

6.1   Introduction

The overall objective of performance management is to benefit the performance of both employees and the organisation. This chapter consists of the discussion of results based on the findings obtained in the current study and compared to that of other previous studies. In this chapter, the results being discussed are those obtained from a call centre environment and are compared to that of similar and other companies that use performance management.

6.2   Discussion based on the results of the study

6.2.1   Perceptions of Performance Management (before, during, and after), Top Management Support and Performance Management Effectiveness

Employees' perceptions of performance management in terms of the process before, during and after the performance management process as well as top management support were assessed.

➢   **Performance Management (Before)**

Performance management (before) surfaced as being suitable (Mean = 3.823) and concentrates on communication and training, performance culture and, its link to the vision, mission and strategic objectives of the organisation.

✓   **Communication and Training**

In the current study the majority of employees reflect that they understand what performance management is about thereby indicating that communication about performance management in the organisation is good. Furthermore, the majority of employees indicate that the intention of the performance management system is clear to them (81.1%) and that they understand what performance management is about (86.6%). Barrett's study (2011) assessed how performance management can improve communication between the employee and manager and found that whilst the majority of the employees were in net agreement that performance management is in place to improve communication, a minute segment (6%) disagreed. Furthermore, 55% of the employees believed that performance management enhances trust

among the employees and managers although 14% of the respondents disapproved with this (Barrett, 2011). However, with having performance management in place, 88% of the respondents reflect that it simplifies expectations regarding work responsibilities (Barrett, 2011). Likewise, Kelly (2012) reported that executives in Iceland believe that the performance management system being effectively in place in the organisation contributes to communicating with employees on an ongoing basis such that they constantly understand what is expected of them and there is consistent performance. In addition, Ates, Bititci, and Cocca (2014) found that performance management systems improve internal and external communication.

According to Biron, Farndale, and Paauwe (2011), employees must have sufficient and succinct information about performance expectations. Effective communication is necessary to enable employees to know what is expected of them and how to attain it. Understanding of the performance management system is key to its success. The purpose of communication regarding the performance management system is to teach users about the system and its available tools and resources (WorldatWork, 2007).

In the current study, it was also found that almost half of the call centre employees (42.3%) do not believe that they are trained to use the performance management system. Barrett (2011) found that the majority of the participants (79%) agreed that training was achieved in their performance management and in this regard, Barrett (2011) emphasised that if performance management is conducted correctly it will assist in identifying training needs. Munzhedzi (2017) discussed that training plays an important role in the implementation of the performance management system (PMS) in any public service institution. A performance management system that is not coupled with training is unlikely to result in ingraining the achievement of optimum output as the absence of training in an organisation can result in poorly utilised competencies. Munzhedzi (2017) found that it is then that training is effected to enhance skills and the capacity of those found to be lacking. Munzhedzi (2017) emphasises that orientation, sensitivity training, e-learning, job rotation, coaching, case study, team building and simulations are some of the measures that may be used to address skills and the capacity gap in the public service so as to ultimately improve the performance of employees. In Munzhedzi's (2011) study participants were asked whether training contributes to enhanced output. One of the participants indicated that appropriate training

does contribute to improved performance and output. Another respondent said that "trained employees are likely to execute their duties better than untrained employees" (Munzhedzi, 2011, p. 77). Training needs should be assessed because employees might choose a training need that may not be relevant. Munzhedzi (2011) found that another participant complained that the Departmental training division does not prioritise Personal Development Plans but is driven by ensuring that the allocated training budget is spent. Munzhedzi (2011) mentioned that a warning has been raised by a respondent who argued that training is important but there are many employees who join the Department of Local Government and Housing (DLGH) having received sufficient training but still fail to achieve as a result of indifference, demotivation, lethargy and pressure. However, it could be said that training is one of the remedies for underperformance because it enhances employees' knowledge and ability to perform better (Munzhedzi, 2011, p. 78). There is agreement that training could play a paramount role in the improvement of performance and productivity. However, there must be a proper skills audit and, training based on Personal Development Plans. In order to avoid unnecessary expenditure on training, the impact should be evaluated through the performance of an employee (Munzhedzi, 2011).

According to Mondy and Mondy (2014), training and development is the core of an ongoing effort formulated to enhance the competencies of employees and organisational profitability. Nassazi (2013) is of the view that training and development is frequently adopted to minimise the gap between actual performance and desired future performance. He further argued that the pivotal purpose of training is to acquire and enhance knowledge, skills and attitudes towards work related activities. According to Paile (2012), training and development are activities to enhance employees' competencies and to improve performance.

✓   **Performance Culture**

In the current study relating to the performance culture, the majority of participants (71.1%) believe that the performance culture in the organisation ensures dedication towards implementing the performance management system effectively. However, more than a third of the employees studied (37%) are not convinced that the performance management system is impacting positively on the performance culture of the organisation. Kandula (2006) argued that the key to good performance is a strong culture. An optimistic and strong culture can motivate an average individual employee to perform, as well as attain results brilliantly;

however, a negative and weak culture might discourage an exceptional employee to underachieve (Kandula, 2006).

In studying the influence on the organisational culture, Maina (2015) found that employees strongly believed that their organisation had a culture that determined how things were done, that they were guided by similar customs, that the organisation was guided by values of consistency, adaptability and an effective communication system and that the organisation stood for clearly stipulated work ethics. Furthermore, Maina (2006) noted that employees held fairly positive views that supervisors trusted employees and did not micro manage them, that there was a culture in which all employees were valued and, that the organisation enabled workers to understand how it operated. Organisational performance was relatively high and evidently brought about by the prevailing positive organisational culture as a significant, direct relationship was noted between organisational culture and organisational performance (r = 0.301; p < 0.04) (Maina, 2006). This suggests that organisational culture positively influenced organisational performance in commercial banks in Kenya (Maina, 2015). Mbonambi (2016) found that it is imperative for institutions to constantly aim to inculcate a performance culture where learning, personal growth and development are stimulated and supported.

✓ **Link to Mission, Vision and Strategic Objectives**

In the current study, with regard to the link of the performance management process to the vision, mission and strategic objectives of the organisation, the majority of the respondents (77.3%) believe that the performance criteria are linked to the vision and mission of the organisation. However, almost a third of the respondents (32%) are not convinced that a clear, shared vision of the organisation's strategic objectives forms the basis of the performance management system in this organisation. A study by Buch, Dysuik, and Kuvaas (2014) investigated whether there is a relationship between perceived goals and work performance, for example, employees may perceive the goals in a performance management system as absolute standards that must be met without expectations, even if the managers think other factors are more important (for example, situational factors or factors that are not associated with goals). Buch *et al.* (2014) state that it may appear obvious that perceiving goals in a performance management system as invariable may not be productive. Buch *et al.* (2014) also mention that it should be easier to minimise the perception of goals as invariable

by communicating clearly that the lack of goal attainment is accepted by good reasons and explanations, compared to the increasing global perceptions of job autonomy.

According to Pihl-Thingvad (2014), employees' experience indicates that it is much more difficult to reach the actual outcome goals (that is, get people into jobs) than the established processed goals (that is, reach timeliness) in their daily work. The reason is that the employees cannot always influence the development in the outcome goals.

In the study of Hall (2017), strategic planning is widely used and accepted but the contributions to performance measurement are rarely considered. There is a clear linkage between strategic planning and performance measurement. Hall (2017) also mentions that strategic planning processes organisational and environmental information in a way that helps to determine an organisation's mission and mandates. A good strategic plan will provide the foundation for performance measurement.

Aguinis (2009a) fully concurred that the first step is to be fully aware of the mission and strategic objectives of the organisation. This enables employees to contribute effectively to their units and organisation's goals as a whole. Furthermore, employees need to elucidate how they plan to realise their set goals and how they will be measured. Each individual goal should align with his or her manager's goals, thereby giving a clear line of sight to the organisation-wide goals and business strategy (Nel, Werner, Poisat, Sono, Du Plessis, & Ngalo, 2011). The supervisor and employee meet to share information about the strategic goals of the organisation and how best these goals can be achieved (Nel *et al.*, 2011). Performance management then takes place in the form of a deliberate verbal interaction between the employee and his/her manager to align personal and organisational goals are aligned and their realisation and measurement or assessed are clarified (Bussin, 2011).

✓ **Performance Agreement**

In the current study, with regard to the performance agreement, it is evident that the majority of the participants (84.6%) agree that in the organisation performance is planned during performance agreements such that each employee knows the goals and expectations that he/she has to channel his/her efforts towards. Furthermore, the majority of the respondents (82%) believe that the performance agreement is an accurate reflection of the work that the

employee is expected to do in the organisation. However, nearly half of the employees (49.5%) agree that the performance agreement does not take into account many of the day-to-day activities that they do on the job. Awino (2014) found that employees rated the strategic plans created to develop performance agreements very highly. In Munzhedzi's (2011, p. 71) study, one respondent made an observation which was shared by many others that "most employees enter into performance agreements that they do not even understand and set targets that are impossible to achieve". The three monthly evaluation reports entail what has been realised against the predetermined performance targets in the performance agreement (Munzhedzi, 2011).

➤ **Performance Management (during)**

Performance management (during) concentrates on rating/appraisal and performance development plans. In the current study, performance management (during) was fairly suitable (Mean = 3.723) but reflected areas for improvement.

✓ **Rating/Appraisal**

In the current study, with regard to rating/appraisal, it is evident that the majority of the participants believe that their performances are rated by their line managers, who are well acquainted with their day-to-day work, aspirations and performance (80.4%). Furthermore, a significant segment of the participants either agree or strongly agree (31.7%) that in the organisation, performance ratings are biased and certain individuals are favoured. Similarly, Nyembe (2014) found that the majority of the participants in his study felt that they had no opportunity to ask questions during their performance appraisal and, ironically, the majority of these respondents were from the Human Resources Support Services (54.1%). Nyembe (2014) highlighted the concern raised by this outcome because Human Resources is argued to be the pillar of every organisation; the people who work in this Department, and who should know and understand processes like performance appraisal themselves, believe that the process is not fair. According to Akella and Waqif (2017), the employee performance rating is not about absolute evaluations. The employees are rated relatively; the actual rating is in a predefined ratio and employees are forced to be rated accordingly (Akella & Waqif, 2017).

✓ **Performance Development Plans**

In the current study, with regard to performance development plans, it was found that the majority of the participants either agree or strongly agree that the performance management system helps the organisation to identify particular training needs of employees (83.9%). Furthermore, the majority of the participants are convinced that the performance management system assists in identifying ways to improve their skills (81.8%). However, one third of the call centre agents (33.1%) were not convinced that every effort is made by the organisation to ensure that employees' personal development plans are fulfilled. In the study of Buch *et al.* (2014), performance planning is conducted at the beginning of the year. There is no confirmation that performance plans are revised as a process during the year. Plans are revised as an expectation whenever the manager and the employee together decide to revise the plans. Planning is not a one-time affair and needs continuous monitoring, review and revision (Buch *et al.*, 2014).

➢ **Performance Management (after)**

Performance management (after) concentrates on feedback and rewards/recognition/ promotion/performance related pay. In the current study, performance management (after) was fairly suitable (Mean = 3.659) but reflected areas for improvement.

✓ **Feedback**

In the current study, with regard to feedback, it is evident that the majority of the participants agree that special meetings should be set with the line manager to provide the employee with accurate and detailed feedback on the employee's performance (77%). However, nearly one third of the participants (30.3%) of the call centre agents are not convinced that feedback on the employee's performance is given timeously to all employees in the organisation. Similarly, Woyessa (2015) assessed four aspects of ongoing feedback in the performance management system and, reflects omissions in the executives' feedback as well as the methods of delivery (Figure 6.1).
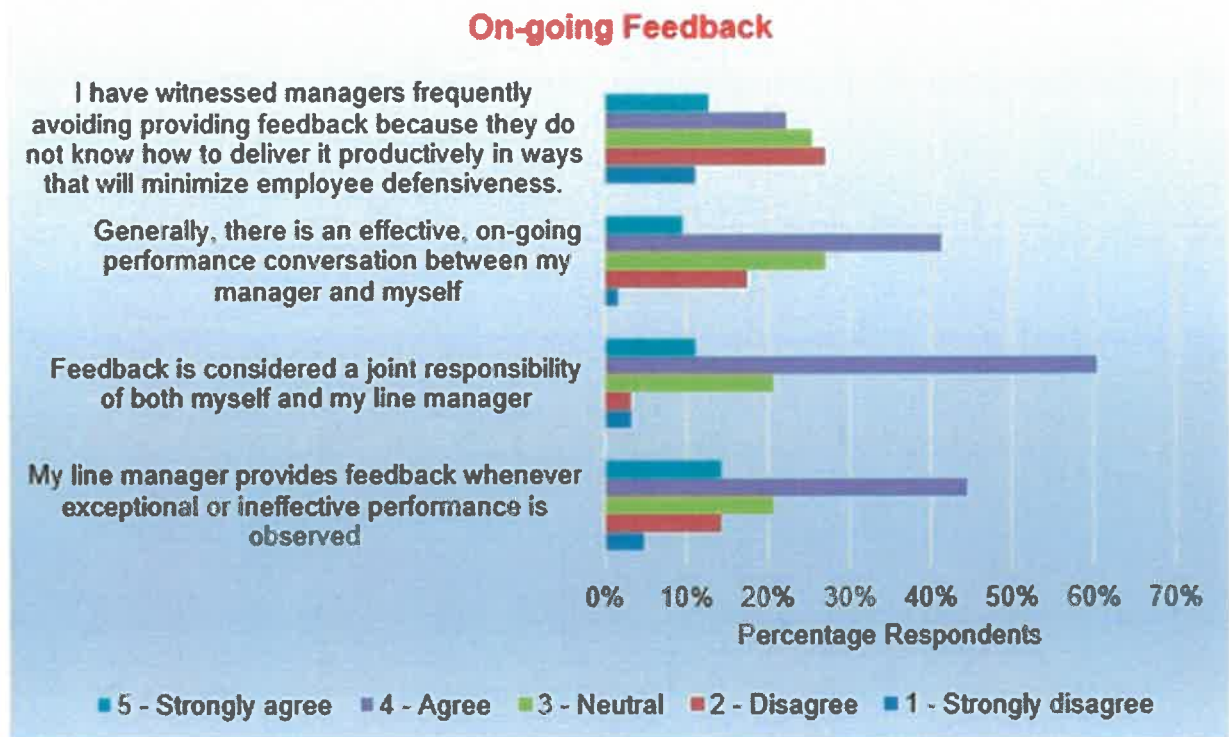
Figure 6.1

Respondent views on four aspects of ongoing feedback in the performance management system

Woyessa, Y. (2015). The effectiveness of performance management systems at the Central University of Technology, Free State. *Masters in Business Administration. UFS* Business School, Faculty of Economic and Management Sciences. University of the Free State.

One of the statements in Woyessa's (2015) study was intended to provide an understanding of whether or not the executives are unenthusiastic about providing an honest assessment of the employees for fear of disappointing them or fear of conflict and 35% of the respondents agreed and a further 25% were hesitant. Likewise, Barrett (2011) assessed the quality of feedback given to employees on their performance at their Performance Development and Management (PDM) and found that responses varied. Whilst 43% of the employees believed that they received valuable feedback, a further 22% denied receiving valuable feedback (Barrett, 2011). When exploring the lack of success of the Performance Development and Management (PDM), Barrett (2011) found that 32% of the employees cited poor feedback for its failure and 25% cited the total lack of feedback. This is of concern especially that Vigoda (2012) emphasises that positive appraisal feedback affects employees' performance in a

positive way. Likewise, Akella and Waqif (2017) highlight that feedback comprises of appreciation for the good work and the identifications of failures. The employee and manager are responsible to identify the areas of concerns in employee performance.

According to the study of Bartz, Thompson, and Rice (2017), effective feedback requires the supervisors to spend sufficient time collecting information and data on the performance of a staff member. Feedback is providing information to the staff member in relation to how his/her performance meets expectations. When feedback is provided to the staff member, the supervisor initially should be descriptive and non-judgemental (Bartz *et al.*, 2017).

According to Jackson, Schuler, and Werner (2012), managing performance is an ongoing process intercepted by formal performance assessment and measurements and one-on-one feedback sessions aimed at improving future output. Jackson *et al.* (2012) further argued that accepting and understanding the different attributions of supervisors and employees is the first step in providing feedback effectively. To be more effective, managers should be well prepared, and feedback should be given more regularly. A more favourable feedback environment leads to higher levels of commitment and organisational citizenship behaviours (Mensah & Seidu, 2012). Feedback is often provided to employees formally through performance appraisals (Schraeder & Jordan, 2011). Philips and Gully (2014) fully concurred that giving negative feedback is something many people find uncomfortable. Positive feedback is easier to provide and to accept. Feedback must be impersonal and objective to have the desired effect of motivating the employee (Philips & Gully, 2014). Jackson *et al.* (2012) argued that supervisors and managers need to approach the feedback session in a more open, problem solving way.

✓ **Rewards/recognition/promotions/performance related pay**

In the current study, with regard to rewards/recognition/promotions/performance related to pay, it is evident that the majority of the participants either agree or strongly agree that rewards are objectively based on team/individual effort as reflected in the performance management assessment in the organisation (68.7%). However, more than one third of the participants (38.5%) were not convinced that each employee's salary decisions are appropriately determined using the performance management system. Furthermore, in the current study, with regard to rewards/recognition/promotion/performance related pay, it is

evident that a significant segment of participants believe that performance management and pay should be separated because performance is not accurately assessed in the organisation (38.8%). In addition, nearly half of the participants (45.7%) are not convinced that promotion decisions are informed by the performance management assessments. Akella and Waqif (2017) mentioned that the performance pay is based on the rating of the employees thus allotted. The performance based pay is expected to increase the employee's competitive spirit and increase individual productivity. The relative rating and forced rating is aimed at making performance based pay more effective.

Safari (2016) stated that the main purpose of the performance management model discussed in the study is to align performance based pay and rewards to performance outcomes. The performance bonus or incentives should be directly correlated with the employee's productivity. Those employees who pass the pre-defined minimum performance targets will start earning incentives for their individual performance. A frequency of observation and reward pay-out is a critical parameter to increase motivation (Safari, 2016).

In Munzhedzi's (2011) study, respondents were asked whether performance bonuses and salary/pay progression are sufficient to encourage good performance in the Department of Local Governance Housing (DLGH). Participants indicated that performance bonuses and salary/pay progression motivate employees to attain higher performance but there is incongruent views on whether this will suffice. For example, one respondent said that "performance bonuses and pay progression encourage good performance in that when one is aware of reward for good performance, one would work hard to achieve the set goals and targets" (Munzhedzi, 2011, 76). Munzhedzi (2011) found that the respondents also mentioned that performance bonuses are acceptable but the set or prescribed (1.5%) pay progression for all employees who did not achieve the desired level of performance triggers concerns. Another participant also expressed that performance incentives (performance bonuses and pay progression) are received at one point in year at the end of the financial cycle; hence, there should be some incentive in between. It must, however, be highlighted that performance incentives paid at the end of the financial year are for the combined ratings of all four assessment quarters (Munzhedzi, 2011).

Rewards are significant for employees because they for it. Rewards are provided by an organisation to serve as an incentive to encourage good performance and retention. The performance management system relies on several rewards to motivate performance. Emmet, Joseph, and Potgieter (2012) concurred that performance management plays a critical role in assessing employees' performance against agreed targets and then reward employees for excellent performance.

Philips and Gully (2014) argued that performance related-pay (PRP) is a goal-based system where the employer and the employee meet to agree on and compile an array of goals which are to be realised in the near future. The goal of the performance related-pay is to reward individuals for their performance as well as the performance of their work group or team or even the entire organisation. This type of reward is contingent upon the amount that the employees produce or sell that determines their pay; the more they perform, the more they make money (Philips & Gully, 2014). The key feature of performance-related pay is that it should differentiate between high, average and poor performers (Mikander, 2010).

> **Top management support**

In the current study, with regard to top management, it is evident that the majority of the participants either agree or strongly agree that top management provides support to employees by constantly communicating performance related information to the employees in the organisation (70.8%). However, over one third of the call centre agents (34.7.6%) are not convinced that top management ensures that employees are fairly rewarded based on performance in order to ensure continued commitment in the organisation. Maina (2015) found that commitment or leadership has been one of the challenges that have been found to be critical for the successful implementation of performance metrics. Top management involvement would help to promote the restructuring of the business organisation and to accelerate the management of change and employee buy-in.

According to Biron *et al.* (2011), performance management is likely to be more effective when senior management prioritises the process as a pivotal operation of the HR function and the organisational entity. The amount of buy-in, senior managers have in the system is likely to have a direct effect on the success or failure of the system. Miruka and Seotlela (2014) suggested that in order to ensure effective implementation of PMS, the line manager rather

than the HR department must drive the process. As a result, if line management buy-in and commitment is not dealt with, the performance management system (PMS) implementation is destined to fail.

Biron *et al.* (2011) emphasise that senior management cadre can enhance the success of the PMS by ensuring that the organisation's goals and its HR practices are constantly in tandem. Saravanja (2011) fully concurred that leaders should be encouraged to develop the capacity to create a shared vision, inspire staff and build a PMS that drives the entire organisation towards a common purpose.

➤ **Overall Performance Management Effectiveness**

In the current study, with regard to overall performance management effectiveness, it is evident that the majority of the participants either agree or strongly agree that the performance management system is effectively implemented in the organisation (69.7%). However, a significant segment of the participants (36.5%) caution that there are challenges faced by the performance management system, which have still not been resolved in the organisation. Furthermore, nearly half of the call centre agents (48.9%) are not convinced that all the staff members in the organisation support the performance management system. However, with regard to the usefulness of the performance management system in making important human resource decisions, Kelly (2012) found it to be efficient and effective because employee appraisals contribute effectively to determining training and development needs. Kelly (2012) concluded that as a result of the ongoing performance management system, employees become more involved in their job roles and tasks and they are more productive. Furthermore, due to the ongoing performance management, high performance is achieved on an ongoing basis rather than having to deal with the employees' performance at the time of reviews conducted every quarterly with the old system (Kelly, 2012).

According to Pihl-Thingvad (2014), performance management (PM) differs as a management tool by starting with the ends (the results) and moving backwards to find the means based on the hierarchical structure. Performance management should thereby facilitate a shift in focus at the operating level, to the results and more customer orientation. In the positive rhetoric about performance management, this way of managing is assumed to have at least four

advantageous effects, namely, more accountability, more autonomy, common goals and dialogue.

According to Kang and Kim (2015), the main goal of a performance management system is to improve performance. Performance management can provide great opportunities to design and implement new policies. Measuring and understanding the impact of performance management programmes on performance with regard to system-wide goals is critical in organising an effective performance management system.

Munzhedzi (2011) found that respondents described their level of understanding of the Performance Management System (PMS) as being adequate. Munzhedzi (2011) also mentioned that definitions of performance management provided by most participants reflect an enormous degree of lack of understanding, despite claims of sufficient knowledge of the PMS. Munzhedzi (2011) added that participants linked their perception of the sufficient understanding of the PMS to their years of experience in the public sector, because they are aware that they need to submit performance instruments (performance agreement and quarterly assessment reports) and because they attended workshops on performance management (Munzhedzi, 2011).

According to Maina (2015), one of the most difficult requirements of an effective performance management system is that it should be as free as possible from bias. People cannot deny the involvement of bias in their decision-making on the performance of the raters. The only thing that the raters can do is to minimise the level of unfairness as much as possible. Work professionalism plays an important role in the reliability of the assessment process. Maina (2015) mentions that there are many types of biases that creep into the performance management system and the most reported are the recency effect, halo effect, central tendency and prejudice. The main issue in the practice of the performance appraisal activity is the fairness of the evaluation decision by supervisors. Raters have problems evaluating the performance appraisal in a proper way. The performance of individual employees that is not measured accurately can lead to dissatisfaction with the system (Maina, 2015).

6.2.2 Relationships between the dimensions and sub-dimensions of the study

The hypotheses were tested, results generated and compared and contrasted with that of other researchers in the field of performance management.

> **Hypothesis 1:** The sub-dimensions before the performance management process (communication and training, performance culture, link to vision, mission and strategic objectives and performance agreement) significantly correlate with each other.

In the current study, it is evident that the sub-dimensions before the performance management process (communication and training, performance culture, link to vision, mission and strategic objectives and performance agreement) significantly correlate with each other and hence, hypothesis 1 is accepted. Similarly, in a study undertaken by Letsoalo (2007), it was found that there were gaps in the performance management system even before it can be implemented. Letsoalo (2007) found that even management did not know much about the performance management system to communicate it to employees and, employees may have knowledge of performance appraisal but lack understanding of its vital operations and function. These deficiencies have the potential to impact on the fundamentals of the performance management system such as performance agreements. Furthermore, Letsoalo (2007) emphasised that although training was conducted before the performance management process was effected, the training was not done properly.

Linked to performance management (before) and performance culture, Magee (2002) found that organisational culture and performance management are interdependent. This explains why managers should understand the impact of the organisational culture in order to get the highest yield from practices such as performance management, as a change in one impacts directly on the other. Similarly, Ovidiu-Iliuta (2014) found that there is a strong and positive correlation between the organisational culture and performance management systems. The consistency has the highest impact on practices of performance management and involvement has the lowest impact. All the four traits of organisational culture (namely, mission, adaptability, consistency and involvement) have a positive and significant impact on performance management practices.

114

➢ **Hypothesis 2:** The sub-dimensions during the performance management process (ratings/appraisals and performance development plans) significantly correlate with each other.

In the current study it was found that the sub-dimensions during the performance management process (ratings/appraisals and performance development plans) significantly correlate with each other and hence, hypothesis 2 is accepted. The direct and significant relationship between ratings/appraisals and performance development plans implies that when effectively determined ratings are linked to performance development plans, the outcome of increased employee performance is realised. Prusty and Toppo (2012) found that the increased competitive nature of the economy and rapid changes in the external environment has forced many organisations to shift from reactive performance appraisals to the proactive performance management to boost productivity and improve organisational performance. This objective was attempted to be achieved through employees' performance appraisals, which were more concerned with telling employees where they lacked in their performance. The performance appraisal though served the purpose to some extent but is not sufficient to raise the employee performance at the most desirable level (Prusty & Toppo, 2012).

➢ **Hypothesis 3:** The sub-dimensions after the performance management process (feedback and rewards/recognition/promotions/performance related pay) significantly correlate with each other.

In the current study, it is evident that the sub-dimensions after the performance management process (feedback and rewards/recognition/promotions/performance related to pay) significantly correlate with each other and hence, hypothesis 3 is accepted. Woyessa (2015) found that multisource feedback, such as a 360 degree performance management system, provides those involved in the performance management process with multiple sources of feedback which offer different perspectives (Haines & St-Onge, 2012). In the study of Haines and St-Onge (2012) it was indicated that the employees do not receive feedback from their managers, regardless of whether exceptional or ineffective performance is observed.

Mbonambi (2016, p. 108) mentioned that half of the participants pointed out that the "feedback is provided all the times in meetings and managers ensure that the scorecards are done and completed in time". The provision of feedback to employees should be done on a frequent basis at one-on-one meetings in order to ensure that they are fully aware of what is expected of them in the workplace and in order to achieve the strategic objectives of the organisation (Mbonambi, 2016).

Woyessa (2015) also found that in the case of an evaluative purpose, the recognition of individual performance can be achieved in what is known as total rewards. Total rewards consist of financial (extrinsic) rewards, which usually relate to merit or contingent pay and non-financial (intrinsic) rewards, which include recognition, development, access to other assignments, career guidance and the quality of working life (Woyessa, 2015).

Mbonambi (2016) found that the majority of the participants agree that there is a relationship between PMS and reward. In fact, respondents believe that the reward and performance go together; the reward serves as a recognition of good performance and motivates and encourages employees to perform better. The study alludes to the belief that the key goal of a reward system is to motivate employees to accomplish the strategic goals and especially to enhance the performance of the organisation. Mbonambi (2016) noted positive perceptions from respondents about the link between individual performance and rewards.

➢ **Hypothesis 4:** The dimensions of the performance management process (before/during/after), top management support and performance management effectiveness significantly correlate with each other.

From the current study, it is evident that the dimensions of the performance management process (before/during/after), total management support and performance management effectiveness respectively significantly correlate with each other and hence, hypothesis 4 is accepted. In terms of performance management effectiveness, Homayounizadpanah and Baqerkord (2012) found a strong, direct relationship between performance management and productivity of employees. Similarly, Lelissa and Lelissa (2016) noted that rewarding performance effectively based on effective performance management leads to employee effectiveness. Lelissa and Lelissa (2016) also found that reviewing employee performance

116

also leads to employee effectiveness, thereby emphasising the role of effective performance management on employee performance. Furthermore, Letsoalo (2007) emphasised that performance appraisal should not be a once-off process that is done at the end of the performance evaluation cycle; instead, it should be conducted continuously.

Mbonambi (2016) mention in the study that the majority of the participants did not refraim from confirming that there was little support from top management on performance management issues. Perhaps, this is attributed to the fact that top management often leave this responsibility to line managers of the respective employees.

➢ **Hypothesis 5:** The dimensions and sub-dimensions of the performance management process significantly correlate with each other.

The current study found that all dimensions and sub-dimensions of the performance management process significantly correlate with each other and hence, hypothesis 5 is accepted. In addition, strong relationships between performance management and the vision, mission and strategic objectives of the organisation and the performance culture of the organisation respectively were noted. Similarly, Homayounizadpanah and Baqerkord (2012) mention that there is a strong, positive relationship between performance management and efficiency level of employees. It implies that any change in performance management will have a positive impact on efficiency and hence, an increase in performance management will result in an increase in efficiency.

6.2.3 Impact of Biographical Variables

The impact of the biographical variables (gender, age, marital status, education, tenure) on the dimensions and sub-dimensions of the performance management process were assessed.

➢ **Gender**

In the current study, it is evident that there is a significant difference in the views of male and female call centre agents regarding performance culture and performance agreement in the performance management (before) phase. Kotur and Anbazhagan (2014) noted that Global Performance Management (GPM) has major consequences for the career advancement of women and can represent a barrier if it is rooted in the traditional male corporate

environment. Kotur and Anbazhagan (2014) found gender specific preferences in global performance management, for example, female managers prefer more supervisor involvement and, a stronger group focus on the appraisal. Kotur and Anbazhagan (2014) emphasise that gender specific preferences in global performance management are not country or culture-specific but a global phenomenon. Male dominated values in organisations have been unconsciously spread throughout the world via multinational enterprises and respective human resource management practices (Kotur & Anbazhagan, 2014). Kotur and Anbazhagan (2014) found that male and female employees exhibit different levels of performances at their work with female workers being more productive than male workers. These findings shed light on the differing performance culture of male and female employees.

➤ **Age**

In the current study, it is evident that there is a significant difference in the views of call centre agents varying in age regarding rating/appraisal in the performance management (during) phase. Ferris, Liden, and Stilwell (2006) found that older employees performed better according to objective measures as well as on subjective performance ratings. Ferris *et al.* (2006) also found that subordinates of older supervisors achieved higher levels of objective performance than did subordinates of younger supervisors.

➤ **Marital Status**

In the current study, it is evident that there are no significant differences in the views of the call centre agents varying in marital status regarding the dimensions and sub-dimensions in performance management. Russell and Rush (2017) found a significant interaction of employee sex by marital/parental status conveying that of the four employee groups, married mothers were evaluated the most favourably, while single females were the least favourably evaluated. The differential performance evaluations were interpreted by attributional responses indicating that raters perceived external, uncontrollable factors as causes of the married mothers' poor performance, while internal, controllable factors were seen as primary reasons for the poor performance of the other employees, particularly the single females.

➤ **Levels of education**

In the current study, it is evident that there is a significant difference in the views of call centre agents varying in levels of education regarding the link of the performance

management system to the vision, mission and strategic objectives of the organisation in the performance management (before) phase. Evidently, the educational level of the employee impacts on how he/she views the link of the performance management system to the vision, mission and strategic objectives of the organisation. Thakur (2015) found that the skills gained through education are a mark of performance level that an employee can exhibit, thereby linking education to performance. Thakur (2015) also found that there is a two-fold implication to this especially when performance is concerned. Firstly, non-specialised workers might make more errors that can reflect in their work as poor performance standards due to the lack of the basic conceptual background of what they are doing - their productivity level can also be low by virtue of this. Secondly, the level of motivation can be low especially for those who are forced, due to circumstances, to work in departments that they are less willing to work in (Thakur, 2015).

➢ **Tenure**

In the current study, it is evident that there are no significant differences in the views of the call centre agents varying in tenure regarding the dimensions and sub-dimensions in performance management. However, Thakur (2015) found that the number of years that one has spent within an organisation can have an impact of whether they will perform better or not. In addition to gaining work experience, many years of work within an organisation indicate that the employer and employee relationship is sustainable in as far as achieving the goals of the organisation is concerned. This emphasises the need to effectively link performance management to training and performance development plans.

The results of the current study are graphically represented in Figure 6.2 and these results formed the basis of the aforementioned discussion.
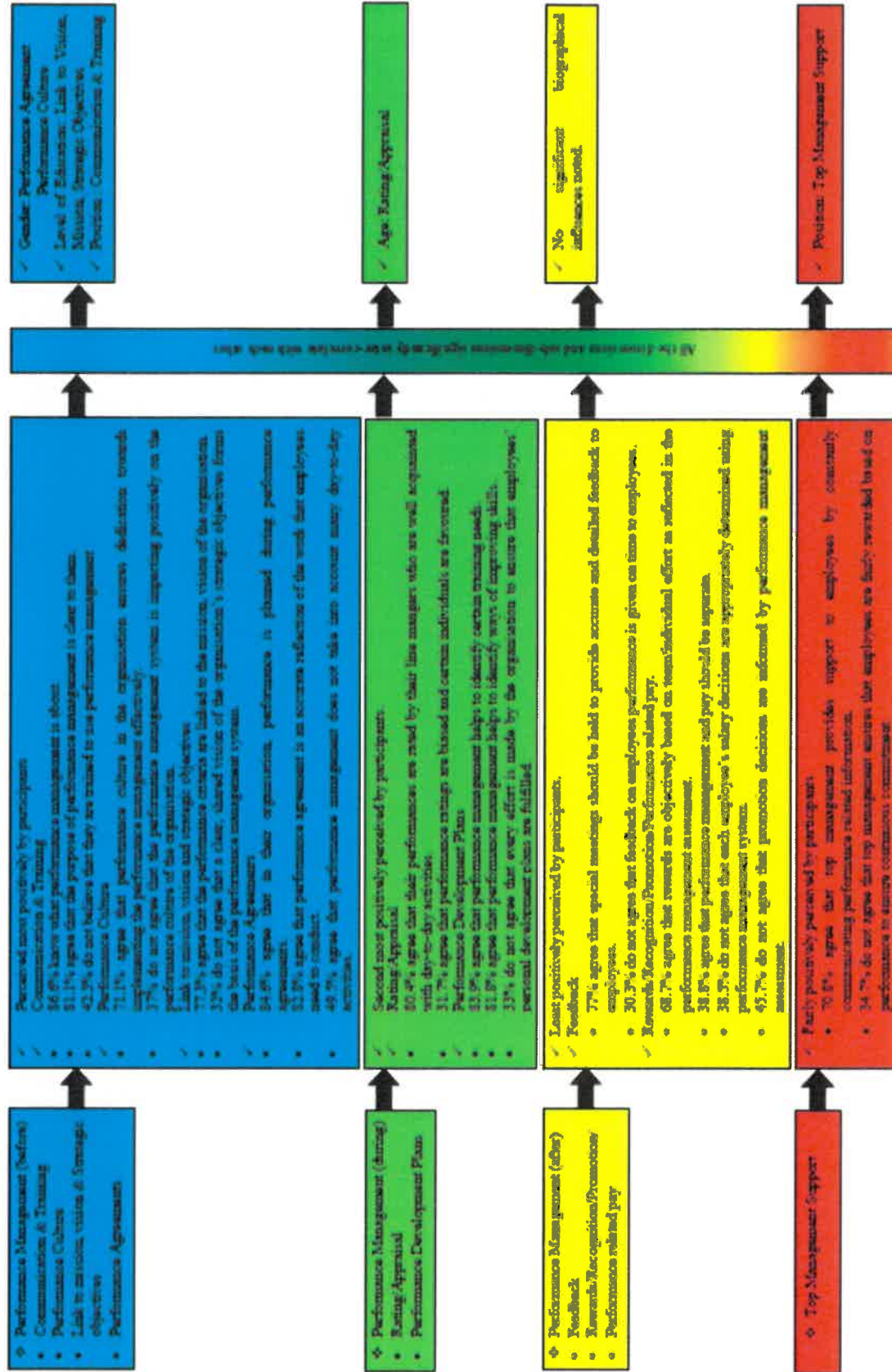
Figure 6.2: Graphical representation of the Key Results of the Study

120

6.3 Conclusion

This chapter focussed on comparing and contrasting the findings of the current study with that of other researchers in the field of performance management. It has highlighted typical problems with performance management systems and ways in which their benefits in corporate and other environments may be enhanced. These have enabled the researcher to develop recommendations which will be presented in Chapter 7.

RECOMMENDATIONS AND CONCLUSION

7.1   Introduction

This study evaluates the barriers and gateways to performance management in a large call centre environment. In Chapter 5, the primary data collected for the study was presented using tabular and graphical representations. These results were discussed in Chapter 6 by comparing and contrasting them with the findings of other researchers in the area of performance management. This discussion highlighted strengths and weaknesses in the current implementation of the performance management system in this call centre thereby enabling the generation of recommendations aimed at achieving performance management effectiveness. These recommendations as well as the recommendations for further research are discussed and presented in the current chapter using a graphical representation to clearly elucidate productive pathways towards attaining performance management effectiveness.

7.2   Recommendations based on the results of the study

Based on the results of the study, recommendations are generated to enhance each part of the performance management process, which was segmented in this study into performance management (before), performance management (during) and performance management (after) as well as to improve top management support which should occur during the entire performance management process.

➢   **Performance Management (before)**

Performance management (before) relates to communication regarding the performance management system and its aims and purpose, training regarding the use of the performance management system, the performance culture relating to the emphasis placed on performance, the link of the performance management system to the mission, vision and strategic objectives of the organisation and the performance agreement.

❖   **Communication & Training**

In the organisation, the majority of the employees understood what performance management is about as well as the purpose of performance. The managers should always communicate

with employees and remind them about what performance management entails and, the employee and organisational benefits of managing performance effectively. It is imperative to provide factual and accurate information about how key performance areas or indicators will be set and how performance is linked to rewards. The organisation should conduct an annual audit to assess the extent to which employees understand the purpose of performance management, to identify drawbacks and to allow employees to suggest mechanisms that can be adopted to bring about improvements in the system.

Many employees in the study mentioned that they are not trained to use the performance management system. The senior management needs to train and educate the employees about performance management. There should be more training sessions on performance management as well as more facilitators demonstrating how employees should use the performance management system. Online training sessions may also be used to reach a wider employee base. Hence, training must be provided to educate employees on the performance management process, system and its benefits. It is also imperative to hold refresher training sessions to ensure that employees are continuously aware of how to use the performance management system and are continuously informed about developments or adjustments in the system. With the employees knowing the purpose of performance management, how performance is linked to rewards and how to effectively use it, they will be motivated to utilise it effectively and reach milestones leading to working more productively.

❖ **Performance Culture**

In the call centre environment, the majority of the employees agree that the performance culture in the organisation ensures dedication towards implementing the performance management system effectively. The organisation needs to maintain a strong and positive performance culture so that the performance management system can continuously be implemented effectively.

In this study, a fair segment of employees do not agree that the performance management system is impacting positively on the performance culture of the organisation. This implies that there are employees that are inadequately informed about the mission, vision and strategic objectives of the organisation, the importance of achieving them and how the performance management system is implemented to achieve these goals. This emphasises

the importance of further communication and training and more so, the importance of the organisation effectively driving and focusing of performance and goal achievement. This can effectively be achieved by ensuring that goal accomplishment and performance is driven at all levels in the organisational structure and that this performance agenda is complemented in practice by ensuring that outstanding performance is appropriately rewarded. The congruence of effective performance to salient rewards will enhance performance and productivity further and motivate employees to achieve milestones.

❖ **Link to mission, vision and strategic objectives**

The majority of the employees agree that the performance criteria are linked to the mission, vision and long-term objectives of the organisation. As a starting point, the organisation needs to effectively communicate its mission, vision and strategic objectives to all their employees and their management structure needs to continuously 'talk this language'. Then the management cadre needs to ensure that these form the basis of formulating key performance areas (KPAs) and indicators so that employees know exactly what they are working towards achieving. The achievement of these KPAs will then contribute to the strategic objectives of the organisation.

In the current study, it was also found that there are employees that do not agree that a clear, shared vision of the organisation's strategic objectives forms the basis of the performance management system. Whilst this may require the vision and mission of the organisation to be astutely communicated, it is also imperative to ensure that the KPAs set between the line manager and the employee clearly takes cognisance of the goals of the institution. Furthermore, when setting the KPAs, the line manager must remind the employee of how these key performance indicators contribute to the success of the organisation in order to ensure line of sight.

❖ **Performance Agreement**

The majority of the employees agree that in their organisation, performance is planned during performance agreements and that performance agreement is an accurate reflection of the work that employees need to conduct. Not every employee's performance is the same in the organisation and different employees perform differently. Therefore, when setting performance agreements managers must be clear on the functions of the employee and what

needs to be attained and at what standard. Setting the standard of performance when the performance agreement is designed will assist the employees to be productive. During the performance agreement phase, managers must ensure that employees are clear on the KPAs, its objectives, its measures and how they will be rated.

In this study, about half of the employees indicated that performance management does not take into account many day-to-day activities. Many activities that employees have to undertake on a day-to-day basis may not be distinct enough to identify as a key performance indicator yet it plays a crucial role towards goal accomplishment and may be time consuming. When these activities are not recognised, employees may become demotivated and try to eliminate them thereby resulting in job accomplishment of a reduced quality. Therefore, managers need to design a time sheet or design an online application, where employees can report their day-to-day activities and show the managers where the improvements are taking place. This will help the managers to rate the employees taking cognisance of all aspects of the job accordingly.

> **Performance Management (during)**

Performance management (during) include activities relating to rating/appraisal and performance development plans.

❖ **Rating/Appraisal**

The majority of the employees agree that their performances are rated by their line mangers that are well acquainted with day-to-day activities. Line managers need to clearly have knowledge of the day-to-day activities that the employees are conducting as well as keep records on their daily activities, so that when employees think that they are being rated unfairly there is evidence of their day-to-day activities. Cognisance must also be given to necessary and time consuming activities that lead to the realisation of outcomes.

In this study, there are a fair amount of employees that indicate that performance ratings are biased and certain individuals are favoured. It is imperative to have clear criteria that will be used when rating employees and evidence of goal achievement. Managers must always ensure that they rate employees fairly and consistently as perceptions of unfairness in rating

in the performance management process has disastrous and debilitating impacts on future employee performance.

❖ **Performance Development Plans (PDPs)**

The majority of the employees agree that performance management helps to identify certain training needs as well as agree that performance management helps to identify ways of improving skills. The line managers need to always conduct training and skills development assessments to check where employees are lacking. Technology plays an important role in training; not all employees can keep up with the latest technology. There has to be ongoing training sessions conducted between every 3 to 6 months so employees are trained with new skills; this will ensure enhanced productivity in the organisation. The performance management system must ensure that when PDPs are being done, the aim is to improve the skills and develop the employees not only to perform the tasks at hand but to also make them enhance their skills sets and increase their marketability, in and outside the organisation.

In this study, employees reflected disagreement that every effort is made by the organisation to ensure that employees' personal development plans are fulfilled. When such instances prevail, it is imperative for the line manager to provide one-on-one discussion sessions so that each employee can communicate what they are unhappy about, what is lacking and where improvement is needed. Setting performance development plans should certainly not be an activity on a checklist that simply needs to be undertaken. Organisations that use PDPs as an item on their performance management system checklist will not be able to succeed for long if they are not committed to the process because employees will soon realise that they are engaging in 'lip-service' regarding their development and will withhold labour and commitment. Management needs to ensure total commitment to the process and ensure that employees receive the development that they have requested or that was offered to them. This means that the organisation has to ensure availability of a budget for such training and development.

➢ **Performance Management (after)**

Performance development (after) relates to feedback regarding one's performance and rewards/recognition/promotion/performance related pay.

❖   **Feedback**

The majority of the employees agree that special meetings should be held to provide accurate and detailed feedback to employees regarding their performance. These meetings should be held on an individual basis. Every employee needs accurate and detailed feedback to show where they are lacking in the organisation and where improvements need to be made. If these meetings do not occur, employees will not know in which areas they are lacking as well as which areas they need improvement. In addition, feedback should not only focus on the areas for improvement but employees should be recognised for their outstanding areas of performance and goal accomplishment as these motivate employees to further achieve performance goals. Feedback on performance must also be clear and specific and if there are any areas for improvement these need to be communicated explicitly ensuring that employees are given guidelines on how to improve and are considered for skills development, where needed.

In this study, employees reflected that they do not agree that feedback on employees' performance is given on time. Line managers need to give feedback to the employees within reasonable timeframes. Feedback should be given to the employees with 7-10 working days after the assessment is conducted if it is to be meaningful.

❖   **Rewards/Recognition/Promotion/Performance related pay**

The majority of the employees agree that rewards are objectively based on team/individual effort as reflected in the performance management assessment. In addition, some of the employees agree that performance management and pay should be specific to each employee and not teams. Rewards should be based on the individual effort. Not every employee contributes effectively in a team. A team leader should be assigned in each team project to provide accurate feedback on each employee in order to be rewarded accordingly. The salary is given to the employee every month but the performance management bonus should be kept separate. This is a reward based on the employee's excellent performance. Having a performance management bonus will motivate an individual to achieve more for the organisation. It is imperative that management is true to the performance-to-rewards continuum and does not downplay exceptional performance in order to save on bonuses. Engaging in such an activity is a recipe for failure as employees will soon realise that management is not commitment to rewarding effective performance and will not be

127

motivated to sustain their excellence. The lack of respect for the performance-to-rewards synergy will also damage the image of the institution.

In this study, some employees reflected that they do not agree that each employee's salary decisions are appropriately determined using the performance management system. Furthermore, some of the employees do not agree that promotion decisions are informed by performance management assessment. An employee's salary is decided when the employee enters an organisation. Salary cannot be based on the performance management of the employee but an increase in the salary can be determined by the performance management system in the form of performance bonuses. In addition, promotions should be done by using the performance management system. This shows where the employee is lacking for a promotion as well as where the strengths lay in the employee for the employee to be given the promotion. In this way, promotions will be outcomes based and objectivity and fairness in the promotion system will be ensured.

> **Top Management Support**

The majority of the employees agree that top management provides support to employees by constantly communicating performance related information. Communication is the key to success. Communication is the best way to know about employees and their needs as well as the areas in which those employees need support and training. Top management support can be positively perceived if there is effective communication, commitment to employee development, fairness in rating and rewards and inculcating a humane, professional, ethical and fair work environment.

In the current study, some of the employees do not agree that top management ensures that employees are fairly rewarded based on performance to ensure continuous commitment. Rewards are based mostly on team recognition and not individual recognition. Line managers need to reward employees on their individual performance as well. This will motivate employees to strive to do the best and prevent social loafing in teams.

➢ **Overall Recommendations to enhance performance management in a call centre environment**

Taking cognisance that the call centre environment is often different from other settings, it is imperative to succinctly elucidate the aforementioned recommendations for effective implementation in the call centre. The employees at the call centre require a thorough understanding of the performance management system in order to exert their optimum efforts towards achieving organisational goals and objectives. In the case of where the employees are unaware of what is expected of them, the consequences would result in poor performance, lack of motivation and low worker morale. Therefore, on the basis of the findings in this study, the following recommendations are made in order to improve the performance management system of the call centre:

- The call centre needs to make the process more transparent to show employees that the process is fair and objective.

- The call centre should provide proper training on the rating system and ensure that employees are listened to during the process. In addition to listening to employees, the call centre needs to ensure that concerns are taken seriously and measures are implemented to ensure that problems are resolved.

- There should be comprehensive and regular training of the managers and team leaders about the performance management system (PMS) in the call centre and how it impacts on productivity. Such training could improve the manner in which the managers and team leaders carry out the performance management system (PMS).

- Accurate planning for the improvement and execution of the PMS is essential so that adequate rewards are allocated.

- The call centre management needs to ensure that all the employees understand the procedures of performance management; be transparent about all the results thereafter.

- All managers and team leaders should not assume that the employees will accept whatever performance management result they are given so it is important to explain to the employees how they came up with those ratings. They should also give employees a chance to query these ratings, if there is a need.

The aforementioned recommendations are graphically represented in Figure 7.1 and enable the time constrained HR Practitioner, Specialist and HR Business Partner to reflect on a quick guide for enhancing performance management in the workplace.

Communication & Training

- Managers should always communicate with employees and remind them who performance management entails.
- The organisation should conduct an annual audit to assess the extent to which employees understand the purpose of performance management.
- Senior management needs to ensure that employees are trained and educated about performance management.
- There should be more training sessions on performance management as well as more facilitators demonstrating how employees should use the performance management system.
- Online training sessions may also be used to reach a wider employee base.

Performance Culture

- The organisation needs to maintain a strong and positive performance culture so that the performance management system can continuously be implemented effectively.
- Ensure that goal accomplishment and performance is driven at all levels in the organisational structure and that this performance needs is complimented in practice by ensuring that outstanding performance is appropriately rewarded.

Link to mission, vision and strategic objectives

- As a starting point, the organisation needs to effectively communicate its mission, vision and strategic objectives to all its employees and its management structure needs to continuously walk this message.
- The management cadre needs to ensure that the mission, vision and strategic objectives of the organisation from the basis of formulating key performance areas (KPAs) and indicators; so that employees know exactly what they are working towards achieving.
- Whilst the vision and mission of the organisation need be astutely communicated, it is also imperative to ensure that the KPAs set between the line manager and the employee clearly takes cognisance of the goals of the institution.
- When setting the KPAs, the line manager must remind the employee of how these key performance indicators contribute to the success of the organisation.

Performance Agreement

- When setting performance agreements, managers must be clear of the functions of the employee and what needs to be attained and at what standard.
- During the performance agreement phase, managers must ensure that employees are clear on the KPAs, its objectives, its measures and how they will be rated.
- Managers need to design a time sheet or design an online application, where employees can report their day-to-day activities and show the manager where the improvement are taking place.
- This will help the managers to rate the employees' taking cognisance of all aspects of the job incumbent.

Rating/Appraisal

- Line managers need to clearly have knowledge of the day-to-day activities that the employees are conducting as well as keep records on their daily activities, so that when employees think that they are being rated unfairly there is evidence of their day-to-day activities.
- Line managers need to clearly have knowledge of the day-to-day activities that the employees are conducting as this will help them to take cognisance of the necessary and time consuming activities that lead to the realisation of outcomes.
- Managers must always ensure that they rate employees fairly and consistently as perception of unfairness in rating in the performance management process has disastrous and debilitating impacts on future employee performance.

Performance Development Plans

- The line managers need to always conduct training and skills development assessment to check where employees are lacking.
- There has to be on-going training sessions conducted between every 3 to 6 months, so employees are trained with new skills, this will ensure enhanced productivity in the organisation.
- The performance management system must ensure that when PDPs are being done, the aim is to improve the skills and develop the employee not only to perform the tasks at hand but to also make them enhance their skills set, and increase their marketability, in and outside the organisation.
- Management needs to ensure total commitment to the process and ensure that employees receive the development that they have recommended on that was offered to them.

Feedback

- Feedback should not only focus on the areas for improvement but employees should be recognised for their outstanding areas of performance and goal accomplishment as these motivate employees to further achieve performance goals.
- Feedback on performance must also be clear and specific and if there are any areas for improvement these need to be communicated explicitly ensuring that employees are given guidelines on how to improve and are considered for skills development, where needed.
- Line managers need to give feedback to the employees within reasonable timeframes.
- Feedback should be given to the employees with 7-10 working days after the assessment is conducted if it is to be meaningful.

Rewards/Recognition/Promotion/Performance related pay

- A team leader should be assigned in each team project to provide accurate feedback on each employee in order to be rewarded accordingly.
- Having a performance management bonus will motivate an individual to achieve more for the organisation.
- Promotions should be done by using the performance management system.
- This shows, where the employee is lacking for the promotion as well as where the strengths lay in the employee for the employee to be given the promotion. In this way, promotion will be outcomes based and, objectivity and fairness in the promotion system will be ensured.

Top Management Support

- Top management support can be positively perceived if there is effective communication, commitment to employee development, fairness in hiring and rewards and by reinforcing a humane professional ethical and fair work environment.
- Line managers needs to reward employees on their individual performance. This will motivate employees to strive to do the best and prevent social loafing in teams.

Performance Management (before)
- Communication & Training
- Performance Culture
- Link to mission, vision & Strategic objectives
- Performance Agreement

Performance Management (during)
- Rating/Appraisal
- Performance Development Plans

Performance Management (after)
- Feedback
- Rewards/Recognition/Promotion/Performance related pay

Top Management Support

Figure 7.1: Recommendations based on the results of the study

7.3   Recommendations for future research

The following recommendations for future research are elucidated:

- The current study is a predominantly quantitative one that collected primary data using the questionnaire. It is suggested that future research in the field of performance management adopts a mixed method research approach, comprising of both qualitative and quantitative data collection methods, to enable employees to explain their viewpoints in further detail. In addition, the current study only assesses the views of employees. Future studies should access the perceptions of the management cadre as well. This approach will also enable the triangulation of results to assess consistency in the perceptions of performance management in the organisation across management and employees.

- Future studies relating to performance management should also investigate how peer evaluation can contribute to enhanced performance of employees and better working relationships.

- Future studies, especially in a call centre environment, should access customers' perspectives on the employee's performance. The relation between performance management and customer satisfaction and service delivery respectively may also be assessed.

- The current study was undertaken in one call centre only. Conducting the study in other call centre environments will enable comparisons across settings and provinces so that inter-provincial comparisons may be drawn.

7.4   Conclusion

The purpose of this study was to evaluate what factors influence performance management effectiveness, that is, before, during and after the performance management process in a call centre environment. The data obtained from this research study indicates that the objectives of the study have been fulfilled.

The first objective of the study aimed to assess employees' perceptions of the factors that influence performance management effectiveness before, during and after the performance management process. The gateways or positive aspects before the performance management process began is that the majority of the employees believe that in the call centre,

performance is planned during performance agreements, that the performance management process is linked to the vision, mission and strategic objectives of the organisation and that they understand what performance management is about. The barrier or negative aspect before the performance management process is that nearly half of the call centre employees do not believe that they are trained to use the performance management system. Furthermore, more than one-third of the employees are not convinced that the performance management system is impacting positively on the performance culture of the organisation.

The gateways or positive aspects during the performance management process is that the majority of the employees in the call centre believe that the performance management system helps the organisation to identify particular training needs that are needed for the employees. Furthermore, with regard to rating/appraisal, employees believe that their performances are rated by their line managers who are well acquainted with their day-to-day work, aspirations and performance. However, the barrier or negative aspect is that nearly a third of the call centre agents are not convinced that every effort is made by the organisation to ensure that employees' personal development plans are fulfilled.

The gateways or positive aspects after the performance management process is that the majority of the employees in the call centre believe that special meetings are set with the line manager to provide the employee with accurate and detailed feedback on the employee's performance. Furthermore, with regard to rewards/recognition/promotions/performance related to pay, the majority of the employees agree that rewards are objectively based on team/individual effort as reflected in the performance management assessment in the organisation. The negative aspects for barriers to effective performance management include that nearly a third of the call centre employees are not convinced that feedback on the employees performance are given timeously to all employees in the organisation. Furthermore, with regard to rewards/recognition/promotions/performance related to pay, more than a third of the employees are not convinced that each employee's salary decisions is appropriately determined using the performance management system.

The gateway or positive aspects with regard to top management support is that the majority of the call centre employees believe that top management provides support to employees by constantly communicating performance related information to the employees in the

organisation. However, one of the barriers is that more than one third of the call centre agents are not convinced that top management ensures that employees are fairly rewarded based on performance.

The gateway or positive aspects with regard to overall performance management effectiveness is that the majority of the call centre employees believe that the performance management system is effectively implemented in the organisation. However, a barrier is that nearly half of the call centre agents are not convinced that all the staff members in the organisation support the performance management system.

Overall, it is evident that respondents perceived the process of performance management (before) the most positively, followed by performance management (during) and lastly, performance management (after).

The second objective of the study was to determine whether significant intercorrelations exist among the factors (before, during and after the performance management process) having the potential to impact on performance management effectiveness. The results reflect that the sub-dimensions before the performance management process (communication and training, performance culture, link to vision, mission and strategic objectives and performance agreement), during the performance management process (ratings/appraisals and performance development plans) and after the performance management process (feedback and rewards/recognition/promotions/performance related to pay) significantly correlate with each other.

The third objective of the study was to assess the relationship between the performance management factors and performance management effectiveness. The results reflect that the dimensions of the performance management process (before/during/after), top management support and performance management effectiveness significantly correlate with each other

The fourth objective of the study was to determine whether there are significant differences in the perceptions of employees varying in biographical profiles (gender, age, marital status, education, and tenure) regarding the factors having the potential to impact on performance management effectiveness. Significant differences were noted in the views of call centre

agents varying in gender regarding performance agreement and performance culture, varying in education regarding link to vision, mission and strategic objectives and, varying in position regarding communication and training in the performance management (before) phase of the performance management process. Furthermore, significant differences were noted in the views of call centre agents varying in age regarding rating/appraisal in the performance management (during) phase. No significant differences were noted in the views of call centre agents varying in biographical data regarding the performance management (after) phase. In addition, significant differences were found in the views of call centre agents from different positions regarding top management support throughout the performance management process.

The fifth and final objective of the study was to assess how much of the variance in performance management effectiveness is due to the performance management factors (before, during and after the performance management process). The results of the study indicate that the two phases of performance management (before, after) and top management support significantly account or more than half of the variance in performance management effectiveness. Performance management (during) does not significantly account for the variance in performance management effectiveness. It can therefore, be concluded that top management support, performance management (before) and performance management (after) significantly impact on performance management effectiveness.

Based on the aforementioned results of the study, recommendations were presented and depicted graphically in Figure 7.1 which when carefully implemented have the potential to enhance performance management effectiveness in the organisation.

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147

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QUESTIONNAIRE

Instructions:

In each of the following, mark a cross (X) in the box that best describes you.

1.   Gender

1	Male		1
2	Female		2

Age

1	20-30 years		1
2	31-40 years		2
3	41-50 years		3
4	51-60 years		4
5	+60 years		5

2.   Marital Status

1	Single		1
2	Married		2
3	Divorced		3
4	Widowed		4

3.   Highest educational qualification

1	Matriculation		1
2	Diploma		2
3	Degree		3
4	Postgraduate		4

4.   Tenure

1	0-5 years		1
2	6-10 years		2
3	11-15 years		3
4	16-20 years		4
5	21+ years		5

Performance Management Questionnaire

Instructions:
Indicate the extent to which you agree or disagree with each of the following statements using the scale below. Mark a cross (**X**) in the appropriate box.

1 - Strongly disagree (SD)
2 - Disagree (D)
3 - Neither agree nor disagree (NA/ND)
4 - Agree (A)
5 - Strongly agree (SA)

No.	Statement	1 SD	2 D	3 NA/ND	4 A	5 SA
1.	I do understand what performance management is about.	1	2	3	4	5
2.	The purpose of the performance management system is clear to me.	1	2	3	4	5
3.	I have been trained to use the performance management system.	1	2	3	4	5
4.	I understand the different levels of performance management.	1	2	3	4	5
5.	In my organisation, refresher training on the use of the performance management system is available when required.	1	2	3	4	5
6.	The performance management system is impacting positively on the performance culture of this organisation.	1	2	3	4	5
7.	In my organisation, there is a strong performance culture/orientation which influences performance agreements.	1	2	3	4	5
8.	The performance culture in the organisation ensures dedication towards ensuring that the performance management system is implemented effectively.	1	2	3	4	5
9.	The performance culture in my organisation drives top management into ensuring the effective implementation of the performance management system.	1	2	3	4	5
10.	The performance criteria are linked to the vision and mission of the organisation.	1	2	3	4	5
11.	In my organisation, performance criteria are set in accordance with the objectives of the organisation.	1	2	3	4	5
12.	A clear, shared vision of the organisation's strategic objectives forms the basis of the performance management system in this organisation.	1	2	3	4	5
13.	The activities in each employee's performance agreement are aligned with the strategic objectives of the organisation.	1	2	3	4	5
14.	In my organisation, performance agreements are aligned with the goals of the organisation.	1	2	3	4	5
15.	In my organisation, the performance agreement is an accurate reflection of the work that the employee is expected to do.	1	2	3	4	5

155

No.	Statement	1 SD	2 D	3 NA/ ND	4 A	5 SA
16.	Every employee has an opportunity to set, agree on and confirm his/her performance agreement with his/her line manager.	1	2	3	4	5
17.	In my organisation, the performance agreement does not take into account many of the day-to-day activities that I do on the job.	1	2	3	4	5
18	In my organisation, performance is planned during performance agreements such that each employee knows the goals and expectations that he/she has to channel his/her efforts towards.	1	2	3	4	5
19.	My performance is rated by a line manager who is very well acquainted with my day-to-day work, aspirations and performance.	1	2	3	4	5
20.	In my organisation, performance appraisals are conducted at regular time intervals.	1	2	3	4	5
21.	Performance appraisals provide accurate assessments of employees with regard to their work performance.	1	2	3	4	5
22.	In my organisation, performance ratings are biased and certain individuals are favoured.	1	2	3	4	5
23.	The performance management system helps me to identify particular training needs.	1	2	3	4	5
24.	The performance management system assists in identifying ways to improve my skills.	1	2	3	4	5
25.	In my organisation, every effort is made during the performance management evaluation to determine my personal development plans.	1	2	3	4	5
26.	In my organisation, every effort is made to ensure that my personal development plans are fulfilled.	1	2	3	4	5
27.	In my organisation, efforts are made to provide accurate feedback after the performance appraisal.	1	2	3	4	5
28.	Feedback about one's performance is given timeously to all employees.	1	2	3	4	5
29.	One significant aspect of the feedback phase is the opportunity for enhanced communication with the line manager.	1	2	3	4	5
30.	Special meetings are set with my line manager to provide me with accurate and detailed feedback on my performance.	1	2	3	4	5
31.	The assessment during performance management is fairly related to specific rewards.	1	2	3	4	5
32.	Each employee's salary decisions are appropriately determined using the performance management system.	1	2	3	4	5
33.	Rewards are objectively based on team/individual effort as reflected in the performance management assessment.	1	2	3	4	5

No.	Statement	1 SD	2 D	3 NA/ ND	4 A	5 SA
34.	In my organisation, I believe that performance management and pay should be separated because performance is not accurately assessed.	1	2	3	4	5
35.	In my organisation, promotion decisions are informed by the performance management assessments.	1	2	3	4	5
36.	Top management ensures that performance is consistently evaluated through a moderation process.	1	2	3	4	5
37.	Top management ensures that employees are fairly rewarded based on performance in order to ensure continued commitment.	1	2	3	4	5
38.	Top management provides support to employees by constantly communicating performance related information.	1	2	3	4	5
39.	Top management constantly ensures that the performance management system is effectively implemented.	1	2	3	4	5
40.	In my organisation, top management continuously reviews and manages the performance management system to ensure its success.	1	2	3	4	5
41.	All the staff members in my organisation support the performance management system.	1	2	3	4	5
42.	I have a clear understanding of the performance management process.	1	2	3	4	5
43.	I believe that the performance management system is improving the performance of employees and hence, the organisation.	1	2	3	4	5
44.	The use of the performance management system has previously failed in my organisation.	1	2	3	4	5
45.	There have been challenges faced by the performance management system which have still not be resolved.	1	2	3	4	5
46.	I am committed to making the performance management a success.	1	2	3	4	5
47.	In my organisation, the performance management system is effectively implemented.	1	2	3	4	5
48.	In my organisation, performance management is developmental and not punitive.	1	2	3	4	5

49. Comment or elaborate on anything about the performance management system in your organisation.

_____

_____

Thank you for your time and cooperation.

UNIVERSITY OF KWAZULU-NATAL
SCHOOL OF MANAGEMENT, INFORMATION TECHNOLOGY AND GOVERNANCE

Dear Respondent,

Research Project

Researcher: Eshana Mohun (0832676133)

Supervisor: Prof S. Brijball Parumasur (031 260 7176)

Research Office: Ms. M Snyman (031 260 8350)

I, **Eshana Mohun** am a **Masters** student in the Discipline of Human Resource Management and Industrial Relations, in the School of Management, Information Technology and Governance at the University of KwaZulu-Natal. You are invited to participate in a research project entitled **The Barriers and Gateways to Performance Management.** The aim of this study is to **assess the benefits and drawbacks of the performance management system.**

Through your participation I hope to understand that your participation in the questionnaire is completely voluntary. The results of the survey are intended to contribute to one of the requirements to be met for the awarding of the degree is that we should undertake approved research leading to the submission of a dissertation.

Your participation in this project is voluntary. You may refuse to participate or withdraw from the project at any time with no negative consequence. There will be no monetary gain from participating in this survey. Confidentiality and anonymity of records identifying you as a participant will be maintained by the School of Management, Information Technology and Governance, UKZN.

If you have any questions or concerns about completing the questionnaire or about participating in this study, you may contact me or my supervisor at the numbers listed above.

The survey should take you about 15 minutes to complete. I hope you will take the time to complete this survey.

Sincerely

Investigator's signature_____ Date_____

On separate page

CONSENT

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

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

SIGNATURE OF PARTICIPANT   **DATE**

…………………………………………………………………………………………………

APPENDIX C

11 February 2019

Ms Eshana Mohun 211524346
School of Management, IT and Governance
Westville Campus

Dear Ms Mohun

Protocol reference number: HSS/2308/017M
Project title: The barriers and gateways to performance management effectiveness in a large contact centre enviroment in KwaZulu-Natal

Approval notification – Amendment Application

This letter serves to notify you that your application for an amendment dated 11 February 2019 has now been granted **Full Approval** as follows:

- Change in Title

Any alterations to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study must be reviewed and approved through an amendment /modification prior to its implementation. In case you have further queries, please quote the above reference number. PLEASE NOTE: Research data should be securely stored in the discipline/department for a period of 5 years

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

Best wishes for the successful completion of your research protocol.

Yours faithfully

Dr Shamila Naidoo (Deputy Chair)
Humanities & Social Sciences Research Ethics Committee

/pm

cc Supervisor: Professor S Brijball Parumasur
cc Academic Leader Research: Professor I Martins
cc. School Administrator: Ms Angela Pearce

APPENDIX D