

UNIVERSITY OF KWAZULU-NATAL

**Measuring employee performance through a values-driven performance
management strategy for a higher education institution**

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Declaration

I, Bronwen Naidoo, declare that:

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2. This dissertation has not been submitted for any degree or examination at any other university.
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Signed

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Dated

11 July 2022

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Thank you for the Grace. To the Supreme Master who knows my thoughts, words and deeds. Love Divine.

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Abbreviations

BSC	Balanced Scorecard
COVID-19	Coronavirus Disease 2019
EAPP	Extended Annual Performance Plan
HOD	Head of Department
HE	Higher Education
HEIs	Higher Education Institutions
KPI	Key Performance Indicators
PTP	Participant
PM	Performance Management
PMS	Performance Management System
QF	Qualitative Findings
UKZN	University of KwaZulu-Natal
V & P	Values and Principles

Abstract

Globally, Higher Education Institutions (HEIs) are facing the challenges of increased competition, exacerbated by the aftermath of the recent and devastating COVID -19 pandemic. The pandemic has changed the way in which one teaches and learns, essential in a changing time, but which happened at a quicker pace than anticipated. During the pandemic, massive modifications to student and employee mindsets and skill sets were forced upon these groups in order for universities to remain sustainable and for students to graduate seamlessly. These trends necessitated the re-assessment of strategic plans for continuity and relevance, with all areas of service and value offering being revamped. To obtain the key research questions, this study used primary and secondary sources and employed a qualitative methodology. The study was carried out at a public higher education institution in the KwaZulu-Natal province of South Africa. A total of 15 (Fifteen) personnel from the academic and administration support staff were selected as the research sample. The main purpose was to learn more about personal values when measuring performance against strategy execution. The foremost aim of this dissertation was set to identify the hurdles in implementing the Balanced Scorecard Model when measuring behavioural outcomes within a values-based Performance Management System (PMS). This study questions the role personal values play in strategy execution as well as provides a unique viewpoint on the implementation of PMS at a HEI. Further investigation explored whether the values of the organisation should be incorporated within a PMS. A 360-degree assessment was reviewed as a further evaluation of employee behaviour. Commonly included within a PMS, the 360-degree assessments provide vital information on employee behaviour in relation to their peers, subordinates, and external stakeholders. Literature on Performance Management (PM) and strategy formulation at HEIs was critically analysed, including Kaplan and Norton's Balanced Scorecard (BSC) method, which was carefully reviewed and supported by a qualitative study. The study was steered by semi-structured interview sessions with Executives, Heads of Departments (HODs) and employees from the teaching and learning sector to examine the thoughts and impressions that they have on a values-based PMS. Furthermore, although the BSC method may form a sound basis for the alignment of individual Key Performance Indicators (KPI), this however is limited to certain perspectives such as financial aspects and the customer, and may not address the organisational culture. Throughout the study, the gaps in implementation of a values-based PMS were highlighted. With the changes in the workplace, a combination of remote working and physical "at work" workspaces, measuring performance in accordance with a values-based philosophy has become more complicated. The findings in this research tended to indicate that although there may be challenges in implementing a values-based PMS, the implementation of such a system could result in an improvement in the performance of both the institution and individuals if it were incorporated and aligned to a strategic management process.

Achieving the required improvement in a culture shift may be aided by the development of effective incentive and recognition interventions, as well as the branding of the institution's values and principle approaches. The qualitative data attained in this study was analysed using content analysis, specifically, thematic analysis to identify themes and sub-themes.

Keywords: Balanced-scorecard; Organisational Culture; Values; Strategic alignment; 360-Degree Assessment

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Chapter One: Introduction

1.1 Background

HE has come under huge pressure and scrutiny to provide exceptional quality teaching and learning, especially during these trying times that the country is facing with the pandemic and incidents of unrest. The way people think, act, and decide has been changed by the occurrence of the COVID-19 pandemic. It has changed the work experience and work environment for the country and the world. What were once stringent standard operating procedures have now become outdated and laborious processes. New ideas, new innovations and new electronic systems are replacing poorly designed manual systems and, with the call for 21st century entrepreneurs, employees are quickly realising the importance of self-development and improvement initiatives (Parker, 2020).

Managing human capital has never been simultaneously more demanding and interesting. Using a strategic management tool, such as the BSC, the SWOT analysis to assess the environmental factors, or the Business Motivation Model, to mention a few examples, may assist managers in monitoring and evaluating the health and "wealth" of their organisation. According to Kallingal (2011), because the pursuit of excellence is shared by all types of companies, strategic models such as balanced scorecards were first utilised only by commercial enterprises, however, in recent years, other types of organisations, including educational establishments, have begun to make use of this method (Quesado et al., 2018). The assessment of the pertinent literature reveals that among the many functions that universities are expected to perform, the most important ones are the education of a qualified workforce that a nation requires, the involvement in community engagement, the increase in the quality of scientific solutions through research and provision of teaching and learning (Croucher and Woelert, 2022). The main goal is to increase student numbers to remain sustainable and relevant. Compassion, commitment, empathy, and excellence are just a few of the values and principles that employees must embrace to survive in these unprecedented times (Dennerlein et al., 2020).

For institutional goals to be met, HE leaders must overcome many human resources challenges. One of the most significant issues is the misalignment or lack of knowledge of the responsibilities and expectations of employees, due to the absence of vital information on the strategic procedures. Furthermore, employees are unable to follow the vision and mission of the institution since it is not always clearly stated. Özdem's (2011) study of 72 universities to analyse their mission and vision statements found that these statements include declarations on the

services that universities provide, and it is common practice to state these services within their strategic process. Employees are, however, sometimes subjected to the values of the institution through the PMS without receiving adequate training on what is expected from them. Moreover, the major difficulty for many managers is to create a sense of belonging in their organisations, with a clear purpose, defined targets and measures, as well as an operational style that promotes sustainable growth (Cluff, 2022). The main issue that arises is how can managers evaluate their employees' performance in relation to organisational goals whilst also evaluating their employees' behavioural competencies. Defining the mission and vision is important to the strategic process and outlining the company values is equally important in defining company culture (Boudlaie et al., 2020). However, just as it is important in measuring performance of the organisation, so too is the integration of these values into the employees' daily work life which ultimately results in establishing the organisational culture. It is for this reason that a values-based PM strategy must be explored to dovetail with a well-designed organisational strategy.

According to Kotter (2001), ethics education presents a chance for the development of new forms of institutional value to both employee and employers. Kotter declares that there is a need for the creation of a new body of accountable leaders who are motivated by values and intrinsic worth and are educated adequately to modify their milieu and serve all of humanity in a changed society that is longing for ethical and impartial leaders (Kudnar, 2021). It can be deduced that incorporating ethics in education and in the academic curriculum breeds a new generation of leaders. Assessing employee performance against strategy and connecting it to the fundamental behavioural principles of the organisation may help shape the way people behave, thereby creating sustainable wealth and organisational value. The contents of Chapter One will outline the study, expressing the motivation, the study focus, problem statements and the main objectives. Also highlighted in this introductory chapter is the proposed methodology.

1.2 Motivation for the Study

The organisation's core values help shape the culture by providing the identity or branding of the organisation (Tien et al., 2021). It is essential to determine whether the purpose and strategic goal are primarily used to motivate employees or to portray the organisation in a positive light to the outside world. An exorbitant of money is spent on measuring leadership behaviour by utilising complicated assessment tools, and even more is spent on training and development, to produce an atmosphere conducive to productive work for all employees. Ultimately, what matters is the standard of performance and deliverables against which all employees are

evaluated. Yet, little time and effort are spent on trying to incorporate the organisation's values into key processes that operate in the same environment.

Currently, the performance of academic staff is being measured by similar processes to a PMS but leaning more towards internal programme audits and quality assurance processes, workload models and the like. These quality control assessments are critical within the academic sphere in reporting on the sustainability of academic programmes Kooli and Abadli (2021). Therefore, introducing another quality control system through a PMS that measures an individual's contribution to the living values methodology may be seen to be an overload on the academic environment. However, as stated by Armstrong (2006), PMS not only focuses on the attainment of strategic objectives but also on the values and behaviours of its stakeholders. Values-based models of measuring performance and behaviour are rarely explored within the Higher Education (HE) sector. Leaders of HE spheres may acknowledge that a values-based strategy may be necessary to support or to improve performance standards and efficiencies, which could ultimately improve the performance of the institution. According to Kaplan and Norton (1996), who agree with this sentiment, the BSC should be a strategic component of a management system that connects the core values, the purpose of the entity, initiatives and future vision with goals and objectives, which are designed to specifically drive and inform ongoing efforts toward progress. Kotter (2001) proposes that to make progress toward the goal of establishing an education based on values, organisations should incorporate morals and values into the vision of the organisation. These values-based strategies must align with the overall institutional strategy and must include the individual, team, and line manager's feedback on performance.

Therefore, with taking the above into consideration, this study is aimed at improving HE leaders' understanding of the role played by personal values when measuring the execution of strategy.

1.3 Focus of the Study

The challenge that most institutions face is not in the planning stage of organisational strategy, but rather at the stages of execution and evaluation of strategy. This study will explore the purpose of individual or personal values and beliefs of both employers and employees to generate a synergy that leads to institutional strategy success and improved performance. This problem is not unique, with most leaders not addressing the importance of strategy alignment with values and strategy execution and evaluation. In addition to this, the study concentrates on determining whether there is a connection between PM and the implementation of strategy. The

identification of the problems that leaders experience when trying to incorporate behavioural skills into a PM system will also be a focus of attention. The BSC is currently being used at the study site as a strategic tool and cascaded downwards into individual performance agreements to measure how effective it is in achieving the operational objectives that contribute to the overall institutional strategy.

According to Kallingal (2011), the balanced scorecard was first utilised by commercial enterprises; but, in recent years, it has expanded its scope of application to incorporate not-for-profit organisations like academic institutions. Kallingal further states that the balanced scorecard has set out to achieve three objectives: positive benefits for the institution in terms of the alignment of objectives; a positive influence on employees; and financial sustainability - in summary, to provide excellent service whilst maintaining high levels of employee morale and sustainability. In the past, the emphasis at the site of the study was primarily placed on the viability of the academic programme to keep the obligations that were made to various stakeholders. As a result of the study site recognising the necessity of incorporating a living values technique into strategy, this scenario has shifted dramatically over the course of the last three years, bringing about a considerable change in the overall outcome. As a result, the focus moved to place greater emphasis on two primary goals, namely excellence in academic service provision and a culture driven by values.

1.4 Problem Statement

Every HEI wants to grow and be rated amongst the best universities in the world. When institutions tussle to remain sustainable and competitive, it may often be seen to point towards poor recruitment decisions or a lack of skills and capabilities within the workforce. According to Kahn and Candi (2021), several institutions and colleges have recently come under scrutiny for their PM evaluation techniques. However, it may have little to do with workforce capacity and more to do with an abstruse institutional strategy. PM, as mentioned in Armstrong (2006), has many objectives. One is to align the organisational objectives to that of the employees' performance goals. This alignment is extremely necessary for the accomplishment of the strategy of the institution in its entirety. If an institutional strategy is not effectively communicated across the institution or its objectives, and if it is not clearly aligned to the intent, mission, and culture of the institution, then it is possible that the situation will not be favourable for the institution to continue on its current path of providing value to its stakeholders. What is needed are clear and compelling visions and values that will define the behaviour of the workforce at all levels.

The main problem is the lack of unification of the purpose and values of the leaders, customers and employees with the mission and vision of the institution. The findings of Audenaert et al. (2019) show that the issues faced by the public sector translate into increasingly complicated work demands that necessitate the focus on employee creativity. Many public organisations have introduced employee PM systems to meet the demands that have been placed on them. While all stakeholders yearn to feel connected to the institution and the purpose; to be part of something bigger; and to believe that they have contributed to the success of the institutional mission, leaders are still trying to find the secret recipe to reaching a fully motivated workforce in a highly demanding work climate. Without clearly set up operational guidelines for behaviour, employees may not be coordinated with organisational behavioural standards, thus creating an operating style and culture that may not be suitable for growth. Thus, the main challenge is how leaders can integrate the core values into day-to-day work life that then forms a competitive culture of development and performance excellence.

1.5 Aim of the Study

Research done by Cabrera and Perez in 1999 showed how important it is for the culture of the company to match the company strategy. They said that a strong culture will help the organisation if it inspires behaviours that are aligned to and that support the stated strategy. According to Fagiano (1995) personalities are unique to individuals, but cultures are shared by organisations. Values are the foundation upon which personalities and cultures are built because values articulate what an individual or organisation considers to be most important. As people have become more conscious of the importance of non-financial metrics, which cannot be adequately reflected in short-term accounting standards, there has been a corresponding rise in the need for performance monitoring methods that are more all-encompassing (Lucianetti et al., 2019). Thus, leaders of the 21st century would need to focus on the establishment of non-financial matrices into strategy and PM assessments to motivate, mobilise and build strong organisational culture. Therefore, the main aim is to determine the role personal values play when measuring performance against strategy execution.

1.6 Research Questions

Armstrong (2006) believes that PMSs are developed to ensure that what and how an employee performs is guided by their values. These values must be relevant and aligned to the purpose of the organisation. This leads to the two major questions for the study:

- a) What role does personal values play in implementing organisational strategy?

- b) How can leaders incorporate employees' values and principles into a values-based Performance Management System?

1.7 Research Objectives

There are two research objectives for this study and is listed below as:

- a) To investigate the role personal values play in implementing organisational strategy.
- b) To investigate the approach taken by leaders towards incorporating employees' values and principles into a values-based Performance Management System.

1.8 Dissertation Structure

The study is comprised of six chapters that are purposefully ordered to highlight the research outcomes. The first chapter provides an outline of the study, as well as information on the backdrop against which the study is framed. The motivation and goal of the study, together with the problem statement and well specified research questions and objectives, are all included in this chapter.

The literature review is elaborated on in Chapter Two. The literature and research papers that support the current investigation, facilitate the research, and provide the motivation of the study are highlighted in detail in the chapter. Snyder (2019) defines the literature review as a method that is organised for gathering and summarising the results of prior research. The literature study examines the relationship of a values-based PMS with the BSC. The main objective of the BSC is to interpret the mission and strategy of the organisation into measurable, tangible goals and KPIs. In addition, other relevant sources are used to provide extra context for the research. Moreover, any assumptions that underpin the research are outlined in the chapter.

Chapter Three covers the research methodology and approach implemented in this dissertation. According to Sileyew (2019), research methodology illustrates the process by which researchers create their problem and objective and offer their findings based on the data collected throughout the study period. When it comes to cultural elements that are less readily observable, such as values and assumptions, Cabrera and Perez (1999) believe that qualitative methods are preferable, whereas more readily observable attributes of culture, such as objects and behaviours, can be studied quantitatively through a questionnaire or survey. This study employed semi-structured interviews to obtain outlier replies and, if necessary, to provide added

clarification. In addition, this part contains the specifics on sampling, associated measurements, and a data analysis strategy, amongst other things.

Chapter Four details the data analysis where the qualitative analysis based on the data through interviews is elucidated. Acceptance or rejection of the theories, as well as summary tables of qualitative data, are included in the final report of the study. The fifth chapter addresses the discussion and interpretation of findings. It summarises the findings of the investigation and derives inferences from them. In addition, Chapter Five also contains supplemental and/or complementary discussion points, together with shortcomings and the suggested research areas to be investigated further. The findings will hopefully serve to enhance the literature on the larger subject of strategic development, with the goal of having a beneficial influence on the field. Finally, Chapter Six concludes this study, addressing the aim and the research questions. The chapter completes the study with recommendations for the institution and a list of limitations that were identified.

1.9 Limitations of this Study

A few limitations have been identified. The BSC model is not commonly identified with the HE sector as compared to various other models of strategic development and performance management systems. As a result, this study cannot provide the reader with tangible evidence of the effective application in HE contexts. Furthermore, there is limited literature on how values and strategy may be incorporated into a PMS. Regardless of these constraints, a significant amount of work will be spent in trying to illustrate the possibilities of this paradigm, i.e., the BSC and a values-based PMS.

1.10 Conclusion

In the first chapter, an introduction to the study, as well as the rationale and study focus was presented. The problem statement, research questions, and the primary objectives were also explained. The review of the literature on the topic is provided in Chapter Two, covering the BSC and PM. The findings of this study may assist institutions' management teams in improving the efficacy of strategic development and PMSs in a values-driven HE setting.

Chapter Two: Literature Review

2.1 Introduction

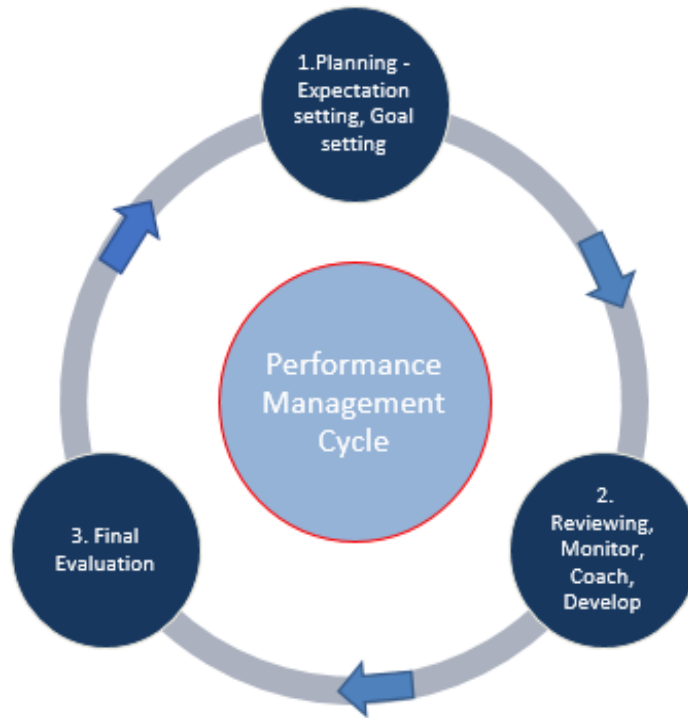
Our world has become one that moves at a breakneck pace, is intensely competitive, and is fraught with unknowns and unpredictable possibilities. Therefore, organisations have a responsibility to pledge substantial amounts of financial resources, a significant amount of time and attention, and highly trained human capital to the task of monitoring their progress in achieving strategic goals. An organisation's PMS process is essentially placed in the implementation phase of the organisation's strategy. Organisations are increasingly finding that, while measurement is vital, their methods for acquiring, monitoring and integrating performance information are fundamentally defective. This chapter provides the review on PMSs and the BSC method of strategic management. A brief presentation of the theoretical perspectives as well as past research will provide a sound foundation on the subject. The BSC will be referenced as the basis of strategy development and execution. This analysis will focus on values-based performance at a HE in South Africa. Strategic planning and strategy implementation issues are deliberated from both historical and fresh perspectives. With the current environment and the challenges facing the HE sectors, leaders may adopt new or adapted strategy frameworks similar to the BSC. An understanding of the concept PMS towards measuring employee performance is important to this study. The following section looks briefly at traditional PM models.

2.2 Background to Performance Management Systems

PM theories and frameworks have evolved over the decades. It is an expectation that a good PMS links together a strategy of the company and its day-to-day operations. The question that frequently arises is how performance can be defined. According to Davis and Daley (2008) performance is the level of achievement of the activities taken to reach the objectives and targets that have already been set. It can be measured in both qualitative and quantitative ways. They further aver that PMS is part of an important process in reaching the goals of the company, which is why it is getting more attention. Another definition of PM is described as a process that compiles information about an organisation, analyses and compares that information, and then gives insight on a strategy to accomplish organisational goals (Taticchi et al., 2010). However, the main principles of PM still apply, whereby PM can be described as a cycle of events (Helmold, 2021). PM is a continuing system or cycle of engagement between a line manager and the employee in support of an organisation's strategic objectives (Armstrong, 2006).

Typically, the performance cycle has three phases (Figure 2.1), namely:

- a) Phase 1: Expectation setting and planning where goals are defined;
- b) Phase 2: Review and feedback of performance standards and developing remedial plans;
and,
- c) Phase 3: Final evaluation and rating of performance.



Source: Adapted Armstrong (2006)

Figure 2-1 Performance Management Cycle

Figure 2.1 displays the PM cycle in a one-dimensional way. The process is commonly understood as simple but structured from the management of planning, reviewing and evaluating. During the expectation phases, targets and measures are identified, together with the specific initiatives. The review and evaluation phases assess employee performance against the expectations decided upon at the beginning of the cycle. It is a formal process that is adopted by the organisation to evaluate employee and team performance, with the main goal of improving organisational effectiveness. Hansen (2018) supports the idea of a PMS when he describes it as actions and activities that help organisations reach their goals and objectives. According to Helmold (2021), PM combines a cycle consisting of performance measurement and analysis, implementation, management monitoring, and performance developments and

modifications. Wiraeus and Creelman (2019) explains that PM and traditional forms of intermittent PM practices have gone through major overhauls to suit the new generation employee. “Best Practice” is now replaced with “new practice”, whilst innovation and entrepreneurship are the new buzzwords on most leaders’ agendas. Guerra-López and Hicks (2017) believe that constant communication and clear assessment methods with all stakeholders help leverage the understanding of organisation strategy and culture. Trust and increased motivation are thereby enhanced. Wiraeus and Creelman (2019) affirm that PM must be included within the organisation’s strategic management processes. This is fundamental as employees are ultimately responsible for attaining the organisational goals and objectives through their performance and outcomes.

However, Khoury and Analoui (2004) differ in that some employees are resentful of continuous performance evaluation methods owing to a lack of training and coaching; lack of communication; inadequate resources; management disengagement; a lack of opinion; and an over-reliance on feedback. Low morale, a lack of ambition, job dissatisfaction, irritation, resentment, and ineptitude are all symptoms of this. Pavlov et al. (2017) concur that earlier management systems focused and measured mainly the quantitative elements of an organisation, thus casting aside the behavioural elements of performance. According to the findings of de Waal (2006), organisations implement PMSs to enhance their overall results. Moreover, he asserts that the difficulties faced by organisations are the product of omitted behavioural variables and cultures.

According to Armstrong (2006), the PM process can be described as one that is ongoing and adaptable. Both the managers and the employees whom they oversee are required to function as partners within the context of a framework that specifies how they may most effectively engage with one another to achieve the desired goals. PM prescribes this partnership between managers and employees (Armstrong, 2006). For further clarification, Armstrong asserts that PM places emphasis on the first phase of goal establishment and development and is a continuous and evolving system that enhances performance over time. PM therefore offers a framework for regular conversations between line managers and employees to improve performance and to identify development needs. The next section focuses on PM models and theories.

2.3 Theoretical and Conceptual Frameworks underpinning this Study Models and Theories

While each PM model is designed uniquely, they all adhere to a similar pattern, or sequence or cycle. The Torrington and Hall (1995), Cave and Thomas (1998), and Armstrong and Baron (2005) models, amongst others, are critical in creating and matching performance metrics to strategy and vice-versa.

- The Torrington and Hall Approach

The 1995 Torrington and Hall approach emphasises that instead of being a static and rigid activity, PM is a constant and ongoing exercise. Although objectives are defined and reviewed at the beginning of a period, they may be revised based on compelling reasons. Hence the process may be shown as a cycle. The critical aspect of this approach is that when the first set of expectations is determined, new goals are set up based on the employee's current performance standards (Torrington & Hall, 1995). As this process is ongoing, employees and managers can rarely be in a "comfort zone" as they would be expected to work for the next goal. The intention is to boost productivity and promote a learning environment in which employees are always learning new skills and striving for improved performance. A more rigid technique may result in an immediate gain in performance but is less likely to provide long-term and sustained improvements.

- The Cave and Thomas Model

The 1998 model created by Cave and Thomas is far more advanced than other models. Each phase is divided into sub-levels to be more detailed about tasks that must be accomplished at various levels. This gives added guidance to all stakeholders and fosters openness throughout the process (Cave & Thomas, 1998). However, the more sophisticated the process, the more mystifying and expensive it may be. This technique ensures that the individual PM agreement is connected to the wider corporate mission and goals from the outset. This not only guarantees that employees' goals do not conflict with those of the organisation, but also aids in the dissemination of the organisation's key strategic drivers to all stakeholders. The same thing happens with departmental plans and objectives.

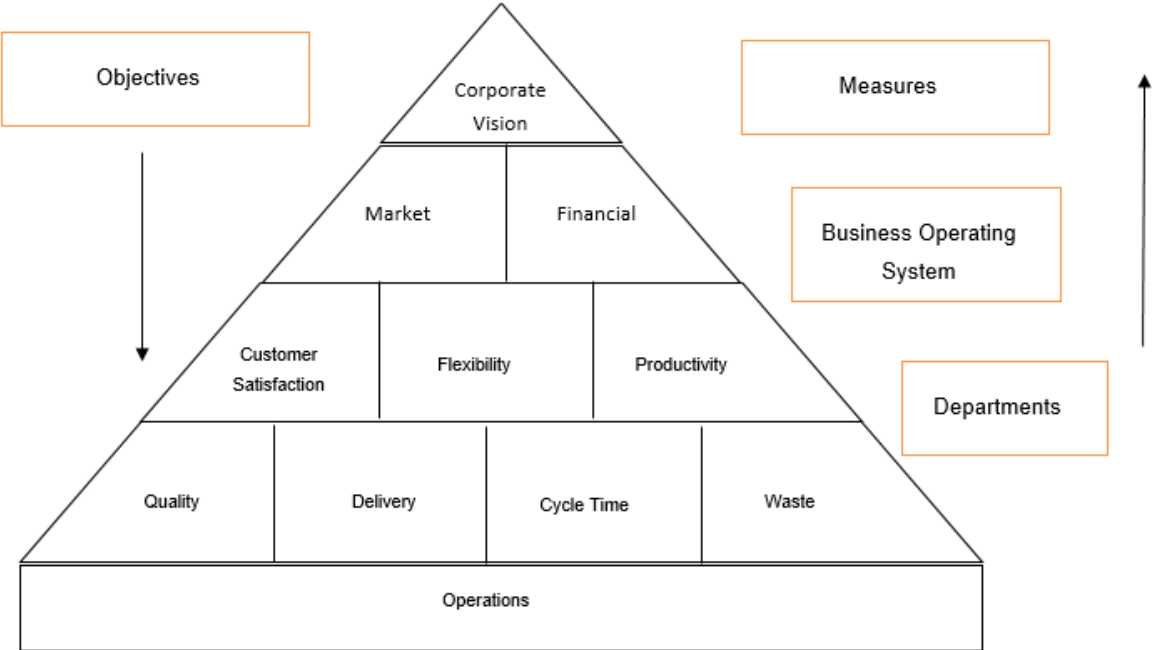
- The Goal-Setting Theory

In accordance with the theory proposed by Locke and Latham (1990), employees are given the opportunity to choose their own objectives and, as the goals are made more explicit and detailed, employees become more motivated to accomplish those goals. The employee's goals are important and unique, which affects employee motivation and morale. Furthermore, the establishment of these objectives is of critical significance to the enhancement of performance,

and as such this step should be prioritised. Thus, the premise is that working towards a goal improves employee motivation to perform better (Jeong et al., 2021). The ongoing pursuit to achieve a goal set by an employee themselves is a major source of motivation (Locke & Latham, 2002). Should a goal be considered unattainable, the employee will improve their performance, or the goals may change (Jeong et al., 2021).

- Cross and Lynch’s Performance Pyramid

Figure 2.2 represents the Performance Pyramid, which was developed by Cross and Lynch in 1988. It attempts to include non-financial and financial indicators and measures of performance. Four levels in a pyramid shape display how the system works.



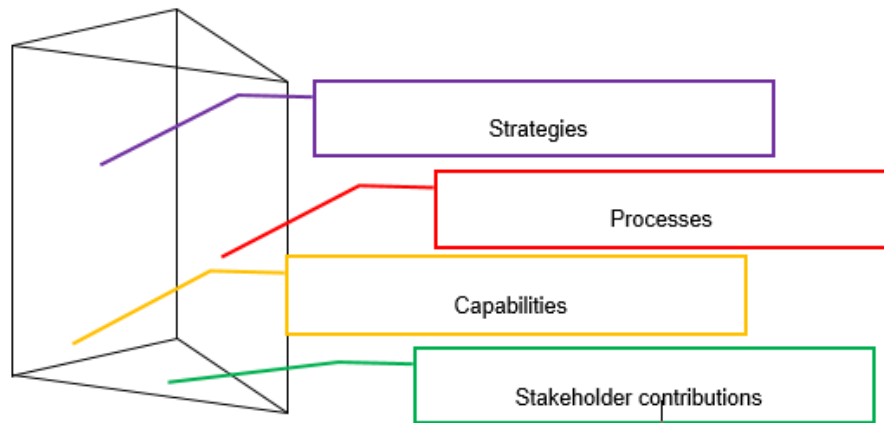
Source: Adapted from Cross and Lynch (1988)

Figure 2-2 Performance Pyramid

As shown in Figure 2.2, level one defines the organisation’s mission and describes the process of achieving long-term success through the allocation of management support and resources. At level two, the critical success factors are determined to measure the marketing and financial aspects of the organisation. Level three sets the marketing and financial strategies, while level four determines how well the strategic goals will be executed by measuring the operational targets.

- The Performance Prism

Andy Neely and Chris Adams, in 2000, developed the Performance Prism (Figure 2.3). This model addresses the shortcomings of many other models. Neely and Adams describe their 'Performance Prism' as a second-generation PM framework (Kennerley & Neely, 2002).



Source: Adapted from Neely and Adams (2002)

Figure 2-3 Performance Prism

In contrast to the BSC and the performance pyramid, the Performance Prism adopts a stakeholder approach to defining organisational strategy by concentrating on all stakeholders' interests - investors, employees, suppliers, vendors and the community (Neely & Adams, 2002). Incorporating stakeholder interests into the process of developing a strategic plan has several implications (Neely et al., 2001). It makes it easier for the company to account for risks and capitalise on environmental opportunities and aids internal operations by increasing strategic goals communication within the organisation (Adams & Neely, 2000).

- The Expectancy Theory

In 1964, Victor Vroom conceived the idea of the expectancy theory. This theory is predicated on the hypothesis that individuals will make necessary adjustments to their behaviour while at work, with the expectation or likelihood of successfully completing important objectives that they have formulated for themselves. This view underscores the perception of PM since it is understood that performance is affected by opportunities about upcoming occurrences (Mabey et al., 1998).

2.4 The Establishment of a Performance Management System within the Higher Education Environment

Strategic values are effective organisational methods that can boost quality and generate a competitive advantage for the HE. Due to everyday job stress, deadlines and time limits, implementing a PMS is often a secondary priority in most organisations (de Waal & Counet, 2009). In addition to this, managers are apprehensive about using a PMS because they perceive it as a type of management watchdog method to ultimately have full control over the employee, disguised in the form of a PM process (Prowse & Prowse, 2009). With the addition of training and development, numerous sources of feedback, and the growing popularity of 360-degree feedback, classic performance management systems have recently undergone additional renovation. Peer evaluation and employee evaluation of peers will continue to play a bigger part in the performance appraisal system if organisational principles, ethics, and cultures are involved (Mangipudi et al., 2020).

According to Abankina et al. (2012), the rise and adoption of innovative forms of HEIs has been brought about because of the progression of economic and worldwide social development. The process in which a PMS is rolled out is critical as the system is riddled with challenges, such as rigid activities around an institutional vision and the purpose to exist, which are expanded into an institutional strategy (Agarwal, 2009). From this, institutions must ensure that this strategy then translates into measurable objectives through an alignment process, which in most cases is not clearly expressed and understood by most employees. This strategic alignment may be critical to the process of the performance planning phases. Apart from this, further factors affect the implementation of PMSs. Van den Berghe and Verweire (1998) confirm that there is a growing need for institutions to create a link that works well between the institutional strategy and the key elements of the PMS. With the ever-changing academic environment, multi-modal interventions, off-site assessments and natural attrition, academic targets and measures are becoming even more difficult to measure. For results to be measured accurately, KPIs must be developed, which is critical to performance evaluation. However, institutions may find it challenging to develop accurate KPIs that are relevant and suitable to a HE environment. It must be borne in mind that KPIs help managers to direct and manage critical organisational operations through the setting, committing and evaluation of key success factors and targets (de Waal & Counet, 2009).

Over time, more balanced and more structured techniques of evaluating performance are employed to ensure that employees are evaluated on their performance fairly and consistently.

Taylor (2015) identifies a lack of confidence and trustworthiness as a barrier to effective PMS adoption. Tepper et al. (2006) found that managers were reluctant to evaluate their subordinates' work performance, and that employees were equally resistant to a formal evaluation. It can be said that with or without a formal PMS, line managers have traditionally been monitoring employees' performance against an agreed standard. Day-to-day activities requiring feedback and developmental gaps are regularly addressed. When formal systems are introduced, which involves a planned shift in behaviour, beliefs and values, employees do not adapt quickly and effectively to the new ways of doing things, as highlighted by Koopmans et al. (2014). Both line managers and employees commonly perceive that performance appraisals are conducted in an unjust manner, according to Winstanley and Stuart-Smith (1996). This may add further complications to the implementation of a values-based PMS as employees must be able to trust in the organisation's processes to avoid problems with morale and employee motivation. This concern is acknowledged by Riccucci and Wheeler (1987), who state that performance evaluations may even be used at times as a punitive measure to not only correct certain behaviour, but also to recognise and reward unfairly.

To this end, Van den Berghe and Verweire (1998) maintain that it will be difficult to implement a PMS. They purport that an organisation must have clear processes in setting objectives that help guide systems such as operational planning and employee evaluation. Processes that include organisational behaviour and employee competencies must be clear for a successful values-based PMS to be implemented. Furthermore, the absence of a fully defined and recognised institutional vision and set of values is frequently the cause of implementation challenges, as well as a purpose, strategy and goals that are clearly stated and understood.

2.5 Balanced Scorecard Model

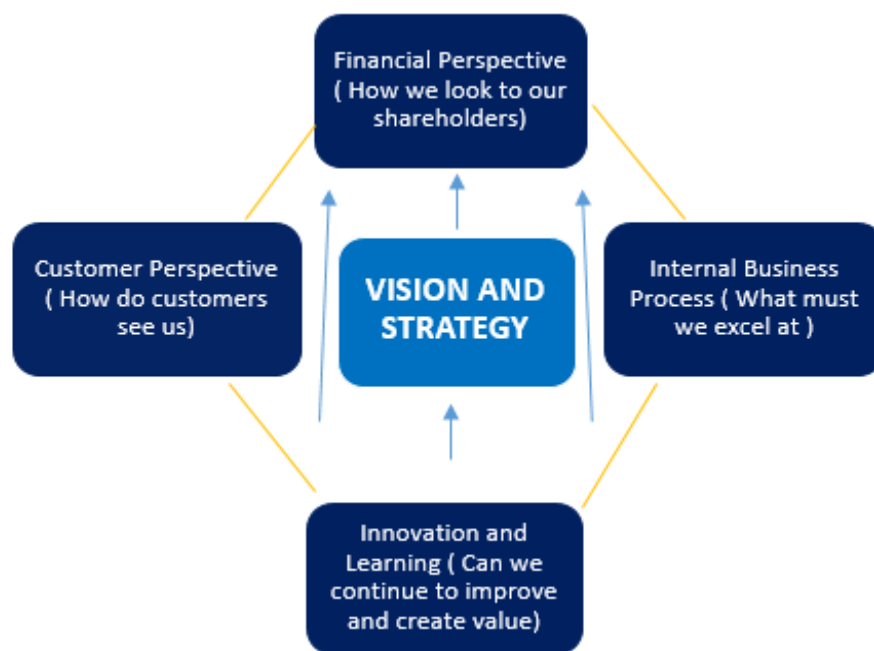
In the early 1990s, two professors at Harvard Business School, Robert Kaplan and David Norton, were the authors who first proposed the BSC. It has since become a widely-used strategy model and traditionally communicates strategic and financial measures to managers, employees and stakeholders.

The BSC divides a company's goals into four equally essential perspectives as follows (Kaplan & Norton, 2003):

- a) Financial perspective: "By what means can the company reduce expenses while simultaneously growing its revenue?"

- b) Customer perspective: "What are the primary factors that set our company apart from those of our competitors and that we might highlight for the benefit of our customers?"
- c) Organisational (Internal) perspectives: "What are we doing within our organisation to make our clients happier so that we may increase our profits?"
- d) People perspective aligned to growth and learning: "How can we ensure that the culture, competencies, and skills of our team are fostered?"

The BSC concept (Figure 2.4) has expanded further into greater use by way of becoming a measurement of both organisational performance as well as employee performance.



Source: Adapted from Kaplan and Norton (1996)

Figure 2-4. The Balanced Scorecard

The four perspectives are represented, and each perspective depicts how the objectives are related. Kaplan and Norton (1996) explain further that the BSC also depicts their links between the perspectives, resulting in what is known as the "alignment of the objectives." This alignment facilitates the understanding of their coherence and illustrates how the accomplishment of certain objectives leads to the accomplishment of others in the form of a cascade of effects (Niven, 2008). The strategic plan begins with the human factor, specifically in terms of learning objectives, and progresses to the customer objectives in the last stage. As a result of this process, managers may establish a causal link between performance factors and financial results. Internal perspectives include producing products and services, discovering new

markets, minimising internal process costs, and improving quality cycle times (Kaplan & Norton, 1996). Strong return on sales, high return on assets and growth in income, improved employee and client interaction, high return on investment, employee training and a fast product delivery time are financial perspective indicators (Kefe, 2019).

For expected financial outcomes to be realised from the top of the supply chain downwards, customers must be completely happy. To actualise customer value propositions, it is necessary to build and offer internal processes to them. The customer value proposition is a unique combination of corporate brand that describes the distinctive balance of product improvement and customer satisfaction (Kaplan & Norton, 2001). Customer-citizen proximity and product leadership may help achieve operational excellence by keeping current customers, supplying high customer satisfaction and attracting innovative clients (Kefe, 2019). Finally, the learning and growth of an organisation must be supported through internal procedures (Kaplan & Norton, 2004). This approach supports open communication and interaction between employers and employees, as well as the well-being and motivation of employees while they are on the job (Puhakka et al., 2021). Kefe (2019) criticises the BSC, saying that its implementation reveals that financial metrics are not enough to evaluate the success of the company and the effects on its strategy. According to Wiraeus and Creelman (2019), the learning and growth viewpoint is often the least well-thought-out of the three perspectives.

Kaplan and Norton (2004) affirm that the alignment of goals across these four perspectives is essential to successful value generation as well as the development of a strategy that is both focused and internally consistent. The BSC offers the organisation the ability to link their financial budgets with their strategic goals (Kaplan & Norton, 2001). By establishing this connection, the mission, vision, and strategy will be more closely aligned with those of its staff members. This will in turn align employees' individual performance with the overall strategy (Kaplan & Norton, 2004). The resultant effect is that employees will be able to identify with the strategy by way of a performance scorecard. Furthermore, employees will be able to see how their efforts contribute to the overall strategy, which will bring the organisation one step closer to achieving its vision and mission and, ultimately, will allow the organisation to reap the benefits of a successful period through financial sustainability (Kaplan & Norton, 2001). According to Van den Berghe and Verweire (1998), the BSC enables managers to translate the organisation's mission, goals, and strategies into quantitative metrics using strategy maps. Additionally, this model combines the organisational vision, purpose and fundamental values (Kaplan & Norton, 2004).

Kallingal (2011) states that the implementation of BSC in educational institutions has become necessary because of concerns over external accountability and comparability. The scorecard defines strategic objectives, definitive KPIs that are used to track organisational and employee performance, as well as clear initiatives to reach the organisation's mission, vision and ultimate strategy (Kefe, 2019). It is critical for an establishment to develop clear objectives and goals to accomplish the vision and mission (Drucker, 2010). Moreover, Andrews (1987) concurs that it becomes of the utmost importance to connect the vision by aligning goals with performance measures and re-evaluating the strategy. The BSC has established itself as a proven and effective instrument for capturing, describing and translating intangible assets into concrete value for all organisational stakeholders, thereby enabling organisations to successfully implement their differentiating strategy (Niven, 2008). Although the approach was created for profit enterprises, it is adaptable enough to be utilised by several types of HEIs (Van den Berghe and Verweire, 1998). The scorecard makes it possible for the organisation to concentrate on a restricted number of the vital metrics that contribute to the establishment of value for the organisation (Armstrong, 2006). However, Beard (2009) describes the BSC as a tool that incorporates financial as well as non-financial metrics thus supplying a comprehensive picture of present and projected performance. Armstrong (2006) contends that managers prefer a presentation that is balanced between operational and financial data. Kaplan and Norton (2004) argue that while it specifies goals, it makes the implicit assumption that individuals would adopt the behaviours and take the necessary steps to accomplish those goals.

Further to the development of a BSC, Kaplan and Norton introduced Strategy Maps as a tool to communicate an organisation strategy, processes, methods, and systems that are needed for the accomplishment of the strategic goals. The strategy map is a graphic representation of an organisation plan that explains the logic of the strategy by illustrating the objectives for the important internal activities that produce value, as well as the organisational learning and growth that supports those processes (Kaplan & Norton, 2000). Strategy Maps contain a graphical representation, which indicates the vital factors necessary to translate objectives into targets and indicators and, finally, into initiatives. This instrument is used to link the strategic plan and performance measurements for an organisation, i.e., the relationship between strategy and action. Using a comprehensive strategy map, a BSC implementation appears to be significantly more successful. Strategy maps help employees understand business strategy and through the acquisition of this knowledge, inspire stronger commitment and reduce resistance.

The BSC, according to Niven (2008), is the most vital component of a complete vision and strategy that is made real via the formulation of goals and vital success indicators in each of the four quadrants of the scorecard. These objectives and important success criteria establish cause-and-effect links across the quadrants, with all metrics finally linking across the viewpoints to give financial success to an enterprise (Niven, 2014). An organisation's over-arching goal is to create long-term economic value (Kaplan & Norton, 2001).

2.6 Challenges with Executing Strategy

Organisations and individuals that effectively execute strategy over time must be adaptable to accommodate the culture, values and organisational environment in which they conduct their company operations (Mabey et al., 1998). Many researchers and academics have spent more than twenty years analysing, criticising and developing conventional PMSs and models, which have later been criticised for being out of sync with strategy and failing during the strategy execution stages, with particular reference to Tweedie et al. (2018), McDonnell et al. (2018) and Simons (2000). However, there is never a shortage of controversy over which aspects should be examined and how those elements should be quantified (Kallingal, 2011). A frequently posed question is why so many organisations find it difficult to interpret and put into practice well-articulated strategic objectives. These strategies for creating wealth over the long-term are developing, as instruments for assessing them have not kept pace. Kaplan and Norton (2004) state that the problem might be solved by applying appropriate BSC performance measurements.

Recently, it has become increasingly common for most organisations to shift their focus to intangible resources, such as customer satisfaction, innovative offerings and services, responsive operating processes and new technology solutions and databases, as well as the capabilities of their employees, skills and motivation (Kaplan & Norton, 2004). According to Aguinis (2019), the concern with performance metrics is that performance matrices need to be examined on a regular basis to verify that they are in line with the strategic plan. Furthermore, human capital must be trained in understanding performance matrices and how they are established. Employees experience uncertainty and anxiety because of an absence of understanding of why things are done, or the implications of actions or choices (Allen et al., 2007). Most employees rarely understand or are keen to learn the organisation's vision and mission. Hence employees are not unified in pursuit of the organisation's key objectives, thereby resulting in the lack of a shared culture (Wiraeus & Creelman, 2019).

Evaluating employee performance is an essential component of modern leadership and management. Moreover, assessing and managing employee performance is crucial because it allows organisations to precisely evaluate employee efficiency and indirectly assess the success or failure towards strategic attainment. Poister et al. (2013) looked at the connection between strategy design and performance. Their findings reveal that if companies were to plan strategically, the outcomes would be favourable. Guerra-López and Hicks (2017) suggest that the strategic thinking approach to performance may also enhance shareholder value by prioritising opportunities that are linked to strategy. This approach involves planning and designing structures that work together.

2.7 Integration of the Balanced Scorecard with Performance Management

The fundamental idea behind the BSC is that traditional financial metrics cannot realistically capture all the activities that go into generating value (Kaplan & Norton, 2004). Financial metrics are considered lagging indicators, and as a result, they are not an efficient method for detecting the actions or drivers that affect the current results of the organisation (Kallingal, 2011). PMSs succeed and prove valuable when great emphasis and effort is placed on the cascading or alignment of individual and organisational goals (Armstrong, 2006). Individual KPIs, targets and measures enable employees to understand well in advance the criteria against which their work will be evaluated (Eckerson, 2009). The BSC can be described as a unified system that assists organisations in developing and implementing their strategy by way of the alignment with PM (Fernandes et al., 2006). As Bourne et al. (2003) point out, early performance measures were internal and backward-looking, and they ignored intangible assets and intellectual capital.

According to several writers such as Gatfield et al. (1999) and Kahn and Candi (2021), during the last decade, greater emphasis has been placed on performance quality, making this subject a popular topic, becoming one of the most contentious issues in HE. Ansoff and McDonnell (1990) propose an optimistic connection between tactical forecasting and performance, although others (Kallingal, 2011) argue that the association is inconsistent and so remains disputed. The main goal of setting performance targets is to ensure and promote a sense of ownership and accountability of goals rather than to impose them (Armstrong, 2006). While most published research on the BSC examines for-profit organisations, a few studies (Pietrzak, 2021, and Lassoued, 2018) examine it within the context of HE. According to Guerra-López and Hicks (2017) those organisations that adopt the learning and development process and are serious in wanting to improve the skills and competence of their staff are better aligned to the strategic goals of that organisation.

Bourne et al. (2003) state that the definition of strategy varies amongst organisations and is influenced by leaders' opinions. This definition may easily be applicable at HE spheres, placing emphasis on the leader as the steward of organisational success. Corporate strategy is a vital management tool for improving the company performance through strategic initiatives, as stated by Porter (1985). Porter contends that strategy is linked to how organisations coordinate critical operations with value chains for a competitive advantage. Considering this situation, the idea of using strategic planning as a management tool to not only improve the performance of an organisation but also ensure its continued existence has gained traction in recent years. While Stone et al. (2020) contend that when adopting organisational strategy, human resource strategies and practices must be considered, Bourne et al. (2017) emphasise the need for incorporating core value statements into organisational strategy to overcome ethical dilemmas, particularly when values are in conflict.

Regardless of the approach taken, the broader PM literature on alignment to organisations' operations has a rich history of research and models, with numerous literature reviews published on the subject over the last two decades, including Arvey and Murphy (1998); Rynes et al. (2005); Fleetwood and Hesketh (2010); and Hesselbein and Goldsmith (2006). According to Kald and Nilsson (2000), a PMS is only as successful as the concepts it is built on, because PMSs are primarily financial in nature and ignore the behavioural aspects of the organisation. Anwar and Shah (2018) assert that ethical behaviour is critical to an organisation's overall performance. Additionally, Kanter (1983) adds that although leaders must first define their vision and principles, they must also establish a mechanism for measuring production. Kanter thinks that the leader is ultimately responsible for determining whether people act ethically according to the organisational culture. Literature that supports this idea can be found in Hesselbein and Goldsmith (2006), which reveals that there is consensus that through building intangibles such as vision, values, competence and standards, as well as behavioural characteristics, a good leadership spirit may be created. Plachy and Plachy (1988) agree that the PMS effectiveness is contingent upon the leaders' personal values and outlines a situation in which the values of leaders' personnel shift over the course of a performance cycle. Becker et al. (2001) discovered that a framework for employee competency may also be used to evaluate employee performance. A competency framework considers the behavioural aspects of an employee's job. Barclay (2014) believes that a facilitative leadership style is fundamental to catapulting an organisation into a culture of engagement and improvement.

The organisational value system has a substantial impact on organisational culture (Wiraeus and Creelman (2019). Values, if widely shared throughout the organisation, will eventually influence how customers are treated and seen; how other contributors and employees are evaluated and rewarded; and how the future is forecasted and managed. As a result, organisational values are critical to the success of every organisation (Kurtessis et al., 2017). According to the findings of Fletcher and Williams (1996), the majority of the components of PM do, in fact, contribute to positive employee attitudes, and collectively, these components account for a sizeable proportion of the variation in the variables measuring organisational commitment and job satisfaction.

The BSC provides direction; sets target measures and standards; and provides feedback on both internal activities and external results by analysing existing and prospective performance drivers utilising financial and non-financial data (Kaplan, 2010). This enables the BSC to continuously improve performance through a PMS. For a manager to set expectations with an employee, leaders determine the organisation's goals and objectives for the coming year. This takes the shape of an organisational integrated approach. This plan includes strategic objectives for all individuals and teams, as well as specific tasks, objectives, and activities (Armstrong, 2006). Once employees and managers agree on their KPIs, employees have an opportunity to perform to meet these targets, Managers provide coaching and training to fill any developmental gap identified during the review and evaluation stages. The final stages are rewards and recognition, where top performers may be eligible for financial rewards.

The agreement of goals, which comprises defining, detailing, and communicating job responsibilities and performance standards, as well as explaining how individual job success relates to the institution overall performance, Boice and Kleiner (1997) explain, results in a culture of transparency and commitment. According to Mangipudi et al. (2020) the managers of the future generation will implement performance management systems that are centred on learning and personal improvement, with a forward-thinking strategy, an outcome-driven methodology, regular goal alignment, and meaningful staff involvement. This concurs with the findings of Ribeiro et al. (2020) that show that managers who are providing training skills have a constructive influence on individual performance and operational dedication. Managers provide corrective action through innovative coaching methods to improve performance and behaviour. Boice and Kleiner (1997) further elaborate that those managers influence on their employees is a crucial move to improve employees' commitment, performance and organisational success. Park et al. (2021) demonstrate that managers' use of training skills has

an explicit influence on employees' organisational commitment and learning, and that employees' organisational commitment is influenced by a manager's leadership style.

2.8 Importance of Mission Statements

According to Drucker (2010), in setting up sustainable organisations, the core values, vision, mission, and objectives play a significant role. Mission statements and vision refer to the organisation goals. Kotter (2001, p. 41) states that “many mission statements of universities express the importance of values.” According to Andrews (1987), the first step in the process of strategic management is developing a mission statement for the organisation. For the mission statement writing process to be effective, it must bring stakeholders and managers together to agree on shared goals (Drucker, 2010) and then use a hierarchy of statements to harmonise the interests of both internal and external parties (Kotter, 2001). Klemm et al. (1991) conclude that managers may use the mission to impose their authority inside the organisation, which includes a declaration of company values. Law and Breznik (2018) aver that a mission statement enriched with culture and values is indispensable for positive communications, while Secundo et al. (2010) believe that generating intangible assets such as intellectual capital is at the core of the mission of HEIs.

Morphew and Hartley (2006) researched and analysed the mission statements of close to 300 different public and private educational institutions. They discovered that public and private schools and universities had distinctively different terminology when it came to the phrases that appeared most frequently in their respective mission statements. This statement serves as the context in which strategies are developed. To achieve this goal, the organisation must constantly improve and manage the organisational operations, as well as create and implement strategies that will provide a competitive advantage (Rothauer, 2018). Aithal (2016) states that as a result, the corporate scorecard is shared with other business units, team scorecards are created, and individual employee performance targets can be established. Law and Breznik (2018) describe a mission statement as a strategic tool that is used to set in motion the strategic plan to meet the agreed organisational goals. Cady et al. (2011) believe that it is reasonable to anticipate that the issues of quality, service, customers, and stakeholders will dominate their written organisational statements of mission, vision, or values. The creation of a mission statement marks the beginning of the strategic management and PM process (Rothauer, 2018). This is a concise statement of the organisation's overarching purpose, stating precisely what it exists to perform and achieve. A few outcomes of mission statements drawn from literature including David et al. (2016) as well as O'Gorman and Doran (1999) are stated below:

- a) draws attention to the purpose of the company - what it exists to do;
- b) communicates senior management's vision for the organisation;
- c) serves as a foundation for identifying the required success criteria and developing strategic initiatives;
- d) serves as a mode of communication; and
- e) identifies the fundamental values of the organisation.

As stated by Dermol and Širca (2018, p. 542), “workforces should consider the significance of the values and mission they should practice them positively and passionately. Therefore, it is not only imperative for businesses to describe such declarations but lay out such thoughts amongst the workers”. The relevance of organisational communication of mission statements leading to the internalisation of organisational values was highlighted in the study. As a result of this, employees are more likely to put these values into action and make them a part of their everyday lives. Anderson (1997) affirms that by empowering managers to face and find solutions to inescapable conundrums, values-based management creates the groundwork for the establishment of a mission, as well as the subsequent formulation of corporate and individual strategies and goals. Some organisations include mission statements into their strategy maps, thus incorporating the organisation’s main objective with strategy and performance. Employees therefore get to see where the organisation is going, and what the organisation stands for. Williams (2002) asserts that an emerging trend is to embed strategic planning and transformational processes such as values-based organisational evaluations into the culture, thus defining the organisation clearly from potential competitors. Professionally written mission statements that incorporate strong organisational purpose and values aim to create this meaningful link between organisational strategy and organisational values (Dawabsheh et al., 2019).

2.9 Incorporating Values into a Performance Management System

As defined by Schwartz (1992) values are guiding beliefs and the prioritised requirements that persons hold about desired end states or behaviours. While Amistad and Davies (2020) define personal values as those that relate to a person’s own internal desires and needs, irrespective of others. PM, according to Armstrong (2006), is becoming progressively dominant amongst organisations as a means of motivating staff to “live their values”. Sigurdsson et al. (2020) state that it is the organisational core values that establish the norms of behaviour that are regarded as vital and, as a result, shape the behaviour of individuals. According to Law and Breznik (2018), an appropriate mission statement that combines the organization's values and culture is essential in order to effectively express values throughout the business. Some mission

statements are intended to communicate with external stakeholders regarding profitability and customer experience, while others are used to promote the company's culture and value propositions. Individuals and organisations hold values high up on their expectations, especially those values that express the core purpose that the organisation works towards. According to Barclay (2014), those organisations that are successful and are growing exponentially are organisations that have adopted a values-driven culture that aligns with personal values of their employees. Anderson (1997) believes that the process of decision-making begins and ends with management that is founded on value choices for the company and that builds compatibility between the individual and the organisation. When it comes to defining what the organisation stands for and how it wants to perform the operations, defining the fundamental KPIs is the most important. The development, communication, and monitoring of these KPIs are crucial for strategic planning, strategy implementation, and performance evaluation (Beard, 2009). Rigid management models that control employees are no longer relevant and stable within the changing working environment of turmoil and destruction. Ibarreche (2016) believes that this stability comes from inside the organisation and is intrinsically created in values and the organisational culture.

Some of these values might comprise, but are not limited to, integrity; concerns about quality and continual development; customer service and satisfaction; creativity; transparency; compassion for others; environmental stewardship; and equality of opportunity (Schwartz, 1992). The discussions that take place during the performance agreement process may aid in the definition of what these principles imply in terms of individual conduct and performance. One's personal values function as a decision-making tool in everyday encounters, guiding a person's behaviour. By incorporating values and principles into PM initiatives, managers can ensure that every employee understands and shares the organisation's perspective (Pešalj et al., 2018). Investing the time and effort necessary to build core principles successfully may reap big financial returns (Pulakos, 2004). While Ind (2007) avers that establishing the organisation values and principles has the potential to drive people, converting them into outstanding champions for the purpose, a strong values and principles framework can also assist in recruiting new personnel who share the institutional mission and will fit in seamlessly (Steinmann et al., 2018). As stated by Barclay (2014), as values such as honesty, loyalty, respect, and trust are major drivers of financial success, they are directly related to the manner in which organisations implement the vision and strategy, as well as the character of the people, particularly the leadership. This type of organisation encourages individuals to enhance their performance, which in turn generates increased economic success (Anderson, 1997).

Cabrera and Perez (1999) assert that behavioural norms emerge when the organisation's employees contribute to certain beliefs and norms from which behaviours common acceptable behaviour emerge. There are additional circumstances or conditions, nevertheless, where regulations, norms or policies are not the outcome of collective (shared) values among members of the organisation, rather, they are governed by organisational practices and rules (Amistad & Davies, 2020). Therefore, according to Armstrong (2006, p. 2), "managerial performance consists of aligning employee objectives to organisational objectives and guaranteeing that employees support business core values". This suggests a behaviour trait that focuses on what people do to uphold their underlying principles. It implies transforming the values that are mostly proclaimed into the values that are practised, so ensuring that the discourse is translated into a reality (Sigurdsson et al., 2020). Managers must unequivocally ensure that their actions, decisions, and ways are steered by values, and match the vision, mission and strategy of the organisation. However, the findings of Amistad and Davies (2020) reveal that it may be difficult to quantify employee performance based on values and principles since it is difficult to anticipate how capable an employee is in carrying out a task. This is attributable to a variety of external and internal environmental factors.

Wiraeus and Creelman (2019) states that most great leaders have a resilient ethical compass and that these leaders are steadfast in their commitment to their core values. Their communication style is driven by their character, which is the foundation of their integrity. Defining institutional core values is important and it is the first step in creating the desired culture which all leaders, employees and students emulate daily. Zigarmi et al. (2005) explore the influence of a lack of strategic planning on an organisation and the consequences of this absence. Zigarmi et al. (2005) state that the organisational culture is engrained in strategy and consists of a set of shared values and goals. These shared values unite employees from all walks of life regardless of their position or rank.

In the case of a lack of norms and rules for decision-making, individuals are forced to rely on their own values and beliefs, which creates a moral conundrum (Schwartz, 1992). The issue emerges when the company has clearly stated rules for behaviour, and the individual must make a conscious decision whether to follow or break them. This will eventually have an impression on the individuals' or teams' overall productivity. The financial viewpoint of the company, according to Greer (2001), is what ultimately guides successful organisational strategies, which the organisation needs to realise the goal and vision. It is therefore necessary to investigate the incorporation of strategy and human resource planning to ensure the successful execution of

strategic initiatives and the creation of a feeling of order in organisations. In the article “Can personal values predict performance?” Parks and Guay (2012) state that both work values and personal values are imperative to develop a strong culture. Barclay (2014: xxvi) concurs that “awakening your personal values is a source of inspiration and motivation, a source of high performance that comes from within.” Strong values, according to Boxall and Purcell (2008), serve as the foundation for both PM and change management. According to Kotter (2001), values should be used as institutional and individual benchmarks, while ethics should be used to guide individual behaviour.

2.10 Organisational Culture and Performance

Organisational culture is defined by Tierney (1988) as the distinctive ways in which activities are carried out within the organisation. Wiraeus and Creelman (2019) define organisational culture as a taught set of behaviours guided by values that define what the company appreciates and condemns, providing parameters for decision-making, while Barclay (2014) defines culture as how things are done, the managerial style, and the manner that choices are made in an organisation. Employees’ morals and standards of conduct have a major impact on the way they conduct themselves and the choices people make. Organisational culture is formed because of the adoption of standards, rules, customs, tradition, principles and values by the organisation (Tierney, 1988). Wiraeus and Creelman (2019) purport that values and behaviours are frequently developed over a period and become firmly ingrained into a culture. The evolving culture that is established is what employees pay attention to, but which rarely gets measured. Moussa et al. (2022) posit that cultural factors should be considered while developing a PMS. Employees must feel a part of the system, be involved in all areas of the organisation, and must belong. Management must provide the impetus for the establishment of a high-performance culture (Saputra et al., 2021). A performance culture can be defined as a resilient sense of purpose driven by values and a culture articulating what the organisation stands for and the connection with internal and external stakeholders (Kapoor, 2021).

Groysberg et al. (2018) believe that the leaders have a significant impact on organisational culture in that if values are widely held inside the organisation, they will ultimately affect how customers are viewed and satisfied; how employees and other suppliers are valued and rewarded; and how the long term plans are forecasted and managed. As a result, organisational values are critical to the success of every organisation. According to Webb (2012), establishing and upholding a PM culture will need some level of commitment by employees and the organisation. Included in the scope of such a modification might be a transformation in the

approach to PM and a change in the attitude of employees towards PM. Coaching to improve employees' work abilities, modifying work practices, techniques and systems all form part of the formula to developing a strong performance culture (Shet et al., 2019). Holbeche (2012) asserts that outstanding performance does not occur in a vacuum. The organisational culture must be conducive to greater output and quality. Thus, the importance of developing a values-based PMS for HEIs will be to enhance the culture of performance at the employee and executive levels respectively, and so improve service delivery to the stakeholders to whom they are accountable. Hough et al. (2011) state that the culture cannot be isolated from the behaviour and characteristics of the organisation leaders. The way in which leaders lead has a direct effect on the culture and teamwork of the organisation. A successful and strong culture is a vital component in ensuring that any organisation's bottom-line outcomes improve. Rice et al. (2012) explains that employee behaviour and the way an employee interacts with others are moulded by the existence of beliefs and values. These authors further expand that this behaviour will transfer to stakeholders, thus keeping the promise to them and maintaining loyalty.

The greater the level of engagement amongst employees, the greater their ability to meet the organisational objectives (Holbeche, 2012). This engagement creates and influences the culture in organisations. Kanter (1983) notes that the culture of an organisation must be able to adjust according to certain factors found within the organisation. As the organisation changes and grows, so too do employees. Therefore, change in the way organisations operate is inevitable. Employees must be able to adapt to this change and embrace the new culture (Shaturaev, 2022). There has been a lot of research on the positive effects of line managers adopting a coaching style to leadership, such as increased performance, creativity, empowerment and engagement as noted by Agarwal (2011). However, according to Cox et al. (2014), there has been little research on the developing phenomenon of coaching cultures, a term increasingly used over the past decade for the positioning of coaching practices in organisations. Muthaa (2018) claims that strategic values have a considerable impact on performance, as organisational values provide the appropriate norms that govern behaviour inside the organisation. Individuals inside the organisation will follow behaviours that are consistent with their own personal belief systems in the absence of such values, which may result in acts that the corporation does not wish to encourage.

2.11 Costs and Benefits of Conducting 360-Degree Assessments

HEIs are moving rapidly towards accountability and transparency, expecting employees to adapt, change and improve their competencies in response to external demands. At times,

managers may be required to provide feedback to their employees on behavioural situations. Such feedback is normally targeted at improving employee behaviour, addressing areas of development that ensure that the team works effectively and harmoniously (Pulakos, 2009). The goal of 360-degree feedback is to help employees improve their behavioural competence through various sources of information (Hensel et al., 2010). Das and Panda (2015) maintain that 360-degree feedback provides useful insight and aids in the identification of areas of concern or improvement so that necessary changes may be addressed. To add Samaduzzaman (2014) agrees that 360-degree feedback is an effective performance assessment technique for determining a person's efficiency.

Employees are evaluated on their interactions with many key stakeholders. This feedback enables managers to assess employees' commitment to and effectiveness regarding the organisation's aims and objectives, as well as their leadership style and interactions with co-employees. According to Pulakos (2009), managers, peers and direct reports view performance in diverse ways, thus a multi-source assessment such as the 360-degree assessment, together with a performance evaluation, is an effective way to assess an employee holistically. Newbold (2008) concurs with Pulakos in stating that 360-degree assessments are a valuable addition to any performance review strategy and are recommended to align with the strategic objectives of the organisation. This recommendation comes because these assessments consider multiple perspectives. However, Newbold (2008) emphasises that there are still other aspects for a successful implementation, such as the emotional well-being of employees, a clear purpose for the organisation, and the level of maturity of the operations. According to Simmons (2002), the fundamental components of HE performance evaluation systems are used to evaluate students' achievement of defined goals using an acceptable and productive development approach. Delsaux (2018) expands this idea in stating that a similar evaluation may be adopted for staff by way of a 360-degree assessment to assess behaviour towards each other. Individuals can gain an understanding of how their performance as an employee, co-employee or staff member is seen by others by receiving 360-degree feedback.

Das and Panda (2015) declare that one of the most efficient 360-degree feedback techniques is to provide feedback based on actions that other employees may observe. However, when it comes to organisations that use 360-degree feedback, Peng and Zeng (2017) discovered that being shunned by co-employees related to greater deviant conduct and less helpful behaviour in the workplace. According to their findings, organisational leaders should be mindful about the possible negative interpersonal consequences of adopting 360-degree feedback and should

seek to develop a unified culture in which no members feel that they are socially excluded from their work groups.

2.12 Conclusion

Chapter Two presented a literature review on PMSs and strategy in the HE sphere. A balanced approach to performance evaluation is an efficient technique to obtain a holistic picture of an employee's job performance, not simply a partial one. Too frequently, employee performance plans and criteria focus exclusively on behaviours, activities or procedures, rather than on the outcomes of employees' work. By focusing exclusively on behaviours or actions in employee performance goals, an organisation may discover that many of the workforce are rated 'Outstanding' even while the organisation fails to reach the planned objectives. 360-degree assessments offer a holistic view of both leaders' and employees' behaviour in relation to their performance levels. By balancing the performance measurements in employee performance plans, the representation of employee performance becomes coherent. A BSC is used in a variety of ways by teams, including to articulate organisational strategy, convey business plans and aid in the alignment of individual, organisational and cross-departmental actions to attain a unified objective. In organisations, rather than as a traditional control system, the scorecard serves as a means of communication, information-sharing and educational opportunities. For the BSC to be effective in this manner, the measures used must be unambiguous indicators of a long-term strategic approach to organisational competitiveness. Mission and value statements are still relevant in strategy execution. Barclay (2014) believes that building a values-driven organisation creates a competitive advantage for a twenty-first century workforce.

Chapter Three below addresses the methodology of research; research design; describes the field or site of the study; identifies the population under study, sampling strategies and sample size; describes the methods of data collection, control of data quality, and the analysis of data; presents the limitations of the study; and finally discusses ethical considerations.

Chapter Three: Research Methodology

3.1 Introduction

Research is a systematic and objective way to produce information that can be used to solve managerial problems (Khaldi, 2017). Said simply, organisational research is a methodical search for information that can help organisations make good decisions. Essentially, it seeks to distinguish between what is true and what is not true (Kyngäs et al., 2020). As per Sileyew (2019), research methodology is the process through which researchers conduct their studies. It may also be used to test the validity of ideas, to answer questions about an issue, as well as to make strategic business decisions, and a variety of other things (Cooper et al., 2006). The purpose of this chapter is to discuss the research design and methods that were utilised to conduct the study. When discussing the research technique, it is important to take into consideration the research design, sample design, data needs and data-collecting processes, as well as the suggested analysis for the study, in addition to the data and how it will be used.

This study utilised qualitative methodologies and a mix of primary and secondary sources to achieve the primary research objectives. Qualitative research focuses on investigating individual experiences, characterising phenomenon, and building theory (Vishnevsky & Beanlands, 2004). Qualitative research is done in field and in the natural environment. An examination of a few of the problems of a comparable system at a HEI was conducted to determine whether a values-based PMS has a positive impact on performance (both institutional and individual performance). Getting the opinions of both managers and employees helped the study achieve this. After receiving these views via semi-structured interviews, ways to improve the current PMS was explored. Through the semi-structured interviews, the use of publicly available university data and observations, evidence on PM and the influence on the HE sector was gathered. The methods and research design of this chapter also convey how the research results will align with the purpose of the study.

3.2 Study Site

This research was conducted at a sole source, public HEI in KwaZulu-Natal, South Africa. This institution was chosen as it had implemented a hybrid approach to strategy and PM. The study site developed various strategic documents referred to as ENVISION2030, and the Extended Annual Performance Plan (EAPP). Furthermore, the study site aspires to a living values methodology, which contains predefined values and principles.

3.3 Target Population

The population under study, also known as target population, consists of the group of people that the intervention is intended to study in order to draw conclusions (Mumford, 2000). Fraenkel and Wallen (2000) postulate that the term "population" refers to the entire set of individuals (subjects or events) that share the qualities that the researcher is interested in studying. Burns and Grove (2008) state that qualitative researchers gather subjective data that includes thoughts and perceptions from the target population. Typically, in qualitative research, the selection of research participants entails selecting and meeting a smaller group or sample from a bigger target population of probable research participants (Miles et al., 2013). The targeted research population for this study was 1600 employees, consisting of both academic and administrative support staff.

3.4 Sample Size

The targeted research sample for this study was 15 (fifteen) employees from the academic and administration support members of staff. This sample comprised of 2 (two) executives, 5 (five) middle management employees and 8 (eight) employees from the teaching and learning and administration sectors. Purposive sampling was employed to recruit participants for this study, which was conducted in a controlled environment. This approach enabled the researcher to recruit participants based on prior knowledge of the population, as well as the goal of the research project (Etikan et al., 2016). Participants were preferred based on their capacity to contribute information that would aid in the understanding of the phenomena under examination (Campbell et al., 2020). In qualitative research, one or more participants are chosen on the premise that the data they will supply will be adequate to enable the research question to be addressed. This may be done for a single person or for a group of participants (Saunders & Townsend, 2018).

3.5 Sampling Strategy

As defined by Creswell (2015), sampling is the act of choosing a small portion or constituent of a population to denote the complete population. Since this study implemented a qualitative approach to conducting the research, a non-probability sampling method was adopted to recruit participants. Non-probability implies that the selection of a participant is dependent on the researcher's judgment in making the decision, according to Guba (1981) as well as Brewer and Hunter (1989).

3.6 Research Design

As reported by Sileyew (2019), the research approach also helps the researcher discover how to come across the findings of the research. Khaldi (2017) identified three foremost types of research methods as mixed research, quantitative and qualitative methods. This study used qualitative research to establish the perceptions of staff members of the PMS at a selected study site, with semi-structured interviews acting as the guide. Qualitative research looks at how people think, feel, act and interact with each other (Antwi & Hamuza, 2015). Using qualitative research helps understand how the target demographic is addressing the problem. This method gives people a point of view and lets them discuss their own experiences (Khaldi, 2017). According to Yin (2015), qualitative research is often done in a natural environment where a lot of information can be obtained from the people involved. While the mixed methods approach involves the option to collect and analyse both quantitative and qualitative data in a single research study, it is a strategy that is not as often used as the qualitative or quantitative approaches since it requires more work (Saunders et al., 2003). The mixed method approach bases knowledge claims on practical, problem-centred grounds (Creswell, 2015). It involves data collection methods to understand research challenges. Researchers believe that the inherent biases in any one approach cancel out or neutralise the inherent biases in the other approaches, even though they are aware that all methods have limits (Creswell & Creswell, 2003).

3.7 Data Collection Methods

Busetto et al. (2020) state that document analysis, participant observations, semi-structured interviews, and focus groups are some of the most frequent types of data collection methodologies. Due to the knowledge and willingness of the participants to engage, a semi-structured interview guide was implemented. Contact was also made via e-mail, which was determined to be the most convenient mode for everyone. According to Powell and Single (1996), amongst the most commonly utilised data collection strategies in qualitative studies is the semi-structured interview guide.

Pilot interviews were conducted in March 2022, to better prepare for and create confidence for the actual interviews. During the pilot interview phase, certain gaps are discovered and can be remedied before the actual interview (Glauner, 2016). The information gathered in a small-scale, pre-test research study can be used by the researcher to double-check the data collecting form to eliminate inaccuracies caused by poor design features, such as question wording or

sequencing, during the main research study (Saunders et al., 2003). Identifying confusing interviewing instructions, determining if questions are suitable, and identifying other types of field defects are all advantages of using this method. To meet the study objectives and questions, the data collection and analysis approach focused on discovering common patterns in the replies and critically analysing them.

~~During a structured interview, questions are prepared in advance by the researcher, and these questions are asked in the same sequence each time so that replies may be categorised more readily (Glauner, 2016). It is also known as a patterned interview, a scheduled interview, or a standardised interview. The unstructured interview method affords the interviewer the opportunity to ask open-ended questions while the interviewees can express their own points of view freely (Saunders et al., 2003). Therefore, the interview is conducted in a manner that emulates an open discussion or brainstorming session on the topic matter. Hence it is critical that both the interviewer and interviewee feel comfortable during the process. In contrast to structured interviews, the applicant and the interviewer are both able to influence the direction of the conversation during an interview. Unstructured interviews are frequently qualitative in form. When conducting exploratory research, an unstructured interview is a useful method to use (Saunders et al., 2003). They are known for being casual and adaptive, and they have the potential to provoke intriguing responses from their audiences.~~

As stated in Busetto et al. (2020), in qualitative research, semi-structured in-depth interviews are the most prevalent data source. Researchers and participants engage in a conversation using this approach, which is based on open-ended questions and probes, as well as comments from the researcher. Using this technique, the researcher can gather data that is open-ended in nature, as well as dive deeply into the personal and sensitive thoughts, feelings and beliefs of participants (Saunders et al., 2003). One of the benefits of utilising interviews as a strategy, according to Sileyew (2019), is that it gives respondents the opportunity to bring up topics that the interviewer might not have been anticipating. However, according to Kumar (2011), it is challenging and time-consuming to create a data collection instrument that is accurate one hundred percent of the time, since it is difficult to sustain the elements that impact reliability.

The issues that affect reliability as described by Kumar (2011) consist of the following:

- **The wording of the question** – A small vagueness in statements of questions might impair the reliability of the research instrument since respondents may understand the questions in a unique way, causing varied replies.
- **The physical setting** – Any change in the physical environment of the interview has the potential to influence a respondent's responses, which in turn reduces the reliability of the data.
- **The mood of the respondent at the interview** – Changes in a respondent's mood while answering questions or filling out a feedback form might alter its dependability.
- **The mood of the interviewer at the interview** – As a respondent's mood can fluctuate from interview to interview, so can the interviewer's mood, motivation, and engagement, altering the reliability of the research tool.
- **The nature of the interaction** –The interviewer and interviewee's interaction affect replies. Changes in interaction may alter the reliability of the interview.
- **The regression effect of the instrument** – When a study instrument measures attitudes towards a topic, some respondents may believe they were overly negative or too favourable. Their second view may differ, compromising reliability.

This research included both primary and secondary sources of information. The primary data came from interviews that were conducted using a qualitative method of semi-structured interviews. An interview guide was developed which consisted of a total of twelve (12) questions –two (2) related to strategy development; eight (8) related to the values and principles methodology and two (2) related a value-based performance management strategy (see Appendix B). In addition to that, a desk review was carried out to collect data from a wide variety of secondary sources. Secondary data was collected by way of review of literature which relates to the topic. Consideration was given to a wide variety of sources, including reputable journals, books, various articles, periodicals, conferences, and websites, to gather relevant information on the topic.

As soon as the study design was finalised, the process of gathering information from participants began. The information was collected from the original source. The main data were more dependable and instilled a higher degree of confidence in decision-making with the trustworthy analysis direct correlation to the occurrence of the events. This study collected data using an interview guide designed on MS Forms. In addition to the interview guide, a letter of consent requesting possible responders' participation was disseminated for approval. The data gathering was done via MS Teams as this was the most convenient platform for the participants.

Participants were contacted via email, requesting an interview appointment. This was followed by a phone call, following the failure to receive replies to the emails sent.

MS Teams calls were advantageous for setting up meetings with participants who worked remotely. The interview guide contained semi-structured interviews to elicit participants' ideas and opinions on the BSC and PM. Interviews with participants were done on MS Teams during a three-week period, starting on the 30th of March 2022 and ending on the 25th of April 2022. The interviews were recorded on MS Teams with the participants' permission, with the goal of accurately analysing the information provided by the participants. When the informed consent from participants was sought, a form clarifying that their responses would be kept 'private and confidential' was given to each participant.

3.8 Data Analysis

Data analysis is the method of modelling, manipulating, clearing and analysing data to obtain practical information, through which conclusions are generated and helpful decision are made (Saunders et al., 2003). According to Kumar (2011), there are three primary approaches to writing about what you have discovered when conducting qualitative research:

- a) Contriving a narrative with the intention of elaborating on a certain occurrence, scenario, or incident;
- b) Identifying the key emerging themes from your field notes or excerpts of your in-depth interview sessions and writing about them, quoting thoroughly in word-for-word format;
- c) Measuring or quantifying the key themes to show how prevalent they are and, as a result, how important they are.

The qualitative data acquired in this study was analysed using content analysis. Sekaran and Bougie (2016) explain that this method of observational research or content analysis is applied to undertake a methodical investigation of the symbolic material contained within all forms of recorded communication. Thus, large volumes of raw data were analysed to determine the themes, such as the existence of specific or recurring phrases and concepts. The study topics addressed the goals of the study (Sekaran & Bougie, 2016). The questions were relevant to each of the themes. Access to libraries, internet, records and documents was also explored. Data received from the interviews was analysed holistically at this phase in preparation of the findings and recommendations. The interview method is the most effective method used to

obtain data in qualitative research and may take the form of structured, unstructured and semi-structured questions (Saunders et al., 2003).

In addition, approaches involve also creating a table or chart that summarises your findings and presents them in a logical order; and presenting your findings in a way that is accessible to the audience. Saunders et al. (2003) believes that prior to this step, responses from the participants would need to be grouped and coded. Tabuena and Hilario (2021) affirm that qualitative data is data that is shown in words and descriptions whilst quantitative data is data written down in the form of several numerical figures using statistics.

Busetto et al. (2020) state that in the course of conducting an analysis of data collected, the field audio recordings and notes must first be transcribed into procedures and transcripts before being coded. The study used the thematic analysis approach, following the collection of data from the interviews. Braun and Clarke (2021) describe the process of thematic analysis which was followed in this study:

- a) Phase 1: **Familiarising yourself with the data** and immersing yourself in the content with repeated reading of the content to grasp the meaning. In many cases, qualitative fieldwork results in the generation of a sizeable data corpus. During the data gathering process, it is possible to obtain hours of interviews or focus group sessions, pages of observational notes, and a vast number of documents. In many cases, the amount of data obtained is directly proportionate to the amount of time spent conducting fieldwork. Therefore, one of the first processes in qualitative analysis is to prepare and arrange the data for theme analysis (Lester et al., 2020). Through the transcription of the recordings, a better understanding of the ideas and themes emerges. Multimodal and verbatim transcripts are utilised in qualitative research, depending on the technique and intent of the research. Verbatim transcripts, which capture every participant's statement, are used for theme analysis (Lester et al., 2020).
- b) Phase 2: This phase encompasses the process of **generating initial codes** and marks the beginning of the analysis. Data is organised into themes that relate to and that are pertinent to the research aim and questions. For this study, coding was done manually.
- c) Phase 3: **Searching for themes** - Once the coding is completed, a series of relevant themes emerge, which make it possible to correlate with the objectives of the study. According to Patton (1980), "inductive analysis" denotes that the categories of analysis, themes, and patterns emerge out of the data; more specifically, that they originate from

the data as opposed to being imposed on them prior to the data collecting and analysis process.

- d) Phase 4: **Reviewing themes** - Data is re-read to ensure that the themes that emerged correlate to the transcription and are valid for finalising the process. This theme name should include all underlying categories, be descriptive of their content, linkages, and similarities or contrasts (Lester et al., 2020).
- e) Phase 5: This phase entails **defining and naming the themes** and **sub-themes** and discarding what are not themes. Themes are often associated with the conceptual or analytic aims of the study in response to its key research questions or subject (Lester et al., 2020).
- f) Phase 6: When conducting a thematic analysis, one of the most crucial considerations to consider is how best to convey information regarding the analytical process in a way that is both transparent and worthy of being independently verified (Lester et al., 2020). This is the final phase and involves **producing the report** with a final analysis and write-up, highlighting in detail the participants' contribution to the study.

3.9 Trustworthiness of the Study

According to Lincoln and Guba (1986) and Shenton (2004), conformability, transferability, the credibility, and dependability of a qualitative study are the four characteristics that demonstrate its reliability. Furthermore, these four indicators are the factors that indicate reliability and validity in the research of qualitative data (Saunders et al., 2003). Reliability (or repeatability) discusses and implies the degree to which the identical or similar responses may be achieved by applying more than once, the same tools or instruments in separate occasions and time (Kyngäs et al., 2020). According to Kumar (2011) a research tool is said to be dependable if it is consistent and stable, and therefore accurate and easy to predict. The more consistent and stable an instrument is, the more you can depend on it. Testing for validity is concerned with the degree to which a test accurately evaluates what one expects it to evaluate (Saunders et al., 2003). The accuracy and precision of a measuring technique are principal factors in determining reliability (Guion, 2002). The uniformity of data-gathering processes such that they may be repeated to get comparable results is referred to as reliability (Shenton, 2004). Internal and external validity were given extensive consideration in this research. In qualitative research, validity refers to whether the conclusions of the study are accurate and certain (Pulakos, 2009). The validity of the investigation technique was ensured through the use of triangulation. . The use of more than one technique or data source to ensure that results can be cross-checked i.e. triangulation (Wilson, 2014) was used to obtain an elevated level of precision and extensive data by targeting

individuals from several levels (Golafshani, 2003). Triangulation in terms of theory, data sourcing and inquiry supplemented the information gleaned from the interviews and aided in the consolidation of the primary themes that emerged (Wilson, 2014).

According to Miles et al. (2013), the most common method employed in qualitative research is called a purposeful methodology. In this method, research participants are elected based on the researcher's perception of how valuable they are to the purpose of answering the research question. Hence, purposive sampling was applied to choose the fifteen (15) respondents, who were not chosen at random but were intentionally chosen based on their jobs and departments. As a result, to improve the dependability of this study, a clear research design was created and an acceptable technique that provides high reliability was used. Interviews were undertaken through the process of data collection to improve dependability.

Internal validity's counterpart, credibility, guarantees that the participants' replies to the interviews genuinely reflect what they meant. In the setting of qualitative research, transferability is the degree to which the results may be extended or employed to other settings or circumstances. Dependability in qualitative research may be described as the data stability, reliability or consistency throughout situations and time. In quantitative surveys, reliability and dependability can be contrasted (Kyngäs et al., 2020). In other words, dependability refers to how well data collection, analysis and theory generation work together. Conformability measures the likelihood that other scholars will be able to corroborate the findings of a research study (Kyngäs et al., 2020). It is essential to prove that the understandings, clarifications, and interpretations of the results are not the product of a researcher's imagination. Every stage of the analysis process, comprising the planning, organisation, and reporting of findings, should be monitored for trustworthiness to avoid researcher bias (Saunders et al., 2003). Any interpretation of findings must be grounded and validated against a transparent data collection method (Golafshani, 2003). The trustworthiness of the study was attained by concentrating on and giving due consideration to the aspects of reliability, validity, transferability, and dependability that assure that the conclusions accurately represent the information provided by the participants. This was done by checking in with the participants to ensure that the responses are a true reflection of what was collected during the data process. The credibility of a study was also checked by the participants during and after the interviews. This was done so that the participants verify that the data collected and findings were interpreted accurately and based on their experiences. Throughout the supervision meetings, the researcher and supervisor reviewed the themes and subthemes that had arisen in the data to verify applicability. Given that

the study took a qualitative approach, all research findings were consistent and verified against the purpose of the study by providing a detailed description of the research design and the implementation and data analysis process, so that the study could be repeated and research results could be relied upon.

3.10 Ethical Considerations

The Ethics Committee of UKZN granted ethical approval as highlighted in Appendix C. The project reference number is HSSREC/00003506/ 2021. Before collecting data, researchers must obtain agreement from all persons who are actively involved in the research (Maxfield & Babbie, 2014). Ahead of the start of the study and throughout the duration, both the study site and the participants provided their written consent. To both the study site and the research participants, it was made clear that the data gathered was mainly for research purposes. Participants were required to sign a letter of informed consent in which they were notified of the intention of the investigation and that they would remain anonymous. The necessary precautions were taken to protect the confidentiality of all data, including audio recordings, field notes, and transcripts. This is kept on a cloud based record management folder and may be made available for audit purposes. In order to safeguard the participants' rights and privacy, their names are not written or stored anywhere and are only known to the researcher. Should disclosure of the participant's identify to a third party be required, consent from the participant, approval was sought. According to Kumar (2011), the areas that follow could cause ethical issues if not dealt with appropriately: seeking consent, providing enticements, gathering information, seeking delicate information, maintaining confidentiality, and the possibility of causing harm to participants. Informed consent provided the participants the confidence that the study was confidential. Respondents were also guided and informed that their participation in the research study was voluntary. Volunteer participation refers to individuals that are never forced to take part in the study. Before conducting the interviews, respondents were provided the participant information sheet (Appendix A).

3.11 Limitations of the study

The scope of the research was limited to an institution that was in the process of undergoing organisational transformation at the time of the gathering of data. It is possible that this influenced how the participants responded. As a result, the responses from the participants may have been excessively critical, may have displayed personal views and moods, and may have

reflected the precarious circumstances that this institution was experiencing. One of the most significant drawbacks of this investigation pertains primarily to the methodological paradigm, which is qualitative and, as a result, is not reflective of all HEIs. The recommendations presented in this study will, however, make a considerable and meaningful contribution to the research on the development of values-based PMSs in HEIs.

3.12 Conclusion

Chapter Three covered the research methodology of the study. The utilisation of the concepts of validity and reliability, as well as the emphasis that is assigned to them, is one of the distinctions that can be made between qualitative and quantitative research. When doing qualitative study, "credibility," as articulated by Lincoln and Guba (1986), appears to be the exceptional key measure of internal validity, and it is evaluated based on the degree to which respondents agree with the results. In quantitative and qualitative research, "validity" is established using distinct sets of methodology. It includes the research design as well as how the information is collected and interpreted in the study. A full discussion of the research methodology used to conduct this qualitative research has been provided to demonstrate how it was completed. The data-gathering strategies that were used were adequate for generating accurate and trustworthy information. This chapter also contains a discussion of the ethical implications that should be properly considered. The outcomes of the data collection conducted using the approach provided in this chapter are discussed in greater depth in the following chapter.

Chapter Four: Findings

4.1 Introduction

This chapter presents an analysis of the data gathered from the interviewed participants, with a focus on the BSC approach to strategic management combined with a values-driven methodology of PM in a higher education setting.

4.2 Description of Data Collection

This study assessed the data using thematic analysis which is defined as a method for assessing, isolating, and reporting the themes within material (Vaismoradi et al., 2016). The researcher is provided with the opportunity to investigate the likelihood of each topic in a broader sense through the use of thematic analysis. Moreover, thematic analysis assists the researcher to identify and generate themes that are pertinent to the outcomes of the investigation (Lochmiller, 2021). This method was ideal since it comprises an in-depth review of the acquired information; detection of important focal areas; and placing information into classifications for a definitive analysis. Semi-structured interviews were selected and preferred as the procedure/technique to gather information through a series of questions. The questions were formulated carefully to produce suitable responses in considering the aim of this study. The questions were constructed and gathered into three sections, which were supported by the main objectives of the study that consisted of identifying the challenges in implementing the BSC model when measuring behavioural outcomes within a values-based PMS. The total number of interviewees were fifteen (15). The participants' ranks and levels spanned from executives to lecturers, administration support and managers, thus providing adequate opportunity to acquire a deeper insight into the perspectives of people at diverse levels and ranks. The interview duration was approximately twenty-five (25) minutes. Each interview was audio recorded on MS Teams and transcribed into a MS Word document.

4.3 Research Instrument

The research instrument applied in this study encompassed a list of questions proposed or asked to the participants using the semi-structured interview method, since it draws conclusions from the open-ended questions. This sort of interviewing was simple to do and effectively standardised, as all participants were asked the same questions. A total of 15 (fifteen) interviews out of fifteen (15) targeted participants were successfully conducted, representing a 100% interviewee participation rate. ~~This is above a 70% response rate, which is acceptable for the~~

~~study as fair representation of the participants from the HE sector, involving employees at the institution, both academic members of staff and administration support members of staff.~~ The interviews were conducted on MS Teams with the participants' permission, with the goal of accurately analysing the information provided by the participants. Consistent with Oltmann (2016), while determining the best interview format for a research topic, both the interviewer and the participant setting must be carefully evaluated. According to Oltmann (2016), interviews may be increasingly beneficial since they allow the interviewer to investigate specific areas of concern, which may result in focused and constructive comments. Participants' informed consent forms were disseminated to the participants, notifying them that their replies would be kept "private and confidential".

Accordingly, in this study, pre-set interview questions were employed. It was a discussion or brainstorming session on the subject matter, where both the interviewee and the interviewer were at ease throughout the interview. In contrast to pre-set interviews, both the interviewees and the interviewer chose the direction of an interview. Preece et al. (2002) postulated that this makes it complex to standardise the interview across multiple participants, since each interview takes a different format and direction. Accordingly, to ensure uniformity with the participants, the pre-planned main questions for direction ensured that the same themes or subjects were shared with each interviewee. The interviewer varied the level of questioning according to the context and probed interviewees more deeply on specific issues. As the interview proceeded, the interviewees were given the option to expand or make available more pertinent information if he or she so preferred. The process was time-consuming, however, it generated valuable data and information during the conversation.

4.4 Interview Process and Procedures

The interviews took place over a two-week period. All interviews were performed on MS Teams due to COVID-19 protocols. The following strategies were used to strengthen the interviews' validity and reliability:

- a) To verify that all participants understood the aim of the study equally, the purpose of the study was communicated to everyone, therefore increasing data dependability.
- b) Interviews were organised at times convenient for participants, and they were also given a copy of the questions. By giving participants a printout of the interview questions, they were able to organise and offer well-thought-out solutions to several of the questions.
- c) Adequate time was spent communicating with participants to ensure data reliability.

- d) The procedures to be followed were established, as were the UKZN research ethical regulations requiring adherence to participants' rights.
- e) Prospective participants were invited to participate in an interview by emailing them the consent form, which included the research's ethical requirement.
- f) Individuals' replies and non-responses were analysed to determine if they were willing and accessible to be interviewed. The interviews were then scheduled in collaboration with the persons who expressed an interest.
- g) Before each interview, permission was obtained from each participant to ensure that they were ready and happy for the interview to be recorded.
- h) At the conclusion of the interviews, the interview notes were analysed, and the recordings were listened to and captured to process the data acquired.

Throughout the interviews, participants were courteous, engaged and receptive, and their replies to the questions were helpful. Notably, there were no significant complications throughout the interviews.

4.5 Demographic Information

This section discusses the biographical characteristics of participants. Table 4.1 describes the biographical statistics of participants, including gender characteristics (Figure 4.1) and category of participants' occupation (Figure 4.2).

Table 4-1 Demographic Information

Participant Rank	Male	Female	Total/Rank
Executive	1	1	2
Middle Manager	1	2	3
Technical	1	0	1
Department Manager	0	1	1
Head of Department	1	1	2
Associate Professor	1	1	2
Senior Lecturer	0	2	2
Lecturer	0	2	2
Total Number of Participants	5	10	15

Table 4.1 illustrates the interview schedule comprising two (2) executives, three (3) middle managers, one (1) technical staff, one (1) department manager, two (2) heads of department, two (2) associate professors and four (4) lecturers. This indicates a total of fifteen (15) respondents that contributed to this study. In addition, Figure 4.1 below demonstrates the statistics of gender participation, which displays a total of five (5) males (33%) and ten (10) females (67%) that were interviewed.

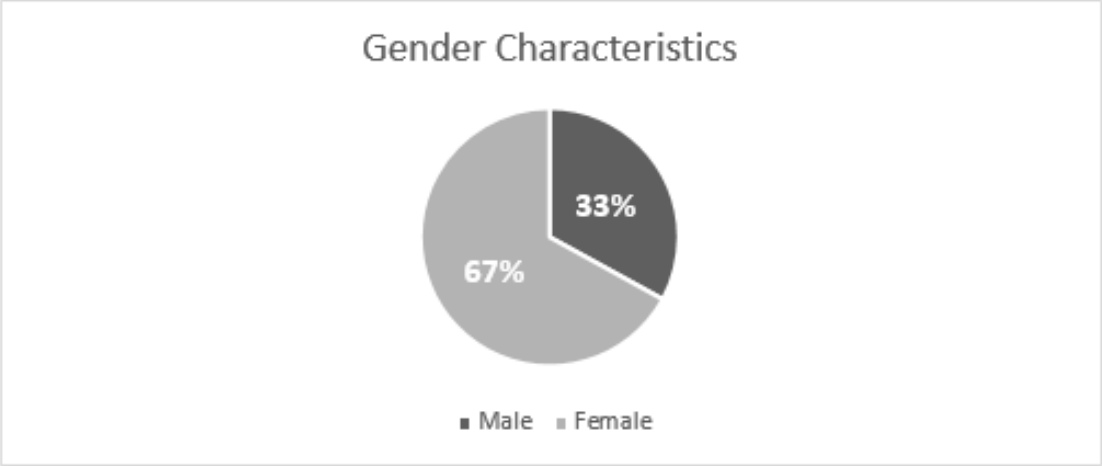


Figure 4-1 Gender Characteristics

Figure 4.1 describes gender characteristics. It indicates that 67% of females and 33% of males participated in this study. Figure 4.1 also reveals a major difference (inequality) in terms of male and female participation in this study. Males in the workplace should be encouraged towards participating in this type of research to generate an approximate equilibrium (balance) of opinions. Figure 4.2 illustrates the category of participants' occupation from the HE sectors.

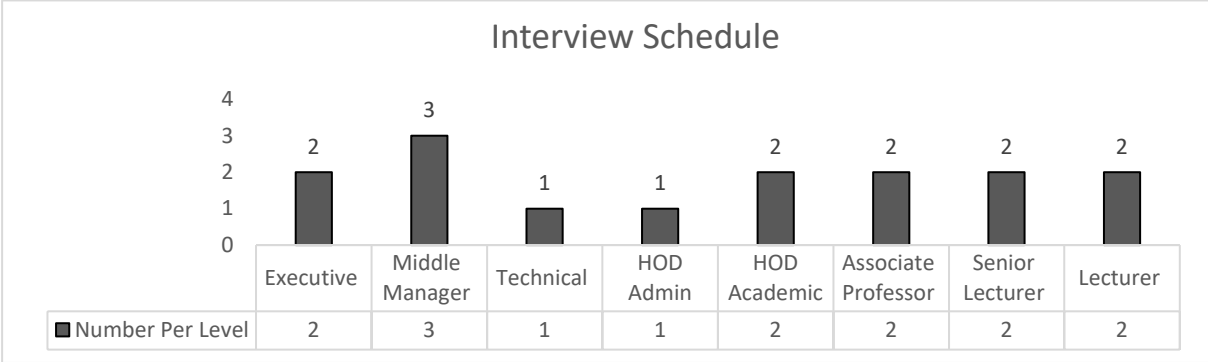


Figure 4-2 Category of Participants' Occupations

As indicated in Table 4.1 above, Figure 4.2 displays the category of participants' occupations, which includes 2 (two) executive managers, 3 (three) middle managers, 2 (two) heads of department, 1 (one) department manager, 2 (two) associate professors, 4 (four) lecturers and 1 (one) technical staff. This figure reveals the accuracy of information gathered in this study, given that most participants are highly educated participants. In addition, it can be specified that the category of participants can ensure that the study is valuable and therefore credible as most participants, had a high participation rate of lecturers and middle managers. The following section discusses the presentation of the findings.

4.6 Presentation of Findings

According to Creswell and Clark (2018), qualitative data analysis procedures involve selecting the analysis approach based on the research questions. This study used thematic analysis to gather the qualitative data. Once the information was collated, certain themes were identified. Cooper (2012) says that thematic analysis is a method for finding patterns of themes across a dataset, organising them, and determining what they mean. Therefore, because it concentrates on meaning across a whole dataset, thematic analysis makes it easier for the researcher to comprehend and make sense of meanings and experiences that are commonly held or experienced collectively (Saunders et al., 2003). This method assisted in recognising the way a topic is commonly spoken or written about, and in ensuring that topics are correctly capturing the meaning of those commonalities. Thus, in this study, inductive thematic analysis was applied to examine the interview data. The coding as well as the generation of themes was completed based on the recordings of participants from the interview responses. The interview responses were arranged and classified according to themes, which are evaluated from the main themes aligned to Qualitative Findings (QF).

This chapter presents and discusses the results obtained from the qualitative data collection. The interview was the only tool used to collect data, which focused on measuring employees' perceptions through a values-driven PM strategy for the HE domain. The following symbols or acronyms are used to link with the inference of QF, which explains the relatedness between the main themes and the sub-themes:

- Inference of Qualitative Findings

According to Creswell (2015), QF, such as analysed and described from Table 4.2 to Table 4.13 below, explain and relate the sub-themes to the main themes. The main themes are the constructs or subjects/issues which were discussed between the interviewer and interviewees.

The sub-themes are participants' views, opinions and ideas based on their understanding from questions that were presented to them. Participants' views are coded as PTP 1 to PTP 15.

- Inference of QF aligned to the Balanced Scorecard Method

Table 4. 2 describes the inference of QF aligned to the BSC Method. It provides the findings resulting from the question that required participants to indicate: What do you understand by the BSC method? Do you identify with this method of strategy development at the university? The common themes and sub-themes that emerged in the interviews are highlighted in Table 4.2, the sub-themes that emerged are: Perspectives, Targets and performance, Strategic planning and results, and finally Monitoring tool.

Table 4-2 Inference of QF Aligned to the Balanced Scorecard Method

Question 1: What do you understand by the BSC method? Do you identify with this method of strategy development at the university?
Main Theme 1: BSC Method
Sub-Themes: Perspectives, Targets and performance, Strategic planning and results, Monitoring tool
PTP 1: "It is about considering the various sectors in the organisation in a holistic manner because they impact on each other. Not being implemented properly at the university"
PTP 2: "It is a strategic planning method that organisations use. It aims to bring together different perspectives of an organisation to create a better working and goal achieving environment. There are some aspects that can be identified with. A university cannot have its structures operating in silos. Different aspects need to be integrated so that goals can be achieved."
PTP 3: "It is a measure that determine satisfaction with services."
PTP 4: "A method that top management uses to share their targets and performance so employees can be guided by the process."
PTP 5: "I think it is a method that gives personnel a great preview of the broader strategy of the university, and more importantly how each individual personnel member must align with the overall strategy, in their day-to-day operational issues."
PTP 6: "No, I do not understand by the BSC Method. No, I do not identify with this method of strategy development at the university."
PTP 7: "It is a matrix used to measure and improve performance."
PTP 8: "It is a weighted value of different components of PMs as per the institutional targets/goals."

PTP 9: "Identifying gaps in internal performance, use the performance matrix to improve internal gaps so that outcomes in performance can improve. The method provides continuous feedback and is a good monitoring mechanism for improving performance in some cases proactively."

PTP 10: "A tool to keep examining the strategic decisions taken by the corporation based on values/indicators earlier formed and that should permeate at least four aspects, including customer, internal processes, financial and learning."

PTP 11: "Yes, my understanding is that the university is using the BSC. It has the four perspectives like the BSC."

PTP 12: "I don't think I know what that is. I know that it is about strategy, maybe a finance department tool."

PTP 13: "I don't know, maybe it is a management report. No, I don't identify with it."

PTP 14: "It compares strategic goals with results. In full agreement with method."

PTP 15: "The BSC gives the information of the performance of the worker, where the employer can see the areas of where employee is lacking or is good at. Yes, for the university to be able to identify where to strengthen its' performance and where it is doing amazingly good it should maintain it performance."

- Inference of QF related to Institutional Alignment of Strategy with Performance

Table 4.3 illustrates the inference of QF related to the institutional alignment of strategy with performance. It provides the findings from the question that required participants to indicate: Describe how the institution aligns strategy with performance? The following sub-themes were identified: Benchmarks, ENVISION2030, Alignment of goals with EAPP as reflected in Table 4.3, which are associated with the main themes.

Table 4-3 Inference of QF related to Institutional alignment of strategy with performance

Question 2: Describe how the institution aligns Strategy with performance?
Main Theme 2: Institution alignment strategy with performance
Sub-Themes: Benchmarks, ENVISION2030, Alignment of goals with the EAPP
PTP 1: "The performance management scorecard measures the achievement of strategic goals."

PTP 2: "The institution has attempted to adapt ENVISION 2030 to PM. There are some strategic areas that can be performance managed, however developing a one cap fits all approach, in my opinion is not working."

PTP 3: "Through ENVISION 2030 workshops."

PTP 4: "There is consensus with employer and manager but the challenge is that the performance evaluation is a work in progress, with no understandable agreement between the employee, manager and the (unknown) moderator(s)."

PTP 5: "The entire PM system ensures that individual personnel identify and aligns with the institutional strategy, as well as the departmental operational plans being aligned concomitantly."

PTP 6: "The University has developed a strategic plan (ENVISION 2030). Faculties/Department and Individual performance plans/agreements must align to the University strategic plan, goals, and objectives and consequently performance is aligned to strategy."

PTP 7: "By ensuring day-to-day activities are linked to the institutional objective and are directly/indirectly assist the institution realise its goal."

PTP 8: "The KPAs are determined based on Institutional strategy."

PTP 9: "ENVISION2030 provides an important benchmark for informing and measuring performance using PM targets and goals have been identified in the strategic plan, with improvement plans to enhance performance."

PTP 10: "Through University EAPP, Divisional EAPP, departmental EAPP and PM ".

PTP 11: "What they are doing is that they are aligning the EAPP to performance. The EAPP is an extraction from the strategy. So, we need to align our PAs to this document."

PTP 12: "We take the performance template and add the strategy of the university to it. We take the KPIs and align them to that document and submit it to HR."

PTP 13: "There is a process they use whereby they take the EAPP and align with our performance plans, and we must develop our PAs to that."

PTP 14: "Strategy is to align performance with goals."

PTP 15: "The institution should give recognition to the workers that are performing well and give training to those that are still lacking on their performance for it is the workers to perform according to the institution strategy."

- Inference of QF related to the Values of the Institution: Strategy link to the Values and Principles Methodology

Table 4.4 demonstrates the inference of QF related to the Values of the institution: Strategy link to the values and principles methodology. It provides the findings resulting from the question that required participants to indicate: What are the values of the institution? Do you believe that the strategy is linked to the values and principles methodology? The sub-theme in Table 4.4, which is related to the main themes, was identified as: Embed values into strategy.

Table 4-4 Inference of QF related to the Values of the institution: Strategy link to the values and principles methodology

Question 3: What are the values of institution are? Do you believe that the strategy is linked to the values and principles methodology?
Main Theme 3: Values of institution
Sub-Themes: Embed values into strategy
<p>PTP 1: "It is not enough to espouse values, we have to live them but there is a disconnect here."</p> <p>PTP 2: "Accountability, Integrity, Transparency, Professionalism, Honesty, Respect, Fairness, Compassion and Commitment Excellence. It is important that strategy is linked to values - however at the Institution this has not happened successfully."</p> <p>PTP 3: "These are embedded in ENVISION2030 absolutely aligned."</p> <p>PTP 4: "Transparency, honesty, integrity, respect, accountability. Not entirely."</p> <p>PTP 5: " Values and Principles assist one in defining the moral code or radar by which one operates within the institution having these V&P's guides personnel to streamline all of their own processes and activities according to the broader V&P's and as defined by executive and senior management. ENVISION2030 entrenches the V&P as very much a part of the overarching institutional strategy."</p> <p>PTP 6: "Transparency, Honesty, Integrity, Respect, Accountability. Yes"</p> <p>PTP 7: "Transparency, Honesty, Integrity, Respect, Accountability. Yes, these are linked to the values and principles methodology."</p> <p>PTP 8: "Values and principles form the underlying thread of the strategy and forms the basis of the strategy."</p>

PTP 9: "Values speak to Accountability, Integrity, Commitment, and Transparency. The values are linked to the strategy as such values are integral for high standards of performance."

PTP 10: "Transparency, Honesty, Integrity, Respect and Accountability. Yes, the institution's strategy is linked to the values and principles methodology."

PTP 11: "Honesty Transparency commitment Compassion, integrity, respect, accountability, professionalism. I can't think of more, but I think there are more. No, there is no link between the values. We cannot see this working."

PTP 12: "I know there are values and principles. So many things to remember Respect, Trust, Compassion, Integrity, etc. I don't know whether it is linked but I know that it is in the strategic document. I don't know how it gets measured."

PTP 13: "There is so many... I must take it from the email signature. Transparency, Integrity, Honesty. Respect, Accountability, Excellence, Professionalism, Compassion, Commitment Fairness."

PTP 14: "Question should be reworded, considering your institutions values is the strategy linked to its' principles...the answer is yes."

PTP 15: "Values are transparency, honesty, integrity, respect, accountability. Yes, my institutions strategy is linked to it values as it has a strategy of having about 30 000 students from KZN making our institution a first choice. As I am in an HR department, I have taken note of that the institution is working hard to achieve that goal, as it has clear plans and dedicated employees that are making sure that they work hand in hand to achieve that milestone."

- Inference of QF correlated to Employee Behaviour and Performance in a manner that displays the Core Values of the Institution

Table 4.5 reveals the inference of QF correlated to employee behaviour and performance in a manner that displays the core values of the institution. It provides the findings resulting from the question that required participants to indicate: In your opinion, is it important to measure whether an employee is behaving and performing in a manner that displays the core values of the institution? The sub-theme identified, "Importance of lived values and ethics" is reflected in Table 4.5, related to the main theme. Furthermore, this table displays the trends or degrees of agreement and disagreement based on the main statement/theme.

Table 4-5 Inference of QF correlated to employee behaviour and performance in a manner that displays the core values of the institution

<p>Question 4: In your opinion, is it important to measure whether an employee is behaving and performing in a manner that displays the core values of the institution? Explain your answer</p>
<p>Main Theme 4: Employee behaviour and performance in a manner that displays the core values of the institution</p>
<p>Sub-Themes: Importance of lived values and ethics</p>
<p>PTP 1: "I do not believe in PM in its traditional archaic form. It should be organic and fluid. People cannot be boxed in by policymakers who have no clue."</p> <p>PTP 2: "I agree, this is important. Each employee is a representative of the organisation and has a role to play in its success and goal achievement."</p> <p>PTP 3: "Yes, how else would you determine success: personal development and satisfaction."</p> <p>PTP 4: "Values should be what we do. By making it onto a performance agreement some staff may stop doing this. For instance, I do certain public activities, it was not a PMS "value" I have stopped as it seems to be unrecognised, except in congratulatory emails - yet I receive massive support from outside the university " .</p> <p>PTP 5: "Oh absolutely! Irrespective of one's personal value systems, it is vitally important for personnel to have a roadmap or dashboard of institutional V&P, for which they need to be responsible and held accountable. Measurement of such behaviours according to core values, while often laborious is necessary, so that real alignment may occur across the board."</p> <p>PTP 6: "Yes, these are basic values for any organisation to be successful and to ensure that its staff and clients/customers are treated respectfully and appropriately."</p> <p>PTP 7: "Yes, Employees as they identify with the institution, they have to portray the institutions culture and character based on its values."</p> <p>PTP 8: "Yes, the whole concept of lived values needs to align with self-behaviour."</p> <p>PTP 9: "Yes. In the absence of such measurement, then there is no indication of the extent to which such values have been contravened or the need for skills training."</p> <p>PTP 10: "Yes, to contribute to the organisational efficiencies."</p>

PTP 11: “Yes, it is important. We cannot just do as we wish. There must be some decorum and ethics to it.”

PTP 12: “Yes, we need the environment to be trusting and ethical when dealing with students, so we need to teach the students that they must abide by their conduct. Walk the talk.”

PTP 13: “Yes, it is important. Line managers too need to behave accordingly.”

PTP 14: “Yes. It is imperative that performance is matched to core values as this reflects on the integrity and overall success of the institution.”

PTP 15: “Yes, it is important. The employee that is behaving in a bad manner can make other employees to not enjoy working with that employee, and if the organisation is not working towards shaping the employees’ behaviour in a way that will benefit the organisation, that can end up making other employees to be demotivated and sometimes end up making more employees to not perform well.”

- Inference of QF correlated to the Translation of Values and Behaviours into Action through the Decisions of Employees

Table 4.6 depicts the inference of QF correlated to values’ and behaviours’ translation into action through employees’ decisions. It provides the findings resulting from the question that required participants to indicate: While conducting your job, do you see these values and behaviours being translated into action through the decisions you make, explain your answer? The sub-themes were identified as: Values-driven decisions and Compliance, and are reflected in Table 4.6, related to the main themes.

Table 4-6 Inference of QF correlated to Values’ and Behaviours’ translation into action through Employees’ decisions

Question 5: While conducting your job, do you see these values and behaviours are being translated into the action through the decisions you make, explain your answer.

Main Theme 5: Values and behaviours translation into action through employee’s decisions

Sub-Themes: Values-driven decisions, Compliance

PTP 1: "These values come naturally to me; I don't make a concerted effort because it is what I do anyways."

PTP 2: "Yes. Some of the values are closely linked to the graduate attributes that we aim to instil within our students."

PTP 3: "Yes, through my daily activities' experiences but sadly not many staff follow these in practice. "

PTP 4: "Yes, I pay my own salary since 2009, funds I could have used to richly reward myself. I am unaware of any other staff doing similar (it may well be so)."

PTP 5: "Most definitely. I try very hard to implement the institutional V&P and give much thought to enacting the V&P as prescribed. This stretches across the spectrum of V&P. For example, Professionalism: in all my correspondence and communication, be it e-comms or face-to-face, I am acutely mindful of this particular V&P."

PTP 6: "These values are values that I try to practice in my daily life and apply it to my job as well."

PTP 7: "Yes, people around me do demonstrate a behaviour that reflects the institution's core values."

PTP 8: "Very much. There are often questions I ask in my actions/decisions that relate to the values and principles- for example, is my action principled? Objective? Transparent? Am I displaying excellence in my performance? Etc."

PTP 9: "Yes, upholding such values in decision-making is integral to driving not only performance but giving effect to the strategic plan."

PTP 10: "Yes, this is evident on staff conduct."

PTP 11: "I incorporate it into my work. It comes naturally. When it comes to values, no one needs to tell me what to do. It is intrinsic "

PTP 12: "I am very careful when making decisions. We could lose our jobs or get investigated because the environment lacks trust."

PTP 13: "I don't really see it like that. I think that I have a different understanding of values for the institution and myself. I make decisions on what feels and is right rather than think of my values first. The values of the institution is common values to everyone."

PTP 14: "Yes, compliance is of utmost importance in my job specifically, which is regulated by legislation."

PTP 15: "I cannot speak much for the organisation as a whole because I am still new and still trying to learn all the doings and the people within the institution. But for the HR Department I can say everything is transparent, there is honesty since each, and every HR employee works within the rules of the organisation, and they are helpful to one another with respect."

- Inference of QF linked to Employees' Performance Improvement through a PMS

Table 4.7 reveals inferences of QF linked to employees' performance improvement through a PMS. It stipulates the findings resulting from the question that required participants to indicate: Do you believe that employees' performance improves through a PMS? Provide a reason for your answer? The sub-themes that were identified in Table 4.7, which are linked to the main themes, were: Incentives and Bonuses.

Table 4-7 Inference of QF linked to Employees' performance improvement through a PMS

Question 6: Do you believe that employee's performance improves through a PMS? Provide a reason for your answer.
Main Theme 6: Employees' performance improvement through a PMS
Sub-Themes: Incentives and Bonuses
PTP 1: "Absolutely not, especially if the PMS is flawed."
PTP 2: "Yes. PM is done correctly can motivate and develop employees to perform better at their allocated duties. Staff may become more accountable and operate emulate the values identified by the organisation."
PTP 3: "Yes and no those who have always been improving themselves will continue and those not normally sit back."
PTP 4: "No, it has created an "I must do PMS" culture. Hopefully it will settle down. "
PTP 5: "Yes, it certainly does. This is because PM is not just about potential bonuses and so forth but rather gives personnel the wonderful opportunity to improve and develop in areas that require such. It also gives the so-called "highflyers" the opportunity to align with institutional strategy and be acknowledged for this."
PTP 6: "No, my current experience from PM is that it is a paper-based exercise just fulfil a job requirement."

PTP 7: "Yes, PMS highlight area of improvement to give one an opportunity to improve. Incentivise all those that go beyond and above and thus they are motivated."

PTP 8: "Yes, if PM is performed correctly, it is not seen as punitive but developmental."

PTP 9: "Yes, only way to formally and objectively assess performance."

PTP 10: "Yes, through articulation of targets using SMART principles."

PTP 11: "Yes, we are more focused and aware of expectations. We are also developing."

PTP 12: "No, this can be manipulated. If my line hates me, then he will give me a low score even though I am a hard worker."

PTP 13: "No, I think that employees use the scores to get a bonus. Some are even showing false reporting to get the bonus. What happens when there is family reporting to family?"

PTP 14: "Yes, it certainly does. At point of reporting on POE, one can assess one's own performance. One can then implement changes to ensure goals are met."

PTP 15: "Yes, it does because PM is not only there to benefit the organisation, but it also helps the employee to see where they are good at to gain confidence and it is also there for them to see where they are lacking so that they can ask for help from those who are doing good on that task which will make them to improve their knowledge and skills."

- Inference of QF linked to Strategy Achievement through the Adoption of the Institution Values by Employees

Table 4.8 shows the inference of QF linked to Strategy achievement through the adoption of the institution values by employees. It specifies the findings resulting from the question that required participants to indicate: Do you believe that the strategy can be achieved through the adoption of the institution values by employee? (Living values methodology as stated in the strategic plan). The sub-themes highlighted as: Attitudes and Behaviour, Skills development in Table 4.8, constitute participants' views and opinions.

Table 4-8 Inference of QF linked to Strategy achievement through the adoption of the institution values by employees

<p>Question 7: Do you believe that the strategy can be achieved through the adoption of the institutions' values by employee? (living values methodology as stated in the strategic plan)</p>
<p>Main Theme 7: Strategy achievement through the adoption of the institutions' values by employees</p>
<p>Sub-Themes: Attitudes and Behaviour, Skills development</p>
<p>PTP 1: "Yes, but what about the employees' values being embedded in the strategic plan? People live what they believe in if they don't believe in the values or the team that put them together, it will never work."</p> <p>PTP 2: "No."</p> <p>PTP 3: "Yes, it can for those embracing it as a part of their life."</p> <p>PTP 4: "Yes."</p> <p>PTP 5: "Yes, V&P must be lived, embraced, enacted and not simply exist as words on a document."</p> <p>PTP 6: "Yes, however this is based on individual attitudes and behaviour."</p> <p>PTP 7: "Yes."</p> <p>PTP 8: "Yes."</p> <p>PTP 9: "Yes, provided an important benchmark for high standards of performance."</p> <p>PTP 10: "Yes."</p> <p>PTP 11: "In some cases, yes. The strategy has the living values methodology incorporated into it. But in some departments or levels, it is hard to measure values like in administration."</p> <p>PTP 12: "No, that is there just for the sake of it. Who listens to reason? For the sake of saying we have a strategy, we just have these documents."</p> <p>PTP 13: "No, the strategy will be achieved through the skills and experience employees have. Also, if the objectives are explained in a way that employees understand. The document is too complicated."</p> <p>PTP 14: "Yes, it certainly can."</p>

PTP 15: "With good behaviour of being able to communicate to each other and a drive to learn more from those that know better amongst the employees, that can create a strong bond and trust on each other, and they work well together to achieve the goals of an organisation and personal growth would be achieved."

- Inference of QF linked to Strategy Achievement through the Adoption of the Institution Values by Employees

Table 4.9 shows the inference of QF related to the institution culture linked to a values and principles methodology. It denotes the findings resulting from the question that required participants to indicate: Describe the institution culture? Does the institutional culture embrace the values and principles methodology? The sub-theme identified as an "Absent culture" is reflected in Table 4.9, which is correlated with the main themes.

Table 4-9 Inference of QF related to the Institution culture linked to a values and principles methodology

Question 8: Describe the institution culture? Does the institution culture embrace the values and principles methodology? Explain.
Main Theme 8: Institution culture linked to values and principles methodology
Sub-Themes: Absent culture
PTP 1: "What culture? Don't get me started this is my area of expertise, and we are doing it as it is about face culture, it is not to be imposed."
PTP 2: "No, it does not. The institution is spending too much time on developing culture but no time in investing in talent. I cannot describe the culture other than, untrustworthy, inhumane at times, no transparency, there is too many values and principles."
PTP 3: "Culture of diversity that is respected."
PTP 4: "It is about accountability - yes in theory - we need to inculcate this. Culture is a process. The policy is a start."
PTP 5: "I am unable to make constructive inputs here as I work remotely and so do not have much access to personnel. However, in all my virtual engagements and some I can safely say

that the personnel I have dealt with have certainly embraced the V&P methodology as part of their day-to-day activities.”

PTP 6: “There has been a huge shift by the Institution to embrace its’ values and principles and this is being done by through the "Living Values" initiatives that are being undertaken by the Institution.”

PTP 7: “Not entirely. The institution promotes people centeredness. However, in some cases you would encounter situations of non-compliance, blame culture etc.”

PTP 8: “There is a strong move towards this. In most endeavours, ENVISION2030 is reiterated.”

PTP 9: “While many of us do embrace it, there is need for staff to buy into the values and principles methodology.”

PTP 10: “Yes, the values are embraced. Workers take accountability of what they are told to do. Managers trace and try to make them understand what they are not doing. The culture is in line with the values and principles.”

PTP 11: “We have a culture that is aggressive, non-transparent, untrustworthy, ruthless, not the environment you want to work in for a long time.”

PTP 12: “No trust. No order favouritism. There are no reliable processes. The culture has not yet been developed properly.”

PTP 13: “What culture! Each department and each faculty have different ways of doing things. Managers come and go. No time to even identify a culture.”

PTP 14: “The core values and principles are essential to all-encompassing present and future aspirations.”

PTP 15: “Our organisation recognises different cultures as it has different employees with different cultural beliefs.”

- Inference of QF linked to the effect of Coaching on performance

Table 4.10 displays the inference of QF related to effect of coaching on performance. It denotes the findings from the question that required participants to indicate: In your opinion, will coaching improve performance? Does this affect your motivation and performance? The sub-themes identified were: Motivation and Performance excellence, shown in Table 4.10, correlated with the main themes.

Table 4-10 Inference of QF linked to the effect of coaching on performance

<p>Question 9: In your opinion, will coaching improve performance? Does this affect your motivation and performance? Explain further.</p>
<p>Main Theme 9: Coaching effect on performance</p>
<p>Sub-Themes: Motivation, performance excellence</p>
<p>PTP 1: “Coaching is nonsense, it doesn’t work unless there is authenticity and trust, performance will improve if people feel valued and is not on paper but put into practice”</p> <p>PTP 2: “At times.”</p> <p>PTP 3: “Absolutely persistence and perseverance. “</p> <p>PTP 4: “Transparency, Empathy and Honesty is needed. Coaching will help.”</p> <p>PTP 5: “Coaching is always a great idea. Having mentored and coached countless individuals for well over 3 decades. I can confidently say that some personnel/people require a guide, a mentor, a coach, to just serve in this capacity, for them to adequately grow and develop. “</p> <p>PTP 6: “Yes, experienced staff can mentor and train underprepared staff. This will give staff more confidence to perform in their jobs and thereby improving performance.”</p> <p>PTP 7: “Yes. Coaching promotes improvement and it does not appear as a punishment.”</p> <p>PTP 8: “I believe that coaching can play a key role improving performance but more importantly creating a culture and strive towards excellence.”</p> <p>PTP 9: “Coaching is an important intervention to support staff. It can have a positive effect, especially for those who need some guidance. Coaching can be motivating and positively impact performance.”</p> <p>PTP 10: “Yes, coaching is a good staff development practice. Yes, this is an old concept and should be adopted at the institution it does affect performance in a positive way. I would rather be in a coaching session with my manager than an evaluation.”</p> <p>PTP 11: “Yes, coaching improves motivation levels. Contact with my line manager is important. But there is less of that now due to remote working.”</p> <p>PTP 12: “Yes, this is important as there is sometimes no supervision. It affects my motivation as we have no guidance to do our jobs and when things go wrong, we are blamed.”</p>

PTP 13: “Yes, this does. When the manager spends time with employees there is a difference in morale and output.”

PTP 14: “Yes, it will enhance performance. Yes, it would. If you have a coach that is well experienced, then it will get to the goal we are getting to.”

PTP 15: “Yes, it would if the person who is given a task of coaching has a good leadership skill and has a better understanding of what he/she should tell the employees then that can give employees a better understanding on what is expected to them.”

- Inference of QF linked to Personal Values and the Impact on Decision-making and Performance

Table 4.11 shows the inference of QF linked to Personal values’ impact on decision-making over job performance. It denotes the findings from the question that required participants to indicate: Do you believe that your personal values impact your decision-making while conducting your job? The sub-themes identified as: Personal character and Spiritual awareness are reflected in Table 4.11, which are linked to the main theme, and constitute participants’ views and opinions.

Table 4-11 Inference of QF linked to Personal values’ impact on decision-making over job performance

Question 10: Do you believe that your personal values impact your decision making while conducting your job?
Main Theme 10: Personal values impact on decision making over job performance
Sub-Themes: Personal character, Spiritual awareness
PTP 1: “Of course, yes. Otherwise, I let JESUS down.”
PTP 2: “Yes. My values and cultural aspects do impact on my decisions.”
PTP 3: “Totally do. Yes. Sometimes we’re asked to do something against what we feel is right or sometimes we are not treated well. So, we will then take it on based on our personal values that we brought to the institution it may not be our values but our personality or character that makes us act accordingly.”
PTP 4: “Yes, I want to leave a legacy that cannot be disputed.”

PTP 5: "Yes. V&P such as Honesty, Professionalism, Integrity etc. - these are universal and certainly inform/impact my own day-to-day actions and activities."

PTP 6: "The XXXX values are similar to my own values, and I try to practice these values in my daily life and apply it to my job as well."

PTP 7: "Yes. My being in terms of character traits and belief system drives how I approach my work."

PTP 8: "Yes, my personal values are very much aligned to the lived values of the institution, and I therefore really believe in ENVISION2030."

PTP 9: "Yes, it should be part of one's DNA."

PTP 10 : "Yes - personal values compliment organisation values."

PTP 11: "Yes, at times I am asked to do things I am not happy with or at times my line manager wants to do it his way and it sometimes fails. If only they listen to people below."

PTP 12: "No, I stick to my personal values. This will not change. I am an expert in my field, and no one can change that. I am God fearing person."

PTP 13: "Yes. I don't always agree with what management does. I sometimes don't trust their agendas even though we all must abide by the values and principles of institution."

PTP 14: "Yes, it does. My job is achieved by ensuring the XXXX community always remains compliant in terms of the law."

PTP 15: "Yes, it does because your personal life is always there wherever you go. If an employee has a problem personally it can affect their performance, same as if an employee is in a good mood that also can affect their performance in a good way."

- Inference of QF linked to Individual Performance Rated against the Institution Living Values Methodology

Table 4.12 displays the Inference of QF linked to Individual Performance rated against the institution living values Methodology. It denotes the findings resulting from the question that required participants to indicate: How would you feel if your performance was rated against the institution living values methodology? The sub-themes identified were: "Manipulation of results" and Positive attitude to an assessment and is reflected in Table 4.12, which is associated with the main theme.

Table 4-12 Inference of QF linked to Individual Performance rated against the Institution living values Methodology

Question 11: How would you feel if your performance was rated against the institution’s living values methodology?
Main Theme 11: Performance rated against the institution’s living values Methodology
Sub-Themes: Manipulation of results, Positive attitude to an assessment
<p>PTP 1: “It is already here, I’m waiting to see the outcome.”</p> <p>PTP 2: “It may be a better approach. More investigation is needed. How would values be measured for each staff member?”</p> <p>PTP 3: “No problem with that.”</p> <p>PTP 4: “We are not ready yet. Let us do it informally for a year or two before implementation.”</p> <p>PTP 5: “I would be supportive of such because alignment is integral to my role as a staff member of the institution.”</p> <p>PTP 6: “I would support this tool for rating performance as these are important components/tools for ensuring a well-balanced and efficient/effective workplace.”</p> <p>PTP 7: “I believe that is the right way. Employees need to be imbued with the same institution values as they are representatives of the institution and not of their own.”</p> <p>PTP 8: “I thought that the rating was fair.”</p> <p>PTP 9: “Excellent.”</p> <p>PTP 10: “Discouraged.”</p> <p>PTP 11: “I won’t like that. This is too subjective. And based on whether my line manager or peers like me.”</p> <p>PTP 12: “I don’t think it will work. Too much manipulation. No one will tell the truth about their boss.”</p> <p>PTP 13: “I would not like that. Management must first show they are incorporating the values first.”</p> <p>PTP 14: N/A</p>

PTP 15: "That would ask what the reason is behind those rating."

- Inference of QF linked to Concerns about Measuring Employees' Values and Principles from a 360-degree Assessment or Survey Methodology

Table 4.13 displays the inference of QF related to concerns about measuring employees' values and principles from a 360-degree Assessment or Survey Methodology. It represents the findings from the question that required participants to indicate: What are your concerns on being measured through a 360-degree assessment or survey which measures values and principles? The sub-themes that were identified were: Subjectivity and Lack of Confidentiality and support for a competency assessment and are reflected in Table 4.13, and correlated with the main theme.

Table 4-13 Inference of QF linked to Concerns about measuring Employees' values and principles from a 360-degree Assessment or Survey Methodology

Question 12: What are your concerns on being measured through a 360-degree assessment or survey which measures values and principles?

Main Theme 12: Concerns about measuring Employees' values and principles from A 360-degree Assessment or Survey Methodology

Sub-Themes: Subjectivity, Lack of Confidentiality, Support for a competency assessment

PTP 1: "I have no problem being evaluated in any way. I am great at what I do, and I work damn hard. And I love what I do but I take exception at being evaluated on arbitrary criteria. The people who are trying to measure my performance must do what I do first, then judge my performance. Evaluating me from a position of ignorance is a joke."

PTP 2: "It has been designed as a one cap fits all. Employee ability has not been considered. Unequal workloads. Our efforts just included and copied on the HOD plan with the same scoring and no work being done by the HOD. Appears to be an unfair approach."

PTP 3: "I think that those required to contribute and change and reflect, usually don't."

PTP 4: "It is a bit of a lottery - academics are incredibly competitive, even juvenile despite speaking the language of collegiality."

PTP 5: "I see no problem with a radial review. It is important (as it is with research of any kind) to triangulate data and so if there is a 360-degree assessment, it makes the process and procedure all the more valid. It also gives one the opportunity to be more openly and widely assessed, as opposed to a narrow and biased view of one's overall performance in the workplace. It also helps create a conducive environment for constructive and healthy feedback. So, I welcome such as opposed to viewing it as a source of concern."

PTP 6: "I am not sure as I have not been through such a process as yet (360-degree evaluation)."

PTP 7: "I do not have concerns on this because it is important to get visibility all round on employee performance and behaviour."

PTP 8: "I think it is a good system. There is always potential for biases when evaluated by peers, particularly when occupying a management role as evaluations can be politicised, but overall, a good system."

PTP 9: "No concerns as it is a good indicator of alignment between personal values and institutional values' A good determinant of conflicted values as well."

PTP 10: "Subjectivity from some participants."

PTP 11: "There is no confidentiality, there is manipulation of scores. I could lose promotions or opportunities based on these scores."

PTP 12: "The results will be shared. If there is no confidentiality, I will be victimised".

PTP 13: "Confidentiality, I will be victimised, I will be ring fenced for attack and humiliation. I won't be promoted if I tell the truth."

PTP 14: N/A

PTP 15: "I believe that kind of evaluation can help the organisation to track the character of the employee and find where they can be assisted whether personally or at the work, they do."

4.7 Conclusion

This chapter focused on the presentation of findings, which display participants' perspectives or opinions based on the BSC approach to strategic management and a values-driven PM approach, in a HE environment. The replies from the interviews are categorised into themes and sub-themes based on QF conclusions that correlated with the aim of the study and objectives. Chapter Five below contains the discussions and evaluation and interpretation of the research findings.

Chapter Five: Discussion and Interpretation of the Research Findings

5.1 Introduction

Generally, the findings revealed a positive trend where most participants supported statements, which required them to appreciate or indicate their views and perceptions aligned to variables that are in the tables presented in Chapter Four. Chapter Four provided the analysis of data gathered from the interviewed participants with the focus given to the BSC approach to strategic management coupled with a values-driven methodology of PM within a HE environment. This chapter contains a discussion and interpretation of the research findings as presented in Chapter Four.

5.2 Discussion and Interpretation of QF related to the Balanced Scorecard Method as strategy development at the university

As indicated earlier in Chapter Two, the term "BSC" denotes the practice of analysing both traditional and strategic financial measurements to acquire a more "balanced" view of performance (Keefe, 2019). Therefore, the purpose of this study was to establish the role that personal values play when measuring performance against strategy execution, and to identify the challenges in implementing the BSC Model when measuring behavioural outcomes within a values-based PMS. Hence, in the process of data collection, participants were required to respond to the question related to the BSC. Participants were expected to indicate their opinions based on question 1: "What do you understand by the BSC method? Do you identify with this method of strategy development at the university?" Different opinions and responses were provided to this question. The most relevant and common understanding or responses (the sub-themes that emerged from Table 4.2) suggested by participants in connection with the BSC method are as follows: Perspectives, Targets and performance, Strategic planning and results, monitoring tool.

According to Brown (2017), the BSC arose as a framework for transforming the goals of the organisation into a collection of key performance indicators. In addition, the BSC concept has become a complete framework for strategy management (Kaplan, 2010). Considering participant knowledge, the BSC method may be understood as a connection between employee projects and programmes, KPIs used to assess performance, strategic priorities the organisation is attempting to achieve, and the mission, direction, and strategy of the organisation (Keefe, 2019). Furthermore, it can be considered as a strategic map that assists employees in comprehending and connecting the overarching objectives, as well as the locations and tasks

assigned to everyone (Kaplan & Norton, 2000). According to Kefe (2019), the BSC approach helps organisations to "connect the dots" between strategic planning and operations.

Kefe (2019) posited that the BSC divides the goals of the company into four equally essential perspectives, namely Finance, Customer, Internal and People. The finance perspective involves the approach to increase organisational revenue and keep costs down (Kaplan & Norton, 2001). The customer perspective, according to Kaplan and Norton (2003), entails identifying the primary factors that set an organisation apart from its competitors so that these distinctions may be highlighted to potential clients. The strategy that can lead to an organisation contributing to the satisfaction of its consumers and obtaining more profit is known as the internal perspective (Kaplan & Norton, 2001), while the learning and growth or people perspective involves the way in which an organisation can nurture its staff's culture, capabilities, and skills (Kaplan & Norton, 2003). The finance, customer, internal and people perspectives correlate with participants' understanding and opinions when giving their views on the BSC method. As an example, participants acknowledged that the BSC method is a strategic planning method that organisations can use, aiming to bring together different perspectives of an organisation to create a better working and goal achieving environment (PTP 2). It is a method that gives personnel a great preview of the broader strategy of the university and more importantly, how each individual personnel member must align with the overall strategy (PTP 5). Moreover, it is a tool for supervising the strategic decisions taken by the corporation based on indicators earlier established and that should permeate at least four aspects comprising customer, internal processes, financial and learning (PTP 10). This concurs with the work of Kaplan and Norton (2004) in that the alignment of goals across these four perspectives is essential to successful value generation as well as the development of a strategy that is both focused and internally consistent.

Additionally, identifying gaps in internal performance uses the performance matrix to improve internal gaps so that outcomes in performance can improve. Furthermore, the method provides continuous feedback and good monitoring mechanisms for improving performance, in some cases proactively (PTP 9). Decisively, most participants have shown a high level of understanding concerning the BSC method and do identify with this method of strategy development in the HE sectors. However, only a few participants (PTP 12 and PTP 13) indicated that they do not know and do not identify with the BSC method.

The section that follows discusses the inference of QF related to the institutional alignment of strategy with performance (Table 4.3). As per Brown (2017), the BSC structure is a useful strategic management system that can be used at HEIs to assist in articulating the vision and purpose and converting the vision into strategy. This may be accomplished via the utilisation of the BSC structure.

5.3 Discussion and Interpretation of QF linked to Institutional Alignment of Strategy with Performance

Performance can be described as the prospective ability for future effective execution or application of action to achieve the targets and objectives, given that the goal of the organisation is to get the best performance possible from people, groups and the whole organisation (Lebas, 1995). Therefore, as stated earlier, it is critical for a business to develop a strategic plan to accomplish its vision, utilising the BSC method in strategic management by connecting the vision, aligning objectives with performance measures, and revising the strategy as necessary (Rothauer, 2018). Therefore, in this section, the objective was to examine the link between the institutional alignment of strategy with performance. This concurs with the strategic thinking approach as adopted by Guerra-López and Hicks (2017) which suggests that the strategic thinking approach to an individual's performance may also improve shareholder value by selecting prospects that are linked to strategy.

Considering this understanding, participants were required to describe how the institution aligns strategy with performance. Value for the organisation can be generated through a purposeful activity through a planned alignment and triangulation of activities (Wilson, 2014). The QF related to the institutional alignment of strategy with performance based on this question revealed the following sub-themes, which were identified as Benchmarks, ENVISION2030, and Alignment of goals with EAPP as reflected in Table 4.3. Considering this description, it can be affirmed that the majority of participants agreed that the institutional alignment of strategy with performance possibly must be done through recognition and training; using PM targets and goals; improvement plans to enhance performance; departmental operational plans; and via strategic plans, goals, and objectives. To confirm this observation, according to Guerra-López and Hicks (2017), the failure of organisational efforts results from a mismatch in recognising the requirements of the organisation and then executing the right solutions. The mismatch may arise from poor strategic development or poor change management strategies or poor training and development initiatives. This implies that HEIs must have structured performance processes linked with factors such as recognition and training, as well as with the best implementation of plans and objectives to attain defined goals. The section that follows discusses the inference of

QF related to the values of the institution, considering strategy linked to the institution's values statement.

5.4 Discussion and Interpretation of QF related to the Values of the Institution: Strategy link to the Values and Principles Methodology

Plachy and Plachy (1988) indicate that the effectiveness of PMS is contingent upon the leaders' personal values and that the values of leaders' personnel shift over the course of a performance cycle. Accordingly, it is expected that all personnel, especially executives and academic leaders, must adhere to the institution's mission, vision, and values, and must conduct themselves in a manner that is consistent with those values and principles. Therefore, developing a formal PMS can translate institutional strategy, essential success factors, objectives, metrics and values into discernible behaviours as a method to increase overall performance (Armstrong 2006). From this understanding, participants were required to indicate the values of the institution and to state if they believe that strategy is linked to the values and principles methodology in response to the question: What are the values of the institution? Do you believe that the strategy is linked to the values and principles methodology?

Participants' opinions revealed the sub-theme in Table 4.4: "Embed values into strategy," which is related to the main theme (the values of the institution). In addition, participants were asked if they believed that the strategy is linked to the values and principles methodology. Most participants recognised and affirmed that the values of the institution include professionalism, transparency, accountability, honesty, integrity, respect, fairness, compassion, excellence and commitment, which are also part of the institution's strategy. In addition, most of them believed and agreed that strategy is linked to the values and principles methodology. However, two (2) of the fifteen (15) participants disagreed by stating that "I do not know whether it is linked, but I know that it is in the strategic document. I do not know how it gets measured" (PTP 12) and "No, there is no link between the values." As mentioned by PTP 11, "We cannot see this working," This statement concurs with the study of Amistad and Davies (2020) that it may be problematic to measure employee performance based on behavioural aspects such as values and principles. There is no guarantee how an employee may perform a particular task. The study of Amistad and Davies (2020) also supports the views of most participants who affirmed that strategy can be linked to the values and principles methodology, and that the voices of the minority cannot be neglected. Therefore, HEIs should make sure that every member of the staff is fully informed and well trained about the values and principles methodology so that they can experience the link between strategy and the values and principles methodology.

5.5 Discussion and Interpretation of QF aligned to Employee Behaviour and Performance in a Manner that displays the Core Values of the Institution

One of the key objectives of this study is to establish the role that personal values play when measuring performance against strategy execution, as well as to identify the challenges in implementing the BSC Model when measuring behavioural outcomes within a values-based PMS. Therefore, according to Cabrera and Perez (1999), the importance of a company culture must be aligned with the strategy. However, a strong culture will only benefit an organisation if the organisation fosters behaviours that promote the organisation's stated strategy. According to Rice et al. (2012), the existence of beliefs and values within an organisation has a critical influence on the behaviour of employees as well as the way employees interact with one another. To explore this, participants were required to express their opinions on whether it is important to measure if an employee is behaving and performing in a manner that displays the core values of the institution. The sub-themes identified from participants, which are related to the main theme in Table 4.5 are as follows: Importance and imperative of lived values and ethics.

In this section, 73.3% (11 out of 15) of participants highly agreed that it is important to measure whether an employee is behaving and performing in a manner that displays the core values of the institution. They demonstrated a strong belief that employee behaviour and the way an employee interacts with others can benefit an organisation, mostly when the organisation fosters behaviours that promote the organisation's stated strategy (Sigurdsson et al., 2020). Commonly, participants acknowledged positively that it is important or imperative that performance be matched to core values as this reflects on the integrity and overall success of the institution. Employees need to work in a trusting and ethical environment when dealing with students so they can teach students that they must abide by a code of conduct. Moreover, it is also important that each employee should be a representative of the organisation as a role-player towards organisational success and goal achievement. Furthermore, participants agreed that values need to align with self-behaviour to determine success. Therefore, personal development and the satisfaction of every employee must be identified with the institution, and they must portray the institutional culture and character based on the agreed values.

However, 26.6% (4 out of 15) indicated that they do not believe in PM in the traditional archaic form, and that values should be what people do by making it onto a performance agreement (PTP 4). Some staff may stop behaving well because of a lack of recognition or encouragement, as exemplary behaviour seems to be unrecognised, except in congratulatory emails (PTP 4). Therefore, a participant (PTP 5) stated that absolutely, irrespective of one's personal value

systems, it is vitally important for personnel to have a roadmap or dashboard of institutional V&P, for which they need to be responsible and held accountable.

Behaviours should be measured according to core values, which, while often laborious, is necessary, so that real alignment may occur across the board (PTP 5). Thus, it is important to measure whether an employee is behaving and performing in a manner that displays the core values of the institution. This is because performance criterion are developed and assessed against acceptable behavioural standards, which includes the fundamental values of an organisation. Moreover, according to a participant (PTP 15), an employee that is behaving in a bad manner can make other employees not enjoy working with that employee, and if the organisation is not working towards shaping the employees' behaviour in a way that will benefit the organisation, that can result in making other employees demotivated and sometimes make more employees not perform well. Most often, line managers refer to a competency framework or job profile when assessing employees against an agreed set of competencies. Armstrong (2006) described PM as the process to align individual goals with business objectives. Therefore, PM ensures that individuals adhere to business core values to enhance the effectiveness of the team for organisational success. This concurs with the work of Guerra-López and Hicks (2017) whereby through a process of collaboration between the line manager and employee, trust and a shared understanding can be identified.

5.6 Discussion and Interpretation of QF aligned to Values' and Behaviours' Translation into Action through Employees' decisions

According to Cabrera and Perez (1999), behavioural norms emerge since the members of the organisation share certain values that motivate them to expect opportunities based on which behaviours are suitable and which are not. Armstrong (2006) postulated that performance consists of upholding the values of the corporate – living the values. This denotes a code of conduct that focuses on everything individuals may do to accomplish fundamental values, such as impartiality and moral behaviour, as well as regard for quality and concern for others. It also entails turning the principles that are advocated into the values that are practiced: making sure that the language becomes reality (Sigurdsson et al., 2020). In other words, values and behaviours within an organisation must be translated into action through employees' decisions to ensure performance. Kotter (2001) concurs in saying that global connection requires a shared set of values, including a sense of justice, fairness, and peace, as well as the qualities of respect and honesty. Without a shared set of values based on mutual trust, collaboration is impossible. Therefore, in this study, participants were required to indicate and explain: "While conducting

your job, do you see values and behaviours being translated into action through the decisions you make?" Various opinions from participants were discussed in Chapter Four relating to above question.

The sub-themes were identified as Values-driven decisions and Compliance, and are reflected in Table 4.6, which are related to the main theme. This section reveals a high congruence of findings from participants, whereby 86.6% (13 out of 15) of participants have indicated that "Yes", while conducting their job, they make efforts for values and behaviours to be translated into action through the decisions they make. As an example, a participant (PTP 5) stated that most try very hard to implement the institutional V&P and give much thought to enacting the V&P as prescribed. In addition, he emphasised that this stretches across the spectrum of V&P. (PTP 5) gave an example about professionalism, saying: "In all of my correspondence and communication, be it e-comms or face-to-face, I am acutely mindful of this particular V&P". Many other participants acknowledged that values and behaviours being translated into action through decision-making are part of daily compliance, as it is of utmost importance for the job specifically, which is regulated by legislation (PTP 14); and that people at the workplace do demonstrate behaviour that reflects the institutional core values (PTP 7). In addition, participants agreed that those values in decision-making are integral to driving not only performance but giving effect to the strategic plan (PTP 9).

According to a participant (PTP 12), they have been very careful when making decisions because she/he could lose his/her job or get investigated due to the environment that lacks trust. While participants have overwhelmingly agreed that in conducting a job, values and behaviours can be translated into action through the decisions they make, another participant indicated that sadly, in practice, not many staff translate values and behaviours into action through their decisions (PTP 3). Furthermore, participant (PTP 13) postulated that he/she does not really see values and behaviours being translated into action through the decisions that employees make, but he/she makes decisions based on what he/she feels is right rather than thinking of his/her values first. The values of the institution are common values to everyone (PTP 3). Considering this understanding, it is important to emphasise that HE institutions should promote initiatives that commit employees to translate values and behaviours into action through the decisions they make.

5.7 Discussion and Interpretation of QF aligned to Employees' Performance Improvement through a PMS

As detailed earlier, employees' performance improvement is measured by a performance evaluation approach: a 360-degree assessment or review of one's performance. This procedure evaluates an employee's performance using information from internal and external clients, such as their supervisor, replacements, co-workers, and clients (Armstrong, 2006). Assessing employee performance against strategy may be linked by the core values of the organisation to shape the way people behave, thereby creating sustainable wealth and organisational value. However, employee PMSs are integrated procedures in which supervisors collaborate with employees to describe what is expected, develop targets, plan competency development, monitor, measure and review outcomes, and reward performance (Armstrong & Baron, 1998). This indicates that human resources practitioners will be required to develop a well-defined assessment tool such as a values-based PMS which can create the opportunity to enhance employee performance. Assessing and managing employee performance is crucial because it can allow businesses to precisely evaluate worker efficiency. In addition, it can assist in identifying productive people and determining how to best improve overall workplace efficiency (Koopmans et al., 2014).

An employee PMS was defined earlier as an integrated and strategic approach to delivering long-term success to companies by enhancing the performing ability of their employees and improving the skills of individual and team contributors (Armstrong and Baron, 1998). Thus, in this section, participants were required to indicate if they believe that employee performance improves through a PMS. The sub-themes that were identified in Table 4.7, which are linked to the main themes, were Incentives and Bonuses. The following views were obtained from participants from the question: Can employees' performance be improved through a PMS? This section displays both positive and negative views from participants. 60% (9 out of 15) of participants agreed or believed that employees' performance can be improved through a PMS, while 33.3% (5 out of 15) of participants disagreed or asserted that employees' performance cannot be improved through a PMS. However, 6.7% (1 out of 15) of participants remained neutral. He/she indicated that yes, employees' performance can be improved through a PMS and no, employees' performance may not be improved through a PMS because those who have always been improving themselves will continue (PTP 3). Nevertheless, those who agreed expressed their opinions and suggested that PM can motivate and help develop employees to perform better.

The opportunities created for employees must however be recognised and acknowledged. This would increase the confidence in the abilities of the employees as well as boost the morale of the workforce. But those who disagreed indicated that it could easily be a paper based “time waster”, just used as a “tick the box” exercise.

Considering the above discussion, the question that consisted of investigating if employees’ performance can be improved through a PMS generated different perspectives. Although most participants agreed (60%), it is important to acknowledge also that the disagreement (33.3%) with this question cannot be neglected, given that the motives for their divergence can be justified. For example, it is possible that the assessment based on the PMS can be manipulated or a false report may be established possibly based on existing conflict/strong disagreement between staff members and line managers. Thus, the external assessment of employee performance can be advised to avoid partiality in this process. Both internal or PMSs should consider that PM must not be a paper-based exercise just to fulfil a job requirement, but a fair process that promotes organisational productivity, as well as goals and objectives being achieved. These findings suggest and concur with the research of Diamantidis and Chatzoglou (2019) that leaders should provide both personal and organisational support to improve the work climate and to build trust.

5.8 Discussion and Interpretation of QF aligned to Strategy Achievement through the Adoption of the Institution Values by Employees

Wiraeus and Creelman (2019) specifically state that organisations or institutions and leaders who successfully execute strategy over time must be able to modify their style to meet the culture, values and business environment in which they operate. Kaplan and Norton (2004) suggest that in an attempt to implement a strategy into action effectively, organisational plans must be deconstructed into unit and department plans, key activities must be put into action to make the master plan happen, the corporate strategy must be communicated, individual goals and bonuses must be aligned with strategic objectives, and employee competency development plans must be aligned. Therefore, strategy offers the foundation for guiding choices that impact the character and direction of the organisation (Thompson & Strickland, 1998). Furthermore, Rejc Buhovac and Zaman Groff (2012) state that the general PM literature advocates that to ensure the efficient and successful execution of strategy, an institution’s performance actions should be associated with the strategic objectives. Therefore, as Porter (1985) noted, organisational strategy is an essential tool for management, particularly for the purpose of enhancing the performance of an organisation through strategic initiatives. To this end, leaders

in the HE sector may acknowledge that a values-based PM strategy may be necessary to maintain or better improve performance standards and efficiencies, which could ultimately improve the performance of the institution. Thus, these values-based strategies must align with the overall institutional strategy and must include the individual, team, and line manager's feedback on performance. In considering the above explanation, this study intended to find out if strategy can be achieved through the adoption of the institution values by employees. The sub-themes highlighted as attitudes and behaviour, and skills development in Table 4.8, which are associated with the main theme, constitute participants' views and opinions.

The response rate to this question indicates that 80% (12 out of 15) of participants agreed with the fact that the strategy can be achieved through the adoption of the institution's values by employees, while 20% (3 out of 15) of them disagreed. Participants who disagreed expressed their views by signifying that the strategy will be achieved through the skills and experience employees have. Furthermore, it can be achieved if the objectives are explained in a way that employees understand (PTP 13). In addition, participants argued their disagreement by stating that strategy is there just for the sake of saying "we have a strategy, we just have these documents, but who listens to reason?" (PTP 13). This implies that although most participants have accepted that strategy achievement can be done through the adoption of the institution's values by employees, other employees deliberately believe that such strategy is not well implemented or does not reflect best practice. Therefore, there is a need to consider the view of the minority and improve the applicability of the strategy. This view must not be neglected by leadership, and it needs to be considered with care so that strategy achievement can be adopted by employees through the institution's values.

5.9 Discussion and Interpretation of QF aligned to the Institution Culture towards embracing a Values and Principles Methodology

Institutional culture towards embracing values and principles methodology is discussed in this study as a key aspect to be considered by HEIs. Institutional culture has a significant impact on the formulation of performance strategies and matrices. All employees, especially executives and academic leaders, are expected to adhere to the institution's mission, vision and values, and to conduct themselves in a manner consistent with those principles. Wiraeus and Creelman (2019) define institutional culture as a taught set of behaviours guided by values that define what the institution appreciates and condemns, providing parameters for decision-making. According to House (2014), culture consists of sharing beliefs, identities, values, motives, and meanings or interpretations of notable events that develop from common experiences of members of

collectives that are conveyed across generations. In addition, Wiraeus and Creelman (2019) state that values and behaviours are frequently developed over a period, become firmly ingrained, and become the culture: "simply the way we do things around here". In line with the question that required participants to describe whether the institutional culture embraces the values and principles methodology, divergent opinions were captured. There are participants that agreed and disagreed, and others remained neutral.

The sub-theme identified as an "absent culture" is reflected in Table 4.9, which is correlated with the main theme. In relation to the question: Describe whether the institutional culture embraces the values and principles methodology, 26.6% (4 out of 15) of participants disagreed. 40% (6 out of 15) of participants acknowledged (agreed) that institutional culture embraces the values and principles methodology. In addition, 33.3% (5 out of 15) of participants were neutral concerning whether the institutional culture embraces the values and principles methodology. Mostly, those who disagreed argued that the institution is spending too much time on developing culture, but no time is invested in talent development. They describe the culture as untrustworthy and inhumane at times; there is no transparency; and there are too many values and principles. The institution promotes people-centeredness, however, in some cases, employees encounter situations of non-compliance and blame culture, amongst others. Moreover, other participants disagreed because they found that there is no trust; no order; favouritism; there are no reliable processes; and the culture has not yet been developed properly. Additionally, participants indicated that they have a culture that is aggressive, non-transparent, untrustworthy, ruthless, and they do not feel comfortable to work in an unstable environment.

Participants who were neutral argued that culture is about accountability – "yes in theory - we need to inculcate this. Culture is a process. The policy is a start; we are doing it as it is about face culture, it is not to be imposed; each department and each faculty have diverse ways of doing things: managers come and go. No time to even identify a culture" (PTP 4). Considering the aforementioned discussion, it can be suggested that for institutions to prosper, the values and beliefs of their employees must be taken into consideration. A new culture must be researched and adopted through the implementation of values aligned to strategy. According to Kotter (2001), the integrity and ethical principles of leaders, institutions, and higher education curriculum are essential for establishing trust and competent professionals. Furthermore, as Pulakos (2009) indicates, leaders should take cognisance of the way they influence the work environment to prevent misunderstandings and behavioural deficits. Institutional culture must be formed as a result of the adoption of standards, rules, customs, traditions, principles and

values. A set of guidelines for how an institution must support and execute its operations must be established. In addition, management must provide the impetus for the establishment of a high-performance culture. The institutional culture must be able to adjust according to certain factors found within it. As the institution changes and grows, so employees are expected to adopt a new culture. As stated by Ibarreche (2016) by adopting a new culture, and new ways of thinking, greater stability and growth can be achieved.

5.10 Discussion and Interpretation of QF aligned to the effect of Coaching on Performance

The effect of coaching on performance was discussed earlier in this study. According to Webb (2012), to create and maintain a PM culture, there will need to be a certain amount of commitment on the part of both the institution and its employees. Therefore, including the scope of such a modification might require a transformation in the approach to PM and a change in the attitudes of employees towards PM, coaching to improve employees' work abilities, modifying work practices, techniques, and systems - all of which form part of the formula for developing a strong performance culture (Ibarreche, 2016). Additionally, it is described in this study that coaching is undertaken to ascertain the characteristics that influence leadership performance, individual performance, and total organisation performance.

When a performance assessment is in place, workforces will be able to see how their jobs lead to the achievement of their institution by illustrating by what means their responsibilities add value to the targets of their division, which drives financial benchmarks that bring the institution relatively close to its vision. Once this is in place, it creates the framework for defined performance targets and eliminates any doubts regarding the objectives of the employees. With a comprehensive scorecard in place, employees can readily identify where they stand and how they may contribute to the success of an institutional plan. Evaluations of individuals and progress reports, which are now centred on the results of the scorecard, give a platform for evaluation and mentoring for supervisors and employees, in addition to keeping participants updated. To establish a clear view of the coaching effect on performance, participants were required to indicate if coaching can improve performance, and how this affects their motivation and performance.

By referring to this question, most participants (86.6%, 13 out of 15) agreed and stated that coaching can motivate and lead to performance excellence. Therefore, the sub-themes

identified in Table 4.10 were motivation and performance excellence, which are correlated with the main theme. Therefore, participants sufficiently support this question. This suggests that coaching is a permanent requirement to improve employees' performance. In addition, participants were committed to indicate that the effect of coaching on performance can play a key role towards improving performance, but more importantly by creating a culture and striving towards excellence (PTP 8); coaching promotes improvement, and it does not appear as a punishment (PTP 7); experienced staff can mentor and train under-prepared staff. This will give staff more confidence to perform in their jobs, thereby improving performance (PTP 6); "coaching is always a great idea" (PTP 5). "Having mentored and coached countless individuals for well over 3 decades. I can confidently say that some personnel/people require a guide, a mentor, a coach - to just serve in this capacity - for them to adequately grow and develop" (PTP 5). This collaborative approach to performance improvement is supported by Guerra-López and Hicks (2017) in that organisations should incorporate learning and development initiatives into the critical processes such as strategy and performance in order to improve skills and competence of employees.

However, 13.3% (2 out of 15) of participants were neutral. They indicated that coaching works at times (PTP 2) and does not work unless there is authenticity and trust. Performance will improve if people feel valued and it is not a paper exercise but put into practice. In addition, PTP 3 and PTP 4 acknowledged that coaching requires absolute persistence and perseverance, as well as transparency, empathy and honesty. Thus, participants' perspectives demonstrate the firm belief that coaching is helpful and can positively affect and improve performance. It can also promote employees' motivation in the workplace. As mentioned Ibarreche (2016), providing employees with better opportunities internally through robust training and development initiatives delivers a high return on investment (Aguinis & Kraiger, 2009). Innovation and entrepreneurship are enhanced through competitive mentoring and coaching initiatives.

5.11 Discussion and Interpretation of QF aligned to Personal Values and Impact on Decision-making and Job Performance

The aim of the study was to establish the role personal values play when measuring performance against strategy execution, intended at improving the understanding of leaders in HEs of the role personal values play when measuring the execution of strategy. The main question consisted of finding out if personal values can play a significant role in implementing institutional strategy. Can personal values predict performance? Participants' views and opinions in Table 4.11 reflected that 93.3% (14 out of 15) of participants agreed that personal

values (character) may have an impact on decision-making over job performance. The sub-themes identified in Table 4.11, which are linked to the main theme, were personal character and spiritual awareness.

According to Parks and Guay (2012), values and personal values are important to develop a strong culture. In this section specifically, participants were required to state whether personal values can have a certain impact on decision-making with regard to job performance. It is important to note that while strong support is given to the fact that personal values can have an impact on decision-making related to job performance, some participants who agreed have specifically said that “Yes, personal values can have an impact on decision-making over job performance, but I don’t always agree with what management does. I sometimes do not trust their agendas even though we all have to abide by the institution values and principles” (PTP 13). This supports the research of Zigarmi et al. (2005), which states that the organisation must develop a desired culture which leaders and employees must emulate. In this way, trust will develop amongst all stakeholders. In addition, a participant (PTP 11) stated “Yes, but at times I am asked to do things I am not happy with or at times my line manager wants to do it his way and it sometimes fails: If only they can listen to people below, things may be different”. This corresponds with the research of Amistad and Davies (2020) that states that the true effect of personal values in the workplace may not always be easily identifiable with a particular culture as the connection between an individual’s personal values and their behaviour is somewhat complex. In that same perspective, a participant (PTP 3) also indicated “Yes, but sometimes we’re asked to do something against what we feel is right or sometimes we are not treated well. So, we will then take it based on our personal values that we brought to the institution; it may not be our values but our personality or character that makes us act accordingly”. Attention needs to be given to concerns raised by participants PTP 3, PTP 11 and PTP 13. These concerns are real and alarming when personal values must be put into practice to influence decision-making regarding job performance. This aligns with the work of Barclay (2014) who suggests that organisations must adopt a values-driven culture for employees to work towards a shared goal. Kotter (2001) agrees that virtues for individual behaviour should be linked with values as institutional and individual benchmarks to achieve optimal results.

5.12 Discussion and Interpretation of QF aligned to Individual Performance Rated Against the institutions’ Living Values Methodology

In this section, it is indicated that individual objectives set the performance targets that an employee must achieve on his or her own (Schwartz, 1992). Therefore, to achieve individual

performance goals, both the manager and the supervisee must agree rather than imposing goals and ideas (Armstrong, 2006). The supervisor and the supervisee are encouraged to establish a more open and amicable working relationship because of this practice. This gives additional guidance to employees and managers and fosters openness throughout the process. It also implies that the individual PM agreement is connected from the outset to the wider corporate mission and goals. The institutional value system has a significant impact on institutional culture. Values, if widely shared throughout the institution, could eventually influence how people are seen and treated; how employees and other sponsors are evaluated and rewarded; and how the future is forecasted and accomplished Barclay (2014). As a result, institutional values are critical to the success of every institution. It is expected that incorporating employees' values and ensuring their commitment to the institution's aims and values will improve acceptance, motivation and individual performance (Fletcher & Williams, 1996). To affirm the above understanding, the question posed to participants required them to indicate how they would feel if their performance were rated against the institution living values methodology. Several participants' views were captured.

The sub-themes identified and associated with the main theme, which is reflected in Table 4.12 were manipulation of results and Positive attitude to an assessment, investigation needed and reason behind rating. 26.6% (4 out of 15) of the participants seemed to be neutral or wanted to know the reason behind rating performance against the institution living values methodology. A few of the participants' views reveal an important perspective. Those who disagree and those who are neutral are equal in terms of statistics. This indicates that 26.6% of participants are not sure of how they will feel, or what will happen if their performance is rated against the institution living values methodology (they indicated for example that it may be a better approach. More investigation is needed. How would values be measured for each staff member? (PTP 2). In addition, 26.6% of participants disagreed by saying that "this is too subjective and based on whether my line manager or peers like me" (PTP 11), "I don't think it will work. Too much manipulation. No one will tell the truth about their boss" (PTP 12), and that "I would not like that because management must first show that they are incorporating the values" (PTP 13). These views support Kotter (2001) in that a shared set of values based on mutual trust is of vital importance for teamwork and the achievement of optimal results. Ethical communication does not entail talking about values and ethics; rather, it means demonstrating values and virtues in a way that is trustworthy, especially in the context of day-to-day activities.

Of those who agreed (46.6%), they had this to say “Excellent, I would be supportive of such because alignment is integral to my role as a staff member of the institution” (PTP 5 and PTP 9). One participant (PTP 12) acknowledged that it may be a better approach. Nevertheless, consideration should be given to the views presented by those who disagree and those who are not sure (neutral), because together they comprise 53.2% against 46.6 percent of those who believe that their performance can be rated against the institution living values methodology. When more reasons or explanations can be provided for why employees may feel that their performance can be rated against the institution living values methodology, the majority may shift, either towards those who agree or those who disagree. Therefore, more explanation and investigations will be required to find out if employees may feel that their performance can be rated against the institution living values methodology.

5.13 Discussion and Interpretation of QF aligned to Concerns about Measuring Employees’ Values and Principles from a 360-degree Assessment or Survey Methodology

The 360-degree assessments survey is reviewed as a further assessment of employee behaviour. A 360-degree performance feedback or assessment is a multi-source feedback process that is defined as a procedure in which an individual's performance can be appraised and feedback can be provided by a diversity of individuals, comprising customers, subordinates, co-workers and their management (Armstrong, 2009). Simply defined, a performance evaluation approach is a 360-degree assessment or review of one's performance (Das & Panda, 2015). In addition, a 360-degree assessment is advised for usage in the context of HEIs. According to Simmons (2002), the fundamental components of HE performance assessment systems are used to evaluate students' achievement of defined goals using an acceptable and productive development approach. In this section, participants were asked to reveal their views or opinions in line with the question that consisted of finding out: “what are your concerns on being measured through a 360-degree assessment or survey which measures values and principles?”

The sub-themes that were identified were subjectivity, lack of confidentiality and **support for a competency assessment** and are reflected in Table 4.13, and which are correlated with the main theme. This agrees with the findings that were presented by Peng and Zeng (2017), which state that 360-degree assessments can result in an undesirable working environment. “I won’t be promoted if I tell the truth” (PTP 13). 26.6% (4 out 15) of participants seemed to remain neutral to this question. They could not declare clearly whether measuring employees’ values and principles from a 360-degree assessment or survey methodology is a concern. Pulakos

(2009) states that a 360-degree assessment method allows managers to take on a more developmental role through coaching initiatives, following the results obtained from the multi-sources assessment. Furthermore, it is important (as it is with research of any kind) to triangulate data and so if there is a 360-degree assessment, it makes the process and procedure more valid. Managers can then construct personal development plans based on reliable data obtained from feedback providers. It also gives one the opportunity to be more openly and widely assessed, as opposed to a narrow and biased view of one's overall performance in the workplace (Kotter, 2001). A 360-degree assessment can also help create a conducive environment for constructive and healthy feedback, while maintaining anonymity.

5.14 Conclusion

This chapter explored discussions of the QF, which were analysed, discussed and interpreted following the interviews and interactions with participants. As a result, the findings demonstrated that the instrument for evaluating strategic decisions made by the organisation based on indicators that had been developed in the past ought to incorporate at least four distinct components i.e. the financial perspective, customer perspective, internal processes perspective and learning and growth perspective. In addition, results showed that the Balance Scorecard is necessary for giving information on the performance of employees, where employers can see the aspects where employees are lacking or what they are good at. The QF linked to Institutional alignment of strategy with performance affirmed that the entire PMS ensures that individual personnel can identify and align with the institutional strategy, as well as the departmental operational plans being aligned concomitantly. In addition, the QF disclosed that values and principles can assist in defining the moral code that operates within the institution. In conducting their job, employees can make efforts for values and behaviours to be translated into action through the decisions they make. Personal values can have an impact on decision-making over job performance and employees need to be imbued with the same institutional values as they are representatives of the institution and not of their own. Hence, strategy can be achieved through the adoption of the institutional values by employees. Therefore, having these V&Ps can guide personnel to streamline all their own processes and activities, based on the broader V&Ps as defined by executive and senior management. Employees' performance can be improved through a PMS, and that PM, if done correctly, can motivate and develop employees to perform better at their allocated duties. Therefore, staff may become more accountable and operate to emulate the values identified by the organisation. Good behaviour of being able to communicate with one another and a drive to learn more from those that know better amongst the employees can lead to the creation of a strong bond and trust in each other. Employees can

work well together to achieve the goals of the organisation, and personal growth could be achieved.

Other key QF indicated that it is important to measure whether an employee is behaving and performing in a manner that displays the core values of the institution. Also, it was indicated that employee behaviour and the way an employee interacts with others can benefit an organisation, mostly when the organisation fosters behaviours that promote the organisation's stated strategy.

Employees can take accountability for what they are told to do and common values can be embraced. Therefore, the culture can be in line with the core values and principles, which are essential to all-encompassing present and future aspirations. Furthermore, the QF associated with the effect of coaching has on performance indicated that coaching is an important intervention tool to support staff. It can have a positive effect, especially for those who need some guidance. Coaching can be motivating and positively impact and enhance performance. Accordingly, it is important (as it is with research of any kind) to triangulate data and so if there is a 360-degree assessment, it makes the process and procedure even more valid (Pulakos, 2009). The 360-degree assessment gives an opportunity to be more openly and widely assessed, as opposed to a narrow and biased view of one's overall performance in the workplace. It helps create a conducive environment for constructive and healthy feedback (Pulakos, 2009). A general conclusion and recommendations can be found in the chapter that follows.

Chapter Six: Conclusions and Recommendations

6.1 Introduction

To draw a conclusion to the overall study, this chapter contains a discussion of the conclusions as well as the recommendations. The chapter will present an assessment of the main purpose of the investigation, the objectives of this study, as well as the research questions, to assess whether or not they were successful. The previous chapters of the report were created with the intention of attaining the objective of the study. The study orientation was outlined in the first chapter. Chapter Six contains the background of the study, the research topic, and the research aims. This chapter also considers the significance of the study as well as the constraints that were placed on the research. Chapter One acts as a research strategy. The chapter showed that the study's suggested problem statement and research technique were appropriate. This chapter created the groundwork for subsequent dissertation chapters.

Chapter Two discussed PM in HE and the BSC as a mechanism to match strategy to performance to meet the goals of the institution. HE mission statements, values, and culture were also investigated. The cost and benefits of 360-degree assessments were discussed which concluded this chapter. Chapter Three included the research methodology, research design, as well a discussion on quantitative, qualitative, and mixed methodologies. Data collection and analysis approaches were also highlighted. This chapter describes by what means the research was conducted. The trustworthiness of the study, reliability and validity of data collection tools are discussed, along with consent, voluntary participation, and confidentiality. This chapter assisted the researcher to identify the appropriate research method. In the fourth chapter, the findings of the study were conveyed and presented. The findings of the research along with interpretations were discussed in Chapter Five.

6.2 Aim of the study

The aim of this study was met as the role that personal values play when measuring performance against strategy execution was established through the research findings in Chapter Four. According to the study findings, personal values do play a key role in strategy formulation and execution, PM planning and review, and through multi-source rating procedures such as 360-degree assessments. The research further identified the challenges in implementing the Balanced Scorecard Model when measuring behavioural outcomes within a values-based PM System.

6.3 Research Questions

Armstrong (2006) believes that PMSs are developed to ensure that what and how an employee performs is guided by their values. These values must be relevant and aligned to the purpose of the organisation. The two research questions for this study which guided the study design and the collection of data have been answered. The following research questions were designed to help achieve the objectives of the study:

- a) What role does personal values play in implementing organisational strategy?

In this study, the findings answered the research question on whether personal values play an important role in implementing organisational strategy. The traditional metrics for measuring excellence consisted of faculty demographic trends on student funding, enrolment targets per year, examination scores and pass rates, the rates of acceptance and graduation rates, workload models for academics, and the count on faculty publications and research grants. These indications do not paint a complete view of the current functioning within the institution. An individual's values and principles do play a vital role in the implementation of organisational strategic direction by way of their behaviour and through the decisions that they make. According to Barclay (2014), our personal values define who we are, what we believe in, our self-worth, and how we conduct ourselves. It was shown that most employees, by default, rely on their own personal values and views when doing their jobs. Their decisions were mostly focused on their personal integrities and principles, and it is possible that they did not consider the values of the institution while making their decisions.

According to the findings, employees enjoy working in an atmosphere that incorporates the living values methodology, and any divergence from moral norms of behaviour might have a negative result on the achievement of their key performance indicators. Armstrong (2006) believes that the culture of the organisation, which includes the way it "does business" as well as its values and practices, must be considered while developing PM methods. The findings reveal that the study site has incorporated the institutional values and principles within the strategy and that many of the participants agree that they are important to performance improvement. These values of the institution from most of the responses are the same as the personal values of the employees.

b) How can values and principles be incorporated into a values-based PMS?

The broad push for organisational excellence has required educational institutions to implement strategies such as the balanced scorecard to measure their progress toward their organisational excellence goals (Kallingal, 2011). The findings show that the BSC methodologies of strategy formulation can include values and principles as a realistic KPI in the development of strategies. The BSC provides a method for collecting and displaying vast quantities of complex, interconnected data to provide an overview of the organisation and promote effective and efficient decision-making and continual development. There are those in the organisation who feel that if the values and principles approach is included as a strategic emphasis point, employees will be more motivated to behave in a way that "lives the values" Also confirmed in the study is that coaching will be widely regarded as an alternative to traditional staff development methods to increase performance and provide employees with more flexibility to demonstrate their talents.

Developing the BSC for HE entails the identification of many important transactional or financial and non-financial performance components, similar to the values and principles, the establishment of targets for these components, and the selection of measures to monitor progress toward these goals. Selecting a complete collection of leading and lagging measurements or indicators connected to learner, sponsor, or organisational behaviour criteria provides a clear foundation for goal alignment and performance planning procedures (Beard, 2009). Moreover, employees desired that coaching be incorporated into the PMS as an intervention to promote the values of the institution. Armstrong (2006, p. 27) purports that "Performance management is intended to guarantee that whatever people do is driven by values that are relevant to the purposes of the business." It was found that staff needed further training on the institution's strategy and PMS. A further confirmation from employees is that strategy may be realised through values-driven processes provided the process is effectively communicated and abides by the living values methodology.

Finally, leaders must primarily uphold the values and principles, and then provide an example for others to follow. Developing a detailed values competency framework can be difficult, but if leaders adopt a rigorous and research-based approach, they can make a values-based PMS work for them. It is also necessary to consider the institutional culture, as well as the inclusion of culture-based intervention strategies. Thus, the facilitative leadership style approach suggested by Barclay (2014) may prove valuable in this instance, to help transform the organisation and steer employees towards a common goal.

6.4 Have the objectives of the study been fulfilled?

The study objectives were as follows:

- a) To investigate the role that personal values play in implementing organisational strategy.

This study objective was met. Through the findings it was found that personal values do play a role in measuring performance against strategy, as reflected in Chapter Four. Values play a vital role in the implementation of organisational strategy. It is possible to combine both tangible and intangible aspects into a BSC model using this strategy. Employees prefer to create their own objectives and targets in accordance with strategy rather than having targets and institutional values imposed upon them. The concept of the BSC technique for organisational strategy building whilst incorporating the values of the organisation is also relevant in the HE realm. According to Kallingal (2011), the use of a balanced scorecard at educational institutions like universities and other schools may assist these organisations in staying true to their vision and goal, while also fostering overall growth and improvement. In this age of competition, the only companies that have a chance of survival are those that accomplish excellence. Individuals' personal values, in accordance with Barclay (2014), may function as both a source of personal excellence and a source of high performance.

- b) To investigate the approach used by leaders towards incorporating employees' values and principles into a values-based PMS.

This objective was fulfilled, and the findings of the investigation are reflected in Chapter Four. This objective was met according to the findings of this study as it shows that there is no one paradigm for PM that can be differentiated. Leaders may use different approaches to incorporate the values and principles philosophies into a PMS. It is possible that a hybrid approach, using one or more of the PM models may be explored. Identifying and implementing KPIs that are compatible with the strategy and the values of the institution, as well as striving for continual improvement, could provide opportunities to generate educational value in higher education. The difficulties encountered in implementing the institutional plan were recognised, and a few potential solutions were provided to overcome them. A lack of timely and clear communication of expectations by leaders; a lack of coaching interventions; and a lack of an investigation into the institutional culture were all noted as obstacles.

Although the BSC depicts an integrated approach to strategic management, it does have certain shortcomings, as mentioned at the study site. These shortcomings are highlighted below:

- a) Certain KPIs were not applicable to most employees; hence the alignment process was questionable;

- b) There was no clear indication of desired behaviours through a clear living values methodology;
- c) The greatest obstacle was a breakdown in communication between executive management and department heads during the implementation period, and
- d) Another challenge was the possible breach of confidentiality and reliability in the 360-degree assessment to assess values and behaviours.

As a strategy-based management system, the BSC may assist educational institutions to articulate their goals and turn plans into operational objectives, KPIs, and actions.

6.5 Recommendations for the institution

While the PM concept is suitable to HEIs, PMSs and procedures should be developed and aligned to the goals and vision of the university. The findings of the research resulted in considering the following practical and feasible recommendations:

- **Recommendation 1 - Leadership Training programmes on Strategy Development and PM**

The institution must ensure that further training of managers and heads of department on the BSC and a values-based PMS to create a values-centred leadership style is provided. Such training must include content on a values-based methodology for managers to understand how to match employee work behaviour with the organisation's objectives. Many employees felt that managers were not proficient in strategic development and the concepts. Planned management action and leadership should be an inherent aspect of a complete strategic framework that guides day-to-day management to fulfil the organisational goals (Haines & McCoy, 1995). According to Cloutier et al. (2015), a mission statement has three major components:

- a) an organisation mission statement;
- b) a vision statement outlining a desired future state;
- c) a summary of the most important values (a statement of how employees should conduct themselves).

For HEIs, the BSC is one of the measuring methods that should be used to evaluate their service on a variety of levels. A common objective in an institution is a learning and growth perspective to "build a high-performing culture." This objective is typically accompanied with supporting KPIs, such as "living the values" and "staff engagement," amongst others. Academic executives,

heads of departments and line managers must not only serve as role-models of values-based conduct, but they must also be skilled practitioners of the art of values management to be effective. According to Kotter (2001), the inclusion of ethics in the workplace through leadership development programmes fosters the development of an innovative body of responsible leaders motivated and guided by values and virtues, and equipped with the knowledge to bring change or transformation in their environment and to serve other people in an innovative society struggling for fair-minded and ethical leaders.

- **Recommendation 2 - Administration of Culture Assessments**

The transitional models of corporate strategy, which are founded on the principles of pragmatism, are severely critiqued by Glauner (2016). Organisational principles, he argues, are firmly established, and for organisations to prosper, the values and beliefs of their people must be taken into consideration. For institutions to accept and flourish with this approach, a new culture must be researched and adopted through the implementation of a values aligned strategy. According to Sharif (2002), to effectively execute the BSC idea, the organisational culture must be coordinated with the strategic objectives. This technique has been extensively researched by Camilleri (2021), Ferreira and Otley (2009), as well as Aryani, and Setiawan (2020), all of whom discovered discrepancies between assessing tangibles and gauging intangibles in their respective studies. Kotter (2001) articulates that courage, gratitude respect, humility, honesty, accountability, compassion, care, transparency, dependability, and generosity are the most important traits for a global ethics. Kotter expands this statement further in saying that these are qualities that are shared by humans all around the world, even though different value systems imbue them with a unique description and interpretation based on the surrounding environment. HEIs should embark on developing a common ground with respects to values and ethics in the way leaders, employees and students operate. Developing a cultural framework whereby all stakeholders abide by must be considered. This framework should incorporate the common values and principles identified in the culture assessments.

- **Recommendation 3: Appointment of personnel to oversee the Strategic Management Process**

Developing a robust BSC at a HEI may prove challenging. To reach successful outcomes and ultimately rewards, an institution must employ strategic personnel to develop an effective strategic plan that relates to the specific environment. From this approach, a system of PM may be designed. It must be noted that the typical organisational approach to PM would not work in institutions of higher learning. Thus, hybrid PM models and frameworks must be tailored to fit the purpose and the needs of HEIs. According to Kaplan (2010), the BSC helps to solidify objectives and competency, values, mission and vision in a strategy. According to Kotter (2001),

leaders must ensure that all sponsors are attentive to the mission, the organisations' vision and values. These elements consist of the implementation methodologies, the monitoring framework, and the networking components. To improve overall performance, these experts in strategy alignment and performance must build a formal PMS that transforms institutional strategy, important success factors, objectives, KPIs and values into recognisable behaviours.

- **Recommendation 4: Introduction of Coaches**

The institution must consider the appointment of coaches as part of an intervention to improve the performance culture. PM ought to be a continuous, interactive activity that aims to increase staff capacity and productivity in the following ways:

- a) develop individuals' skills and capabilities;
- b) encourage employees on following protocols;
- c) enhance employee-manager interactions by promoting the development of clear goals;
- d) provide for the improved engagement of organisational, team and employee objectives;
- e) provide regular feedback on behavioural competencies; and
- f) enable employees to feel confident to take charge of their own development and progress.

Communication is key to PM. Pulakos and O'Leary (2011) argue that greater emphasis should be devoted to enhancing the communication between the employee and the line manager and parts of the manager–employee relationship which may have the potential to improve PM procedures in organisations. This is done through developing a culture in which managers and employees participate in constant communication to set expectations and disseminate information relating to the strategic goals, the chosen mission and the key values of the organisation (Armstrong, 2006). In turn, this develops a common understanding of what must be completed as well as a framework for successfully managing employees to ensure that the objectives are met.

- **Recommendation 5: Identification of a dependable 360-degree Assessment tool to measure behavioural competencies**

Each employee should be evaluated against a set of predetermined criteria that must correspond with their strategic goals. According to Das and Panda (2015), managers and executives use 360-degree feedback surveys to acquire a better understanding of their behaviour at work, what their strengths and developmental areas are. As the 360-degree assessments allow employees to obtain confidential, anonymous feedback from co-workers, the institution should ensure that these basic principles are followed, to encourage trust and loyalty. The overall performance of institutions is expected to increase with the effective integration of the results of the 360-degree assessment with that of the PM system. This applies to both

academics and managers who are critical to the achievement of the institution's vision, mission and objectives. The results of the 360-degree assessments must be available to the employee to encourage their full participation. Therefore, 360-degree assessments should be part of an organisational development intervention to develop trust and commitment from all stakeholders.

- **Recommendation 6: Introduction of a Rewards and Recognition Programme to Promote Values and Principles**

Institutions have established their own distinct identities. As a result of this, new norms and practices are emerging and transforming the work environment rapidly. Personnel, especially executives and academic leaders, are expected to adapt and adhere to the institution mission, vision and values, and to conduct themselves in a manner consistent with those principles. Recognition programmes are critical to the success of this transformational process. Employees must believe that there will be positive ramifications for adhering to business culture, and negative consequences for not adhering to it, for a values-based PMS to be successful. Whether financial or non-financial, rewards and recognition programmes may assist the institution by promoting the institutional values and principal approach via positive reinforcement, so benefiting the institution. As elaborated by Wiraeus and Creelman (2019), it is imperative that employees who explicitly display the new behaviours and who are aligned with the strategy be publicly recognised, celebrated, and rewarded for their efforts. This public recognition creates strategic champions and embeds the new behaviours into the fabric. The senior leadership team must advocate this process.

- **Recommendation 7: Roadshow on Culture and Living Values and Principles Framework**

A greater emphasis should be placed by the institution on how values can be incorporated into the organisational structures, procedures and systems. This is the initial stage in the transformation of any PM organisation. As values influence organisational culture, managers must ensure that every employee understands what the purpose and values represent and must show commitment to improving the lives and livelihoods of employees and the community. Kotter (2001) states explicitly that university leaders, as global leaders, must and do play a significant role in reinforcing ethical principles and virtues. One technique of providing feedback to employees is to hold roadshows across the institution and at all levels, where participants may learn about the organisation's lived values and principles and share their own experiences. The results of culture surveys can also be made public to promote openness, debate and trust amongst stakeholders.

6.6 Limitations of the Study

The main limitation of the study were that the findings were based on participants' perceptions and subject to emotions and circumstances which can compromise the quality of data. This limitation has led to the formulation of the following recommendations for future research.

- a) ~~the participants were from one institution only, hence the sample size may not represent all employees at the institution; and~~

6.7 Recommendations for further Research

It is suggested that other private, semi private or public institutions in Kwa-Zulu Natal, or across other provinces be considered as a foundation for future research prospects. Additionally, increasing the sample size may be advantageous for examining the influence of personal values on strategy creation and implementation. The analysis of a larger sample size to gather participant impressions can also be undertaken using quantitative research approaches. Due to the fact that the study site is undergoing a transformation, it is possible that this study may need to be repeated after the transformation process has been finalised and implemented.

6.8 Conclusion

Following the completion of the research and performing an in-depth analysis of the data, it has been determined that this study was successful in meeting all of the objectives. The recommendations presented in this chapter have the potential to promote positive performance outcomes if implemented correctly. All seven recommendations are directed at improving and maintaining the strategic mission of the institution in promoting the "Living Values Methodology". It is not just a vision; rather, it is a strategy that is practicable and attainable, and it is one that can be carried out in HEIs that offer open and distant learning. It must be a concerted effort that has the backing of the most senior leadership within the institution. It is the responsibility of all stakeholders, students included, to promote and oversee it in an original and creative manner. The findings of the research can help other researchers form a basis for further analysis. The BSC methodology, as well as a values-based PM strategy in HE, requires further investigation. Based on the findings, one may conclude that assessing employees using a values-based approach in the context of HE might be difficult. The BSC technique of strategy formulation does not fully accommodate the factors that are not purely financial in nature. When it comes to reviewing their work environment, culture and culture assessments will aid the institution in identifying both implicit and explicit beliefs, attitudes and actions. Traditional PMSs do not

consider or incorporate core values. Hence creating a values-based performance strategy does not only set up the employee for success, it also sets up the institution for a smooth road to further recognition and achievement. Line managers must be prepared to measure and be measured against a values-based philosophy. To end the study, it can be said that espousing a strong values and principles framework, together with a robust strategic framework, may create a magic formula for achieving exceptional performance levels.

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APPENDICES

Appendix A: Informed Consent Form

UKZN HUMANITIES AND SOCIAL SCIENCES RESEARCH ETHICS COMMITTEE (HSSREC)

APPLICATION FOR ETHICS APPROVAL

For research with human participants

INFORMED CONSENT FORM

Information Sheet and Consent to Participate in Research

Date: _____

Good day

My name is Bronwen Naidoo and I am presently registered as a student at UKZN for a Masters Qualification at the College of Law and Management Studies, My contact Number is 0833242165 and my email address is 921331412@stu.ukzn.ac.za. You are being invited to consider participating in a study that involves research on the adoption of a values-driven performance management strategy. The aim and purpose of this research is to provide a framework for the alignment of institutional objectives with a values-based performance management strategy using the Balanced Scorecard, The study is expected to enrol a maximum of 15 participants at your institution. It will involve short interviews with the researcher via MS Teams. The duration of your participation if you choose to enrol and remain in the study is expected to be 45 minutes. The researcher has committed to keeping the participants identifying details out of the study, with the actual interview data will be confidential, and only accessible by the researcher and the UKZN supervisor. The researcher confirms that the study will provide no direct impact to participants. However, we hope that the results of the study will aid the institution in assessing the implementation of strategy through a values-driven performance management system. This study has been ethically reviewed and approved by the UKZN Humanities and Social Sciences Research Ethics Committee (approval number HSSREC/00003506/2021)

In the event of any problems or concerns/questions you may contact the researcher at Mobile: 0833242165 or the UKZN Humanities & Social Sciences Research Ethics Committee, contact details as follows:

HUMANITIES & SOCIAL SCIENCES RESEARCH ETHICS ADMINISTRATION

Research Office, Westville Campus

Govan Mbeki Building

Private Bag X 54001

Durban

4000

KwaZulu-Natal, SOUTH AFRICA

Tel: 27 31 2604557- Fax: 27 31 2604609

Email: HSSREC@ukzn.ac.za

Participation in this research is voluntary (and the participants may withdraw participation at any point), and that in the event of refusal/withdrawal of participation the participants will not incur penalty or loss of benefit. The study may involve the participants time for the duration of the interview. The research will not cost the participants financially. The researcher also confirms that identities of participants in the study and their responses during the interview will be confidential, and in line with the POPI Act of South Africa. Every effort to protect confidentiality and personal information of the participants. The raw data will be stored by the researcher only and disposed of when the study is complete.

CONSENT

I have been informed about the study entitled **Measuring employees performance through values-driven performance management strategy for the higher education domain** by Bronwen Naidoo (Student Number 921331412).

I understand the purpose and procedures of the study is to investigate the balanced scorecard approach to a values-driven performance management strategy.

I will be given an opportunity to answer questions in an interview setting via MS Teams and may be given the opportunity to ask questions which will be answered adequately by the researcher to my satisfaction regarding the procedures. Furthermore, I understand that the the institution and the identities of the participants of the study will be withheld from the research report.

I declare that my participation in this study is entirely voluntary and that I may withdraw at any time without affecting any of the benefits that I usually am entitled to.

If I have any further questions/concerns or queries related to the study I understand that I may contact the researcher on the Mobile number: 0833242165 or email: 921331412@stu.ukzn.ac.za.

If I have any questions or concerns about my rights as a study participant, or if I am concerned about an aspect of the study or the researchers then I may contact:

HUMANITIES & SOCIAL SCIENCES RESEARCH ETHICS ADMINISTRATION

Research Office, Westville Campus

Govan Mbeki Building

Private Bag X 54001

Durban

4000

KwaZulu-Natal, SOUTH AFRICA

Tel: 27 31 2604557 - Fax: 27 31 2604609

Email: HSSREC@ukzn.ac.za

Additional consent, where applicable

I hereby provide consent to:

Audio-record my interview / focus group discussion YES / NO

Signature of Participant

Date

Signature of Witness
(Where applicable)

Date

Signature of Translator
(Where applicable)

Date

Appendix B Research Instrument: Interview Questions

Thank you for taking the time to participate in this interview. There are 12 questions and the interview will take approximately 20 minutes. The title of my research is Measuring Employees Performance through Values-Driven Performance Management Strategy for the Higher Education Domain. The purpose of this study is to establish the role personal values play when measuring performance against strategy execution. More specifically my aim is to: To identify the challenges in implementing the Balanced Scorecard Model when measuring behavioural outcomes within a value-based performance management system

Section A - Strategy Development- The Balanced Scorecard

1. What do you understand by the Balanced Scorecard Method? Do you identify with this method of strategy development at the University?
2. Describe how the institution aligns strategy with performance management?

Section B - Values and Principles Methodology

3. What are the values of institution? Do you believe that the institution strategy is linked to the values and principles methodology?
4. In your opinion, is it important to measure and evaluate whether an employee is behaving and performing in a manner that displays the core values of the institution? Explain your answer
5. While conducting your job, do you see these values and behaviours are being translated into the action through the decisions you make. Explain your answer.
6. Do you believe that employee's performance improves by participating in performance management system? Provide a reason for your answer.
7. Do you believe that the strategy can be achieved through the adoption of the institution's values by each employee? (Living Values Methodology as stated in the strategic plan)
8. Describe the institution's culture? Does the institution culture embrace the values and principles methodology? Explain.
9. In your opinion, will coaching improve performance? Will coaching improve motivation and performance? Explain further.
10. Do you believe that your personal values impact your decision making at work? Elaborate

Section C - Value-Based Performance Management Strategy

11. How would you feel if your performance was evaluated and rated against the institutions living values methodology within a performance management system?
12. What are your concerns on being measured through a 360-degree evaluation or survey which measures, behaviour, values and principles?

Appendix C: Ethical Clearance from HSSREC/UKZN



21 December 2021

Bronwen Pillay (921331412)
Grad School Of Bus & Leadership
Westville Campus

Dear B Pillay,

Protocol reference number: HSSREC/00003506/2021

Project title: Measuring employee performance through a values-driven performance management strategy for the higher education domain

Degree: Masters

Approval Notification – Expedited Application

This letter serves to notify you that your application received on 10 October 2021 in connection with the above, was reviewed by the Humanities and Social Sciences Research Ethics Committee (HSSREC) and the protocol has been granted **FULL APPROVAL**.

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

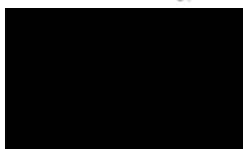
This approval is valid until 21 December 2022.

To ensure uninterrupted approval of this study beyond the approval expiry date, a progress report must be submitted to the Research Office on the appropriate form 2 - 3 months before the expiry date. A close-out report to be submitted when study is finished.

All research conducted during the COVID-19 period must adhere to the national and UKZN guidelines.

HSSREC is registered with the South African National Research Ethics Council (REC-040414-040).

Yours sincerely,



Professor Dipane Hlalele (Chair)

Appendix D: Gatekeeper Permission to Conduct the Study



*Directorate for Research and Postgraduate Support
Durban University of Technology
Tromso Annexe, Steve Biko Campus
P.O. Box 1334, Durban 4000
Tel: 031-3732576/7
Fax: 031-3732946*

3rd December 2021
Ms Bronwen Naidoo
c/o Leadership School
College of Law and Management
University of KwaZulu-Natal

Dear Mr Naidoo

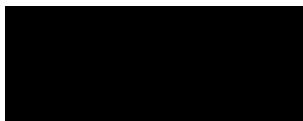
PERMISSION TO CONDUCT RESEARCH AT THE DUT

Your email correspondence in respect of the above refers. I am pleased to inform you that the Institutional Research and Innovation Committee (IRIC) has granted **Full Permission** for you to conduct your research "Measuring employees performance through values-driven performance management strategy for the higher education domain" at the Durban University of Technology.

The DUT may impose any other condition it deems appropriate in the circumstances having regard to nature and extent of access to and use of information requested.

We would be grateful if a summary of your key research findings would be submitted to the IRIC on completion of your studies.

Kindest regards.
Yours sincerely



DR LINDA ZIKHONA LINGANISO
DIRECTOR: RESEARCH AND POSTGRADUATE SUPPORT DIRECTORATE