

UNIVERSITY OF KWAZULU-NATAL

**CHALLENGES OF A PERFORMANCE MANAGEMENT
DEVELOPMENT SYSTEM IN A LEARNING
ORGANISATION: A CASE STUDY IN THE DEPARTMENT
OF TRANSPORT, PIETERMARITZBURG**

By

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ABSTRACT

This study investigates the challenges of implementing a performance management development system (PMDS) in the Department of Transport as a learning organisation. The objectives were:

- To evaluate the PMDS that is currently utilised to motivate employees and to determine problems encountered in the implementation thereof with a view to employing a learning organisation approach.
- To determine new approaches to the implementation of the PMDS.
- To uncover problems encountered in the implementation of the PMDS.

The study focused on managers and supervisors as the main role-players in the assessment of the PMDS. Supervisors were given questionnaires concerning issues pertaining to PMDS and learning organisations. Respondents were asked whether the role of trainers is visible in strengthening communication structures allowing employees to participate meaningfully in the decision-making processes of their organisation.

The following research questions were asked:

- What challenges does the Department of Transport in KZN, Pietermaritzburg face concerning the PMDS and in becoming a mature learning organisation?
- Is the PMDS compatible with a learning organisation?
- How has the PMDS been utilised to motivate employees and to uncover problems encountered in the implementation of the PMDS?
- How does the Department of Transport identify new approaches required for the implementation of the PMDS?

DECLARATION

I, **Phumzile Caroline Dlamini**, declare that:

- The research reported in this dissertation, except where otherwise indicated, is my original work.
- This dissertation:
 - Has not been submitted for any degree or examination at any other university.
 - Does not contain data, pictures, graphs or information from other authors or researchers unless specifically acknowledged and included in the reference section.
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Date:/...../.....

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LIST OF ACRONYMS

DoT-Department of Transport
DPSA- Department of Public Service Administration
PMDS- Performance Management Development System
GAF- Generic Assessment Factors
HRM- Human Resource Management
KRA- Key Result Areas
LO- Learning Organisation
PDP- Performance Development Plan
PA- Performance Agreement

CHAPTER ONE

INTRODUCTION

1.1 INTRODUCTION

This study seeks to identify the Performance Management Development System (PMDS) challenges faced by the Department of Transport (DoT) in KwaZulu-Natal (KZN), Pietermaritzburg. The study will also establish if being a learning organisation assists the DoT in facing and overcoming the challenges it is facing.

Chapter 1 lays the foundation for the research and will briefly discuss the reasons for the undertaking this research. The problem statement, objectives to be achieved and research questions to be answered will be covered in this chapter. A brief discussion of the underlying theory is provided, which is discussed in more detail in Chapter 2. The possible challenges of implementing a PMDS that the DoT may encounter will be mentioned. The known and unknown challenges will be the main theme of research covered in later chapters. The limitations of the research will be mentioned and an outline of the structure of the dissertation is provided.

1.2 RESEARCH BACKGROUND TO THE DEPARTMENT OF TRANSPORT

The DoT has to be effective in carrying out its functions. In order to enable the department to meet its mandate, continuous learning has take place in order to empower the department to cope with change. It also needs to be innovative in order to cope with the challenges it faces. The DoT in KZN consists four Regions, namely Empangeni, Durban, Pietermaritzburg and Ladysmith. The core function of the DoT in KZN is to provide accessible roads to all road users, which is achieved through the introduction of a one-stop-shop concept with the idea of bringing service to the people at a minimal cost. In order to accomplish this objective, it was considered expedient to have all services provided under a single roof. The DoT is regulated by the Public Service Act of 1994) and the White Paper on Transformation of the Public Service (White Paper, 1995:10) emphasises the *Batho Pele* (People First) principles. The DoT is a non-profit making organisation and is also one of the

largest departments in KZN. Emphasis on the White Paper is that the government departments must be transformed into vibrant, performance-driven institutions. The main objective of DoT is to ensure that the department provides an integrated and accessible transportation system to road-users to ensure and that it delivers on its mandates, thus ensuring accountability and confidence to community it serves. Burack (2000:19) suggests that the transformation is inspiring to managers to fit their organisation's arrangement, culture and administration processes to the demands of the peripheral environment. Internally the transformation is viewed as inspiring the execution of decision-making and workers' contributions resulting in high employee dedication to the organisation and high performance. The objective with the introduction of PMDS within DoT was to ease the change of mind-set and behaviour of employees towards a performance-ambitious institution and to promote commitment. The study will reflect that DoT is a "learning organisation which seeks to facilitate learning of its members" and continuously transforms itself. The researcher's understanding of Learning Organisation in the DoT environment is that it is learning is encouraged and individual learning is shared amongst colleagues. As a result team learning takes place and eventually adds to institutional knowledge (Kleiner, 1995:2). This institutional knowledge is converted to new services and productivity which makes the department efficient and effective. By nature, employees like to learn as a result of new invention of new knowledge leads to future growth of DoT. Although the DoT manifests some elements of a Learning Organisation it is still in the infancy stage.

1.3 THEORETICAL BACKGROUND

1.3.1 Performance Management

Performance management is a process by which an organisation evaluates and develops its people's skills, behaviours and individual performance in order to improve organisational performance. Performance management can be used as a tool for maintaining a consistent approach to managing people across the organisation (Spangenberg, 1994:14).

Performance management can be used to create a work environment or setting in which people are able to perform to the best of their abilities and is a whole work system that begins when the job is defined as needed (Mohran, 1990:5).

Performance management enables people to perform their work to the best of their ability, meeting and where practically possibly exceeding targets and standards. Successful performance management requires that a culture of collective and individual responsibility

for the continuing improvement of business processes is established and the development of individual skills and contributions is encouraged and nurtured (Mohran, 1990:15).

Performance management development system is intended to facilitate management of change in the DoT and instil the culture of managing performance and producing results as expected by the department. The PMDS is a strategy that helps department to define their future and design the roadmap as to how to reach their desired destination (Spangenberg, 1994:54).

Performance management is therefore the assessment of an employee, process, and equipment or to gauge progress towards predetermined goals.

A performance management system is characterised by, but not limited to (DoT PMDS, 2007:5):

- Performance and development reviews
- Develop clear job description
- Personal development plans
- Learning and development activities
- Coaching and mentoring
- Objectives and performance standards
- Measurement
- Reward and remuneration

1.3.2 Learning Organisations, Organisational Learning and Systems Thinking

According to Senge (1990:16), a learning organisation is an organisation that ensures that its employees are learning so that its future is secured. Such an organisation does not have as its primary goal, but rather how it can grow through innovation.

Garvin (1993:79) defines Learning Organisation as a system that is dynamic and changing constantly, which strives to acquire and create knowledge to be innovative and improve performance. According to Garvin, a dynamic system is symptomatic of an organisation that responds to and embraces change which then is used as a trigger to learn and improve.

Organisational learning is a collective term for activities such as learning activities performed in an organisation that is aimed at improving the activities that enables the

organisation to improve performance (Love, 2000:14). Such learning is often focused on individuals or groups, but is not necessarily supported by processes aimed at ensuring transfer of this knowledge to work processes or to other groups within the organisation. While individual learning can contribute to organisational learning, on its own it is not enough to ensure adaptation in complex changing environments, as it does not necessarily mobilise the organisation to confront its strategic issues.

Organisational learning is a process that is demonstrated by the degree to which individuals acquire knowledge, develop and spread knowledge within the organisation. Organisational learning is a collective term for the various activities performed in an organisation to improve the organisation (Huber, 1991:120).

Systems' thinking is the process whereby the world is viewed as a whole rather than fragmented parts and the practice of focusing on the relationships among the parts of a system (Senge, 1990:21)

Also systems thinking can be viewed as an art of understanding how things influence one another within a whole such as viewing problems as parts of the overall system rather than reacting to specific parts. In conceptualising performance management with systems thinking "to see the world as complex system" where everything is connected to everything else (Senge, 1990:21).

1.4 MOTIVATION AND RELEVANCE OF THE RESEARCH

There are many reasons why the DoT must manage its performance. From employer's perspective it is vital to understand how employees contribute to the objectives of the department. A good performance management system enables the department to measure how employees are currently performing, and identify those employees that contribute most or least. It also assists the DoT to identify training needs, set development plans and using the results of the performance management process to influence individual's remuneration. On the part of the employees, the performance management process provides transparency over performance in the workplace and a framework for documenting issues relating to performance that can be used to assess future career development.

External stakeholders have high expectations of employees within the DoT and a sound performance management process ensures competent employees retain and develop

necessary skills and knowledge and thereby provide a quality service to all stakeholders.

An important part of performance management is the performance review and it is important that the DoT understands the principles thereof to ensure that the PDMS can be implemented successfully. The principles of performance review are (DoT PMDS, (2007:5).

1.5 PROBLEM STATEMENT

Potential challenges facing performance management system which may also be applicable to the DoT, but not necessarily so, are (Spangenberg, 1994:12):

- **Performance Appraisal Confounds People with the System**

Performance appraisal assumes that the person being evaluated is responsible for results. The problem with measuring performance is that individuals are inseparable from the system and its processes.

- **Performance Appraisal Destroys Teamwork**

Most appraisals focus on the individual's performance and deny reality of the team. Omission of the team may result in passive undermining of teamwork

- **Performance Appraisal Fosters Mediocrity**

The quality improvement proponents claim that using standards and goals for evaluation may lead to mediocrity. Employees find themselves less inclined to take risks

- **Performance Appraisal Focuses on the Short Term**

Performance appraisal encourages short-term gains at the expense of long term planning. This happens when long-term goals are not set. In other words performance must be understood and measured in the context of long-term mission of the organisation.

- **Performance Appraisal Increases Variability**

Performance tend to measure individuals using rating scales that demand impossible distinctions

- **Performance Appraisal Destroys Self-esteem, Demotivates, Builds Fear and Decreases Productivity**

Criticism is usually received with defensiveness and rationalisation and rarely results in a

constructive responses

At this stage it is not known what are the actual and real challenges facing the department to ensure the successful and beneficial implementation and executing of the PMDS in the DoT in KZN. However, a number of potential challenges have been identified by means of a preliminary study and these include, but are not necessarily limited to:

- The need to develop a credible moderation rating system as well as objective dispute resolution mechanism.
- Developing a credible and appropriate matrix performance management system.
- Utility value to the owners of the PMDS (evaluators and evaluatees).
- The need for impact assessment of the PMDS, which normally tends to measure quantity instead of quality. For instance in the DoT the building of roads and bridges is a priority in providing the required infrastructure at a required standard and quality. However, due to pressure from customers the number of roads and bridges that are constructed are priority with the result that quality may suffer. Employees will therefore have delivered quantity, but necessarily quality.
- Improper use of the system through cheating and lying resulting in a decrease in performance.
- The possible failure to monitor the reliability of performance measurements and ensuring that they are not fabricated.
- Ensuring that performance indicators have clear strategic direction to ensure that the performance measures check whether strategy is on track or not.
- Ensuring that that performance management measures are analysed so that information is available to determine if there is alignment with the departmental strategy.
- Ensuring that there are clear strategic objectives to eliminate conflicting agendas as a result of politics and multi stakeholders in the department.
- Ensuring that employees view performance measurement as a positive process empowering them and creating a culture of continuous learning for future performance improvement.

The successful implementation and execution of the PMDS is further influenced by the following, which in turn may lead to further challenges not yet identified:

- According to Spangenberg (1994:5) the quality of employee's performance depends on how good, reliable and consistent their inputs into their work area. If they do not

self-organise themselves they might find themselves into chaos. The DoT must recognise that there are interdependencies amongst various sections of an organisation and such change in one section may result in unpredictably impact on another section of the organisation. In these circumstances the DoT needs a workforce dedicated to the principles and goals of the institution and who perform to their maximum potential. The interdependency of the DoT with other departments and government agencies results in the department not being able to carry out its mandates. The DoT may need to look at concepts such as the learning organisation and systems thinking in order to overcome the challenges.

- Employees within the DoT have to learn in order to cope with change, to meet the needs of stakeholders. In its core activity for road construction technology changes at a rapid pace with new systems introduced regularly. Therefore employees must be encouraged to learn individually, share acquired knowledge and introduce new innovations and improvements. The dynamics in organisation are so complex and to find solution to such complex problems is difficult. As a result of interdependencies amongst various sections of the organisation and change in another section can have butterfly effect to the organisation as a whole. “Chaos and complexity theory attempt to reconcile unpredictable dynamic systems with a view of underlying order and structure” (Levy, 2000:73).
- The DoT in KZN is faced with a shortage of skills especially in the field of engineering as a result it fails to meet its mandate in construction of roads. Losing experienced engineers leads to collapse of service delivery. Therefore, the DoT has to look at tools such as the learning organisation concept in order to face its challenges. DoT has to encourage employees to develop attitudes and behaviours that promote learning and understanding of the individual and team learning. As a result learning and experience is incorporated into policies, procedures and practices and employees may show greater commitment to their organisational goals allowing them to perform their maximum potential. Employees in DoT have to learn in order to cope with change to meet the needs of stakeholders and to stay relevant.

It is therefore important that research confirms which are the real challenges facing the organisation so that understanding can be created and solutions found to successfully overcome these challenges.

1.6 OBJECTIVES OF THE RESEARCH

The primary objective is to ensure that the real challenges faced by the DoT in KZN in implementing a successful PMDS are identified and confirmed and that employees understand the challenges in the context of learning organisation in becoming effective, efficient and relevant as an organisation.

To achieve the primary objective a number of secondary objectives have been set, which are:

- Understanding the concept of a PMDS in a learning organisation.
- Developing an understanding of how to cope with change.
- Identifying the root causes of the challenges and take corrective action.

The study will investigate challenges encountered in the implementation and execution of the PMDS by the DoT and subsequently identify possible solutions. The study will also explore learning organisation and system thinking characteristics to determine how these can be used to ensure that smooth and successful implementation of the PMDS in the DoT.

The study will assist the DoT in KZN to improve the performance of its employees and to determine new approaches in terms of the implementation and execution of the PMDS and can possibly be used to improve performance in other government sectors.

1.7 LIMITATIONS OF THE STUDY

This case study was limited to the DoT, in Pietermaritzburg; KwaZulu-Natal, with emphasis on managers, supervisors and employees. The study focuses on exploration of the challenges of a performance management development system in a learning organisation.

The following may be seen as possible constraints that limit the effectiveness of this research:

- Sample size small number of people responded to questionnaires distributed
- Response rate was very poor
- Access for information
- Time management

- Access to resources
- Access to expertise for editing and guidance

1.8 OVERVIEW OF CHAPTERS

Chapter 1 will look at the background information and the organisation in which the research is to be undertaken. The problem to be researched is discussed in detail and research objectives as well as the scope and limitations of the study.

Chapter 2 covers the review of the relevant subject matter as found in various literature sources, books, journals, internet and other sources.

Chapter 3 will focus on the research methodology used in the study and motivates why this particular approach was the preferred one.

Chapter 4 contains the analysis of the answers obtained by using the research methodology and tools discussed in chapter 3.

Chapter 5 contains the findings resulting from the analysis and discussions in Chapter 4. Some recommendations will be made in respect of how the organisation can become more efficient and effective. The research objectives will be reviewed to establish whether or not they have been achieved or not and areas for future research will be identified.

CHAPTER TWO

LITERATURE REVIEW

2.1 INTRODUCTION

Chapter two will review various literature sources relevant to the research topic and will cover the following:

- Performance management and performance management systems
- Learning organisations and organisational learning

The purpose of the literature research is to explore the underlying theory related to the above topics in support of the research findings and recommendations that may be made to overcome the challenges faced by the DoT in Pietermaritzburg when implementing and executing a performance management development system.

In this chapter the concepts performance management, performance management system, organisational learning and learning organisation are defined and explored. This is followed by a review of the different types of performance management systems available and the use of performance management as a management tool. The concept of a learning organisation and organisational learning are discussed with the view of why an organisation should become a learning organisation and the obstacles that may be encountered along the way. Finally the relationship between a PDMS and the learning organisation will be discussed.

When reviewing literature in respect of performance management systems different scholars focus on different areas such as departmental strategies and human resources. The environment in which organisations operate is subject to fast change due to pressure from the internal and external environment. Due to such change, learning is important to improve performance. In order for organisations to excel and for employees to perform better in all segments of the organisation they must learn continuously. In this research the theory of the learning organisation will be explored to gain a better understanding in support of performance management systems.

Chapter Two focuses on PMDS as a tool used for performance appraisal of employees. Issues related to professional services and customer satisfaction are reviewed.

2.2 PERFORMANCE MANAGEMENT

In this section performance management is defined and the underlying philosophy, concepts and uses of performance management are explored. The reasons why an organisation needs to implement a performance management system to effectively develop the competencies of their employees to achieve the maximum benefit from the efficient and effective use of the organisation's human resources are shown. However, there are also problems associated with the implementation of performance management and some the important issues are covered.

2.2.1 Defining Performance Management

Performance management is a system by which an organisation evaluates and develops its people's skills, behaviours and individual performance in order to improve organisational performance. According to Swanepoel (2003:374), *"performance management is defined as a tool where employers and employees reflect on their successes by working together to set their expectations, evaluate results and reward performance."*

Performance management is defined as a means of receiving enhanced outcomes from the organisation's teams and individuals by administering performance within an agreed framework of intended goals, objectives and values (Lessem, 1994:5).

A Performance management system is a system designed to manage employees and how well they meet their standards that are required of a specific job (Trevor, 2008:285).

Performance management is described as an organised interaction between supervisor and employee to translate overall strategic objectives of the organisation. This interaction takes place in a form of an interview which enables proper conversation between an employee and a supervisor, in which job performance of the employee is examined and shared with a view to identifying weaknesses and strengths and with an aim of skills improvement (Trevor, 2008:285).

Performance management is a “*strategic and integrated approach to delivering sustained success to organisations by improving the performance of the people who work in them and by developing the capability of teams and individuals contributors*” (Lessem, 1994:5).

Performance management is a cyclical process that organisations adopt to assess and develop employees to ensure effective contribution to organisational objectives. It normally includes setting objectives for employees to achieve, rating the performance against set objectives and outlining future development activities to assist with achieving objectives (Swanepoel, 2003:374).

According to DoT (2007) “*Performance management is a strategic management technique that links departmental objectives and strategies to individual goals, actions, performance appraisal and rewards through a defined process.*” Performance management is therefore a tool which focuses on managing the individual and work environment in a manner that achieves set organisational goals.

Within the public service, (Public Service Regulation, 2001:21-22) performance management is defined as a method where the processing of inputs (energy, labour) into outputs according to certain quality and quantity specifications (level of customer satisfaction), while attempting to achieve certain work goals. There are different levels of performance management within the public service:

- Strategically, the Member of Executive Council (MEC) and the Heads of Department verify the major priorities for the departments, while objectives are acknowledged and assigned to divisions/sections within the organisation.
- Operationally the divisions/sections undertake the implementation of tasks and activities that lead to the achievement of the organisation’s operational plans.
- Every supervisor designs a performance contract (agreement) for the individual employees under his/her managerial control, which is discussed and agreed with the employee and signed by both parties to form a binding agreement that can be used to measure the employees performance.

For the purposes of this research a performance management system is described as an output required from employees, measured against specific set and agreed performance standards, which contribute towards attainment of organisational goals.

2.2.2 The Philosophy of Performance Management

The philosophy of a performance management system is based on the following (Swanepoel, 2003:374):

- The need for a process of management which supports the achievement of the business strategy by integrating corporate, functional, departmental, team and individual objectives.
- The need for this process to be based on values which enables it to support other organisational initiatives such as total quality, customer service and business process re-engineering.
- The importance of communicating the organisation's mission and goals to all employees and
- The need to provide for an upward process of contributing to formulation of corporate objectives.

The philosophy of performance management is firmly underpinned by the principle that it is a natural and central part of management (Lessem, 1994:3). It emphasises analysis, dimension, evaluating performance and preparation and coaching of performance enhancement with fundamental aspects of good practice with regards to the management of people (Lessem, 1994:4). Performance management requires skills from managers which, most of the time, are underestimated. Managers must know how to set understandable, quantifiable and attainable objectives for their employees. Performance management is a top-down approach by management, imposed by a rigid process that seeks easy solutions to complex problems (Lessem, 1994:4). Managers need to know how to define and assess competence requirements. They need to contribute to performance review meetings in which they do not only praise staff on their accomplishment but also train and help them distinguish where their performance has been of poor quality and needs to be enhanced (Swanepoel, 2003:375).

Performance management has been described as systems and attitudes that assist organisations to prepare, assign and evaluate the operation of their service. It is a constant collective process between managers and the people for whom they are accountable and advancing outcome and excellent working relationships. Good performance management means that employees are coherent about what their main concerns are, what their current

job entails, what they should aspire to and how well this will add value to both team and organisational performance (Swanepoel, 2003:376). A successful performance management must cover all aspects of performance that are important for the organisation and the ways by which it attains success and development (Ghobadian, 2004:140). As a result the progress of an organisation is dependent on employees' ability to learn quickly and to implement knowledge gained. The business, which is slow in learning fails to develop, share, mobilise, cultivate, put into practice, review and spread knowledge to compete effectively.

2.2.3 The Uses, Function and Purpose of Performance Management

The traditional performance management tool was predominantly used by management to manage performance and employees had little to say in the system. With the introduction of employee performance management development system was to enable employees to have ownership on the system and also manage their own performance. Employee performance management systems align employees individual goals to the organisational goals (Swanepoel, 2003:378). A performance management can be used by an organisation to achieve a number of objectives, which makes performance management an important tool especially when used for the benefit of the organisation and its employees. This is further re-enforced by a review of some of the more important functions of performance management.

Spangenberg (1994:40) mentions that performance management is important to an organisation for the following reasons:

- It can be used as a vehicle for implementing change by setting up workflows and follow/track milestone
- It can serve as a driving force for creating a participative culture
- To provide useful information for HR decisions in terms of employees developmental needs
- Assisting in understanding contribution of employees to the organisation
- Enabling the organisation to understand there are high and low performers and develop employees by means of education, training and skills development
- Assisting in identifying educational, training and skills development needs
- Assisting in determining an employee's remuneration

- Providing transparency in respect of performance in the workplace and providing a framework for documenting issues relating to performance and assessing future career development requirements
- Linking strategic goals, operational objectives and employee objectives
- Providing feedback on performance and setting employee development objectives and plans to improve performance

Some of the more pertinent and important functions of performance management are:

- **Measuring and Improving Performance**

All organisations at some stage need to face the challenge of evaluating employees through assessing their performance and how best to utilise and expand of their skills and abilities to ensure that organisational goals are achieved (Redman *et al.*, 1995:73). Performance management is seen as a formal connection between a subordinate and a supervisor in the form of a sporadic interview, which is used to observe the employee's job performance, discuss and identify weaknesses, strengths and opportunities for upgrading and developing skills (Fletcher, 2002:11).

- **Providing Feedback**

The employee should be given feedback which will contribute effectively towards goal achievement. Feedback can be through sharing of information in respect of performance against targets that have been agreed between management and the employee who performance is being reviewed (Lessem, 1994:5). The employees thus are provided with a communication channel and opportunity to discuss strength and weaknesses in his/her performance and together with the manager create opportunities for improvement of weaknesses and building on the strengths. Feedback must be based on factual evidence rather than personal criticism, which allows employees to open up about any performance related problems. Employees need responses in terms of performance from their managers to assist in knowing their growth to achieve a goal in suggesting ways to regulate direction of their efforts or to shift performance strategies (Amos, 2008:300).

- **In-service Training**

Performance management, in relation to in-service training, incorporates achievement of allocated responsibilities; doing assigned jobs and other prescribed aspects of the job. Performance management must be incorporated into in-service training as an integral part of

a performance development. In-service training also adds to a culture and ambiance of the organisation within which transformation and safeguarding of tasks can be performed (Fleishman, 1967:20).

Conway (1999:120) observed that managers concentrate more on doing the job than on contextual performance when assessing subordinates. This suggests that managers are generally concerned with the work performance of their units. Inexperienced supervisors are allocated tasks with well-defined problems and limited scope where their behaviours are closely evaluated by means daily observation, coaching, support and assessment of subordinates. Managers who demonstrate this type of daily supervisory activity concentrate on the attainment of specific or limited tasks and are prone to value performance management of their employees more than managers who do not operate in this way.

▪ **Coaching and Mentoring**

Parsloe & Wray (2000:35) define coaching as:

“A process that enable learning and development to occur and thus for performance to improve. To be successful coaching requires knowledge understanding of the process as well as the variety of styles, skills and techniques that are appropriate to the context in which coaching takes place”.

Coaching is an important function of performance management system. Coaching allows employees to grow and think for themselves and bringing out the best in them. During this process learning is encouraged. Proper coaching can lead to personal growth and motivation of the employees coached. (Fleishman, 1967:20).

To be effective performance management must not be seen by employees or used by management as a stick to use to identify and punish poor performance. It must be seen as a means to identify gaps in expected and actual performance and then to formulate and implement appropriate action to close those gaps in order to improve overall organisational performance and not only that of an individual employee. The tool that management can use to achieve the organisational objectives, goals and targets through managing performance is the PMDS.

2.2.4 Performance Management Development System Concepts

According to Vroom (1964:100), “*performance appraisal*” and “*performance management*” appear to be closely related and are often used interchangeably in many studies as both terms refer to employees’ roles in contributing towards performance. Aspects that can be taken into consideration when measuring performance are the attitude and behaviour of employees towards their jobs that impacts on their performance. According to Locke (1976:700) the attitude, which is either negative or positive, held by employees towards their jobs affects their performance. Employees need to understand the mission and value statements of the organisation. If these are not owned and respected within the organisation, communicated to all concerned and maintained as living principles which guide the way the organisation goes about its business, performance management becomes useless.

Corporate objectives are defined as targets and budgets and project what the organisation is setting out to achieve. They translate strategic and business plans into specific goals, while functional divisional and departmental objectives flow from corporate objectives. However, the planning process which formulates objectives operates on both a top-down and a bottom-up basis. Although the organisation will want to achieve certain targets for profitability or growth, the constituent parts of the organisation should be able to comment on these targets and to contribute their own views on their dimensions and fitness for purpose, as well as on how they should be achieved.

According to Fisher (2005:420), employees are able to develop their performance if they are recognised as being responsible and if there are promotion prospects. Changing the way employees are supervised may improve their loyalty and retention. The success of the PMDS depends on the willingness of the employee to be assisted and the effort of the supervisor in developing employees. Certain features contribute to attitude changes, for example evaluative and cognitive behavioural components. According to Greenberg *et al.* (2003:150), the evaluative component refers to persons liking or disliking another person (which can be described as attitude or focus on a person’s attitude). This component applies positively with assessment of the PMDS. If a supervisor does not like a person the assessment can be manoeuvred and subjective, since the assessment will be based on attitudes and emotions rather than on objectivity it can also be the case if the supervisor likes

a person too.

Attitudes do not only involve feelings, they also involve knowledge about how the person views another person and whether facts are accurate or not. This becomes a belief which could or may not be correct (Greenberg *et al.*, 2003:150). When employee's performance assessment is due, the supervisor acts on the basis of that belief, which is not proven. Behavioural attitude causes a person to behave in a certain way, which is consistent with a person's beliefs and feelings about another person's attitude. In an ideal situation a person's attitude should not dictate his or her behaviour.

According to Schermerhorn *et al.* (1997:86), the manager's job is to ensure that the work environment meets individuals' needs in order to enhance performance. In other words, for successful PMDS, managers must provide equipment needed to deliver services and to produce have a synergy in achieving strategic goals. The other contributing factor for non-adherence to achieve these goals is failure to delegate functions by managers which results to poor performance. If employees are not afforded the necessary opportunity for creativity and innovation affects productivity.

According to Greenberg *et al.* (2003:200), organisations are increasingly recognising that the health of their employees is important and organisations encourage employees to maintain healthy lifestyles as a result that improves productivity. Healthy workforces produce high performance levels. As a result of various opportunistic diseases that affect the majority of employees, increased levels of absenteeism from work due to sickness are often experienced. Stress levels are sometimes too high to cope with work demands that impacts negatively to performance. Supervisors must encourage employees to adhere to periods of rest, such as leave, and engage in opportunities for physical training, to meet physical needs. Safety of employees should be taken care of, so that employees will feel secure in their jobs, without exposure to physical threats or psychological harm. Such practices create safe and secure environments that enable employees to function effectively and produce good results, since they become proud of their organisations.

Arkes *et al.* (1977:110) say that when employees feel satisfied the sensations of belonging and love for their job emerge and dominate motivated behaviour. Employees' needs range from the need to affiliate, affectionate relationships with friends and being accepted by people around them (Greenberg *et al.*, 2003:200). Employees require acknowledgement of

their performance. These involve prestige, status, recognition, attention and appreciation (Arkes *et al.*, 1977:100). Organisations can do this through recognition of high achievers or monetary bonuses to improve employee performance. Non-monetary rewards such as trophies and long-service certificates can be used as acknowledgement of a valuable employee's contribution. Suggestions and comments may be welcome from employees to improve their performance. Supervisors can encourage self-actualisation of employees through the use of techniques which will make their jobs meaningful. Such techniques may involve special assignments that will examine unique skills of employees and allow employees to explore their skills in project planning and procedures.

Hellriegel *et al.* (1979:402) state that employees will work at their maximum potential and be valuable to the organisation if they are given tasks that they can manage on their own. Employees excel at showing their skills. Steers *et al.* (1983:35) point out that "*managers have the responsibility in ensuring that the atmosphere in which employees operate is well maintained, to develop their full potential*". When there is an unacceptable work atmosphere, employees become frustrated and which results to poor performance and low morale. Frustrated employees behave negatively and this results in loss of interest in their jobs. Mentally healthy employees grow psychologically in their jobs and view their jobs satisfactorily.

Work within the government service has been considered as routine, bureaucratic and difficult to change, due to the systems used by the Public Service. The introduction of the PMDS is part of an overall Human Resource Management (HRM) strategy based on the delegation of authority and accountability for staff to supervisors (Steers, 1983:35). This process of re-orientating the role of human resource units, to provide a more strategic input to the management of individual organisations and to support better line management, should be initiated. This will ensure that suitably skilled people are allocated to provide input and that job performance and transfer of knowledge strengthens and improves performance which is integrated into HRM systems (Steers, 1983:35). Yearly performance evaluation for salary increments and promotion provide for long-term comment and incentive. Feedback and rewards on a short-term basis, such as having mistakes pointed out on-the-spot, and receiving appreciation and recognition plays a major role in giving performance feedback. It is motivating to appreciate employees' accomplishment or achievement to encourage a person to continue performing better.

Performance management is viewed as being more important in maintaining workers' loyalty and assurance than directly managing performance (Redman *et al.*, 1995:58). Managers use performance management to reinforce corporate values and attitudes and as an instrument for control. Employees are not measured on objective procedures such as turnout, promptness, output and excellence, but on biased aspects such as reliability, flexibility, initiative and trustworthiness (Swanepoel, 2003:371). Managerial attitudes at middle management level have been identified as a barrier to the introduction of new ways of managing employee involvement and the empowerment of employees. Organisations promote required values to their employees and evaluate the commitment of their managers.

According to Razik *et al.* (2001:104) workers' satisfaction was seen to lead as a significant determinant of performance. The expectation was that employee's performance would increase if human relations activity in the organisation were attended to. When managers treat their subordinates as inspired, dedicated, capable people both manager and employees will obtain rewards. When managers fluctuate and treat their subordinates as incapable people, subordinates are less likely to perform at their full potential. Leadership plays an important role in improving performance and fulfilling organisational objectives (Razik *et al.* 2001:104). Evaluating employees' performance and letting them know where they contribute towards the organisation makes employees proud of their employers. Positive feedback maintains good work performances, while negative feedback encourages performance improvement. The objective of performance management should give employees opportunities to show what they can do to foster high performance both by expressing high expectations and allowing excellence to occur. A leader giving constant response to employees will direct them in the right way and with assurance. A manager showing enthusiasm in employees' training will find that employees progress well. The result of a supportive climate in the department encourages mutual respect between employees and managers.

The reason that people leave their jobs is that they feel that they are not recognised and appreciated for their work. Other causes for low performance are bad relationships with supervisors, personal problems outside the workplace, negativity and gossip mongering in the workplace and lack of opportunity to develop positive relationships with fellow employees (Razik *et al.*, 2001:104).

Major morale factors of the PMDS range from attitude of employees which significantly

affects ways in which they perceive important factors such as the organisation itself, their own activities, their self-concept, the nature of their work, their peers, to the satisfaction of their needs. Higher employee morale results when an organisation has a favourable reputation. Employees' personal lives may affect their attitudes towards the job. Employees' relationships with families and friends, as part of their total environment, influence their morale in their working environment. Therefore employees who lack self-confidence or suffer poor physical or mental health frequently develop morale problems (Zangaro, 2001:49).

Byars *et al.* (2006:5) view performance as a contract which binds an employee to accomplish his or her prescribed task as agreed upon on the contract. Performance can be defined as evidence of results produced doing a specific task, over a specific time. Performance is linked to the concept of productivity because of aspects such as efficiency, quality and effectiveness. On a micro level (employee level) performance refers to the amount of effort, initiative, maintenance of standards and commitment displayed by individuals while performing the job tasks. Performance is the translation of prospective attitude and conduct which can be viewed according to standards individuals must achieve in their work to reach their desired outcome. The direction, intensity and duration of effort by individuals influence the quality of their job performance.

According to Zangaro (2001:50), organisational goals can be accomplished or attained when employees are committed to the organisation and continue to strive and accomplish organisational goals. Cohen (2003:23) states that commitment or dedication of employees is a binding force of targeted outcomes. Miller (1994:73) states that business commitment or dedication of an employee towards a particular organisation and its goals, maintains the brand of that organisation. Best (1994:69) maintains that "*committed individuals enact specific behaviours due to the belief that it is morally correct rather than personally beneficial*". Reichers (1985:468) is of the opinion that "*organizational commitment as behaviour is visible when organizational members are committed to existing groups within the organization*". Therefore, organisational commitment is a condition of being, in which organisational members are bound by their actions and values that advocate their activities and their own involvement in the organisation. Performance management and organisational commitment is a psychological bond employees have toward their organisation, characterised by strong identification with the business, and a wish to contribute towards the attainment of organisational goals.

2.2.5 Problems Experienced with Performance Management

In organisations where there are no clearly defined business strategies and values, successful performance management results in the following problems (Armstrong *et al.*, 1994:210):

- Employees fail to interpret their employer's objectives as a result they fail to understand what is expected of them
- Political interference in administrative processes as a result of flawed recruitment processes in strategic positions is influenced by political heads, it affects the performance of the organisation tremendously negatively since employees who are employed in these positions find it as a challenge to deliver within expected standards and fail to interpret strategic objectives.
- Employees who knows the job has to educate the newly recruited who are in strategic positions while demand from stakeholders is increasing. Successful performance evaluation systems should grow employees' understanding of what needs to be achieved, help them to improve organisational performance and reward them on the basis of their contribution (Armstrong, 1994:211).
- Due to such flawed recruitment processes employees lose interest to the contribution of their organisations drops. Employees are building blocks of the organisation their behaviour results to success and failure of an organisation. The majority of managers hate to engage in a performance appraisal system since it is frustrating process since employees have to be reminded about their performance. If they have not performed well relationships become strained hence it creates problems between employees and their managers especially when results are negative.
- The system promises much in terms of targets to achieve and delivers little as results employees create high expectations to benefit out of the system but their expectations are not fulfilled. Analysts of performance evaluation claim that it is costly and causes a clash of relationships between the appraised and appraiser if performance is not managed effectively. Both parties should be prepared for a performance assessment interviews so that an employee will react positively to have positive outcome to improve future performance. Effective feedback involves sharing of information rather than giving advice. It has achieved little and may even not work in the improvement of employee results. It adds little to overall strategic vision of the department. It is held to be a challenge with such fuzzy effects that its accuracy in giving an indication of exact employee performance must be called in question

For the performance management process to be successful, the fundamental principle is that employees are involved and take ownership of this process. This does not happen in reality as by their nature the majority of managers are not competent at conducting performance evaluations (Armstrong, 1994:210). Although managers may be trained in this field, the system is still challenging and its implementation is poorly done. According to Mone *et al.* (2004:52), employees feel at ease when they are involved in setting their own goals rather than partaking in goals set by others. Appraisal meetings are reported as being short-lived, ill-structured and often involve bruising encounters (Redman *et al.*, 1995:74). Appraisals are discredited by being subject to political manipulation. Managers frequently play organisational games with performance ratings. Managers' appraisal ratings are often manipulated to suit various ends. Sometimes performance ratings are artificially deflated (Redman *et al.*, 1995: 75).

Poor performers may be given excellent ratings so that they will climb the corporate ladder. If managers are friends with subordinates who are evaluated, scores are inflated to benefit employees financially if the performance management system is linked to financial benefits. Employees who are not in the good books of the appraiser become victims of the performance system. More objective forms of performance appraisal, particularly encouraged by performance management models, and increasingly reported for managerial grades, are often suggested to overcome some of the above subjective problems. It is difficult to achieve equitable ratings. Actions of employees may account for little of the variability in the outcomes measured and thus the extent to which they are achievable is not within the employee's control. There is a challenge to maintaining average outcomes for the overall job, so that performance does not get distorted. There is a lack of flexibility to redefine objectives, as circumstances change during the appraisal cycle (Armstrong, 1994:220).

Paperwork, used to support the system can become excessive and give rise to a considerable bureaucratic burden for managers. The real danger is that the paperwork dominates and the process is reduced to an annual cosy chat and ritual bureaucratic exercises, devoid of meaning or importance for all concerned. Appraisers and appraised go through the motions sign the forms and send them to human resources, who file them without using the data in a meaningful way (Redman *et al.*, 1995: 71).

Performance management lacks proper monitoring and follow-up, which ends up in disgrace and eventual decay (Armstrong, 1994:221). The weakness of this instrument is that the employee's role in development of this system is minimal. In order to measure the success of performance tools, appraisals should play a major part in developing, communicating and evaluating the achievement of excellent standards. This has resulted in a shift from performance assessment as a tool for career planning and identification of future career paths to a means to advance or deny salary increments.

The use of one tool for performance assessment and training needs conflicts with another. The danger is that performance management concentrates on past performance rather on potential future performance (Kobia & Mohammed, 2006:9). Allocating rewards and identification of training needs are seen as irreconcilable in a single performance management tool. Performance management must be developmental to effectively accomplish coaching and mutual support (Carson, 1993). According to (Deming, 2000) performance appraisal should provide for defensible basis for making decisions regarding pay raises, promotions and terminations but it should be developmental to address identified needs.

There is a confusion understanding by employees as to what their Personal Development Plans (PDP) entail. The conclusion drawn is that PDPs are a formality rather than being operationalised into practice. The PDP is described as a wish list for the employer. Managers are failing to maintain staff commitment to the performance management process. Performance management causes negative performance ratings. This is influenced by rating scales rather than real performance, which results in the de-motivation of employees. It also results in unfair, arbitrary, inequitable, highly subjective, bias-laden, ineffective and detrimental scoring of employees and undermines the developmental focus of the performance management system. Performance management might work better with stricter rules, where performance targets are plain and easily measurable, rather than based on ratings, or on employees getting on well with their managers. PMDS can also work better if it can be monitored by an objective person who has no daily interaction with the person who is being appraised and who will view the assessment objectively. For there to be a successful performance evaluation system there should also be a performance assessment tool to suit organisational needs.

2.3 TYPES OF PERFORMANCE MANAGEMENT

Performance management is a traditional way of appraising employees. Every organisation uses different methods for evaluation. In some organisations employees are evaluated by other employees, supervisors and other people appointed to be evaluators. In this section some of the known types of performance management (development) systems are briefly discussed in respect of the appraisal systems used.

2.3.1 Self-appraisal

An employee is offered the prospect to remark on their own performance. The aim is to involve the employee in the process of managing performance in order to share information on challenges faced and on recommendations to improve performance (Redman *et al.*, 1995: 64).

2.3.2 Upward Performance Appraisal

The use of upward appraisal of managers by staff is increasingly being used to link managerial behaviour more closely to corporate values and mission statements, by incorporating questions on these into appraisal instruments which are completed by the employee (Redman *et al.*, 1995:58). According to Redman *et al.* (1995:64) upward performance entails the subordinates assessing their manager's performance, normally using an anonymous questionnaire. The process is anonymous to overcome the employee's worries about providing honest but unfavourable feedback on managerial performance. Anonymity limits the potential for managerial retribution, or for what is termed the 'get-even' factor of upward appraisal. Upward appraisal improves managerial efficacy and guidance through better response and increased employee influence and empowerment (Redman *et al.*, 1995:64). Employees are in closer contact with their supervisors than managers and thus habitual up-down' supervisor appraisal is seen as being less effective. Upward performance uses many raters therefore it is seen as being more vigorous to legal dispute of performance battles (Redman *et al.*, 1995:68). Upward appraisal, and the use of external customers, has increased the potential for managerial control and the utilisation of the panoptical powers of performance appraisal. Employees are continually exposed to the appraiser's constant, yet indistinguishable, presence (Redman *et al.*, 1995:69).

2.3.3 360-Degree Performance Appraisal

This is an appraisal with the focal point on teamwork, employee growth and client service, which is highlighted by importance on employee feedback from the full circle of sources including superiors, internal customers, peers and subordinates (Hoofstede *et al.*, 2006:99). The term „360-degree’ describes the broad nature of feedback resulting from a combined rating from peers, subordinates, supervisors and, occasionally, clients. It is conducted through surveys, although innovations include use of audio and video tape to record feedback answers (Redman *et al.*, 1995:70). Recent developments in appraisals have broadened the range of an increased number of appraisers through the 360-degree feedback approach. According to Redman *et al.* (1995:70) the 360-degree appraisal can be traced back to the army. The military found peers’ opinions more accurate indicators of a soldier’s ability than those of his superiors. Some organisations use on-line computerised data-gathering systems as well as more informal systems, where managers simply pass a disk around a number of appraisers.

Performance management in an organisation with 360-degree feedback enjoys great popularity since information is received from various raters such as colleagues, peers, and subordinates. However, there are questions concerning 360-degrees appraisal: whether or not the data generated is accurate, valid and more importantly meaningful for the assessor and whether the organisation stands to benefit from it or not. Another criticism of the 360-degree approach is that all raters are given the same instrument, despite the different nature of the contact with the appraised (Redman *et al.*, 1995:71).

2.3.4 Customer Performance Appraisal

According to Redman *et al.* (1995:71) businesses are gradually setting employee performance objectives based upon teams, consumer care indicators and evaluating staff against these. Customer care procedures need to be reasonable, attainable and quantifiable when linked with employee performance standards. Performance ratings when used with service guarantees, to pay compensatory monies to customer’s leads to greater use of customer data. This method uses customer surveys, completion of client care cards, phone surveys, interviews with customers and postal surveys (Redman *et al.*, 1995:72).

2.3.5 Team-based Performance Appraisal

According to Redman *et al.* (1995:73) organisations have seen that performance appraisal should be based upon teams, due to responsibilities allocated to work teams. The manager appraises the team by setting targets, measuring performance, assessments and rewards allocation using traditional individual appraisals. The manager makes no attempt to differentiate between members; in fact the creation of internal inequity with respect to rewarding performance is a deliberate aspect of this type of performance appraisal and management resulting in equal ratings and rewards for all team members, regardless of the performance of individual members (Redman *et al.*, 1995:74). The team is therefore encouraged to resolve any performance problems or competence deficiencies internally in order to facilitate overall team performance improvement and development (Redman *et al.*, 1995:75).

2.3.6 Competency-based Performance Appraisal

Organisations have been attempting to use the competency approach to enlarge an incorporated human resource strategy. Employers have increasingly extended their use from training and development, selection and return, to the area of appraisal. The evaluation of competencies, identified as central to good job performance, provides a useful focus for analysing the progress an individual is making in the job, rather than the static approach of many ability or trait-rating schemes. Competency-based appraisal is useful in directing employee's attention to areas in which there is scope for improvement (Redman *et al.*, 1995:70).

2.3.7 Interpersonal Job Performance Appraisal

Interpersonal job performance is the measure of an individual's interpersonal ability and knowledge that supports the bigger social environment and refers to behaviours that add to the culture and environment of the organisation to facilitate transformation and the carrying out of activities (Motowidlo & Schmit, 1999:11). Managers are assigned multifaceted problems or broader areas of accountability and therefore their behaviour focuses more on co-ordination and negotiation with other stakeholders. The significance of interpersonal job performance in the organisation will be optimally matched to the level to which managers report daily supervisory duties, and ratings of the importance of interpersonal job performance (Motowidlo & Schmit, 1999:15).

2.3.8 Goal Setting and Performance Appraisal

As organisations recognise the importance of having a vigorous performance management processes, they invest more time in ascertaining strategic direction and goal setting. Goal setting is important to both the organisation and the individual since both parties strive to achieve a common goal. At an individual level, goal setting ensures clarity of purpose as well as the alignment of individual efforts with organisational goals.

The goal setting process involves the (Morne *et al.*, 2002:93):

- Employees in consultation with their supervisors set time frames in which the goal setting process is to be completed.
- Employees are encouraged to read the department's vision and mission, review job descriptions, strategies and tactics in identifying priorities during that financial year and then develop their performance agreements and developmental plans.
- Managers meet with employees to review and discuss strategic goals and ensure that the employees' performance agreements are aligned with the overall strategic objectives of the department in a meaningful way and have realistic measurable objectives.
- Managers and employees sign the performance agreement that has set target dates in which to achieve the objectives.
- Performance is then measured in a consultative, supportive and non-discriminatory manner to enhance organisational efficiency and effectiveness, accountability for the use of resources and the achievement of results.
- The performance management processes links to broad and consistent staff development plans which are aligned with the department's strategic goals.
- Performance management processes are developmental and allow for full recognition of effective performance and for an effective response to performance that is consistently lower than expected.

2.4.5 Performance Agreement and the Workplan

For any of the performance management systems discussed in this section to function effectively it is necessary that there is a performance agreement between the employee and employer (manager). The performance agreements will then form the basis of the initial workplan, which can be reviewed and updated as performance appraisals are undertaken (EPMDS, 2007: 11).

- **The Performance Agreement (PA)**

A performance agreement defines the job, the outcome to be reached and the measures used to assess performance. Preparing a PA is a separate process from reviewing performance, but much of the content of the PA will be derived from the review (EPMDS, 2007:11). The PA must focus on inputs which are and process. Inputs refer to the knowledge and skills job holders have to use to achieve the purpose of their jobs and the process which is the behaviour expected of employees in order to carry out their role satisfactorily. Inputs and processes or behavioural requirements can be described as skills and competencies. The PA also sets out the performance measures which will indicate the level of achievement to be reached by the job holders. The agreement must enable workers to examine and review their individual performance (self-assessment), as well as provide the basis for a more formal review processes (EPMDS, 2007:15).

- **The Workplan**

The workplan is the foundation of performance management at the employee level. Every employee must sign the PA prior to the end of the first quarter of the new cycle. The performance measurement procedures must be spelled out in the employee's PA. The PA layout relates to all echelons in the section and the contents must reflect the department's planned and yearly operational preparation, component business plans and the worker's job description, work role and actual activities and responsibilities (EPMDS, 2007:11).

While the PA is the foundation of performance management at the employee level, the workplan includes the foundation of the PA. The condition upon which the performance of a worker is evaluated consists of Key Result Areas (KRAs) and Generic Assessment Factors (GAFs), which are limited, in the PA (EPMDS, 2007:11). Every worker must be reviewed in both areas. KRAs illustrate what is anticipated from a worker in his or her tasks and the focal point is on procedures and actions that will help workers and, finally, the department in achieving satisfactory performance successfully (EPMDS, 2007:11).

- **Performance Measures**

Performance measures refer to matters such as output, productivity, costs, delivery on time and achievement of quality standards. The following section describes action planning in preparation of the PMDS (EPMDS, 2007:12).

- **Action Planning**

Action planning covers agreements on whatever steps are required to achieve performance standards and objectives. It embraces work plans and the steps individuals need to take to develop their competencies and potential to improve their performance in specified areas. Action planning follows the performance standard and objective setting activities leading to a basic performance agreement, but agreed plans may be incorporated into a final extended agreement.

2.5 THE LEARNING ORGANISATION AND ORGANISATIONAL LEARNING

The following section will provide definitions of the learning organisation and organisational learning. Further to the definitions the difference between organisational learning and learning organisations as well as the relevance of the two concepts in relevance to the in organisation and performance management will be discussed.

2.5.1 Definitions

Senge (2006:3) defines a learning organisation as:

“Organizations where people continually expand their capacity to create the results they truly deserve, where people are continually learning how to learn together. As the world becomes more interconnected and business becomes more complex and dynamic, work must become more meaningful”

According to Senge (2000:11), a learning organisation (LO) is an institution that creates opportunities for employees to learn and encourages learning among its people. An LO must promote the propagation of information among workers, thus creating a more educated workforce (Senge, 2000:3).

Garvin (1993:81) defines a learning organisation as a *“system that is dynamic and changing constantly striving to acquire and creating knowledge to be innovative and improve performance.”* Garvin (1993:82) states that organisations must have flexible systems so that they are able to respond to and embrace change relatively quickly, which will then trigger learning resulting in innovation and process improvements. Garvin (1993:82) adds that a learning organisation encourages its employees to create new knowledge through learning and experimenting, which learning is directed by the leadership.

The learning organisation is an institution that identifies, promotes and evaluates the quality of the learning processes within the organisation (Tsang, 1997:90). It creates processes and structures that ensure that learning takes place, that new knowledge is created, that the knowledge gained is shared throughout the organisation, is applied and updated, in order to deal with challenges that it faces. It encourages dissent, creativity so that existing practices are challenged and changed through active experimentation, using the results as opportunities for further learning. Garvin (1993:370) states that learning organisations apply acquired knowledge in a practical manner. The term learning organisation tends to refer to organisations designed to enable learning.

2.5.2 Organizational Learning and Learning Organizations

▪ Organisational Learning

According to Love (2000:10) organisational learning is regarded as strategic since it focuses on wider processes of institutionalising learning. The term organisational learning is aimed at improving activities that enables organisation to improve. Love (2000:15) further states that organisational learning is the process of quantifying learning activities therefore learning must have meaning and purpose. The culture of employees learning together encourages organisational learning. Organisational learning in the context of learning organisation is the driving force contributing to the success and improvement of an organisation. Organisational learning is the term for various activities performed in the organisation to improve the organisation. Love (2000:115) refers to organisational learning to explain and quantify learning activities.

▪ Learning Organisations

According to Tsang (1997: 50) learning organisations on the other hand identify, promote and evaluate the quality of the learning processes within the organisation. Learning organisations create structures and processes to ensure that learning takes place; new knowledge is created and shared throughout the organisation. In other words, the term „learning organisation’ refers to organisations designed to enable learning.

Organisations use learning to accomplish organisational goals by linking performance of individual members to the overall performance of the organisation. This is further enhanced by promoting analysis and exchange of ideas, making it safe for members to share openly and take risks. They embrace creative tension as a source of organisational energy and

renewal. In order for organisations to match with learning organisation principles they must invent new ways of doing the job. This helps to guarantee that procedures and processes are proficiently carried out (Giesecke, 2004:100).

While all employees have the ability to learn, the organisational arrangements under which they have to operate are often not favourable to suggestion and engagement. People may lack the tools and guiding ideas to make sense of the situations they face. In addition to that there is a need to cope with rapid and unexpected change, flexibility in meeting changing situations and freeing up frontline staff to respond to identified needs rather than constraining them with routine processes (Giesecke, 2004:100). According to Farago (1995:99) to match performance with changing conditions as required by learning organisations there must be commitment from top management. Organisations that are always growing their capacity to generate their future require a fundamental shift of mindsets among their members. Senge (1990:68) says that people are the driving force to act upon organisational structures and systems of which they are a part. Systems thinking is, *“concerned with a shift of mind from seeing parts to seeing wholes, from seeing people as helpless reactors to seeing them as active participants in shaping their reality, from reacting to the present to creating the future”* (Senge, 1990:69). In order for employees to be part of the system they must be motivated in what they are doing. Vroom (1964:88) contends that motivation is a function of three factors: the strength or desirability of the goal, the perceived ability to exhibit the required behaviour and the perceived probability that the behaviour will result in goal achievement. Motivation is the result of how robustly one wishes for something and one’s perception of the likelihood that certain strategies or instrumentalities are likely to fulfil those desires.

In practice organisations are able to become learning organisations if their workers have a sense of direction with a mutual ambition and work towards realisation of that ambition. When such direction exists, workers form a strong bond, which motivates employees to learn jointly. This ambition through sharing of knowledge with their contemporaries assists in matching personal objectives with those of the organisation. In this way, an organisation in which learning is a combined process based on both individual and collective ambition emerges. These types of organisation utilise objective learning styles and workers who have personal dreams match these to those of the organisation, thus they have an optimistic attitude toward improving, changing and learning. These organisations have influential people who train, assist, encourage, stimulate, and spontaneously make decisions, and they

have processes that are continually evaluated on performance measures and feedback. Performance management methods are targeted at inspiring and empowering people to perform their work roles successfully by acknowledging achievements and by sustaining ongoing individual and professional growth Senge (1990:120).

2.5.3 Why Become a Learning Organisation?

In order for an organisation to cope with change it has to strengthen learning to comply with learning organisation principles and the following can encourage an organisation to be a learning organisation Senge (1990:121):

- Improving and becoming effective and efficient as an organisation
- To having positive and committed employees
- Learning organisations link people's performance with overall performance as a result this forms the basis of performance management system
- Management structure employee's learning, so that learning outcomes are practical and can be applied in the organisation, improving their services and products
- Management recognises and rewards the people who are willing to learn and share the knowledge throughout the department

2.5.4 Required Support Elements

There are certain factors which need to be taken into account when considering whether an organisation implements the concept of a learning organisation. McGill & Slocum (1994:90) state that the following factors have to be taken into account:

- **Learning Behaviour**

Employees have to be introduced and led to learning and learning organisation requires the following behaviour to be present:

- **Openness**

Managers must be open to employees to share their experiences and generate new alternatives.

- **Systemic Thinking**

There should be connections between amongst sections so that they can think as whole not as parts

- **Creativity**

Employees must be allowed flexibility in order to adjust their behaviour to changing situations. This also allows managers to be flexible from fear of failure and also create the environment for learning.

- **Employee Involvement**

Robbins (2005 :233) stated that employee involvement is critical for implementation of a PMDS. The participative process must involve all employees irrespective of their level in the department. Employees must feel as part of the process and to reach its objectives. Employees in order to be part of decision making they feel that they must be provided with information. This information must be characterised by two ways communication that is top-down and bottom-up communication which makes provision for employee's suggestion in the implementation of a PMDS. The involvement of employees in the process is as a result of tasks which are complex which managers may not have knowledge about them. Therefore employee's knowledge is valuable in the decision-making process (Robbins , 2005:235).

2.5.5 Obstacles to Becoming a Learning Organisation

The concept of learning organisations is complex to implement since one is dealing with people, styles of leadership, continuous change and other obstacles. Senge (1990:125) states that the organisation must decide which disciplines are important to it.

Obstacles for learning organisation (Garvin 1993:350) include , but are not necessarily limited to:

- Acknowledgement and acceptance of LO by employees and leadership
- Confusion about meaning of LO
- Lack of clear guidelines on the implementation of the concept
- Resistance to implementation of LO
- Lack of commitment by leadership to support and promote learning

Despite the excitement of the learning organisation initiative, there is little proof that the organisation invests in new initiatives to encourage and support learning (Antonacopoulou, 2006: 13). The organisation does not emerge as being prepared to provide training which contributes to the broader improvement of the individual and which might encourage employees to show more interest in education and learning. The concept of a learning organisation empowers employees to become skilled for learning to take place. In most cases employees work in an environment where their needs are not met and they would find it difficult to function well.

2.6 THE PERFORMANCE MANAGEMENT DEVELOPMENT SYSTEM AND THE LEARNING ORGANISATION

The following section provides a linkage between learning organisation and performance management in that the LO is about compliance at a higher level. The LO is never satisfied with level of performance since it is concerned about improvement. Performance management is continuously evolving standard. There is a direct correlation between the LO and performance management since both strive for excellence. The LO and performance management always benchmarks and sets standards. When a standard or target is reached a new benchmark must be set to learn more to ensure that the organisation strives for excellence.

According to Bowen (2000:184) performance management shares the same principles with learning organisations, for example:

- Shared vision of the organisation's objectives communicated through mission statements, to all employees
- Individual performance targets which are related to operating units and wider organisational objectives
- A review process which identifies training and development needs and rewards outcomes; evaluation of effectiveness of the whole process and its contribution to all organisational performance, to allow changes and improvements to be made

The various literature sources define learning organisation differently depending on the circumstances surrounding the discussion. In this chapter the learning organisation is discussed to address certain elements of learning in respect of improving performance for the

future by embracing change and capacitating employees to adapt to changing environment. Garvin (1993:83) defines learning organisation as a dynamic system which strives to acquire skills ability knowledge in order to improve performance. The positive result of becoming a LO, as, is an increase in the organisation's capability to effect action or change (Senge, 1990:120). The LO is based on a common understanding of individuals who possess mutual intellectual models. LO in relation to performance management encourages openness to new ideas and willingness to accept failures from previous experiences and learn from them. The LO encourages interaction between organisation and customers and break the boundaries which normally exist between organisations and employees. Performance management also permeate structures and processes for interaction of managers and employees at large. The LO engages with traditionally hard areas of management (structure, hierarchies, span of control, functional disciplines) (Tsang, 1997:89). Performance is monitored against plans through control systems. As a result creativity and experimentation are explored for further learning. The majority of managers failed to become learning leaders because of their unhappiness at spending their time „brain-on' rather than hands on. Better results in organisations require people to learn (Senge, 1990:121). The PMDS encourages employees' performance to improve and that necessary assistance is provided by supervisors.

In a LO, learning is a self-referential process. The spirit of a LO is founded on the learning processes of the individuals in the organisation. A LO subsists when individuals in the organisation constantly learn not only to recognise competence in the work responsibility but also to expand as individuals and be inspired in the organisation as it practices its indefinite future. Senge (1990:120) defines a LO as an organisation that is frequently increasing its capacity to create its future. It focuses more on the cognitive level of learning than on the whole person. The researcher is of the view that Senge's theory should also have explored the practice of counselling skills, as this can be one of the ways in which employees' emotional, physical and spiritual needs can be addressed.

Jackson (2000:272) states that there is no doubt that Senge's work on „personal mastery' extends the scope of systems thinking in Senge's area of concern. Jackson (2000:272) acknowledges that the strength of Senge's soft systems thinking can be that it complements the functional first nature of his „fifth discipline systems dynamic'. A weakness that is cited by Flood (1999:100), in *Rethinking the Fifth Discipline*, is that Senge's work can be more useful and empowering if it is enhanced by the contributions of other systems, such as those of Von Bertalan, Beer, Ackoff, Checkland and Churchman. This seems to be a rather kind

way of saying that, as it stands, Senge's version of systems thinking adds little originality to interpretative systems thinking (Jackson, 2000:272).

Jackson (2000:272) is of the opinion that, although Senge sees aspects of both functionalist and interpretative systems thinking contributing to the development of a learning organisation, he fails to recognise, let alone to think through, the possible theoretical contradictions arising from this and the problems it can pose. Fielding (2001:9), while enjoying Senge's energy and commitment, acknowledges the importance of his challenge, there are unexciting and misleading factors in the understanding of community.

Managers need to understand that diversity exists in the workplace and they need to manage it accordingly, to avoid an unco-operative, disillusioned and underutilised workforce (Moorhead & Griffin, 1995:500). It is this framework that may assist organisations to understand what the problems are that hinder the performance of employees. This framework will seek the co-operation of employees and supervisors and may be declared an organisational priority. The outcome of the interaction may be a total improvement in communication (Espejo, 1996:181).

2.7 SUMMARY

Integration of learning and innovation by employees encourages them to improve their employment practices. It is critical to look at the job itself when considering the personal growth of employees and the job occupied (Gruneberg, 1979:30). Managers should focus on the things that motivate employees for personal growth and development of professional skills on the job.

The PMDS encourages employees to work as a team and to strive for better performance. The question that arises is how an employee relates to a team which does not accept that employee. (Gruneberg, 1979:30). It is common that employees will have different opinions about situations but this does not mean that they cannot accept each other. Managers do not necessarily accept challenges posed by their subordinates. The PMDS should be seen as a participative approach, in which employees are involved in setting goals for their own performance. Job descriptions serve as a strategy aimed at channelling employees' performance. Every performance assessment tool has its own challenges, which is the case with the PMDS. It is acknowledged that performance assessment is often found to be unsatisfactory and manipulative. As a result, employees are assessed on jobs which are not

in their PA. A job description shapes the ability of employees to focus on what is expected of them to achieve strategic goals. Clearly defined job descriptions assist in paving a path to draw clear PAs. The PMDS strengthens effective communication between jobholder and supervisor and on progress made with the job. Managers must try to maximise work expectancies to support organisational objectives. Managers must strive for competency-based recruitment strategies, in order to employ matching high performers. Ongoing training must be provided to the workforce. Resources should be provided and clear performance roles described. Job needs should match organisational rewards (Schermerhorn *et al.*, 1997:100).

According to Bowen (2000:184), performance management and pay adjustments should not be linked. If a pay system is properly designed to enable it to stand alone employees will be able to anticipate appropriate levels of reward, based on what they already know about their performance. The following section will describe the performance management development system in relation to a learning organisation.

This chapter concerned itself with theoretical aspects of the performance management system. Performance management was conceptualised with specific focus on definitions, approaches and models of the performance management system. It has provided the overview of models that were both relevant and simple in terms of mutual knowledge and shared experience, which is the fundamental understanding of a „learning organisation’. It is about an organisation moving towards strategies of upgrading levels of learning and communication for the maximisation of productivity.

The chapter viewed valuable performance measurement practices as the focal point of any incorporated individual resource management system and the information that it generates and utilises for a large number of purposes. It highlighted the fact that the fundamental requirements for effective appraisals may sometimes be mutually exclusive and affect decision-making during the development process. The PMDS requires trade-offs regarding the utility of available choices of performance review technique procedures.

Chapter Three will provide the research methodology for data collection and other procedures followed during the present research.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 INTRODUCTION

This chapter is concerned with the methodology that will be used to conduct the research and will cover the following topics:

- Research design
- Population and sample of the study
- Sample size
- Development of the questionnaire
- Self Administered questionnaire

3.2 RESEARCH DESIGN

According to Bless & Higson-Smith (1995:63), a research design “*is a measurement of the most sufficient operations to be performed in order to test a specific hypothesis under given condition.*” Research design is concerned with data collection by means of surveys, experimentation and case studies and the analysis of the data by means of appropriate methods. The approach may be quantitative, qualitative or a combination of the two. Qualitative research deals with things that may not be measurable at all while quantitative research deals with things that can accurately be quantified.

According to Roe (1999:16), the case study research seeks to embark on a modest degree of exploration, based on a place of work or a comparison between a restricted numbers of organisations. McCall (1998:312) states that the research design consists of methods and strategies used to conduct a study. Case studies are able to inform impending studies in such a way that it is not possible with any other approach. They are useful to preface the investigative phase of a research project and as a foundation for the more structured tool necessary in surveys. Yin (1994:13) identifies the strength of a case study as its ability to investigate a phenomenon in its context. Roe (1999:17) pointed out that in a case study research „uses a variety of evidence from different sources, such as documents, artifacts, interviews and observations’.

3.2.1 Qualitative Research

According to Bryman & Bell, (2007:401) defines qualitative research as a method used for analyzing words instead of quantifying and analysing numeric data. The qualitative research is commonly used to study problems and situations that do not fit into particular theories. Most of the times the researcher understand the problem through collection of information in dealing with such problem. The use of qualitative research is by narrating the problem and analyzing with the aim of gaining knowledge which analyse data collected. The qualitative research seeks out gain insight into people's attitudes, behaviors, value systems concerns, motivations aspirations, culture or lifestyles.

According to McCall (1998:312) qualitative and quantitative research:

- Seeks answers to question
- Systematically use set procedures in answering questions
- Obtain and collects evidence
- Produces findings that are applicable beyond immediate boundaries of the study

According to Bryman & Bell (2007:155) qualitative research methods include the following:

- Participant observation is appropriate for collecting data on naturally occurring behaviors in their usual contexts
- In-depth interviews are optimal for collecting data on naturally occurring behaviours in their usual contexts
- Focus groups are effective in eliciting data on the cultural norms of a group and in generating broad overviews of issues of concern to be cultural groups or subgroups represented

3.2.2 Quantitative Research

According to Bryman & Bell (2007:155) quantitative research is about quantifying relationships between variables and aims to determine relationships between one thing (independent variable) and another (a dependent variable) in a population.

3.2.3 Proposed Research Method

This research will use case study approach in conjunction with a combination of qualitative and quantitative research as the more appropriate option. The case study will be used to obtain information directly from individuals by means of a self-administered, structured questionnaire and observation (Dane, 1990:120). The responses to the structured questions

will be quantitatively analyzed using a Likert scale, whereas the observations made will be discussed and analyzed qualitatively.

Durrheim (1999: 40) states that explanatory studies seek accurate observations and the research design must focus on the validity (accuracy) and reliability (consistency) of the observations, especially if it is a positivist study (the representativeness of sampling).

3.3 POPULATION AND SAMPLE OF THE STUDY

3.3.1 Definitions

Bless & Higson-Smith (1995:85) described the population as *“the total set of objects and events, or group of people, which the object of the research is to which the researcher wants to determine some characteristics.”* According to Powell (1991:63), *“a population is a group of units to which a researcher generalizes the results of the research.”* Gay (1967:67) describes a population as a group which is of concern to the researcher that has a character differentiation from another group. Mouton (1998:135), defines a target population as the population on to which results will be generalised. The sampling-frame, according to Mouton (1998:135), *“is the operational definition of the population that provides the basis for sampling.”* Christensen (2001:21) refers to population as all events, things or individuals to be represented in the study.

3.3.2 Sampling and Sample Size

Sampling is defined as the size of the population which makes it impossible to include the entire population; therefore the researcher has to rely upon data collected from the sample of the population

For this research project, the following sample size was selected. The purpose of sampling is to estimate the population parameters as defined by the research objectives in Chapter 1.

The population for this research constitutes the managers, employees and heads of departments within the DoT in KZN, Pietermaritzburg region which is seen as being representative of the DoT as a whole in KZN. The size of the population and geographical spread of the branches of the DoT throughout KZN, as well as nature of work done in some functions and the fact that employees spend most of the time out of the office makes it impossible to include all the members of the population in the research. Therefore sampling the researcher relies on sample data to achieve the research objectives.

The sample size for this study was 20, which is made up of managers, employees and heads of departments based at the head office of the DoT in Pietermaritzburg. The time constraint was also considered when identifying the sample size (Refer Table 3.1).

Table 3.1 Population and Sample Size

Category	Population size	Sample Size	%Sample
Heads of Departments	10	3	30,0
Managers	30	7	23,3
Employees	500	10	2,0
Total	540	20	3,7

Due to the huge number of employees within the DoT the study could not be categorised according to professional groupings (e.g. engineers, technicians and surveyors). The sample size was assumed to be sufficiently representative of the population and the researcher expects an 80-100% response.

3.4 THE DATA COLLECTION INSTRUMENT

The researcher chose to use a self-administered questionnaire as the data collection instrument, which Wood (1971:89) said was used most frequently for the study of information transfer. Gay (1992:13) stated that self-administered questionnaires eliminate or avoid biases in cases where the researcher is not present. Furthermore, there is room for privacy and confidentiality (Gay, 1992:14). However, it must be borne in mind that self-administered questionnaires are only appropriate when the sample being studied is adequately literate (Barbie & Mouton, 1998:258). A further reason why the researcher chose to use a self-administered, structured questionnaire is that it is fairly straightforward and respondents can complete the questionnaire on their spare time.

3.4.1 Design of the Questionnaire

Busha & Harter (1980:66) define a questionnaire as a more appropriate method for collecting data because of the advantages it provides, when compared to other types of instrument. The data collection instrument was, in part, based on the instrument created by Hattingh (2008:28) and utilises a 5 point Likert scale with:

- 1 = Strongly disagree

- 2 = Being disagree
- 3 = Uncertain
- 4 = Agree
- 5 = Strongly agree

The questionnaire was divided into the following sections were selected to measure performance in relation to learning organisation since performance management continuously encourages learning and learning organisation always seek for new knowledge. The questionnaire is structured to determine if the DoT is a learning organisation and link it to the performance management system for improvement purposes (refer Appendix 2):

- Principles of learning organisation
- Communication
- Approach to learning
- The nature of learning intervention
- The role of training
- Decision making
- Managing change
- Reward and recognition

The respondents were required to test the level of understanding of learning organisation in relation to performance management, the communication within DoT, and role of trainers, how decisions are made, management of change and reward and recognition. The researcher wanted to get the views of respondents towards recognition of learning organisation in relation to performance management system and also whether management embrace learning organisation as part of mentoring, coaching and stewardship. This will serve as a useful platform as an understanding of the learning process for a performance management development system.

3.4.2 Pilot Study

A pilot study involving a small group of people was conducted to reveal ambiguities, poorly worded questions and an imprecise choice indicates whether or not the instructions to the respondents are clear. The purpose of pilot study was to fine tune the survey instruments and therefore give the researcher an opportunity to identify items that tend to be misunderstood by the participants or that do not obtain information that is needed (Fraenkel & Wallen, 1993:131; Alreck & Settle, 1995:178; Dane, 1990:127; Powell, 1991:99).

In the pilot study, the respondents were asked to give comments on clarity, language, length and appropriateness of the questions asked. Some minor problems were identified and these were addressed prior to distribution of the questionnaire. The pilot group that was used was also used as the sample size for the study due to the fact that it was going to take more time to get another group to form the sample.

3.4.3 Data Collection

The questionnaires were hand delivered to the participants who were informed as to the purpose of the research. The actual data collection took place from August 2007 - October 2007. The reason for a 3-month period was to allow enough time as some respondents stated that they were too busy to attend to questionnaires. When following up during the three months it was also found that some of intended respondents have misplaced their questionnaires requiring new ones to be issued and providing sufficient time to be answered.

The data was also obtained through understanding of the topic explore previous research that was conducted by other researchers. Analyse and evaluate challenges faced by DoT in evaluating performance .It was further decided to use qualitative research as primary research method due to the fact that the questions seeks to establish the degree to which DoT faces challenges of performance management as learning organisation.

Respondents were also requested to sign the consent form explaining that the information provided is for research purposes only, will remain confidential and not be disclosed to other parties without their written consent (refer Appendix 1). Confidentiality entails issues of ethics in the research, which is defined by Gilbert (2001:212) as a matter of integrity and high standards of principled sensitivity to the rights of others. Confidentiality involves respect for human dignity and protecting the respondent's anonymity. To ensure this, certain ethical measures were considered during the study. They involve respecting the informant's rights to privacy and obtaining informed consent from the participants.

3.5 DATA ANALYSIS AND PRESENTATION

The responses to the questionnaires were collected in a tabular format to determine category for the heads of departments, managers and employee's category and in total for each question in each of the topics.

3.5.1 Presentation of the Research Findings

The findings in terms of responses of each category are summarised and total responses given. Each category was individually analysed, compared to each other the overall responses. The analysis of the individual categories will indicate if there is consensus within a group of personnel or not. This analysis also provides an indication of how each of the categories (groups of personnel in the DoT) and the personnel as a whole views performance management in the learning organisation context. Comparing the categories to one another will show if there is any significant disagreement between the heads of department, managers and employees. These results will be presented in Chapter 4 in a tabular format.

Since the purpose of data gathering is to solve a research problem, data should be analysed. Leedy (1989:17) spoke of the need for a researcher to be able to interpret and analyse data so as to draw information that can lead to decision-making. Data was manually entered into Microsoft Excel, and is presented in the form of tables, diagrams and percentages. This method was used to analyse the quantitative data and the categories for the data were developed during the initial analysis.

3.6 SUMMARY

This chapter presented the research methodology, data collection procedure, and data collection instrument, data analysis techniques and how the results will be presented. A pilot study was carried out to eliminate any possible ambiguity, unclear choices and poorly worded questions. The information collected and analysed through the utilisation of Microsoft Excel and information and results will be presented in Chapter Four.

CHAPTER FOUR

ANALYSIS, FINDINGS AND DISCUSSION

4.1 INTRODUCTION

The DoT is one of the biggest government departments and has a wide scope in road construction in terms of its constitutional mandates. The main focus of this study is based on challenges encountered in DoT as a result of developing and implementing a successful performance management system. There is a need for employees to stay motivated and innovative in their job in order to perform effectively and efficiently. According to Giesecke & McNeil (2004:50) organisations must create a climate that fosters innovation and experimentation to enable employees to learn. As a result DoT must maintain its relevance in ensuring that employee's needs are met while at the same time promoting a culture that actively supports learning which contributes to team learning and organisational performance. Jones (2001:43) says that organisations will survive in rapidly changing environment if they allow learning to take place and their experience exceeds rate of change.

It is upon this background that the responses to the questionnaire and observations by the researcher are analysed and presented in this chapter. The results of the analysis will be briefly discussed and final conclusions will be drawn in Chapter 5.

4.2 SAMPLING AND RESPONSES

The structured questionnaire was the main data collection instrument. Table 4.1 shows the distribution of questionnaire among the sample population selected in the DoT in Pietermaritzburg. The responses received are also shown as both the number received and a percentage.

Table 4.1: Questionnaire Distribution and Responses Received

Category	Sample Size	%Sample	No. of Responses Received	% Response
Heads of Departments	3	30,0	2	66,7
Managers	7	23,3	3	42,9
Employees	10	2,0	4	40,0
Total	20	3,7	9	45,0

4.3 ANALYSIS OF RESPONSES FROM QUESTIONNAIRE

The DOT is committed to providing optimal service to road users through accessible roads. One of the key objectives in ensuring this is achieved through the development of employees' performance. Lack of resources contributes towards non-performance of employees. Supervisors and managers are required to assess risks within the internal environment in order to increase the level of an employee's performance.

The scoring has been determined through the use of a 5-point Likert scale with the following ranking:

- 1 = strongly disagree
- 2 = Disagree
- 3 = Uncertain
- 4 = Agree
- 5 = strongly agree

4.3.1 Principles of the Learning Organisation

Job characteristics such as duties, responsibilities, authority, relationships and skills requirements may contribute to job performance. The job of employees must be attractive and enriched to improve levels of job satisfaction and performance. Employees become motivated when their jobs is enriching and satisfying.

Supervisors, managers and employees were asked a number of questions concerning the PMDS, the understanding of the principles of a learning organisation, communication and

the role of trainers. The following responses were received:

Table 4.2: The Members are Aware of what a Learning Organisation is

Ranking	HODs		Managers		Employees	
	No.	%	No.	%	No	%
1 Strongly Disagree			3	100,0	3	66,67
2 Disagree						
3 Uncertain	2	100,0			1	33,33
4 Agree						
5 Strongly Agree						
Total Responses	2	100,0	3	100,0	4	100,0
Average Ranking	3,0		1,0		1,5	

From Table 4.2 the following can be concluded that four managers and three employees tend to strongly disagree that members are aware of what learning organisation is. However, two heads of department were uncertain of whether members are aware of the learning organisation is, which could be a sign of poor communication between management and employees. The average ranking for heads of departments is 3, managers 1 and employees is 1, 0

The overall conclusion that can be drawn when adding the average ranking for all respondents and divide by category of respondents gives 1,44, which indicates that on average there is strong disagreement. As a result it can be concluded that the members of the Dot are not aware of what a Learning Organisation is, which could be due to a lack of awareness making.

Table 4.3: The LO is Propagated within the Department of Transport

Ranking	HODs		Managers		Employees	
	No.	%	No.	%	No	%
1 Strongly Disagree						
2 Disagree					1	25,0
3 Uncertain	2	100,0			2	50,0
4 Agree			3	100,0	1	25,0
5 Strongly Agree						
Total Responses	2	100,0	3	100,0	4	100,0
Average Ranking	3,0		4,0		3,0	

According to the analysis drawn in Table 4.3 is as follows:

- One employee disagrees that LO is propagated within DoT
- Two employees and two heads of departments were uncertain
- Three managers and one employee agreed that LO is propagated within the department
- From the analysis management is in agreement that they are propagating the LO concept in the DoT. On the other hand, the HODs and the employees are uncertain. The overall average response of 3, 33 tends towards slight agreement with the statement. This, however, contradicts the response to question 1 the members are aware of what a Learning Organisation is, which indicated a lack of awareness of what an LO is.

Table 4.4: The Department of Transport Recognises the Impact the LO will have on Conventional Training Units

Ranking	HODs		Managers		Employees	
	No.	%	No.	%	No	%
1 Strongly Disagree					2	50,0
2 Disagree			1	20,0	2	50,0
3 Uncertain	2	100,0	2	80,0		
4 Agree						
5 Strongly Agree						
Total Responses	2	100,0	3	100,0	2	100,0

Average Ranking	3,0	2,8	2
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From Table 4.4. The following can be concluded:

- Two employees strongly disagree and two disagree with the statement that the LO impacts on conventional training
- One manager disagrees, while four managers and two heads of departments are uncertain
- The overall conclusion as based on the overall average response of 2,44 is that the DoT does not recognise the impact the LO will have on conventional training units. This again demonstrates a lack of understanding in the DoT as to what an LO is and is also in contradiction with the responses given in Table 4.4. This means that DoT is not at a stage where LO is benefitting the department.

Table 4.5: Strategies Exist in the Department of Transport for Fostering an Effective Learning Organisation

Ranking	HODs		Managers		Employees	
	No.	%	No.	%	No	%
1 Strongly Disagree					2	50
2 Disagree					2	50
3 Uncertain			3	100,0		
4 Agree	1	50,0				
5 Strongly Agree	1	50,0				
Total Responses	2	100,0	3	100,0	4	100
Average Ranking	4,5		3,0		1,5	

The overall average response as derived from Table 4.5 is 2,67 indicating that there appears to be uncertainty across the organisation as to whether strategies exist in the DoT in respect of fostering an effective learning organisation. Only the HODs seem aware of such strategies do exist. However the responses obtained from managers and employees indicate that these strategies, if they do exist, are not communicated throughout the organisation.

Table 4.6: The values of the LO are Reflected in the Mission Statement of the Department of Transport

Ranking	HODs		Managers		Employees	
	No.	%	No.	%	No	%
1 Strongly Disagree					2	50,0
2 Disagree					2	50,0
3 Uncertain	2	100,0				
4 Agree			3	100,0		
5 Strongly Agree						
Total Responses	2	100,0	3	100,0	4	100,0
Average Ranking	3,0		4,0		1.5	

From Table 4.6 the overall average response can be calculated as 2, 67, which is just slightly below the uncertainty level. This indicates a level of uncertainty as to whether the values of LO are reflected in the department's mission statement. As the mission statement is normally developed at the highest level in the organisation and then cascaded down, the responses appear contradictory. The senior managers (HODs) are uncertain as to the content of the mission statement while the three managers who responded are in agreement that the values of LO are contained in the mission statement. The employees, however, are in disagreement with the statement.

Table 4.7: HR Processes, in Particular, Support and Promote a Learning Culture in the

Department of Transport

Ranking	HODs		Managers		Employees	
	No.	%	No.	%	No	%
1 Strongly Disagree			3	100,0		
2 Disagree						
3 Uncertain					4	100,0
4 Agree						
5 Strongly Agree	2	100,0				
Total Responses	2	100,0	3	100,0	4	100,0
Average Ranking	5,0		1,0		3,0	

From Table 4.7 the following conclusion can be drawn:

- Two heads of departments strongly agree with average ranking of 5,0 that HR processes, in particular, support and promote a learning culture in the Department of Transport
- Two managers strongly disagree with average ranking of 1,0
- Five employees were uncertain and the average ranking of 3, 0
- The conclusion that can be drawn is that although two heads of departments strongly agree that HR processes support and promote a learning culture in the DoT but managers are in total disagreement with this and there is uncertainty among the employees. This indicates that the internal process only support and promote a learning culture at the HOD level in the DoT. However, that there is no evidence of such support at management level, which is most likely the reason that there is uncertainty among the employees as there is no support from management and they do not promote a learning culture among the employees.

4.3.2 Communication

Table 4.8: The Active Exchange of Ideas is Encouraged

Ranking	HODs		Managers		Employees	
	No.	%	No.	%	No	%
1 Strongly Disagree			1	33,3	1	33,33
2 Disagree					3	66,67
3 Uncertain	2	100,0				
4 Agree						
5 Strongly Agree			2	66.7		
Total Responses	2	100,0	3	100,0	4	100,0
Average Ranking	3,0		3,67		1,75	

Table 4.8 indicates the following:

- One employee strongly disagreed that the active exchange of ideas is encouraged and 3 disagreed indicating that the exchange of ideas is not encouraged, specifically at the employee level
- Two heads of departments were uncertain
- Two managers strongly agreed and one strongly disagreed that there is active

exchange of ideas indicating that the exchange of ideas is not encouraged by all managers

- From the analysis management is more towards uncertainty that there is active exchange of ideas. On the other hand employees are more towards strongly disagreeing. The overall conclusion on overall ranking is 2, 66, which indicates that in overall responses there is uncertainty, tending towards disagreement that the active exchange of ideas is encouraged. This is contradictory between heads of departments and managers. Heads of department's shows uncertainty and managers are towards agreement that there is active exchange of ideas. This could be a sign of silo effect within management that managers do not understand what heads of departments are engaged in. As a result it can be concluded that the DoT needs to improve communication to assist employees to exchange ideas.

Table 4.9: The Organisational Climate Encourages Critical Discussion of Issues

Ranking	HODs		Managers		Employees	
	No.	%	No.	%	No	%
1 Strongly Disagree					4	100,0
2 Disagree			1	33,3		
3 Uncertain	2	100,0				
4 Agree			2	66,7		
5 Strongly Agree						
Total Responses	2	100,0	3	100,0	4	100,0
Average Ranking	3,0		3,33		1,0	

The following can be concluded from Table 4.9:

- The HODs are uncertain that the organisational climate encourages critical discussion of issues
- Four employee are in strong disagreement that organisational climate encourages critical discussion of issues
- One manager disagrees while the second manager agree that the organisational climate encourages critical of issues indicating differences in the way employees are managed
- From the analysis drawn management and employees the overall ranking is 2, 22 which indicates overall disagreement. In conclusion the question contradicts that

organisational climate encourages critical discussion of issues within DoT. This may as a result of poor communication within the department.

Table 4.10: The Input of All Members is Valued

Ranking	HODs		Managers		Employees	
	No.	%	No.	%	No	%
1 Strongly Disagree						
2 Disagree	2	100,0				
3 Uncertain			3	100,0		
4 Agree					4	100,0
5 Strongly Agree						
Total Responses	2	100,0	3	100,0	4	100,0
Average Ranking	2,0		3,0		4,0	

The analysis drawn from Table 4.10 is as follows:

- The two heads of department disagreed that input of members is valued in the DoT
- Three managers were uncertain
- Four employees agreed that their inputs are valued

Table 4.10 suggests that there is a degree of confusion among the personnel in the Dot as the employees tend to feel that their input is valued and the managers do not realise they are showing their appreciation for input from the employees. On the other hand the HODs are of the opinion that the members input is not valued, which could be their opinion as to whether or not their own input is valued by their seniors. The HODs do not appear to show appreciation for input from their managers, which may the reason for the uncertain response from management. The overall average response of 3, 22 shows that on the whole there is uncertainty.

Table 4.11: Honest and Open Dialogue is Encouraged

Ranking	HODs		Managers		Employees	
	No.	%	No.	%	No	%
1 Strongly Disagree			1	33,3		
2 Disagree			2	66,7		
3 Uncertain					4	100,0
4 Agree	2	100,0				
5 Strongly Agree						
Total Responses	2		3	100,0	4	100,0
Average Ranking	4,0		1,67		3,0	

From Table 4.11 the following conclusions can be drawn:

- One manager strongly disagreed that the organisation encourages honest and open dialogue among employees and one employee disagrees.
- Two managers disagreed
- Four employees were uncertain.
- Three heads of departments agreed that the department encourages honest and open dialogue amongst employees.
- The average ranking for heads of departments is 4, 0, managers 1, 67, employees is 3, 0. From the analysis drawn the overall ranking is 2,78, which indicates that on average there is uncertainty as to whether the DoT encourages honest and open dialogue

Table 4.12: Information is Widely and Effectively Communicated in the DoT

Ranking	HODs		Managers		Employees	
	No.	%	No.	%	No	%
1 Strongly Disagree			1	33,3	2	33,3
2 Disagree						
3 Uncertain					2	66,7
4 Agree	2	100.0				
5 Strongly Agree			2	66,7		
Total Responses	2	100,0	3	100,0	4	100,0
Average Ranking	4,0		3,67		2,0	

From Table 4.12 the following can be concluded:

- One manager strongly disagreed that information is widely and effectively communicated in the DoT and the other two strongly agreed indicating a significant difference in opinion among managers, which may again be an indication of different management styles being applied by different managers
- Two employees strongly disagreed while two are uncertain
- The two heads of department agreed with the statement

The average ranking for heads of departments is 4, 0, managers is 3, 67 and employees is 2, 0. From the overall average ranking of 3, 0 it is concluded that there is uncertainty, but management and HODs are in agreement that information is widely and effectively communicated within the DoT. Although certain employees are still not sure about this management needs to improve in cascading information to all employees within the department so that employees will have better understanding of the department.

Table 4.13: Opportunities Exist for Members to Communicate Across Functional Units

Ranking	HODs		Managers		Employees	
	No.	%	No.	%	No	%
1 Strongly Disagree					2	50,0
2 Disagree					2	50,0
3 Uncertain			2	66,7		
4 Agree			1	33,3		
5 Strongly Agree	2	100,0				
Total Responses	2	100,0	3	100,0	4	100,0
Average Ranking	5,0		3,33		1,5	

The analysis in Table 4.13 indicates the following:

- Two employees strongly disagree and two disagree indicating that opportunities do not exist to communicate across functional units
- Two managers were uncertain and one agreed that opportunities exist for members to communicate across functional units
- The two HODs strongly that there are opportunities for members to communicate

across functional units

- The average ranking for heads of department is 5, 0, managers 3, 33 and employees 1, 5
- The overall average ranking is 2, 89 which is more towards uncertainty. This is contradicting with the statement that opportunities exist for members to communicate across functional units. Although heads of departments came strongly in agreeing this demonstrates lack of communication.

4.3.3 Approaches to Learning

Table 4.14: The Department of Transport Recognises that Learning is a Way of Being

Ranking	HODs		Managers		Employees	
	No.	%	No.	%	No	%
1 Strongly Disagree					1	25,0
2 Disagree					1	25,0
3 Uncertain			1	33,3		
4 Agree			1	33,3	2	50,0
5 Strongly Agree	2	100,0	1	33,3		
Total Responses	2	100,0	3	99,9	4	100,0
Average Ranking	5,0		4,0		2,75	

According to Table 4.14 the following can be concluded:

- One employee strongly disagreed, one disagreed and two agreed that the DoT recognises that learning is a way of being
- One manager was uncertain while one agreed and the third strongly agreed that the DoT recognises that learning is a way of being.
- The two HODs strongly agreed that the DoT recognises that learning is a way of being
- The average ranking for heads of departments is 5, 0, managers is 4, 0 and employees is 2,75 indicating a difference of opinion between management and the employees
- The overall average ranking is 3,67 which shows on average the DoT recognises that learning is a way of being
- Managers and heads of department seem to be aware that learning is a way of being and only two of the employees tend to disagree while the other two agree.

Table 4.15: It is recommended that Learning is a Continuous Process

Ranking	HODs		Managers		Employees	
	No.	%	No.	%	No	%
1 Strongly Disagree					2	50,0
2 Disagree						
3 Uncertain					2	50,0
4 Agree			3	100,0		
5 Strongly Agree	2	100,0				
Total Responses	2	100,0	3	100,0	4	100,0
Average Ranking	5,0		4,0		2,0	

The conclusions drawn according to the analysis in Table 4.15 is as follows:

- Two employees strongly disagreed and two are not certain that learning is a continuous process
- Three managers agreed that learning is a continuous process
- Two heads of departments strongly agreed that learning is a continuous process in the DoT
- The average ranking for heads of departments is 5, 0, managers is 4, 0 and employees is 2, 0.

In conclusion the overall average ranking is 3, 33. This is more towards uncertainty that learning is recommended as a continuous process. Only heads of departments and managers who seem to be aware that learning is a continuous process. However employees do not agree with management, which may be an indication that they are not informed of learning processes confirming a lack of communication between management and employees as concluded from a number of the previous statements that were analysed.

Table 4.16: Learning is Seen as Integral to Life and Work, and not as Confined to Formal

Instruction

Ranking	HODs		Managers		Employees	
	No.	%	No.	%	No	%
1 Strongly Disagree					2	50,0
2 Disagree						
3 Uncertain					2	50,0
4 Agree			3	100,0		
5 Strongly Agree	2	100,0				
Total Responses	2	100,0	3	100,0	4	100,0
Average Ranking	5,0		4,0		2,0	

Based on the analysis in Table 4.16 the following has been concluded:

- Two employees strongly disagreed that learning is seen as an integral to life, and not as confined to formal instruction and two employees were uncertain
- Three managers agreed that learning is an integral part to life and work and not confined to formal instruction
- Two heads of departments strongly agreed with the statement
- The average ranking for heads of departments is 5, 0, managers is 4, 0 and employees is 2,0 indicating the management has a better understanding of the learning process than the employees

The overall average ranking is 3, 33 which is above uncertainty towards agreement showing that there is a lack of awareness of learning and the related strategies within the DoT at the employees level. This tends to reinforce that there is a lack of communication and that strategies for fostering effective communications (Table 4.5) may exist, but are not implemented.

Table 4.17: Learning is Seen as Everyone's Responsibility, Rather than as the Job of the

Training Department

Ranking	HODs		Managers		Employees	
	No.	%	No.	%	No	%
1 Strongly Disagree					2	50,0
2 Disagree					2	50,0
3 Uncertain						
4 Agree			3	100,0		
5 Strongly Agree	2	100,0				
Total Responses	2	100,0	3	100,0	4	100,0
Average Ranking	5,0		4,0		1,5	

The analysis in Table 4.17 leads to the following conclusions:

- Two employees strongly disagreed and two employee disagreed that learning is everyone's responsibility, rather than as the job of the training department
- Three managers agreed that learning is everyone's' responsibility, rather than as the job of the training department
- The two HODs are in strong agreement with the statement
- The average ranking for heads of departments is 5, 0, managers 4, 0 and employees 1, 5.
- The overall ranking is 3, 0 which indicates an overall level of uncertainty in the organisation as to where the responsibility for learning lies.

This again demonstrates that heads of departments and managers seem to be aware that learning is everyone responsibility, rather than as the job of the training department. This is contradictory to responses given by employees since they seem to be in disagreement with management. This may be as a result of DoT not providing necessary support to employees to make them aware of learning processes and therefore tends to confirm that there is no effective communication within the DoT.

4.3.4 The Nature of Learning Interventions

Table 4.18: Attention is paid to Assisting Members in Learning to Learn

Ranking	HODs		Managers		Employees	
	No.	%	No.	%	No	%
1 Strongly Disagree					1	33,33
2 Disagree						
3 Uncertain					3	66,67
4 Agree			3	100,0		
5 Strongly Agree	2	100,0				
Total Responses	2	100,0	3	100,0	4	100,0
Average Ranking	5,0		4,0		2,5	

The analysis drawn from Table 2.18 is as follows:

- One employee strongly disagree that attention is paid to assist members in learning to learn and three employees were uncertain indicating that overall employees are not sure that any attention is given to assist them in learning to learn
- Three managers agreed that attention is paid to assist members in learning to learn
- Two heads of departments strongly agreed that attention is paid to assist members in learning to learn
- The average ranking for heads of departments is 5, 0, managers 4, 0 and employees 2, 5
- The overall ranking is 3,56 which tends towards agreement that attention is paid to assist members in learning to learn, but employees do not appear to be convinced

The uncertainty may again stem from a lack of communication or management openly showing their support for learning. Therefore more visible support is required from management to assist members (employees) in learning to learn.

Table 4.19: Learning Programmes are aimed at the Development of Overall Competence, not

Only at Acquiring Knowledge

Ranking	HODs		Managers		Employees	
	No.	%	No.	%	No	%
1 Strongly Disagree					2	50,0
2 Disagree					2	50,0
3 Uncertain						
4 Agree			3	100,0		
5 Strongly Agree	2	100,0				
Total Responses	2	100,0	3	100,0	4	100,0
Average Ranking	5,0		4,0		1,5	

According to analysis drawn from Table 4.19 the following is indicated:

- Two employees strongly disagreed that that one employee strongly disagreed and two disagreed which indicates overall disagreement among employees with the statement that learning programmes are aimed at the development of overall competence, not only at acquiring knowledge
- Three managers agreed and two heads of departments agreed that learning programmes are aimed at the development of overall competence, not only at acquiring knowledge, which is shown by the two HODs being in strong agreement and the managers agreeing
- The average ranking is 5,0 for heads of departments, 4,0 for managers and 1,5 for employees
- The overall ranking is 3,11 which is close to uncertainty towards agreement that learning programmes are aimed at the development of overall competence, not only at acquiring knowledge
- The analysis shows a conflict of opinion between management and employees, who tends to indicate a lack of understanding of the purpose of learning at the employee level of the DoT. Based on the previous analyses this may be due on the lack of communication with employees and communication strategies not being effectively implemented.

Table 4.20: Individual Learning needs are Recognised in Designing of Customised Learning

Interventions for Individuals

Ranking	HODs		Managers		Employees	
	No.	%	No.	%	No	%
1 Strongly Disagree					2	50,0
2 Disagree					2	50,0
3 Uncertain			3	100,0		
4 Agree	1	100,0				
5 Strongly Agree	1	100,0				
Total Responses	2	100,0	3	100,0	4	100,0
Average Ranking	4,5		3,0		1,5	

From Table 4.20 the following conclusions can be drawn:

- Two employees strongly disagree and two disagree that individual needs are recognised in designing of customised learning interventions for individuals
- Three managers agreed
- One head of department agreed and one strongly agreed that individual needs are recognised in designing of customised learning interventions for individuals
- The average ranking for heads of departments is 4, 5, managers 3, 0 and employees 1, 5.
- The overall average ranking is 2,78 which indicates an overall uncertainty in the organisation as to whether individual needs are recognised in designing of customised learning interventions for individuals or not
- The difference in opinion between management and employees is of concern and reinforces previous findings that there is a lack of communication between management and employees. This may result in employees' needs not being recognised as they feel that they have not been asked what their needs are. As a result management need to ensure that individual's needs are identified through effective communication with the employee and are taken into account when designing customised learning interventions.

Table 4.21: Action Learning and Experiential Learning Opportunities are Actively Promoted

Ranking	HODs		Managers		Employees	
	No.	%	No.	%	No	%
1 Strongly Disagree					1	16,67
2 Disagree			1	33,33	1	16,67
3 Uncertain			2	66,67		
4 Agree	2	100,0			2	66,67
5 Strongly Agree						
Total Responses	2	100,0	3	100,0	4	100,0
Average Ranking	4,0		3,0		2,75	

From Table 4.21 the conclusions that can be drawn are as follows:

- One employee strongly disagreed, one disagreed and two agreed that action learning and experiential learning opportunities are actively promoted. This indicates some disagreement among the employees and shows that managers are promoting learning opportunities in some areas while others are not.
- Two managers were uncertain and one manager disagreed that action learning and experiential learning opportunities are actively promoted
- Two head of departments agreed
- The average ranking for heads of departments is 4, 0, managers is 3, 0 and employees 2, 75.
- The overall average ranking is 3.11 which indicates uncertainty towards action learning and experiential learning opportunities being actively promoted. However, this is not necessarily true for all sections within the DoT as indicated by some respondents being in agreement with the statement.

Table 4.22: Numerous Informal Learning Opportunities are provided

Ranking	HODs		Managers		Employees	
	No.	%	No.	%	No	%
1 Strongly Disagree					1	16,67
2 Disagree					1	16,67
3 Uncertain			2	66,67	2	66,67
4 Agree	2	100,0	1	33,33		
5 Strongly Agree						
Total Responses	2	100,0	3	100,0	4	100,0
Average Ranking	4,0		3,33		2,25	

From Table 4.22 the following conclusions have been made:

- One employee strongly disagreed, one disagreed and two were uncertain that numerous informal learning opportunities are provided within DoT, which shows that there are few informal learning opportunities for employees.
- Two managers were uncertain and one agreed that numerous informal learning opportunities are provided within DoT
- Two heads of departments agreed that numerous informal learning opportunities are provided within DoT
- The average ranking for heads of departments is 4,0, managers 3,33 and employees 2,25
- The overall average ranking is 3,0 which indicates that respondents were uncertain ser that numerous informal learning opportunities are provided

In conclusion the respondents seem to be uncertain that numerous informal learning opportunities are provided within DoT. If informal learning opportunities do exist, it is not generally known. Management needs to bring these opportunities to the attention of all members of the DoT and encourage participation in the informal learning processes to enhance learning.

Table 4.23: Learning is integrated into Work to a Large Extent

Ranking	HODs		Managers		Employees	
	No.	%	No.	%	No	%
1 Strongly Disagree					1	25,0
2 Disagree						
3 Uncertain			2	33,33	3	75,0
4 Agree	1	50,0	1	66,67		
5 Strongly Agree	1	50,0				1
Total Responses	2	100,0	3	100,0	4	100,0
Average Ranking	4,5		3,33		2,5	

Table 2.23 shows the following:

- One employee strongly disagreed and two were uncertain that learning is integrated into work to a large extent
- Two managers were uncertain towards learning as integrated into work to a large extent
- One head of department agreed and one strongly agreed that learning is integrated to a large extent
- The average ranking for heads of department is 4,5 managers is 3,33 and employees is 2,5
- The overall ranking is 3,22 which indicates an overall uncertainty that the DoT does recognise that learning is integrated into work to a large extent

This demonstrates that DoT is not at a level where learning is integrated into employees work to benefit them and the organisation. Management need to ensure that it supports employees to see that their work is integrated with learning and benefits thereof from that learning.

Table 4.24: There is a Strong Focus on Double Loop Learning

Ranking	HODs		Managers		Employees	
	No.	%	No.	%	No	%
1 Strongly Disagree					2	66,67
2 Disagree					1	16,67
3 Uncertain					1	16,67
4 Agree	1	50,0	3	100,0		
5 Strongly Agree	1	50,0				
Total Responses	2	100,0	3	100,0	4	100,0
Average Ranking	4,5		4,0		1,75	

From Table 4.24 the following can be concluded:

- Two employees strongly disagreed, one disagreed and one was uncertain that there is a strong focus on double loop learning one head of department
- Three managers agreed that there is a strong focus on double loop learning
- One head of department agreed and one strongly agreed that there is a strong focus on double loop learning
- The average ranking for heads of departments is 4,0 managers 4,0 and employees 1,75
- The overall average ranking is 3,11 which is towards uncertainty that there is a strong focus on double loop learning

The difference in opinion between management and employees may be due to employees not understanding what double loop learning is and that this has never been explained to them by management how do seem to have an understanding and feel that there is a focus on double loop learning. It may also be possible that this focus is being experienced at management level but not by the employees. Management need to give support to employees in ensuring that double loop learning takes place in employees work.

Table 4.25: Generative Learning is Actively Promoted, as Opposed to Adaptive Learning

Ranking	HODs		Managers		Employees	
	No.	%	No.	%	No	%
1 Strongly Disagree					1	16,67
2 Disagree					1	16,67
3 Uncertain					2	66,66
4 Agree			3	100,0		
5 Strongly Agree	2	100,0				
Total Responses	2	100,0	3	100,0	4	100,0
Average Ranking	5,0		4,0		2,25	

From the analysis in Table 4.25 the following can be drawn:

- One employee strongly disagreed and, one disagreed and two were uncertain that generative learning is actively promoted, as opposed to adaptive learning
- Three managers agreed
- Two heads of departments strongly agreed that generative learning is actively promoted, as opposed to adaptive learning.
- The average ranking for heads of departments is 5, 0, managers 4, 0 and employees 2, 25.
- The overall average ranking is 3,44 which indicates uncertainty, but does start to show a measure of agreement that generative learning is actively promoted as opposed to adaptive learning.

The above tends to again confirm the findings of previous analyses that there is a distinct difference of opinion between management and employees showing that learning is not entrenched or only entrenched at the higher levels, namely management. The department therefore needs to actively advocate for generative learning as opposed to adaptive learning. Management must ensure that employees are advised of such learning in order to understand management vision towards learning.

Table 4.26: Cross-functional Teamwork and Team Learning are encouraged

Ranking	HODs		Managers		Employees	
	No.	%	No.	%	No	%
1 Strongly Disagree					2	33,33
2 Disagree						
3 Uncertain					2	66,67
4 Agree	2	100,0	3	100,0		
5 Strongly Agree						
Total Responses	2	100,0	3	100,0	4	100,0
Average Ranking	4,0		4,0		2,0	

From Table 4.26 it can be concluded that:

- Two employee strongly disagreed, two were uncertain that cross-functional teamwork and team learning are encouraged
- Three managers agreed and two heads of departments agreed.
- The average ranking for heads of departments is 4,0, managers 4,0 and employees 2,0
- The overall average ranking is 3,11 which implies that DoT encourages cross-functional teamwork and team learning at management level, but does not appear to do so at employee level

Table 4.27: Co-operative, Collective Learning is Encouraged as Opposed to Individual

Competitive Learning

Ranking	HODs		Managers		Employees	
	No.	%	No.	%	No	%
1 Strongly Disagree					2	50,0
2 Disagree					2	50,0
3 Uncertain			3	100,0		
4 Agree						
5 Strongly Agree	2	100,0				
Total Responses	2	100,0		100,0	4	100,0
Average Ranking	5,0		3,0		1,5	

From Table 4.27 the following conclusion can be drawn:

- Two employees strongly disagreed and two disagreed with the statement, thereby clearly indicating that co-operative, collective learning is not encouraged, as opposed to individual competitive learning
- Three heads of departments were uncertain
- Two heads of departments strongly agreed
- The average ranking for heads of departments is 5,0, managers 3,0 and employees is 1,5
- The overall ranking is 2,78 which indicates uncertainty that co-operative, collective learning is encouraged, as opposed to individual competitive learning

The conclusion drawn is that heads of departments strongly agree that co-operative, collective learning is encouraged, as opposed to individual competitive learning. Managers are uncertain while employees disagree. As a result if there is uncertainty amongst management this has to be corrected to ensure that will be common understanding in management functions so that employees will value their department and participate actively in co-operative and collective learning.

Table 4.28: Evaluation of Learning Programmes is aimed at Measuring the Extent to which Learning Translates into Performance

Ranking	HODs		Managers		Employees	
	No.	%	No.	%	No	%
1 Strongly Disagree					1	33,33
2 Disagree						
3 Uncertain					3	66,67
4 Agree	1	50,0	3	100,0		
5 Strongly Agree	1	50,0				
Total Responses	2	100,0	3	100,0	4	100,0
Average Ranking	4,5		4,0		2,5	

The analysis from Table 4.28 is as follows:

- One employee strongly disagreed and three were uncertain that evaluation of learning

programmes is aimed at measuring the extent to which learning translates into performance.

- One head of department and three managers agreed that evaluation of learning programmes is aimed at measuring the extent to which learning translates into performance
- One head of department strongly agreed
- The average ranking for heads of departments is 4,5, managers 4,0 and employees is 2,5
- The overall ranking is 3, 44 indicates uncertainty, but leans towards some agreement that evaluation of learning programmes is aimed at measuring the extent to which learning translates into performance.

The uncertainty or disagreement that continues to exist among employees indicates a lack of knowledge or communication between management and employees.

Table 4.29: Self-managed Teams are allowed to Take Responsibility for their Own Learning

Ranking	HODs		Managers		Employees	
	No.	%	No.	%	No	%
1 Strongly Disagree					2	50,0
2 Disagree						
3 Uncertain	1	50,0	1	33,33	1	25,0
4 Agree			1	33,33	1	25,0
5 Strongly Agree	1	50,0	1	33,33		
Total Responses	2		3		4	100,0
Average Ranking	4,0		4,0		2,25,	

The analysis from Table 4.29 is as follows:

- Two employees strongly disagreed, where one was uncertain and one agreed that self-managed teams are allowed to take responsibility for their own learning.
- One head of department and one manager and were uncertain
- One manager agreed
- One head of department and one manager strongly disagree
- The average ranking for head of departments is 4,0, managers 4,0 and employees is 2,25

- The overall average ranking is 3,22 which is an indication of overall uncertainty that self-managed teams are allowed to take responsibility for their own learning

From the analysis management is generally in agreement that self-managed teams are allowed to take responsibility for their learning. On the other hand employees tend to have varying opinions showing that the management style applied by managers is different. Some allow self-managed teams to take responsibility for their own learning while others do not or there may be no self-managed teams in those areas.

Table 4.30: Learning Interventions are Directed Towards Achieving Projected Future

Organisational Goals

Ranking	HODs		Managers		Employees	
	No.	%	No.	%	No	%
1 Strongly Disagree					1	16,67
2 Disagree						
3 Uncertain					2	66,67
4 Agree	1	50,0	3	100,0	1	16,67
5 Strongly Agree	1	50,0				
Total Responses	2	100,0	3	100,0	4	100,0
Average Ranking	4,5		4,0		2,75	

From Table 4.30 the following conclusion can be drawn:

- One employee strongly disagrees, two employees were uncertain learning interventions are directed towards achieving projected future organisational goals.
- One head of department, three managers and one employee agreed that learning interventions are directed towards achieving projected future organisational goals
- One head of department strongly agreed
- The average ranking for heads of departments is 4,5, managers 4,0 and employees is 2,75
- The overall average ranking is 3,56 which although still indicating uncertainty tends more towards agreement that learning interventions are directed towards achieving projected future organisational goals.

The majority of respondents are in agreement that learning interventions are directed towards achieving projected future organisational goals. This is a contradiction with some of the previous findings that clearly indicate that there is a lack of effective communication and understanding of learning organisations, which by implication suggest that organisational goals are not known especially at the employee level. This is reinforced by only one employee agreeing and the others being either uncertain or in disagreement.

Table 4.31: Learning Interventions are Flexible Enough to Cope with Rapidly Changing

Learning Needs

Ranking	HODs		Managers		Employees	
	No.	%	No.	%	No	%
1 Strongly Disagree						
2 Disagree					3	66,67
3 Uncertain			3	100,0		
4 Agree					1	33,33
5 Strongly Agree	2	100,0				
Total Responses	2	100,0	3	100,0	4	100,0
Average Ranking	5,0		3,0		2,5	

From Table 4.31 the following analysis is drawn:

- Three employees disagreed that learning interventions are flexible enough to cope with rapidly changing learning needs.
- Three managers were uncertain
- One employee agreed
- Two heads of departments strongly agreed
- The average ranking for heads of departments is 5,0, managers 3,0 and employees is 2,5
- The overall average ranking is 3,22 indicating overall uncertainty that learning interventions are flexible enough to cope with rapidly changing learning needs

At the employee level where the learning interventions need to take place there is disagreement that that the interventions are flexible enough. Taking into consideration that the HODs tend to strongly agree that there is sufficient flexibility indicates that there is

insufficient contact with the employees. This is reinforced by the uncertainty displayed by the managers who are in direct contact with the employees.

Table 4.32: The Training Schedule can be Adapted to Allow for Learning Opportunities to

Address Emerging Learning Needs that were not anticipated when the Schedule was Drawn Up

Ranking	HODs		Managers		Employees	
	No.	%	No.	%	No	%
1 Strongly Disagree			1	33,3		
2 Disagree			1	33,3		
3 Uncertain					4	100,0
4 Agree	1	50,0	1	33,3		
5 Strongly Agree	1	50,0				
Total Responses	2	100,0	3	99,9	4	100,0
Average Ranking	4,5		2,33		3,0	

The conclusion that can be drawn from Table 4.32 is as follows:

- One manager agrees, one disagrees and one strongly disagrees that the training schedule can be adapted to allow for learning opportunities to address emerging learning needs that were not anticipated when the schedule was drawn up. This shows a difference in opinion as to the flexibility of the schedule and one can conclude that managers feel the schedule cannot accommodate new training needs once set up.
- Four employees were uncertain
- One head of department agrees and one strongly agrees
- The average ranking for heads of departments is 4,5, managers 2,33 and employees is 3,0
- The overall average ranking is 3,11

The heads of departments feel that there is sufficient flexibility, but they have not communicated the fact to management that the schedule can be changed to accommodate changing or new training interventions in the DoT. This is supported by the general

disagreement among managers of whom only one is agreement. The uncertainty among employees may arise as result of never having seen changes made to the training schedule.

4.3.5 The Role of Trainers

Table 4.33: The Role of Trainers is Being Changed in View of the Demands of the LO

Ranking	HODs		Managers		Employees	
	No.	%	No.	%	No	%
1 Strongly Disagree					2	50,0
2 Disagree					1	25,0
3 Uncertain					1	25,0
4 Agree	1	50,0	2	66,7		
5 Strongly Agree	1	50,0	1	33,3		
Total Responses	2	100,0	3	100,0	4	100,0
Average Ranking	4,5		4,33		1,75	

The conclusion that can be drawn from Table 4.33 is as follows:

- Two employees strongly disagree, one disagreed, one was uncertain that the role of trainers is being changed in view of the demands of the LO.
- One head of department agree and two managers agree that the role of trainers is being changed in view of the demands of the LO
- One head of department and one manager strongly agreed
- The average ranking for heads of departments is 4,5, managers 4,33 and employees 1,75
- The overall ranking is 3,22 still indicating a level of uncertainty, which is mainly due to employee not seeing any evidence of change once again confirming a lack of communication to that level in the organisation. The change is only seen at management level.

Table 4.34: Line and Subject Matter Experts are actively involved in Training and Development Intervention

Ranking	HODs		Managers		Employees	
	No.	%	No.	%	No	%
1 Strongly Disagree					1	25,0
2 Disagree						
3 Uncertain	1	50,0			2	50,0
4 Agree			3	100,0	1	25,0
5 Strongly Agree	1	50,0				
Total Responses	2	100,0	3	100,0	4	100,0
Average Ranking	4,0		4,0		2,75	

From Table 4.34 the following conclusion can be drawn:

- One employee strongly disagreed, two were uncertain and one agreed that line and subject matter experts are actively involved in training and development interventions
- One head of department was uncertain and the other strongly agreed
- Three managers agreed that line and subject matter experts are actively involved in training and development interventions
- The average ranking for heads of departments and managers is 4,0 and employees 2,75
- The overall average ranking is 3,44, which although still indicating an overall uncertainty there is an inclination towards some agreement with the statement and it therefore appear that subject matter experts are to some extent actively involved in training and development interventions
- The uncertainty may stem from the possibility that the subject matter experts are not known to all the employees unless they come from their own ranks

Table 4.35: The Role of Trainers is More that of Facilitating Learning than ‘Lecturing’ as a

Subject Matter Expert

Ranking	HODs		Managers		Employees	
	No.	%	No.	%	No	%
1 Strongly Disagree					1	25,0
2 Disagree					3	75,0
3 Uncertain			1	33,3		
4 Agree			2	66,7		
5 Strongly Agree	2	100,0				
Total Responses	2	100,0	3	100,0	4	100,0
Average Ranking	5,0		3,67		1,75	

From Table 4.35 the following conclusion can be drawn:

- One employee strongly disagree and three disagree indicating that they see the role of trainers as „lecturing’ as a subject matter expert
- One manager was uncertain and two agreed that trainers should be seen as facilitators rather than lecturers
- Two heads of department strongly agreed that the role of trainers is more facilitating learning than „lecturing’ as a subject matter expert
- The average ranking for heads of departments is 5,0, managers 3,67 and employees 1,75
- The overall average ranking is 3,11 which is indicates an overall uncertainty as to what the role of the trainer should be
- Whereas HODs and managers tend to agree with the statement, employees disagreed with the statement and management this might be as result of employees are not directly involved in what trainers do or not understanding of the role of trainers. Employees see trainers as lecturers.

Table 4.36: The Focus of Training is on Performance Enhancement, not Merely on the Transfer of Knowledge

Ranking	HODs		Managers		Employees	
	No.	%	No.	%	No	%
1 Strongly Disagree					2	50,0
2 Disagree						
3 Uncertain			2	50,0	2	50,0
4 Agree	2	100,0	1	50,0		
5 Strongly Agree						
Total Responses	2	100,0	3	100,0	4	100,0
Average Ranking	4,0		3,33		2,0	

From Table 4.36 the following can be concluded:

- Two employees strongly disagreed
- Two managers and two employees were uncertain
- Two heads of departments and two managers agreed that that the focus of training is on performance enhancement, not merely on the transfer of knowledge
- The average ranking for heads of departments is 4,0, managers is 3,33 and employees 2,0
- The overall average ranking is 2,89 which is an indication of uncertainty as to where the focus of training lies, performance enhancement or transfer of knowledge
- From a management point of view the focus of training should lie on performance enhancement, which is the reason why the HODs and one manager are in agreement. However, for training to be successful and beneficial to both personnel and the organisation the focus needs to be on performance enhancement and transfer of knowledge. If there is no transfer of knowledge then there is no learning.

Table 4.37: Trainers are Involved in Training Directly in the Work Environment

Ranking	HODs		Managers		Employees	
	No.	%	No.	%	No	%
1 Strongly Disagree					1	25,0
2 Disagree						
3 Uncertain			1	33,33	3	75,0
4 Agree						
5 Strongly Agree	2	100,0	2	66,67		
Total Responses	2	100,0	3	100,0	4	100,0
Average Ranking	5,0		4,33		2,5	

From Table 4.37 the following conclusions can be drawn:

- One employee strongly disagrees
- One manager and three employees were uncertain
- Two managers and two heads of departments strongly agreed that trainers are involved in training directly in the work environment
- The average ranking for heads of departments is 5,0, managers is 4,33 and employees is 2,5
- The overall average ranking is 3,67 which shows that there is more agreement than uncertainty and trainers are seen to be directly involved in the work environment
- Employees differ in opinion from management which may be due to employees not understanding the role of trainers since they are not directly involved in training. It is therefore difficult for employees to comment outright about the role of trainers in the department.

Table 4.38: Numerous Informal Learning Opportunities are Created to Supplement Formal

Learning

Ranking	HODs		Managers		Employees	
	No.	%	No.	%	No	%
1 Strongly Disagree					1	25,0
2 Disagree					1	25,0
3 Uncertain					2	50,0
4 Agree	2	100,0	1	33,33		
5 Strongly Agree			2	66,67		
Total Responses	2	100,0	3	100,0	4	100,0
Average Ranking	4,0		4,67		2,25	

From Table 4.38 the following conclusion can be drawn:

- One employee strongly disagrees, one disagrees and two employees were uncertain
- Two heads of departments and one manager agree that numerous informal learning opportunities are created to supplement formal learning
- Two managers strongly agreed
- The average ranking for heads of departments is 4,0, managers 4,67 and employees 2,25
- The overall average ranking is 3,44 which is above uncertainty showing slight agreement, but still indicating a high degree of uncertainty
- The heads of departments agree and managers in their opinion appear to be creating informal learning opportunities, but these do not appear to be recognised as such. This may be due to ineffective communication strategies, which have already been shown to exist. Management should make a point of it to highlight informal learning opportunities and encourage employees to utilise these to their benefit.

Table 4.39: The HRD Department and Trainers are Valued for their Contribution Towards

Achieving Organisational Goals

Ranking	HODs		Managers		Employees	
	No.	%	No.	%	No	%
1 Strongly Disagree					1	25,0
2 Disagree					1	25,0
3 Uncertain						
4 Agree	1	50,0	2	66,7	2	50,0
5 Strongly Agree	1	50,0	1	33,3		
Total Responses	2	100,0	3	100,0	4	100,0
Average Ranking	4,5		4,33		2,75	

From Table 4.39 the following conclusions can be drawn:

- One employee strongly disagrees and one employee disagrees
- One HOD, two managers and two employees agreed that the HRD department and trainers are valued for their contribution towards achieving organisational goals
- One head of department and one manager strongly agreed
- The average ranking for heads of department is 4,5, managers 4,33 and employees 2,75
- The overall average ranking is 3,67 which indicates some degree of agreement, although there is still some uncertainty
- There appears to be general agreement that the HRD department and trainers as valued for their contribution towards achieving organisational goals. However, in possibly two areas the employees do not agree with this, which might be due to the fact that employees are not directly involved in the activities of HRD department and the contributions made by trainers in achieving organisational goals.

4.3.6 Decision –making

Table 4.40: All Employees are Empowered to Participate in Decision-making

Ranking	HODs		Managers		Employees	
	No.	%	No.	%	No	%
1 Strongly Disagree					1	25,0
2 Disagree					1	25,0
3 Uncertain					2	50,0
4 Agree	1	50,0	2	33,3		
5 Strongly Agree	1	50,0	1	66,67		
Total Responses	2	100,0	3	100,0	4	100,0
Average Ranking	4,5		4,33		2,25	

From Table 4.40 the following conclusion can be drawn:

- One employee strongly disagrees, one disagrees and two were uncertain that all employees are empowered to participate in decision-making
- One head of department and two managers agreed
- One head of department and one manager strongly agreed that all employees are empowered to participate in decision-making
- The average ranking for heads of departments is 4,5, managers 4,33 and employees 2,25
- The overall average ranking is 3,44 although indicating uncertainty shows some agreement with the statement
- From the analysis in Table 4.40 it appears that personnel at management level are empowered to participate in decision-making, personnel at the employee level are not empowered or involved in decision making or not aware that they are required to participate in decision making

Table 4.41: Employees are Encouraged to Solve Problems Independently

Ranking	HODs		Managers		Employees	
	No.	%	No.	%	No	%
1 Strongly Disagree					1	25,0
2 Disagree					1	25,0
3 Uncertain			2	66,7	1	25,0
4 Agree	1	50,0	1	33,3	1	25,0
5 Strongly Agree	1	50,0				
Total Responses	2	100,0	3	100,0	4	100,0
Average Ranking	4,5		3,33		2,5	

From Table 4.41 the following conclusion can be drawn:

- One employee strongly disagrees, one disagrees, and one is uncertain indicating that there is no encourage to solve problems independently at this level in the DoT
- Two managers was uncertain
- One head of department and one manager and one employee agree
- One head of department strongly agree that employees are encouraged to solve problems independently
- The average ranking for heads of department is 4,5, managers 3,33 and employees 2,5
- The overall ranking is 3,22 which indicates general uncertainty
- The heads of department is more towards strong agreement and managers towards agreement that employees are encouraged to solve problems independently. Employee's views are ore towards uncertainty bordering on disagreement at this level. This might be as a result of employees not aware of how to deal with their problems or support not given to them to act independently.

Table 4.42: Members Working in Teams are provided with a Wide Ranging Decision-making Authority

Ranking	HODs		Managers		Employees	
	No.	%	No.	%	No	%
1 Strongly Disagree					1	25,0
2 Disagree					1	25,0
3 Uncertain					2	50,0
4 Agree			2	66,7		
5 Strongly Agree	2	100,0	1	33,3		
Total Responses	2	100,0	3	100,0	4	100,0
Average Ranking	5,0		4,33		2,25	

According to Table 4.42 the following conclusion can be drawn:

- One employee strongly disagrees and one disagrees, that members working in teams are provided with a wide ranging decision-making authority.
- One head of department, one manager and one employee were uncertain
- One head of department strongly agrees
- The average ranking for heads of departments is 4, 5, managers 3, 33 and employees 2, 5.
- The overall average ranking is 3,56 which tends away from uncertainty towards agreement
- The responses obtained to the above statement can be expected as people at management level have by nature of their position more decision-making authority than at the employee level where such authority is normally restricted to their own work. Therefore employees do not see such authority increasing in the team context.

Table 4.43: Line Managers and Employees are consulted in Determining Learning Interventions

Ranking	HODs		Managers		Employees	
	No.	%	No.	%	No	%
1 Strongly Disagree					1	33,33
2 Disagree					3	66,67
3 Uncertain			2	66,67		
4 Agree			1	33,33		
5 Strongly Agree	2	100,0				
Total Responses	2	100,0	3	100,0	4	100,0
Average Ranking	5,0		3,33		1,75	

According to Table 4.43 the following can be concluded:

- One employee strongly disagrees and three disagree indicating that they are not consulted
- Two managers were uncertain and one agrees with the statement reinforcing a lack of open consultation when determining learning interventions
- Two heads of departments strongly agree that line managers and employees are consulted in determining learning interventions, which is a contradiction to the responses received from managers and employees who are, except for one manager, inclined to be in disagreement
- The average ranking for heads of department is 5,0, managers 3,33 and employees 1,75
- The overall average ranking is 3 which is on average is an indication of uncertainty
- Overall it can be concluded that consultation in respect of learning interventions does not exist.

4.3.7 Managing Change

Table 4.44: Change is welcomed as an Opportunity for Renewal and Growth

Ranking	HODs		Managers		Employees	
	No.	%	No.	%	No	%
1 Strongly Disagree					3	75,0
2 Disagree					1	25,0
3 Uncertain	1	50,0	1	33,33		
4 Agree			2	66,67		
5 Strongly Agree	1	50,0				
Total Responses	2	100,0	3	100,0	4	100,0
Average Ranking	4,0		3,67		1,25	

According to Table 4.44 the following conclusions can be drawn:

- Employees are in complete disagreement with the statement, which is supported by three employees strongly disagreeing and one disagreeing
- One head of department and one manager were uncertain
- Two managers agreed
- One head of department strongly agree that change is welcomed as an opportunity for renewal and growth.
- The average ranking for heads of departments is 4,0, managers 3,67 and employees 1,25
- The overall ranking is 2,56 which indicates uncertainty
- The heads of departments are in agreement and managers are also towards agreement that change is welcomed as an opportunity for renewal and growth. The employees view might be as a result of poor communication when decision are made employees left out to such decisions affecting them.

Table 4.45: Learning Opportunities are Available to Address the Management of the Change

Ranking	HODs		Managers		Employees	
	No.	%	No.	%	No	%
1 Strongly Disagree					1	25,0
2 Disagree					1	25,0
3 Uncertain					2	50,0
4 Agree	2	100,0	2	66,7		
5 Strongly Agree			1	33,3		
Total Responses	2	100,0	3	100,0	4	100,0
Average Ranking	4,0		4,33		2,25	

According to Table 4.45 the following conclusion can be drawn:

- One employee strongly disagree, one employee disagrees and two employees were uncertain
- Two heads of departments and two managers agreed
- One manager strongly agreed that learning opportunities are available to address the management of the change
- The average ranking for heads of department is 4,0, managers 4,33 and employees is 2,25
- The overall average ranking is 3, 33 which indicates that on average the personnel of the DoT is uncertain that learning opportunities are available to address the management of changes. This shows again the communication within the DoT is not effective especially done to employee level. However, management appears to be aware of such opportunities, which confirms a lack of communication and awareness making of employees

Table 4.46: Differences in Assumptions and Mental Models are Explored when Differences of Opinion Surface

Ranking	HODs		Managers		Employees	
	No.	%	No.	%	No	%
1 Strongly Disagree					1	25,0
2 Disagree	1	50,0	2	66,67	2	50,0
3 Uncertain	1	50,0			1	25,0
4 Agree			1	33,37		
5 Strongly Agree						
Total Responses	2	100,0	3	100,0	4	100,0
Average Ranking	2,5		2,67		2,0	

According to Table 4.46 the following conclusion can be drawn:

- There is a large degree of uncertainty among all groups with disagreement to strong disagreement among employees. This may possibly be due to all groups not understanding the concept of mental models and their uses in resolving differences of opinion or problems
- The average percentage for heads of department is 2,5, managers 2,67 and employees 2,25, which tends to confirm the previous conclusion arrived at

Table 4.47: Managers and Employees are Encouraged to Challenge Aspects of the Organisational Culture that Inhibit Learning and the Achievement of Organisational goals

Ranking	HODs		Managers		Employees	
	No.	%	No.	%	No	%
1 Strongly Disagree					1	25,0
2 Disagree						
3 Uncertain					3	75,0
4 Agree	1	50,0	2	66,7		
5 Strongly Agree	1	50,0	1	33,3		
Total Responses	2	100,0	3	100,0	4	100,0
Average Ranking	4,5		4,33		2,5	

According to Table 4.47 the following conclusion can be drawn:

- One employee strongly disagrees and three employees were uncertain, which is different from the opinion shared at management level
- One head of department and two managers agree
- One head of department and one manager strongly agree that managers and employees are encouraged to challenge aspects of the organisational culture that inhibit learning and the achievement of organisational goals
- The average ranking for heads of department is 4,5, managers 4,33 and employees is 2,5
- The overall average ranking is 3,56 which shows a tendency towards agreement overall, but this appears to be restricted to the management level, where the authority to right to challenge is more obvious
- The analysis shows that employees are not encouraged to challenge aspects of organisational culture that inhibit learning and the achievement of organisational. This may be due to management encouraging employees to critically look at the organisational culture, yet the employees play a key role in achieving organisational goals and therefore the goals of management itself

Table 4.48: The Training Department Does Environmental Scanning to Identify Future Learning Needs

Ranking	HODs		Managers		Employees	
	No.	%	No.	%	No	%
1 Strongly Disagree					1	25,0
2 Disagree					1	25,0
3 Uncertain					2	50,0
4 Agree	2	100,0	2	66,7		
5 Strongly Agree			1	33,3		
Total Responses	2	100,0	3	100,0	4	100,0
Average Ranking	4,0		4,33		2,25	

According to Table 4.48 the following conclusion can be drawn:

- One employee strongly disagrees, one disagrees and two employees were uncertain
- Two heads of department and two managers agreed

- One manager strongly agrees that the training department does environmental scanning to identify future learning needs
- The average ranking for heads of department is 4,0, managers is 4,33 and employees is 2,25
- The overall average ranking of 3,33 indicates an overall uncertainty
- It can therefore be concluded that employees are not aware of any environmental scanning being conducted to identify future learning needs, yet management feels that it is being done. If this is true then there is once more evidence of a lack of communication to the lower levels and a lack of understanding at those levels

4.3.8 Rewards and Recognition

Table 4.49: Mistakes are utilised as Valuable Learning Opportunities

Ranking	HODs		Managers		Employees	
	No.	%	No.	%	No	%
1 Strongly Disagree					1	33,33
2 Disagree						
3 Uncertain						
4 Agree	2	100,0	1	33,3	3	66,67
5 Strongly Agree			2	66,67		
Total Responses	2	100,0	3	100,0	4	100,0
Average Ranking	4,0		4,67		3,25	

From Table 4.49 the following conclusion can be drawn:

- Overall the analysis shows that mistakes made can be utilised as valuable learning opportunities, which is supported by the following average ranking of responses within the three groups
- The average ranking for heads of department is 4,0, managers is 4,67 employees 3,25
- The overall average ranking is 3,89 which indicates overall agreement as pointed out above

Table 4.50: The Reward System Encourages Creativity and Innovation

Ranking	HODs		Managers		Employees	
	No.	%	No.	%	No	%
1 Strongly Disagree					2	50,0
2 Disagree						
3 Uncertain					2	50,0
4 Agree	2	100,0	2	66,67		
5 Strongly Agree			1	33,33		
Total Responses	2	100,0	3	100,0	4	100,0
Average Ranking	4,0		4,33		2,0	

From Table 4.50 the following conclusion can be drawn:

- Two employees strongly disagree and two were uncertain, which points to a lack of visible encouragement of creativity and innovation through the reward system
- Two heads of departments and two managers agree that the reward system encourages creativity and innovation
- One manager strongly agrees
- The average ranking from heads of department is 4,0, managers is 4,33 and employees is 2,0
- The overall average ranking is 3, 22 which indicates overall uncertainty
- The uncertainty is restricted to the employee level as management is in agreement that the reward system does encourage creativity and innovation. This may apply at the management level, but management does not appear to use the reward system to encourage creativity at employee level.

Table 4.51: Risk-taking and Experimentation are rewarded

Ranking	HODs		Managers		Employees	
	No.	%	No.	%	No	%
1 Strongly Disagree					1	2,0
2 Disagree						
3 Uncertain			1	33,33	3	75,0
4 Agree	1	50,0	2	66,67		
5 Strongly Agree	1	50,0				
Total Responses	2	100,0	3	100,0	4	100,0
Average Ranking	4,5		3,67		2,5	

From Table 4.51 the following conclusion can be drawn:

- One employee strongly disagrees
- One manager and three employees were uncertain
- One head of departments agree and two managers agree that risk-taking and experimentation are rewarded
- One head of department strongly agrees
- The average ranking for heads of department is 4,5, managers is 3,67 and employees is 2,5
- The overall ranking is 3,33 which indicates overall uncertainty
- .The heads of departments is more towards strong agreement and managers towards agreement that risk-taking and experimentation is rewarded. Employee's responses are towards uncertainty this might as a result of reward system not known to employees if known it might not been well communicated to employees.

Table 4.52: Credit is given for Informal Learning (Over and Above Formal Learning Programmes)

Ranking	HODs		Managers		Employees	
	No.	%	No.	%	No	%
1 Strongly Disagree					1	25,0
2 Disagree					1	25,0
3 Uncertain	1	50,0	1	33,33		
4 Agree			2	66,67	2	50,0
5 Strongly Agree	1	50,0				
Total Responses	2	100,0	3	100,0	4	100,0
Average Ranking	4,0		3,67		2,75	

From Table 4.52 the following conclusion can be drawn:

- One employee strongly disagrees and one disagrees
- One head of department and one manager were uncertain
- Two employees and two managers agree
- One head of department strongly agrees that credit is given for informal learning over and above formal learning programmes
- The average ranking for head of department is 4,0, managers is 3,67 and employees is 2,75
- The overall average ranking is 3,33 which indicates an overall uncertainty implying that there is little or no evidence of credit being given for informal learning
- The heads of departments and managers are more on agreement that credit is given for informal learning over and above formal learning programmes. Employees on the other hand more towards uncertainty that might be as a result of not aware of informal learning programmes being available in DoT. If informal learning programmes are available they are not properly marketed to benefit of employees.

Table 4.53: Performance that Enhances Organisational Learning is Valued and Rewarded

Ranking	HODs		Managers		Employees	
	No.	%	No.	%	No	%
1 Strongly Disagree					1	25,0
2 Disagree						
3 Uncertain					3	75,0
4 Agree			2	66,67		
5 Strongly Agree	2	100,0	1	33,33		
Total Responses	2	100,0	3	100,0	4	100,0
Average Ranking	5,0		4,33		2,5	

According to Table 4.53 the following conclusion can be drawn:

- One employee strongly disagrees
- Three employees were uncertain
- Two managers agreed that performance that enhances organisational learning is valued and rewarded.
- Two heads of departments and one employee strongly agree
- The average ranking for heads of departments is 5,0, managers is 4,33 and employees is 2,5 indicating agreement being restricted to management and once again a level of uncertainty at the employee level
- The overall average ranking is 3,67 which still a certain level of uncertainty (employees), but tending towards agreement at management level
- The heads of departments strongly agree managers and employees tend more towards uncertainty.

Table 4.54: Members Who Change the Way Things are done to Improve Organisational

Performance are Rewarded

Ranking	HODs		Managers		Employees	
	No.	%	No.	%	No	%
1 Strongly Disagree						
2 Disagree					1	25,0
3 Uncertain					3	75,0
4 Agree	2	100,0	1	33,33		
5 Strongly Agree			2	66,67		
Total Responses	2	100,0	3	100,0	4	100,0
Average Ranking	4.0		4,67		2,75	

According to Table 4.54 the following conclusion can be drawn:

- One employee disagrees and three were uncertain,
- Two heads of departments and one manager agreed that members who change the way things are done to improve organisational performance are rewarded.
- The average ranking for heads of department is 4, 0, managers 4, 67 and employees 2, 75.
- The overall average ranking of 3, 67 indicate tendencies towards agreement that people are rewarded for changing the way they work to improve organisational performance. This contradicts previous responses to similar statements, which generally indicated uncertainty especially at the employee level and agreement mainly at management level only.

4.3.9 Innovation

Table 4.55: The Exploration of Alternative Options or Methods is Encouraged

Ranking	HODs		Managers		Employees	
	No.	%	No.	%	No	%
1 Strongly Disagree					1	25,0
2 Disagree					1	25,0
3 Uncertain					2	50,0
4 Agree	1	50,0	3	100,0		
5 Strongly Agree	1	50,0				
Total Responses	2	100,0	3	100,0	4	100,0
Average Ranking	4,5		4,0		2,25	

According to Table 4.55 the following conclusion can be drawn

- One employee strongly disagree, one disagree, two were uncertain
- One head of department and three managers agreed that the exploration of alternative options or methods is encouraged
- One head of department strongly agreed
- The average ranking for heads of departments is 4,5, managers is 4,0 and employees is 2,25
- The overall ranking is 3,56 which tends towards agreement, but this is mainly at management level only as the employees are either uncertain or in disagreement
- The heads of departments are towards strong agreement and managers are agreement that the exploration of alternative options or methods is encouraged. Employees are uncertain in this regard this might be as a result of even though such alternative options or methods exist but they are not known to employees.

Table 4.56: Forums Exist Specifically for Discussing New Ideas

Ranking	HODs		Managers		Employees	
	No.	%	No.	%	No	%
1 Strongly Disagree					2	50,0
2 Disagree					1	25,0
3 Uncertain			1	33,33	1	25,0
4 Agree	2	100,0				
5 Strongly Agree			2	66,67		
Total Responses	2	100,0	3	100,0	4	100,0
Average Ranking	4,0		4,33		1,75	

According to Table 4.56 the following conclusion can be drawn:

- Two employees strongly disagree, one disagrees
- One manager and one employee was uncertain
- Two heads of departments agree
- Two managers strongly agree that forums exist specifically for discussing new ideas.
- The average ranking for heads of departments is 4,0 managers is 4,33 and employees is 1,75, which indicates a lack of awareness among employees such forums and also poor communication from management level to the employees
 - The overall average ranking is 3,11 which indicates overall uncertainty
 - The heads of departments are in agreement and managers agree more strongly that forums exist specifically for discussing new ideas. Employees disagree with management that might be as a result of even though such forums exist this might not be known or communicated to employees. Management need to ensure that employees utilise such forums to make ideas known to management

4.4 Summary

In summary, the analysis of the questionnaire confirms the following:

- There is some agreement that there are challenges of performance management system that it creates relationship problems amongst employees. However, management does not lead change intervention through learning organisation since it

is not understood by employees and managers. DoT does not entirely see the need to promote learning organisations as change management in order for employees to understand their roles in improving performance.

- There is some level of acknowledgement that communication within DoT is not properly done as a continuous tool to improve performance in relation to learning
- Developmental or training needs are not properly designed and consulted with employees as a result there is a risk that may affect effective learning to
- Respondents say that HR processes are not supportive to learning culture and there is a failure of management to lead change in this regard
- Respondents say that training is not placed as a priority to due to limited structures and resources given to employees to learn in order to improve performance. As a result employees are not recognised and rewarded for performance since they cannot prove that they are higher performers and they perform over and above average.
- Respondents are not entirely in agreement that DoT is not at a stage of a learning organisation. This is confirmed the results that little or no learning which is taking place informally to benefit DoT.
- Respondents are not entirely in agreement that communication focuses on what the institution can do to foster relations with its employees and to ensure that the employees know about the goals of the organisation. As a result the relationship between employees and the organisation in identifying the gaps between departmental strategy and the prospects of employees is little. The openness or interaction of managers with employees is to improve performance is poor. Majority of respondent's s towards the approach to education and recognition of knowledge and development of employees through training is poor and management intervention is required. Management responsibility to instill a culture of learning amongst employees and line managers.
- The responses to the nature of learning interventions were average and many employees were unsure about this idea. Attitude, behaviour, the job itself and belief

in implementers of the policy could be other factors hampering progressive learning interventions. The role of trainers was seen as one aspect that the DOT covers well, as numerous informal learning opportunities are created to supplement formal learning. The HRD values the contributions towards achieving organisational goals. It is vital to look at work alternation amongst employees within the DOT, to give the prospect of exposure to different environments and to address scarcity of skills. Work rotation is a good way of introducing a range of employees into different vocational classes. When employees are not happy with their present jobs, job rotation enables them to explore other job opportunities. Work rotation is linked to outcomes such as promotion opportunities, fulfillment and enhancement of knowledge and skills.

- When it comes to decision making participants revealed that there is a lack of thorough consultation when decisions are being implemented within the DOT. This is observed as a top-down process. Employee's inputs are not properly invited from employees in making decisions. The introduction of a learning organisation will assist managers because the empowerment of employees with information and opinions regarding improvement of performance will assist management.
- Managing change was seen as average. This is assumed to be caused by affirmative action policies and political interference in administrative processes. The majority of public sector institutions are affected by such conduct. the PMDS accommodates personal development of employees. Through the gaining of formal qualifications employees may outgrow their current employment status and look for other employment opportunities. Personal development and promotions match skills and job requirements.
- Rewards and recognition were found to be average due to the performance management system which needs to be executed for each employee. It has been confirmed by Sanzotta (1977:30) that inequitable pay results in job dissatisfaction and drop in performance. Respondents indicated a high degree of dissatisfaction with the PMDS, in that it demoralises the workforce. Employees may perceive their work as valuable, but when it comes to evaluation there is unequal treatment. Training is necessary to educate employees that the PMDS is about attracting, satisfying and inspiring workers. According to Schermerhorn, *et al.* (1997:100) the only technique

to stimulate employees is through performance appraisal and advancement in their jobs. For an organisation to have high achievers the workforce has to be given tasks, challenging goals and performance feedback. According to Gruneberg (1979:20) employees who are underpaid are dissatisfied and this impacts on performance. Greenberg and Baron (2003:200) agree with Gruneberg, that inequitable payment is a condition that results in feelings of anger and contributes to low morale and low levels of performance. Employees may compare themselves with employees at the same level in other sections, or in other organisations.

- Many respondents agreed that creativity is rewarded within the DOT. There were suggestions that flexible job schedules and processes would allow individuals to be more inventive in their approach to work and also advance levels of job satisfaction. Challenges still exist in execution of the PMDS policy. Even though innovation is welcomed there still a missing link in the execution of this policy. As a result, workers develop negative attitudes towards their supervisors.

4.5 CONCLUSION

The analysis confirms that there is a low level of performance within DoT. Employees feel that they can become high quality contributors but structures within DoT does not allow them to be high flyers

The responses in relation to learning organisation are not motivated, supported nor allowing employees to be rewarded or recognised for learning. DoT has to embed the culture which will support the built elements of learning organisation to improve performance. It has also been shown that there is a lack of effective communication between management (HODs and managers) and the employees. This results in a lack of awareness and understanding of what is available to them and what is expected from them.

For the DoT to fulfil PMDS principles there must be a committed leadership. The leadership does very little to encourage employees to learn or think about changing the way they do their work. Employee's roles during performance management must be clearly defined to support change interventions, which does not appear to be case at present as shown by the lack of awareness and understanding.

In order for DoT to benefit out of performance management system there should be a culture

which will encourage learning organisation in a meaningful way.

Chapter five will provide a final summary with possible recommendations to overcome the challenges highlighted in this chapter.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

In Section 1.7 the stated primary objective was to establish the degree the DoT understands the concept of a PMDS in a learning organization. To develop an understanding of how to cope with change and identify the root causes of the challenges and take corrective action. The questionnaire and responses received from respondents has shown that the department has a challenge in understanding the concept of PMDS in order to cope and successfully cope with change and to identify root causes of challenges and take corrective action. Also the analysis drawn indicates that DoT is still at an infancy stage of Learning Organization as a result majority of respondents are having little or no knowledge of what LO is.

The most important findings from research methodology will be briefly discussed, conclusions drawn and some recommendations will be made. Areas of further research will be suggested and the researcher will reflect in respect of DoT what was achieved.

5.2 DISCUSSION AND CONCLUSIONS

The discussion is divided into the following topics associated with questionnaire in addressing the research topic:

- The principles of learning organization
- Communication
- Approach to learning
- The nature of learning interventions
- The role of trainers
- Decision-making Managing change
- Rewards and recognition

If performance is properly managed there will be conducive working environment, the organization can become a learning organization since performance management is a continuous evolving system with direct correlation for striving for excellence. It also

involves continuous learning benchmark and set standards to actually reach new standards. The organization has to learn more but not for survival but to strive for excellence.

A respondent cascading effect is that performance management system is not understood by employees and there is little intervention by management to ensure that employees understand what is expected of them. In conclusion respondents state that they do not fully understand their roles. DoT must take remedial steps to ensure that performance gaps and learning interventions are urgently addressed to avoid risk of departmental failure.

System thinking of the learning organization will assist DoT to manage change through performance management system as a result employees will be learning. When management fails to lead change intervention definitely employees will not follow in their footsteps.

Principles of Learning Organizations

If the **organization recognizes** that to continuously learn new ideas and creativity and innovation to take place it must recognize the principles of a learning organization since it encourages new ways of learning. In order for performance to improve employees must be willing to learn to gain new knowledge. This also assists when there are new changes in the department employees will always be kept abreast with new changes and adapt to the environment and adapt to change. This also does not hamper performance where employees will be required to go and learn new skills since on the job training will always be encouraged. The analysis of the questions has shown that the principles of Learning Organization are not fully understood at all.

Communication

One of the significant findings of the research is that respondents feel that communication has a major effect in the department. They are of the view that performance management system is not properly understood by employees but management is not communicating properly what are their expectations. As a result they cannot communicate their ideas to share their views with management they feel insecure. According to the responses received from respondents it is evident that communication is not effective, especially from management down to employee level.

Management of Change

The main cascading effect from respondents was that management does not fully support change in welcoming opportunity for renewal and growth for employees. As a result

employee's performance is affected since employees end up being confused of their roles. Performance management always brings change in every year which is as a result of changes in the priorities of the department. Such change informs performance agreements of employees. Management should use a holistic approach in ensuring that the impact of such change is fully understood by employees.

Rewards and Recognition

The findings of the research indicates that DoT does not reward employees for learning also there are no support structures provided for employees even if they wish to learn. These are fundamentals of performance management which will attribute to achieve organizational goals. The department is not at a stage where it benefits its employees to be rewarded and recognized for their achievement.

Approaches to Learning

The findings of this research indicate that the approaches to learning are taking place at a low level as a result it is not benefitting the department that much. Respondents do appreciate that DoT recognizes that learning is a way of being but there is a need for improvement by leadership to encourage employees to learn in order to promote and support departmental performance. The failure of organization not to support employees learning might cause a risk of employees not meeting their customers' expectations. Employees seem not to understand the approaches to learning or they are not supported to be aware of learning processes. Management need to strengthen the awareness programme to benefit its employees.

The Nature of Learning Interventions

One of the findings of the research is that the nature of learning interventions is taking place in assisting employees to learn. However, respondents feel that management has to give attention to employees to encourage them to learn. In other words DoT needs to be responsive in ensuring that learning programmes are aimed at developmental and competence of employees. The DoT is not at the level where it is benefitting to support and promote learning to innovate employees to be best performers. This can also be supported by the respondents by saying that DoT does not have resources and structures provided for learning. Communication strategies have been identified as poor. Employee's needs are not recognized and employees are not asked about what their needs are.

The Role of Trainers

The findings of the research are that the role of trainers within DoT is not that visible to support learning organization demands as a result employees are not responsive to LO demands. These demands negatively affect performance in the sense that they LO has interrelated to performance management. The more employees strive for excellence there should be continuous learning to be in compliance. LO is never satisfied with level of performance it is always concerned about improvement of performance. As a result management must lead change in ensuring that trainers take into consideration LO in relation to performance management. According to Schermerhorn, Hunt & Osborn (1997:87), the manager's job is to ensure that the work environment meets the individual's needs.

Innovation

The findings of the research conclude that respondents are in agreement in a certain extent that employees are given alternative options to be innovative but are not at a level that DoT should be. The culture of the DoT does not fully support employees to be innovative. Respondents feel that employees are not fully engaged in decision making processes as part of learning and development. This will assist DoT empower employees build confidence on decisions being made and to enhance employees individual knowledge.

5.3 SHORTCOMINGS AND RECOMMENDATION

This section will identify most shortcomings and recommends the direction to be followed by DoT to improve the current situation. This can also be done through the culture of management that supports and promotes performance of its employees.

5.3.1 Shortcomings

The most significance shortcoming will be highlighted as follows: Employees not given proper training to understand their roles

Communication is lacking

Employees are not included in decision making. Proper resources and support not given to employees to advance learning

5.3.2 Direction Forward

The DoT must have a communication strategy must be aligned to the departmental plan.

This plan must be able to address problems identified for implementation of performance management system. The plan should also include monitoring and evaluation and review of the system. As part of the communication plan awareness and sensitization workshops should be held to familiarize employees about the vision of the department. The advantage of awareness campaigns allows employees to interact with their managers on one basis in an informal way. Workshops can also improve communication as a semi formal way of interaction this allows record keeping and delineate the role of trainers.

The DoT must consider its approach towards performance management in order to improve. Employees must be continuously being advised of their shortcomings rather than being involved when corrective action is taken. The department must consider the systems thinking approach to lead change and assisting employees to understand the impact of change.

Management must play an active role in driving change so that employees will follow in their footsteps and welcome change positively. The trainers must be the drivers of change in the sense that in their training programmes they must help employees to understand why it is necessary to learn and its contribution to performance. Trainers role should be visible when it comes to issues of performance they should be able to give sample of their job descriptions and their performance contract without their names linked to it to properly sensitize employees about performance management.

5.4 AREA FOR FURTHER RESEARCH

It is recommended that further research be conducted on the correlation between organizational and individual commitment to achieve performance and the culture of effective learning be supported to embrace change.

5.5 REFLECTIONS

5.5.1 Reflections on the Research project

This type of research has not been conducted before in the Department of Transport and therefore it will contribute vastly to the body of knowledge either theoretically or practically. The research findings have identified the challenges of performance management system in the overall performance of the department. The research has assisted DoT to understand Learning Organization in relation to performance management system that the two processes are interrelated since they strive for learning and improvement.

5.5.2 Personal Reflections

The researcher felt empowered as a result of this dissertation and is able to articulate complex issues through the use of literature review and support with specific findings. The researcher further increased knowledge and capabilities of researching for future learning.

5.6 CONCLUSION

In conclusion it appears that DOT is not at a stage of a learning organization. Although it can be argued that there is some rejuvenation of DOT through PMDS, it is still difficult for employees to react positively as they still perceive pay rewards as being based upon political considerations rather than on formal objective considerations, such as merit and output. It appears from the conclusion of the research that much attention is needed to improve the PMDS within DOT. Managers need to be aware of human resource function in an organization in ensuring career management programs. Most of the respondents showed disappointment and frustration with PMDS as being ineffectively implemented. Most respondents enjoy working for DOT and welcome new responsibilities given to them in their work, but they become frustrated when it is time for performance reviews since they are not assessed objectively. Respondents felt that performance assessments need to be administered fairly by managers in order for the performance management tool to work properly. For this to happen, it is necessary to build capacity on the principles of a LO in the transformation of the public service, since it is still not well known in the public service. The DOT has to transform in terms of service delivery, with the goal of improving the quality and efficiency of transport services. The transformation process is a call for improved service delivery, which has led to an increased demand for performance. In the literature review there is a connection between performance and work contentment. In summation, the LO is the way forward to meet the objectives of the PMDS.

The DoT must ensure that appropriate performance measure must be put in place to introduce change that will increase learning and new knowledge and proper structures for learning should be made available to employees to learn and improve performance.

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APPENDIX 1: QUESTIONNAIRE

CHALLENGES OF A PERFORMANCE MANAGEMENT DEVELOPMENT SYSTEM IN A LEARNING ORGANISATION: A CASE STUDY OF THE DEPARTMENT OF TRANSPORT-PIETERMARITZBURG.

Instructions to complete the questionnaire

Please do not write your name on the questionnaire

Read every question carefully and tick in a correct box

If a question is unclear, please check with the researcher

Please select one of the ratings below that best describes the situation in the Department of Transport by making a tick in the appropriate column.

Strongly disagree -1

Disagree-2

Uncertain-3

Agree-4

Strongly agree-5

STATEMENTS		RATINGS				
		1	2	3	4	5
1.Principle of the learning organisation						
The members are aware of what learning (LO) is						
The LO is propagated within the organisation						
Learning interventions exist which specifically						

promote LO						
The organisation recognises the impact the LO will have on conventional training units						
Strategies exist in the organisation for fostering effective organisational learning						
The values of the LO are reflected in the mission statement of the organisation						
The organisational culture and practices promote the values of a LO						
HR processes ,in particular ,support and promote a learning culture in the organisation						

2. Communication						
The active exchange of ideas is encouraged						
The organisational climate encourages critical discussion of issues						
The input of all members is valued						
Honest and open dialogue is encouraged						
Information is widely and effectively communicated in the organisation						
Opportunities exist for members to communicate across functional units						
3.approach to learning						

The organisation recognises that learning is a way of being						
It is recommended that learning is a continuous process						
Learning is seen as intergral to life and work, and not as confined to formal instruction						
Learning is seen as everyone responsibility, rather than as the job of the training department						
4. The nature of learning interventions						
Attention is paid to assisting members in learning to learn						
Learning programmes are aimed at the						

developmental of overall competence ,not only acquiring knowledge						
Individual learning needs are recognised in designing customised learning interventions for individuals						
Action learning and experiential learning opportunities are actively promoted						
Numerous informal learning opportunities are provided						
Learning is integrated into work to a large extent						
There is a strong focus on double- loop learning						
Generative learning is actively						

promoted ,as opposed to adaptive learning						
Cross-functional teamwork and team learning are encouraged						
Cooperative ,collective learning is encouraged ,as opposed to individual competitive learning						
Evaluation of learning programmes is aimed at measuring the extent to which learning translates into performance						
Self-managed teams are allowed to take responsibility for their own learning						
Learning intervention are flexible enough						

to cope with rapidly changing learning needs						
The training schedule can be adapted to allow for learning needs that were not anticipated when the schedule was drawn up						
5.The role of trainers						
The role of trainers is being changed in view of the demands of the LO						
Line and subject matter experts are actively involved in training and development interventions						
Line managers are actively involved in training and development interventions						
The focus of						

training is on performance enhancement ,not merely the transfer of knowledge						
Trainers are involved in training directly in the work environment						
Numerous informal learning opportunities are created to supplement formal learning						
The HRD department and trainers are valued for their contribution towards achieving organisational goals						
6. Decision-making						
All employees are empowered to participate in decision-making						

Employees are encouraged to solve problems independently						
Members working in teams are provided with wide –ranging decision-making authority						
Line managers and employees are consulted in determining learning interventions						
7.Managing change						
Change is welcomed as opportunity for renewal and growth						
Learning opportunities are available to address the management of the change						
Differences in assumptions and mental models are explored						

when differences of opinion surface						
Managers and employees are encouraged to challenge aspects of the organisational culture that inhibit learning and the achievement of organisational goals						
The training department does environmental scanning to identify future learning needs						
8.Rewards and recognition						
Mistakes are utilised as valuable learning opportunities						
The reward system encourages creativity and innovation						

Risk-taking and experimentation are rewarded						
Credit is given for informal learning (over and above formal learning programmes)						
Performance that enhances organisational learning is valued and rewarded						
Members who change the way things are done to improve organisational performance are rewarded						
Innovation						
The exploration of alternative options or methods is encouraged						
Forums exist specifically for discussing new ideas						

APPENDIX 2: INFORMED CONSENT FORM

Researcher: Phumzile Dlamini

Name: Phumzile Dlamini

Address: 593 Bengal Street

Extension3

Laudium

0037

Work: 012-4292145

Cell: 083 3545963

Thank you for agreeing to participate in this study which will take place from May to June 2007. This form outlines the purposes of the study and provides a description of your involvement and rights as a participant.

The purposes of this project are:

1) to fulfill a course requirement for Masters in Commerce: Leadership and Management Studies, it is by Coursework and Dissertation, the aim of this research is to complete Dissertation which is supervised by Prof Kriben Pillay at the University of KwaZulu-Natal Durban, Westville Campus.

2) The title of this research is based on “CHALLENGES OF A PERFORMANCE MANAGEMENT DEVELOPMENT SYSTEM IN A LEARNING ORGANIZATION: A CASE STUDY OF THE DEPARTMENT OF TRANSPORT-PIETERMARITZBURG”.

The self-administered questionnaire will be used for collecting data needed for this study. The study chooses to follow the procedure of using self-administered questionnaires. This allows respondents to relate to his/her specific responsibility, since key targeted respondents includes the managers and supervisors. The study will assist the department of transport to improve performance of its employees and determine new approaches in terms of the implementation of performance management system.

Confidentiality is taken into account when considering issues of ethics, integrity and high standards of principled sensitivity to the rights of others. That confidentiality involves

respect for human dignity and protecting the respondent’s anonymity.

You are encouraged to ask any questions at any time about the nature of the study and the methods that I am using. Your suggestions and concerns are important to me; please contact me at any time at the address/phone number listed above.

I will use the information from this study to write a case report about you (the respondent). This report will be read by you, the course instructor, and optionally, by one other person if you give permission, in order to check on the accuracy of the report. The case report will not be available to any other person to be read without your permission.

I guarantee that the following conditions will be met:

- 1) Your real name will not be used at any point of information collection, or in the written case report; instead, you and any other person and place names involved in your case will be given pseudonyms that will be used in all verbal and written records and reports.

- 2) If you grant permission for audio taping, no audio tapes will be used for any purpose other than to do this study, and will not be played for any reason other than to do this study. At your discretion, these tapes will either be destroyed or returned to you.

- 3) Your participation in this research is voluntary; you have the right to withdraw at any point of the study, for any reason, and without any prejudice, and the information collected and records and reports written will be turned over to you.

DECLARATION

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

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

SIGNATURE OF PARTICIPANT

DATE

.....
.....

APPENDIX 3: ETHICAL CLEARENCE



RESEARCH OFFICE (GOVAN MBEKI CENTRE)
WESTVILLE CAMPUS
TELEPHONE NO.: 031 – 2603587
EMAIL : ximbap@ukzn.ac.za

28 JANUARY 2009

MS. PC DLAMINI (205523155)
LEADERSHIP STUDIES

Dear Ms. Dlamini

ETHICAL CLEARANCE APPROVAL NUMBER: HSS/0415/07M

I wish to confirm that ethical clearance has been approved for the following project:

"Challenges of a performance management development system in a learning organisation: A case study of the Department of Transport-Pietermaritzburg"

PLEASE NOTE: Research data should be securely stored in the school/department for a period of 5 years

Yours faithfully

A handwritten signature in black ink, appearing to read "Phimba".

MS. PHUMELELE XIMBA

cc. Supervisor (Dr. K Pillay)
cc. Mrs. C Haddon

Founding Campuses: ■ Edgewood ■ Howard College ■ Medical School ■ Pietermaritzburg ■ Westville