

UNIVERSITY OF KWAZULU-NATAL



**A Study on Performance Management at public TVET Colleges
around Durban, South Africa**

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Abstract

There is a need to realise the benefits of Performance Management System in an organisation and how it can assist an organization achieve its effectiveness. When implemented effectively Performance Management can yield high organisational performance that can assist organizations realise increased output. This study has evaluated Performance Management at two public TVET Colleges around the City of Durban (Elangeni TVET College and Ethekwini TVET College), and how they could use Performance Management System to realise organizational efficiency. The study has aimed at addressing issues of Performance Management in these Colleges. The objectives of this study focused mainly on assessing effectiveness of performance management within the two public TVET Colleges around Durban. The study further aimed at ensuring that there is a link between actual performance and the expected performance within the Colleges. The view is that when this is achieved, a high performance culture within Colleges will be built resulting in increased results and output.

The study has also provided an overview of the broad field of Performance Management System with a specific focus on how can performance management can be used as management tools that will assist Durban TVET Colleges improve performance. The benefit for the effective implementation of performance management would be that not only Colleges would increase results and output, but they would be able to identify needed developmental areas for employees, and informing strategic decision making with regards to Human Resource Development budgets.

The data used for this study was collected from policy documents and legislation relating to performance management in the public sector as well as in the education sector. Secondary data used was collected from published research studies on IQMS, journals, articles, reports and books relating to implementation of relevant policy, evaluation and performance management. This study has adopted a qualitative method approach, which has used structured interviews to collect data from respondents. For this study the researcher conducted interviews with Senior Management, as well as Academic Managers of two TVET Colleges.

The research methodology that the researcher used for this study centered mainly on literature study. Using literature study assisted the researcher's aims of finding and exploring all the information that could give solutions to the TVET College problem of effective performance management, specifically looking at how management of performance can be applied in the TVET College situation through linking results to performance as well as foster accountability. The results of this study has indicated weaknesses within the TVET College system in implementing and managing performance management meaningfully. Within the TVET College system, performance management has been seen as a compliance activity. The finding analysis points out that performance management is not viewed as a system that needs to improve lecturer performance, and further close skills gap so that performance is managed and enhanced.

The implications of this practice is that TVET Colleges has continued to have poor results, where causes of poor performance has not been identified through performance management. And further where the performance management system has not assisted TVET Colleges to achieve results, subsequently its mandate of skills development in the country. This also has resulted in a disjointed organizational processes where major organizational processes does not speaks to each other, and where accountability is lacking. There is no synergy in planning and operationalizing planning through monitoring of performance.

Following an in-depth analysis of the results, this study recommended capacity building on effective performance management in order to foster performance culture and ensure that performance management is understood within the correct context. The study further recommended an improvement of the current performance management tool, or alternatively a development of a performance management tool that speaks to TVET College context where a clear definition of expected roles and responsibilities for each employee is stated, as well as performance accountability. There should be a strong monitoring and evaluation of performance management. Synergy between organizational outcomes, results and performance management of TVET Colleges must be created in order to foster or enable effective staff management.

Abbreviations

DAS:	Development Appraisal System
DHET:	Department of Higher Education and Training
DSG:	Development Support Group
ELRC:	Education Labour Relations Council
EPMDS:	Employee Performance Management and Development System
FET:	Further Education and Training
HOD:	Head of Division
HR:	Human Resources
HRM:	Human Resource Management
HRD:	Human Resource Development
IQMS:	Integrated Quality Management System
KPI:	Key Performance Indicators
KRA:	Key Responsible Area
KZN:	KwaZulu-Natal
LRA:	Labour Relations Act
NCV:	National Certificate (Vocational)
PGP:	Personal Growth Plan
PM:	Performance Management
PMS:	Performance Management System
PSCBC:	Public Service Co-ordinating Bargaining Council
TVET:	Technical Vocational Education and Training

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CHAPTER ONE:

Background of the study

1.1 Introduction

In South African the idea of managing performance is a new concept, especially in public sector. The new public service management framework that was developed in 1999 had a view of influencing the performance culture across all departmental activities. The main idea behind this was informed by the need to increase the quality of public services to all South African communities across all sectors of government. A Performance Management System (PMS) can be thought of as a tool that assesses performance and gives an indication how effective is an organisation. It allows an organisation to identify its strong and weak points. In so doing, an organisation can capitalise on its strengths and improve capacity in weak areas. Stated more formally by Sangweni (2003), as cited by Rakgoale (2011), performance management is the systematic process by which an agency involves its employees, as individuals and members of a group, in improving organisational effectiveness in the accomplishment of the agency's mission and goals. It is, therefore, a comprehensive approach to performance that includes planning work and setting expectations, continually monitoring performance, developing the capacity to perform, periodically rating performance in a holistic fashion and rewarding good performance.

In the public sector, the time to conduct performance management has been seen as one of the major reasons for dissatisfaction. Stakeholders have seen this activity as a last minute compliance exercise that yields no meaningful results. In addition, the performance management system in the public sector has become an activity that is isolated, not linked to organizational important processes (such as the strategy), and does not effectively measure results or outputs against strategic goals. Performance management in the public education sector, for instance, uses the Integrated Quality Management System (IQMS), a tool to measure TVET Colleges' lecturers' performance, which, according to Mchunu (2016), is just a paper work exercise done under no supervision for the purpose of 1 % increment.

Generally, performance management within the education sector is considered an action taken internally by designated school members to create and support conditions under which high quality teaching and learning can take place (According to Mosoge & Pilane, 2014). Mosoge & Pilane (2014) further state that performance management aims at capacitating teachers to enable them to increasingly attain and exceed goals and standards set for the particular post level.

This study, therefore, focuses on the management of performance in two public Technical and Vocational Education and Training (TVET) Colleges in the Durban area. It is of importance because it will make a contribution in developing a knowledge base in this area of managing performance. It is the aim of this study to gain some insight of how TVET Colleges manage performance and to identify challenges, problems and possible weaknesses of the PMS that they use. Recommendations that will be presented at the end of this study will help TVET Colleges to have a sound and effective system of managing performance and help to improve results of the organization. TVET Colleges are expected to become major players in skills development in the country in order to help citizens contribute to the growth of South African economy. According to the HRDC (2014), the central role of TVET Colleges is addressing skills shortages and advancing economic growth in South Africa.

1.2 Background of the Study

According to Nzimande (2015), during 2001 to 2003 Technical Colleges were, as per the FET Act 16 of 2006, declared Further Education and Training (FET) Colleges. He further stated that all 152 Technical Colleges merged to form 50 mega FET Colleges, which saw the formation of 264 campuses across South Africa. Nzimande (2015) also mentioned that the main objective of these Colleges was to provide access to intermediate level skilling opportunities. Additionally, these institutions aimed at meeting the developmental needs of the South African communities and the labour market, thus providing affordable access to education and training at FET Colleges.

In 2000, there was a task team that was appointed by the department of education to investigate the sector. This task team recommended that the 152 Technical Colleges be consolidated to 50 public FET Colleges, with each College having its own council. The main purpose behind the merger of these Colleges was to:

- Combine smaller and weaker colleges into stronger institutions, which would result in economies of scale and create capacity within colleges to teach more students and offer a wider range of programmes
- To geographically position colleges to meet social and economic demands
- Make colleges a central feature of the government's strategy to tackle skills shortages, job creation and economic growth.

In the Province of KwaZulu-Natal, there were 24 Technical Colleges that merged to form nine FET Colleges. At a later stage, the names of these Colleges were changed to TVET Colleges (Mchunu, 2016). Furthermore, the majority of these colleges and their campuses are located in the municipalities in relation to the amount of economic activity (Mchunu, 2016). In a launch of the White paper on Post-School Education and Training in 2012, Dr Blade Nzimande announced the renaming of these institutions.

TVET Colleges provide training for careers in a range of areas that include occupational programs, white collar programs characterised by both theoretical and practical knowledge. The entrance requirements into the programs offered by TVET Colleges range from grade 9 to grade 12. Most learners who want to get qualifications at these Colleges follow a particular trade or they articulate into other institutions of higher learning. The TVET Colleges offer two streams, namely, the national certificate vocational (NCV) and report 191 (also known as NATED) programs in engineering and business studies. The NCV is a three-year programme from level 2 to level 4. The qualifications provided at TVET Colleges are in accordance with the NQF levels 2 to 4 Mchunu (2016). The previous vocational and technical system (NATED) was mainly a theory-based school curricula organised into a two year cycle of trimesters, starting from level N1 up to N6 and it was up to students to find a situation placement after completion of the school-based training in order to acquire some practical skills (Mchunu, 2016). Engineering studies have programmes that run over a one-year period, with programmes from N1 to N3 as

well as from N4 to N6 the following year. For business studies, learners begin at N4 and exit at N6 over two semesters.

TVET institutions have an important role to play in transforming societies, through the provision of technically skilled people such as artisans, motor mechanics, engineers, electricians, as well as mining specialists and other relevant skills. On top of that, they also responsible for preparing learners for the world of work or self-employment (if they so choose). However, the performance of TVET Colleges has been questioned over years, despite the large cash investment that the South African Government injects into the sector (DNA Economics, 2015). The DNA Economics (2015) stated that the TVET College sector has not been functioning optimally to absorb and train the school leavers.

Traditionally, a large proportion of government post school education expenditure was spent on universities, but in recent times, funding towards technical and vocational training has increased. The considerable growth in funding for TVET Colleges has been underpinned by the recognition that occupational and vocational trades are important contributors to employment and a country's long-term development trajectory (DNA Economics, 2015).

According the National Development Plan (NDP) TVET sector was too small, ineffective and the quality of their output is poor. The NDP further stated that the quality and relevance of courses needed urgent attention. The unemployment rates among TVET College graduates was (11%), which was more than double (5%) than that of university graduates. The audit that was conducted by Human Science Research Council (HSRC) in 2010 found that in the 50 TVET (formerly FET) Colleges, as measured by the throughput rates, the NCV achieved a national average rate of 30% per annum over a three-year period (2007-2009), while the Nated programmes achieved a 47%, and other programmes achieved 66 % average throughput.

The lacklustre performance is of serious concern in the context of the Department of Higher Education (DHET)'s intention to increase enrolments in the sector to four million students in the post-school (non-university) sector by 2030 (DNA, 2015). It

is, therefore, vital for TVET Colleges to understand the concept of performance management and to ensure that a good PMS is developed and correctly implemented in order for the sector to be efficient and productive

Authors, such as Rakgoale (2011), are of the view that a good performance management system works towards improving overall organizational performance through effective management of performances of staff. To achieve this, employees need to be assisted to improve their performance in areas where they might be lacking. Managing employees or systems performance facilitates the effective delivery of strategic and operational goals. Employee performance management may deliver a significant return on investment through a range of direct and indirect benefits, operational efficiency benefits and unlock the latent potential in every employee (Rakgoale, 2011).

TVET Colleges currently use two performance management instruments to manage staff performance, namely the IQMS for lecturers and the Employee Performance Management Development System (EPMDS) for office based staff. According to Masoge & Pilane (2014), in South Africa, the IQMS (Education Labour Relations Council (ELRC), 2003) was introduced as a measure to hold schools accountable for their performance. As one of its aims, the IQMS strives to develop educators by enhancing their capabilities to inspire a positive culture of teaching and learning in South African public schools (Mchunu, 2014). The EPMDS, on the other hand, is a framework for performance management that applies to all employees falling within the salary levels from 1 to 12 appointed in terms of the Public Service Act, 1994 (EPMDS, 2007).

Currently performance management at TVET Colleges is viewed as addressing the development only, but neglecting accountability, which is another critical aspect of performance management. According to Maphutha (2006), as cited by Mosoge & Pilane (2014), the IQMS is the only accountability system in which post-level-one teachers take part. Managing performance should not only be for developmental purpose alone. Rather, the entire process needs to be linked to other aspects of the organization. For example, managing individual performance requires that

members of the organization account for poor performance. This is possible through a carefully arranged system of managing performance that is linked to results.

This research looks at how can the two Public TVET Colleges in this study develop a performance culture for both staff and the Colleges, define expectations, roles, and accountabilities in order to observe full capacity of employees and the organization.

1.3 Problem statement

Technical Vocational Education and Training (TVET) Colleges aim to provide educational opportunities to those who either do not qualify for tertiary education or who feel they require vocational training with direct application to the workplace. The importance of the TVET sector to the South African government has been clearly communicated by the National Development Plan (2030) and more recently through the White Paper for Post-School Education and Training (2013). The White Paper on Post-School Education (2013), states that the TVET College sector is central to the provision of post-school education and training, and is the target area by DHET for the greatest expansion and diversification. Akoojee (2008), for instance, stated that in the Republic of South Africa, national attention on skills provisioning has focused on the role of public FET (i.e. TVET) Colleges in providing intermediate level skills necessary to meet the South African national development challenge.

Performance targets in the TVET sector are centred on enrolment numbers. However, the number of students that enrol into TVET Colleges, is much higher than those that complete their training and graduate out of the system. This poses a dilemma and raises concerns whether these Colleges are really contributing towards empowering students to contribute meaningfully towards the South African economy. This sector, therefore, appears to be giving no meaningful benefit towards the economy and in order to add value, it is critical that results (i.e. students completing their programmes) improve.

DNA Economics (2015), states that generally the performance indicators used within the TVET College sector, and within the Annual Report of the DHET in

particular, do not appear to measure performance relative to sectoral strategic objectives in a comprehensive and consistent way. Specifically, relatively few indicators focus directly on the key student performance indicators. Furthermore, there is no link between student performance, lecturer performance and College objectives with that of the DHET's objectives. According to DNA (2015), this then creates a disjuncture in performance management between the DHET's strategic goal(s), College goals, as well as employees and students' performance.

This study addresses the problem of how performance is managed at TVET Colleges and compares this with expected results. It further identifies issues in managing performance at the TVET Colleges in Durban which has not been linked to results or outputs, leaving a gap between actual performance, how it is managed and expected performance outcome.

1.4 Purpose of the study

An effective Performance Management System is a critical tool for increasing an employees' awareness of the value of their contribution to the policy or to the organisation's success and for creating dialogue with their managers, which can enhance the contribution that employees make. This has the benefit of all stakeholders performing optimally and working in unison towards organisational goals.

The purpose of this study, therefore, is to assess whether the PMSs used by the two TVET Colleges in this study to manage performance are effective. In addition, the study seeks to identify areas which these Colleges can use to better manage and improve their performance to achieve their goals and be aligned with the DHET's strategic objectives.

1.5 Objectives of the study

- To assess effectiveness of Performance Management System in Durban public TVET Colleges.
- To assist public Durban TVET Colleges develop performance culture for both staff and the Colleges.

- To assist Durban TVET Colleges define expectations, roles, and accountabilities in order to observe full capacity of employees and the organization.
- To ensure that Durban TVET Colleges systems, subsystems and staff performance are linked to results or output in order to facilitate effective staff performance management.

1.6 Research questions

- Is Performance Management System effective in Durban public TVET Colleges?
- How can Durban public TVET Colleges develop performance culture for both staff and the Colleges?
- How can Durban public TVET Colleges define expectations, roles, and accountabilities in order to observe full capacity of employees and the organization?
- How can Durban public TVET Colleges link systems, subsystems and staff performance to results or output in order to facilitate effective staff performance management?

1.7 Significance of the study

Performance Management System is one of the key management tools which ensure that employees carry their work effectively. When this is done effectively it gives better results and outputs which contribute to the organizational performance. This study will be significant in ensuring that public TVET Colleges around Durban build high performance culture, and ensure that performance is not managed in isolation to the individual expected results or output.

This study will further indicate the need for performance management policy review, to view performance management in line with results or output within the sector. The study also will assist in identifying the synergy of the current performance management system tools with the context into which public TVET Colleges around Durban operates.

1.8 Limitations

The study focused on two public TVET Colleges around the city of Durban, where there are 50 public TVET Colleges across the Country. Therefore generalization of findings and assumptions of this study might not be translated to other TVET Colleges in the country.

1.9 Literature Overview

In education, academic development is an indispensable aspect of human resource management and development. In TVET Colleges, academic development programs should be implemented in order to help TVET College lecturers sustain high quality performance in their classroom teaching and to encourage them to pursue life-long learning which is vital to their academic development (Mokone, 2011). Mokone (2011) states one of the challenges raised by lecturers in the TVET sector was that the standard of NCV was too high for learners. In addition, there was a lack of physical and teaching resources; misunderstanding of the TVET College system by communities, language difficulties from learners, ill-discipline learners, work overload, lack of research and development for lecturers, career counselling for learners, and a lack of motivation from learners.

According to Mokone (2011), one of the suggestions made by TVET College lecturers was that learners be grouped according to their level of knowledge, e.g. learners who passed grade 10 should be accommodated in one class. It was also proposed that the Department of Education (DoE) re-evaluate the entire NCV programme. Another view was that there should be a bridging course to assist learners to cope with the demands of the NCV programmes because of the high standard of the curricula.

The NDP (2012, 50), as cited in HRDC (2014), states that the TVET sector is not effective, is too small and output quality is poor. As such, continuous quality improvement was needed as the system expanded. The White Paper on Transforming Public Service Delivery (1997) stipulated that performance of staff who deal with customers must be regularly monitored with zero tolerance for performance that fell below the specified standards. It further stated that performance management procedures must in future include assessment of the

performance of individual staff in contributing to improving service to the public. Additionally, the White Paper on the Transformation of the Public Service (1997) also stated that accountability within the service was limited to bureaucratic accountability. Employees were held accountable for adherence to rules and procedures rather than for efficiency and productivity. It states that wider accountability of the service to the public was even less in evidence.

The White Paper on the New Employment Policy in the public Service, 2nd Draft October 1997 laid down the foundation for the framework for managing performance in the Public Service. Section 5.12 of the White Paper points out that the success of the Public Service in delivering its operational and development goals depends primarily on the efficiency and effectiveness with which public servants carry out their duties. According to the White Paper, managing performance was therefore a key human resource management tool to ensure that:

- Employees know what is expected of them;
- Managers know whether the employee's performance is delivering the required objectives
- Poor performance is identified and improved
- And lastly that good performance is recognised and rewarded.

According to PSCBC Resolution 1 of 2003 disciplinary procedures for the Public Service has been prescribed and actions that are considered serious misconduct warranting formal action has been outlined. Poor performance has been mentioned as one of the transgressions amongst the list of misdemeanours cited by the procedure.

Conclusion

This chapter has introduced the study on performance management, background as well as problem statement has also been presented in this chapter. The chapter has presented Research questions and Research Objectives. The study has further stated the significance of the study as well as its limitations. Further a short literature overview has been presented in this chapter. The next chapter will present theoretical framework.

CHAPTER TWO

Literature Review

2.1 Introduction

According to Fernandez (2005:261) as cited by Paile (2012), performance management is an integrated system which involves institutional design, work planning, assessments, and feedback designed with a view to maximising performance at the individual and team levels in motivating and developing staff.

Foot and Hook (2005: 266) cited by Mtshali Ntombela (2013) define Performance Management as a process which contributes to the effective management of individuals and teams in order to achieve high levels of organizational performance.

Common practice has it that performance management be a process that organisations perform once a year. However, there is a growing consensus that this should be a continuous process that should be conducted at least biannually.

Employees should be appreciated whenever they do their work according to standards before it get so late till the end of year. These performance reviews are not needed to be formal every time and can be held in team meetings so problems should be discussed immediately when they arise. But there should be more formal interim reviews decided points in the year twice or thrice yearly (Rakgoale, 2011).

Increased frequency of evaluating PM will allow managers and employees to work together to plan, monitor and review employees' work objectives, and to assess employees' contributions towards the organisation's success. Having more than one performance management review also provides a platform for more regular interactions and feedback in regards to employees' contributions and to identify areas where they can be developed to improve their performance.

This chapter presents a review of the literature regarding performance management. The review begins by giving an overview about performance management. Thereafter, it discusses performance management cycles and strategic performance management. It also explains the link between human

resource management and performance management. Poor performance management and the gaps in literature around performance management are among the other discursive topics presented in the forthcoming review of the literature.

2.2 Performance Management

The concept of performance management (PM) encapsulates the processes that drive and influence an organisation's strategic and operational decision(s). The concept is thus organisation wide and impacts on areas such as recruitment and selection, capacity building through training, remuneration, promotions, terminations, transfers, and disciplinary processes. It is a process that strives to help develop employees and employee teams towards achieving organisational goals and objectives (Sharma, 2011). This necessarily means alignment with an organisation's performance and competitiveness.

There are several definitions of performance management. Sharma (2011) for instance, defines performance management as a system of processes by which an organization involves its employees, as individuals and members of a group, in improving organizational effectiveness towards the accomplishment of the organization's mission and goals.

According to Sharma (2011) then, a successful performance management system (PMS) should involve everyone within an organisation. Baird, Schoch and Chen (2012), on the other hand, take a more organisation-centric approach to defining performance management as opposed to the more employee-centred approach of Sharma (2011). They define performance management as systems of tools that serve as an effective means of executing organizational strategy. The organisation achieves this by signalling to employees what is really important in the organization, fixing accountability for behaviour and results, and helping to improve organizational performance (Baird et. Al., 2012). In other words, PM should take into account a number of organizational elements, such as organizational strategic plan into its implementation in order to achieve intended outcomes. Krause (2005) offers yet another definition of performance management. He defines PM as a company-wide

concept comprising of a four step control cycle. These steps are to plan, improve, control and to communicate employee performance.

Armstrong perhaps offers a more simplistic definition of PM. Much like Sharma (2011), Armstrong (2012) describes performance management as a systematic process for improving individual, team and organizational performance. Improving individual, team and organizational performance entails the development of employee and team capacity or capability. Furthermore, organizations need to ensure that employees get the support and guidance that they need in order to develop and improve their performance. For the purposes of this study, it is Armstrong (2012)'s definition of PM that will be used. According to Armstrong (2012), strategic performance management focuses on what needs to be done to help the organization achieve its business goals. The fundamental elements for this definition are:

- Management of performance as a process, which means that proper performance management should not be a once off annual event
- It should not be done from a compliance point of view or for paying employee bonuses
- It needs to take into account other elements or processes within the organization for example recruitment and selection, training and development and accountability.

Performance management, therefore, is a critical and necessary component for both individual and organizational effectiveness (Cardy and Leonard, 2015). Possibly one of the most important steps in PM is to identify and recruit the right people for the job. This, according to Cardy and Leonard (2015), will ensure that the organisation has the right people in the right jobs and this will lead to better performance, fewer problems, smoother management of performance, and relative ease in dealing with performance related issues. In contrast, poor hiring decisions can result in poor performance, more performance problems, and more team work challenges (Cardy and Leonard, 2015).

Performance management, therefore, is much more than just employee appraisals. Rather, it is more about using the appraisal system to identify employee shortcomings and to *'give praise where praise is due'* with the intention that the entire organisation performs well. Consequently, it is vital that employees are given feedback on the outcome of their appraisals. This informs employees on the progress that they have made towards achieving organizational goals and on which areas they need improvement. Therefore, without assessment and feedback there is no basis for focusing efforts on improvement (Cardy and Leonard, 2015).

Improving individual, team and organizational performance entails developing employee and team capacity and / or capability. Furthermore, organizations need to ensure that employees get the necessary guidance and support that they need in order to develop and improve. According to Armstrong and Baron (1998) cited by Hassan (2013), performance management is a strategic and integrated approach towards the performance of individuals and teams who are delivering their best for the success of the organization.

The end result of PM is to have a thriving organisation that is powered by individuals and teams of individuals that execute their functions optimally. By engaging in processes like planning, monitoring, reviewing individual and functional team performance more frequently; an organization can create a high performance culture.

The management and improvement of performance in the workplace has become increasingly more important, especially in light of modern day's competitive business environment. The pressure to gain competitive advantage and to stay ahead of rival companies is ever-increasing. This in turn is forcing organizations to becoming more effective and efficient entities. This demands better alignment and execution of business strategies to improve returns on investments. It also requires that organisations utilise their resources better to improve operations such that they tend closer towards meeting organisational goals and objectives.

2.3 Performance Management Cycles

For management of performance to succeed it must not be treated as an event, but be an ongoing process. According to Foster (2013), one of the key roles of line managers is to set targets, manage and monitor performance of employees and provide regular feedback. Organizations often emphasize to their managers the importance of performance management as an ongoing, continuous cycle that includes both formal and informal activities (Foster, 2013). The cycles of performance management, according to Foster (2013) are stated and described in the coming paragraphs.

2.3.1 Planning

Performance management should include planning to ensure that individual employee performance expectations and individual goals are set. Sangweni (2003), as cited by Rakgoale (2011) says performance management is the systematic process by which an agency involves its employees, as individuals and members of a group, in improving organisational effectiveness in the accomplishment of the agency's mission and goals. It is therefore a comprehensive approach to performance that includes planning work and setting expectations, continually monitoring performance, developing the capacity to perform, periodically rating performance in a holistic fashion and rewarding good performance.

For any organisation that exists in a very competitive situation, it becomes more important for employees to have clear guidelines and direction towards the organisation's aims and objectives (Sehoa, 2015). This will assist employees channel their efforts toward achieving organizational objectives. As stated by Sehoa (2015), the starting point for any performance management process should thus be a clear organizational strategy with well-defined business objectives.

During this cycle key performance indicators (KPIs) should be stated in order to ensure that individual employees are aware of how expectations and goal achievement will be measured. According to Linda (2014), a shared view of performance is very important as expectations must be clearly understood by the manager, the employee and any other stakeholders involved. Foster (2013) states

that when employees have been involved with goal setting and choosing the course of action to be followed, they are more likely to fulfil their responsibilities. In this instance, specific individual objectives and performance targets are defined, shared and agreed upon with time frames for achieving these objectives outlined (Linda, 2014). It is during the performance planning cycle where overall organization objectives should be aligned and developed within the context of job descriptions.

2.3.2 Monitoring Progress and Performance

This cycle tests performance against milestones that need to be achieved. It continually assists in the measurement of performance and indicates achievement of goals against the backdrop of specified / expected targets / outcomes (Linda, 2014). In addition, monitoring provides the opportunity to identify problems and affords both the organization and the individual a chance to resolve any problems early. According to Foster (2013), an effective performance management process should ensure that there is continuous observation and monitoring of individual performance, including gathering both formal and informal evidence, feeding into formal review or appraisal.

2.3.3 Results, Feedback and Capacity Building

D'Souza (2012) stated that effective performance management system is a vital tool for aligning the organization with desired results and creating a line of sight showing how team, unit, and individual performance can contribute to overall organizational results.

The results of performance should inform training and development. Developing employees assists in increasing their capacity to perform. As stated by Shields et al (2016), performance management may serve a developmental purpose as it included providing formal feedback on recent performance. This feedback includes strengths, weaknesses and areas of improvement. Performance management results, therefore, should be analysed and feedback given to individual employees. A major objective of employee development is to ensure that they become the best in their industry and for employees themselves to act their best (Camilleri, 2011).

Developing employees gives them new sets of skills that will empower them to perform their duties better. There are many ways that an employee could be developed. These methods can include sending them for training and getting them to share their new skills with fellow employees upon their return to the organisation. Another approach is to use mentoring. This will typically involve pairing employees that are performing poorly with those that are excelling.

2.3.4 Rewarding Cycle

In this cycle employees are given rewards for the work that they have done. This cycle gives recognition for good work that an employee has done and it also recognises the contribution that an individual employee is making towards the achievement of organizational goals. Rewards may be anything tangible that an organization provides to its employees, either intentionally or unintentionally, in exchange for employees' potential or actual work contribution and which employees attach positive value (Shields et al, 2016). Performance pay, for instance, could be used as one of the rewards given to the employees for their good performance.

2.4 Strategic Performance Management

Strategic performance management allows the organization to apply strategy across the organization in order to see to it that goals are met. Strategic performance management assists the organization to align its processes and to ensure that it communicates its strategy to everyone. In this way employees understand, adopt and nurture organizational objectives. In addition, it is also a business function whereby managers are expected to develop goals for each division based on the overall organizational goals. These goals need to be linked to performance outcomes of the organization. Furthermore, the goals need to be linked to KPIs of the employees.

According to van Tiem, Moseley and Dessinger (2012) KPIs are quantitative performance measures that define the critical success factors of an organization, help the organization measure progress towards its organizational goals and objectives, and identify areas for organizational performance and improvement.

When an employee's performance goals are defined in terms of an organizational KPIs, it ensures that what the employee is doing is in alignment with the goals of the organization.

2.5 Linking Performance Management to Human Resource Management and Human Resource Development

In order for a system of performance management to work effectively it must be integrated with Human Resource (HR) activities that support it. According to Linda (2014), horizontal integration of HR Management activities or practices (i.e. recruitment, selection, performance management, reward, learning and development) is important to ensure they can improve each other. Human Resource activities, therefore, must be managed effectively as they have direct impact on the management of PM. Each of the HR activities just mentioned will be discussed in the following paragraphs.

2.5.1 Recruitment

One of the first functions of HR management is employee recruitment and selection. According to Linda (2014), recruitment and selection is essentially the first stage of HR Management. For an organization to be successful it must recruit individuals that have the right skills, the right attitudes and that can use their skills to contribute to the achievement of strategic goals of the organization. Getting the right workers into the system is critical to the overall process. Hiring people who fit the strategic orientation and core values of an organization only makes good business sense (Cardy, 2015). The link between management performance and recruitment is thus a key HR management function because, if well executed, ensures that the organization has employees that are able to achieve its business strategy and be successful.

2.5.2 Selection

Closely linked to recruitment is selecting the ideal people to fit the right jobs. The selection process, therefore, provides the organization with the opportunity to choose those candidates that will best fit the requirements of the job. It is during this

process where organization needs to ensure that a person selected fits the job and not make the mistake of fitting the job to a person. Doing the latter increases the risk of performance failure on the part of the newly recruited employee.

Koh (2014) mentions that it is common practice among firms and organizations to use a form of targeted selection process driven by the firm's or organization's competency model and to rely on behavioural interviewing methods that include the active participation of line managers and prospective team members. According to Vidal (2013), selection criteria must be in alignment with the needs and the requirements of the job; and the merits that are to be taken into account must be adapted to the professional profile of the job's aptitudes and skills requirements.

2.5.3 Job description

Job descriptions are key and central to the effective management of performance. They ensure that they give a clear picture of roles and responsibilities of an employee. It thus plays an important role in linking employee management functions and in giving clarity for more effective employee performance (Merson, Black and Mills, 2011). When executed effectively, employee key performance areas have relevance to an employee's job description and make it easier for that employee to better perform.

2.5.4 Training and Development

Training and development refer to a systematic process that is managed by organizations to create a relatively permanent change in the knowledge, skills, or attitudes of its members (Kraiger, Passmore, dos Santos and Malvezzi, 2014). Performance management can assist in identifying performance gaps that could be addressed through training and development. For training to be relevant it must be focused on identified performance gaps of the individual employee. According to Kraiger et al (2014), training and development activities allow organizations to be more competitive, to be more efficient and productive; and to adapt and be more innovative.

2.5.5 Performance Review

The fundamental aim of reviewing performance is to provide both the supervisor and the employee with the opportunity to communicate any issues that might be affecting employee performance positively and / or negatively. It also assists in promoting the development of the employee resulting in increased productivity. According to Falcone and Tan (2013), performance review or appraisal must be relevant to everyone. It therefore has to be holistic by ensuring that employees being evaluated, their evaluators, and the senior leaders who look to the performance management system all gain better understanding of performance trends and identify gaps and opportunities for improvement.

Within HR management, performance reviews can assist to identify employees that are high performers and those that are deserving promotions. The results of performance reviews can help the organization make informed decisions about paying performance bonuses and salary increases. However, Armstrong (2014) cautions that it is undesirable to have a direct link between the performance review and the reward review. The focus, Armstrong (2014) states, should be on the former as PM must primarily aim at improving performance and possibly assessing potential, and not necessary be an incentive driver.

2.5.6 Performance Accountability

Performance accountability requires individual employees to answer on their performance.

In most cases feedback from performance reviews challenge many employees as some react defensively to the constructive criticism in regards to their poor performance. Informal feedback from managers can assist in facilitating acceptance of the feedback. Nonetheless, when individual employees have not achieved expected results, they need to be called to account for their poor performance. Accountability provides the bases for a results-oriented and a mission-driven organization. Performance accountability supports informed decision making.

By virtue of a company's objectives being shared with the employee from onset of their employment, it is in major part that employee's responsibility to perform

according to company expectations of them (Foster, 2013). They are therefore, responsible for accounting for when they fall short on their performance. Performance management rejects the assumption that only managers are accountable for the performance of their teams and replaces it with the belief that responsibility is shared between managers and teams (Scales, Pickering and Senior, 2011).

Within performance accountability, HR is responsible for assuring the quality of the performance reviews being conducted, evaluating the achievement of organizational core objectives and to make sure of continuous improvement. The organizational accountability framework should thus be supported by HR management performance measurements. Ultimately, the key purpose of performance management accountability is to provide a platform for people to raise barriers that hinder their performance, while in the process be assisted to do the right things by achieving goal clarity.

2.6 Management of Poor Performance

When poor performance is managed, a focus must be directed on the identification of the causes of poor performance. Underperformance must be supported through the provision of training and development that is agreed upon by both the supervisor and the employee.

According to O'Neil and Mowll (2012), managing work performance should be part of the overall performance management process that also includes conducting regular appraisals and identifying and meeting learning and development needs.

There may be many reasons for poor performance or falling standards of performance. It is important for HR management to identify the reasons or causes of falling standards and provide support to employees (O'Neil, 2012). In addition to understanding the causes of poor performance, plans to overcome these obstacles need to be developed (O'Neil, 2012).

In any organisation, there have to be consequences for employees who continuously underperform, are untrainable, and whose performance could hamper the productivity of the organization. When continuous poor performance is tolerated

it has a potential of painting a picture that the organization accepts mediocracy or underperformance. Organizations are then faced with the decision of whether there is need to retain underperformers or to terminate their employment (Cardy, 2015).

2.7 Results Orientated Performance Management

Results orientated system of managing performance focuses on achieving optimal results, based on measurable goals agreed upon between the employer and the employee. In this performance management system needed resources are provided, priorities are determined and goals are set by the manager. Results oriented performance management enables the organization to determine the effects of human capital programmes and policies on mission accomplishment. High performing organizations have a focus on achieving results and foster a result-oriented culture within the organisation. According to Collardi (2012), a performance culture is rooted in defining objectives and creating a results-oriented approach. The results dimension of PM, as argued by Dermartini (2011), must be congruent with true organizational objectives and the desired results must be effectively communicated and internalized by those whose behaviour are being controlled.

2.8 Performance Management Culture

A culture of organizational performance management is the on-going process of quantifying and monitoring organizational performance and aligning this performance to the needs of the many stakeholders of the organization (O'Boyle, 2016). Building a performance culture through performance management is critical in dealing with performance challenges. Performance management culture promotes innovation and it develops top performing individuals and teams.

An organization can implement performance management culture by:

- Developing a good plan and training system that contributes to building a culture of performance that can improve the organization's success.
- Frequently doing performance reviews can play a major role in building a strong performance culture.

- Having a structured performance management process that strongly supports ongoing efforts of building accountability into the organizational culture.

According to O'Boyle (2016), implementation of an organizational performance management system and establishment of an overall performance management culture are essential in meeting stakeholder expectations. A culture of performance management must be based on a simple concept for the creation of a holistic and quantifiable view of organizational performance. The culture of managing performance effectively allows employees and teams an opportunity to understand the goals of the organization and to identify how individual and team output will contribute towards the achievement of organizational objectives. In a culture where the performance management process is easily adopted, employees feel comfortable discussing overall performance with co-workers and management, and individuals tend to better understand how their own contribution(s) directly affect(s) organizational objectives (O'Boyle, 2016).

2.9 Performance Counselling Sessions

Most performance counselling sessions are charged with some degree of emotion because no one enjoys being told they need to improve their performance or change their behaviour. According to Bussin (2013), it is not surprising that one of the biggest trends in performance management is the anxiety and ineffectiveness of managers and team players to hold honest conversations.

Anxiety is also found in management as some of them fear performance counselling sessions. One of the fears that managers have is the possibility that existing relationships with their subordinates could be affected negatively. Other managers fear confrontation from difficult employees on their low performance ratings or performance scores. Most often one-on one counselling sessions with employees turns into arguments and disagreements between disgruntled employees and managers. To avoid conflicts some managers simply opt to provide undeserving positive reviews to employees. Bussin (2013), for instance states that people do not like any situation that could lead to conflict, yet every organization is characterized

by a pressured work environment in which bottom-line results are a function of the company's goals and targets. Organisations have to meet customer needs, supplier's deadlines, uphold performance standards, and manage people and relationships. In counselling sessions, therefore, managers should have honest conversations and be specific about development programs needed to improve work standards.

2.10 Performance Management in the Public Sector

Public sector management of performance is faced with a number of challenges. For example, there is legislation and policies in place that are very pro-worker, but this comes at the expense of the expected service(s) that need to be provided. Saravanja (2010) mentions several other factors that impact on poor performance of the public sector as a whole. These factors include staff motivation, efficiency and effectiveness, value for money, equity, quality, accessibility, integrity and funding. Therefore, for the public sector to be effective and successful these challenges need to be addressed and overcome.

A study by Saravanja (2010) that investigated the performance improvement and motivation challenges of the public service from an integrated point of view, found that there was a lack of knowledge and skills to design and implement the performance management system. There was also a lack of linkage between performance and rewards, non-adherence to time-frames, favouritism, and the overall low 'value for money' principle that the performance management system is achieving. Recommendation of the study was that performance management has to be approached from an integrated perspective.

Baird et al. (2012) conducted a study to examine the association between three organizational factors, namely, (the use of multidimensional performance measures, link to rewards and training) and three organizational culture dimension (innovation, outcome orientation, and teamwork) with the effectiveness of performance management system. The study was an examination of the effectiveness of performance management systems and the influential factors in the

local government context. In this study Baird et al (2012) conducted a survey on 450 local governments. They found that the performance management system was only moderately effective in relation to performance related outcomes, and less effective in relation to the achievement staff related outcomes. Findings also implied that there was a need for managers of local government councils to improve the effectiveness of their performance management system.

Another study by Zvavahera (2013) evaluated the effectiveness of performance management system in improving service delivery in civil service. The study focused on four out of 32 ministries and had a total sample size of 100 participants. He found that the majority of the respondents (89%) indicated that the performance information was partially being used to identify performance gaps so that proper training programmes could be put in place.

2.11 Performance management in the Education Sector

Previously administration of TVET Colleges has been under the Department of Basic Education (DBE). It is only in 2009 that the ministry of education was split into two resulting the administration of TVET Colleges moving from the DBE to the DHET. Against this historic backdrop, TVET Colleges used performance management tools that were designed for the school set up (i.e. basic education), as well as for public service administration.

There have been a number of different policies in South Africa that have been used to monitor and manage performance of schools and teachers. During the apartheid era Inspectors were used for this system, and the system tended to have its focus on making teachers accountable, and left behind their development and the improvement of the school. According to Centre for Development and Enterprise (CDE) (2015), the school inspection system was seen as dysfunctional because it was part of the apartheid state's mechanisms for political control. The new dispensation saw the introduction of new legislation and policies that aimed at regulating education in the country. Mhangani (2012), said that the emergence of the democratic government in 1994 saw a major shift in the South African education system that was, by then, racially segmented. Soon after the victory of the first

democratic elected government, the education sector became the central focus for transformation.

In 2008 July, there was introduction of a new appraisal system, Development Appraisal System (DAS) that was aimed at developing personal as well as professional capacity for educators. This system further aimed at improving the quality of teaching practice. Its life span was short lived as it was challenged by labour unions, citing the lack of consultation on its inception. According to Mhangani (2012), in principle, all schools were supposed to implement the idea. However, in practice this yielded some problems and it was discontinued. He further says that DAS did not focus on the holistic functioning of the school. Instead, its purpose was to appraise individual educators in a transparent manner with a view to determine areas of strength and weakness, and to draw up programmes for individual development (Mhangani, 2012).

In 2000, Performance Measurement was introduced. The purpose of Performance Measurement (PM) was to evaluate individual educators for salary progression, grade progression, affirmation of appointments, rewards and incentives (Mhangani, 2012). An agreement was reached in the Education Labour Relations Council (ELRC, Resolution 8 of 2003) to integrate the existing programmes on quality management in education (the Developmental Appraisal System, Performance Measurement System as well as Whole School Evaluation). The three quality management programmes were integrated to constitute the Integrated Quality Management System (IQMS), signed as ELRC Collective Agreement No.8 of 2003. The IQMS was informed by Schedule I of the Employment of Educators Act, No. 76 of 1998 where the Minister is required to determine performance standards for educators in terms of which their performance is to be evaluated (QMS:2013).

The Integrated Quality Management System for Public FET College Based Educators (n.d) defines IQMS as an integrated quality management system that consists of two programmes, namely enhancing and monitoring performance of the education system and developmental appraisal and performance measurement.

The Quality Management System (QMS) has been developed to replace the current IQMS. The QMS is a performance management system for school-based educators, designed to evaluate the performance levels of individuals in order to achieve high levels of school performance. It is critical in assessing the extent to which educators are performing in line with their job descriptions in order to improve levels of accountability in schools (QMS, 2013). This management system gives basis for paying salary progression, rewards and other incentives for educators, and it enables assessment of educators, taking into account the context within which they operate.

Another performance management tool used in the public sector is the Employee Performance Management System (EPMDS). This system has been designed to assess performance management for office based employees on salary levels 1 to 12. According to the DPSA Framework on EPMDS, April 2007, amended, EPMDS provides a standardized framework for employee performance on salary levels 1 to 12 in a department and must be linked with the Performance Management Development System (PMDS). The regulatory framework for the PMDS can be linked to the Constitution of the Republic of South Africa, 1996, which states that public administration must be development-oriented and accountable. It can also be linked to policy documents, such as regulations and collective agreements entered into between the employer and labour representatives.

The Public Service Act, 1994, as amended, section 3, deals with performance management related issues. Section 3 of this Act stipulates that the Minister for the Public Service and Administration (MPSA) is responsible for establishing norms and standards relating to the conditions of service and other employment practices for employees. These employment practices include employee performance management systems and human resource practices amongst others. Chapter 1, Part VIII of Public Service Regulation (PSR), 2001, as amended, deals at length with the management of performance in the public service below the level of senior management. This chapter sets the requirements that must be met in the development of performance management systems.

The Human Resource Management White Paper, 1997 (Government Gazette 2011 of 1997) aimed at providing a policy framework that would facilitate the development

of human resource management practices, which support effective and efficient Public Service that is geared for economic and social transformation. According to the White Paper, the performance assessment process identifies strengths and weaknesses, and the interventions which are needed to deal with challenges, including the employee's future training needs and other developmental interventions such as career counselling, coaching and mentoring.

PSCBC Resolution 1 of 2003, provides a disciplinary procedure for the public service and outlines acts that are considered serious misconduct warranting formal handling. According to this resolution performing poorly or inadequately for reasons other than incapacity is cited as a transgression

2.12 Criticising the Gap in the Literature

Although the Labour Relations Act 66 of 1995 provides for the reprimanding of employees who are poor performers, the literature on performance management says little on the topic. Much of the literature on performance discusses the concept of performance management and the cycles of performance management. It, however, says little on employees who, after being sent for training on a number of development programs, still continue to underperform. The literature needs to give guidance on what organizations need to do on untrainable staff that cannot be developed any further because despite all developmental efforts, they continue to fail to produce expected results. Although the literature has spoken about accountability for underperformance, it still needs to cover more on the implementation of labour relations policies when it comes to incapacity.

2.13 Conclusion

Chapter two has outlined the literature review on the system of managing performance. The elements or components critical to performance management for every organization have been discussed in this chapter. The chapter has defined and discussed the concept of performance management. Furthermore, the chapter discussed performance management cycles, the linkage of performance management to human resources management and human resource development has also been discussed. The management of poor performance, performance counselling sessions and results oriented performance management was also elaborated on. Lastly, the chapter identified gaps in the literature around performance management. The next chapter will focus on research methodology.

CHAPTER THREE

Research Methodology

3.1 Introduction

This chapter will discuss the research purpose. It will also discuss research setting, research paradigm and traditions as well as research design. The chapter will further look at research methodology, the qualitative research methodology as well as the target population of the study. Accessible population, sampling methods, and sample size will also be presented in this chapter. The chapter closes by discussing information relating to data collection and data analysis.

3.2 Research Purpose

This study assessed the effectiveness of PMS in two TVET Colleges in the Durban city area (Elangeni TVET College and Ethekwini TVET College). The purpose of the assessments was to assist these colleges link their PMS to effective overall staff performance management, which will help the institutions achieve their overall organizational objectives.

The qualitative research approach was used in this study because it was thought to be the better approach to capturing the overall experiences that the interviewees had in regards to the process of performance management and how it affected them. Qualitative research studies provide the researcher with details about human behaviour, emotions, and personality characteristics. In addition, the qualitative approach also allowed for the researcher to observe interviewees' mannerisms and expressions, adding character and depth to responses received, that are virtually absent in quantitative research. The data collected in this manner was critical to understanding the needs, desires, and other information that was essential in achieving the research's objectives.

According to Tewksbury (2009) qualitative research methods provide more emphasis on interpretation and providing consumers with complete views, looking at contexts, environmental immersions and a depth of understanding of concepts. Qualitative methods are the approach that centralizes and places primary value on complete understandings, and how people (the social aspect of our discipline)

understand, experience and operate within milieus that are dynamic, and social in their foundation and structure (Tewksbury, 2009).

3.3 The Setting of the Research

The research was conducted at Elangeni TVET College and Ethekwini TVET College. These two Colleges are located in Durban Central and Durban North.

3.4 Research Paradigms and Traditions

Markula and Silk (2011) say that a paradigm is an overarching set of beliefs that provides the parameters of how researchers understand reality and the nature of the truth, how they understand what is knowledge, and how they act. Zhenglai (2014) says that paradigm refers to a set of indubitable theories or beliefs upon which historians, consciously or otherwise, rely. It consists of theories or beliefs that dominate their work and determine the way they raise questions, the scope of questions and even the final conclusion.

Research paradigm is based on values and assumptions. It also based on set of concepts and practices. According to Johnson and Christensen (2013), research paradigm is a perspective about research held by a community of researchers that is based on a set of shared assumptions, concepts, values, and practices. More simplistically stated, it is an approach to thinking about and doing research (Johnsons and Christensen, 2012).

There are three terminologies used in research paradigm. These are:

- **Positivism**

This research philosophy follows a structured approach that enables generalization and quantifiable observations. It evaluates results with the help of statistical methods. According to LeCompte and Schensul (2010), positivist research represents an effort to apply the rules and assumptions of the natural sciences to social sciences. The aim of positivist paradigm research is to create accurate descriptions of phenomena, devise valid explanations for observed processes, and to increase the predictability of human life by identifying generalizable casual relationships among phenomena (LeCompte and Schensul, 2010).

- Interpretive

Interpretative research paradigm is of the view that the world is too complex and therefore needs formulated theories. Bartlett and Burton (2012) state that the interpretative paradigm is an umbrella term for many social perspectives. These include phenomenology, symbolic interactionism and ethnomethodology. This paradigm does not hold that society has a fixed structure, hidden or not. Rather, the paradigm argues that the social world is created by the interactions of individuals (Bartlett and Burton, 2012).

- Realism

The realism paradigm is based on the inter-relationship between beliefs and values of humans. The realism paradigm believes that humans are not the objects for the study in the style of natural science. Chirkov (2015) states that the realism research paradigm believes that knowledge about the unobservable is fallible and is a social, cultural, and historical product. Besides its limitations, realism believes that scientific theories reflect and represent the deep layers of reality however incomplete or falsifiable these theories may be (Chirkov, 2015).

This study used the interpretative research paradigm as the topic under investigation reflects a complex organizational paradigm within the TVET College sector. This methodology will create a link to interpretive approaches to the research because it is based on data collection methods like interviewing, observation and analysis of existing texts. Through the interpretative research approach (using interviews) adequate dialog between the researcher and interviewees will jointly develop a meaningful reality.

3.5 Research Design

According to Hancock, Mueller and Stapleton (2010), research design is a plan that provides the underlying structure to integrate all elements of a research so that the results are credible, free from bias, and maximally generalizable. The research design determines how extraneous variability is controlled so that the overall

research problem can be addressed (Hancock et. al., 2010). LeCompte et. al. (2010), say that research design is a detailed set of questions, hunches, procedures and a plan of action for the conduct of research.

For this research, the researcher used two designs, the explorative design and the case study approach. According to Adams (2015), explorative research design enables the researcher to have a better understanding of a situation that is not quite clear and thus has not attracted serious investigation and research in the past. van Peer, Hakemulder and Zyngier (2012), state that explorative research allows you to explore a new field that is a field of research where hardly anyone has ventured before. The aim of explorative research could be to formulate hypothesis (van Peer et. al., 2012).

The reason for selecting the explorative approach in this study was because the researcher wanted to explore why the output in terms of student results for the two Durban public TVET Colleges was low. Furthermore, the researcher sought to explore the challenges contributing to low pass rates, and how the Colleges managed staff performance in relation to student results. Ultimately, the researcher believed that the exploratory research design will provide quality information that will help in answering the research questions, thus assisting in achieving the study's research objective.

This research also presents a case study of the two Durban public TVET Colleges. It assesses how these Colleges do performance management and how they could effectively administer performance management for results accountability. Willing (2013) makes a point that the case study involves an in-depth, intensive and sharply focused exploration of an occurrence. When used to generate new theory, case studies can facilitate conceptual refinement of emerging theoretical formulations or they can lead to the discovery of new insights and interpretations (Willing, 2013). However, the case study approach does not enable scientific generalization i.e. the results of the study cannot be statistically generalised to other cases (Andrew, Pedersen and McEvoy, 2011). According to Gravetter and Forzano (2015), the case study is limited because it simply describes and does not attempt to identify the underlying mechanisms that explain the behaviour. Case studies lack internal and

external validity, they report results for a single individual in a specific situation, and it is difficult to justifiably generalize the results to other individuals in other situations (Gravetter et. al., 2015).

3.4 Research Methodology

Research is a scientific method which is all about finding or searching systematically for solutions to problems (Nirmala and Silvia, 2011). According to Shirish (2013), research methodology is the strategy that outlines the way one goes about undertaking a research project. It is, therefore, the design process for developing and carrying out research (Shirish, 2013).

3.4.1 Qualitative Research Methodology

This research was conducted as a qualitative research study. The study took a cross-sectional approach in that it was conducted once over days, weeks and months. It sought to investigate the phenomenon of performance management processes in the two TVET Colleges in Durban. It also investigated the effective management of performance management processes, the problems that relate to performance management and how these Colleges could build accountability.

Qualitative research is particularly well suited for describing and understanding the processes or problems (Horvat, Heron, Agbenyega and Bergey, 2013). Subsequently, Horvat et al. (2013) make point in saying that it is best to gain a deep and comprehensive understanding of the problem and its origin. According to Horvat et al. (2013), this is one of the places where qualitative research can be really valuable.

By its nature qualitative research is interpretative. Interpretivist research draws primarily on qualitative methodology and associated methods (Mukherji and Albon, 2014). Aubrey et al. as cited by Mukherji and Albon (2014), trace the origins of qualitative research back to the interpretivist paradigm.

Using qualitative research methodology for the study

The researcher had two reasons why he believed qualitative research is suitable for this study. First is that qualitative research methodology is exploratory. It assists in gaining an understanding of the underlying reasons, opinions, and motivations. It provides insight into a problem.

Therefore for this study qualitative research methodology will establish fundamentals of performance management in the TVET sector. This methodology will help the researcher through participants responses draw generalisations on how implementation of performance management in this sector can be improved in order to observe improved results. And further draw conclusions on underlying reason contributing to current poor performance within the system as it is stated by the research problem statement.

Secondly, qualitative research methodology analyses information conveyed through language and behaviour in a natural setting. It is used to capture expressive information not conveyed in quantitative data about beliefs, values, feelings, and motivations that underlie behaviours.

The researcher views this study on performance management in the TVET sector as the study that involves human beings that have attributes such as behaviours, beliefs, values and emotions. During the course of the study these attributes will be relevant for the researcher to be able to draw conclusions and generalisations about the topic of the study. These are the factors that has further influenced the researcher to opt for the use of qualitative research methodology.

Finally, qualitative research methodology focuses on a smaller sample. The population of the two Colleges is about 1500, hence the sample for management staff of 18 has been selected. This has further motivated for qualitative research approach to be used for this study.

3.5 Target Population

Whitley and Kite (2012), said that the target population is the group to whom we want the results of our research to apply. Stated differently, the target population is the group to whom researchers hope to generalize their findings (Carter, Lubinsky and Domholdt, 2011). The population for this study comprised a total of the 18 management staff from the two Durban TVET Colleges.

3.5.1 Population that is Accessible

For this research the population that was accessible included Academic Managers, and College Senior Management staff over the age of 18 years old. Participation in the study was voluntary and participants were allowed to withdraw consent or continued participation at any time before or during the interview.

Table 3.1: Details of respondents

No.	College	Campus/Site	Gender	Occupation
1	Elangeni TVET College	Central Office	Female	Deputy Principal-Academic
2	Elangeni TVET College	Central Office	Female	Deputy Principal-Corporate
3	Elangeni TVET College	Mpumalanga Campus	Male	Campus Manager
4	Elangeni TVET College	Mpumalanga Campus	Female	Head Of Division
5	Elangeni TVET College	Qadi Campus	Female	Campus Manager
6	Elangeni TVET College	Pinetown Campus	Female	Campus Manager
7	Elangeni TVET College	KwaMashu Campus	Female	Campus Manager
8	Elangeni TVET College	KwaMashu Campus	Male	Head Of Division

9	Elangeni TVET College	Ntuzuma Campus	Male	Acting Campus Manager
10	Elangeni TVET College	Inanda Campus	Female	Campus Manger
11	Elangeni TVET College	Ndwedwe Campus	Male	Campus Manager
12	EThekwini TVET College	Springfield Campus	Male	Campus Manager
13	EThekwini TVET College	Springfield Campus	Male	Head Of Division
14	EThekwini TVET College	Centec Campus	Male	Acting Campus Manger
15	EThekwini TVET College	Centec Campus	Female	Senior Lecturer
16	EThekwini TVET College	Asherville Campus	Female	Acting Campus Manager
17	EThekwini TVET College	Melbourne Campus	Male	Acting Campus Manger
18	EThekwini TVET College	Umbilo Campus	Male	Campus Manager

3.6 Method of Sampling

The researcher chose to use purposive sampling to select the sample for this study. In general, a sample is a limited quantity of something which is intended to be similar to and represent a larger amount of that thing (Maxfield, 2015). Sekaran and Bougie, (2013) describe a sample as a subset of the population from which some members are selected. According to Maxfield (2015), sampling is the selection of a subset of individual observations within a population of individuals intended to yield some knowledge about the population of concern. The main purpose of sampling is to select a sub-group that can accurately represent the population. The intent is to be able to draw accurate conclusions about the population by studying a smaller group of elements (DePoy and Gitlin, 2011).

According to DePoy and Gitlin (2011), purposive sampling is judgemental involving the deliberate selection of individuals or elements by the researcher on the basis of predefined criteria. The main aim of purposive sampling is to focus on particular characteristics of a population that are of interest and which best enable the researcher to answer research questions. Purposive sampling allows qualitative research to uncover mechanisms that lead to particular patterns (Blair, 2012).

3.6.1 Sample Size

The term sample implies the existence of a population or universe of which the sample is the smaller section. Universe refers to all potential subjects that possess the attributes in which the researcher is interested. The sample is the element of the population included in the study (Pillay, 2010).

The sample size that is selected for a study can have a significant impact on the quality of the research results or findings. With sample sizes that are either too small or excessively large, there is the potential of leading the research to incorrect findings.

For this study, the sample size consisted of 18 participants. Two of the participants were the Deputy Principals of the TVET Colleges (i.e. Senior Management). The

remaining 16 participants consisted of 11 Campus Managers, 3 Heads of Divisions and 2 Senior Lectures (Academic staff).

This sample was selected so that there would be strategic level representation at Senior Management level, operational representations at the level of Campus Mangers; as well as at the implementation level by representation of Heads of Division and Senior Lecturers. The aim was to ensure that the data was collected from a diverse sample representing experiences of the different management levels on the implementation of performance management at their TVET Colleges.

3.7 Method of Research to be undertaken

The research methodology used by the researcher for this study was mainly a literature study. The researcher consulted different literature on the subject under study (Performance Management). The basic view of using literature study is that the researcher aimed at finding and exploring all the information that could give solutions to the TVET problem of effective performance management. More specifically, looking at how the management of performance can be applied to the TVET College situation through linking student results to performance as well as to foster accountability.

3.7.1 Data Collection

Data collection is the process of gathering and measuring information on variables of interest in an established systematic fashion that enables one to answer stated research questions. According to Olsen (2011), data collection offers ways to plan and execute the best kinds of research.

For this research data was collected from respondents in different sites of curriculum delivery which are known in TVET sector as Campuses, where Campus Mangers, Head of Divisions (Academic staff) were interviewed. The interviews took place in their offices. This posed a challenge as these members of staff are always busy, and their staff and students needs their attention from time to time. As a results interviews at some points were interrupted. For members of Senior Management staff interviews were conducted at Central office, in their respective offices.

Other challenges that were experienced during data collection included the fact that it became difficult to access respondents as appointments to meet them was coordinated by the College central administration office. On arrival the researcher at some point had to wait a bit longer before gaining access to the respondent in order to conduct the interview. This as well was informed by the nature of their work, as they are always busy.

The time to schedule the interview became a challenge, respondents had to look for a space from their busy schedule to try and fit interviews. These interviews took place during the normal working hours, and they took between 30 to 60 minutes.

The data collection approach that was used for this research is defined below by the researcher:

3.7.1.1 Methods and Tools for Data Collection

For this research interviews were conducted amongst Senior Management as well as Academic Managers (Campus Managers, HODs and Senior Lecturers). As stated by Rees (2011), the presence of the interviewer can also be an asset as they clarify questions and answers and gently probe where more information may be needed to gain a complete and accurate answer. The interviews for this study structured interviews were used and participants were asked questions from a research schedule (made up of the list of pre-determined questions). For consistency and comparability, the same questions were asked to all interviewees. All the interviews were recorded with interviews lasting between 30 to 60 minutes. In addition to the recordings, the researcher also wrote field notes. The interviews also allowed the researcher to use probing or follow up questions in an effort to obtain the needed data.

A tape recorder was used to collect interview data. Questions were guided by an interview schedule and field notes were taken to summarise key points.

3.8 Data analysis

Data analysis is the process of computing various summaries and derived values from the given collection of data (Mirkin, 2011). Peck, Olsen and Devore (2012), state that the data analysis process can be viewed as a sequence of steps that lead

from planning to data collection to making informed conclusions based on the resulting data.

In this study, thematic data presentation was used to analyse interview responses. Thematic analysis is a commonly applied method of analysis in qualitative research due to a number of benefits. For example, thematic analysis is useful for highlighting similarities and differences across a data corpus and has potential to highlight unexpected issues of importance in data (O'Reilly, Ronzoni and Dongra, 2013).

3.9 Validity

Validity is a test of how well developed instrument measures the particular concept it is intended to measure (Sekaran and Bougie, 2013). The validity of research is concerned with the interpretation of observations, whether or not the researcher is calling what is measured by the right name. Validity is a technical term that refers to the objectivity and credibility of the research (Silverman, 2011). However, testing validity in a qualitative research study can be a bit tricky because it involves human understanding. In testing validity, the researcher used the technique of seeking alternative explanations for the research findings. To ensure validity in this research, questions were asked in an inverse format by the researcher.

3.10 Reliability

Phakiti (2014) states that reliability is often related to the issue of the consistency of the research instrument, observation, or measurements of a construct. According to Wilson (2014), reliability concerns the extent to which a measurement of a phenomenon provides stable and consistent results. There is ongoing debate on validity, reliability as well as generalization whether they are applicable in qualitative research.

To ensure reliability in this research the researcher used simple, clear and understandable language when questioning interviewees, further to that the researcher recorded all interviews with a voice recorder.

3.11 Ethical Issues

Ethical clearance to conduct this study was obtained from Humanities & Social Sciences Research Ethics Committee. Gatekeeper letters from the principals of the two TVET Colleges was also obtained and used to support the study's the ethical clearance application. The researcher audio recorded participants' verbal informed consents and had them sign informed consent forms. Participants were also assured that their views would be presented anonymously. Neither their names nor their identities were disclosed on any forms or any audio recordings.

3.12 Conclusion

This chapter has presented the method and research approach used to conduct this study. It discussed the research setting, research paradigm and traditions, and the research's design. The chapter also looked at the target population, sampling methods and sample size. Furthermore, the chapter also described how the research was conducted. Information relating to data collection and data analysis was also discussed. The chapter closed by looking at validity, reliability as well as ethical issues. The next chapter will present the findings and analysis of the study.

CHAPTER FOUR

Results and Discussion

4.1 Introduction

This study assessed the effectiveness of the Performance Management Systems (PMSs) of two TVET Colleges in Durban. Ultimately, the study aimed to assist the Colleges link their PMSs to effectively manage their staff's performance, which will in turn contribute towards these institutions achieving their overall organizational objectives.

The study, therefore, was informed by the following research questions as stated in Chapter 1:

- Is the Performance Management System effective in Durban public TVET Colleges?
- How can Durban public TVET Colleges develop a performance culture for both staff and the Colleges?
- How can Durban public TVET Colleges define expectations, roles, and accountabilities in order to observe the full capacity of employees and the organization?
- How can Durban public TVET Colleges link systems, subsystems and staff performance to results or output in order to facilitate effective staff performance management?

During in-depth interviews, the participants of the study shared their experiences on the efficiencies and inefficiencies of performance management within the TVET College environment.

4.2 Study findings and Analyses

The study participants were comprised of two Deputy Principals (i.e. Senior Management of the TVET Colleges), eleven Campus Managers, three HODs, and two Senior Lectures, all of whom were over the age of 18 years. The study participants contributed varying amounts of information from which seven themes

emerged. These themes are summarised in Table 4.1 and will be discussed in the coming sections.

Table 0.1: Emerging Themes on PMS at TVET Colleges in Durban

Theme No.	Theme Description
1	Conducting performance management in TVET Colleges and the authenticity of the processes
2	Integration of PMS into organizational processes (HRM, HRD, Induction, Incentives, staff development, Job description etc.)
3	The TVET College planning documents and its alignment to results or outputs and the performance management process
4	The linking of performance management to results
5	Performance accountability and implementation of labour relations policies to manage performance
6	The capacity of TVET College management to effectively conduct performance management
7	The tool used by the TVET Colleges for performance management and its suitability

Each of the themes shown in Table 4.1 are presented with accompanying discussion under each.

4.2.1 Theme 1: Conducting performance management in TVET Colleges and the authenticity of the processes

4.2.1.1 Conducting performance management

Participants described conducting performance management within the TVET Colleges as a process that the Colleges used to assess how people were performing their duties, whether they were meeting expected outcomes, if they were doing what they were supposed to be doing; and whether what they were doing was aligned with their job descriptions.

Kraut and Korman (1990), as cited by Mchunu (2016), say that a PMS is a critical tool for increasing an employee's awareness of the value of their contribution to the policy of the organisation or its success. In addition, a PMS serves also as a tool to create dialogue between employees and their managers, which can in turn enhance the contribution that employees make.

According to Mchunu (2016), lecturers are central to the educational activity in institutions that offer TVET. Mchunu (2016) further states that sufficient, appropriately qualified and competent lecturers, who understand and have expertise in both the academic and work-related dimensions of TVET, are needed if institutions that offer TVET programmes are to make the critical contribution expected of them.

One participant described the concept of performance management as the process that checks if managers or employees are performing according to job descriptions or job outputs that are stipulated by the employer. This participant further said, *"It is not only the measurement it is also a management system to ascertain what are the short comings or how can the employee be assisted to meet the requirement standards as laid out."*

Another participant said, *"People get inducted into the system, they must have job description[s], they must know what are they expected to do."*

According to Bodnarchuk (2012), a job description is a written statement that explains the purpose, scope, duties and responsibilities of a specified job. It is prepared based on job analysis for internal use within the company and external use to gain the attention of people outside the company. Furthermore, Bodnarchuk (2012) states that a job description can be used as a roadmap for recruitment, selection and orientation. Additionally, job descriptions are also the building blocks used in performance assessment, succession planning, coaching, training and compensation (Bodnarchuk, 2012). A job description, therefore, helps to ensure effective performance and provides a clear guide to all involved about the position, its requirements and expected outcomes. Tedesco (2013) argued that a good job description will do three things, namely describe job duties that are measurable, set

clear performance expectations, and to describe the relationships that will enable the candidate to succeed.

Based on interviewee's response, it appears to be a clear appreciation and understanding of the link that exist between job description and performance. The feedback received from participants also suggests that a job description needs to give both the Colleges and employees an idea of what needs to be done. It should also outline / clarify the expectations that the Colleges have of their employees in terms of meeting goals and objectives of the Colleges. This indicates that the organization needs to use the job description when it conducts performance management or when it measures employee performance.

Mchunu (2016) argued that an effective PMS enables goal setting as an individual yardstick or key performance indicator. These align with key performance indicators within the organisation and, in turn, align with the policy target(s). According Rao (2016) what constitutes performance should be defined before measuring it. Rao further argued that job descriptions, key performance areas, key responsible areas, and goal setting exercises are a means to measure performance.

The Integrated Quality Management System (IQMS) document for Public FET College Based Educators stipulates that an educator will not be allowed to select performance standards that fall out his or her job description (ELRC, 2005). It further stipulates that both the development support group (DSG) and the educator must agree on the performance standards that an educator will be evaluated on before actual evaluation. The data collected in this study indicates that performance management at TVET Colleges should be about assessing whether people are doing what they have been employed to do and in so doing meeting the College's expected outcome. Furthermore, the data suggests that performance management should be able to point out the shortcomings of individual employees and give an idea of how to assist or develop employees to meet expected output. According to Barker, Everall and Hartle (2013), implementing performance management should deliver more focused training and development. Performance at TVET College should, therefore, yield opportunity for staff development.

The IQMS document also states that the purpose of IQMS is to determine competence, assess strengths and areas for development; identify specific needs of educators, Colleges and the TVET Directorate for support and development. Additionally, the IQMS also has as one of its purposes, to provide support for the continued growth of employees. The implementation of IQMS is guided by the principle that development (or skills development) takes place within a national human resource development strategy (ELRC, 2005).

The study participants felt that the current TVET College practice is to inform the individuals that are to be assessed in advance, providing them with necessary background about the process, before assessing their performance. This practice is a futile practice because it allowed the individual being assessed to prepare for their performance assessment in advance. The process, therefore, might not be reflective of an individual's actual performance as they are guided by the tool(s) that will be used to conduct the assessment process and have ample time to be creative during their assessments. One interviewee put it this way, *"When you are about to assess a lecturer in class, firstly you have to tell the lecturer that you are going to assess him or her on a particular date"*. Another interviewee said, *"You inform the individual that needs to be assessed and you see [if] that individual is ready then you assess the performance of the individual based on the tool that you have given that person"*. The second participant further said, *"I personally feel that we not doing justice. Because when we assessing performance of an individual lecturer we are telling that person and that person can come and window dress everything"*. On a similar vein, a third participant said, *"On the day of performance assessment, a person could prepare and go to town with performance on a particular day on which he or she is being assessed. But on the other days do not perform as expected"*.

In addition to the above, the performance management process is itself flawed at these TVET Colleges. According to the study participants individuals are workshopped before they are assessed. At these workshops, they are told of the criteria that form the basis of the assessment. It is from these criteria that the employee selects the performance standards that they wish to be assessed on. These two Durban TVETs are not the only TVET Colleges to have a flawed performance management process. Mchunu (2016), for instance, states that at

Majuba TVET College, IQMS (which is the basis of their performance management) is done in a staffroom by lecturers who are their friends. This, according to Mchunu (2016) leads to bias with scoring of individuals not being conducted properly (e.g. in the form of class visit in which lecturers are observed) and lecturers doing the scoring themselves. Mchunu (2016) therefore observed that performance scoring was not done independently by lecturers' supervisors and peers.

The above responses indicate that TVET Colleges need to ensure that their PMS becomes objective and that principles of performance management are adhered to. In other words, they need to ensure that performance management is administered in a fair manner to facilitate obtaining results that are more reflective of employee performance and from that platform devise solutions and strategies for improvement. According to interviewees TVET Colleges need to ensure that performance management is conducted in a meaningful manner and that the process is not flawed. As such, there should be constant monitoring of individual performance. One participant said, managers should not only rely on structured monitoring of performance, but they must also be able to do spot-checks on employees.

Ideally, performance management for TVET Colleges should be a continuous process instead of an annual event. The management of performance is sometimes seen to be synonymous to performance appraisal, especially in its implementation. To distinguish between the two, performance appraisals are annual events whereby objectives and results are measured against the baseline or expected performance that was agreed upon in the beginning of the year. It is more of a judgemental approach, whereas performance management is more of a process.

According to Tulgan (2016), institutions should have a mechanism / mechanism(s) in place to monitor and measure performance on a regular basis. This implies that spot-checks on employees' work should be done throughout the year. One of the most distinguishing attributes of performance management is its emphasis on it being a continuous process (Rakgoale, 2011). Compared to earlier practices, where there is only one annual performance review, Rakgoale (2011) encourages continuous feedback and learning as part of the performance management process.

This is important because managers and individuals should be ready to meet the development and improvement needs of the organization.

Study participants identified a gap in the manner in which the process of performance management was done at the TVET Colleges. Currently, the entire PMS at the TVET Colleges is exposed to exploitation by role players. Generally, the participants felt that there was no justice in measuring employee performance. One participant indicated that because individuals are being told when they are being assessed, *“The person on a day can have few charts, chalkboard, and projectors and they can say I’ve got everything, and then you can think no they are good. They can even repeat the topic that they have covered then you see students participating and you think that the person is doing well but after that process back to square one, only to find that that person is not performing”*.

Mchunu (2016), found in his study that lecturers believed that their performance had not improved because of IQMS implementation. According to Mchunu (2016), this suggests that IQMS has nothing to do with lecturers’ performance since it is done once a year and lecturers may be well prepared only for their lesson when the IQMS is being conducted. The general view that emerged from participants’ responses in the present study was that, managers and supervisors themselves are frustrated by the fact that they could see that lecturers are robbing them. Lecturers are putting a red carpet on the day of the performance review. Managers know that sometimes some educators did not even go to class and others arrive late. However, in terms of managing lecturers and having a management mechanism that will enable them to link all these to performance management, is proving to be challenging. One participant said,

“We should pride ourselves with customer service, how many time have we had students complaining about our admin staff not giving them attention, of lectures not going to class, lecturers not coming to work at all”.

This calls for performance management to also involve all stakeholders. Surveys where learners evaluate the lessons offered by lecturers need to be considered in order to get feedback from learners as the clients of the TVET Colleges.

4.2.1.2 Authenticity of performance management

The findings of this study also revealed that management of performance in the TVET Colleges is done mostly from a compliance point of view. Participants felt that performance management was done very loosely at the TVET Colleges. This supports Mchunu's (2016) observation that after FET Colleges were transferred to councils the IQMS was neglected and not strictly monitored at Majuba TVET College. Mchunu (2016) further argued that there were no guidelines on which instrument to use, then the ELRC gave direction that IQMS should be used to manage lecturer performance.

This study brought into question the authenticity of performance management at the TVET Colleges. It revealed that the process itself is not taken as one of the most important processes aimed at measuring employee performance and to identify performance gaps on which to base employee growth and development interventions, ultimately improving organisational performance. McCaffery (2013) stated that performance management worked best and succeeded the most when it was aligned with the climate, culture, values, and aspirations of the organization. He further said, it invariably fails if it is perceived to be an artificial implant grafted onto the existing order of things. This seems to be the likely case at these TVET Colleges under study. As one participant explained *"With my experience, what normally happens is that we get these forms, and because people are having that thing that says I can't give you a score which is one because it is the lowest score, so I need to make sure that I give you a three so that it can look better to anyone who is dealing with these forms...What I am trying to say is that this issue of performance management is not taken as something which is very serious"*.

Similarly, another participant stated that *"From staff point of view performance management is compliance based, it's a tick box exercise that this needs to be done by this date"*. This participant further said that *"Whether performance management is done meaningfully in terms of improving a person's performance, or assessing a person's performance, looking at intervention strategies, assist the person, improving a person's performance, using it as a means of disciplining somebody for poor performance, I think that everybody at the college gets an average mark so that they can get little performance bonus"*.

The responses from these participants, among others, indicate that higher scores are given to employees because higher scores qualify employees for performance bonuses. This is an incorrect view of how performance management should be implemented. Pandor (2006), as quoted by Mchunu (2016, p.102), told reporters in a media briefing that “While children were failing at school, teachers’ evaluation sheets reflected high performance scores, through an unmonitored peer review system”. This suggests that lecturers possibly scored themselves thus making it difficult to link their performance with IQMS implementation.

The relationship between rewards and performance management administration should ideally be a reflective and authentic process in which the two are positively correlated. Bonuses or rewards paid out, therefore, should speak to the contribution that the individual employee has made. Study participants felt that the failure to implement performance management process could be attributed to the fact that there are overly compassionate managers, or it could be that there are people who do not want to cause issues and / or problems; or it might be that there are some evaluators that do not want to be accused of picking on people.

4.2.2 Theme 2: Integration of performance management system to organizational processes

Responses from interviewees also revealed that there is a need to integrate the PMS at the TVET Colleges with all organizational processes. They felt that there should be a link between performance with processes such as human resources management, human resources development, induction, incentives, bonuses, as well as job description. Some of these are discussed in the coming sections.

4.2.2.1 Human Resource Management and Human Resource Development

The study identified the need to ensure that performance management be put into perspective when conducting human resources activities such as recruitment and selection, identification of relevant skills and how these are utilised within the organization. Performance management should start by the recruitment of employees who are qualified with relevant skills, in order to observe high or

improved organizational performance (Cardy & Leonard, 2014). According to Armstrong (2001), as cited by Qureshi & Hassan (2013), the recruitment and selection process is carried out by the organizations to get the best and suitable candidates for the particular role by spending minimum cost on it. Qureshi & Hassan (2013), also states that the main objective of recruitment and selection is to hire the best possible people for all the roles that arise in the firm so that the productivity of the firm can increase. As one participant put it, *“When it comes to management of human resource, the objective there is that we want to recruit and select someone who is the best possible person for the job”*. Another participant said, *“You must ensure that you recruit the correct skills, employees recruited must have the correct and the relevant qualifications, they must be able to perform their teaching duties”*. Yet another said, *“A person might have not done teaching methods but when you take a person in the interview you try to see if the person has some of the skills. In the questions you set for the interview you want to find out about the personality, the behavioural skills”*.

In the current business world humans are considered as the success factor for any business. For this reason, reputed business firms are trying to hire the best human resources available in the market so that the firms can maintain their image and goodwill in the future as well (Qureshi & Hassan, 2013). Getting the right people with the right skills is key for TVET Colleges' success.

Sufficient, appropriately qualified and competent lecturers, who understand and have expertise in both the academic and work-related dimensions of TVET Colleges, are needed if the institutions that offer TVET programmes if they are to make the critical contribution expected of them (Mchunu, 2016). According to Cardy & Leonard (2014), performance management can be perceived very broadly to include the entire three stages of human resources, namely input, throughput and output. Who is hired, their levels of commitment, skills, experience, motivation, and other characteristics can have a critically important impact on the management of performance (Cardy & Leonard, 2014).

Study participants indicated that, sometimes people recruited would have some kind of qualification that often related to course content, but might not necessarily have

had the necessary training (or qualifications) to lecturer or teach. This, they felt, might affect the results at the end of the year. As one participant put it, *“Performance management is not integrated to College processes, continuous feedback need to be improved.”* Another participant said, *“My personal opinion is that it is not done continuously. It’s like its adhoc, it happens at the beginning of the year. And it happens most with the new comers your old staff are going along like they were used to in the past”*. Another participant felt that performance management was done in silos and that it was merely a paper exercise which was not monitored. According to another participant, PMS was not intertwined with organizational processes and did not speak to each other. This participant continued saying that the performance management process was done just because it was needed and because it was compulsory to complete and submit performance management forms.

Another respondent said that, according to her, performance management was not fully linked to the whole organizational process. For example, she said, *“Performance management needs to identify areas of shortage or gaps in terms of when people need to be skilled better in a particular area, but then you find that their human resource development sometimes looks at other things that the college wants to achieve.”*

These responses from the participants point to the disjuncture that exists between performance management processes (that should include personal growth plan for each individual) and training provided by human resources to build skills capacity among the employees in TVET Colleges. The key to effective and responsive performance management centres on building capacity. Strategic, and more integrated management of performance approach should be adopted by TVET Colleges. Blazey (2013), for instance, says that integration is the extent to which organizations approach meeting criteria and requirements that are aligned with organizational profile and other processes harmonised or aligned across work units to support organizational wide goals. Performance management system is a complete process, which is based on the workforce performance and fulfilment of organizational objectives at all levels. The basic philosophy behind the PMS is to develop the alignment between the organizational objectives, with the employees’

skills and capabilities, with strong emphasis on the development and improvement of the overall system (Mishra and Sahoo, 2015, p20).

By integrating performance management to organizational processes TVET Colleges would be ensuring that management of performance was not conducted in silos, thus ensuring that the whole process was meaningful and effective. According to McNamara (2006), as cited by Mishra & Sahoo (2015), performance management is a complete process which throws light on the overall organizational performance at the departmental and employee level. As a participant in this study puts it, *“From time to time you find that human resources development is done because there is a need to equip people in the TVET sector in general, but in most cases these trainings are not specific to individual to say this person needs this kind of training”*. Another participant explained that *“Campuses would submit to human resource section IQMS. That it has been done and these are the areas where people have to be skilled and very little is done in terms of addressing those skills gaps that has been identified”*.

It is vital for TVET Colleges to ensure that training and development is focused on individual needs, and it addresses specific gaps that individual employees have. According to Rakgoale (2011), effective performance management involves sharing an understanding of what needs to be achieved and then managing and developing people in a way that enables such shared objectives to be achieved.

4.2.2.2 Induction

Byars and Rue (2000, p206), as cited by Mabaso (2012), define induction as the introduction of new employees to the organization, their work units and their jobs. Employees receive induction from co-workers (both planned and unplanned) and from the organization (learn how to function efficiently, understand the organizational culture, values and behavioural skills associated with his or her new role in the organization). Employee induction is one of the main ways of introducing employees to their organizations and is often the missing ingredient in most organizations. Orienting employees to their workplaces and their jobs is one of the most neglected functions in many organizations. A well thought out orientation

programme, whether it lasts one day or six months, will help not only in the retention of employees, but also enhance performance (Nandi, 2015).

The present study has shown that gaps exist in the integration of performance management with staff induction. Participants did acknowledge that even though induction was conducted at some point by the TVET Colleges it, however, had not yet reached their expectations. As one of the key processes within the organization (i.e. where the employee is informed of both key strategic and operational requirements) it is vital that new employees to the TVET Colleges are properly inducted. As one participant state that she felt that the induction process needed to be improved. In her words, *“When I was employed at the College there was an induction that was approximately an hour long. After that induction there was not much that I knew about the College”*.

According to Mabaso (2012), the induction programme at Coastal KZN TVET College needed to focus more on the strategic aims of the Institution and the personal growth of the lecturer. Mabaso (2012) further argued that these constraints have resulted in poor productivity among newly appointed lecturers due to the fact that they were not properly inducted into the Institution.

The responses received from participants point to the need for TVET Colleges to use the induction process to start the employee off on the right foot by giving them the right information to ensure maximum productivity as quickly as possible. Part of the information should include organizational goals and strategy as well as a detailed job description to ensure that new employees know what to do and the way this will be measured. As one participant put it, *“New employees need to know the values and goals of the organization, they need to know the objectives because these will guide them towards what is expected”*. According to this participant there is still a lot that needs to be done at their TVET College in this regard. It is during this induction stage where the Colleges need to share organizational values and how these are used by the organization to build performance culture. As asserted by Nandi (2015), it was important for every organization to have an effective induction program for new employees as it greatly affected their performance and satisfaction, and in turn the overall performance of the organization as a whole.

4.2.2.3 Job description

Participants indicated that job descriptions are given to employees to sign during induction at the TVET Colleges. However, participants felt that in addition to this, job descriptions should also be discussed in detail to ensure that new recruits are clear about their roles and responsibilities within the organization. And during this process it should be stipulated how this will be used for performance management, for example what will the Key Responsible Areas (KRAs) be. Cardy & Leonard (2014), stated that effective performance management first requires a solid understanding of the performance domain. This means what duty areas and tasks are constitute the job. Once you have a firm handle on what the job requires, you have a basis for assessing and improving performance.

Study participants felt that employees at the TVET Colleges knew their roles, responsibilities and what was expected from them. Participants motivated by stating that the job descriptions that they received when signing their contracts detailed what each employee was expected to do. In addition, they also have supervisors who ensure that they are doing what they are supposed to do at the operational level. This, they believed, was sufficient to ensure that employees were aware of their roles and responsibilities. One participant said, *“Employees have job description and it has the key performance area, for example a teacher will have a job description that mentions that a person has to teach, and also will mention administrative duties that a person has to perform for example setting assessments marking assessment and recording assessment marks. Invigilation of assessments conducted, and there are many things that are mentioned in the job description”*.

4.2.2.4 Organizational values

Organizational values can be used to build a high performance culture within the organization. Employees from any organization should embrace the values of the organization as they prescribe what the organization stands for. Participants indicated that organizational values existed in the TVET Colleges and were known to them. However, they were not optimally used to build a high performance culture within the Colleges.

As explained one participant, *“Values are used minimally, because while College values are there, there is not much of drumming them into people’s minds”*. According to this participant, values are not very much part of the organization. Another participant said, *“I think we know them but they haven’t become heart knowledge for many of us”*. Yet another said, *“Our values are propagated, it’s in staff diaries, it’s on walls, its everywhere, we constantly talk about it, Batho Pele principles, but whether we have linked it to organizational performance I doubt. I really don’t think, it has been clearly thought out strategy to do so, if it somehow links its accidental kind of linkage, or adhoc kind of linkage”*.

As argued by Nandi (2015), in most cases, new employees are influenced or affected by certain factors in the organization. These include vision, mission, values, organizational / institutional culture and structure, policies of the organization and others. The White Paper on Transforming Public Service Delivery (1997) highlighted that all managers have a duty to ensure that the values and behavioural norms of their organisations are in line with the Principles of Batho Pele (People First). According to Cardy & Leonard (2014), in order to systematically maximize performance management in a company, it is critical to integrate the company’s values through all stages of an employee’s tenure. The present study found that there a gap existed between the existence of values and the adoption of these values by employees at TVET Colleges. This was despite the efforts made by the Colleges to propagate their values to its employees.

4.2.2.5 Incentives

In the course of the study, participants were asked if incentives and bonuses were paid to high performers, and whether low performers also received incentives and bonuses. Participants indicated that there were no incentives given to high performers other than the annual recognition award given to the best teacher for the year based on producing the best results. There is also a minimum point system based on the IQMS that employees must attain in order to get a 1% annual increase in their remuneration. One participant said *“You find that because there is this thing which says when a person is getting lower than the minimum you need to provide support that the person was not performing. Now if you have the issue of there are*

no key performance areas in terms of results, you end up not being able to say those people that perform badly in results will not get that 1% because there is no performance standard which talks to the results". This participant further said "There are a lot of people which is not getting good results but you cannot measure that in terms of the IQMS".

Khumalo (2008), as cited by Mchunu (2016), said that in the TVET sector there are three points that inhibit the IQMS implementation, the rating error caused by kindness, fear of enemies and confrontation with insubordinates. This implies that there is subjectivity in the IQMS implementation process. Mchunu (2016) further argued that IQMS makes a performance judgement based on the scores conducted in one day, and not continuously during the course of the year. Nkambule (2010), as cited by Masoge & Pilane (2014), found that the development aspect of the IQMS is neglected in favour of summative evaluation aimed at ensuring salary progression, grade progression and affirmation of appointments. He further argued that it may well be concluded that performance management, as an aspect of the IQMS, is not properly understood in South African schools.

According to the responses received from respondents, there is an indication that TVET Colleges relied on a performance management tool which might not be appropriate to their context. IQMS comes with predetermined performance standards that do not allow the Colleges to measure employee performance against results and link these to the payment of incentives. This points to a gap in the payment of performance bonuses, proper integration between key performance areas, results, job description as well as payment of performance incentives or bonuses. One participant said, *"We are a public college, we are tired by government legislation. And in terms of government legislation a person who is employed for a certain amount of time is entitled to certain benefits. This includes housing benefits, medical aid and the 13th cheque, or a bonus. And your bonus can not be touched unless you are fired. So the legislation when someone is performing poorly, you can't say that your bonus is going to be withheld. But that's where the performance management tool comes in, because you can prevent a poor performer from getting the performance bonus, if you truthfully complete the IQMS documents".*

Participants further indicated that there was a gap between the integration of the public sector's labour legislations, the proper administration of performance management, as well as payment of bonuses within the sector. One participant said, *"Payment of incentives is done by DHET not from the College itself. Poor performers definitely get it because the threshold is so low"*.

Masoge & Pilane (2014), say that at the school level there is a notable area of conflict between teachers and Development Support Group (DSG) members with the allocation of scores to teachers. Nkambule (2010), as cited by Masoge & Pilane (2014), argued that members of the DSG were intimidated by teachers when allocating low scores, therefore, scores were allocated so that teachers get at least the minimum score to avoid missing the opportunity for salary progression. This means that the system does not differentiate between high-performing and low performing teachers. According to Nkambule (2010), another implication of this arrangement is that teachers are reluctant to expose their weaknesses when they complete the PGPs for fear of losing out on salary progression.

As stated by one of the study participants, *"I think that's what differentiates private companies and public sector. In private sector performance is rewarded on the basis of productivity. Whereas in the public service, you got a 13th cheque guaranteed, whether you performed at 100% or not, you know that when it's your birthday month your 13th cheque is there. Also either performance has been mediocre but the bonus is there"*.

The study has pointed out that there are no incentives that are paid to high performers in the TVET Colleges. The study has also revealed that everyone gets performance bonuses in the TVET Colleges probably because the process of performance management is not administered properly. According to Mchunu (2016), lecturers indicated that IQMS was not given enough time; it is conducted when it's already due, and it's implemented under no supervision implying that lecturers can score themselves high just for the purpose of a 1 % increment.

It was established during the study that high performers received certificates of achievements during the Colleges' Awards Days, but whether these have direct impact on improving performance or not at the Colleges is uncertain. The study has

identified a missing link between administration of performance management and the payment of performance bonuses. So, there is a performance management system in place, plus a performance bonus system, but there is a gap in trying to ensure that the two are properly integrated or aligned. This has the potential of condoning poor performance and painting a picture that says that poor performance is acceptable. The rewards and bonus system in TVET Colleges should thus be linked to performance management with people that have not performed not being rewarded. According to Galagan (2011), an important feature of the performance management system is the degree to which it links to the reward system. In other words, the degree to which it leads to the paying of increases, bonuses, as well as how it affected promotions.

4.2.3 Theme 3: The TVET College planning documents and its alignment to results or outputs and performance management process.

According Hartle (1997), as cited by Rakgoale (2011), performance management becomes a systematic process through which institutions involve their employees as individuals or as members of a group in improving organisational effectiveness and in the accomplishment of institutional mission and goals. When participants were asked if the performance management in the College was linked to College strategic plan, one participant said that the strategic plan has very specific categories. Furthermore, this participant said, *“We take those categories and work out our campus management plan and those strategies that are in organizational strategic plan refer to very specific areas of management within the college, for instance it could be how do we improve intake of females in a male dominated programme, it could also be how we improve a particular subject which has been earmarked as college weak subject, it could be how do we increase skills programs in a particular sector which is identified as a scares skills in the province. So the strategic plan has a very generic look at what we needed to improve on”*.

This then indicates that the TVET College strategic plan highlights what needs to be achieved by the Colleges. This is taken down to the individual business unit and campuses. However, the study identified a gap in the alignment of the strategic plan with the measurement of achievement of strategic goals relating to the TVET Colleges' core business. Therefore, the study revealed that there was misalignment

of the strategy, strategic objectives relating to core business and how performance or achievement of these goals is managed to realise outputs and results. Furthermore, the study also identified a gap between the alignment of performance management with some of the important planning documents in the TVET sector that include the strategic plan, annual performance plan, and operational plan.

According to Cania (2014), several studies emphasize the impact of HRM on organizational performance. The regulatory framework in the Public Service emphasises the integration of planning processes with performance management. As such the importance of aligning individual performance objectives of senior managers with the departmental strategic plans is undeniable. According to De Waal (2013), strategic performance management provides a powerful tool for aligning the organization. This does not only ensure consistent monitoring of individual performance but also ensures evaluation of organisational achievements over a given period. Notwithstanding this requirement, there were performance agreements that did not seem based on the strategic plans of their departments. In some cases there was no synergy between the key performance areas articulated in the performance agreements and the key achievements outlined in annual reports (Rakgoale, 2011).

TVET Colleges, therefore, need to use the strategic performance management approach to ensure that their objectives are achieved. Strategic performance management will help TVET Colleges apply the strategy throughout the organization, further ensuring that all the goals are measured and also met. One participant said, *“I don’t think strategy is taken to consideration to the degree that it should be”*. Another participant said *“For me there is no relation in terms of performance management and goals and the vision of the organization”*. Yet another said, *“I think maybe we are falling short in aligning performance management with the strategy, what is in strategic planning doesn’t always go hand in hand with performance management of the staff”*.

Therefore, in order to be able to perform their duties employees at the TVET Colleges have to understand the organisational goals and strategy so that they comprehend their roles in meeting those goals or to be in line with the strategy.

4.2.3.1 Annual performance plan

Annual Performance Plans identify performance indicators and targets that the institution seeks to achieve in the upcoming budget year. It is important that these performance indicators and targets are aligned across an institution's annual plans, budgets, in-year and annual reports (National Treasury: 2010). When participants were asked if performance management was linked to the annual performance plan, they stated that the annual performance plan says what needs to be achieved in an academic calendar year. One participant said *"There is the communication in terms of what the campus wants to achieve in the specific year but whether there is a direct correlation in terms of achieving those goals and the way in which performance is measured, I think there is a gap"*.

One participant indicated that the system of managing performance was unlinked with the annual performance plan. According to this participant the annual performance plan was not individually focused, but rather it is systemic focused. In this participant's words, *"For example the target on the annual performance plan would say to register so many students in NCV. The question is who you attribute that success to"*.

The study highlighted that performance indicators relating to TVET Colleges core business, as stated in the annual performance plan, should be used to align performance management to results. The annual performance plan itself is perceived as being generic. Targets and key performance indicators in the annual performance plan must link to the operational plan, feeding to key assessment areas for each lecturer in class. One participant said, *"It's supposed to be linked, I think in theory it's written down there so that we can tick the box"*.

Another participant indicated that to them the annual performance plan was simply a compliance document. This is what they had to say on the matter, *"I can't see the College is linking performance management to that because if it is linked to that you would see the results much better. But these two are not talking to each other"*.

The study thus revealed that there was a lack of alignment of the organizational planning document to performance measurement and monitoring. This has the potential of opening up the gap for poor performance and results. Furthermore, participants felt that it was good that there was an annual performance plan, but the link between it and the operational plan was not evident / visible. One participant put it in the following words, *“It’s just there as the systems, they are not talking to each other but we have to comply with both of them”*.

4.2.4 Theme 4: The linking of performance management to results.

The study has revealed that performance management at the TVET colleges was not linked to the results. One participant indicated that there was no alignment between performance management, results and key responsibility areas for the lecturing staff. For lecturing staff, results, pass rate and certification rate are not used as performance indicators. The actual performance of the TVET sector is based on arguably the most important performance indicators in the sector, certification rates and through-put rates (DNA Economics, 2015).

Another participant, in motivating why they thought that performance management was not aligned to results, said *“I think there is a very generalised implementation of performance management system. A lecture will come in, have his class visit, have his interview, have his score, score is put onto the format and sent to human resource department, it is then forwarded to the department and if there is a score and if it is within a particular category he gets his 1%”*.

Flamholtz and Randle (2015), said that for performance management to work optimally, parts of the system have to be effectively designed and connected. Performance management at TVET Colleges needs to be designed in such a way that it is connected to day to day operations. For example it needs to speak to class visits, performance interviews, deadlines, late coming and results. As one participant put it, *“A person who has a very low pass mark for maths will continue to have a low pass mark, I think that’s where TVET Colleges are falling short at we should be addressing that and attending to it”*.

Results must be used to develop lecture KPIs. It is important that TVET Colleges use results to measure performance of the lecturers as this informs both certification and throughput rates.

4.2.5 Theme 5: Performance accountability and implementation of labour relations policies to manage performance.

Minimal accountability for poor performance in the TVET Colleges also emerged from responses received from participants. The general view amongst participants was that despite the odd cases of accountability that they observed, these were not done for results. Accountability more often than not revolved around late coming, or not signing in or for general misconduct. Participants were seldom / never aware of cases where employees accounted for poor performance such that the individual bore the consequences. According to Mosoge & Pilane (2014), performance management is an aspect of accountability systems whereby teachers within the school are assisted by their supervisors to attain the standards expected of them. One participant, for instance, said *“At this point in time there is nothing in place for poor performance in terms of the results if there is poor performance. All they asked is a report to say what transpired for the results to be so bad”*. Another said, *“We don’t ensure accountability to poor performers. We do have odd kind of cases where somebody is charged for poor performance. But generally as a College we don’t”*.

The Labour Relations Act 66 of 1995 provides guide lines of how to deal with misconduct relating to poor performance. PSCBC Resolution 10 of 1999, provides a procedure in respect of poor performance. It provides steps that should be adhered to in managing employees who are performing poorly. Chapter one of the Public Service Regulations, Government Notice No. R441 of 25 May 2001 (as amended), states that departments shall manage performance in a consultative, supportive and non-discriminatory manner in order to enhance organisational efficiency and effectiveness, accountability for the use of resources and the achievement of results.

The study found a lack of performance accountability within the TVET College sector. The labour policies are clear on how to manage poor performance. The lack

of performance accountability creates an environment within the TVET College system where underperformance is accommodated. Sellner (2015), stated that not teaching people accountability sends a message that “poor performance is ok around here”. According to Sellner (2015), a common mistake that managers made was not correcting a poor performer’s behaviours fast enough. One participant said that *“If the person is performing poorly, I have not seen anything done, it’s just a culture”*.

The general view by participants was that there were no systems in place for people to account for poor performance. As Bamforth and Leyland (2013) put it, an accountability mechanism should generally involve different elements: it involves the setting standards against which performance can be judged, collecting information about performance, judging the performance against the agreed standards, and applying any consequences such as incentives for good performance or sanctions for poor performance. According to Naidu, Joubert, Mestry, Mosoge & Ngcobo (2008) as cited by Mosoge & Pilane (2014), the assumption is that holding schools and the teachers who work in them accountable will cause them to achieve higher levels of performance, thereby ensuring quality education.

The question that a middle manager mentioned during their interview, that they had continuously asked their senior managers at their particular College, was where accountability was and what the consequences of non-conformance were. This participant continued to say that as a result, *“People are not submitting information on time, people reporting for meetings whenever they feel like”*.

4.2.5.1 Warnings

The study also revealed that warnings were given to employees who were not complying. However, these warnings were not given for poor performance in terms of results, but rather were for misconduct. Managers and supervisors at TVET College, therefore should give warnings, not only for misconduct but also for poor performance. Rohlander (2014) states that when you have someone who isn’t performing up to standard, the first thing you need to do is to give them a warning.

According to Rohlander (2014), the warning is a formal process that you need to prepare for and should include the reason(s) for the warning(s), details of what's wrong, and a target date to correct the shortcomings.

One participant indicated that before giving a verbal warning to a poor performer, there are lot of things that you should first to ensure that everything is in place. For example, you must ask yourself if you have given your employee all the support that he or she needs. This participant said, *"How can I say one is a poor performer if I have not given them any professional training or advice on how to perform, and what is it that I am expecting from him or her and also how to go about doing it"*. Another participant indicated that he had not given any warning for poor performance. He stated that he would rather give warning to educators for not honouring classes, for not submitting marks on time, for not signing the attendance register, for not marking students' registers, all of which are poor performance indicators / areas.

Once again the study showed that there was a lack of implementation of incapacity policies in order to ensure effective performance aimed at improving the results. Getting to class and making submissions on time might not necessarily have direct impact on results improvement. If these are not done, this may point to the failure to perform duties. After employees have been trained, and they have been sent for development in order to build capacity, managers must sit down with employees to find reasons for underperformance if it still continues.

4.2.6 Theme 6: The capacity of TVET College management to effectively conduct performance management.

Respondents indicated that managers at the TVET Colleges had the ability to administer performance management. One participant said that *"Managers have basic capacity, but they will need upskilling in terms of how to manage the process, how to administer it, how to take corrective action"*. Another participant said, *"I would think they have the capacity to do so. But I think also that the college needs to assist them by providing the necessary training. They have the intrinsic capacity to do it. But I think further training on how to implement IQMS, and how the process unfold"*

in a meaningful way is required. I think we need to assist people by doing more training in that regard”.

The Department of Education should therefore conduct workshops among teachers to increase their understanding of performance management and ensure that it can be implemented efficiently (Masoge & Pilane: 2014). Mchunu (2016) recommended the introduction of extensive and comprehensive training approach and IQMS capacity building. He further stated that Majuba TVET College lecturers have little knowledge about IQMS implementation and therefore much needed to be done to improve the implementation process.

Although the study has pointed out that, in terms of knowledge, TVET College managers know what they need to do, but there is a need for capacity building to enable effective and meaningful implementation of performance management. Masoge & Pilane (2014) mention that the lack of knowledge and expertise on processes such as mentoring, coaching and monitoring hampers the zeal to implement performance management. Conducting performance management can be a very stressful exercise, where difficult employees can vigorously challenge managers during the process. Conflict could further arise, as a result managers could be tempted to give high scores just to avoid confrontation. Branine (2011), said performance appraisals are often avoided by employees and are rarely used by managers. According to Branine (2011), the main reasons for this were the lack of awareness by employees of the importance of performance appraisal for organizational success, as well as the culture of avoiding conflict between managers and their subordinates over reward issues.

4.2.7 Theme 7: The tool used by the TVET Colleges for performance management and its suitability.

There was a general view among participants that IQMS was not suitable for use at the TVET Colleges as a performance management tool for lecturers. According to participants, only the first four outcomes of the IQMS speak directly to what happens in the classroom. Holistically, however, the IQMS does not translate much to student performance at the TVET Colleges. The IQMS looks at the teaching and learning environment, the relationship between the student and the lecturer resources that

are used, but says nothing about the results at the end of the year. Mchunu (2016), for instance, stated that central office support staff at Majuba TVET College did not believe that IQMS implementation has a positive impact on teaching and learning.

One participant said *“Regarding IQMS tool I personally feel that it needs to be improved to include the results that the lectures produce”*.

Another one said, *“There are a lot of people which are not getting good results but you cannot measure that in terms of the IQMS”*.

Another participant highlighted that there were a number of key responsibility areas which were not measured in IQMS. This, according to this participant, made the IQMS an unsuitable tool for the task. The IQMS is the tool that was formulated for basic education, not TVET College sector, therefore the policy does not fit the TVET College sector. It requires some adjustment, and it is not easy for the Colleges to implement accordingly (Mchunu, 2016).

The study has thus brought to the fore the inappropriateness of the tool used by TVET Colleges to for gauging performance management. The current tool being used by the Colleges (i.e. IQMS) was developed for use in the Basic Education sector. The tool itself is conducive for the classroom environment, but it does not open itself to fit performance management requirement for TVET Colleges. For example, performance standards listed in the current performance measuring tool does not align with performance indicators as stated in TVET Colleges planning documents. This makes measurement of results be difficult. Mchunu (2016) argued that DHET should review the IQMS manual to suite the TVET College sector and review the evaluation sheets to be aligned with the job description of lecturers.

CHAPTER FIVE

Conclusions and Recommendations

5.1 Introduction

The purpose of this study was to assess the system of managing performance at two TVET Colleges around the city of Durban. The study's findings were intended to assist these TVET Colleges link the Performance Management Systems to results / desired outputs in order to effectively manage the performance of their staff, while achieving their overall organizational objectives.

5.2 Synopsis of the study objectives

This study sought to achieve the following objectives:

5.2.1 Objective 1: To assess effectiveness of Performance Management System in Durban public TVET Colleges.

This study firstly aimed at determining whether performance management at the two TVET Colleges around Durban, KwaZulu-Natal, has effective performance management systems in place. Ideally, effective performance management should provide an accurate picture of each employee's performance, it should monitor and measure results, and ensure that employee work plans support the strategic direction of the organization.

The study revealed that performance management at the two TVET Colleges was not effective. Performance management was almost exclusively done for compliance purposes. The participating staff in this study viewed performance management "as a tick box exercise". Consequently, results were not used as performance indicators for the purpose of employee performance management. In addition, the process of performance management was not aligned with organizational objectives.

5.2.2 Objective 2: To assist public Durban TVET Colleges develop performance culture for both staff and the Colleges.

The second objective was achieved by comparing the findings of the study with the study's theoretical framework. The findings of the study revealed that the two TVET Colleges had selected performance culture as one of their organizational values. The literature confirmed that the establishment of an overall performance management culture was essential in meeting stakeholder expectations. This then contributed towards organizational performance and growth. The literature further stated that in a culture where the process of performance management was easily adopted, employees themselves were comfortable talking about performance with management, and understood how their individual contribution(s) directly affected the organization's objectives.

The study was also suggestive that the two TVET Colleges need to develop a performance culture by having capacity building sessions. It should also be clearly stipulated how performance management can be effectively managed to influence both organizational performances, in terms of results, as well as the development of a strong organizational performance culture.

5.2.3 Objective 3: To assist Durban TVET Colleges define expectations, roles, and accountabilities in order to observe full capacity of employees and the organization.

Part of the purpose of this objective was to establish whether employees were clear about their roles and responsibilities. It was established that employees received job descriptions, which detailed their roles and responsibilities, during the induction phase of their employment. However, these were not discussed to ensure that each employee was clear about what was expected of them in terms of their duties and performance. Therefore, employees felt that job descriptions ought to be discussed with each employee to ensure that they fully understood employer expectations and their roles, rather than simply giving them to employees to sign.

The study also identified the lack of implementation of the Labour Relations Act 66 of 1995 and Public Service Regulations, Government Notice No. R441 of 25 May

2001 (as amended) to manage poor performance and foster accountability. This suggests the need for the TVET Colleges to vigorously implement relevant acts and policy to foster accountability that will lead to the realisation of full capacity of employees.

5.2.4 Objective 4: To ensure that Durban TVET Colleges systems, subsystems and staff performance are linked to results or output in order to facilitate effective staff performance management.

The fourth objective was achieved investigating how the different processes of these organizations work. The study revealed a disjuncture in the operation of the following processes:

- HRM and HRD
- Alignment of TVET Colleges' Planning Documents to performance management
- Linking of performance management to results

These misalignments suggest that TVET Colleges needs to start looking at their operations from a systems thinking approach. All their processes must link to one another. Performance management must thus be viewed holistically instead of being isolated from other organizational processes.

5.3 Conclusion

This study identified the weaknesses within the TVET College system with regards to the implementation and management of performance meaningfully. The fact that staff members perceive the performance management system to be more of a compliance activity rather than a tool needed to improve lecturer performance and to close the skills gap in order to enhance performance needs. It also came across that both administrators and lecturers “window dressed” the implementation of this exercise. In addition, employees indicated that currently the role played by the Human Resources Department in monitoring the implementation of the process was very minimal. As a result, performance management at the TVET Colleges was ineffective.

Ideally, the implementation of a performance management system should be a process rather than an event. From the study it was clear that performance management was administered once a year at both TVET Colleges. It was also observed that the implementation of performance management was not done meaningfully (i.e. was not done with the intent to improve the performance results of each lecturer in the organization and to monitor their contributions towards output).

Currently, the authenticity of administering performance management within the TVET College sector set up is known to be questionable. This observation was confirmed by the participants of the present study. Consequently, there is a huge need to have a system of managing performance that will link up with organizational throughputs and certification rates (results) as measures of performance within the sector.

It also emerged from the study that the TVET Colleges were not using the performance management system to build accountability for poor results. When each individual within the organization is held to account, a performance environment can be observed. Furthermore, accountability could possibly ensure the development and nurturing for a performance culture within the TVET sector system. In addition, the Colleges were perceived by study participants to have inherent values that could be used to further develop and sustain a performance culture.

The TVET Colleges also fell short in aligning their performance management systems with individual job descriptions and job expectations. The implications for the TVET Colleges was that, in as much as job descriptions are there, they are unclear on how these job description are effectively linked with the performance management system. Key Responsible Areas for staff need to be established from the job description. By aligning the performance management system with job description, the TVET Colleges simultaneously ensure that each employee's roles and responsibilities, as stated in the job description, are stipulated. It is the understanding of roles and responsibilities that is key for employees to perform optimally.

It should, however, be noted that the PMSs used by Colleges should not be written off entirely. Rather, it needs to be further developed in order to accommodate the TVET College context. The TVET College context involves activities like submission of tasks and other related activities that need to be submitted on time. This must be measured in terms of individual performance, class attendance by lecturers, lecturer files, lesson preparation and other administrative tasks like the setting of assessments. All these, according to study participants, were not currently reflected as performance standards within the IQMS and can, therefore, not be measured.

It was also identified by participants that the TVET College systems and sub-systems are not linked to the outputs and results. The Colleges were lacking in vigorously managing performance by applying performance policy, for example incapacity. The LRA is clear on how organizations should manage incapacity. The Colleges are, however, falling short in this regard. This exposes these Colleges to a culture that tolerates sub-standard performance. It is in this area where Human Resource Management within a college should “step-up”. When the HR function is linked to results and other systems, the Colleges can observe effective management of staff and its performance. The Colleges should thus capacitated their managers on how to effectively manage performance through the application of performance policies.

It's key for Colleges to view management of performance from a systems thinking point of view. Management of performance should not be conducted in a silo and it should not be an event. It should be a process that should start at recruiting skills that are relevant for the organization and the purpose of existence of the TVET Colleges. At no point should implementation of performance management be done for compliance alone. Rather, a more determined and meaningful approach towards implementation of performance management needs to be adopted.

5.4 Recommendations

- Currently it is evident that the importance of conducting performance management in a correct and authentic manner at the TVET Colleges around Durban is not understood. This opens these TVET Colleges to an environment wherein performance culture and quality of performance management is compromised. In order to build capacity to foster a conducive performance culture in which performance management is understood within its correct context, the DHET and the TVET Colleges need to build capacity for effective performance management. During this process, the importance of performance management needs to be outlined. The capacity building must indicate how performance management can be effectively managed to influence both organizational performance, in terms of results, as well as a strong organizational performance culture. Everyone within the TVET College sector needs to know that individual performance drives organizational performance. It is also recommended that when embarking on the capacity building process, it must be stated how important it is for everyone involved to ensure understanding of both the DHET and TVET Colleges' vision and goals, how their work fits into this vision, and what role they play and / or need to play in making a contribution towards the vision and mission's attainment.
- At present there are a number of Key Responsible Areas or performance standards that are not relevant to the TVET College context. For example, throughput rates and certification rates are some of the TVET Colleges' yardsticks. However, these are not included as Key Responsible Area for each employee in the IQMS. The current tool does not allow for the measurement of individual contributions made towards achieving pass rates or certification rates. This allows for subjects with poor passes to hide behind subjects that are doing very well. It is critical for the tool to open itself for TVET Colleges to be able to measure performance under unique performance activities. For example, the tool should be adaptable for use in different types of situations, e.g. for evaluating a lecturer in the workshop who is responsible for producing artisans, and not be too generic.

It is therefore recommended that the current performance management tool needs to either be improved or alternative performance management tools be developed that speak to the TVET College context. The latter tool(s) should clearly define expected roles and responsibilities for each employee, while providing for performance accountability. It is also recommended that during the tool development or improvement process, all stakeholders, including labour representatives, be invited to participate. The PMS tool needs to assist the organisation in developing a performance culture through ensuring that the day to day operations of the organization are incorporated as performance standards. It should also have employee buy-in so that an environment and / platform is created for both supervisors and employees to sit together and have open dialogue around their performance. This done, a foundation will be set in which performance is a collective responsibility feeding into organizational performance.

- The study revealed that the implementation of performance management at the TVET Colleges was weak, subjective and poorly administered. It was also unclear how authentic the process of monitoring performance management by line managers was. The Human Resource Department, for instance, receives performance data submitted by different sections in the College, but there was no clear verification whether relevant College activities have been incorporated into the feedback received. The Colleges, therefore, should incorporate strong monitoring and evaluation measures to extract performance management data that is truly reflective of operations within them. This necessarily entails that the TVET Colleges be more stringent on the process' administration as well as its administrators.
- It seems clear from the study the TVET Colleges diligently measure performance. However, this measuring of performance is a true reflection of actual performance, informed by accurate results of the day to day operations of units within the Colleges. This implies that these measures have not been established as performance standards of KRAs. This contrasts with the view that

performance management should drive decisions about performance, remuneration, promotions, and disciplinary procedures.

It is, therefore, recommended that the TVET Colleges adopt a results-oriented performance management approach, as this will enable the Colleges to determine the effect(s) of its human capital programmes and policies in contributing towards accomplishing its goals and targets. It is also recommended that performance results be linked to the performance management process.

5.5 Recommendations for future research

In as much as the performance of lecturers needs to be monitored and managed effectively, there is also a need to investigate the impact / effect that other elements, critical to the performance in the TVET College sector, have on performance within this sector. It is generally said that the teaching and learning process has three elements, namely, the curriculum, the learner and the educator. This research focussed on the performance of the educator (i.e. lecturer), but there is a tremendous need to look at the other two elements and the effect that they might have on educator performance in the classroom. Some comments made by study participants on the TVET College curriculum points to the lack of continuity in some of the subjects offered at TVET Colleges. This may also play a contributory role towards both individual and overall performance as poorly structured curricula have a negative effect on learner performance. The standard and consistency of the curriculum and its link to performance, therefore, still needs to be explored.

5.6 Implications of the study

The results of this study suggest that when TVET Colleges conduct their performance management process, they prepare their employees for the process in advance. Employee perception is that the process is more of a “tick-the-box” exercise that is done annually. This implies that the process is inauthentic from the onset and is more a formality that needs to be adhered to. The inference that can be made from this is that this approach to performance management does not give management a clear picture of employees’ level of performance, nor does it help in

identifying gaps in employee performance to concentrate development / corrective efforts.

The Colleges need to adopt a holistic approach to performance management because failure to do so could result in the organisations reaching their goals and objectives only on paper, but in reality the opposite could be true. Furthermore, not having a truly reflective performance outcome could, in time, taint the reputation of the Colleges.

Applying the findings of this study to the Colleges will, therefore, be of great benefit to the Colleges as it will help them to improve the tool that they use to assess employee performance. Having a truly reflective performance management tool will also help the organisation to improve the quality and performance of its employees by supporting and developing employees that are not meeting standard. This will have the added advantage of producing a staff compliment that performs to higher standards and will translate to producing a higher calibre of graduate.

Producing high calibre graduates has the benefit of ensuring that learners are adequately qualified and prepared for the working world. This has the advantage of giving College graduates a better chance at employment and to raise their quality of life. This will in turn help to reduce poverty and boost the economy.

5.7 Conclusion

Chapter five presented the conclusion and recommendations of the study. It also reviewed, analysed and discussed the study's findings. The chapter also identified future areas of research within the TVET College sector and highlighted some of the implications for the Colleges of having an effectively implemented performance management systems.

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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

Information Sheet and Consent to Participate in Research

12/04/16

Dear Respondent,

My name is Thabane Eric Sibiya (student number: 205524690). I am a Masters candidate studying at the University of Kwazulu-Natal Westville Campus. I can be contacted at Sibiyaeric8@gmail.com, Cell number: 0849768267.

You are being invited to consider participating in *A study on Performance Management in two TVET Colleges Around Durban S.A.*

The aims and the purpose of the study are:

- To assess effectiveness of Performance Management System in Durban TVET Colleges.
- To assist public Durban TVET College build a high performance culture for both staff and the Colleges so that they both take the responsibility of improving organizational processes when it is required.
- To assist Durban TVET Colleges achieve the capacity of employees to full potential in favour of both employees and the organization by defining expectations in terms of roles, responsibilities, accountabilities, required competencies and expected behaviours.

- To ensure that Durban TVET Colleges systems, subsystems and staff performance are linked to results or output in order to facilitate effective staff performance management.

The study is expected to enrol 18 participants, who are College Senior Management, Campus Managers, HODs and Senior Lecturers. Participants to the study will be interviewed. The duration of your participation if you choose to enrol and remain in the study is expected to be sixty minutes. The study may involve discomforts in questions that might require organizational informational information that you might want to disclose.

Although there is no direct potential benefit that may accrue to you for participation in this study, we hope that its findings will be useful to overall improvement of performance management system in the TVET sector. The study will be conducted through interviews.

This study has been ethically reviewed and approved by the UKZN Humanities and Social Sciences Research Ethics Committee.

In the event of any problems or concerns/questions you may contact the researcher at 0849768267 or alternatively on Sibiyaeric8@gmail.com or the UKZN Humanities & Social Sciences Research Ethics Committee, contact details as follows:

HUMANITIES & SOCIAL RESEARCH ETHICS ADMINISTRATION

Research Office, Westville Campus

Govan Mbheki Building

Private Bag X 54001

Durban

4000

KwaZulu-Natal, SOUTH AFRICA

Tel: 27 31 2604557-Fax: 27 31 2604609

Email: HSSREC@ukzn.ac.za

Please note that:

- Your participation in this study is entirely voluntary. You have a choice to participate, not to participate or stop participating in the research. You will not be penalized for taking such an action.
- There are no costs that you will incur by participating in this study.
- In the event of refusal/ withdrawal of your participation from the study you will not incur penalty or loss of treatment or other benefit to which you are entitled.
- There are no potential consequences to you for withdrawing your participation from the study and you need to inform the researcher of your intention to withdraw your participation.
- The researcher will terminate your participant from the study if your conduct threatens the validity and reliability of the study.
- Your views in this study will be presented anonymously. Neither your name nor identity will be disclosed in any form in the study.
- The interview will take about sixty minutes.
- The record, as well as other items associated with the study will be held in a password-protected file accessible only to myself and my supervisor. After a period of 5 years, in line with the rules of the university, it will be disposed by shredding and burning.

I _____ have been informed about the study on *Performance Management in two TVET Colleges Around Durban S.A* by Thabane Eric Sibiyi.

I understand the purpose of the study which is to assess effective of Performance Management System in two public Colleges around the City of Durban and assist them link Performance Management System to result or output for effective staff performance management, which will contribute in achieving their overall organizational objectives.

I have been given an opportunity 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.

I have been informed about that there is no direct potential benefit that I may accrue by participating in this study, but its findings may be useful to the overall improvement of performance management in the sector resulting in improved performance for the sector.

If I have any further question/concerns or queries related to the study I understand that I may contact the researcher at Sibiyaeric8@gmail.com, Cell: 0849768267.

HUMANITIES & SOCIAL RESEARCH ETHICS ADMINISTRATION

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4000

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Tel: 27 31 2604557-Fax: 27 31 2604609

Email: HSSREC@ukzn.ac.za

Additional consent

I hereby provide consent to:

Audio-record my interview

YES/NO

Signature of Participant

Date

APPENDIX B

INTERVIEW SCHEDULE

Interview Schedule

1. What is your understanding of performance management in your TVET College (as a process or systems approach)?
2. Do you think current performance management system in your College is aligned with outputs?
3. Is performance management system in your College linked to College's Annual Plan?
4. In your College how is performance management conducted, is it done in silos (not linked to into the whole organizational processes) or a more integrated approach is used?
5. In your College do you use organizational values as the basis to build a high performance culture?
6. How does your College ensure accountability resulting in consequences for poor performers?
7. Do you give verbal or written warnings to poor performers?
8. How do you develop poor performers in order to support and helping them meet expected level of performance?
9. Are incentives and bonuses paid for high performers in your College?
10. For effective performance management in your College, do your employees have a clear understanding of the work expected from them, and are they clear about the roles and responsibilities?
11. Do you think that current performance management tools used by your College are suitable for use in the TVET College environment?
12. Do your managers have capacity to effectively implement performance management?

APPENDIX C

ETHICAL CLEARANCE

APPENDIX D

TURNITIN-REPORT