



**Effectiveness of the Performance Management and Development
System**

at the South African Social Security Agency

by

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DEDICATION

This study is dedicated to my father who passed away so soon and so young leaving his family with memories. My father believed in me more than I did and had a belief that I could do anything. Mbovu, Somashi, Nzombane, Nomafu, Ngogo Zabantu, I, thank you for caring for me and I hope I have met, if not exceeded, your expectations of me.

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My heart will always be with you all.

ABSTRACT

Effectiveness of the Performance Management and Development System at the South African Social Security Agency

The South African Social Security Agency (SASSA) was established in 2005 primarily for the administration and payment of social assistance to citizens. Although the performance management and development system (PMDS) aims to harness individual and team performance towards realisation of the strategic objectives of SASSA in order to provide a world class Social Security service, questions have been raised about whether this mandate is being met. The overall performance of SASSA employees in registering, administering and paying social grants is controversial. The quality of service delivery suggests that employee performance may not be in alignment with the organisation's strategy, vision and values. This study therefore explores the effectiveness of the PMDS at SASSA by examining the relationship between employee buy-in and PMDS implementation. The overarching research question is: How can the relationship between PMDS buy-in and system implementation enhances effectiveness of the performance management system at SASSA? The hypothesis is: the greater the employee buy-in to the PMDS, the more effective PMDS implementation.

This applied research study has a mixed-methods design underpinned by a pragmatist worldview. The hypothesis is confirmed. Conclusions are drawn and recommendations made for public sector organisations seeking to render effective performance management development systems with the aim of improving service delivery to South African citizens. Findings from across district and local offices and targeted employee ranks further reveal a statistically significant relationship between employee buy-in and information provided orally and in writing to employees. It was established that efficiencies of human resources programmes are improved when employees buy-in to the concept of PMDS.

ACRONYMS AND ABBREVIATIONS

AIDS	Acquired Immune Deficiency syndrome
CEO	Chief Executive Office
DPSA	Department of Public Service Administration
GAFS	Generic Assessment
KPI	Key Performance Indicators
KPA	Key Performance Area
KRA	Key Result Areas
HCC	Human Capital Corporation
HCD&T	Human Capital Development and Training
HIV	Human Immune Virus
HOD	Head Of Department
HR	Human Resources
HRM	Human Resources Management
KZN	KwaZulu-Natal
MPSA	Minister of Public Service and Administration
NEHAWU	National Educational Health Allied Workers Union
PA	Performance Agreement
PFMA	Public Finance Management Act
PM	Performance Management
PMB	Pietermaritzburg
PMDS	Performance Management Development System
PMS	Performance Management System
PS	Public Service
SASSA	South African Social Security Agency
SMS	Senior Management Service
PSC	Public Service Commission
PSA	Public Service Act
SAMDI	South African Management Development Institute

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CHAPTER 1: INTRODUCTION TO THE STUDY

1.1 INTRODUCTION

The study focuses on the Performance Management and Development System (PMDS) at the South African Social Security Agency (SASSA or 'the Agency'). This chapter is an overview of the entire study. It presents the problem statement, objectives of the study, the hypothesis and the research question and sub-questions. This chapter provides a brief summary of the literature review, the research design and method as well as the research analysis. The chapter concludes with the structure of the dissertation.

1.2 BACKGROUND OF THE STUDY AND RESEARCH PROBLEM

The public service in the Republic of South Africa (RSA) experienced change upon becoming a democratic country in 1994. Before amalgamation and nationalisation in 1994, many performance management systems and procedures in public service had detailed rules and regulations on appraisal for different categories of staff and for different purposes. A major reform came about in July 1999, where a new management framework was adopted (devolution of management of departments to political and administrative heads of department). A "one-size –fits- all" approach was abandoned. Each department was allowed to develop its own human resource (HR) policies and systems, within a framework of uniform norms and standards. A new public service management framework came into being, and hence, all departmental activities are now informed by legislation such as the Public Service Act of 1994 (RSA, 1994), the Public Service Regulations, 1999/2001 (RSA, 1999/2001), various White Papers as delineated in Table 2.1, and by collective agreements concluded by bargaining councils in the public service.

Public Service Regulations (RSA, 1999/2001), is a set of regulations that serve as a primary guide to departments in developing and implementing their departmental performance management and developmental policies, processes and systems with alignment to the defined uniform norms and standards. The regulations require each executing authority to determine a system for performance management and development for employees in their departments. The Department of Public Service and Administration (DPSA) also provided guidance through a Performance Management handbook and learning sessions.

Regulation VIII B.1 of the Public Service Regulations (RSA, 1999/2001) requires each executing authority to determine a system for performance management and development for employees in their departments (other than employees who are members of senior management). The systems had to be in place with effect from 1 April 2001.

The South Africa Social Security Agency (SASSA) was established in 2006 in line with the *South African Social Security Agency Act No 9 of 2004* (RSA, 2004). This Act provides the establishment of the agency primarily for the administration and the payment of the social assistance grant. The agency was further established in line with *the Social Assistance Act No 13 of 2004* (RSA, 2004). The *Social Assistance Act* provides for the rendering of social assistance to all qualifying persons.

The SASSA Performance Management Policy of 2006 (RSA, 2006) states that “The aim of the performance management is to harness individual and team performance towards realization of the strategic objectives of SASSA in order to provide a world class Social Security service”. Toward that end, this study is therefore aimed at evaluating the effectiveness of the Performance Management and Development System (PMDS) at the (SASSA). The SASSA is a Section 3A public entity that focuses on, and ensures that government pays the correct grant to the right beneficiary in a place of convenience. Adoption of the *South African Social Security Agency Act* (RSA, 2004) and the amendment of the *Social Assistance Act* (RSA, 2004), by National Parliament, paved the way for greater and improved service delivery to the social grant recipients. SASSA was therefore created with the aim of administering application, approval and payment of social grants in South Africa. It was also designed to transfer the function of social security provision from South Africa's provinces to the national sphere of government; SASSA reports to the Ministry of Social Development (www.SASSA Strategic Plan 2012).

The Performance Management and Development System (PMDS) at SASSA seek to align individual performance and the agency's strategic objectives. This is achieved through a process of continuous improvement by way of formal performance measurement, personal development and linking of reward to performance. A relevant policy was introduced with a view to providing a user-friendly framework for performance management, jobholder development and reward processes. Through this, the Agency is striving to establish an integrated system and processes that define and improve the best job-related outputs. The SASSA Performance Management Policy of 2006 (RSA, 2006) states that “the aim of the performance management is to harness individual and team performance towards realization

of the strategic objectives of SASSA in order to provide a world class Social Security service” (RSA, 2006).

As to SASSA’s performance, there are consistently negative reviews held by different stakeholders regarding its overall performance in registering, managing and paying social grants. Whilst its services are executed at the minimum, the quality of the output has indicated that there could indeed be a problem within the organisation in terms of directing the delivery methods. Although it is known that SASSA’s strategy is aligned to that of the government as a whole, and to that of the *Constitution of the Republic of South Africa, 1996* (RSA, 1996), the weaknesses in service delivery could potentially be construed to be that the performance management system is out of alignment within the organisation’s strategy, its vision and values. This being the case, the indication is thus that one of the core problems could be with the organisation’s Performance Management System (PMS) which is the PMDS.

The introduction of the performance management system (PMS) has created implications that can be identified as either challenges or benefits for both the employer in the public sector and all categories of staff. It has been cited by various authors or scholars that prior to the introduction of the PMS; the public sector had no structured way of assessing, monitoring and developing an official. The PMS represents, or is seen as, a structured and acceptable formal form of interaction between an employer and the employee that is continuous throughout the year. This process is to identify the strengths and weaknesses for developments as per the *Skills Development Act No.97 of 1998* (RSA, 1998). The PMS is used in various public sector organisations as a way of determining the awards system. In addition, it has been used for identifying and separating poor performers from good ones and also, in extreme cases it has been used for disciplinary and punitive purposes. Looking at the SASSA, the PMDS has been a bone of contention; this is due to the fact that the process of the system is seen as flawed.

To some of the SASSA employees, PMDS is an unfair process of performance review and meant for the favoured few in terms of rewards, to the extent where there has been intervention by organised labour such as National Education Health Allied Workers Union (NEHAWU). Another performance management problem among employees is low morale and disrespect, and very low or even lack of productivity. The PMS is indeed linked to controversy. The CEO of SASSA stated that she was sitting with hundreds of complaints and/or grievances resulting from the PMS (www.SASSA.gov.za, 2013). To overcome

challenges and to increase organisational productivity, development of the staff should be treated as a priority to ensure proper implementation of the performance system and that PMDS achieves its intended goals. An inquiry into the implementation of the PMDS will be able to successfully identify how the PMDS at SASSA is operating based upon the perceptions of employees and a review of relevant documents and policies pertaining to SASSA. Such an inquiry could also discover ways of aligning employee goals and objectives and those of the SASSA in a way that ensures staff development enhances organisational productivity.

It is unclear as to the role staff members play in the design and implementation of the PMDS at the SASSA. Even though there are known problems with the PMDS, it also has its benefits. If implemented correctly, it has the ability to serve both the employer and the employee. For the employee it allows room for growth as the developmental areas are explored and nurtured and it encourages open and engaging communication. It is against this context that this study has been instituted using the theories discussed in Chapter 2, the literature review and based upon law and policy about Performance Management (PM) in the Republic of South Africa. The study therefore aims at investigating the SASSA's PMDS to determine some of the problems therein related to alignment of policy, design, strategy and implementation of the PMDS. Based upon the background of a few of the underlying problems at SASSA and in view of problems identified in the performance management literature, research objectives, a hypothesis and research questions have been formulated.

1.3 LITERATURE REVIEW

A literature review is a body of text that aims to review the critical points of current knowledge including substantive findings as well as theoretical and methodological contributions to a particular topic Vithal and Jansen (2010:14). For the study a literature review was done through books and journals. This included the review of the South African Social Security Agency policies and procedures of the PMDS. The literature reviewed included performance management, the performance management systems in different jurisdictions and within the South African system, performance management processes, as well as stakeholder engagement, buy-in to and implementation of the performance management system and its benefits.

Performance Management (PM) as a concept is contested and many scholars have provided different definitions. Scholars like Martinez (2001:3) provide the historical background to performance management noting that a PMS was utilized first in the 1970s, but the process was only recognized during the 1980s (Armstrong and Baron 1998 in Martinez 2001:3). Armstrong and Baron (2004) argue that there is no single good or best way of conducting performance management. But the overriding principle is that good performance management is equated with good management. Whilst the public sector is mandated to act in accordance with prescripts or legislations in order to develop, implement and monitor the performance management system of any organ of the state, studies suggest that South African organisations fail to follow best practice in performance management and are still struggling to implement performance management effectively Whitford, Coetsee 2006:64, Le Roux, 1995; Rademan & Vos, 2001; Spangenberg & Theron, 2001. Among the reasons that performance management systems have been known to fail are lack of integration, design challenges, implementation failure, communication challenges, lack of monitoring and evaluation, and lack of stakeholder engagement as discussed in Chapter 2 (Saravanja, 2011; Davis, 1999).

Scholars provide differing views on the role of buy-in organisationally and with regard to the PMS. On the one hand, Byrd (2009:1) argues that employees need to buy-in to the process, training and goals of the company and into the goods and services provided in order to achieve individual goals. On the other hand, Lindstrom (2010:1) contends that while buy-in may be important, it is not essential. To him, buy-in has no bearing on performance management as buy-in and implementation are independent and not interdependent variables. According to Caldwell (2000:2), employees want to know the answer to the question “what’s in it for me”? The answer to that question, according to Caldwell (2000:1) depends on the extent one feels engaged in each step of the performance management process. To Matthew (2011:2), to generate staff buy-in to a performance management system, key performance indicators (KPIs) should not only be relevant and motivational to the employee but employees should be involved in the setting up of norms and standards. Similarly, Williams (2002:12) points out the role of KPIs in establishing key results, objectives and measures underlying a performance management system. These scholars generally agree that, when employees are involved in the process, PM is on its way to being established as a win-win system.

Of the challenges related to effective PMDS, this study focuses upon the role of buy-in to and implementation of the PMDS at the SASSA. The SASSA policy requires jobholders from all levels of employment to sign a performance agreement before each annual performance cycle. In order to qualify for a bonus or the notch progression, officials need to have contracted within time frames and have performed to a satisfactory level. The supervisor and jobholder should identify and agree upon the jobholders key development needs that are within his or her scope of work. Yet employees have raised questions about PMDS procedures, especially regarding fairness and equity as to how performance ratings are determined and bonuses awarded. The literature review in Chapter 2 further discusses theories related to PM and provides the theoretical framework that guided this study. Based upon the research problem and relevant literature the following research objectives, hypothesis and research questions were determined.

1.4 OBJECTIVES OF THE STUDY

The objectives of the study are to:

- Examine the implementation of PMDS at SASSA
- Explore the role of buy-in in the implementation process
- Provide strategic direction to improve the Performance Management Development System (PMDS)

1.5 HYPOTHESIS OF THE STUDY

- The greater the buy-in the more effective the Performance Management Development System (PMDS) at the SASSA.

1.5.1 Variables

- Independent variable: Employee buy-in
- Dependent variable : Implementation of Performance Management Development System (PMDS)

1.6 RESEARCH QUESTION

The key question to be answered as a result of this study is as follows and serves as a guide to the study:

- How can the relationship between employee/stakeholder buy-in and implementation enhance effectiveness of the performance management system at the SASSA?

There are two sub questions that underlie the research question and that are linked to the research objectives. The sub questions are:

1.6.1 Sub-question 1

- Did employees buy-in to implementation of the PMDS? If so, how did they? If not, why not?

1.6.2 Sub-question 2

- What are employee perceptions about the effectiveness of the PMDS?

These sub-questions underlie the main research question and are linked to the objectives because perceptions of the employees will shed light on how the PMDS is being implemented and whether the implementation process is effective. Whether and if so, how employees buy-in to the implementation is part of exploring the role of buy-in in the implementation process and whether the relationship between employee buy-in and implementation enhances effectiveness of the PMDS. Determining that employees did not buy-in to the implementation process is part of the objective of examining the implementation. Employee perceptions about effectiveness of the PMDS and knowledge of whether employees bought into the system will help provide strategic direction to improve the PMDS.

Certain decisions had to be taken as to how this study would be carried out in view of the aims sought to be achieve, hypothesis to be tested and questions to be answered. A brief indication of research design and methods follows.

1.7 RESEARCH DESIGN AND METHODS

1.7.1 Research Design and Strategy

It is worth mentioning that the study is underpinned by the pragmatism philosophical worldview. This is a worldview that supports the use of a mix of different research methods as well as modes of analysis; the focus is on 'what works'. The study utilised the mixed-method design and the case study strategy. The quantitative part of the study focus on the

relationship between the two variables, which are employee buy-in and the implementation of the PMDS. The qualitative part was to interpret the relationship between variables and the underlying perceptions of employees regarding the role of the buy-in to the PMDS. In the collection of the primary data, the sequential approach was used in that the researcher started with the quantitative research and then conducted the qualitative research. In the first phase the researcher started with the distribution of questionnaires and in the second phase interviews of the officials were carried out.

1.7.2 Data Collection Methods and Analysis

1.7.2.1 Survey Questionnaire

A questionnaire was developed and distributed to participants via e-mail; this was done with a view to obtain employee perceptions on the effectiveness of the PMDS at the South African Social Security Agency. The survey instrument is attached as Appendix D-1. Quality assurance was conducted to ensure that questionnaires were completed by participants. This was to ensure that all questions in the questionnaire were answered. All data collected from the questionnaires were taken into consideration and the conclusion was based on the findings. The SPSS programme was used, but the chi-squared test and a further test on logistic regression were also used.

1.7.2.2 Interview Questions

Semi-structured interview questions were formulated and one-on-one interviews were conducted; this was with the intention of getting an insight into the views of the officials on the effectiveness of the PMDS and to hear about their perceptions and attitudes towards the system. This list of interview questions is attached as Appendix D-2. Yin (2009:108) points out interviews as essential sources of case study evidence because most case studies are about human affairs or behavioural events. He further points out that well-informed interviewees can also provide important insights into such affairs or events. Data from interviews were analysed through content analysis and data matrix analysis (Yin, 2009:108)

1.7.3 Participant Selection and Ethical Considerations

Permission was requested and granted by the SASSA Regional Executive Manager and ethical clearance was obtained from the Ethical Clearance Committee of the University of KwaZulu-Natal. The ethical clearance letter is attached. In addition, prior to filling in of the

survey questionnaires by participants and the conducting of interviews of participants, the researcher ensured that the participants were informed about their rights, privacy and the confidentiality and anonymity of their responses, and that they could withdraw from the research at any given time in case they felt that their rights were being violated or if they were uncomfortable. Participants were selected from four Districts (Ulundi, Midlands, Durban and Pietermaritzburg (PMB) and from eight local offices (two in each district); the targeted group was level 5, 7, 9, 10 and 12 in terms of employee rank. This was to ensure representation of all officials at the SASSA. The questionnaire was distributed to 112 officials and 41 interviews were conducted.

1.8 STRUCTURE OF THE DISSERTATION

The dissertation entails five chapters:

Chapter 1: Introduction

This chapter highlights the background of the PMDS, the problem to be investigated and the investigation process. The research questions and the objectives of the study are clearly outlined and the method of investigation presented.

Chapter 2: Literature Review

This chapter focuses on the various literature reviews based on the various sources related to this particular field of performance management. In this study, the chapter explores the literature review, theories of performance management, application of performance management, and legislative framework, implementation of the PM, employee buy-in and policies on PM.

Chapter 3: Research Design and Methods

This chapter examines the research design and methods, thus looking at the strategy, sampling, data analysis, validity and reliability, trustworthiness and credibility, limitations of the study and the ethical considerations.

Chapter 4: Data Analysis and presentation

The results of the study were analysed and the findings were presented and interpreted.

Chapter 5: Findings, Conclusions and Recommendations

This chapter presented the conclusion arising from the study on the effectiveness of the PMDS at the SASSA and the implication of the role of employee buy-in in the implementation of the PMDS as well as how the relationship between variables may improve performance recommendations was then made.

1.9 CHAPTER SUMMARY

This chapter highlighted the background of the South African Social Security Agency, the problem statement, objectives of the study, the research questions, hypothesis, the rationale of the study, and research design and methods; it also focused on the structure of the dissertation and an overview of the SASSA. In Chapter two, the study will review existing literature on the performance management and demonstrate how the theoretical framework emanated from the various elements of the PMS literature.

CHAPTER 2: LITERATURE REVIEW

2.1 INTRODUCTION

It is imperative for any department – public or private – to have a PMS in place as it allows the department to measure its performance against the set vision, mission and the strategic objectives of the department for the delivery of its goods or services. In addition, the PMS is also for the benefit of the employees as it caters for the developmental areas of the employees. It further identifies the gaps that may need to be addressed by the employer in order to ensure the productivity of the employee in the workplace. Chapter 2 focuses on various sources of information in relation to the PMS. The purpose of this chapter is to look at the components of the PM and the theoretical overview of PM. It will discuss the definition of PM, its process and its different concepts. This chapter will also give a summation of the regulatory framework pertaining to a PMS; highlight the PM models, buy-in, and the implementation of the system, characteristics, pitfalls and the effectiveness of the PMS. This chapter clarifies the PMDS of the SASSA and the policy underlying the system. In this chapter the theoretical framework that drove the study is explained.

2.2 DEFINATION OF PERFORMANCE MANAGEMENT

Performance management as a concept is contested and many scholars have provided different definitions. Scholars like Martinez (2001:3) provide the historical background to PM noting that a PMS was utilized first in the 1970s, but the process was only recognized during the 1980s (Armstrong and Baron (1998) in Martinez 2001:3). There has however been a notable paradigm shift in performance management; for instance, in the sixties and seventies, PM was frequently equated to some form of merit-rating, whereas in the eighties and nineties it was linked to “new” management paradigms such as management by objectives, performance appraisals, behaviourally-anchored rating scales and performance-related pay. Aguinis (2005:20) states that PM is a continuous process of identifying, measuring and developing performance in organisations by linking each individual’s performance and objectives to the organisation’s overall mission and goals. He explains this statement by saying PM is an on-going process of setting goals and objectives, observing performance, and giving and receiving on-going coaching and feedback. He further points out that PM requires that managers ensure that employees’ activities and outputs are

congruent with the organisation's goals, which assists the organisation in gaining competitive business advantage. PM therefore creates a direct link between employee performance and organisational goals, and makes the employees' contribution to the organisation explicit. He further argues that PMS that do not contribute to the organisational goals are not true PMSs. The explicit link between an employee's performance objectives and the organisational goals serves the purpose of establishing an understanding for both the employee and the employer on what needs to be achieved and the process of achieving it. Bacal (1999) cited in Mutua & Namusonge, *et al.* (2013:2) concurs with the argument by pointing out that PM should be a continuous partnership between employee and supervisor in areas such as employee's involvement in formulating goals, and discussion of the role of each in accomplishing these goals. This engagement approach allows the employee to understand the expectations of the employer. Torrington *et al.* (2008) cited in Mutua & Namusonge, *et al.* (2013:2) stresses the importance of departmental objectives in PMS and adds to the argument by stating that the individual objectives should be a result of departmental objectives which should in turn emanate from organisational objectives that are aligned to the mission of the organisation.

Armstrong (2004:1) defines PM as a strategic and integrated process that delivers sustained success to organisations by improving the performance of the people who work in them and developing the capabilities of individual contributors and teams. PM is strategic in the sense that it is concerned with the broader issues facing a business if that business is to function effectively in its environment, and with the general direction in which the business tends to go to achieve its longer term goals. Armstrong (2004:2) further argues that PM is integrated in two senses, that is, vertical integration, linking business, team and individual objectives with competencies, and horizontal integration, which includes linking different aspects of human resource management (HRM) and concentrating on organisational development, human resource development, and reward in order to achieve a coherent approach in management and development of people. Armstrong's Business Alignment Model in Figure 2-1 provides a conceptual presentation of how the various factors connect.

PMS Business Alignment Model

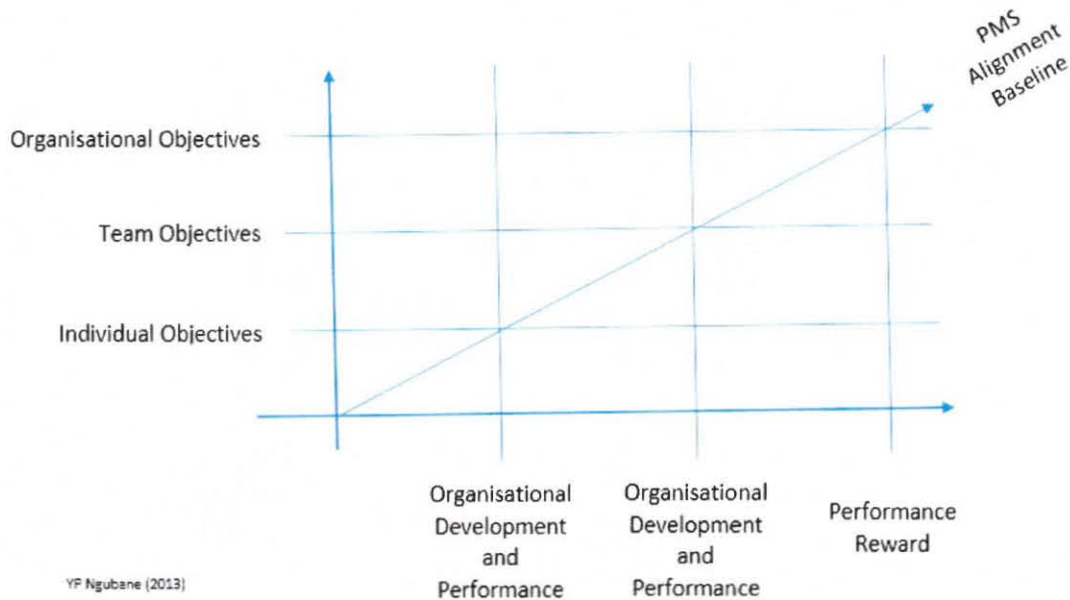


Figure 2-1 - Armstrong's Business Alignment Model: content adapted from Armstrong (2004:8)

Fowler 1990, cited in Martinez (2001:3), defines PM as the organisation of work to achieve the best possible results. From this simple viewpoint, PM is not a system or technique; it is the totality of the day-to-day activities of all managers". A comparable definition was produced by the Institute of Personnel Management (1992 in Martinez 2001: 3), "as the strategy which relates to every activity of the organisation set in the context of its human resource policies, culture, style and communications systems. The nature of the strategy depends on the organisational context and can vary from organisation to organisation". O'Callagan (2005:2) elaborates by saying that PM is the process of defining clear objectives and targets for individuals and teams, and the regular review of actual achievement and eventual rewarding for target achievement. He further points out that this process should ensure that individual and team effort support the organisational objectives and that key stakeholder expectations are realized by focusing on key value drivers. Thus:

- Planning is crucial
- Stakeholder expectations are key drivers of Performance Management
- Management and employee buy-in and involvement are paramount
- Key objectives and targets should be linked to corporate strategy (O'Callaghan 2005:2).

Armstrong's view on defining PM is the more relevant for this discussion, and this perspective will be used throughout the dissertation, in contrast to other arguments. To reiterate, PM is a strategic and integrated process that delivers sustained success to organisations by improving the performance of the people who work in them and developing the capabilities of individual contributors and teams. PM is strategic in the sense that it is concerned with the broader issues facing a business if that business is to function effectively in its setting; it is also concerned with the direction in which the business wishes to go to achieve its longer term goals.

The primary objective of any PM strategy is to motivate individuals within the workplace and, as a result, improve and optimize the overall success of an organisation. Employee engagement is the key to any organisation's success; a strong PM strategy can also optimize organisational, operational and strategic objectives. Many authors have raised different arguments on the effectiveness of the PMS.

Strong PM practices are critical to the success of almost any institution. Effective PM drives positive operational outcomes by encouraging the desired attitudes, behaviours and results in employees. However, PM is one of the key areas where organisations usually struggle because of the challenge of maintaining on-going commitment and maintaining a continuous effort in applying fair, objective and consistent processes that measure and evaluate employee performance over time (Ontario Network of Employment Skills Training Projects (ONESTEP, 2013).

2.3 PURPOSE AND AIMS OF PERFORMANCE MANAGEMENT

The overall purpose of PM is to contribute to the achievement of high performance by the organisation and its people. High performance means reaching and exceeding targets for delivery and productivity, quality, customer service, growth, profit and shareholder value. Specifically PM aims to share understanding about what needs to be achieved, develop the capability of people to achieve it and provide the support and guidance people need in order to deliver high performance and achieve their full potential to the benefit of both themselves and the organisation. PM is also concerned with under-performers, but it does this positively by providing the means for people to improve their performance or make better use of their abilities.

In addition to the above, Melchert and Winter (2004:535) citing Spangenberg (1994:14) points out that PM aims at the systematic generation and control of an organisation's performance. From a management point of view, PMSs comprise four undertakings and are as follows:

- Performance planning
- Taking action to control performance (management in the narrower sense)
- Performance measurement
- Performance rewarding

There is growth in the use of PMS as a victimisation tool and a tool for dispensing patronage. The continued use of PMS in a compliance mode will further erode the gains made thus far. However, Mutua & Namusonge (2013:3) citing Brudan (2010) argues that performance measurement should emphasize learning and not control. Results of performance measurement should not be used for control purposes. Both the supervisor and the subordinate can also learn about the ways that can be used to improve their relationship aimed at improving performance. He also acknowledges that organisations are still over-emphasizing performance measurement without using performance data for learning which in turn is likely to improve financial performance.

2.4 PERFORMANCE MANAGEMENT PRACTISES

According to Fletcher (1997) cited in Mutua & Namusonge (2013:3) PM is creating a shared vision of the purpose and aims of the organisation, helping each individual employee to understand and recognize their part in contributing to them and thereby managing and enhancing the performance of both individual and the organisation.

Armstrong (2010) classifies the key features of PM as follows:

- Joint agreement between managers and subordinates at every stage on how well the latter are doing and what can be done jointly to develop strengths and deal with weaknesses.
- Secondly discussions between managers and subordinates should take form of dialogue and managers should not dominate the process.
- Thirdly PM is about managing managers and subordinate expectations.

- Fourthly this process should use positive feedback to motivate people. Additionally PM is forward looking and does not dwell on the past.
- Lastly PM is a continuous process not an annual event and it should be managed throughout the year Armstrong (2010) cited in Mutua & Namusonge (2013:3).

2.5 PRINCIPLES OF PERFORMANCE MANAGEMENT

Armstrong and Baron (2004:4) provide the principles of PM; they derived some of the principles from different authors. Firstly, Egan (1995) cited in Armstrong (1995:61) proposes the following guideline principles of PM: he argues that most employees want direction, freedom to get their work done and encouragement instead of being simply controlled. The PMS should be a control system only by exception. The resolution is to make it a joint development system in two ways: first, the entire PM process is about coaching, counselling, feedback and tracking. In addition, ideally, team members grow and develop through these interactions. Hill cited in Armstrong (1995:63) concurs with the argument by Egan in that performance is about coaching, guidance, appraisal, motivating and rewarding colleagues to assist in unleashing potential and to improve organisation performance. Where it works well it builds on excellent leadership and high-quality coaching relationships between managers and teams.

Armstrong and Baron (2004:6) further argue that there is no single good or best way of conducting PM. But the overriding principle is that good PM is equated with good management. It is about ensuring that managers manage effectively, that they communicate with the staff and that staff understand what is expected from them, have the capacity to deliver it and are motivated to deliver to the highest possible standard.

2.6 CHARACTERISTICS OF PERFORMANCE MANAGEMENT SYSTEM

There are no universal characteristics of PM; however, this study discusses different characteristics that scholars offer.

The PMS characteristics according to Armstrong and Baron (2006:43) are as follows:

- Communication of a vision of its objectives to all employees.
- Setting the departmental, unit, team and individual performance targets that are related to broader objectives.

- Conducting a formal review of progress towards targets.
- Utilising the review process in identifying training, development and reward outcomes.
- Evaluating the whole process in order to improve effectiveness.
- Defining managerial structure to oversee all the characteristics above, so that individual staff and managers are assigned specific responsibilities to manage the PMS.

Melchert and Winter (2004: 535) state that management approaches like PM can only be implemented successfully if the strategic planning is linked to the operational process, therefore, the amalgamation of strategies, organisational structures and business processes by the use of specialized information systems, is considered a vital part of the PM concept. Melchert and Winter (2004: 535) postulate that the organisation has to ensure that strategy changes trigger modifications on the business process level and the supporting information systems.

Martinez (2001:6) adds that at its simplest, PM is a process that involves:

- Setting strategic objectives and targets for the organisations and for its different units before attempting to establish individual staff performance.
- Identifying and implementing tasks to achieve those objectives, and aligning individual targets to the fulfilment of those tasks.
- Monitoring performance of those tasks at organisational, unit and individual levels.
- Reviewing objectives and targets in the light of the outcome.

These arguments together give an overall character of a balanced PMS. The characteristics can also be used as key elements of evaluating if a PMS is well implemented or not. It is by missing one or more of these, or twisting the logic thereof that a perfect PMS turns out to be what it is not supposed to be, causing more harm to people and organisations than the good which would have been intended.

2.7 SHORTCOMINGS IN THE USE OF PERFORMANCE MANAGEMENT

Despite the growing body of research that supports the positive impact that effective PM can have on the organisation's bottom-line, evidence suggests that organisations in South Africa and elsewhere are not utilizing the practices that are advocated by the theory of best practice

in people and PM (Kock, Roodt & Veldsman, (2002) cited in Whitford and Coetsee (2006:63)

Stiles, (1999) cited in Whitford and Coetsee (2006:63) states that PM has been developed under the assumptions of bureaucracy, which is incongruous to the fast-changing environments often found in the world of work. Human resource management (HRM) should focus on building processes that form part of the design, development and delivery of an organisation's strategy. They have, however, noted that although organisations realize that people are a key source of sustainable competitive advantage, minimal managerial attention has been given to employee development, motivation, and commitment (Bartlett and Goshal (2002), cited in Whitford and Coetsee (2006:63). Williams (2002) also found that, in most cases, PM still rested on the traditional methods of objective-setting and performance appraisal, supplemented occasionally by personal development plans. Human resource managers are therefore still stuck in old paradigms, using antiquated tools and are trying to bring about major change with incremental solutions (Bartlett & Goshal, (2002) in Whitford and Coetsee (2006:63). It thus seems that a revolution in PM is required and that PM is to be valued.

2.8 PERFORMANCE MANAGEMENT IN THE PUBLIC SECTOR

Unlike the private sector, the public sector is mandated to act in accordance with prescripts or legislations in order to develop, implement and monitor the PMS of any organ of the state. A PMS is governed by these various prescripts and these are summarised and depicted in Table 2-1 below as adapted from the research document conducted by the Public Service Commission (PSC) in 2007.

Table 2-1: Performance Management Law and Policy

Source of Law and Policy	Provision Law and Policy
Public Service Act, 1994	(a) Chapter II, Section 3(7): Assigns powers and duties to an Executive Authority (EA) concerning the internal organisation of a department including its organisational structure and establishment as well as the career incidents of employees of that department, such as PM and dismissal.

	<p>(b) Chapter III, Section 7(3)(b): Provides for the following responsibilities of Head of Department (HoD):</p> <ul style="list-style-type: none"> •Efficient management and administration • Effective utilisation and training of staff • Maintenance of discipline • Promotion of sound labour relations • Proper use and care of state property <p>(c) Chapter IV, Section 12: Assigns the President and relevant Premiers the powers concerning</p>
Public Service Regulations, 2001	<p>(a) Paragraph B.2.1 of Part VII, Chapter 1: Indicates that the prescribed employment contract of a HoD shall be as set out in Annexure 2 of the PSR.</p> <p>(b) Paragraph 7 of the employment contract (Annexure 2): Contains the measures that govern the Performance Agreements (PA) of a HoD.</p> <p>(c) Paragraph B.1 of Part VIII, Chapter 1: Indicates that an EA shall determine a system for Performance Management for employees in her/his department other than employees in the Senior Management Service. This implies that the Minister of Public Service Administration (MPSA) should determine such a system for members of the Senior Management Service.</p> <p>(d) Chapter 4 provides for the establishment of the Senior Management Service (SMS). Paragraph A, Part III states that the performance of all members of the SMS will be managed through performance</p>

	<p>agreements (PA), which should be linked to the department's strategic plan.</p> <p>Paragraph B states that all new members of the SMS shall enter into a PA, which will define key responsibilities and priorities, encourage improved communication and enable the supervisor to assess the work of the member of the SMS.</p>
PSCBC Resolution No 13 of 1998	<p>The resolution states that the purpose of the negotiated collective agreement is to set a framework for senior managers to agree to individual PAs.</p> <p>(b) The agreement thus extended the signing of PAs from HoDs to all senior managers (levels 13-16) and prescribed the following five items that should be included in a performance agreement:</p> <ul style="list-style-type: none"> • Key duties and responsibilities • Output targets for the PA period • Dates for performance review • Dispute resolution mechanism • Date on which salary increments will come into effect and mechanisms for the management/ awarding of salary increases.
PSCBC Resolution No 9 of 2000	<p>(a) This resolution extends Resolution 13 of 1998. It provides for the remuneration packages of senior managers/ professionals to be translated to a more transparent total cost-to-employer and inclusive flexible remuneration package system.</p>
Treasury Regulations, 2001	<p>a) Departments should comply with the Treasury Regulations regarding strategic planning and budgeting.</p> <p>Part 3, Chapter 5 of the Treasury Regulations deals with strategic planning. The Guidelines</p>

	<p>provided by National Treasury give detailed and extensive outlines of what is required to effectively link departmental strategy to budgets. Departments need to budget for projected salary increases and financial rewards that may be allocated to members of the SMS based on the framework determinations made by the MPSA.</p> <p>(d) This chapter contains both advisory and mandatory elements. The advisory part is captured in paragraphs 6 – 7. The mandatory elements are set out in paragraphs 8 – 19. Please note that the latter part has been designed so as to allow departments flexibility during the implementation process, while ensuring that there will be consistency across departments when assessing SMS members and deciding on monetary rewards.</p>
<p><i>Batho Pele White Paper, 1997</i></p>	<p><i>Batho Pele</i> is a deliberate strategy to instil a culture of accountability and caring by public servants. Through this strategy public servants should become service orientated, strive for service excellence and commit to continuous service delivery improvement.</p> <p>(b) The White Paper sent a strong message of government’s commitment to a citizen-centered approach to service delivery, anchored by eight <i>Batho Pele</i> principles:</p> <ul style="list-style-type: none"> • consultation • service standards • access • courtesy • information

	<ul style="list-style-type: none"> • openness and transparency • redress • value for money
Senior Management Service Handbook	(a) Chapter 4 of the SMS Handbook describes the process and requirements of performance managements and development for members of the SMS. It is issued as a directive by the Minister for Public Service and Administration in terms of Part III. B3 of Chapter 4 of the Public Service Regulations, 2001.

Source: PSC report (2007:14)

The National Performance Management Advisory Commission document (2010:49) asserts that PM can be viewed in historical context as the most recent stage in the evolution of public sector management. Early governments in the United States were plagued by spoils and corruption. Then, as a reform, a bureaucratic, merit-based system was instituted, focusing on processes to eliminate financial improprieties and nepotism and promote fair access to government contracts. PM, while continuing to assure appropriate controls through effective processes, has expanded the meaning of accountability and protecting the public interest to encompass achieving results that benefit the public. While bureaucratic processes focus on preventing bad things from happening, PM adds a focus on assuring that government actually produces positive results. PM is becoming the new standard for public sector management. The National Performance Management Advisory Commission document (2010:49) further points out that underlying this transition is the recognition that:

- Rationality is the underlying force of PM and public managers at all levels. They are able to make better decisions when the process is informed by relevant data.
- A process approach to accountability is not sufficient. Officials, managers, and employees at all levels should be accountable not just for following processes but for producing results the public needs.
- Performance management is not only a professional expectation for public officials and employees but also an ethical expectation.

- While politics will always be an important force in the governmental environment, there should also be a place for accurate, timely, and unbiased information for high-level decision-making as well as for day-to-day management.

Prior to the introduction of PMS in the public service, public sector employee performance was a matter of measurement and compliance. Martinez (2001:3) citing Fowler (1990) elaborates that, because of the lack of platform and framework to articulate work packages and link them to organisational strategies, PM was primarily based on the concept of compliance. Compliance was taken from the very top in terms of legislations, regulations, policies, procedures and etiquettes. Managers were not concerned with productivity, but with compliance, raising such questions as, did employees report for duty, did they arrive in time, are they compliant with the dress code, do they use the correct etiquette when conducting themselves in the workplaces and on the telephones, did they take the correct amount of time for lunch, are they leaving work in time?

In addition to all of the above being the case, public sector services in South Africa were legally segregated in accordance with apartheid in that there were a portion of public services provided to white people only. Such services should still deliver acceptable outputs because of the demand and the number of staff that would be allocated the responsibility of serving such citizens. The portion of public services for black people of the country was not regulated such that the quality of output was downgraded and less than acceptable; in addition the resources allocated to render such services were inequitable. In both instances, the primary element of performance was compliance more than the quality of the output itself. Matshiqqa (2007:6) confirms this by stating in order to improve the standard of living of the population, the public service had to concern itself with issues of performance, PM and productivity. In South Africa during the first decade of democracy these issues became critical as capacity, policy and implementation deficits came to the fore. During the second term of the democratic government, it became necessary to adopt measures for the improvement of performance and productivity in the Public Service with the aim of accelerating public service delivery to all citizens of the country. Performance also became an issue because a tension between the expectations of the population and the pace of delivery occurred despite what the new government had been able to deliver in redressing some of the imbalances caused by decades of apartheid policies. Another tension that necessitated a rethink of public sector performance was that between the expectations of the population and the quality of the services delivered. Hence, rather than focusing upon

performance measurement and compliance alone, PMS is now concerned with capacity building and skills development so that public servants can improve services delivery.

2.9 PERFORMANCE MANAGEMENT IN SOUTH AFRICA

With the change of regime in 1994, and the promulgation of the new Constitution of the Republic of South Africa in 1996 (RSA, 1996), a great deal of pressure was exerted on the legislators to pass laws that would comply with the new constitution. In so doing, these would make all citizens equal before the law, and they would share the same civil service institutions and resources. Resources needed to be added to improve on the delivery of services and the output thereof. Various management styles surfaced and the challenge of uniformity and predictability of services became a visible reality that would even be used to judge the performance of the government of the day Matshiqqa (2007:5).

With the voting rights extended to all South Africans, it became necessary for political parties to compete fully in order to win the votes of the majorities. In order to do so, they used real, tangible outputs as promises in their campaigns that would appeal to all races. With performance of the civil servants beginning to be skewed, owing to the changed mixture of management in government positions, these promises risked the fate of not being fulfilled, and thus threatened the confidence in the political leadership concerned. It therefore became necessary that, following the election manifestos, manifesto-aligned government strategies had to be prepared in order to manage the delivery services as promised.

The findings based on the research done by Whitford & Coetsee (2006:64) suggest that South African public and private organisations in particular often fail to follow best practice in PM and are still struggling to implement PM effectively. In addition to PMS, to demonstrate the current status, O'Callaghan considered the Deloitte and Touche Human Capital Corporation (HCC survey conducted in 2001 in private companies. The research that was conducted by Deloitte and Touche (HCC Survey, 2001) as cited on O'Callaghan (2005:2) reveals that:

- 85% of SA companies have a Performance Management System (PMS).
- 95% of these companies have the strong commitment of the Chief Executive Officer (CEO)

- In 94% of these companies, there is a formal communication strategy regarding the PMS and process.
- Only 51% of the surveyed companies believe employees and managers are adequately educated and trained in PMS.
- 37% use the Balanced Scorecard methodology.
- 86% allow employees to jointly set targets and objectives with the manager.
- 91% have clear PMS policies, procedures and systems in place.

During this study, it was found that most organisations measured performance using hard measures which are quantitative data, and often included profit targets, numerical targets and soft measures which are less quantitative and more qualitative and refer to behaviours. For example, Dimension Data, a South African technology organisation with presence globally uses a PMS that has both hard and soft measures, and tiers hieratically in a method that can be linked to Armstrong's definition of PM (2000:12). At the top, the organisation has a national revenue target. This is a hard target that for which the entire organisation should strive. Lack of achievement of this target means that efforts were not well coordinated in order to achieve the organisation's strategic objectives, and there can be no rewards as a result thereof. This level of measurement however is only one tier of performance measurement. If achieved, the entire organisation is then entitled to a certain percentage of the reward.

The second tier of measurement is the region, and is also a hard measure, which is also based on revenue. If this target is met at the regional level, all regional employees are entitled to a second tier of the reward, which makes up a certain percentage in their total reward. The third tier of measurement is at the branch level. This measure is a Balanced Score Card type of measure, and has a mixture of hard and soft targets, such as:

- Average Service Level performance regarding all affected clients;
- Customer Satisfaction Index regarding all affected clients;
- Revenue targets;
- Operational efficiency;
- Employer-of-Choice Measurement;
- Compliance, etc.

Should the branch do well in the above, it means that the entire branch is entitled to the rewards allocated at that tier. The last tier is at an individual level, which takes the form of

the branch measurements, only zooming into the area of the individual as agreed between the individual and the supervisor. In all, an individual's performance measurement is fused with that of the entire organisation, ensuring that each director, manager, supervisor and staff member is concerned about the performance of others, not only in their areas of controls, but also with peers, as their performance and rewards are intertwined. A sample structure is as follows:

Table 2-2: Reward Tier and Condition Gradation

Reward Tier	%	Reward Condition
Tier 1 - Organisation Reward	15%	The organisation achieves its national revenue target. If not, there can be no reward in all other tiers.
Tier 2 – Regional Reward	15%	Tier one was achieved and the region also achieved its revenue target. If not, there can be no reward in all other tiers below.
Tier 3 – Branch Reward	20%	Both tier one and tier two are achieved and the branch achieved its Balanced Score Card targets. If not, there can be no reward and even of individual performance.
Tier 4 – Individual Reward	50%	The above targets are met; individual performance would add up to half of the individual's reward to the total reward thereof.

Content adapted from Dimension Data performance system (2007:15).

However, despite the growing body of research that supports the positive impact that effective PM can have on the organisation's bottom-line, evidence suggests that organisations in South Africa and elsewhere are not utilising the practices that are advocated by the theory of best practice in people and PM (Kock, Roodt & Veldsman, (2002:63) in Whitford and Coetsee (2006:65).

2.10 PERFORMANCE MANAGEMENT PROCESS

Performance is based on the principle of management by contract rather than command, although this does not exclude the need to incorporate high performance expectations in such contracts. Performance is based on agreements of objectives, knowledge, skill and capability (competence) requirements, performance improvement, and personal development plans. It involves the joint and continuing review of performance against these objectives, requirements and plans and the agreement and the implementation of improvement and further development plans (Armstrong 2004:4).

The process that is involved in PM is not static as it accommodates the environment and the organisation as well. This is supported by Armstrong (2000:12) who points out that the PM process is continuous and flexible, and it involves managers and those whom they manage acting as partners within a framework that sets out how they can best work together to achieve enforced results. It focuses on future performance planning and improvement rather than a retrospective performance appraisal.

Fletcher and Williams 1992 cited in Armstrong (2000:6), suggested four underlying principles of effective PM (from a process perspective), namely that:

- It is owned and driven by line management and not by the Human Resource (HR) department;
- There is an emphasis on shared corporate goals and values,
- It is not a packaged solution but something that has to be developed specifically and individually for each particular organisation; and
- It should apply to all staff, not just part of the managerial group.

PM according to Khourshed (2012:149) can be seen as the overall process that includes performance planning, measurement, and improvement.

The overleaf (performance management model) illustrates the areas that the organisation needs to consider in ensuring that the strategic goals of the department are systematically achieved.

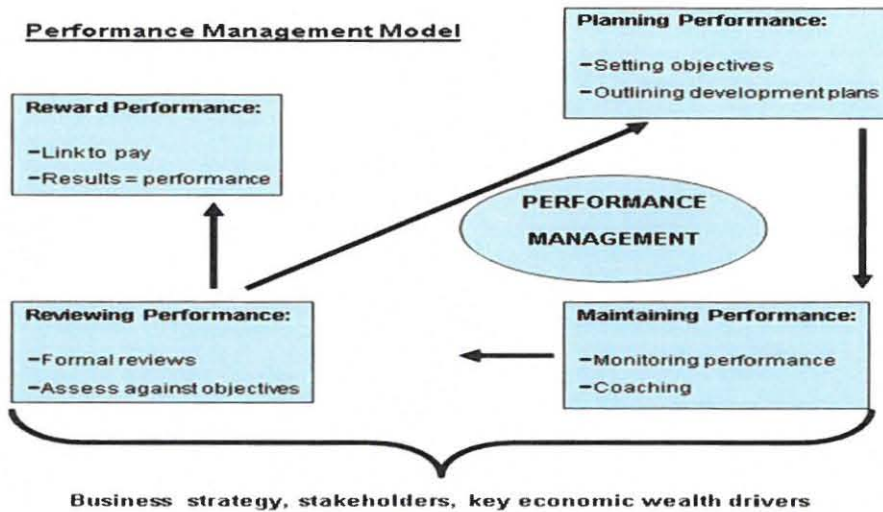


Figure 2-2 Performance Management Model
Source: Adapted from O'Callaghan (2005:3)

Similarly, O'Callaghan (2005:2) adds by saying PM should be a process that incorporates planning, maintaining and reviewing performance. Each component is discussed in turn.

2.10.1 Planning Performance

This is a stage, according to O'Callaghan (2005:1) that focuses on setting Key Performance Area (KPA), objectives and standards that are linked to corporate strategy and development plans. This is a crucial phase as O'Callaghan (2005: 2) believes that 80% of time and effort should be allocated to this phase. The argument made is that if the focus is on inappropriate aspects of the organisation, meaning the goals do not contribute to long-term strategy achievement and stakeholder requirements, reviewing and maintaining phases will not be worthwhile. Furthermore, inappropriate focus leads to demotivation, lack of credibility and business failure. Armstrong (2004:15) continues by stating that personal development plans set out the actions people intend to take in order to improve their knowledge and skills.

2.10.2 Maintaining Performance

According to O'Callaghan (2005:3), maintaining performance is about monitoring, feedback, coaching and mentoring and regular interactions regarding goal achievement. London and Smither (2002: 93) further add that using the feedback requires setting goals, acting on them and then tracking of progress through additional feedback. Management performance throughout the year includes a continuous process of providing feedback on performance, conducting informal progress reviews, updating objectives and addressing the PM challenges.

2.10.3 Reviewing Performance

Performance evaluation is a process for measuring outputs in the shape of delivered performance compared with expectations expressed as objectives. In this respect, (Armstrong 2004:15) states that the focus is on targets, standards and performance measures or indicators and also is concerned with inputs which include knowledge, skills and capabilities (competencies). This is a formal evaluation stage of performance over a period which takes place, covering achievements, improvement and challenges, as the basis for revised performance agreements and personal development plans and it can lead to the allocation of performance ratings. The main criticism that has rightly been made about the application of PM is that it has been introduced as a top down, imposed and rigid system that seeks easy solutions to complex problems, which it will inevitably fail to deliver (Armstrong 2004:15).

2.11 MONITORING AND EVALUATION

Several theories defining PM evaluation and monitoring exist. Some of these theories draw distinction between PM and the evaluation thereof, and some draw distinction between evaluation and monitoring, and put the relevant pieces thereof into perspective. These distinctions are discussed below:

Davis (1999:151) stated that evaluation and PM can be thought of as different from each other yet complementary.

The European Commission (1997) cited in Davis (1999:151) stated “monitoring is of key importance to improving programme performance, and successful evaluation hinges upon

successful monitoring, for example, because monitoring often generates data which can be used in evaluation”.

Perrin (cited in Davies 1999: 152) explained that PM needs to be complemented with more robust and comprehensive evaluation approaches in order to assess the nature of programme impact, to get at causality, and to explore the potential of alternative approaches.

In 1998, the United States General Accounting office stated that evaluation is usually about individual systematic studies to assess how well a programme is working, whereas performance measurement is typically concerned with on-going monitoring and reporting of accomplishments (Davies 1999:153).

In summary, this section of the study creates the consciousness that performance evaluation and monitoring is not seen as part of PM by several theorists, and that a consensus is reached amongst them. However, when PMS is mentioned – especially in the public sector – such a system should include monitoring and evaluation. This understanding will be carried through this dissertation and discussed in Chapter 4 during data presentation, analysis and interpretation.

2.12 EMPLOYEE-BUY-IN AND IMPLEMENTATION

Employee buy-in and implementation are factors that are not fully explored in the literature on PMS. This section discusses factors such as the significance of the employee buy-in and management buy-in, two-way communication between the two, retention strategies and change readiness.

2.12.1 Significance of employee buy-in and management buy-in

Macey & Schneider, (2008) cited in Gruman and Saks (2010:124) point out that employee-buy-in is a relatively new concept. Macey *et al.*, (2009) further argue that the factors that produce engagement may be different from those that produce more traditional employee outcomes such as job satisfaction and organisational commitment. Gruman and Saks (2010:124) postulate that that one important way to enhance the PM process is to focus on fostering employee engagement as a driver of increased performance.

Macleod (2014:1) defines employee engagement as a workplace method that is formulated to guarantee that employees are dedicated to their organisation’s goals and values, motivated

to add to organisational success, and are able at the same time to improve their own sense of well-being (Macleod 2014:1). Conrad (2014:1) states that it is worthwhile to engage employees in the PM process. This is reaffirmed by the various studies that have discovered positive relationship between employee engagement and organisational performance outcomes: employee retention, productivity, profitability, customer loyalty and safety. Researches have also indicated that the high number of engaged employees are highly likely their employer is to exceed the industry average in its revenue growth. Employee engagement is found to be higher in double-digit growth companies. Research has also indicated that engagement is positively related to customer satisfaction Coffman, (2000); Ellis and Sorensen, (2007); Towers Perrin Talent Report, (2003); Hewitt Associates, (2004); Heintzman and Marson, (2005); Coffman and Gonzalez-Molina, (2002) cited in Markos and Stridevi (2010:92).

For PM to be truly effective there is a need to change that paradigm. Markos and Stridevi (2010:92) had propositions on how to better engage employees in the PMS process including management buy-in that amounts to two-way communication between employees and management, opportunity for employee development and advancement and retention strategies. Employee engagement requires commitment from the leaders of an organisation to establish clear mission, vision and values. Markos and Stridevi (2010:92) contend that in order to have employee engagement, top management has an obligation to own it and pass it down to managers and employees, and enhance their leadership. This then leads to two-way communication that is clear and consistent, paving the way for an engaged workforce. Opportunity for employee advancement engages and retains employees. Focusing on results and not processes, providing appropriate training and implementing a feedback system that facilitates accountability and rewards top-performing employees are components central to employee buy-in.

According to Harter *et al.* (2003:1) there are 12 primary drivers of engagement. These are: personal sense of belonging to the organisation; jobs that provide people with a sense of personal achievement; the sense that one's contribution is valued by the organisation; confidence in the leadership of the organisation; a personal belief in what the organisation is trying to accomplish; a sense of common purpose within the organisation; jobs that meet employees' current needs and expectations; knowing how one's work contributes to the success of the organisation; career and personal development opportunities; sufficient

involvement in job related decision-making; fun in the workplace; and work that makes full use of peoples' knowledge and skills (Harter *at al.* 2003:2).

As to retention strategies, according to Markos and Stridevi (2010:92), the newly hired employee should be given both general orientation which is related to the organisation mission, vision, values, policies and procedures and job-specific orientation such as his/her job duties, and responsibilities, goals and current priorities of the department to which the employee belongs in order to enable him/her to develop realistic job expectations and reduce role conflict that might arise in the future. After the hiring decision is made, the manager has to ensure role-talent fit when placing an employee in a certain position and exert all managerial efforts needed to retain that talent in the organisation. The more the employees are involved with PM process, the more the organisation benefit.

2.12.2 Change Readiness

According to Byrd (2009:1) businesses are trying to get employee buy-in. He further points out that organisation want employees to buy-into many things; however he points out that employee buy-in is imperative. Byrd further reveals that buy-in starts with the organisation's mission and this is when the employee has to decide if the vision is in line with his or her goals. He adds that when an employee does not buy-in to the organisation's mission, this equates to an employee working against the organisation and the principles they stand for. He cites an example of the employees from different companies that have various missions and philosophies. To avoid different opinions, he points out that when a mission is communicated, it is pivotal to ensure that is it clearly outlined, because failure to do this can lead to confusion and people working against the same mission and principles they should be working for (Byrd, 2009:1). Byrd (2009:1), further stresses that all employees need to buy-into the process, training and goals of the organisation, into the product or to the service in order to easily achieve their goals. Byrd (2009:1) raises an important point where stating that managers also have to buy-into the mission of the organisation in order for them to train and lead their teams. It is crystal clear that in order for SASSA to have an effective PMDS, there is a need for a focus on change. This means SASSA should not only focus just on employees to buy-in but also on the integration of employees and management

Byrd (2009:1) states that once employees are not supported nor have ingenuities that are not supported and communicated in an appropriate manner, buy-in will have dire consequences.

He continues by saying that this is not because people do not want to buy-in, but the circumstances will be the inability to buy-in. He stresses that lack in consistency in communicating the mission of the organisation; this may be the cause for the failure to buy-in. Buy-in is important to an extent that in the business world there is a saying that in order to make something happen in an organisation, there is a need for buy-in. However, contrary to Byrd, some scholars like Lindstrom (2010:1) provide different argument on buy-in and implementation of the PM. He first starts by defining buy-in. Lindstrom, (2010:1) states that buy-in is a phrase that is often used in organisations and generally means agreement, as in “Let’s get buy-in (agreement) on the new strategy”. This assumption, according to Lindstrom, means that if employees can be convinced to agree with the approach, the will for implementation will increase. However, Lindstrom (2010:1) seems to be in disagreement with this argument as he adds by saying that this assumption is not necessarily true.

The table 2-3 -below aims at providing the basis of the above-mentioned argument by illustrating the success probability rate compared between various options of a mixture of buy-in and willingness to implement.

Table 2-3: Buy-in Strategy and Implementation Model

STRATEGY BUY-IN AND IMPLEMENTATION				
Factors	Option 1	Option 2	Option 3	Option 4
Buy-in	yes	yes	no	No
Implementation	yes	no	yes	No
Probability of success	High	low	high	None

Source: Lindstrom, (2010:2)

Lindstrom (2010:2) argues that from an organisational perspective, Option 1 means that the employee agrees with the said strategy and works to implement it, which is the preferred option. Option 3, is when an employee does not agree with the strategy yet works to implement it. This according to Lindstrom is an acceptable option. Option 2 (the employee agrees with the strategy but does not work to implement it) and Option 4 (the employee does not agree with the strategy and does not work to implement it) are not acceptable options (Lindstrom 2010:1), thus; willingness to implement the strategy becomes the critical factor. Contrary to the argument made by Byrd (2009:1), Lindstrom further stresses his point by

saying that while buy-in may be important, it is not essential. He concludes by saying that employees either buy-in or they don't and has no bearing on the PM as buy-in and implementation are independent and not interdependent variables (Lindstrom 2010:1).

According to Ochurub et al (2012:3) organisations need to be ready for the change and need to manage the change to PMSs. Ochurub et al (2012:2) citing Robbins *et al* (2003) concurs by stating that the introduction of PMS without consultation or engagement; employees may feel threatened, in relation to their interests and job security. Furthermore, universally, it becomes pivotal that organisations need to be ready for a new system. This includes the fact that employees need to understand what their organisations will achieve by introducing PMSs and why there is a need for the system and how the changes will be implemented and who will drive them.

Ochurub *et al* (2012:3) argue that change readiness is the best and early indicator of how organisations will respond to the introduction of new business systems, like PMSs. The types of performance systems that organisations have tried in the past will affect the responses. Therefore, it is crucial that change agents, and those who drive change initiatives in organisations, should consider the extent to which employees are committed to the change and whether they believe that their organisations are able to change (Weiner, 2009). When organisational readiness for change is high, employees are more likely to be part of the change process (Armenakis & Harris, 2002; Madsen *et al.*,2005). In addition, Ochurub *et al* (2012:3) orates that when organisational readiness for change is low or non-existent, employees are likely to resist the change, put less effort into its implementation and persevere less in the face of implementation challenges. It is therefore essential for managers to investigate the level of change readiness of their organisations before introducing new systems. Failure to do so may result in wasted finances and resources on systems that employees do not accept and may undermine.

2.13 PERFORMANCE MANAGEMENT SYSTEM IMPLEMENTATION CONSIDERATIONS

Ochurub *et al* (2012:03) citing Amatayakul, (2005) and Williams (2002) suggest that there are certain pre-conditions that need to exist before organisations introduce PMS. These include mobilisation of the organisation, clearly outlining the roles and responsibilities of

those involved in the change processes and ensuring that the processes are conducted with integrity. Matthew (2011:1) points out that there are factors that can create a PMS that works and also has staff buy-in. It is summarized as follows:

2.13.1 Setting up of Key Performance Indicators

Matthew (2011:2) argues that in order to have a PMS that has staff buy-in; the Key Performance Indicators (KPI's) have to be relevant and motivational to the employee. This will mean the employee will have to be more involved in the setting up of norms and standards, there will be an understanding of the agreement and there will be an understanding of how the individuals' KPIs are linked to the . Matthew further points out that the main deliverables for the position can be set centrally – but if the team leader is given more flexibility to adapt and shape roles then there can be a better fit between the strategic goals of the organisation and the personal goals of the employee. Matthew further stress that the Key Performance Indicators should not be fixed in stone on a job description but the line manager needs to discuss these with the employee in their first week on the job, and to be supported with monthly goals. The supervisor and the supervisee should ensure that career goals and initial training are identified when setting the KPIs and goal in week one. The organisational goals should also be accommodated to allow the employee an opportunity to develop in terms of career mobility.

2.13.2 Simplified Administration and Exemplary Leadership

Matthew (2011:2) further argues that the paperwork should capture an employee's potential; it should not just report on what the employee have done, but what the person can do I the future with the right training. Matthew (2011:2) stresses that for a PMS to really get buy-in it needs to work the same for everybody and further stated that an organisation should link remuneration of the top executives to the same PM scheme that is used for you are using for everyone else and then implement it in the same way for everybody. The system needs to be documented and the staff to understand it – it is no good having the perfect system if nobody knows about it.

2.13.3 Transparency, Honesty and Value

A good PMS helps to prevent bad management by ensuring that feedback is timely and that an employee is never (or hardly ever) going to be blindsided by negative feedback at annual appraisal time. A manager needs to make sure the PMS has a mechanism that demands

regular honest feedback from its managers. In essence, this means that the performance system is continuous and allows more engagement between the manager and the supervisee. This is to ensure that the performance is properly managed at all times. Matthew (2011:1) states that PM will be effective only if the organisation values it. The arguments add that also managers need to be trained on effective management.

2.14 COMMON PROBLEMS WITH PERFORMANCE MANAGEMENT

Literature, however, suggests that South African organisations in particular often fail to follow best practice in PM and are still struggling to implement PM effectively (Le Roux, 1995; Rademan & Vos, (2001) Spangenberg and Theron, (2001) cited in Whitford and Coetse (2006:63). Some of the more common problems experienced by South African organisations, as well as international organisations, are as follows:

- Human Resources is still perceived to own the process, and not line management, as best practice advocates (Hodges & Pantony, 2003; Parker, 2003).
- Lack of empowerment of line management and employees in PM (Armstrong, 2000; Gratton, Hope-Hailey, Stiles & Truss, 1999; Lennon, Kim, O'Reilly, Molloy & Johnson, 1998).
- Short-term focus on hard targets often results in little managerial commitment to the design and implementation of PM (Deloitte & Touche, 2001; Furlonger, 2002; McGovern, 1999).
- Struggle to align PM with the strategy and goals of the organisation (Hodges & Pantony, 2003; Le Roux, 1995; Rademan and Vos, 2002).
- Organisations often experience difficulties in linking reward, remuneration and promotion decisions to performance (Griffith & Orgera, 1997; Hodges and Pantony' 2003; The Corporate Leadership Corporation, 2003 and 2005).
- The results from PM are sometimes found to be questionable in terms of reliability in measurement (Decenzo & Robbins, 2002; Hellriegel, Jackson & Slocum, 1999; Muchinsky, 2000; Rademan & Vos, 2001; Spector, 2003) and consistency of application (McGovern, 1999).
- PMSs tend to be evaluative rather than developmental (Heil, Bennis & Stephens, 2000; Hodges & Pantony, 2003; Rademan & Vos, 2001; Weiss & Hartle, 1997; Williams, 2002; Zwell, 2000).

- Focused on historical performance data rather than directing future behaviour (de Waal, 2002; Williams, 2002).

2.15 THE PITFALLS OF PERFORMANCE MANAGEMENT

Davis (1999:154-155), further adds that the real risk is the misuse of performance information, which happens in a myriad of ways including the following:

- Inadequate indicators that do not measure what they are intended to. This situation often arises when a performance assessment process is implemented hurriedly, under pressure, and indicators are chosen in haste or without sufficient consideration.
- Use of performance monitoring information in a manner that assumes causality in relation to outcomes. This is due to a lack of understanding and knowledge.
- Use of information to ends for which it was not intended. The information is communicated without sufficient explanation or context.

Davis (1999:155) further points out that another important risk is goal displacement. This phenomenon occurs when PM creates incentives that direct effect towards meeting the requirements of measuring and reporting to the detriment of the programmes' relevance. This risk increases under the following conditions:

- Insufficient attention is given to the implementation process;
- The measurement approach reduces the dynamic and complex multi-dimensional programmes to simplistic formulae and / or mechanistic linear process; and
- The focus of the assessment effort is on cosmetics rather than fundamentals;

This, according to Davis (1999), is the surest way of producing goal displacement, there is a failure to involve stakeholders and obtain buy-in. Cave (1999), as cited in Armstrong (2000: 214), adds that the reasons for failure are:

- Inadequate management skills; for example, in providing feedback;
- Failure to provide support to managers;
- Performance management being perceived as being irrelevant to real work;
- Management confusion about purpose and style;

- A dislike of ratings; and
- Design conflicts with required ways of working;

Saravanja (2011:1) further elaborates on the variety of reasons as to why PMS fails and suggests ways to remedy these problems. These include lack of integration of PMS with such components as strategic planning, HRM processes, and organisational culture. There are other reasons for PMS failure such as leadership design, implementation defects, incompetent management, lack of rewards, communication challenges, and lack of inspiration, monitoring, and evaluation. However, Saravanja (2011:1) proposes methods of addressing these challenges. He points out that it is best to reward those who exceed targets which encourages other employees and ensures open lines of communication.

The PMS is often not monitored to ensure its effectiveness. For example, most managers are about malicious compliance and are not committed in ensuring that the system serves the purpose it as meant to serve, like developing an official who will, in turn, be productive in the workplace. The performance is not monitored on the daily basis in order to identify the gaps and recommend for training as per the 1998 *Skills Development Act*. In the public sector, there seems to be a bone of contention when it comes to PMS, but the system is not evaluated to check or identify the gaps in order to address them. There is nothing that obligates or binds management to ensure proper management so the status quo remains

PM itself does not drive performance, but it is one of the elements that motivate people to improve their performance in order to meet the set norms and standards. PM is the element that aligns people to organisational strategy. Improvement of PMSs will go a long way in aligning people's functions to organisational targets and improve the achievements of the organisation's objectives. The topic will allow the researcher to assess how the instruments are being used and determine if they are being used correctly.

In addition, SASSA admittedly does not have an evaluation instrument to assess the impact that the PMDS tool has on the organisation. The value of the study, based on the study is to make recommendation that will influence the management to introduce as evaluation instrument.

2.16 BENEFITS OF EFFECTIVE PERFORMANCE MANAGEMENT

A PMS is indeed more linked to controversy but it also has its benefits. If implemented correctly, it has the ability to serve both the employer and the employee in a win-win type of a scenario. For the employee, it re-affirms employees in areas that they are good at, and enables the nurturing of talent. It also creates a growth path in areas where potential is identified and allows room for growth in areas where weakness is identified. Engelman & Roesh, (1997) 2002 cited in Whitford and Coetsee (2006:63), point out that most organisations recognize the value of PM in improving both individual and organisational performance (Decenzo & Robbins, (2002); De Waal, 2002). Further, Heil, Bennis and Stephens (2000) in Whitford and Coetsee (2006:63), points out that personal development and growth of the employee can be attributed to effective PM.

According to O'Callaghan (2005:6), the results that emanate from PM, if properly planned and implemented, can ultimately ensure that the organisation, organisation or any other institution achieves its long and short term goals with ease. Most institutions' employees and management then develop a positive attitude towards PM, by viewing it as an on-going process, rather than a one-time event. He further adds that a well-implemented PM process is beneficial to the organisation, its managers and employees. The advantages include:

- Integration
- Open communication
- Improved performance
- Training and development
- Clarity of standards/requirements
- Placement of individuals
- Increased objectivity
- Equitable remuneration
- Objective promotability
- Structured career planning

Williams (2002:12) further adds that effective PM means articulating the organisation's vision, establishing key results; objectives and measures at key business unit level, identifying process objectives and the key indicators of performance for those processes, identifying and installing effective departmental measures, monitoring and controlling four key performance measures (quality, delivery, cycle time and waste), and managing the continuous improvement of performance in those key areas -'benchmarking' your performance against the best.

According to Van der Waldt (2004:41-42), PM provides the organisation with the following benefits:

- Top management: It should enable them to get on with their job of setting objectives for the organisation, whilst managing relationships with external bodies-customers, politicians, regulatory bodies, stakeholders and translating their requirements into objectives for the organisation.
- Managers: It will help them gain a full understanding of the organisation's mission, set targets and standards for their team and delegate work, freeing them to concentrate on strategic planning and continuous improvement and development of their operations and work team.
- Staff: Improved management of performance should result in clearer targets and the freedom of work, autonomously to achieve these targets, with the right level of support from their management, i.e. improved personal self-development.
- Support functions: Objectives which come from a centrally agreed upon business plan are more likely to give support to functions an alternative reason for existence rather than the pursuit of their own specialised agenda.
- Customer: Clear Performance Management should enable the organisation to deliver its customers' promises more consistently by converting customer needs into workable plans of action.

Van der Walt, (2004:42) further elaborates by stating that PM also has the following benefits: It clarifies strategy and makes it accessible, it transforms strategy into operations, vision into action (strategic alignment), it clarifies roles and responsibilities which are political and managerial, it clarifies expectations of the institution and individuals; it improves accountability and participation. According to Hartle and Weiss (1998:189), effective PM is able to identify individual strengths and weaknesses which provide the basis for assessing individual development needs.

Thus far this literature review has considered PM and PMS from a variety of perspectives and approaches. This chapter now turns primarily to the South African context to discuss the Department of Public Service Administration (DPSA) and the South African Social Security Agency (SASSA or 'the Agency). This chapter will conclude with presentation of a broad theoretical framework based upon the literature followed by the narrowed theoretical framework that will guide this study. Indication of the theoretical framework concludes this

chapter and turns to Chapter 3 which discusses the research design and methods employed for this study.

2.17 SOUTH AFRICAN DEPARTMENT OF PUBLIC SERVICE ADMINISTRATION

The Department of Public Service and Administration (DPSA) is mandated to foster good governance and sound administration in the public service. The mandate of the department has evolved over the years from transforming and modernizing the public service through the development and implementation of policies and frameworks to providing implementation support to ensure compliance, improve service delivery and strengthen monitoring and evaluation (DPSA 2011:1).

Service delivery imperatives and the mission to improve performance in the Public Service led to the requirement that departments in the national and provincial spheres of government had to have new PM and development systems (PMDS) in place by 1 April 2001. Another factor that impacted on PM in the public service was the development of proposals for a new pay progression system, a system that is intended to be based partly on performance RSA DPSA (2001). However, DPSA (2001:1) points out before the implementation of the PMDS, executing authority should comply with the two important regulatory requirements which are to pilot the system on groups of employees in all occupational categories sufficient to enable reasonable validity; and consult with employee organisations in the department.

To ensure successful PMS implementation, in 1999 DPSA teamed up with SAMDI now School of Government. The purpose of the collaboration was developing a training module on PM and performance agreements for departments. Training by SAMDI started in February 2000, and was conducted both on request of departments and provinces, and on the initiative of SAMDI. The training was conducted by SAMDI and consulting agencies. During 2000 a total of 34 training courses were presented to 733 officials in all nine provinces.

Part VIII of Chapter I of the Public Service Regulations (2001) serves as the primary guide to departments in developing and implementing their departmental PM systems. As such, the regulations contain only a minimum of guidelines for departments. In so far as principles are concerned, the Regulations require that departments should manage performance in a

consultative, supportive and non-discriminatory manner in order to enhance organisational efficiency and effectiveness, accountability and the achievement of results. Consistent with these principles, each executing authority should determine a system for PM and development for employees in the department who are not members of the SMS. The thrust of PM should be developmental DPSA (2004:3).

As a result of the PMS implementation, DPSA highlighted the lesson learned (2004:34-36).

- Performance management, and assessment, should be approached holistically.
- Changing the PMS means changing the organisational culture and attitudes, and has to be factored in via change management.
- The implementation of a PMS is not an event, it is a process (and successful implementation can take three years or longer).
- Performance management practically means linking organisational strategic objectives with the actual an autocratic management style inhibits vibrant performance and its management.
- A PMS cannot be implemented successfully if the building blocks or support systems are not all fully in place and operational, including especially the organisational strategic plan and derived work-plans.
- Organisational performance and service delivery should also be improved by means of the individual desire to perform, i.e. motivation, should be promoted as part of the system.
- Departmental systems should be much stronger focused on the development aspect.
- Departmental systems should not be so complicated that they cannot be understood, because then they cannot be successfully implemented organisation-wide.
- The primary aim of PM should be to improve individual and organisational performance, and not merely to assess individual performance.
- There should be greater clarity in the public service on what should be measured: inputs, process, outputs, and outcomes (Something measured, something improved)
- Piloting and implementation of a new system cannot be separated.

2.18 THE SOUTH AFRICAN SOCIAL SECURITY AGENCY PERFORMANCE MANAGEMENT DEVELOPMENT SYSTEM

The PMS was introduced to public service institutions in the beginning of July 1999 to familiarise them with the system with the aim of starting to implement it in the beginning of January 2001. It was later acknowledged by the DPSA that each public service institution is unique and that a uniform PMS policy framework for the entire public service is not desirable. National and provincial departments together with other public service institutions were mandated to develop and design their own performance policies using their own circumstances with the DPSA's policy framework on PMS as a guide.

A Performance Management and Development System was designed to be applicable to all jobholders of South African Social Security Agency who are appointed on salary levels 1-12 on permanent basis and on fixed terms of 12 months contract or above.

The PMS policy of the South African Social Security Agency was developed based on a number of legislative mandates including the 1996 Constitution, *Public Service Act*, 1994 (Proclamation 103 of 1994) and the *Labour Relations Act*, 1995 (Act 66 of 1995). The main purpose of Performance Management and Development policy is to regulate the management of performance of jobholders in order to align individual performance with strategic objectives of the agency. This is achieved through a process of continuous improvement, by way of formal performance measurement, personal development and linking of reward to performance.

The main objectives of a PMDS is to establish a performance and learning culture directly supporting the strategic objectives of the SASSA, to ensure that all jobholders are at all the times fully informed on what is expected from them and the applicable standard, to promote contact, trust, interaction and collective planning of work programmes between jobholders and their supervisors, to identify the development needs of jobholders and to collectively plan, implement and monitor relevant intervention activities, monitor performance on an on-going basis throughout the year, to ensure that all jobholders are treated and evaluated fairly and objectively, to ensure continuous feedback and implementation of corrective action where required, to recognize categories of performance that are fully effective and better, and also manage categories of performance that are not effective. To operationalise the objectives of the policy the study provides the summation of the steps that are followed on the implementation of the PMDS at SASSA. In the Agency, Human Capital Development and Training (HCD&T) within the Human Capital Management Unit is the custodian of the PMDS policy and responsible for the coordination and implementation of the system.

All jobholders from all levels of employment have to sign the performance agreement before 30 April each performance cycle. Every official that fails to comply is subjected to disciplinary actions (SASSA policy 2012). The agreement should be signed and forwarded to Human Capital management. The agreement is valid for 12 months. The weighting of both KRAs and GAFs shall each total to 100% during the development of a performance agreement. It is mandatory for the employees to be assessed on quarterly basis and this is an engagement process, where both the supervisor and the supervisee are involved (1st Quarter: During the end of July 2004, 2nd Quarter: During the end of October 2004, 3rd Quarter: During the end of January 2005 and 4th Quarter: During the last week of April 2005).

In order to qualify for a bonus or the notch progression, officials need to have contracted within time frames and have performed to a satisfactory level. The supervisor and jobholder should identify and agree on the jobholders key development needs that are within his or her scope of work. The performance of jobholders in respect of individual KRAs and GAFs is assessed using 6 point rating scale. A=6 exceptional, b=5 highly commendable, c=4 commendable, d=3 satisfactory, e=2 need substantial improvement and f=1 poor performance.

Table 2-4: Performance management procedures

DATE	ACTION
April	Planning phase: performance agreement is developed and signed by the jobholder and supervisor. The performance agreement should be forwarded to Human Capital Management before 30 th April of the performance cycle.
June/September/December/March	Supervisor and the jobholder should be conducted quarterly Performance Assessments to monitor progress against the agreed KRAs and GAFs to address performance barriers. Original quarterly assessment reports should be forwarded to Human Capital Management for record keeping.
May	Supervisor and jobholder should sign Reward Recommendation Form and forward it to the

	senior management Service for endorsement. The Reward Recommendation Form will be completed at the end of the performance cycle and forwarded to Human Capital Management together with the last quarterly performance assessment report before 31 May in preparation of the Monitoring committee.
June	Monitoring Committees to finalise the recommendations of all annual performance assessments for approval by the Delegated Authority.
July	Payment of performance incentives (performance bonus and Pay progression).
August	Impact analysis report on PMDS to be compiled by Human Capital management.

Source: Performance Management Procedure SASSA PMDS procedure (RSA, 2010:5&6).

For the evaluation, the Agency has the moderating committee that has an oversight role in the evaluation process of the performance reports. This committee is vital in the organisation because according to Simeka Management Consulting (2004:97) ensures the objectivity and non-biased management and implementation of the system in departments; each should establish an internal Performance Management Committee. The policy at SASSA fully complies with the requirements of DPSA in ensuring development and implementation of the PMDS as legislated, thus ensuring compliance with the PMS in the public service.

2.19 THEORETICAL FRAMEWORK

The following is the representation of the theoretical framework emanating from the lessons learnt from the above-mentioned literature. A theoretical framework provides the researcher/author with a guide as to the direction of the research (Kuma, 1999:31) cited in Majam & Theron, 2006:612). The broad theoretical framework is based upon literature review which was then narrowed for the purposes of this study. The rationale, for focusing on employee buy-in and implementation of the PMDS was due to the fact that there is

limited literature that focuses on employee buy-in and the implementation in the public sector. This study will contribute to the PM body of knowledge findings relative to the relationship between employee buy-in and implementation of a PMS.

Broad Performance Management System Theoretical Framework

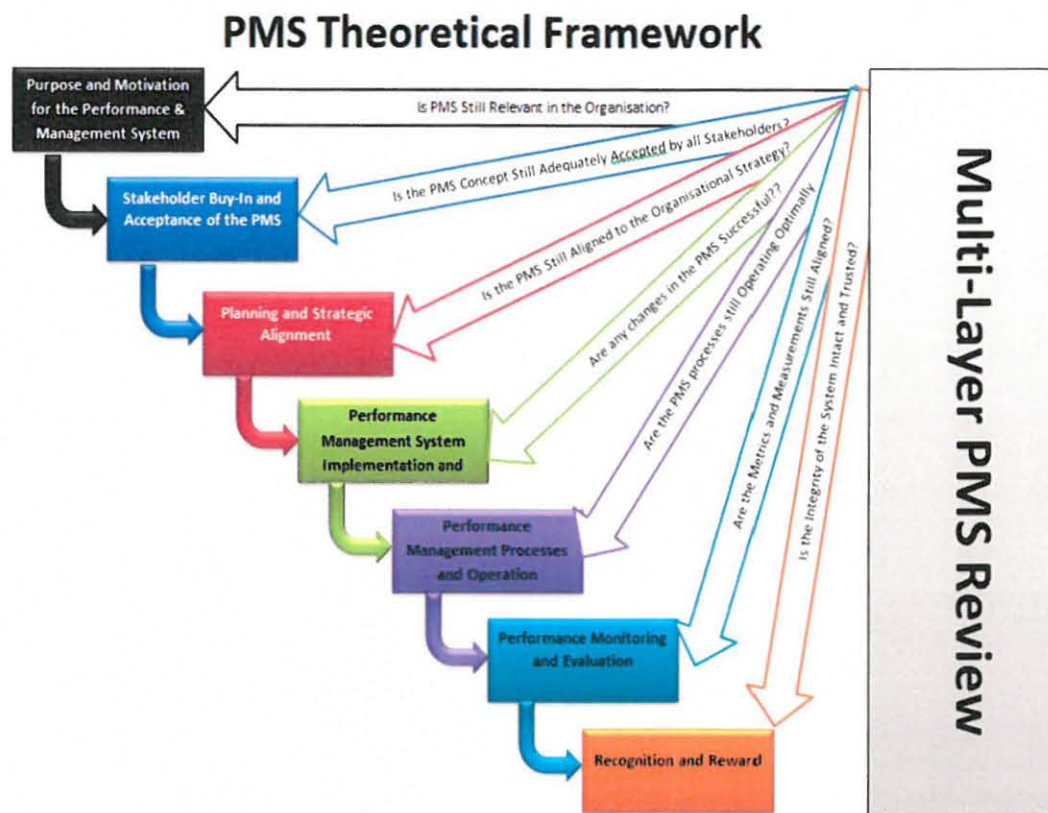


Figure 2-3 - Broad Performance Management System Theoretical Framework

Content designed by researcher and adapted from Davis (1999:155); (Lindstrom, 2012:2); Armstrong (2004:1); Byrd (2009:1).

PM is broad and has various components. For the purpose of narrowing the subject and based upon components of PM that have been under-researched, this study will focus on two components, which are the stakeholder buy-in and the PMS implementation. In view of the literature discussed following is the representation of the narrow theoretical framework which combines the two variables involved and reflects the aim of determining effectiveness of the PMDS at the SASSA.

The narrow theoretical framework is demonstrated by Figure 2-4 below.

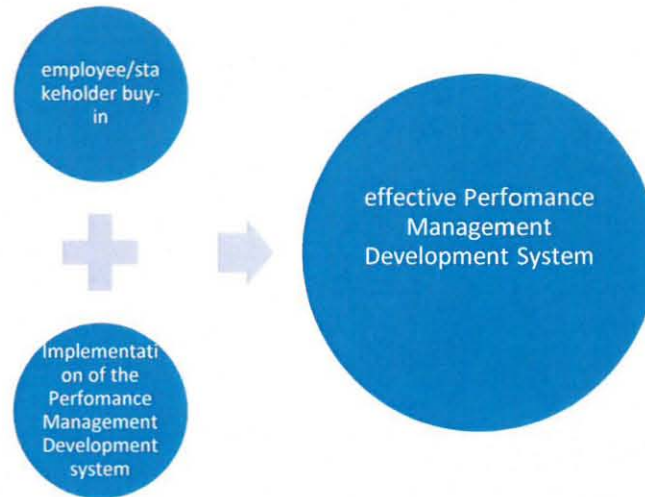


Figure 2-4: Theoretical Framework: Employee Buy-in, Implementation and PMDS Effectiveness

Theoretical framework in Figure 2-4 drove the study in a number of ways. First, the questionnaire survey instrument and the interview questions were based upon inquiries regarding these two variables as part of the theoretical framework leading to an effective PMDS. While the data were analysed and presented in Chapter 4 for quantitative and qualitative data, the data are applied to the theoretical framework. This is further discussed in chapter 4 and further explored in chapter 5.

2.20 CHAPTER SUMMARY

Pragmatism model was adopted for this study which is in line with the mixed method. Mixed-method design was imperative for the study due to the nature of the study. The study needed to investigate whether there was a relationship between the variables (employee buy-in and implementation of the PMDS) and also to interpret the results. In addition, PMS is subjective, and it would be fitting if it adopted a dynamic approach, like adopting the various assessment tools in order to accommodate different circumstances. Chapter two provided the reader with clarity on the purpose of PM and the principals involved in PMSs. The PM cycle and processes were examined. Different models of PMS were discussed, followed by implementation and systems-design guidelines. As discussed above, the PMS in the public service is informed by the relevant legislative and regulatory framework. Legislations which underpin the PMDS processes and implementation have been discussed in detail. The processes involved, that is, from developing a policy framework to implementing the policy developed into a successful PMS, were also discussed. For the effectiveness of the PMDS it

is critical that all the relevant stakeholders are involved. In this case, the employees' buy-in is critical in the effectiveness of the system. The PMS policy framework at SASSA is underpinned by the legislative framework which makes it legally sound and compliant with the 1996 Constitution. The next chapter explains the research design and methods.

CHAPTER 3: RESEARCH DESIGN AND METHODS

3.1 INTRODUCTION

Chapter two reviewed the historic background of the PMS and significance of the study; defined concepts such as buy-in from the stakeholders, PMS implementation and it considered challenges of PMS, ultimately identifying the theoretical framework that drove the study. This chapter will focus on the research design, strategy, data collection and analysis as well as other components of a research study such as sampling, the roles of validity and reliability, credibility and trustworthiness and triangulation. This chapter concludes with a discussion of study limitations and ethical considerations before presentation of the actual data analysis and findings which are presented in Chapter four.

3.2 RESEARCH DESIGN

Webb and Auriacombe (2006:589) citing Mouton (1996:108) points out that a research design is a set of guidelines and instructions on how to reach the goal that the researcher has set for himself/herself. Yin (2009:26) citing Nachmias and Nachmias (1992:77-78) supports this by defining it as a plan that guides an investigator in the collection, analysis and observation and interpretation process. It is considered to be a consistent model of proof that allows the researcher to draw inferences concerning causal relations among variables under investigation. Research design is a blueprint for research, dealing with at least four problems, such as the questions to study, relevance of the data, what data to collect and how to analyse the results, according to Philliber, Schwab and Samsloss (1980) in Yin (2009:26). Rowley, (2002:18) defines research design as the logic that links the data to be collected and the conclusions to be drawn to the initial questions of a study; it ensures coherence. Another way of viewing a research design is to see it as an action plan for getting from the questions to conclusions. In view of the research problem that revolves around the PMDS at the SASSA, and given the research objectives, hypothesis and question, the study used the mixed-method design to conduct this research, which line with the pragmatist worldview.

Goldkuhl (2004:2) states that pragmatism is concerned with what works under particular circumstances. This worldview involves using the method which appears best suited to the research problem and affords the researcher an opportunity to use techniques from both quantitative and qualitative design research. Pragmatism is generally regarded as the philosophical partner for the mixed methods approach. It affords a set of assumptions about

knowledge and enquiry that underpins the mixed- methods approach and which differentiates the approach from purely quantitative approaches that are based on a philosophy of post positivism and purely qualitative approaches that are rooted in a philosophy of interpretivism or constructivism (Johnson & Onwuegbuzie, 2004; Maxcy, 2003; Rallis and Rossman, 2003 cited in Denscombe 2008:6-7).

Creswell (2009:4) points out that the mixed-method approach combines or associates, both qualitative and quantitative forms. It involves theoretical assumptions, the use of qualitative and quantitative approaches, and the mixing of both approaches in a study. This according to Creswell and Clark (2007) cited in Creswell (2009), is more than simply collecting and analysing both kinds of data, it also involves the use of both approaches in tandem so that the overall strength of a study is greater than either qualitative or quantitative research. Majam and du Plessis (2010:464) further point out that in mixed-method research, a qualitative phase and a quantitative phase are encompassed in the overall research study, which is similar to including a quantitative mini-study and a qualitative mini-study in one overall research study.

According to Creswell (2003:460), mixed-methods research provides more comprehensive evidence for studying a research problem than either quantitative or qualitative research alone. Researchers are given permission to use all the data - collection tools available rather than being restricted to the types of data collection typically associated with qualitative or quantitative research (Creswell 2003:462) cited in Majam and du Plessis (2010: 464). This argument is in line with the pragmatic philosophical worldview that is underpinning the study. Pragmatism, as reported by Creswell (2009:11), is not committed to any one system of philosophy and reality and through the pragmatist approach problem-solving techniques may surface, which can help address research problems. This is relevant to this study, because this study seeks to understand the relationship between buy-in and implementation regarding the PMDS at SASSA so that strategic direction can be recommended to address problems associated with PMDS and the policy which resulted in the PMDS. In collecting data the researcher used a sequential exploratory approach; this is explained in the section on data collection.

3.2.1 Qualitative and Quantitative Research

Creswell (2009:4) points out that qualitative research is a means of exploring and understanding the meaning individuals or groups ascribe to a social or human problem. The

process of research involves emerging questions and procedures; data is typically collected in the participants' setting, data analysis inductively building from particulars to general themes, and the researcher making interpretations of the meaning of data. On the other hand, quantitative design is a means of testing objective theories by examining the relationship among variables. These variables can be measured on instruments so that the numbered data can be analysed using statistical procedures. This study employs both qualitative and quantitative research.

Majam and du Plessis (2010:464) point out that using a combination of qualitative and quantitative research produces a more complete knowledge base necessary to inform theory and practice. However, they also point out that despite its value, conducting mixed-methods research is not an easy endeavour. It takes time and resources to collect and analyse both quantitative and qualitative data.

Below are distinctions between qualitative and quantitative research in Table 3-1.

Table 3-1: Distinctions between Qualitative and Quantitative Designs

Criteria	Qualitative Research	Quantitative Research
Purpose	To understand & interpret social interactions.	To test hypotheses, look at cause and effect, & make predictions.
Group Studied	Smaller & not randomly selected.	Larger and randomly selected.
Variables	Study of the whole, not variables.	Specific variables studied.
Type of Data Collected	Words, images, or objects.	Numbers and statistics.
Form of Data Collected	Qualitative data such as open-ended responses, interviews, participant observations, field notes, & reflections.	Quantitative data based on precise measurements using structured & validated data-collection instruments.
Type of Data Analysis	Identify patterns, features, themes.	Identify statistical relationships.
Objectivity and Subjectivity	Subjectivity is expected.	Objectivity is critical.
Role of Researcher	Researcher and their biases may	Researcher & their biases are

	be known to participants in the study, & participant characteristics may be known to the researcher.	not known to participants in the study, and participant characteristics are deliberately hidden from the researcher (double blind studies).
Results	Particular or specialized findings that is less generalizable.	Generalizable findings that can be applied to other populations.
Scientific Method	Exploratory or bottom-up: the researcher generates a new hypothesis and theory from the data collected.	Confirmatory or top-down: the researcher tests the hypothesis and theory with the data.
View of Human Behaviour	Dynamic, situational, social, & personal.	Regular & predictable.
Most Common Research Objectives	Explore, discover, & construct.	Describe, explain, & predict.
Focus	Wide-angle lens; examines the breadth & depth of phenomena.	Narrow-angle lens; tests specific hypotheses.
Nature of Observation	Study behaviour in a natural environment.	Study behaviour under controlled conditions; isolate causal effects.
Nature of Reality	Multiple realities; subjective.	Single reality; objective.
Final Report	Narrative report with contextual description & direct quotations from research participants.	Statistical report with correlations, comparisons of means, & statistical significance of findings.

Source: Adapted from Johnson & Christensen (2008: 34) and Lichtman (2006: 7-8); http://www.xavier.edu/library/help/qualitative_quantitative.pdf

3.3 CASE STUDY RESEARCH STRATEGY

Case-study strategy was used as the research strategy. Case studies emphasise detailed contextual analysis of a limited number of events or conditions and their relationships. Webb & Auriacombe (2006:590) citing Yin (1994) defines the case- study research method as an empirical inquiry that investigates a contemporary phenomenon within its real-life context; when the boundaries between phenomenon and context are not clearly evident; and in which multiple sources of evidence are used. Webb & Auriacombe (2006:590) citing Yin (1994)

further argues that the researcher explores a single entity or phenomenon, the case, bounded by time and activity (a programme, event, process, institution, or social group) and collects detailed information by using a variety of data-collection procedures during a sustained period of time. Social scientists have made wide use of this qualitative research method to examine contemporary real-life situations and provide the basis for the application of ideas and extension of methods. This study used the South African Social Security Agency as the case; there was a time frame attached to it and the researcher used different sources in collecting data.

Yin (2009:18), states that case-study inquiry copes with the technically-distinctive situation in which there will be many more variables of interest that data points out, and as a result relies on multiple sources of evidence with data needing to converge in a triangulation fashion and benefits from the prior development of theoretical propositions to guide data collection and analysis. Multiple sources of evidence included documentary evidence as well as surveys and interviews. The purpose for studying the KZN SASSA was to ascertain the effectiveness of the PMDS throughout the region so interviews were conducted in the real world context at SASSA district and local offices as explained in the section on units of analysis.

The case study strategy provides rich understanding of the context information about the subjects under study. This case study research was exploratory and explanatory. Yin (2009:17) points out that a case study tries to illuminate a decision or set of decisions, why they were taken, how they were implemented, and with what result. These were points of interest in examining decisions taken regarding the PMDS in SASSA. In addition, the case study strategy ensured that the researcher understood the important issues involved in implementing the PMDS aspects and its impact on employees and the organisation. By approaching the SASSA the research was able to consider sub-cases that were embedded into the overarching case of the SASSA. As a result the researcher was able to collect and analyse data and then compare it across sub-cases to determine how employees at different ranks and in different offices perceived the effectiveness of the PMDS and the embedded case study strategy increased the understanding of how the system is working throughout the Agency.

3.4 CASE, SITE AND PARTICIPANT SELECTION

The research problem led the researcher to make certain decisions as to case, site and participant selection.

3.4.1 Case Selection

The research was conducted at the KwaZulu-Natal KZN SASSA in the province of KwaZulu-Natal in the Republic of South Africa. It is part of the national department that is mandated to provide social security in the form of social grants to people residing in South Africa. SASSA is an overarching case embedded with sub-cases that yield cross-case analysis. District offices and local offices along with individual participants were sub-cases and the cross-case analysis of quantitative and qualitative data is provided in Chapter 4.

3.4.2 Site Selection

The study has multiple sites (7), where employees from each site are likely to have different perceptions on the role of buy-in and the implementation of PMDS. This is discussed at length in 3.5 Units of Analysis, but briefly, the reason for the selection of the sites was on the basis that the researcher would have easier access to the participants as the researcher is employed by SASSA. Out of eight local offices that agreed to participate in a study, one local office chose to opt out of the study. Particularly for qualitative research it is important to conduct the fieldwork in the natural environment of the participants, which was done in this study.

3.4.3 Participant Selection

This study comprised officials from SASSA and focused on five segments of stakeholders (level 5, 7, 9 and 12) from eight local offices of four District offices (Midlands, Durban, Ulundi and Pietermaritzburg). The intention was to get different perspectives on the PMDS at SASSA and to see how buy-in to and implementation of the PMDS was being viewed across the ranks, districts and local offices. The levels were paramount to the study, because they are affected by the implementation of the PMS and are the knowledge holders in a sense that their actions shape the current status of the PMDS. The cross-case analysis in Chapter 4 centres on levels for qualitative data and on levels, district and local offices for quantitative data.

3.5 UNITS OF ANALYSIS

Rowley (2002:19) points out that the unit of analysis is the basis for the case. It may be an individual person (such as a business leader, or someone who has had an experience of interest), or an event, (such as a decision, a programme, an implementation process or organisational change), or an organisation or team or department within the organisation. A key issue is that the case study should only ask questions about the unit of analysis, and any sub-units; sources of evidence and the evidence gathered are determined by the boundaries that define the unit of analysis. Rowley (2002:22) adds by saying that embedded designs identify a number of sub units (such as meetings, roles or locations) each of which is explored individually; results from these units are drawn together to yield an overall picture.

SASSA as an organisation is the units of analysis for the study in which four selected district offices and eight local offices are embedded as subunits and four segments of stakeholders represented different position levels and were a mix of those employees being evaluated in the PMDS and those conducting the evaluation (level of employees were by ranks 5, 7, 9/10 and 12) from eight local offices of four districts (Midlands, Ulundi, Pietermaritzburg and Durban). This is known as an embedded case study. Yin (2009:50) defines this by saying this is where the same case study may involve more than one unit of analysis. This occurs when, or within a single case, attention is also given to a subunit or subunits. SASSA was chosen as the focus of the study, because the performance management development system had been a bone of contention and had even led to organised trade unions intervention, but with no solution. The study selected all 4 districts to ensure representativeness and 8 local offices were chosen, two from each of the 4 districts. This was also to ensure the representativeness of all districts and to get a global picture of SASSA in the KZN area. The chosen units of analysis were based on the fact that individual study participants were knowledge holders of the subject under study. The data collected were analysed independently from other sub-units in order to draw conclusions that would be part of the overall results, however, the limitation of the study was generalisation, as the study only focused on the province of KZN although SASSA is a national department.

Units of analysis are illustrated in Table 3-2.

Table 3-2 Illustration of Units of Analysis

Districts	Local offices	Levels/Rank
Midlands	Ezakheni & Ekuvukeni	5,7,9/10 &12
Durban	Hammarisdale & Verulam	5,7,9/10 &12
Ulundi	Esikhaleni & Mbazwana	5,7,9/10 &12
Pietermaritzburg	390& Vulindlela	5,7,9/10 &12
Hammarisdale later dropped out of the study		

Levels/Rank:

Level 5: This is the group of officials that is not part of any decision-making, but is supervised and assessed by level 7 officials.

Level 7: These are officials that monitor level 5, but also supervise and assessed by level 8.

Level 9/10: These are managers at the office that monitor performance and are also assessed by the Manager of the office.

Level 11/12: This is the Manager of the Local Office who reports directly to the District Manager. This official quality assures the assessment reports of the officials in their offices. In addition, she or he sits in a PMDS quorum that assesses reports and decides on the awarding of increments or performance bonuses and has a chance of defending the decision taken by a supervisor by defending the ratings from the respective office. The researcher selected the above sample population because some are affected by the system and others are both affected and are implementers, hence they constituted the sample best suited to address the research questions and objectives and the hypothesis. These combinations informed the researcher about how the system was viewed and assessed by the officials of different levels and impact on their perceptions.

3.6 SAMPLING POPULATION

According to Burger and Silima (2006) citing Babbie and Mouton (2001:202) sampling can be described as a process of selecting observation required for a specific subset of a population in order to make inferences about the nature of the total population itself. For the purpose of the study, it was not feasible to involve all SASSA KZN employees in a research project; hence a sample from the population was used and it represented all the officials at

SASSA. This is supported by Leedy and Ormrod (2001:211), who points out that the sample should be carefully chosen that, through it, the researcher is able to see all the characteristics of the total population in the relationship. According to Burger and Silima (2006:657), sampling is categorised in to non- Probability sampling and probability sampling, each of which is discussed in turn.

Non-probability sampling, according to Babbie and Mouton (2001:173) is not based on determining the probability of an element being included in the sample. This design is often seen as more appropriate, economical and less complicated. Non-probability sampling designs are commonly associated with qualitative research, where the researcher's primary aim is to get an in-depth description and understanding of the situation, rather than quantity of understanding. This is contrary to probability sampling, where, according to Babbie and Mouton (2006: 658), sampling relies on the personal judgement of researchers to select the sample; chance selection procedures are not used to draw the sample. The study utilised both probability and non-probability sampling due to the nature of the study.

These are different types of non-probability sampling, according to Burger and Silima (2006:657-661) and these methods serve different purposes. Accidental/ Convenience Sampling is where the researcher selects a required number available. Purposive sampling occurs when elements of the study are selected according to the judgement of the researcher; this is similar to quota sampling where participants within each quota are selected to represent diversity. In snowball sampling a group of participants is selected. The selected group refers the researcher to others within the target population after they have been interviewed. The design uses a process of chain referral. A basic assumption of snowball sampling is that members of the target population know each other.

For the purposes of this study, of the four main non-probability choices, purposive sampling was utilised to collect primary data as it was the most relevant to the study. The decision was based on the fact that the researcher was aware that this group would provide information that would directly answer the questions of the study. The researcher therefore actively selected the most productive sample to answer the research questions. Burger and Silima (2006: 632) point out that in purposive or judgmental sampling, the researcher relies on his/her expert judgment to select units that are representative or typical of the population. This argument concurs with the argument of Schatzman and Strauss (1973) cited in Coyne, (1997), who state that selective sampling is a practical necessity that is 'shaped by the time

the researcher has available, by her or his framework, by her or his developing interests, and by any restrictions placed upon her or his observations by study hosts”. This was relevant to the study as the participants were selected because they were the knowledge holders. Participants were invited to participate, by either agreeing to be interviewed (Appendix D-2) and/or by agreeing to complete the survey questionnaire (Appendix D-1).

The methods of probability sampling according to Burger and Silima (2006:657–661) are simple random sampling, stratified sampling, cluster sampling multistage cluster sampling, and probability proportionate to size (PPS) sampling. Simple random sampling ensures that every possible combination of cases has an equal chance of being included in the sample. This is the simplest form of probability sampling. Systematic sampling is where individuals or households are chosen at regular intervals from the sampling frame. This is where the number is randomly selected to determine where the selection of a sample will commence. Stratified sampling is used when the researcher may be interested in a particular group within the population. There is an equal chance (probability) of selecting each unit from within a particular stratum (group) of the population when creating the sample. Stratified sampling is comparable to cluster sampling which involves the grouping of population units. However, in contrast to stratified sampling, the units are grouped by clusters instead of homogeneous strata within the population. Multistage cluster sampling is referred to as multi-stage sampling and is carried out in phases and usually involves more than one sampling method. Probability proportionate to size (PPS) sampling is used when the clusters identified for sampling are very different in size. Each cluster is given the same chance of being included in the sample proportionate to the size of the cluster.

Simple random sampling was used for the quantitative component of this study. In this study all targeted officials had an opportunity of being included in the study as people were not handpicked; only SASSA could provide the study with the required relevant information that would answer the question raised by the study, hence the researcher chose the sample that would appropriately respond to the research question and the hypothesis. The selected participants were from different levels at SASSA and were seen as being relevant to the study. As Burger and Silima (2006: 633) point out, the general strategy is to identify important sources of variations in the population and then to select a sample that reflects this variation.

Therefore this study used simple random sampling together with the purposive sampling. The choice of the sampling allowed the researcher to work within budget constraints and personnel. In total 141 individuals participated in this study.

3.7 DATA COLLECTION

In adherence with the pragmatist paradigm, a mixed-method approach was utilised for the study in the form of an embedded case study at SASSA, using a sequential exploratory approach in the collection of data. For the purpose of the study, the quantitative approach was used first and looked at whether there was a relationship between employee buy-in and the implementation of the PMS and whether this yielded results that addressed whether employee buy-in enhanced the effectiveness of the PMDS. The second phase in the collection of data (which was qualitative) looked at how any relationship between employee buy-in and the implementation of the PMS could improve the effectiveness of the system. This method was guided by the researchers' use of a specific theoretical perspective as well as the sequential collection of both quantitative and qualitative data. This perspective, according to Creswell (2009:215), can be based on the ideologies such as critical theory, advocacy, participatory research, or a conceptual (or theoretical) framework. The pragmatist worldview guided this research study. Primary and secondary data were collected.

Hox and Boeije (2005:593) state that primary data are data that are collected for the specific research problem at hand, using procedures that fit the research problem best. Data collection for the quantitative component was undertaken using the survey questionnaire with implementation of the PMDS being the dependent variable and employee buy-in being the independent variable. In contrast, qualitative data collection was done through semi-structured interviews with open ended questions, that would allow the participants to express their thoughts and have their perceptions on the subject heard. The nature of the mixed method study required the use of multiple sources of evidence. This means that the study utilised various techniques in the collection of data and then used the data to triangulate the study. Secondary data were collected from the SASSA as well as from books, journal articles, law and policy, and other documents. Triangulation enhanced the validity of the information gathered as the different methods complemented each other and minimised the shortcoming that may have been identified in one method. The survey questionnaire, semi-structured interviews and collection of secondary data are further discussed below.

3.7.1 Survey Questionnaire

Primary data were gathered using a questionnaire, which is attached as Appendix D-1. Questionnaires were administered to all one hundred and one officials at KZN SASSA. Questionnaires were sent out to a sample of 112 of employees ranging from level five to level 12, focusing on the five segments or levels of officials (5, 7, 10 and 12). SASSA is a public sector organisation and employees comprise an approximate number of 1700 officials based throughout the province of KZN. The questionnaire comprised two parts that were directly related to the research; the first part was a closed question where one response was required and the second part was semi-structured, where the participants were afforded the opportunity to elaborate on their answers. Annexure D-1 is a copy of the questionnaire used.

The initial procedure was for the researcher to email all the questionnaires to the local office managers; however the response rate became a major challenge regarding Midlands and Ulundi. To address the challenge, the researcher requested the intervention of the District Managers; they were asked to encourage their staff to participate in the study. Hammarsdale refused to take part in the study. Auriacombe (2010:480) points out that the questionnaire can be a very productive tool if a great effort is made to make it clear and concise. She further explains that the more complex the questions and instructions, the greater the demands on the time and effort required of both the researcher and participants Auriacombe (2010:480). Leedy and Ormrod (2001:197), say that participants tend to view questionnaires as an assurance of confidentiality and may, therefore, be more truthful in their responses to the questions contained in the questionnaire than in an interview. A questionnaire further allows participants time to consider their answers to the questions in the questionnaire, although the researcher may not have the opportunity to clarify confusing questions and instructions which may distort participants' responses (Brynard and Hanekom, 1997:38).

The questionnaire was divided into the following sections:

Section A: This was about the information of the participants. This information is crucial to determining the level of experience at SASSA.

Section B: This included the closed statement about the PMS.

Section C: This contained the semi structured questions whereby the participants provided their own views about the PMS. This information was necessary to determine the main

perceptions of the participants regarding PMDS at SASSA in order to determine the main challenges experienced by the participants regarding the application of the PMDS.

The questionnaire also included a set of open-ended questions wherein participants were expected to express their views and further propose recommendations for improvement.

3.7.2 Interviews

In addition to the survey questionnaire, the researcher utilised semi-structured interviews as another way of collecting data. The interview questions are annexed as D-2. Semi-structured interviews also focused on the four segments of officials; however, only 41 officials were interviewed. Interviews were carried out in October 2013 and each lasted between 25 to 45 minutes. In total 41 participants were interviewed, but when quality assurance was conducted, 5 were excluded from the study as they were not supposed to be part of the study. The researcher was conscious and mindful of non-verbal communication during interviews. Interviews were tape recorded and the researcher categorized, worked on data reduction and extracted themes in order to later interpret data as shown on matrices in Chapter four along with narrative interpretation. The interviews were undertaken in an open and friendly workplace environment and were dominated by open-ended questions. The tape recording was later transcribed with assistance from a professional transcribe. The use of the tape recorder and transcripts professionally transcribed allowed the researcher to further distance herself from the research topic and the participants as the researcher is employed by the SASSA. However, none of the study participants are under the supervision of the researcher. In adherence to ethical matters, the researcher assured the interviewees of confidentiality and anonymity.

Jarbandhan & De Wet Schutte (2006:678) point out that a typical semi-structured interview is an interview that uses a questionnaire with only (or various) open-ended questions that help mould the participant's frame of reference, whilst at the same time giving him/her the freedom to respond in whatever way he/she feels like responding. This means that whatever the participant wants to say as an answer to a question is accepted as a response. During the study, this type of instrument was imperative as it gave one insight in to the participants' attitudes and their views clearly articulated. In addition, the semi-structured instrument is appropriate when a researcher is certain as to what he/she wants to know, but still wants to leave some room for exploration as the interview proceeds.

The combination of questionnaires and interviews address the limitations of each instrument. In addition, these instruments can be used to collect information from the participants about their experiences and impressions as these instruments are self-reporting and have a high chance of bias. Bleske-Reshek & Michels (2010) citing Kendall (2008), indicates that questionnaires can provide evidence of patterns amongst large populations; qualitative interview data often gather more in-depth insights on participant attitudes, thoughts and actions.

The researcher used the **sequential approach** in the collection of the primary data which was collected through various sources of evidence. Out of the six sources of evidence listed by Yin (2009:114), the study utilized three, namely, documents, surveys and open ended interviews. The study started with the quantitative data collection and analysis; the collection and analysis of the qualitative data was the second phase, as depicted in the illustration overleaf. The first phase gave the results of the relationship between the employee buy-in and the implementation of the PMDS. The qualitative section focused on the interpretation of the findings of the relationship between the two variables. This was done through the open-ended interviews with the participants. The participants were at liberty to give in-depth explanations of their responses and there was no limitation on their responses.

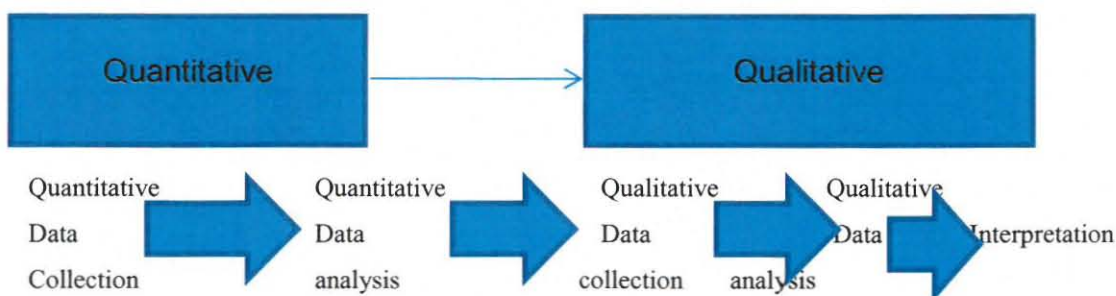


Figure 3-1 – Sequential exploratory approach

Source: Terrell (2012)

It is important to note that preliminary results from the quantitative data collected assisted in adding depth in the interview question by probing. The researcher collected the data in the months of September and October 2013. Before the distribution of the questionnaires, brief meetings were held to inform the participants on their rights to participate or not to participate in the study. As a result, out of the eight offices, seven offices became part of the

study as Hammarsdale local office refused to be part of the study. In addition, the researcher noted that some managers were reluctant to allow the officials to be part of the study. For example, at the Verulam office, the manager stated that the officials did not want to be part of the study; however the researcher discovered that the officials wanted to be part of the study.

The process of completing the questionnaire was explained to the participants. The questionnaires were collected over a period of three weeks. In Part B of the study, the researcher conducted interviews with 41 participants across the board over a period of two weeks; however when quality assurance was conducted, the researcher identified five officials who were not supposed to be part of the study. In order to examine and better understand the findings, the study was triangulated with the use of secondary data in addition to data collected through survey instruments and semi-structured interviews.

3.7.3 Secondary Data

In the collection of the secondary data, the researcher accessed the KZN strategic plan (KZN, 2012/2013), induction documentation 2013 (KZN, 2013), PMDS policy (RSA, 2006), PMDS procedure (RSA2006), and SASSA websites. Prior to the commencement of the study and access to the documents, the researcher sought, and received written approval confirming that the study would adhere to ethical requirements. The analysis of documentation was imperative in order to achieve the study objectives and to address the research questions properly. In addition to the primary data, the secondary data increased the reliability and validity of the study.

3.8 DATA ANALYSIS

Data analysis was different for quantitative and qualitative data.

The intention of the researcher was to first collect and analyse the quantitative data in order to determine the relationship between the two variables, which are employee buy-in and PMDS. A survey questionnaire was used as a measurement tool and after analysis; findings were compared to studies from the literature review. This will be discussed in Chapter four. The qualitative part of the analyses was to interpret the results with the data collected through interviews as it attempts to describe people in natural situations. This was achieved through a combination of content, thematic and matrix analysis.

To analyse quantitative data, the researcher used the Statistical Package for Social Sciences (SPSS); tables, graphs and charts to summarise the data collected. This is further described below.

There were four districts that participated in the study, namely: Durban, Midlands, Pietermaritzburg and Ulundi. The total number of offices that participated in the study numbered 8 but one office pulled out of the study and the study ended up with 7 offices (390 and Vulindlela PMB district, Ekuvukeni and Ezakheni for Midlands, Mbazwana and Esikhaleni in Ulundi and Verulam). In addition, from the one thousand seven hundred (1700) officials employed by SASSA, 112 were given questionnaires for completion and 56 were to be interviewed. Out of the 112 sampled officials only 102 completed and returned the questionnaires and only 41 were available for the interviews. Out of 41, 5 were disqualified as they did not meet the criteria for being included in the study.

According to Creswell (2009:183), the process of data analysis involves making sense of the text and image. For the mixed-method research, Creswell (2009:218) points out that data analysis relates to the type of research strategy chosen for the procedures. For the purpose of the study which involved the quantitative part of the data, the researcher used the SPSS and for the qualitative data the researcher used the used the content/thematic analysis in conjunction with data matrix. The results and the findings obtained from the questionnaire used in this study are presented hereunder. The data collected in Section C of the questionnaire from the responses were analysed using the Statistical Package for Social Sciences (SPSS) and chi square to investigate the relationship between the variables. The results are presented in the form of bar graphs and tabulations. The study also used the chi squared test and logistical regression for statistical significance between variables; however, it is imperative to point out that the responses from the original survey instrument that had six categories were conflated. For example, the 'totally agree' and agree, were taken as 'agreed' and the category was reduced to one, 'totally disagreed', 'disagreed' and 'I don't know' were also combined and produced one category. This was done to accommodate logistical regression. Lutabingwa and Auriacombe (2007:547) argue that chi-square is used to determine the extent to which the actual (or observed) values in a particular contingency table deviate from the values that would have been expected if the two variables were not related to one another. The larger the difference between the actual value and that expected assume no relationship (null hypothesis), the larger the value of chi-square and the more

likely that the relationship exists in the population. The existence of the relationship, however, does not indicate the degree of the effect that the independent variable has on the dependent variable. Furthermore, the existence of a relationship does not indicate the direction of that relationship, whether positive or negative.

As to qualitative data analysis, Cavanagh (1997) cited in Elo and Kynga (2008:108) postulates that content analysis allows the researcher to test theoretical issues to enhance understanding of the data. Through content analysis, it is possible to distil words into fewer content-related categories. It is assumed that when classified into the same categories, words, phrases and the like share the same meaning. The concurring argument from Kynga & Vanhanen cited in Elo and Kynga (2008:108) points out that the aim is to attain a condensed and broad description of the phenomenon, and the outcome of the analysis is concepts or categories describing the phenomenon. For the qualitative part of the study, the researcher used the content and thematic analysis in conjunction with the matrices. Coding was also done on identification of the themes. Data were transcribed so that themes could be discovered and data reduced in a meaningful way while preserving responses from participants. The researcher identified different themes and inserted data into matrices for the interpretation of the data. Coding is important in qualitative studies, for preserving anonymity and responses and for identifying themes.

3.8.1 Coding as part of data analysis

Kawulieh (undated: 106) describes coding as the techniques that is applied in actions to identify relationships between and among categories. The process of coding includes looking for patterns and themes. Data were transcribed from each audiotape, and the transcription was used for the analysis of content and categorization of common themes. Analysis of content was done using the following steps: scrutinising the transcribed data, coding the relevant statements after reading transcribed data, compiling the themes from the statements and summarising the themes into matrices. All the interview data from all interviewees were examined carefully, with data assigned to the appropriate code and category. Each piece of data was assigned to only one category. Recommendations and conclusions were then made based on the data obtained from the coding process and list of categories that emerged. Chapter 4 discusses the analysis in detail. Other components of research include validity and reliability, trustworthiness and credibility, data triangulation, study limitations and ethical considerations each of which is discussed in turn.

3.9 VALIDITY AND RELIABILITY

3.91 Validity

According to Twycross and Shields (2004:28) validity means that a tool measures what it set out to measure and mentions that there are several measures of validity that provide evidence of the quality of a study. Reliability is defined as the consistency, stability and repeatability of results. The testing of reliability ensures that those consistent results would be obtained in identical situations on different occasions.

The table below is the summation of the measures that are used to assess validity of data-collection tools.

Table 3-3 Measures to assess validity of data collection tools

Measures to assess validity of data collection tools	Explanation of the measures
Content validity	<ul style="list-style-type: none"> • Check whether a tool appears to others to be measuring what it says it does. On the other hand Face validity is a simple form of content validity – the researcher asks a few people to check if the tool covers all areas. A more rigorous way to assess content validity is to ask recognised experts in the area to give their opinion on the validity of the tool.
Criterion validity	<ul style="list-style-type: none"> • Concurrent or predictive validity are both measures of criterion validity. • Concurrent validity uses an already existing and well-accepted measure against which the new measure can be compared. • Predictive validity measures the extent to which a tool can predict a future event of interest. • Criterion validity is usually measured using a correlation coefficient – when the correlation is high, the tool can be considered valid.
Construct validity	<ul style="list-style-type: none"> • This test is the link between a measure and the underlying theory. If a test has construct validity, evidence of construct validity can be provided by comparing the results obtained with the results obtained using other tests, other (related) characteristics of the individual or factors in the individual's environment which would be expected to affect test performance. • Construct validity is usually measured using a correlation coefficient – when the correlation is high, the tool can be considered valid.

Source: Twycross and Shields (2004:38)

To enhance validity in this study, the researcher used the chi squared test which is used to analyse the nominal data. Chi squared test was also used to investigate whether there is a relationship between employee buy-in and the implementation of the PMDS. To ensure accuracy of the results test, the researcher used the chi squared analysis and logistic regression because of the categorical nature the data that was collected in the study.

3.9.2 Reliability

While Table 3-3 illustrated validity measures, Table 3-4 displays measures to assess reliability of data collection tools, both validity and reliability are generally associated with quantitative studies. Credibility and trustworthiness are connected to qualitative studies and Table 4-5 shows components of trustworthiness and credibility followed by a discussion as well.

Table 3-4: Measures to assess reliability of data collection tools

Characteristics of reliability measures	Description of reliability measures
Stability	<ul style="list-style-type: none"> • An instrument is thought to be stable if the same results are obtained on repeated Administrations. • Assessed using the test-retest technique – that is by administering the same research tool to the same people on two or more occasions. • A reliability co-efficient provides an indication of how reliable the tool is.
Homogeneity	<ul style="list-style-type: none"> • A measure of the internal consistency of the scales. • Concerned with the extent that the items in a tool measure the variable being Investigated. • Assessed using the split half reliability technique Cronbach's alpha (a correlation co-efficient) is calculated to establish how reliable.
Equivalence	<ul style="list-style-type: none"> • Refers to the level of agreement among researchers using the same data. • Collection tool – the inter-rater reliability. • The ratings of the two or more.

Source: Twycross and Shields (2004: 36)

To increase reliability in this study, the researcher used the sample that is representative of all the districts in the KZN. In addition, four segments of levels (5, 7, 9/10 and 12) were included in the study. The results can be extrapolated to a different group of sample in KZN.

3.10 TRUSTWORTHINESS AND CREDIBILITY

Lincoln and Guba cited in Shenton (2004: 64) argue that ensuring credibility is one of most important factors in establishing trustworthiness. Table 3-4 displays a summation of the strategies regarding provisions which may be made by researchers to promote confidence that they have accurately recorded the phenomena under scrutiny. These strategies and criteria were used in this study.

Table 3-5: Strategies to Establish Trustworthiness and Credibility

Strategy	Criteria
Credibility	<ul style="list-style-type: none"> Prolonged and varied field experience Time sampling Reflexivity (field journal) Triangulation Member checking Peer examination interview" technique Establishing authority of a researcher Structural coherence Referential adequacy
Transferability	<ul style="list-style-type: none"> Nominated sample Comparison of sample to demographic data Time sample Dense description
Dependability	<ul style="list-style-type: none"> Dependability Audit Dense description of research methods Stepwise replication Triangulation Peer examination Code – recode procedure
Confirmability	<ul style="list-style-type: none"> Triangulation Confirmability audit Reflexibility

Source: Krefting: (1991:64)

In addition to credibility, transferability, dependability and confirmability other strategies used to ensure credibility and trustworthiness of qualitative data included multiple sources of

evidence, creation of a case study database, and maintenance of a chain of evidence. These strategies are next discussed.

3.10.1 Credibility

The focus of the strategy is striving for the truth. The argument from Schurink and Auriacombe (2006:441) is that plausibility and accuracy is a vital dimension of good qualitative research. In this study, the researcher is a SASSA employee and was able to spend more time observing and engaging with the participants; which increased the possibility of credible reports. In addition, the researcher is aware of the processes and the procedure of the PMDS at SASSA. Since the researcher was familiar with the content, it was less likely that participants provided dishonest responses. One of the methods used to create credible findings and interpretations are prolonged engagement in the field. The researcher has been a South African Social Security Agency employee for seven years; this meant that the researcher was able to have lengthy engagements with the participants.

3.10.2 Transferability

Schurink and Auriacombe (2006: 441) propose that the researcher should provide sufficient descriptive data to allow the reader to evaluate the applicability of the data to other contexts. Researchers can strengthen their studies' usefulness for other settings substantially by designing their studies for multiple cases, multiple participants and more than one method of collecting data. This study ensured transferability by utilising the mixed-method approach that allowed the study to utilise both quantitative and qualitative collection-of-data techniques (interviews, surveys and documentation).

3.10.3 Dependability

This strategy refers to the stability of data over time and in different conditions as it looks at the logic of a research process which checking to see if it is well documented and audited. To ensure dependability, the researcher recorded the proceedings of the interviews and utilised the services of a professional transcriber. The recording ensured the accuracy of the information and further allows the information to be audited at a later stage.

3.10.4 Confirmability

The strategy should enquire about whether the study findings can be confirmed by another study. This study ensured confirmability by triangulation. The study used the mixed method design. This was to ensure that the limitation of the one design was addressed by another design. In addition, the various techniques in the collection of data were used and the analysis from both disciplines was carried out with the aim of enhancing scientific inflexibility.

According to Neuman (2000:164) reliability refers to dependability or consistency. It suggests that the same thing is repeated or reoccurs under the identical or very similar conditions. Reliability, therefore, is concerned with the findings of the research and relates to the credibility of the findings. Yin (2009:114) adds to this by saying that benefits from the six sources of evidence can be maximized if three principles are followed as they are relevant to all sources. He further postulates that when properly used, they can assist in dealing with the problems of establishing the construct validity and reliability of the case-study evidence.

3.10.5 Multiple sources of evidence

Yin (2009:114) states that the major strength of the case study is to utilize various sources of evidence. The use thereof allows an investigator to address the broader range of historical and behavioral issues. The most important advantage presented is the development of converging lines of inquiry, a process of triangulation, and, in addition Yin states that with data triangulation, the potential problems of construct validity can also be addressed because the multiple sources of evidence essentially provide multiple measures of the same phenomenon.

3.10.6 Creation of a case study data base

This is a principle that has to do with organizing and documenting the data collected. Yin (2009:114) stresses that every case study project should strive to develop a formal, presentable database, so that in principle other investigators can review the evidence directly and not be limited to the written case-study reports. In this manner, a case-study database markedly increases the reliability of the entire case study.

3.10.8 Maintenance of a chain of evidence

Yin (2009:114) indicates that in order to further increase the reliability in the study, a chain of evidence needs to be maintained. This is the stage where an external observer follows the derivation of any evidence from the initial research questions to ultimate case study conclusions. For this study, the researcher ensured that the collected data was safely kept, would be accessible and would be preserved for a period of five years. Reliability was achieved through theoretical methodological triangulation. Methodological triangulation is the main focus of this paper – combining dissimilar methods to measure the same phenomenon. The rationale for this strategy was that the weaknesses of each individual method would be compensated for by the counter-balancing strengths of another, and, by combining methods, observers can achieve the best of each, while overcoming their unique deficiencies

3.11 TRIANGULATION OF THE STUDY

This study utilised the triangulation approach comprising quantitative and qualitative research methods which is known as the mixed method research design and the South African Social Security Agency documentation, the researcher utilised a sequential exploratory approach for the collection of data. The advantage of triangulation, according to Yin (2009:101), is that various sources are highly complementary and a good case study will require as many as possible. He further argues that it allows the investigator to address a broader range of historical and behavioural issues and points out that the most important part is the development of converging lines of inquiry Yin (2009:101).

In the collection of data, the study used various methods such as interviews, surveys and documentation with the aim of achieving triangulation in the study in order to increase the validity of results. The researcher noted that triangulation (various data-collecting techniques) had to be applied in the study. The triangulation ensured enhancement of validity with different methods used in the collection of data. The different methods complemented each other in the sense that triangulation minimized the in-built weaknesses within each method. The primary data collection methods applied included: Semi-structured interviews with level 5, 7, 9/10 and 11/12 and questionnaires that were sent out to 112 participants from level 5 to 12 and from eight local offices representing all four districts.

Triangulation is considered to be a powerful strategy for improving the quality of the research, in particular, credibility. It is based on the idea of convergence of multiple perspectives for mutual confirmation of data to ensure that all aspects of a phenomenon have been investigated Knab and Breitma, (1989) cited in Krefting: (1991:219). To ensure that the researcher maintained credibility and trustworthiness by triangulation, the mixed-method designs (quantitative and qualitative) were utilised; these focused on the explanatory and exploratory aspects. In addition, the collections of data techniques multiple sources of evidence were utilised, (interviews, documentation and questionnaires) thus addressing the limitation of that one design may have. In addition, the researcher acknowledged that there may have been bias in the findings as she is familiar with the selected site.

3.12 LIMITATIONS OF THE STUDY

Mouton *et al.* (2006:579) refer to limitations as the conditions that restrict the research. SASSA as the Agency is the national entity, operating in nine provinces. Conducting the study in one province may omit critical and relevant experiences and dynamics from other areas and provinces which may impact on the study in question. In this case, results cannot be generalised. The sampling strategy employed may also place limitations on the study conducted. Purposive sampling selected does not guarantee that characteristics of the sample will be representative of the population under investigation. The purposive sampling involves purposively selecting individuals who are expected to provide the required information this may keep the findings of the study from being transferred or generalised to other populations (Schurink & Auriacombe, 2010:441). The challenge with the purposive sampling strategy is also to pinpoint sources of variations in the population and then select a sample that reflects this variation. In addition, the researcher was conducting the study in a limited timeframe, which meant that researcher did not to spend very long with the participants when observing to determine if there were other factors that needed to be investigated. Furthermore, the researcher ran out of time and could not accommodate officials that could not be present due to the tight schedules at the offices. For example, one office dropped out of the study after citing that they could not spare the time to fill in the questionnaires and be interviewed. In addition, there were other officials that could not be interviewed because they did not have time and the researcher failed to accommodate those needs.

It is important to note that the researcher is a SASSA employee and therefore had to take precautions that guard against bias in favour of the Agency. Toward this end the researcher standardised the data collection and analysis procedures, also engaged peer examination by researchers independent of SASSA, carefully recorded interviews and had the interviews professionally transcribed and transcripts printed. The researcher was careful not to interject her beliefs or perceptions on the study participants and instead focused on her interest in discovering factors about PMDS policy and practices that would achieve study aims and answer the research questions.

Out of 112 participants that received the survey questionnaire 100 returned the questionnaires; others did not return the questionnaires because they were busy; of the 41 of the participants interviewed, it was discovered, at the quality assurance stage, that 5 were not eligible. Hence, 136 individuals participated in this study.

3.13 ETHICAL CONSIDERATIONS

Punch (2006) cited in Schurink (2010:432) points out that there is a growing concern regarding ethical issues in research. When conducting research, researchers face many ethical dilemmas and should constantly decide on the proper conduct. Mason (1996) cited in Schurink (2010:432) points out that researchers should be as concerned about constructing an ethical research design as they are to construct an intellectually-coherent and compelling one. Thus one's proposal should reflect overall integrity and the quality and worthiness of the research.

Neumann (1997:443) cited in Schurink (2010:432-433) puts this as follows: Ethics begins and ends with the researcher. The personal moral code of the researcher is the strongest defence against unethical behaviour. Regarding the adherence to the ethical code, this researcher applied for permission to conduct the research study in writing from the KZN SASSA Regional Executive Manager. The participants signed a Consent Form before participating in the study and there was no harm to the participants. One office, however, opted out of the study. In addition the researcher ensured that the rights of the participants were not infringed. The participation was voluntary and they were requested to sign the informed consent form. The participants were informed of the purpose of the study; they were even informed of their rights to drop out of the study if they were not comfortable as participation was not mandatory. During the collection of the primary data, one local office

chose to withdraw from the study. The participants also signed informed consent forms, but the researcher also guaranteed the anonymity of the participants. To ensure anonymity, the researcher did not use the names of the participants when analysing data or writing the dissertation, only codes were used as demonstrated in Chapter 4 throughout matrices and in the narrative interpretation of the findings.

3.14 CHAPTER SUMMARY

This chapter dealt with the research design and research methodology. The study area, target population, sampling method, data collection and analysis methods, study limitations and ethical considerations were also outlined. Data analysis and findings are presented in detail in the next chapter (Chapter 4).

CHAPTER 4: DATA ANALYSIS AND FINDINGS

4.1 INTRODUCTION

Chapter three discussed the research design, strategy, data collection and analysis as well as other components of a research study such as sampling, the roles of validity and reliability, credibility and trustworthiness and triangulation and concluded by discussing the study limitations and ethical considerations. This chapter is based on evidence from the data that was collected through surveys and the in-depth interviews. The chapter presents the analysis, interpretation and discussions of findings about the data collected for the study on the effectiveness of the PMDS at the South African Social Security Agency. The data were collected by means of questionnaires and semi-structured interviews. This chapter also seeks to address, or respond to the objectives of the study, research questions and the hypothesis as this is a mixed-method study. This section further provides a summary of the responses and key issues with respect to the hypothesis and the objectives of the study. The analysis will follow the sequential approach; as previously outlined, that the aim of the qualitative approach is to interpret the result of the quantitative part of the research. The qualitative approach addresses explanatory and provide the researcher with an insight into many issues with regards to the PMDS at SASSA. A total number of 112 questionnaires were handed out to the participants and a total number of 100 responded. This chapter will also give a brief overview of the SASSA.

4.2 THE CASE OF THE SOUTH AFRICAN SOCIAL SECURITY AGENCY (SASSA)

The South African Social Security Agency (SASSA) is a national agency of the South African government created in April 2005. SASSA was created to administer the application, approval and payment of social grants in South Africa. It was also designed to re-allocate the function of social security from South Africa's provinces to the national sphere of government and reports to the Ministry of Social Development. SASSA is a Section 3A public entity, the institution responsible for ensuring that government pays the right grant, to the right person, at a location which is most convenient to that person.

Previously, all nine (9) provincial governments were responsible for the administration of social grants, but this created serious social delivery challenges especially regarding the

delay in the approval and payment of grants, possible fraud and corruption in the system, inconvenient pay-points facilities and huge administration costs in delivering social grants.

Adoption of the *South African Social Security Agency Act, 2004* (RSA, 2004) and, the amendment to the *Social Assistance Act, 2004*, (RSA, 2004a) by National Parliament, paved the way for a more professional and focused service delivery to the social grant beneficiaries.

4.2.1 *Social Assistance Act, 2004*

This Act provides a national legislative framework for the provision of different types of social grants, social relief of distress, and delivery of social assistance grants by a national Agency and the establishment of an Inspectorate for Social Security.

4.2.2 *South African Social Security Agency Act, 2004*

The Act provides for the establishment of the South African Social Security Agency as a Schedule 3A public entity in terms of the PFMA. The principle aim of the Act is to make provision for the effective management, administration and payment of social assistance and service through the establishment of the South African Social Security Agency. The President signed the Act on 28 May 2004.

The organograms (figure 4-2, 4-3, 4-4, 4-5) shows the offices that were chosen to be part of the study. This is to indicate the location of the local offices and also to indicate the levels of participants. It is the only province with a monarchy specifically provided by the constitution. The population size is 10,829,130 (2011) with IsiZulu being spoken by 81% of the populace. The census 2011 statistics revealed a pleasing trend in respect of the standard of living in the province. Despite the social ills of teenage pregnancy, HIV & AIDS, drug-resistant TB, the level of education is on the rise, the number of households accessing modern technology is on the increase and household income has generally increased from 2001 to 2011.

By 31 March 2013 (2013 financial year), nearly 16.1 million people were beneficiaries of social grants (up from 2.5 million in 1998). Most of this increase relates to the expansion of the child support grant. Research has shown that about 22 per cent of households rely on social grants as the main source of income. As at 30/06/2013, in KZN there are about 5 397 978 grant recipients and distributed at a cost of R 2 011 167 175 per month and R 24 134 006 100 per annum and this figure contributes 24% to the overall national figure of 16 051

701. The next highest Regions (Gauteng and Eastern Cape) contribute 16% each to the national figure.

SASSA services the whole of KZN Table 2 below outlines the services that are rendered by SASSA to the South African population.

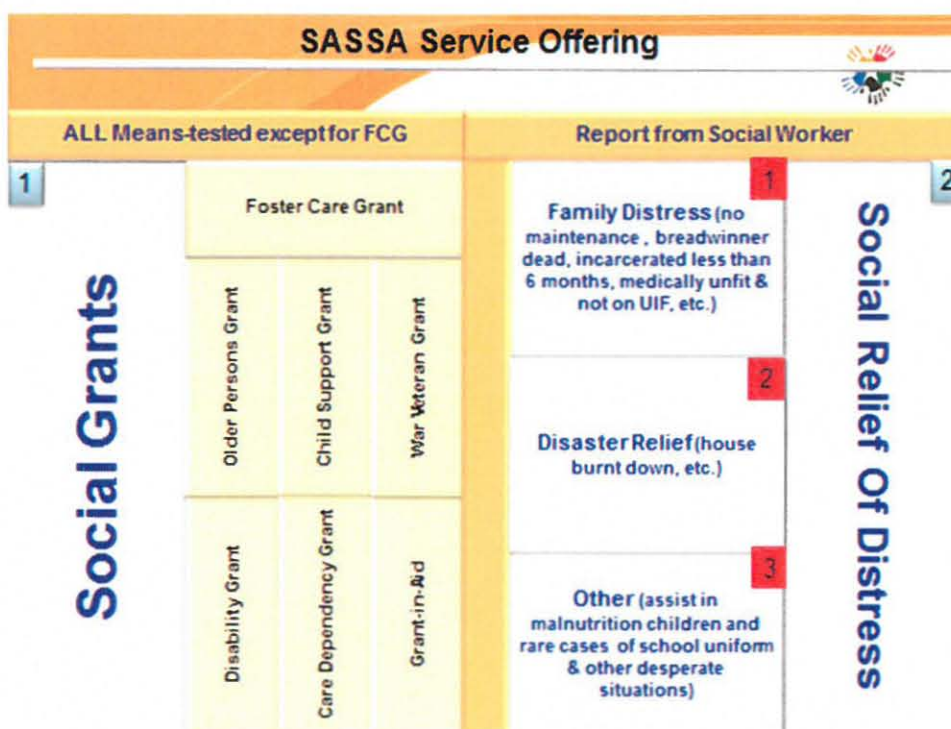


Figure 4-1: SASSA services

Source: SASSA Induction Plan, RSA, 2013:13)

In order for the beneficiaries in KZN to have access to the services in KZN, SASSA has local offices throughout the province. The local offices are shown overleaf with number of beneficiaries and the amount distributed reflected in Figures 4-2 to 4-5. The local offices are closer to the beneficiaries and are responsible for the service delivery. They assist with the malnourished children and provide school uniforms to schools. Figures 4-2 to 4-3 depict the number of beneficiaries serviced per pay office and collectively per local office in Durban, Midlands, Ulundi, and Pietermaritzburg. The three figures also show the monetary expenditures made by SASSA per month.

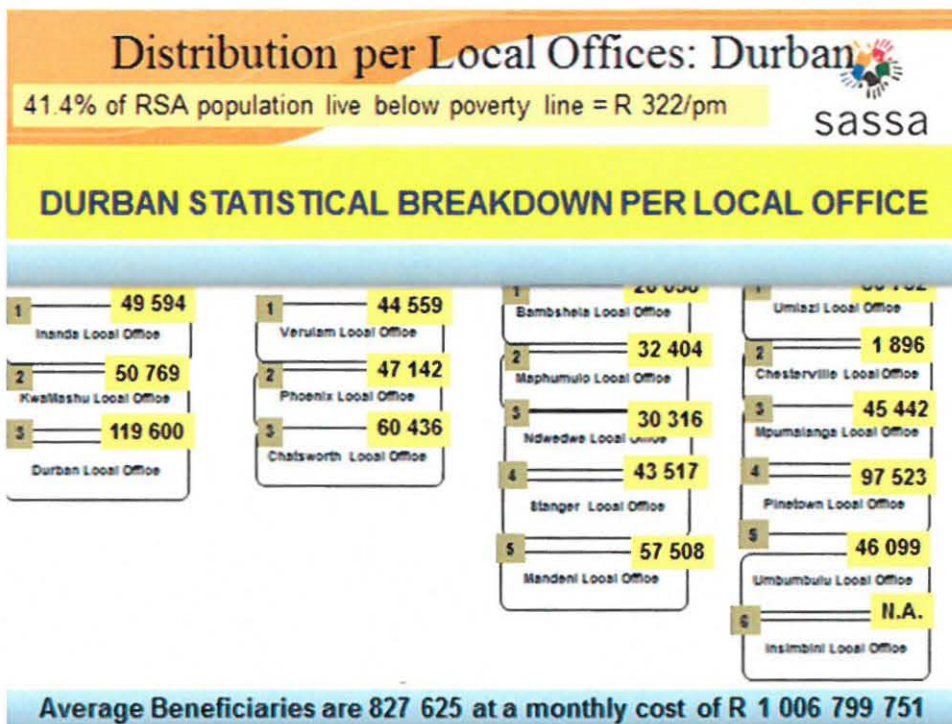


Figure 4-2: Durban District: Local Offices

(Source: SASSA Induction Plan, RSA, 2013:16)

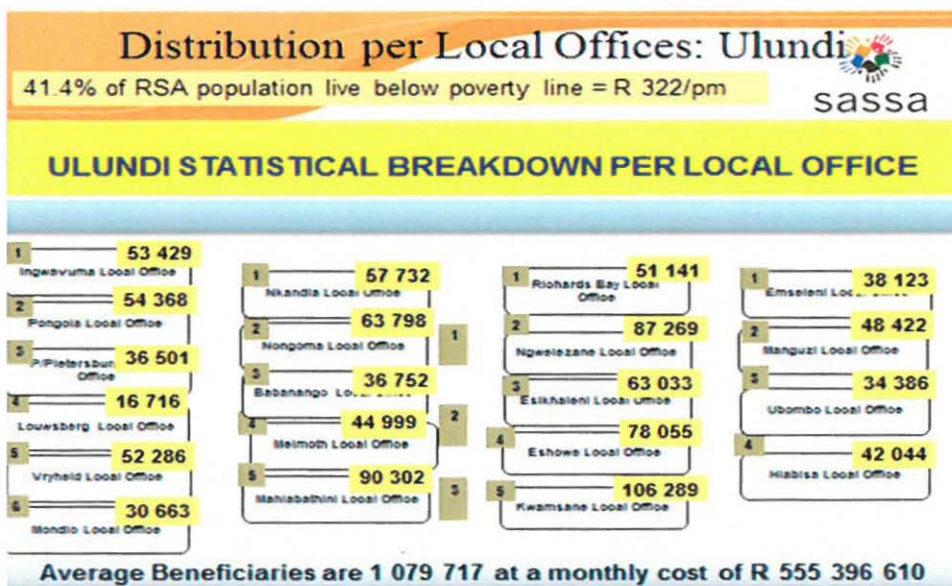


Figure 4-3: Ulundi District: Local Offices

(Source: SASSA Induction Plan, RSA, 2013:17)

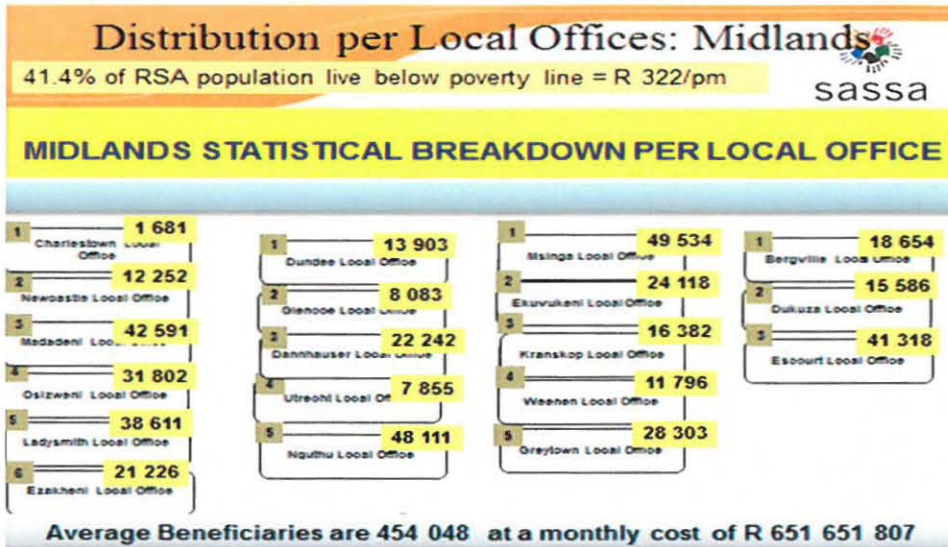


Figure 4-4: Midlands District: Local Offices

(Source: SASSA Induction Plan, RSA, 2013:18)

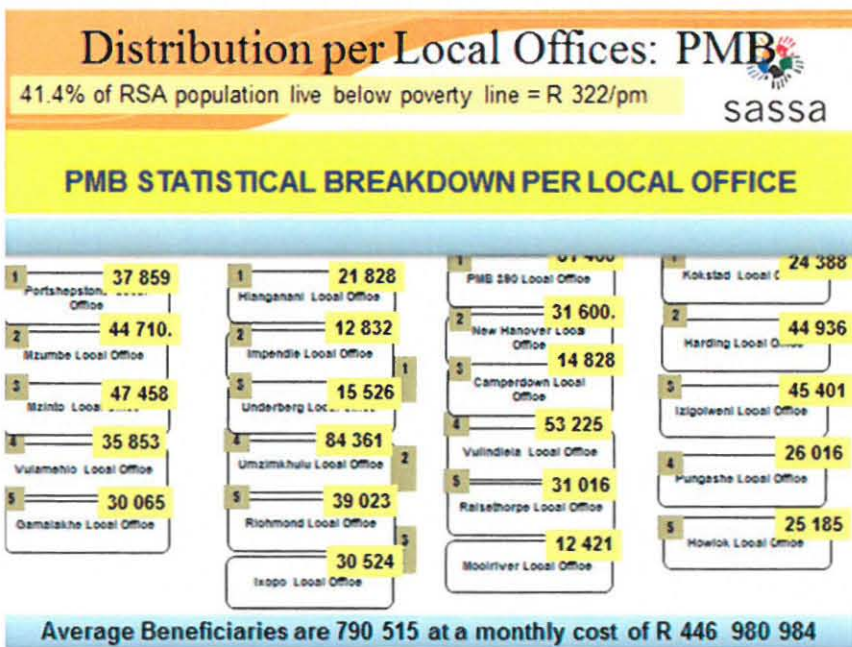


Figure 4-5 : PMB District: Local Offices

(Source: SASSA Induction Plan, RSA, 2013:19)

4.3 DATA ANALYSIS

For the qualitative part of the study, the researcher used the content and matrixes analyses. To ensure the capturing of the participants' narration, the researcher recorded the responses of the participants, which were later transcribed from the audio visual by a professional transcriber. For the responses that matched the objectives of the study, research questions and the theoretical framework the matrixes were designed, wherein the raw data was coded, themes extracted from the responses and the summarised themes then inserted into the matrixes. In the process of the analysing the data, emerging descriptions of a similar nature were then identified, colour coded and categorised.

To meet the objectives, statements and questions were selected and the matrix was populated. The researcher further identified the statements from the questionnaire and the interview questions that responded to the research objectives. This will be reflected below on the analysis:

Table 4-1: Alignment of survey instrument and interview questions with research objectives

Objectives	Survey Instrument Statements	Interviews Questions
To examine the implementation of PMDS	SASSA employees are consulted on the PMDS implementation process.	Kindly describe how the policy is implemented.
	The implementation processes are verbally outlined to employees as were clearly outlined to employees in written form.	In your view, does the organisation comply with the policy in full, in part, or not at all? What role does employee buy-in to the PMDS policy play in the implementation of the policy?
To explore the role of the buy-in in the implementation process	PMDS implementation has buy-in from you.	What role does employee buy-in to the PMDS play in implementation of the procedure?
	If more employees were consulted about the PMDS implementation process, more	Is there a relationship between employee buy-in and effectiveness of the PMDS? If so, what is it? If not, should there be? Please

	employees would buy-in to the operation of the system	explain.
To give strategic direction	The PMDS would be more effective if employees believed the system consistently operated with fairness.	Are there particular parts of the PMDS procedure that you do not agree with? Which ones are those, and why? (Remember this information is confidential. Unless you speak up we have no way of figuring out how to improve the procedure).
	PMDS ensures improvement in the employees' performance.	There are timelines prescribed in the PMDS procedure for contracting, quarterly reviews, and annual reviews. What are your thoughts about timelines?

4.3.1 Presentation and analysis of quantitative data

The Chi square test was performed to test for statistical significance of the relationship between the column variables. The null hypothesis states that there is no relationship. The alternate hypothesis indicates that there is a relationship. The following hypotheses were made regarding this research study. The study will start by presenting the results of the quantitative design in order to determine if there is a relationship between the variables.

4.3.1.1 Hypothesis of the study

On the table below is the hypothesis of the study and the research statement that was extracted as it responded to the hypothesis. The intention of the extraction was to determine if there was a relationship between the employee buy-in and the implementation of the Performance Management Development System.

Table 4-2: Alignment of hypothesis of the study and the research statement

Hypothesis	Survey questionnaire instrument
The greater the employee/stakeholders' buy-in into the PMDS, the more effective Performance Management Development system.	If more employees were consulted about the PMDS implementation process, more employees would buy-in to the operation of the system.

4.3.1.2 Results for the quantitative data collected

A total of 101 employees from the South African Social Security Agency (SASSA) took part in this study. Most of the participants were from the Pietermaritzburg office, 38 (45.24%), whilst the lowest number was from the Durban office, 10 (11.9%) as depicted in Table 4-3. Most of the participants were level 5 i.e. 55 (54.4%) whilst assistant managers represented the smallest group of officials i.e. 5 (5%). At office level, participants were evenly distributed with the local offices, Verulam and Vulindlela, having the lowest 11 (11%) and highest 20 (20%) numbers of participants respectively.

Table 4-3: Description of study participants.

Characteristic	Sample size (n)	Percentage (%)
District		
Durban	10	11.9
Midlands	25	29.8
Pietermaritzburg	38	45.2
Ulundi	11	13.1
Designation		
Manager	7	6.9
Assistant manager	5	5.0
Level 7	34	33.7
Level 5	55	54.4
Local office		
390	14	14.0
Esikhawini	14	14.0
Ladysmith	17	17.0
Mbazwana	12	12.0
Osizweni	12	12.0
Verulam	11	11.0
Vulindlela	20	20.

Of all of the 96 employees who responded to the questionnaire, 69 (71.9%) did not buy-in to the idea of PMDS, whilst only 27 (28.1%) bought into the idea of PMDS as shown in Figure 4-6 and Table 4-4. Of the 7 managers that responded, 4 (57.1%) did not buy-into the concept of PMDS. The employees from the lower levels i.e. level 5 and 7, had the highest number of participants who did not buy-into the idea of PMDS i.e. 78.1% (level 7) and 73.1% (level 5), respectively.

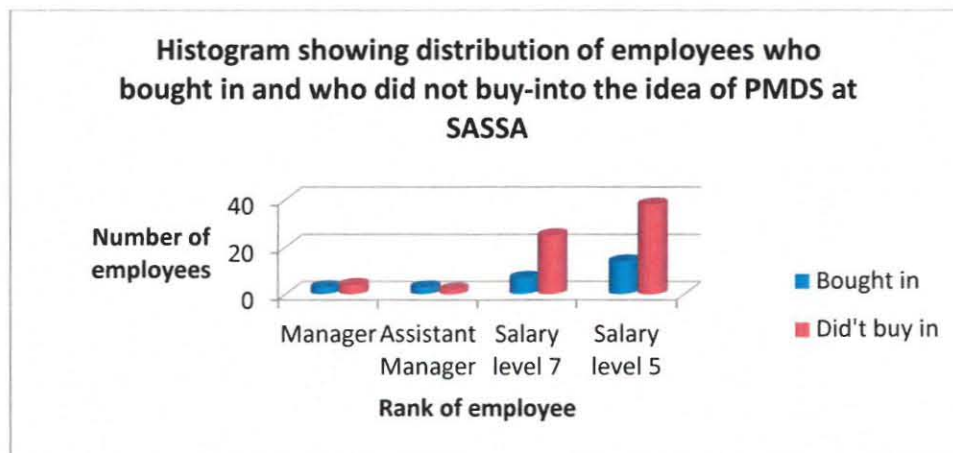


Figure 4-6: Distribution of employee buy-in

Table 4-4: Distribution of those who bought in and those who did not buy-in

Rank	Bought in (n)	(%)	Did not buy-in (n)	(%)	Total
Manager	3	28.1	4	57.1	7
Assistant Manager	3	60.0	2	40.0	5
Level 7	7	21.9	25	78.1	32
Level 5	14	26.9	38	73.1	52
Total	27	-	69	-	96

4.3.1.2(a) Chi-square analysis of the relationship, between employee buy- in and implementation of Performance Management and Development System at the South African Social Security Agency

There was a very strong statistically-significant relationship between the concept of employees buying into the idea of PMDS and when implementation processes are orally outlined (p-value 0.004), and also clearly outlined in written format (p-value 0.000) for them. However there was no evidence that more employees at SASSA would buy- in to the idea of PMDS if they were consulted or if the employees believed the system was fair.

Table 4-5: Chi-square analysis of categorical variables

Characteristic	Study size (n)	Chi-square	*P-value
Rank	96	3.9	0.242
District	80	3.7	0.313
Local office	95	9.7	0.064
Organisational goals clarified for employees	94	1.8	0.176
Management expectations clarified to employees	96	5.0	0.025
SASSA focuses on training needs on PMDS	96	0.0	0.977
SASSA focuses on career needs	95	4.0	0.045
PMDS used for improving performance	96	8.7	0.003
Supervisors value employee's ideas	96	12.7	0.000
Colleagues value each other's ideas	96	6.2	0.013
Awards system based on a clear criteria	96	7.6	0.06
Objective is to develop and encourage employees	93	3.1	0.077
SASSA trains employees on PMDS	89	10.5	0.001
SASSA employees happy with instrument	94	8.4	0.005
SASSA has PMDS policy	94	4.4	0.036
Instrument effective	95	5.5	0.019
Implementation policies verbally outlined	95	8.0	0.004
Implementation clearly outlined in written format	95	20.7	0.000
SASSA consults workers on implementation process	94	1.8	0.159
If consulted more employees will buy-in	96	2.5	0.111
PMDS will be more effective if workers buy-in	96	2.5	0.117
PMDS more effective if systems is fair	94	1.1	0.292

*If the p-value is less than 0.05, then the association with the dependent variable “buy-in” is considered statistically significant at 95% confidence interval.

When investigating the relationship between “buy-in” and improving effectiveness of HR programmes and policies using logistic regression technique; univariate and multivariate logistic regression models were developed to investigate the above. Table 4.4 shows the result of univariate analysis.

Those who bought into the idea of introducing PMDS to SASSA were 7.2 times more likely to agree that since the introduction of PMDS to SASSA there has been an improvement in the efficiency of human resources programme compared to those who did not buy-into the idea of introducing PMDS in SASSA. Moreover, those who bought into the idea of introducing PMDS into SASSA were 2.6 times more likely to agree that since the introduction of PMDS in SASSA there had been an improvement in the effectiveness of human resources programme compared to those who did not buy-into the idea of introducing PMDS to SASSA. Both of these associations were statistically significant as the p-values were 0.007 and 0.050, respectively at a 95% confidence interval. This argument is supported by Aswegan *et al.* (2009:143) who points out that performance management denotes to all organisational process that look at the control and performance of employees in their work. He further points out that PMS includes every human resource function, such as human resource planning, employee recruitment and selection, training and development and compensation. For an organisation to be successful; it should have good performance management.

Table 4-6: Logistic regression univariate analysis of factors affecting buy- in

Characteristic	Study size (n)	Odds ratio	P-value	Confidence interval
Improves employee performance	96	3.7	0.007	1.42-9.73
Improves HR programmes	96	7.2	0.000	2.56-20.11
Understands HR policy	96	2.6	0.050	1.00-6.71
SASSA rewards employees	96	3.2	0.014	1.26-8.03
KRA's used to evaluate performance	94	8.2	0.047	1.02-64.9

Employees consulted	94	1.0	0.963	0.33-2.84
PMDS improves employee attitudes	96	1.7	0.249	0.69-4.20
Dissimilar treatment of employees	94	1.7	0.261	0.67-4.27
PMDS sheds light on behaviour	95	2.4	0.064	0.95-6.21
Selective adverse actions	95	1.9	0.186	0.73-5.00
Improves HR efficiency	96	7.2	0.000	2.56-20.10
SASSA employees consulted, PMDS	96	3.3	0.016	1.24-7.79
Instrument effective	95	3.0	0.021	1.18-7.72
If more employees are consulted more will buy-in.	94	2.1	0.164	0.74-5.85
If more employees were consulted about PMDS policy more would buy-in	94	2.2	0.117	0.82-5.87

*If the p-value was less than 0.05, then the association with the dependent variable “buy-in” was considered statistically significant at a 95% confidence interval.

Table 4-7 Multivariate analysis of factors affecting “buy-in”

Characteristic	Study size (n)	Odds ratio	P-value	Confidence interval
Improves employee performance	96	1.5	0.486	0.47-5.00
Improves HR programmes	96	4.7	0.024	1.23-18.20
Understands HR policy	96	0.8	0.765	0.21-3.13
SASSA rewards employees	96	1.9	0.295	0.56-6.73
KRA’s used to evaluate performance	94	2.9	0.343	0.31-27.08

*If the p-value is less than 0.05, then the association with the dependent variable “buy-in” was considered statistically significant at a 95% confidence interval.

A multivariate model was used to investigate the relationship between the concept of employee “buy-in” of PMDS and improving effectiveness of PMDS using multivariate logistic regression technique. Table 4-5 shows the result of univariate analysis. All variables

with a p-value equal to or less than 0.05 from the univariate analysis were included in a multivariate analysis which produced the final model. After controlling for all other factors associated with the concept of “buy-in”, the only factor that has improved after introducing PMDS is the efficiency of related human resource programmes.

4.3.1.2(b) Discussion on Quantitative Data

The aim of this study was to determine the relationship between employee buy-in and PMDS implementation. This study established that when employees “buy-in” to the concept of PMDS, the efficiency of human resource programmes is improved. One possible reason why there is a higher percentage (78% and 73%) of lower level employees not buying into the PMDS concept could be that senior officials themselves such as 57.1 % of managers, have not bought into the idea. This study has further demonstrated that if employees “buy-in” then the implementation process is more likely to be effective. This confirms the hypothesis of the study that the greater the buy-in the more effective the Performance Management Development System. It is therefore recommended that more verbal and written communication about PMDS be made to all levels of employees. It is further recommended that senior managers be taken to workshops and become familiar with the concept of PMDS and its importance to SASSA.

There is no particular research that has ever been conducted on Performance Management in SASSA but there are various articles that speak on the PMS. Scholars like Ochurub, Bussin and Goosen (2012:3) hold a similar, but not exactly the same argument with the findings of this research. They argue that organisations need to be ready for the change and need to manage the change to PMS. Furthermore, it is crucial that organisations need to be introduced to the new system in order to be ready for the implementation. This is because according to Ochurub, *et al.*, (2012: 2) citing Robbins *et al.*, (2003) introduction of PMS without consultation may make employees feel threatened, in relation to their interests and job security. This includes the fact that employees need to understand what their organisations will achieve by introducing PMS and why there is a need for the system and how the changes will be implemented and who will drive them. This study also focuses on the buy-in of employees as a tool for a more effective PMS. It is evident at SASSA that the majority of employees feel threatened by the PMDS. They have developed a negative attitude towards the policy. This study showed that employees were clearly neither consulted nor trained in the policy, and SASSA employees did not understand the purpose of the PMDS.

4.3.1.2(c) Achievement of Objectives through Quantitative Data

In order to analyse how research objectives are being met, the researcher aligned survey instrument statements with objectives as shown in Table 4-8, unlike Table 4-1 which showed alignment of survey instrument statements and interview questions with the research objectives.

Table 4-8: Alignment of the Research Objectives and Survey Instrument Statements

To examine the implementation of PMDS at SASSA.	SASSA employees are consulted on the PMDS implementation process.
	The implementation processes are verbally outlined to employees on clearly outlined to employees in written form.
To explore the role of “buy-in” in the implementation process of PMDS at SASSA.	PMDS has buy- in from you.
	If more employees were consulted about the PMDS implementation process, more employees would buy-in to the operation of the system.
To give strategic direction to improve the PMDS at SASSA.	PMDS ensures improvement in employees’ performance.
	The PMDS would be more effective if employees believe the system consistently operates with fairness.

Each objective is discussed in relation to the findings.

- **Examination of the implementation of the Performance Management Development System at the South African Social Security Agency.**

On the examination of PMDS implementation at SASSA the results shows that employees at SASSA did not feel they were consulted enough before implementation of PMDS. However, they felt that the current instrument that was utilized at SASSA for the PMDS was effective. This finding is reflected in Table 4-6 - Logistic regression univariate analysis of factors affecting buy-in.

- **Exploration of the role of buy-in the implementation process of the Performance Management Development System at the South African Social Security Agency.**

The results reveal that the employees at SASSA stated that they were not consulted on the formulation of the PMDS policy and the process, however, there was a feeling that if they were consulted they would not buy-in. This needs to be investigated. Why the employees would not buy-into the PMDS. This implies lack of loyalty in the organisation and this may have a negative impact on the organisation. This finding is expressed in Table 4-6 - Logistic regression univariate analysis of factors affecting buy-in.

- **Strategic Direction for Performance Management Development System Improvement at the South African Social Security Agency.**

This study has demonstrated that if employees “buy-in” then the implementation process is more likely to be effective. It is therefore recommended that HCD&T ensure more verbal and written communication about PMDS processes and implementation to all levels of employees. It is further recommended that senior managers be taken to workshops and be familiarised with the concept of PMDS and its importance to SASSA. It is evident in the results that 50% of the managers did not buy-into the PMDS. This finding is presented in Table 4-6 - Logistic regression univariate analysis of factors affecting buy-in. These findings are supported by Ochurub *at al.* (2012) that organisations cannot introduce performance management systems successfully without the buy-in and involvement of all employees and a strategy to develop human resources in order to provide clarity of the change initiatives and their benefits to employees and their organisations.

4.3.1.2(d) Theoretical Framework and Quantitative Findings

In Table 4-9, the findings are next applied to the theoretical framework which drove the study against the backdrop of the pragmatist worldview.

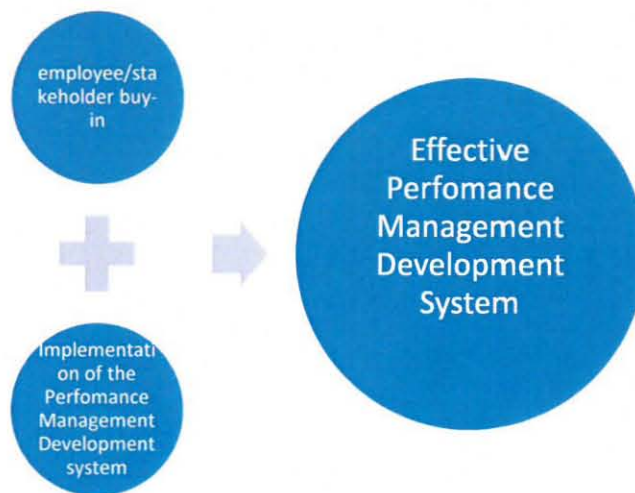


Figure 2-3 – Narrowed Theoretical framework

Table 4-9: Responsiveness of Findings to the Theoretical Framework

Characteristic	Agree	%	Disagree	%	Total
If more employees were consulted about the PMDS implementation process, more employees would buy-in to the operation of the system	64	67.4	31	32.6	95
If more employees were consulted about the PMDS policy, more employees would buy-in to the PMDS	60	61.9	37	38.1	97
The PMDS would be more effective if employees bought into it.	72	74.1	25	25.9	97

Table 4-9 displays findings in relation to the theoretical framework. There are divergent results from the chi square and logistical regression analyses. The chi square analysis indicates that if employees had been consulted more of them would have bought into the idea of PMDS. Nearly three quarters (74.2 %) of the participants agreed that PMDS would be more effective if employees bought into the concept of PMDS. Hence, PMDS policy should emphasise employee buy-in by ensuring that employees are consulted. This is emphasised by Savaranja (2011), who states that there should be thorough involvement through consultation with major stakeholders and particularly with future users of the system. He is also supported by Davis (1999: 151) who contends that the guaranteed way of producing goal displacement, is when there is a failure to involve stakeholders and obtain buy-in. In this study, the majority of participants found implementation of the PMDS ineffective which could be related to the lack of consultation of employees on the PMDS policy and implementation. Simultaneously, according to logistical regression results the majority of participants indicated that even if they were consulted about the PMDS policy they would not buy into the PMDS (Table 4-6 Logistic regression univariate analysis of factors affecting buy-in).

4.3.2 Presentation and analysis of qualitative data

This section examines the results of the qualitative data as indicated in Chapter three which explained that a sequential approach was used in data collection. This approach assisted the researcher with gaining an understanding of whether a relationship existed between buy-in and implementation of the PMDS. While quantitative data identified the relationship between the two variables, qualitative evidence shed light on the nature of such a relationship. The discussion is on the underlying reasons why the relationship between buy-in and implementation may exist. Data are first presented and analysed in relation to research objectives. Thereafter, data are presented and analysed in a way that answers the research questions. It is worth noting that data are displayed through two matrices and corresponding graphs for each of the three objectives. Matrices 4-1 to 4-6 in along with Graphs 4-1 to 4-6 in upcoming sections 4.3.2.1 to 4.3.2.3 reflect how data helped achieve objectives of this study. The matrices present responses in the left column. The researcher used content analysis and matrix analysis to code and collate explanations underlying the responses. The responses were reduced to meaningful collective responses that grouped together the same or similar responses. Codes after the collective responses refer to the participant, indicating the district and local office as well as the level of a particular participant, after presentation and analysis of qualitative data is a cross-case analysis of quantitative and qualitative data with employee level or rank as the unit of analysis. As discussed in Chapter three, the individual unit of analysis is embedded in the organisational unit of analysis which is the case of SASSA.

Upcoming section 4.3.2.4 comprises how data helped answer the reasons questions, and section 4.3.2.5 themes that emerged during data analysis. In section 4.3.2.6 it is demonstrated how data correspond to the theoretical framework as was also shown with the use of quantitative data. A cross-case analysis is presented in section 4.4 before this chapter concludes with triangulation of data.

The total number of participants in the qualitative component of this mixed method research was 41, but 5 had to be eliminated from the study as they did not meet the required criteria. Therefore, 36 participants were interviewed. Participants included 26 level 5, 7 level 7, 2 level 10 and 2 level 12 as depicted on the pie chart below, Figure 4-7.

Presented below is the basic information on the participants that participated in a study with respect to their grading level.

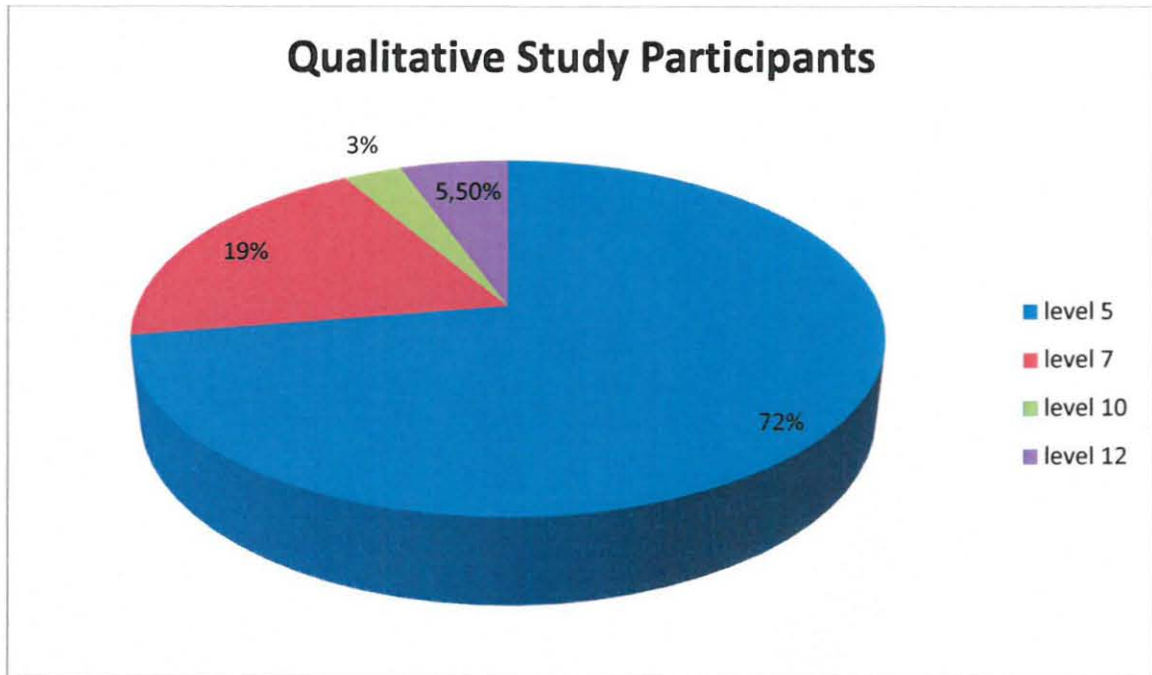


Figure 4-7: Participants in the Qualitative Research

An important step in data analysis was to align interview questions with research objectives to focus on certain data. Table 4-10 provides the objectives of the study and the interview questions that respond to the objective. Of all the questions posed to the participants the following questions were appropriately aligned to the objectives and best showed how the objectives of the study were achieved. Through this process of analysis, certain themes emerged from the data.

Table 4-10: Alignment of interview questions to research objectives

Objectives	Interview Questions
To examine the implementation of PMDS	Kindly describe how the policy is implemented.
	In your view, does the organisation comply with the policy in full, in part, or not at all?
To explore the role of the buy-in the implementation process	What role does employee buy-in to the PMDS play in implementation of the policy?
	Is there a relationship between employee buy-in and effectiveness of the PMDS? If so, what is it? If not, should there be? Please explain.
To provide strategic direction to improve the Performance Management System	Are there particular parts of the PMDS procedure that you do not agree with? Which ones are those and why? Remember this information is confidential. Unless you speak up we have no way of figuring out how to improve the procedure.
	There are timelines prescribed in the PMDS procedure for contracting, quarterly reviews, and annual reviews? What are your thoughts about timelines?

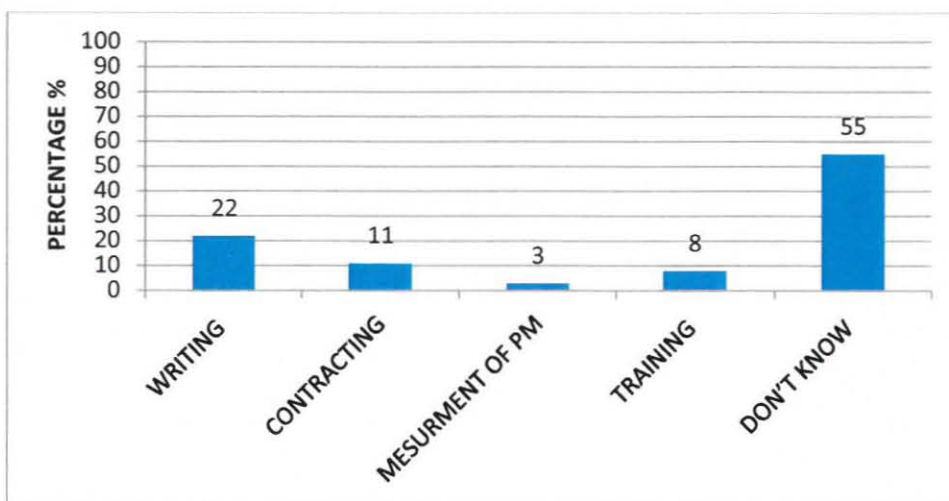
4.3.2.1 Examination of Performance Management Development System Implementation

The Matrix 4-1 below shows the themes that emerged from the responses of the participants regarding policy implementation. Additional themes that emerged about buy-in, implementation, and effectiveness of the PMDS or lack thereof at SASSA are presented in section 4.3.2.5 after display of responses that helped answer the research questions and sub-questions.

Matrix 4-1: Description of policy implementation

Themes	Collective Explanations
Writing the PMDS	Policy implementation is about the writing up of the PMDS reports. The writing up of the reports is to ensure submission before due dates(UH 5 4, UH5 1, UH 7 1, DV 5 4, DV 7 1 , DV 5 1, DV 5 2, UMB 5 2, ME 5 7, UMB 5 1, PP10 1, PP5 5, PP5 4, PP5 2, PP7 1)
Contracting	Implementation is about contracting with the supervisor. PP5 6,ME5 4, ME 12 1,ME5 1
Measurement of employees performance:	The PMDS will judge or measure the employee performance according to the contracting documents PP10 1,
Training	Lack of training regarding the implementation of the policy as a reason for not knowing how the PMDS policy is implemented UMB5 3,UH7 1, UH5 4,
I don't know	The participant occupying a level 10 does not understand how the policy is implemented (PP5 1,PP5 3,PP7 2,PP5)

Data from interview questions further allowed examination of how the policy at SASSA was being implemented and below is the graph that illustrates the answers of the participants and the themes that came out of it.



Graph 4-1 - Description of policy implementation

The graph shows that the majority (55% of the participants) did not know how the policy is implemented. Some of them are newly employed and they have never been trained on PMDS procedures. They compiled and submitted their PMDS reports every quarter based on the little knowledge they received from their supervisors. Most of them said: "I don't know the policy and I don't know how it is implemented" (UH5 3). The information they have about the PMDS has been minimal, which then forces malicious compliance; 22% of the participants stated that the policy was implemented through the writing up of their reports. This clearly indicates the major lack of understanding of the implementation process. This may be a major contributing factor in the tension in connection to the PMDS; 11% of the participants say the PMDS is implemented through contracting at the beginning of the quarter. Everyone had to work according to their contracting document, (their KRAs). The PMDS will judge or measure the employee performance according to the contracting documents; 3% of the participants said that the PMDS was brought to employees through measurement; that is by measuring the excellence performance over and above normal performance; 8% said that PMDS was implemented through training of employees. Employees should be trained for the PMDS to be implemented successfully and achieve its objectives; therefore training is at the centre of the implementation of the policy; people should understand all the procedures and that which is expected from them.

Out of 26 level five participants of all local offices, 31% of them did not know how the policy was implemented. They claim that the policy just came from the regional office and their role is to comply with it. They only knew that there was a policy in place but they did not understand its implementation and when it was implemented. In contrast 65% of the 26 level five understood and had full knowledge of the implementation of PMDS. Even though they had different perspectives of the implementation, they shared the same idea that it was implemented through contracting and following all the PMDS procedures as set out in the policy: to submit ones PMDS at the end of quarter. The supervisors however have the duty to monitor and evaluate the performance of the employees: 57% of the total of 7 supervisors of the overall offices responded by saying "I don't know how the policy is implemented" (DV5 2). Most of them say they had never been introduced to a policy even at a supervisory level however; 43% of the total number of supervisors did understand the implementation of the policy even though they were unclear in their responses.

"All I know is that, in terms of PMDS, it is ok as it is divided in quarters you write what you have worked on that quarter and you include all the work you have done, for example if you

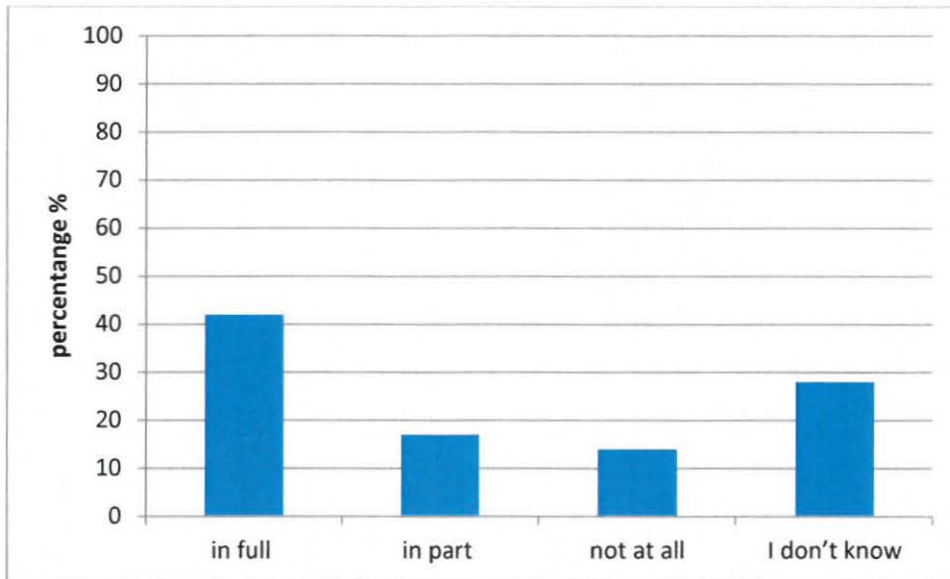
have visited home you need to write it down and you need to specify that in this date I did what. And we also deals with clients we record on our stats you record according to types of grants then you write it on PMDS and you make a score and your supervisor will rate you and then after the committee meet and discuss whether you get the performance bonus or not, whether you qualify for 1% or more” (ME7 2).

On the one hand, the participant occupying a level 10 did not understand how the policy was implemented. This participant cited the lack of training regarding the implementation of the policy as a reason for not knowing how the PMDS policy was implemented. On one hand, there were two persons occupying level 12 positions and both these persons were aware of the policy implementation process.

Whitford and Coetse (2006:63) citing Le Roux, (1995); Rademan & Vos (2001) Spangenberg and Theron, (2001) argue that South African organisations like SASSA in particular often fail to follow best practice in performance management and are still struggling to implement performance management effectively . If SASSA had not centralised the implementation of PMDS and made it more employee centred, findings suggest that the policy would have been more effective.

Matrix 4-2: Degree of organisational compliance with policy in full, in part, or not at all

Responses	Collective Explanations
In full	The organisation complies fully with the PMDS policy (UH 5 4, UH5 1, UH 7 1, DV 5 4, DV 7 1 , DV 5 1, DV 5 2, UMB 5 2, ME 5 7, UMB 5 1, PP10 1, PP5 5, PP5 4, PP5 2, PP7 1)
In part	The organisation complies with the PMDS policy in part as there is lack of training (DV 5 3, UMB 5 1, UMB 7 1, ME 5 3, PP5 8, PP5 1)
Not at all	The organisation does not comply with the PMDS at all. The officials are not trained and they learn how to write reports from their colleagues. There is no feedback that is given to the officials (UH 5 3 , ME 5 6, ME12 1, PP5 6)
I don't know	I don't know if the organisation complies with the PMDS policy or not (UH 10 1, UMB 5 3, , ME 7 1, ME 5 5, ME 5 4, ME 5 2, PP7 3, PP5 7, , PP7 2, PP5 3)



Graph 4-2: Organisation compliance with the policy in full, in part, or not at all

The largest segment of participants (40% of them) said that SASSA complied with the policy in full; however there are employees who failed to comply. Some said that they receive their bonuses if they have fulfilled their role in the PMDS as it is required. Most of the participants who said that the organisation complied in full with the policy were from Pietermaritzburg district. They included three at level 5 and one at level 10. This was followed by Durban district and Verulam local office with three levels 5 and one level 7. The Ulundi district had two level 5s and one level 7 was from Hlabisa local office; one level 5 was from Mbazwana local office. In Midlands’s district there were 2 level 5s from Ezakheni local office.

Of the participants, 17% said that the organisation complied with the policy “in part”. Their complaint was that, in terms of receiving the bonuses due, some do not receive them. (For someone to get a bonus it lies on the writing skills rather than for hard work). Two out of six participants were from PMB district, from 390 local offices. Two participants were from Ulundi district at Mbazwana local office, one candidate from Durban Verulam local office and one from Midlands Ezakheni local office. Other participants, 14% are of the view that SASSA did not comply with the policy, “not at all” (PP5 3 and PV5 1). Two participants were from PMB district, one from 390 local offices and one from the Vulindlela local office. The other two participants are from Midlands district at the Ekuvukeni local office and one participant was from Ulundi district at the Hlabisa local office. On the one hand, 28% (36 candidates) did not know whether the policy complied with the policy in full or in part or not

at all. Six of them were from the PMB district, two level 5 from 390 offices, two level 5s are from Vulindlela and two are level 7 from PMB (see the chart on the previous page).

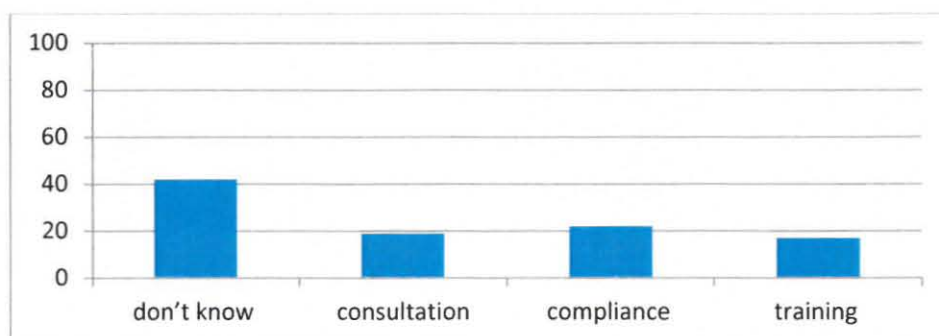
The next section focuses on the second aim of the study, to explore the role of employee buy-in in the implementation of the PMDS at SASSA.

4.3.2.2 Exploration of the role of buy-in in the implementation process

This objective was designed to understand both the quantitative statistical relationship and the qualitative explanations for participant responses.

Matrix 4-3: Role of the employee buy-in to the PMDS policy implementation

Response	Collective Reasons
I don't know	PP5 1, PP5 3, PP5 4, PP7 2, PP5 6, PP5 7, PP7 3, UH 10 1, UH5 2, UH 5 3, UH 5 4
Through consultation	The best way for implementation of PMDS is through consultation with employees prior to the policy being put into practice (PP5 3, PP5 5, ME5 3, ME 7 1, DV 5 2, DV 5 3 and DV 7 1)
Compliance of employees	Role of employee buy-in through compliance of employees with the implementation of PMDS. Assessment reports are done on time to ensure compliance. (ME5 1, ME 12 1, ME 5 6, ME 5 7, UMB 7 1, UMB 5 1 , UMB 5 2, UMB 5 3)
Training of employees	Employees should be trained on writing reports in order to improve the quality of the PMDS reporting (PP5 2, PP5 4, PP10 1, ME 5 5, DV 5 4 and UH 7 1)



Graph 4-3: Role of employee buy-in to the PMDS policy implementation

By the look of the numbers above; employees buy-in through compliance with the implementation of PMDS. Out of 36 participants in the quantitative component of the study, the majority (42% of them) did not know about the role of employee buy-in. The majority of them were from PMB district 390 local office included four level 5s (two from the Vulindlela local office), three level 7s (one from Vulindlela and one two from 390 local office). Ulundi followed with three level 5s and one level 10, all from the Hlabisa local office. Out of 36% of participants, 19% of them said that the best way for the implementation of PMDS was through consultation with employees. They argued that employees have to have knowledge of PMDS and they should also fully understand all the procedures in order for it to be effective and efficient.

“We are usually given the policy but were never been there when it is being discussed we just receive it and be told that this is the policy” (UM7 3)

Durban district had the majority of participants saying that buy-in should come through consultation with employees prior to the policy being put into practice. There were four level 5s, two from 390, two from Vulindlela, and one level 7 from Vulindlela. It was followed by the Midland district with two level 5s (both from Ezakheni local office); whereas 19% of the participants said that employees should comply with the implementation of the policy together with it procedures; they were from the Midlands district, Ezakheni local office with three level 5s, and one level 7. Ulundi had three level 5s and one level 7. On the other hand 17% of participants say training should be at the centre of employee buy-in in the implementation of the policy.

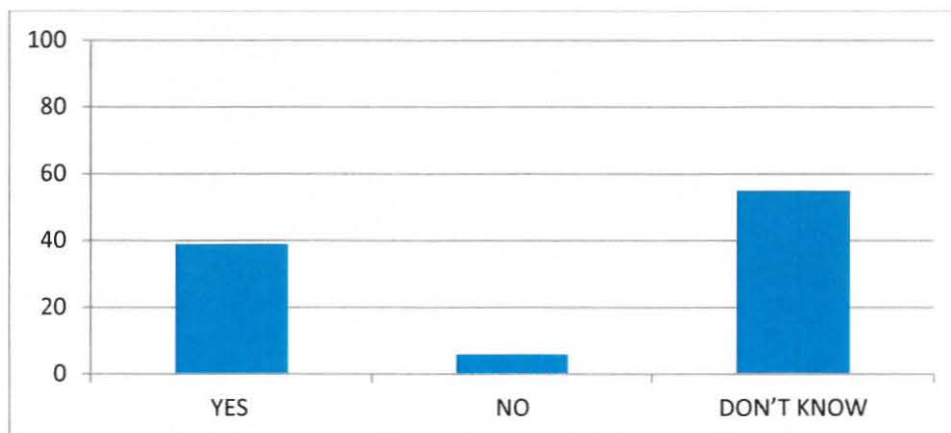
“There is a huge role that is played by employee by-in the implementation and effectiveness of PMDS. Firstly employees should be supervised and their performance should be monitored at all times and they should understand what is expected from them. They should be able to fully understand PMDS policy together with the procedures and once they understand it I’m sure PMDS will be effective” (PP10 1). The statement by the participant is backed up by Byrd (2009:2) who points out that organisations acknowledges the important role buy-in has in the business world. Swanepoel, et al. (2000:406) further explains that it is essential for the employees to accept the system as it would be more sound which may have an impact on its success.

As to the need for training, three participants were from the PMB district (two of them are level 5 and one is level 7). In the Midlands one level five also says that employees should be

trained on the writing of PMDS. In the Durban district, one level 5 from Verulam and one level seven from Ulundi district at Hlabisa local office indicated this point as well. The results are a strong indication that employees are not adequately trained; they are potentially just completing the evaluation forms for compliance's sake. Byrd (2009:1) concurs that once employees are not supported and are not communicated with in an appropriate manner, buy-in will be hindered. He states that lack inconsistency in communicating the mission of the organisation may be partially responsible for lack of buy-in

Matrix 4-4: Relationship between employee buy-in and implementation of the PMDS.

Response	Collective Explanations
Yes	There is a relationship between employee buy-in and implementation of the PMDS (PP7 1, PP5 5, PP5 8, ME 5 1, ME 5 2, ME 5 3, ME 5 4, ME12 1, ME 5 5, ME 5 6, ME 5 7, UMB 5 3, DV 5 3, UH 5 3)
No	There is no solid relationship between employee buy-in and the implementation of the policy (PP5 1, PP5 2)
Don't know	(PP5 2, PP5 3, PP5 4, PP5 6, PP5 7, PP7 3, PP10 1, ME 7 1, UMB 7 1, UMB 5 1, UMB 5 2, DV5 1, DV 5 2, DV 5 3, DV5 7, UH 7 1, UH 5 1, UH 10 1, UH 5 4, PP5 7, PP7 3, ME5 1, ME5 2, ME5 3, ME7 1, UMB7 1, UMB5 1, UMB5 2, DV5 1, DV5 3, PV7 1, UH5 1, UH10 1, UH5 2, UH5 3).



Graph 4-4: Relationship between employee buy-in and implementation of the PMDS

Graph 4-4 above reveals that 39% of the total number of participants stated that there is a relationship between employee buy-in and effectiveness of the PMDS. They point out that the involvement of employees in implementation of PMDS can enhance effectiveness in terms of achieving the policy objectives. The relationship is on the fact that without the buy-

in of employees the PMDS will not be effective. Employees should adopt and buy-in to the idea of PMDS. The more they buy-in the more the PMDS can be effective. PMDS as a policy was developed to supervise the performance of employees therefore the more they are involved they are in its development, the more the PMDS can work. In contrast, the more employees have a negative attitude against it, the more likely the PMDS is to fail. Byrd (2009:1) argues that there is a relationship between employee buy-in and implementation. He contends that employee buy-in starts with the organisation's missions and this is when the employee has to decide if the vision is in line with his or her goals. Employees are more likely to buy-in to an organisation if their professional goals are aligned to an organisation's mission. Employee should then participate in any activity that is meant to develop their capacity while advancing personal and organisational goals. For these reasons employees should be involved in the drafting, review and implementation of the PMDS policy. Six (6%) of the participants say there is no solid relationship between employee buy-in and the effectiveness of the policy. Once the policy is drafted from the high structure, employees should follow and comply with it. The role of employees is minimal if it is only to comply with the policy. Fifty-five per cent (55%) of the participants don't know if there is a relationship. The response seems to be based on the lack of understanding of the policy and the procedure on the PMDS, training and knowledge. This displays the incompetence of the staff who are custodians of the PMDS. With reference to literature, Saravanja (2011:1) stresses the importance of proactive training and development intervention to ensure development of the performance management users.

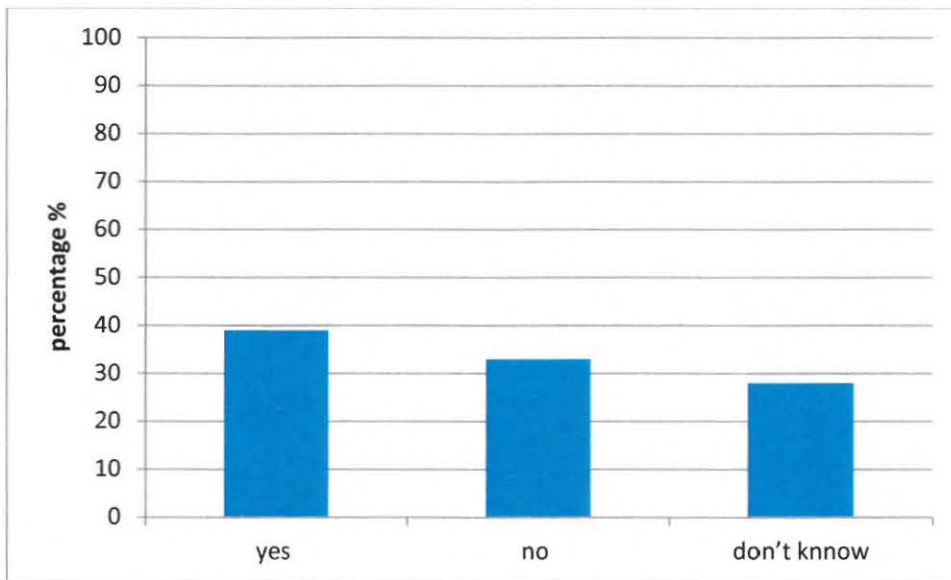
The responsiveness of data to the third and final objective of the study follows.

4.3.2.3 Strategic direction to improve the performance management system

This third and final objective sought to discover and understand strategies to help improve the implementation of the PMDS. Using qualitative data gives rise to themes which, in Chapter five, the researcher positioned as recommendations that will help the SASSA improve the PMDS.

Matrix 4-5: Parts of the PMDS procedure in need amendment

Response	Collective Explanations
Yes	It's supposed to be supervisors who write PMDS report since it them who are tasked to supervise our performance because we can cheat by saying we have 4 but knowing that you deserve 2 or 3 according to rating. (PP5 1, PP5 3, PP5 5, PP5 7, PP10 1, ME 5 3, ME 5 5, ME 7 1, ME 5 7, UMB 7 1, UMB 5 2, UMB 5 3, DV 5 1, DV 5 2).
No	Procedures have no problem the problem is with the management which is failing to implement the policy. PMDS is a good policy it only need proper implementations (PP7 1, PP5 2, PP5 4, ME 5 4, ME 12 1, ME 5 6, UMB 5 1, UH 5 1,UH10 1, UH 5 2, UH 5 3).
Don't know	They don't know because, as the data suggest, they do not understand the procedures .(PP7 2, PP5 6, , PP5 8, , PP7 3, ME 5 1, UH 5 4).



Graph 4-5: Parts of the PMDS procedure in need of amendment.

The majority of participants, 39%, responded by yes, there are parts of procedures with which they do not agree. They point to the last step of the procedure, indicating that the decision-making committee does not provide feedback as to why employees do not receive their bonuses and the committee also fails to give comments that would enable employees to rectify their mistakes for future reference. As one employee stated: “Ok, after we do our three quarters it goes up to the district, if there is correction sometimes we are not told and we don't get our bonus, I think we should have better communication with our management and people will know where they went wrong” (PP7 1).

Some argue that the rating part should be done by the supervisor and other are of the negative view of the way rating is done they argue that the supervisor should not decrease their scores while employees themselves know how they have performed.

According to another employee: "I personally have a problem with rating I believe that why the supervisor have to decrease my score because I personally know how I performed" (ME5 7).

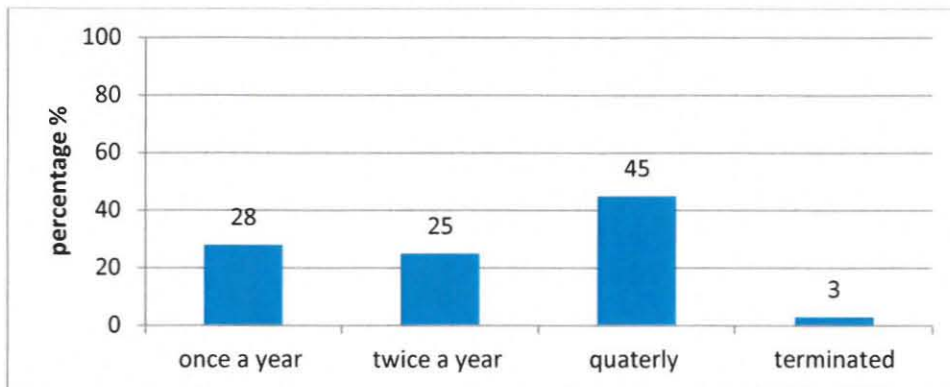
Four level 5 are from 390 local offices and one level 10 from the same office (PMB) district. In Midlands districts two level 5s are from Ekuvukeni and the other two are from Ezakheni and one level 10 is from Ekuvukeni. In Durban district two level 5s both from Verulam make the point that amendments are needed. In Ulundi district two level 5s and one level 7 also argue that there should be changes with the PMDS procedure. They propose that there should be changes that separate PMDS by those who do quality assurance and those who do not. As a result, one would specifically focus on one's field of work rather than writing everything requested of which some duties and responsibilities you may not even perform.

Thirty-three (33%) of participants indicate that they do not know whether amendments are needed. Ulundi district has the majority of these candidates, especially level 5 and one level 10 from Hlabisa local office agree with everything even though they argue that people should be given full resources to be able to write their PMDS. In Midlands District there are three level 5 and one level 12. In PMB there are two level 5 and one level 7. There are those 28% who literally don't know because they don't know the policy and they are not even sure about the procedures, therefore they cannot point to any procedure with which they do not agree. The majority of participants who do not know are from PMB district, two from PMB two from Vulindlela and two from 390, three level 7s, two from 390 and one from Vulindlela. In Ulundi district there are two level 5 who do not know, they are from Hlabisa local office. One level 7 from Durban district Verulam local office and one level 5 in Midlands's district, Ezakheni local office were unable to pinpoint the need for amendments.

According to data collected and analysed against the backdrop of the pragmatist worldview, another strategic direction to consider in an effort to improve the PMDS at the SASSA is to rethink prescribed timelines for contracting performance agreements. Data are displayed in Matrix 4-6.

Matrix 4-6: Prescribed timelines in the PMDS procedure for contracting

Thoughts on the prescribed timelines in the PMDS procedure for contracting	
Response	Collective Explanations
Once a year	The assessments should be done once a year. (PP5 2, PP5 3, PP5 5, ME 5 5, ME 5 6, ME 5 7, UMB 5 1, UMB 5 3)
Twice a year/ half yearly	The assessments should be done half yearly. (PP5 1 , PP7 2, ME 7 1, DV 5 1, DV 5 2, DV 5 3, DV 7 1, DV 5 4, UH 5 4)
Quarterly	The assessments should be done quarterly (PP5 7, PP5 4, PP5 6, PP5 8, PP7 3, PP10 1, ME 5 1, ME 5 2, ME 5 3, ME 5 4, ME 12 1, UMB 7 1, UMB 7 2, UH 7 1, UH10 1, UH 5 2).
Terminated	PMDS should be terminated (UH 5 1).



Graph 4-6: Prescribed timelines in the PMDS procedure for contracting

Twenty-eight per cent (28%) of the total participants held the view that the PMDS should be conducted once a year. They argued that they worked at local offices, they dealt with large numbers of clients every day, so they did not get time to do their PMDS at work and they did not have enough resources at work and at home. They did not have laptops. The submissions ought to be done end of the year to allow for enough time. However 25% said that the proposed cycle should be done twice a year. They claimed that this could help them to focus more on their duties rather than stressing about writing the PMDS; 45% felt that PMDS should be done quarterly; the reason being that they were working hard and they did not even find time to record everything immediately in their diaries. Changing the timelines would really affect them because when the time comes to write PMDS they would have long forgotten some of the things they had done. A minority (3%) pointed out that PMDS should just be terminated because it did not benefit those on the ground. The argument made was

that officials on lower levels do not receive bonuses as opposed to the majority of officials in higher positions. The findings demonstrate that the majority of the participants agreed with the quarterly assessments. The SASSA policy (2008) and the procedure manual clearly indicate that it is mandatory for the employees to be assessed on quarterly basis and this is an engagement process, where both the supervisor and the supervisee are involved. The assessments, according to O'Callaghan (2012:02) will ensure monitoring, feedback, coaching and mentoring and regular interactions regarding goal achievement. To further support the statement Ochurub et al (2012:3) argue that organisation need to be ready to change and need to manage the change. He states that the innovation without the consultation or engagement; employees may feel threatened in relation to the interests and job security. SASSA employees feels that their job is on risk as they are finding it difficult to comply with the old system of contracting quarterly, they feel that it take too long to contract and sometimes they have forgotten what they have done by the time of contracting, the new system of contracting twice cannot be a solution because timeline will be much longer than before. Ochurb further state that employees need to understand what their organisation will achieve by introducing that new system and why they is a need for that system and how changes will be implemented and who will drive them Ochurb et al (2012:3). In the case of SASSA changing contracting timelines it is important that SASSA itself is ready for the change that means everything is set up on place and ready for action. That contains employees to understand the objectives of changing the timelines and what will be difference between contracting quarterly and twice a year and also the advantages of changing the whole system.

The next section covers how data responded to the research question and sub-questions.

4.3.2.4 Enhancement of PMDS Effectiveness through Buy-in and Implementation

Data specifically responsive to objectives were covered in sections 4.3.2.1 to 4.3.2.3. This section, on the other hand, examines data in relation to answering of the main research questions and two research sub-questions. In this section, Table 4-11 shows the alignment made by researcher between interview questions and research objectives. Figure 4-8 and Graphs 4-7 and 4-8 depict data explained in narrative as to how research questions have been answered

Table 4-11: Alignment of Interview Question with Research Question

Research question	Interview question: responding to a research question
How can the relationship between implementation and buy-in enhance effectiveness of the Performance Management System at SASSA?	Is there a relationship between employee buy-in and effectiveness of PMDS? If so, what is it? If not, should there be? Please explain.
	How does SASSA ensure the buy-in of all SASSA employees on the PMDS?
	Do you think the PMDS operational procedure achieves its objective in terms of rewarding exceptional performance? If so, how, if not, why not?
	What role does employee buy-in to the PMDS play in implementation of the procedure?

According to Figure 4-8, the majority of SASSA employees interviewed (55%) did not know whether there is a relationship between employee buy-in and implementation of the PMDS. Figure 4-8 further illustrates the view that 39% of participants felt that there was a relationship between employee buy-in and the implementation of the Performance Management Development System. They pointed out that the involvement of employees in the implementation of PMDS can enhance effectiveness in terms of achieving the policy objectives. The reason why the policy seems to be failing is because employees have been excluded from the drafting and implementation process of the policy. Employees have developed a negative attitude towards the policy since the PMDS has at some point sidelined or divided them. One of the major objectives of PMDS was to reward exceptional performance which could be a positive innovation; instead it ended negativity. The lack of proper implementation of PMDS has led to its ineffectiveness in terms providing development both of employees and service delivery.

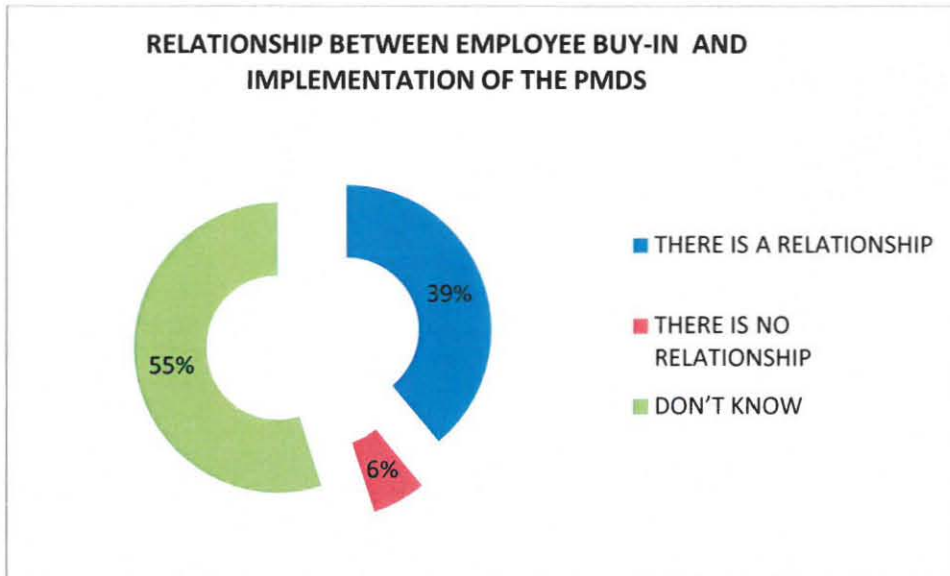
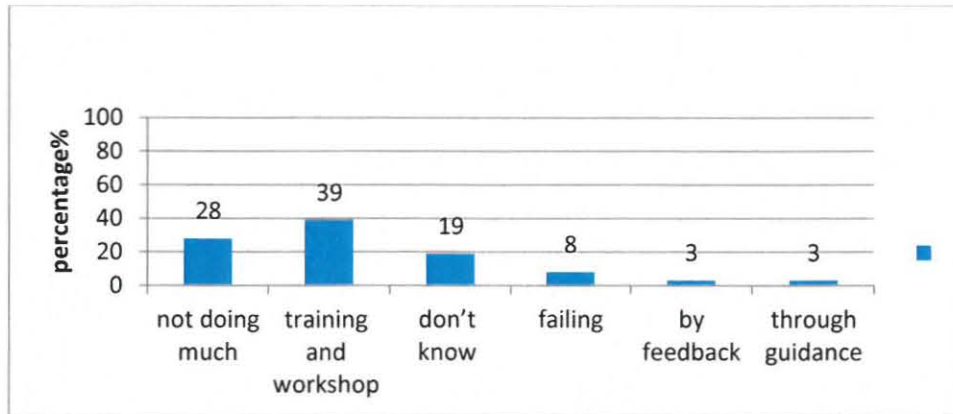


Figure 4-8 : Relationship between employee buy-in and the implementation of PMDS

The majority of SASSA employees argued that PMDS was not operating fairly across the board; it had flaws due to its lack of proper implementation. The buy-in of employees can play a huge role in enhancing the effectiveness of PMDS. It will, firstly, boost confidence in the policy and also generate a positive attitude towards the policy. SASSA employees held the view that the greater the involvement of employees in implementation the more effective is the policy. This policy is designed to guide their performance so the objectives and norms of the policy should be employee centred, that is why their contribution is vital so that they can add by giving value with their opinion to the policy. Employees should take part and determine how they would like to be rewarded for their outstanding performance. Thirty-nine per cent of employees felt that there was a relationship between implementation and buy-in, that the relationship could enhance their understanding of the PMDS in all its procedures and be able to fully comply with it. Without an understanding of policy and procedures PMDS could never work properly or achieve its objectives, according to participants.

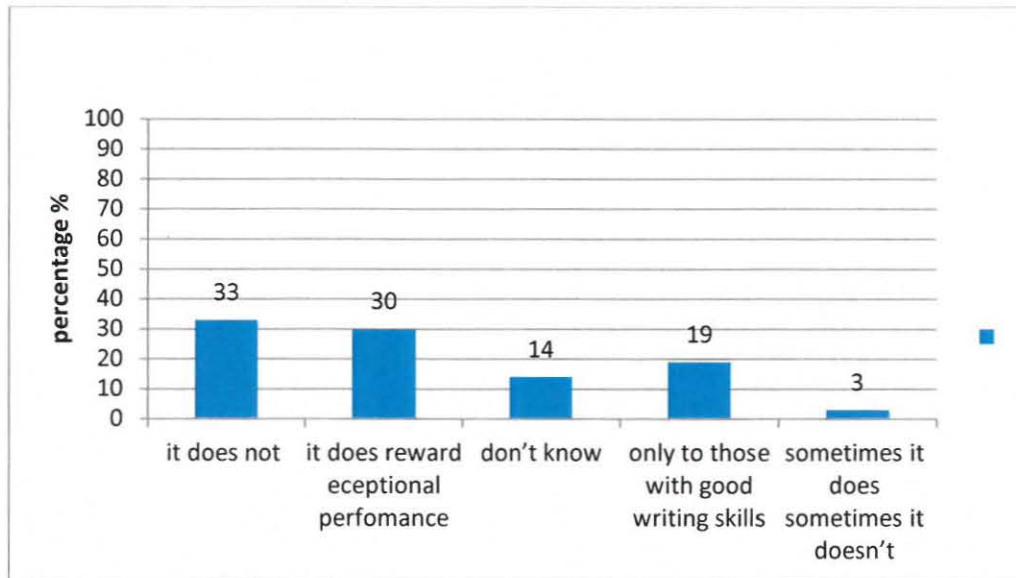
Graph 4-7 below reveals that 28% of the participants stated that SASSA was not doing much to ensure that all SASSA employees bought into the PMDS policy.



Graph 4-7: SASSA ensure the buy-in of all SASSA employees on the PMDS

The higher structures (regional and district offices) were not making sure that everyone bought into the policy. They did not offer enough training and workshops. Thirty-nine percent (39%) of employees who participated in the study said SASSA did conduct training and workshops but it was only when the policy was introduced. Most employees who had been trained on PMDS procedures were those in senior positions, from level 7 to level 12. The most hardworking employees on level 5 were unlikely to be trained they relied on information that they got from their superiors through consultation. Nineteen (19%) of them did not know and 8% said SASSA was failing to ensure that SASSA employees buy-in to the idea of PMDS. 3% are of the view that the only failure of SASSA was the lack of feedback. Participants pointed to the fact that even when they had submitted their quarterly PMDS agreement they had never received any proper feedback on where they went wrong, where they were failing, and how they needed to rectify mistakes for future. However 3% said that through guidance from managers and supervisors employees can get relevant information or minimal information that is equivalent to the relevant job description.

Graph 4-8 below reveals that of the responses provided the majority (33%) of the participants point out that PMDS operational procedure did not achieve its objective in terms of rewarding exceptional performance.



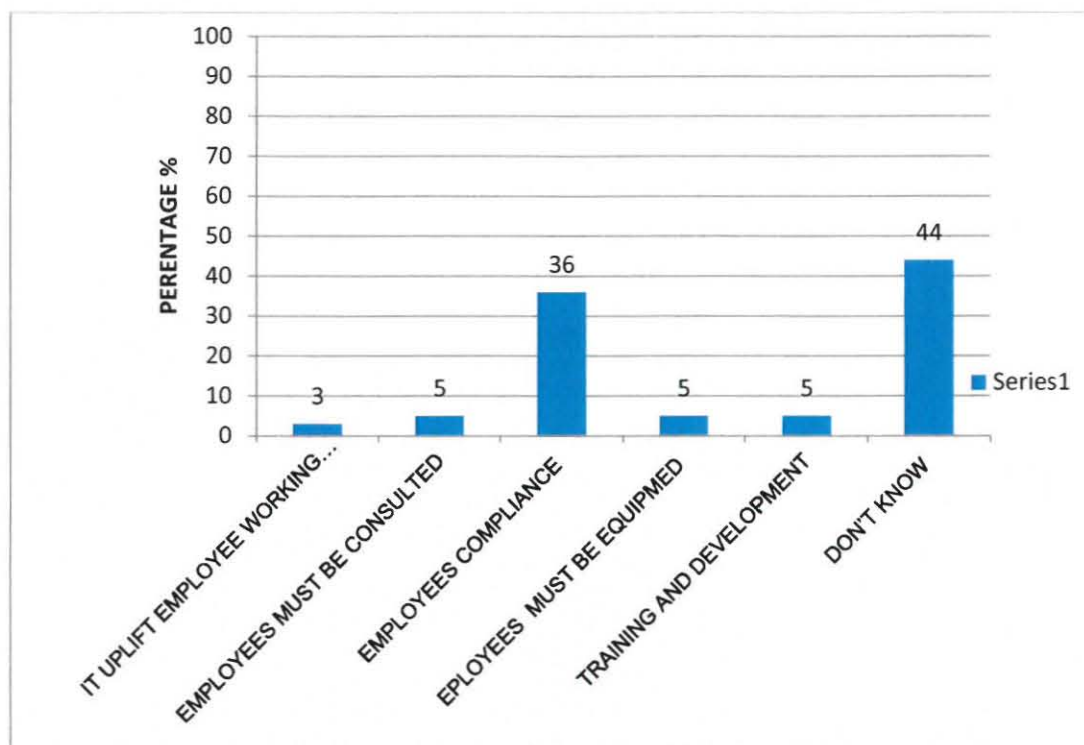
Graph 4-8: PMDS operational procedure achieves its objectives

According to one participant, as to whether the PMDS achieves its objective:

“No, it does not. It rare here anyone not complaining about PMDS everyone is unclear what it wants and, after all, it only those with good writing skills who manage to get bonus No matter you can work hard you fail to write you cannot get a bonus”. (DV5 3)

PMDS seems to have moved from rewarding employees for their outstanding performance to rewarding those with good writing skills who articulate why they should receive a bonus. It appears that SASSA never trained its employees in writing of the PMDS reports, but SASSA expected employees to write well. SASSA employees felt they had been going the extra mile but they were not rewarded, but those who sat down in offices were the ones who received bonuses. In contrast, 30% of participants said that SASSA did reward employees for their exceptional performance. Supervisors were there to identify and supervise the performance of employees therefore they were the ones with the final say on ratings. If the supervisor rated an employee above the average, it was not personal but rather judging the performance in relation to the contracting documents. Fourteen percent (14%) were totally unclear of whether the policy achieves its objective of rewarding exceptional performance or not. They argue that since they did not know the policy, they cannot point out whether it does achieve

its objectives or not. Nineteen percent (19%) of participants felt that it is only those who can write well who are benefiting from the policy. Three percent (3%) of them argued that sometimes it did reward exceptional performance and sometimes it did not, it was a matter of luck.



Graph 4-9: Role of employee buy-in to the PMDS implementation procedure

Of the participants, 3% were of the view that SASSA ensured the buy-in of all SASSA employees for the benefit of employees. SASSA used this policy as a means to an end, in that the authorities did not care much about rewarding employees for their exceptional performance but rather care about enrichment of service delivery as endorsed on the *Batho Pele* principle. It was, however, a good attempt on the part of the agency to best deliver a high level of service, basically to those who are worse off in society but to deliver at the expense of employees' hard work. Some participants argued that sometimes they went beyond the call of duty but their hard work was not recognised. This suggests that perhaps SASSA wanted to ensure the buy-in of employees on PMDS policy for its own agenda. The significance of this agency is its mandate to reduce poverty and create sustainable development in South African societies which have long been protesting and boycotting over lack of service delivery. Civil servants have been well known for neglecting people needs and serving their own interest. They have created a class of working elite, who seem to have

forgotten the majority of the poor especially those who were marginalised during the apartheid regime. SASSA as government agency is tasked with the moral obligation to ensure that everyone who cannot support themselves and their dependents is entitled to social assistance. SASSA should make sure that it supervises the performance of its employees in a manner that ensures the best service delivery. Findings suggest that buy-in plays an important role toward making implementation of the PMDS effective and therefore service delivery improvement could stem from organisational and individual productivity.

Among those who participated in the study, 5% said that there was a lack of consultation with employees regarding enriching them with information of the PMDS policy. Results of this study indicate that SASSA was not making enough effort to consult employees and give them a platform to determine, for example, how they would like to be rewarded for exceptional performance. Participants were not even clear about what is expected of them by complying with the policy. As a result, 36% of the participants stated that SASSA had created a policy with which employees should comply, regardless of whether they like it or not, whether they knew about the policy or not. The lack of resources in SASSA local offices was another reason employees did not buy-in to the policy. Five percent (5%) of participants say that employees should have enough resources in their office where they could access the policy at any time. Employees from some offices did not even have enough computers in order to access the policy; some could not even access emails. Another 5% argued that training and employee development would encourage buy-in to the policy. Employees needed training on the PMDS so that they could fully understand it. The training could help build working capacity while employees gradually bought into the policy. The greater the buy-in to the policy the more effective PMDS would be, some participants indicated. The other 44% of employees lack understanding of how SASSA ensures the buy-in of all SASSA employees.

Results of qualitative data are next discussed in terms of how data responded to research sub-question 1 and sub-question 2.

Sub-question 1

Did employees buy-in to the implementation of the PMDS? If so, how so? If not, why not?

SASSA employees did not buy-into the implementation of the policy because they felt that were denied the opportunity to buy-into implementation. SASSA employees were therefore not part of the implementation processes. Their duty was only to comply with whatever was brought to them, including the PMDS. Scholars like Ochurub, *et al.* (2012:3) contend that organisations should value the need for involvement of employees in the implementation processes. They argue that employees need to be ready for the change and need to manage the change to a new PMS. Robbins *et al.* (2003) cited in Ochurub, *et al.* (2012: 2) further stress that employees may feel threatened, in terms of their interests and job security, if organisations just introduced new PMSs. On a systemic level, it is important that one recognizes that organisations need to be ready for a new system. This includes the fact that employees need to understand what their organisations will achieve by introducing PMSs, why they need the systems, how they will implement the changes and who will drive them (Robbins *et al.*, 2003). SASSA employees have been deprived the privilege of being part of the drafting and implementation of PMDS. The implementation was a directive process from the top-down, the employer to the employee. One of the participants from Vulindlela said, “Employees have to be trained and develop that positive attitude towards PMDS and they can do it with love knowing they will get their bonuses but now PMDS won’t be effective since employees don’t like it” (PV5 2). We can conclude by saying that employees did not buy-into the PMDS policy. The next sub-question is about employee perceptions of PMDS effectiveness.

Sub-question 2

What are employee perceptions about the effectiveness of the PMDS?

SASSA employees have different perceptions about the effectiveness of PMDS. In order to measure their perception it is important to consider that the question here is not about the total effectiveness of PMDS. PMDS effectiveness cannot be measured by any systematic or

mathematical, instrument; it can only be measured by the high percentage of employees who have benefited from the policy. It can also be measured by its ability to achieve its objectives. SASSA employees have different perspectives of the effectiveness of PMDS but the different perspectives share the same idea that currently PMDS is ineffective. Out of 36 participants from different districts and 6 different local offices employed on different levels, there are similar and different perceptions about the effectiveness of PMDS. At times there is convergence among levels 5 and 7, and convergence between levels 10 and above, but there is divergence between those at levels 7 down and those at levels 10 upwards. This is further discussed during cross-case analysis in an upcoming section.

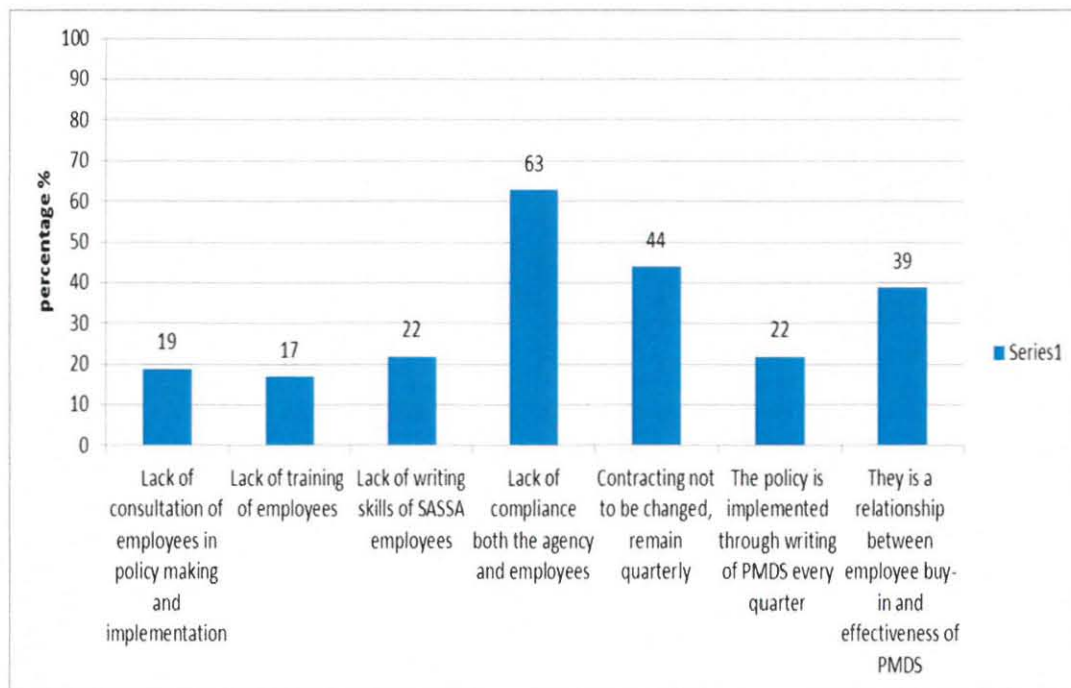
Participants share the same perception that PMDS is not working for them, it is totally ineffective. They provided different arguments and most of their arguments are drawn on personal experience, being that they have never been rewarded for their exceptional performance and they have never received any developmental intervention. PMDS is just a policy in place with no positive outcome, to some participants. Negativity outweighs positivity. PMDS motivates some employees to go the extra mile because of being rewarded. "It does motivate because if you do your report and submit and get your cash it motivates you to work hard because everyone wants cash today" (PP5 3).

Also on the negative side the majority of participants say that PMDS is ineffective and biased; only selected individuals benefit from the policy. They point to the lack of proper implementation and lack of buy-in of employees to the policy (Byrd, 2009:1) argues that it is important to get employees to buy-in to the organisational mission because then, employees become a force for driving the mission. When an employee does not buy-in, they are working against organisation's mission (Byrd, 2009:1). This is evident for SASSA employees have developed a negative attitude and work against the policy's mission. The mission of the policy of the PMDS is to regulate the management of the performance of jobholders in order to align individual performance with the strategic objectives of the agency. This is achieved through a process of continuous improvement, by way of formal performance measurement, personally and unit-wise, and the linking of reward to performance. Since the employer (SASSA) had failed to link rewards to employee performance, employees write their PMDS report as a matter of compliance and not with the aim of benefiting anymore.

Having considered how qualitative data responded to achievement of research objectives and answering of research questions and sub-questions, the next section highlights themes that have emerged from qualitative data, followed by cross-case of analysis of both quantitative and qualitative analysis.

4.3.2.5 Themes Emerging from Qualitative Data Results

As explained in Chapter three, thematic analysis was one of processes used in data analysis. In qualitative data, broader meanings often rise allowing for interpretation that can signal what would work best, from a pragmatist perspective, concerning employee buy-in to implementation of the PMDS in SASSA in a way that enhances employee and organisational performance and improves ultimate service delivery to South African citizens. Graph 4-10 displays themes evident from qualitative data.



Graph 4-10: Emerging Themes

Themes that emerge from the study:

- Lack of consultation of employees in policy making and implementation
- Lack of training of employees
- Lack of writing skills of SASSA employees
- Lack of compliance both by the agency and employees
- Quarterly contracting is beneficial

- The policy is implemented through writing of PMDS reports every quarter
- There is a relationship between employee buy-in and effectiveness of PMDS

The emerging themes in this study indicate that in order for PMDS to be effective employees; have to be consulted before and during the implementation of the policy. Employees feel that they have been excluded in implementation processes and as a result they do not understand the policy at all. Robbins *et al.* (2003) argue that employees need to understand what their organisations will achieve by introducing PMSs, why they need the systems, how they will implement the changes and who will drive them (Robbins *et al.*, 2003). SASSA employees that participated in the study say that they are not consulted about all policies that are implemented.

Saravanja (2011:1), is of the opinion that the PMS and tools should be designed to address the particular needs of organisations. The design process should involve thorough consultation with major stakeholders and especially with future users of the system. Consultation and interaction are necessary to build trust and relationships with employees and relevant stakeholders.

Another theme that arises from the study is lack of training of employees regarding the functions and objectives of the policy. The majority of employees argue that they have never been trained on PMDS; as a result of lack of training they are even unclear of what the policy expects from them; they simply write their PMDS every quarter as a matter of course. There was similar feeling from all four districts: that the solution is through training of employees. The training ought to be workshops or an induction course that will outline the policy and pave the way to understanding the policy, what its objective is and what is expected from employees; most of all workshops and courses should equip employees with the writing skills. Caldwell (2000) argues that employees need to be involved in all process “Employees always want to know the answer to the question, WIIFM, or what’s in it for me? Your employees’ commitment to performance management will depend on how they perceive the answer to that question. In order to have a true partnership, you have to involve your employees at each step in the performance management process: planning, monitoring, analysing, improving, and maintaining, when you involve your employees in the process you are on your way to establishing performance management as a win-win system” (Caldwell, 2000). SASSA employees have a feeling that their contribution has been overlooked; they are not involved on the drafting and review of the policy.

The lack of writing skills is also an emerging theme in this study as the majority of employees say that another major contributor to the ineffectiveness of PMDS is the lack of writing skills of SASSA employees. Most SASSA employees who participated in the study (level 5 to level 12) have never attended a workshop to train them and equip them with appropriate writing skills. The only training some of them received was at the introduction of the PMDS into their workplace. Compliance of both the Agency and employees is also crucial for the effectiveness of the policy.

The lack of compliance of SASSA with the policy means the policy will not be effective at all. This study shows some flaws with the Agency in terms of compliance, the Agency firstly failed in their fundamental duty by not training employees on the newly introduced policy while expecting employees to comply with the policy. This flaw has weakened the Agency's influence in regards to enforcing the employee's compliance. The employees are losing faith in the Agency. Employees feel that the PMDS is a good policy since it rewards them for their exceptional performance; the flaws are within the Agency not making the policy serve its objective. As a result, the blame should be shifted from the policy to the Agency for lack of compliance, according to interviewees. Once the Agency complies with all the terms and procedures, as endorsed on the policy, the policy will be effective, participants indicate. The lack of compliance of employees is a result of lack of compliance of the Agency. The employee's lack of compliance comes from lack of training, being excluded from policy making and implementation. Once the Agency has enhanced employees with all these requirements employees may fully comply with the policy and the policy will more likely achieve its objective to reward employees for their exceptional performance.

This study shows that employees at SASSA agree that there is a relationship between employee buy-in and effectiveness of the PMDS. They base the view on their perception that the more employees buy-in to the PMDS, the more effective PMDS will be. At the time of the study, the majority of employees had a negative attitude towards PMDS; they stated that they are not happy with the way PMDS was implemented. This study was based on the opinion on local offices. Most employees said that only managers and supervisors benefited from PMDS but the work in local offices was not the work of individuals but rather it involved a collective responsibility. A manager manages people and excellence within an office should not be individualised but be considered a collective effort. Rewards should be

for everyone, and not be individualised, participants indicated. By so doing it will create solidarity between employees and the policy. The policy will deliver for employees while employees deliver an exceptional standard of service to the clients; thus we can conclude by saying that the greater employee buy-in the more effectiveness of the PMDS in supervising exceptional performance of the service rendered to the clients.

The emerging theme on timelines is that 44% of employees who participated on the study said that PMDS should not be changed and should remain quarterly. In local offices a large volume of customers are served every day and employees are required to record everything they do on daily basis. What becomes a problem is that employees fail to record their duties because they are pre-occupied with all the tasks involved in daily serving clients.

Just as emerging themes pertaining to buy-in and implementation of the PMDS led to findings of this study, so did application of the theoretical framework which drove the study.

4.3.2.6 Theoretical Framework

The emerging themes further highlight the role of the narrowed theoretical framework driving the study. Thematic analysis was useful in the process as it allowed the researcher to identify, analyse and report on themes within the data. It also assisted with the organisation and description of the data in detail (Braun and Clarke, 2006:6). The discussion of the theoretical framework is followed by the cross-case analysis of quantitative and qualitative data.

Matrix 4-7 below shows collective explanations to questions that were selected from the questionnaires that aligned to components of the theoretical framework.

Matrix 4-7: Narrowed Theoretical Framework

Employee buy-in and Implementation of PMDS will result in a more effective PMDS	
Interview Questions	Collective Responses
Kindly describe how the policy is implemented	The implementation is about writing up of reports on the work that is done by the staff (PP7 1, PP5 2, PP5 4, PP5 8, ME5 7,DV5 2,PV5 1)
	Implementation involves the contracting of the supervisor and the supervisee (PP5 6, ME5 4, ME12 1,ME5 1)
	The PMDS is about measuring the performance of employees' performance (PP10 1).
	The policy should be implemented through training (UMB5 3,UH7 1, UH5 4).
Is there a relationship between employee buy-in and implementation of the PMDS? If so, what is it? If not, should there be? Please explain	There is a relationship between employee buy-in and the implementation of the PMDS (PP7 1, PP5 5, PP5 8, ME 5 1, ME 5 2, ME 5 3, ME 5 4, ME12 1, ME 5 5, ME 5 6, ME 5 7, UMB 5 3, DV 5 3, UH 5 3).
	The participants don't know if there is a relationship. They do not understand PMDS so they cannot tell if there is a relationship or not (PP5 2, PP5 3, PP5 4, PP5 6, PP5 7, PP7 3, PP10 1, ME 7 1, UMB 7 1, UMB 5 1, UMB 5 2, DV5 1, DV 5 2, DV 5 3, DV5 7, UH 7 1, UH 5 1, UH 10 1, UH 5 4).
	There is no solid relationship between employee buy-in and the effectiveness of the policy. The policy as drafted from the by authorities, employees should comply with it. The role of employees is minimal it is only to comply with the policy (PP5 1, PP5 2).

Description of how the PMDS policy is implemented.

Responses to the above questions in Matrix 4-7 verify what the theoretical framework implies, that employee buy-in into implementation of PMDS will result in a more effective PMDS. Participants' explanations on the first question suggest that the greater the stakeholders buy-in the more effective the PMDS will be. More than half of participants (55%) do not know how the policy is implemented. Most of them say that "I don't know the policy and I don't know how it is implemented". The information they have about the PMDS

is minimal, which then creates negative attitudes among employees when it comes to compliance. Twenty-two percent (22%) of the participants stated that the policy is implemented through the write up of their reports. This clearly indicates the serious lack of understanding of the implementation process. This may be a major contributing factor to the tension in connection with the PMDS. Employees should be trained for the PMDS to be implemented successfully and to achieve its objectives. Stakeholder buy-in/employee buy-in for the PMDS to be effective is essential.

Relationship between employee buy-in and implementation of the PMDS

The question asks whether there is a relationship between employee buy-in and implementation of the PMDS. The above collective explanations in Matrix 4-7 verify the theoretical framework; 39% of the total number of participants stated that there was a relationship between employee buy-in and effectiveness of the PMDS. They said that the involvement of employees in the implementation of PMDS could enhance effectiveness in terms of achieving the policy objectives. The relationship is so important, participants indicated, that without the buy-in of employees into implementation, the PMDS will not be effective. PMDS, as a policy, was developed to supervise the performance of employees therefore a negative attitude wills the PMDS for failures. Employees should participate in any activity that is meant to develop their capacity. Therefore, they should be involved in the drafting, review and implementation of the policy; 6% of the participants said there is no solid relationship between employee buy-in and the implementation of the policy. The policy was using top down approach employees were expected to comply. Armstrong (2004:15) points out, that the main criticism that has rightly been made about the application of PM is that it has been introduced as a top down, imposed and rigid system that seeks easy solutions to complex problems, which it will inevitably fail to deliver Armstrong (2004:15).

Fifty-five (55%) of the participants did not know if there was a relationship because they did not understand PMDS. This lack of knowledge about the PMDS detracts from SASSA's vision, mission, goals and objectives connected to service delivery to South African citizens, some of whom do not have a sustainable livelihood and could not survive without assistance from SASSA.

In conclusion of this section, the researcher went into the field to measure the effectiveness of the PMDS in SASSA by conducting interviews in seven local offices from four districts.

In total, quantitatively and qualitatively, 141 employees participated in this study. The research was undertaken with a number of aims in mind, as previously discussed. Provision of insight on a strategic direction for PMDS improvement is one of the aims. There shall be pragmatic recommendations that guide and supervise the performance of SASSA employees and also an effective policy that provides rewards for their exceptional performance in a fair and unbiased manner. This study found that most SASSA employees believe that the PMS policy is failing dismally to serve its objectives. Their argument is based on the fact that the policy failing to reward them or recognise their exceptional performance; rather the policy, to some employees, is there to oppress them in their working place. The minority of participants are of the view that the problem is not the policy but the implementation of the policy. The policy as a document is not problematic as noted by one of the senior employees “there is nothing wrong about the policy, in fact the policy is a good reflection of the employer to motivate and provide highly and sustainable supervisions which recognises employees exceptional performance, but what is lacking is the implementation” (PP10 1). The majority of SASSA employees especially those on level five; do not know the policy but were duty bound to follow all the procedures every quarter of submissions. Quantitatively, this study proves the hypothesis of “The greater the buy-in the more effective the Performance Management Development System”. SASSA has little buy-in to the policy thus results in ineffectiveness. The qualitative evidence indicates that, while 39% of participants perceive that buy-in to implementation of the PMDS will enhance the effectiveness of the system, more than half of the participants (55%) did not know enough about the PMDS to weigh in on the relationship between the variables presented. The next chapter provides strategic direction in order to improve the PMS after a discussion of cross-case analysis of quantitative and qualitative data.

4.4 CROSS-CASE ANALYSIS

Cross case analysis includes both the quantitative and qualitative data collected through the survey questionnaire and the interview questions with a focus on the buy-in and implementation of the PMDS in SASSA. The researcher used the levels or ranks to determine whether perceptions on buy-in and implementation of PMDS converged or diverged. The quantitative cross-case comparison is across levels/ranks, district offices and local offices. Comparative cross-case analysis of the qualitative data is across levels/ranks. This discussion is followed by the triangulation of data from the mixed method research design.

4.4.1 Cross-case Comparison of Quantitative Research

The cross-case analysis is on the concept of buy-in – did employees buy-in to the idea of buy-in at all? Of the 96 employees who responded to the questionnaire 69 (71.9%) did not buy-into the idea of PMDS, whilst only 27 (28.1%) bought into the idea of PMDS as shown in Figure 4-6 and Table 4-4. Of the 7 managers that responded 4 (57.1%) did not buy-into the concept of PMDS. The employees from the lower levels i.e. level 5, and 7 had the highest number of participants who did not buy-into the idea of PMDS i.e. 78.1% (level 7) and 73.1% (level 5) respectively.

Table 4-12: Distribution of employees’ responses to the “buy-in” concept at SASSA

Table 4-4 showing distribution of those who bought in and those who did not buy-in.

Rank	Bought in (n)	(%)	Did not buy-in (n)	(%)	Total
Manager	3	28.1	4	57.1	7
Assistant Manager	3	60.0	2	40.0	5
Level 7	7	21.9	25	78.1	32
Level 5	14	26.9	38	73.1	52
Total	27	-	69	-	96

Table 4-13 Distribution of employee’s response to the “buy-in” concept at District office level

Table 4-13 distribution of employee’s response to the “buy-in” concept at District office level

Characteristic	Buy- in	%	Did not buy-in	%	Total
Durban	3	30.0	7	70.0	10
Midlands	6	25.0	18	75.0	24
PMB	9	25.7	26	74.3	35
Ulundi	6	54.6	5	45.4	11
Total	24	70	56	30	80

At district office level there were more individuals who did not “buy-in” into the idea of PMDS except for the Ulundi office were 54.6% bought in compared to 45.4% who did not, as depicted in Table 4-13. The Midlands district office had the highest percentage 18 (75%) of employees who did not “buy-in” into the idea of PMDS.

Table 4-14: distribution of employee’s response to the “buy-in” concept at Local office level

Table 4-14 distribution of employee’s response to the “buy-in” concept at Local office level					
Characteristic	Buy-in	%	Did not buy-in	%	Total
Local Office					
390	5	35.7	9	64.3	14
Esikhawini	6	42.9	8	57.1	14
Ladysmith	3	18.7	13	81.3	16
Mbazwana	4	33.3	8	66.7	12
Osizweni	4	33.3	8	66.7	12
Verulam	4	36.6	7	63.4	11
Vulindlela	0	0	16	100	16
Total	26		69	72.3	95

None of the 16 employees i.e. Table 4-14, interviewed from Vulindlela local office bought into the idea of PMDS. The Esikhawini office had the highest percentage, 42.9% of employees who bought into the idea of PMDS.

4.4.2 Cross-case Comparative Analysis of Qualitative Research

The comparative cross-cases analysis of responses from interviewees is by level/rank. There were 26 level fives who were interviewed and the majority of them said that buy-in plays a role in PMDS and could enhance them and help them understand the policy. As to training, about 56% of the total number of level five employees shared the same notion: that they needed training in a form of workshops so that they could buy-into the idea of PMDS. At this point they did not understand the policy or the procedures. About 30% said that employees needed to be informed on every change that was happening in the workplace.

Matrix 4-8: Cross-case Comparison of qualitative evidence from interviewees on selected issues per level				
Issues	Level 5	Level 7	Level 9/10	Level 11/12
Buy-in to the PMDS	Buy-in does not play a role in implementation of the PMDS	Buy-in not only plays a role in the implementation of PMDS but the opportunity also motivates employees to deliver better services	Buy-in plays a role in implementation of the PMDS and is unsuccessful without employee buy-in	Buy-in plays a role in implementation of the PMDS and is unsuccessful without employee buy-in
Training	Training is necessary to buy-in to the idea and to participate meaningful in the PMDS	Training is needed on PMDS policy implementation and report writing.	Training on PMDS and other policies has been provided. Documents are accessible	Training on PMDS and other policies has been provided. Documents are accessible
Change Readiness	Employees should be informed of change in advance	Employees should be informed of change in advance	Always made aware of the changes	Always made aware of the changes
Top down Approach	Seek a platform for engagement from the bottom up	Seek a platform for engagement from the bottom up	Approach is appropriate as lower level employees are engaged in one on one quarterly meeting about performance	Approach is appropriate as lower level employees are engaged in one on one quarterly meeting about performance

Participants also stated that the employer should make sure that they give employees a platform to determine their own PMS that would benefit both employer and employees. As to the role of employees in making the PMDS effective, 14% of level fives responded by giving a negative attitude towards the policy since it not working for them. They argued that PMDS should be open the opinion to everyone and not use a “top-down “management situation.

There were seven level 7s that participated in the study and they had similar views that the role of employee buy-in should be to provide a better service; and motivate employees to

provide a high level of service. If employees were to be rewarded for performance over and above effort, surely they would perform better. Level 10s emphasised that without the buy-in the policy will not be effective; 1 level 12 believed that the buy-in of employees should not be compromised, it is something that should be monitored and be evaluated at all times, not only for the effectiveness of the policy but also for effective day to day business of SASSA.

4.5 TRIANGULATION OF DATA

Previous sections looked at how quantitative and qualitative data achieved research objectives, answered research questions, how themes emerged from qualitative data and how all data applied to the theoretical framework before a comparative cross-case analysis was presented. The cross-case analysis was accomplished with comparisons of sub-cases which are embedded into the overarching case which is SASSA. This section will discuss the triangulation of data produced by the study and conclude based on the findings of both qualitative and quantitative designs and the secondary data collected.

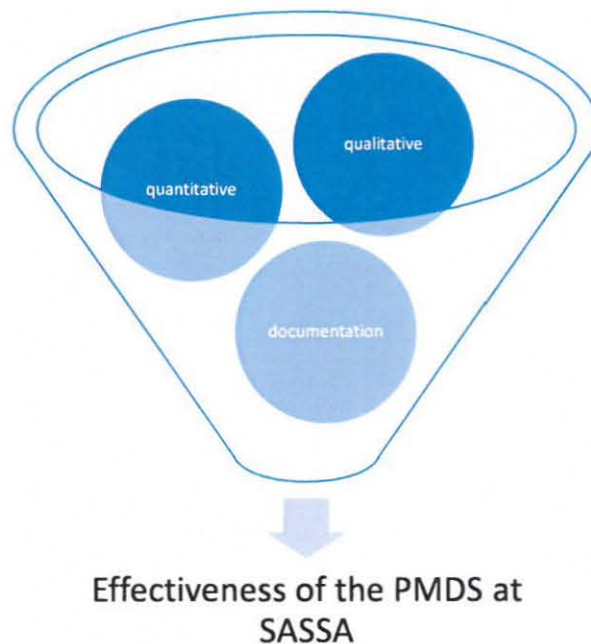


Figure 4-9: Triangulations of Data

To conclude, this study has come up with findings contrary to what Lindstrom (2010:1), is saying – that the phrase ‘buy-in’ as often used in organisations generally means agreement, as in “Let’s get buy-in (agreement) on the new strategy” (Lindstrom 2010:1). The implied assumption is that if employees can be convinced to agree with the strategy, they will be more willing to implement it, and that assumption is not necessarily true (Lindstrom 2010:1). Thus, willingness to implement the strategy is the critical factor. While buy-in (agreement) would be nice, according to Lindstrom it is not essential. Employees either buy-in or they do not. They either implement or they do not. Buy-in and implementation are independent, not dependent or interdependent, variables (Lindstrom, 2010:1).

This study has however shown that implementation and buy-in are interdependent variables. Lindstrom (2010:1) says that buy-in means “let’s get buy-in” which is an agreement important in working conditions since both the employer and employee owe each other a moral obligation to agree for the benefit of the business – or in the case of the public sector – service delivery. Buy-in and implementation goes hand in hand, particularly in the public service; one cannot separate the two in the context of public performance management. Any policy that is implemented should have buy-in of employees for it to be effective. Looking at the findings of the quantitative methods of collection of data for this study, on the one hand an average (50.3%) of the participants agreed that there is a relationship between employee buy-in and the implementation of the PMDS. On the other hand, 26.2% of the participants disagreed with the proposition that the greater the buy-in the more effective PMDS will be.

In comparison, for the collection of qualitative data, the researcher went on the field and conducted semi-structured interviews; this study revealed that many SASSA employees believe that the policy is totally failing to serve its objectives. Their argument is based on the policy failing to reward them or to recognise their exceptional performance. The feeling is that the policy is there to subjugate them in their workplace. In contrast, the minority of participants are of the view that the challenge is not the policy but the processes that are in place regarding the implementation is problematic. While 39% of interviewees agreed that the greater the buy-in the more effective PMDS will be, the greater number of interviewees did not know enough about PMDS policy and implementation to take a decision on the interaction between buy-in and implementation.

Furthermore, looking at the policy documentation, which outlines the main objectives of the PMDS, the policy is in place to establish a performance and learning culture directly

supporting the strategic objectives of SASSA and, to ensure that all jobholders are at all the times fully informed on what is expected from them and the applicable standard. It also seeks to promote contact, trust, interaction and collective planning of work programmes between jobholders and their supervisors, to identify the development needs of jobholders and to collectively plan, implement and monitor relevant intervention activities and monitor performance on an on-going basis throughout the year to ensure that all jobholders are treated and evaluated fairly and objectively, to ensure continuous feedback and implementation of corrective action where required, to recognize categories of performance that are fully effective and better, and also manage categories of performance that are not effective. However, there are gaps identified that may actually be the cause of the current status of the PMDS at SASSA: SASSA policy and SASSA procedure for the Agency fail to look at the relationship between employee buy-in and the implementation of the PMDS (RSA, 2006).

Both qualitative and quantitative data produced the same findings and those findings are contrary to what the policy states. The objective of the PMDS policy is also contrary to what is happening in practise. One of the major objectives of the PMDS is to provide developmental intervention for all jobholders where required. Both qualitative and quantitative data collected have clearly demonstrated that the policy in practice is not sufficiently developing employees. The participants state that in the contracting documents there is a section that allows employees to identify needs for developmental intervention. Some filled in that section with the hope that they would receive training or attend workshops but to date they had not been aware of any developmental intervention.

So taken as a whole the quantitative and qualitative converge to a degree, except that a large number of interviewees were unable to comment on the relationship between buy-in and implementation regarding the PMDS because of lack of knowledge about the PMDS. On the one hand, there is divergence between what the PMDS policy states and what is occurring in practise according to study participants. To help overcome this mismatch between policy and practice, recommendations are provided in Chapter five, the final chapter of this study.

4.6 CHAPTER SUMMARY

This chapter covered both qualitative and quantitative data analysis that demonstrated the opinions about the role of employee buy-in in the implementation of PMDS. Graphs, figures, matrices and tables were used to support the narrative discussion as to how research objectives were achieved and research questions answered. This chapter also demonstrated themes that emerged from qualitative research as well as how the theoretical framework helped guide the study and generate findings. While less than half of interviewees (39%) believe that there is a relationship between buy-in and implementation of the PMDS, which could lead to enhanced PMDS effectiveness, this could be because the majority 55% did not know enough about the PMDS to perceive whether a relationship exists between buy-in and implementation of the PMDS. However, the secondary data had a divergent view as it does not address the role of employee buy-in and the implementation of the PMDS. Therefore a strategic recommendation to improve SASSA policy is stated in chapter five which provides a summary of findings, recommendations, lessons learnt and conclusions.

CHAPTER 5: FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

In this chapter, a brief overview of the study is followed by a summary of the specific findings and conclusions based upon field work. Each finding is presented in connection with a corresponding conclusion and recommendation. The recommendations are based upon the findings and conclusions drawn from the study. Thereafter, a chapter summary brings this study to a close.

5.2 OVERVIEW OF THE STUDY

In this study, Chapter one gave the background, problem statement and the summation of the research design and methods. For the SASSA, the main aim is to harness individual and team performance towards realisation of the strategic objectives of the Agency in order to provide a world-class social security service. The PMS at the SASSA has been an area of concern, and as a system it is seen as flawed. The PMDS was established with the aim of monitoring employee performance, rewarding good performance and, most importantly, developing employees regarding the identified gaps as per the *Skills Development Act* (RSA, 1998). There are some employees who feel the system is unfair and favours certain officials. Disputes have led to outside interference by trade unions as explained in the problem statement. This study was designed to examine the implementation of the PMDS at the SASSA, explore the role of buy-in in the implementation process and to provide strategic direction to improve the PMDS. The first two objectives were met in Chapter 4 as was the third one to a lesser degree. This Chapter provides strategic direction and pragmatic recommendations on PMDS improvement. The study utilised the mixed method design in order to obtain holistic and credible results. This was also in line with the pragmatist approach that says 'truth is what works at the time'. The study confirmed the hypothesis of:

- The greater the buy-in the more effective the Performance Management Development System.

Likewise the study answered the research questions and sub-questions in Chapter 4 and findings, conclusions; recommendations and lessons learnt were compiled based upon how the research questions were answered. The research questions presented were:

Main question

- How can a relationship between employee/stakeholder buy-in and implementation enhance the effectiveness of Performance Management Development System at to SASSA?

Sub question 1

- Did employees buy-in to implementation of the Performance Management Development System? If so, how so? If not, why not?

Sub question 2

- What are employee perceptions about effectiveness of the Performance Management Development System?

Chapter two focused on the literature by different scholars on the PMS. As a result of the literature on PMS and many emerging components of PMS, the study presented the theoretical framework to guide the study, however, because of time constraints, the study only focused on two elements to guide the study and those elements served as the independent and dependent variables – employee buy-in and implementation of the PMDS.

Chapter three focused on the research design and methods. The study utilized the mixed method design, the pragmatic worldview underpinned the study and SASSA was used as the case study at the organisational unit of analysis in which sub-cases were embedded, namely district and local offices as well as individual employees. The collection of data involved using methods from both quantitative and qualitative designs and the sequential exploratory approach was adopted. Due to the design and the analysis on the study, the study was triangulated and this increased validity, trustworthiness, credibility and reliability.

Chapter four analysed and presented data collected through both quantitative and qualitative research methods. This chapter discusses findings, conclusions and recommendations for the PMDS at SASSA.

5.3 FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This study has contributed to the literature on PMS and provided knowledge on the role of buy-in in PMS implementation. The research, especially inquired into the *status quo* of the PMDS of the SASSA, yet the findings, conclusions, and recommendations may be relevant for other public sector agencies. Meanwhile, this study offers the SASSA an opportunity to improve on the existing systems and also to address the challenges that are faced by the Agency. PMDS is indeed a bone of contention that has also contributed majorly on the poor service delivery found at SASSA offices today. The findings clearly identify gaps and outline changes that are needed in to improve PMDS effectiveness. Filling of these gaps is how the relationship between employee buy-in and implementation can enhance PMDS effectiveness at SASSA.

A number of findings arose from this study. For example, this study found that there is a statistically significant relationship between employee buy-in and provision of PMDS processes to employees orally and in writing. This study established that when employees “buy-in” to the concept of PMDS, the efficiency of human resource programmes is improved. One of the objectives of the study was to provide strategic direction to improve the PMDS. To confirm achievement of this objective this section is organised in the following way. First, the findings will be enumerated under topical headings. Secondly, underneath each heading the finding is stated followed by a conclusion based upon that particular finding. Finally, based upon each finding and corresponding conclusion, a recommendation is made as to action that SASSA may take relative to the respective findings and conclusions. Other findings as discussed below in turn, demonstrate gaps in existing SASSA processes and procedures, such as employee consultation in policy-making and implementation, employee training on the PMDS policies and procedures, agency and employee compliance with the PMDS. Although gaps have been identified, the study also confirmed that the timeframe for quarterly assessment is appropriate. In addition, the need for the SASSA to recognise the relationship between buy-in and implementation to enhance effectiveness of the PMDS is discussed.

5.3.1 Relationship between employee buy-in and awareness of processes

Finding. On the one hand, quantitatively, there is a statistically significant relationship between employee buy-in and provision of PMDS processes to employees orally and in writing. On the other hand, from the qualitative standpoint, 39% of interviewees agreed that the greater the buy-in the more effective PMDS.

Conclusion. Based on the findings, it can be concluded that employee engagement on policies and procedures orally and in writing contributes in the effectiveness of the PMDS. Employees need to know what the policies, procedures and processes are in order for them to determine whether the PMDS is effective. The challenge at SASSA is the lack of information.

Recommendation. It is therefore recommended that SASSA prepare and disseminate information on the PMDS policies, procedures and processes and deliver periodic updates. In addition, a system should be designed to ensure that the information reaches employees of all levels – from 5 to 16.

5.3.2 Human Resources programmes are improved by employee buy-in to the Performance Development Management System

Finding. The greater employees “buy-in” to the concept of PMDS, the more efficiency of human resource programmes is improved.

Conclusion. From this study, it can be concluded that the perception that buy-in to the PMDS improves the HR programmes differs according to the rank of employees. For example, the logistic regression shows that those who bought in to the idea of introducing PMDS to SASSA were 7.2 times more likely to agree that since the introduction of the PMDS, efficiency of HR programmes has improved. In contrast, those who did not buy in to the concept of PMDS being introduced do not perceive the HR programmes as having improved.

Recommendation. It is recommended that SASSA determine the value PMDS has added to HR programmes so that those programmes can be expanded and deepened.

5.3.3 Consultation of employees in policy-making and implementation

Finding. The study identified a lack of knowledge, know-how and buy-in on the part of the staff in order to drive the PMDS system successfully. From the findings, lack of appropriate knowledge and know-how in implementing the PMDS and sustaining the operation was apparent. The processes on PMS could be developed as critical skills in order to ensure that PMS achieves the objectives for which it was established. In addition, through the study, it was revealed that the officials feel like outcasts as they are never consulted on the changes that are implemented at SASSA. Even implemented changes are not communicated, thus the feeling of being outcasts.

Conclusion. The conclusion drawn from this finding is that there is a mismatch between written PMDS policy and the PMDS in practice. The policy neither provides sufficient guidance on the implementation of the PMDS nor focusses upon employee consultation in PMDS policy making and implementation.

Recommendations. To address the issue of consultation, SASSA needs to engage with the staff; this is where officials are given a platform to express themselves constructively on various issues. Communication is seen as the key to PMDS. Staff should not just know of, but also understand, the strategic goals of the organisation (DPSA, 2006: 8). In addition, as noted by May, Gilson, and Harter (2004), cited in Gruman and Saks (2010:125), “employee engagement is important for managers to cultivate given that disengagement, or alienation, is central to the problem of workers' lack of commitment and motivation”.

The study recommends that in addition to the critical skills development mentioned above, SASSA should develop a communication strategy to ensure the flow of information and understanding. It is important for SASSA to use the understandable language at the Agency; in the study, it was noted that most employees struggled to express themselves in English and isiZulu was the preferred language for communication. This may also be the main problem when workshops were held. Therefore, bi-lingual, English and isiZulu workshops and written communication would be helpful. In addition, SASSA may need to conduct assessments in order to determine the gaps and the needs of SASSA officials.

It is further recommended that management ensure change readiness before implementation of changes such as PMS. This is supported by Ochurub, Bussin and Goosen (2012:3) who strongly emphasise that change readiness is best and is an early indicator of how an

organisation will respond to the introduction of new systems, like PMS. They further point out that it is the responsibility of the change agents, and those who drive change initiatives in organisations, to assess the level of commitment employees have towards change and to ascertain whether or not the organisation has the ability to change.

5.3.4 Training of employees

Finding. The central flaw highlighted in the research is lack of training of employees on the PMDS. The study revealed that the relationship between SASSA officials and the Human Capital Development and Training Unit (HCD&T) is disjointed. Of the skill weaknesses identified, lack of writing skills of SASSA employees seems to be of most importance.

Conclusion. It can be concluded from the findings that there seems to be a gap between HCM&T and the employees which is detracting from implementation of the PMDS. In addition, it can be concluded from the study that one of the main reasons why most SASSA employees are not benefiting from the PMDS policy is due to their inability to write quality quarterly reports. Employees who perform beyond the call of duty, but do not write well explained the challenges of writing the reports.

Recommendations. Therefore, it is recommended that SASSA employees be equipped with writing skills. It is further recommended that the HCD&T unit employees themselves be properly trained in order to deal professionally with the diversity of problems at SASSA. This argument is supported by O'Callaghan (2005: 8), who points out that many organisations find it difficult to sustain PMS and processes; hence it is crucial to ensure adequate planning, evaluation and training that will support a sustainable process. Markus (2004:12) also reveals that the majority of staff members are inexperienced in performance management concepts and emphasises that the first step is to educate staff and managers about the importance of performance management.

It is recommended that, after training, there has to be monitoring of the reports produced by the trained officials and regular checks by HCD&T units should be mandatory. The units should assess whether there is improvement or if the progress is stagnant. The managers also need to be empowered with training on the PMDS as well.

5.3.5 Agency and Employee Compliance with the PMDS

Finding. It appears that the Agency lacks the ability to properly implement the PMDS. Yet, it was found that employees are about malicious compliance when it comes to submission of their PMDS reports. The majority of the participants revealed that they did not know where to access the policy. The issue of compliance is ambiguous on this context.

Conclusion. Compliance of both employees and employer is compatible if it goes hand-in-hand. You cannot have one and lack the other. The policy will never be effective where one part is lacking in compliance.

Recommendation. It is recommended that employer and employees seek methods to comply with the policy so that it can be effective and serve its objective. To address this challenge, the recommendation is broadened to ensure that officials are properly inducted on the policies and procedures, consulted during policy developmental stages and further trained in order to empower them on making informed decisions.

5.3.6 Quarterly Assessments and PMDS Policy Implementation

Finding. The majority of the participants pointed out that the assessments should continue to be done quarterly. However, to identify mistakes made, the supervisors need to ensure that assessments are done timely and corrective feedback given. This is further supported by O'Callaghan (2012) who states that management performance throughout the year includes a continuous process of providing feedback on performance, conducting informal progress reviews, updating objectives and addressing the performance management challenges.

Conclusion. The quarterly assessment is useful but interim follow-up is needed.

Recommendation. During and in between quarterly assessments, the SASSA should conduct regular monitoring and evaluation, and benchmark performance against the set norms and standards to determine if there is a need for training on the report writing or other aspects of the PMDS implementation. In addition, HCD& T should ensure timely assessments and time could be allocated for departments to review their performance assessment processes, and ensure that indicators are chosen with sufficient consideration – and neither understated nor overstated.

5.3.7 Recognition of the Relationship between Employee Buy-in and PMDS implementation

Finding. The PMDS policy does not recognise the relationship between employee buy-in and PMDS implementation. There is no employee involvement approach in the policy document.

Conclusion. The policy implication is that the SASSA is not being inclusive of employees to a degree that is likely to improve employee performance. The policy change for the SASSA should allow flexibility.

Recommendation. SASSA should ensure that there is a PMDS instrument that measures what it is supposed to accurately, and prevent the favouritism and nepotism that seem to be the bone of contention based on indications from study participants. The vital point is, and this study recommends that SASSA recognise that there is a relationship between employee buy-in and the implementation of the PMDS and that these variables are interdependent. There should be equal participations of SASSA employees in the policy-making process and implementation. Policies and employees are both assets of the organisation; hence there is a need for compatibility in order to assist the organisation to achieve its objectives.

In concluding this section on findings, conclusions and recommendations drawn from the study it appears that PM needs to be given more specialised and elevated attention in the public sector in order to achieve the governmental objectives from a broader perspective. This implies that through a properly implemented PMS, public organisations can:

- Visibly improve the .quality of service delivery to the citizens;
- Decrease the rate of audit queries, qualification and disclaimers;
- Increase confidence in South Africa as a country, attract investment and increase the rate of employment;
- Reduce corruption and fraud significantly.

The correlated findings, conclusions and recommendations are presented to provide opportunities for SASSA to improve the relations with its employees, which will allow the platform and engagement on matters like the PMDS. SASSA employees also need to be inducted and trained on policies in order to ensure proper implementation of PMDS and have monitoring and evaluation tools in place to ensure effective implementation of the PMDS.

5.4 CHAPTER SUMMARY

This chapter gave an overview of the study, presented findings, conclusions and recommendation, the conclusions are drawn from the findings of the study and the recommendations are made based on the conclusions drawn from the findings of the study. The hypothesis of the study conducted was that the greater the buy-in the more effective PMDS implementation. Also the study responded to the research question that investigated the relationship between employee buy-in and implementation of the PMDS at SASSA. This chapter recanted the contents of earlier chapters. The literature review of PMS gave various perspectives on PMS from different scholars. In chapter three, the research design and methods were discussed – the mixed method design, sequential exploratory approach, and case study as a strategy. In collection of data, both qualitative and quantitative methods were used. The data collected and analysed presented results from the quantitative and qualitative perspectives. The hypothesis was confirmed, meaning that the greater the buy-in more effective the PMDS implementation. On the qualitative side, the results showed that there is a relationship between employee-buy in and the effectiveness of the PMDS. The employees had different perceptions on the effectiveness of the PMDS; however it was clear that the attitudes were mostly negative.

The study also identified gaps which included incongruity of the policy, lack of training, failure to engage employees in order for them to understand the value of the PMDS and lack of communication strategy. Moving forward, SASSA can use the evidence and results from these findings, conclusions and recommendations to improve the PMDS and its implementation at SASSA. There is a need for the Agency to evaluate and review the policies in order to determine their effectiveness on an on-going base. Once this is accomplished and information collected is used to improve performance management, service delivery is likely to improve and the democratic governance of the Republic of South Africa broadened and deepened for the citizenry.

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Appendix A: Ethical clearance

15 August 2013

Ms Yolanda Phumla Ngubane 201504664
School of Management, IT and Governance
Pietermaritzburg Campus

Protocol reference number: HSS/0705/013M

Project title: Effectiveness of the Performance Management and Development System (PMDS) at the South African Social Security Agency (SASSA)

Dear Ms Ngubane

Full Approval – Expedited

This letter serves to notify you that your application in connection with the above has now been granted full approval.

Any alterations to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach/Methods must be reviewed and approved through an amendment /modification prior to its implementation. Please quote the above reference number for all queries relating to this study. PLEASE NOTE: Research data should be securely stored in the school/department for a period of 5 years.

Best wishes for the successful completion of your research protocol

Yours faithfully



.....
Dr Shenuka Singh (Deputy Chair)

/px

cc Supervisor: Dr Fayth Ruffin
cc Academic Leader Research: Professor B McArthur
cc School Administrator: Ms A Pearce

Humanities & Social Sciences Research Ethics Committee
Dr Shenuka Singh (Acting Chair)
Westville Campus, Govan Mbeki Building

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Telephone: +27 (0)31 260 3587/8350/4557 Facsimile: +27 (0)31 260 4609 Email: ximbap@ukzn.ac.za / snymanm@ukzn.ac.za / mohunp@ukzn.ac.za

Website: www.ukzn.ac.za

Founding Campuses:  Edgewood  Howard College  Medical School  Pietermaritzburg  Westville

Appendix B: Gatekeeper's letter

1 Bank Street
Pietermaritzburg
3201



Dear Mr. Mahaye

RE: PERMISSION TO CONDUCT PMDS RESEARCH AT SASSA

This letter is to request the office of the Regional Executive Manager to grant approval to conduct Research at SASSA on Performance Management Development System (PMDS). I am currently employed by SASSA as the Manager Executive Support and Active Manager RMC and working towards obtaining MPA degree. The proposed title for the research is the impact of the Performance Management and Development System at the South African Social Security Agency.

The objectives of the research are to:

- To evaluate the effectiveness of PMDS at SASSA
- To examine the implementation of PMDS at SASSA
- To explore the usefulness of PMDS evaluative instrument

Looking at SASSA, PMDS has been a bone of contention; this is due to the fact that the process of the system is seen as flawed. To SASSA employees, PMS is an unfair process of performance review and, meant for the favoured in terms of the rewards. This has gotten to an extent where there has been the intervention of the Organized Labour (NEHAWU), low morale and straight up disrespect, and very low, if not none, productivity. PMS is indeed more linked to controversy. And thus, the CEO of SASSA was heard saying she is sitting with hundreds of complaints and / or grievances resulting from the Performance Management System. The study therefore aims at investigating SASSA's PMDS (Performance Management Development System); determine the potential problems therein from the point of concept, policy alignment, strategic alignment, implementation, right to the operations thereof.

Ms Y.P Ngubane

Date: 05/04/13

Approved/ ~~not~~ approved

Mr V. Mahaye
Acting Regional Executive Manager

Date: 05/04/2013



**UNIVERSITY OF KWAZULU-NATAL
COLLEGE OF LAW AND MANAGEMENT STUDIES
SCHOOL OF MANAGEMENT, IT and GOVERNANCE**

1. PERSONAL INFORMATION

Please indicate here-below your name, district, Local Office and Rank as part of participating on the questionnaire. This information will be used only to conduct analyses of the research, and will not be distributed, shared and handed over to anyone or institution.

Full Names	<input style="width: 90%;" type="text"/>		
Rank / Salary Level	Salary Level 5 <input type="checkbox"/>	Salary Level 7 <input type="checkbox"/>	Assistant Manager <input type="checkbox"/> Manager <input type="text"/>
District	Midlands <input type="checkbox"/>	PMB <input type="checkbox"/>	Ulundi <input type="checkbox"/> Durban <input type="text"/>
Local Office	Please tick only One		Please write any remarks
	390	<input type="checkbox"/>	
	Vulindlela	<input type="checkbox"/>	
	Ezakheni	<input type="checkbox"/>	
	Ekuvukeni	<input type="checkbox"/>	
	Hlabisa	<input type="checkbox"/>	
	Eshowe	<input type="checkbox"/>	
	Durban	<input type="checkbox"/>	
Chatsworth	<input type="checkbox"/>		

2. SURVEY QUESTIONS

Please answer the following questions as diligent and as accurate as possible. For Section One, questions 1-20 indicate your level of agreement with the statement. The range of responses starts at 1 – meaning that you totally disagree with the statement. The range of responses ends at 6 – meaning that you totally agree with the statement. Select the response that best suits what you think. There are no right or wrong answers. Your perceptions matter.

Section One	<i>Totally Disagree</i> 1	<i>Disagree</i> 2	<i>Satisfactory</i> 3	<i>Don't know</i> 4	<i>Agree</i> 5	<i>Totally Agree</i> 6
1. Performance Management Development System clarifies organisational goals for employees						
2. The management expectations on performance are always clearly outlined to the supervisees						
3. Training needs are the focus of SASSA on the PMDS						
4. Career development is the focus of SASSA on the PMDS						
5. PMDS is used for improving performance						
6. As a SASSA employee, your ideas regarding the PDMS are valued by those who supervise you						
7. As a SASSA employee, your ideas regarding the PDMS are valued by those who you work with						
8. The awarding system is based on clearly outlined, valid and accepted criteria.						
9. The objective of the PMDS is to develop and encourage employees						

10. SASSA trains its employees on the PMDS and Policy						
11. SASSA employees are satisfied with the PMDS instrument						
12. SASSA has the PMDS policy in place						
13. The instrument used at SASSA on PMDS ensures effectiveness.						
14. PMDS implementation has buy-in from you						
15. The implementation processes are clearly outlined to employees in written form						
16. SASSA employees are consulted on the PMDS implementation process.						
17. If more employees were consulted about the PMDS implementation process, more employees would buy-in to the operation of the system						
18. If more employees were consulted about the PMDS policy, more employees would buy-in to the PMDS						
19. The PMDS would be more effective if employees bought into it.						
20. The PMDS would be more effective if employees believe the system consistently operates with fairness						

Section Two below – questions 21 to 30 – asks that in addition to using the ratings 1 to 6 to state your level of disagreement or agreement with the statement posed; also please

provide comments on the statements or questions underneath the statement or question or, if you need additional sheets, use the reverse side of the page.

<p>Section Two</p>	<p><i>Totally Disagree</i> 1</p>	<p><i>Disagree</i> 2</p>	<p><i>Satisfactory</i> 3</p>	<p><i>Don't know</i> 4</p>	<p><i>Agree</i> 5</p>	<p><i>Totally Agree</i> 6</p>
<p>21. PMDS ensures that improvement in the employees' performance</p>						
<p>22. There are signs of dissimilar treatment in the results of performance management processes?</p>						
<p>23. My performance is evaluated against standard objectives emanating from change</p>						
<p>24. PMDS sheds light on attitudes or the behaviour outcomes of employees</p>						
<p>25. SASSA rewards employees based upon performance</p>						

..... ...						
26. Since implementation of the PMDS there has been an improvement in the efficiency of related human resources programs?						
27. Since implementation of the PMDS there has been an improvement in the effectiveness of related human resources programs?						
28. Are performance-based adverse actions taken against certain groups of employees more often than others?						
29. SASSA employees were consulted during the development stage of designing the PMDS						

End of the Survey

Thank you for taking the time to complete the survey questionnaire.

Appendix C2

**UNIVERSITY OF KWAZULU-NATAL
COLLEGE OF LAW AND MANAGEMENT STUDIES
SCHOOL OF MANAGEMENT, IT and GOVERNANCE**

3. PERSONAL INFORMATION

Please indicate here-below your name, district, Local Office and Rank as part of participating on the questionnaire. This information will be used only to conduct analyses of the research, and will not be distributed, shared and handed over to anyone or institution.

Full Names	<input type="text"/>				
Rank / Salary Level	Salary Level 5 <input type="checkbox"/>	Salary Level 7 <input type="checkbox"/>	Assistant Manager <input type="checkbox"/>	Manager <input type="checkbox"/>	<input type="checkbox"/>
District	Midlands <input type="checkbox"/>	PMB <input type="checkbox"/>	Ulundi <input type="checkbox"/>	Durban <input type="checkbox"/>	<input type="checkbox"/>
Local Office	Please tick only One		Please write any remarks		
	390	<input type="checkbox"/>			
	Vulindlela	<input type="checkbox"/>			
	Ezakheni	<input type="checkbox"/>			
	Ekuvukeni	<input type="checkbox"/>			
	Hlabisa	<input type="checkbox"/>			
	Eshowe	<input type="checkbox"/>			
	Hammarsdale	<input type="checkbox"/>			
Verulam	<input type="checkbox"/>				

4. INTERVIEW QUESTIONS

Please answer the following questions as diligent and as accurate as possible. Is it okay for me to record this interview?

	<i>Question</i>
Policy	Does your organisation have a policy on Performance Management and Development System?
	Was the input of the staff solicited prior to the approval of the policy?
	Did you participate in the process of the drafting of the policy? If so what was level of participation. If not, why?
	Explain the principles behind the policy?
	Do you have access to the policy for viewing currently? If yes, do you have a copy thereof or do you know where to access it?
	Kindly describe how the policy is implemented.
	In your view, does the organisation comply with the policy in full, in part, or not at all? (Probe)
	Have you ever been involved in the review of the policy? If so, explain. If not, why not?
	What role does employee buy-in to the PMDS policy play in implementation of the policy?
	Describe three challenges that you see with the policy, not the procedure, but we are still on the policy. What three challenges can you name?
	If there were three things you could change about the policy, what would they be?
Procedure	What is the PMDS procedure? Please tell me step by step as if I have never heard it before even though I work here. I am separating myself from the subject and acting here as independent researcher.
	Have you been trained on the PMDS Procedure? If so, when and by whom? Describe the training experience. If you were not trained on the procedure, why not?

	How does one comply with the PMDS procedure?
	Kindly tell me your source for this information
	What role does employee buy-in to the PMDS play in implementation of the procedure?
	What 3 factors hinder buy-in and why do you think this is the case?
	What 3 factors facilitate buy-in and why do you think this is the case?
	Is there a relationship between employee buy-in and effectiveness of the PMDS? If so, what is it? If not, should there be? Please explain.
	Do you think the PMDS Procedure is aligned with the PMDS Policy? If so, how so? If not, why not?
	What factors interrupt the alignment? What factors facilitate the alignment?
	Are there particular parts of the PMDS Procedure that you do not agree with? Which ones are those and why? Remember this information is confidential. Unless you speak up we have no way of figuring out how to fix the procedure.
	If it were up to you, what 3 parts of the PMDS procedure would you amend? What would the amendments be? Why? How will each amendment help in future
Operations	There are timelines prescribed in the PMDS procedure for contracting, quarterly reviews, and annual reviews? What are your thoughts about timelines? Probe.
	Thinking in terms of actual operation of the project, what are the flaws in terms of (1) policy and (2) procedure?
	Do you think the PMDS operational procedure achieves its objectives in terms of rewarding exceptional performance? If so, how so? If not, why not?
	How does the PMDS procedure achieve its objectives of identifying and implementing developmental interventions? Explain and describe with examples please.

	<p>Is the implementation of the way PMDS policy operates consistently fair across the board? If not, where are the flaws? What will make the operational policy more fair and consistent?</p>
	<p>Explain how the PMDS operates in terms of implementation.</p>
	<p>How does SASSA ensure the buy-in of all SASSA employees on the PMDS? Please explain by rank: 5/7/9/12</p>

End of the Interview

Thank you for taking the time to complete this interview with me.

Appendix D: Qualitative Data

Objectives	Interviews Questions	Responses
To examine the implementation of PMDS	Kindly describe how the policy is implemented	<p>Writing PMDS:PP7 1, PP5 2, PP5 4, PP5 8,ME5 7,DV5 2,PV5 1</p> <p>Contracting:PP5 6,ME5 4, ME 12 1,ME5 1</p> <p>Measurement of employees performance:PP10 1,</p> <p>Training: UMB5 3,UH7 1, UH5 4,</p> <p>Don't know: PP5 1,PP5 3,PP7 2,PP5</p>
	In your view, does the organisation comply with the policy in full, in part, or not at all?	<p>In full: UH 5 4, UH5 1, UH 7 1, DV 5 4, DV 7 1, DV 5 1, DV 5 2, UMB 5 2, ME 5 7, UMB 5 1, PP10 1, PP5 5, PP5 4, PP5 2, PP7 1</p> <p>In part : DV 5 3, UMB 5 1, UMB 7 1, ME 5 3, PP5 8, PP5 1</p> <p>Not at all: UH 5 3, ME 5 6, ME12 1, PP5 6</p> <p>Don't know: UH 10 1, UMB 5 3, ME 7 1, ME 5 5, ME 5 4, ME 5 2, PP7 3, PP5 7, PP7</p>

		2, PP5 3
<p>To Explore the role of the Buy-in the implementation process</p>	<p>What role does employee buy-in to the PMDS play in implementation of the policy?</p> <p>Q.Is there a relationship between employee buy-in and effectiveness of the PMDS? If so, what is it? If not, should there be? Please explain.</p>	<p>I don't know PP5 1, PP5 3, PP5 4, PP7 2, PP5 6, PP5 7, PP7 3, UH 10 1, UH5 2, UH 5 3, UH 5 4</p> <p>Consultation PP5 3, PP5 5, ME5 3, ME 7 1, DV 5 2, DV 5 3 and DV 7 1</p> <p>Compliance ME5 1, ME 12 1, ME 5 6, ME 5 7, UMB 7 1, UMB 5 1 , UMB 5 2, UMB 5 3</p> <p>Training PP5 2, PP5 4, PP10 1, ME 5 5, DV 5 4 and UH 7 1</p> <p>Yes PP7 1, PP5 5, PP5 8, ME 5 1, ME 5 2, ME 5 3, ME 5 4, ME12 1, ME 5 5, ME 5 6, ME 5 7, UMB 5 3, DV 5 3, UH 5 3</p> <p>Don't Know PP5 2, PP5 3, PP5 4, PP5 6, PP5 7, PP7 3, PP10 1, ME 7 1, UMB 7 1,</p>

		<p>UMB 5 1, UMB 5 2, DV5 1, DV 5 2, DV 5 3, DV5 7, UH 7 1, UH 5 1, UH 10 1, UH 5 4</p> <p>No PP5 1, PP5 2</p> <hr/> <p>5,PP5 7,PP7 3,ME5 1,ME5 2,ME5 3,ME7 1, UMB7 1,UMB5 1, UMB5 2,DV5 1, DV5 3,PV7 1,UH5 1, UH10 1, UH5 2,UH5 3.</p>
<p>To provide strategic direction to improve the performance management system</p>	<p>Q7. Are there particular parts of the PMDS Procedure that you do not agree with? Which ones are those and why? Remember this information is confidential. Unless you speak up we have no way of figuring out how to fix the procedure</p>	<p>Yes: PP5 1, PP5 3, PP5 5, PP5 7, PP10 1, ME 5 3, ME 5 5, ME 7 1, ME 5 7, UMB 7 1, UMB 5 2, UMB 5 3, DV 5 1, DV 5 2</p> <p>No: PP7 1, PP5 2, PP5 4, ME 5 4, ME 12 1, ME 5 6, UMB 5 1, UH 5 1,UH10 1, UH 5 2, UH 5 3</p> <p>Don't know: PP7 2, PP5 6, , PP5 8, , PP7 3, ME 5 1, UH 5 4</p>

	<p>Q8. There are timelines prescribed in the PMDS procedure for contracting, quarterly reviews, and annual reviews? What are your thoughts about timelines?</p>	<p>Once a year : PP5 2, PP5 3, PP5 5, ME 5 5, ME 5 6, ME 5 7, UMB 5 1, UMB 5 3</p> <p>Twice a year: PP5 1 , PP7 2, ME 7 1, DV 5 1, DV 5 2, DV 5 3, DV 7 1, DV 5 4, UH 5 4</p> <p>Quarterly: PP5 7, PP5 4, PP5 6, PP5 8, PP7 3, PP10 1, ME 5 1, ME 5 2, ME 5 3, ME 5 4, ME 12 1, UMB 7 1, UMB 75 2, UH 7 1, UH10 1, UH 5 2</p> <p>Terminated: UH 5 1</p>
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