

UNIVERSITY OF KWAZULU-NATAL

Assessment of employee attitudes on the implementation of performance management strategy at a university of technology

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DECLARATION

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ABSTRACT

Reforms in public higher education landscape globally, prompts changes in South African universities. This is evident in the transformation of universities of technology, as they moved from technikons to universities. Some challenges experienced by universities of technology may be attributed to the absence of a performance management strategy. Historically, the implementation of performance management in higher education comes with barriers and problems that affect its success. The research study was undertaken to assess the attitudes of DUT employees towards the implementation of a performance management strategy in a university of technology. The research study was exploratory involving mixed methods. A survey questionnaire containing a Likert scale section and few open-ended questions was designed. This was administered to the selected sample, which was drawn through stratified random sampling, making three strata groups: academics, administrative employees, and senior executive managers. Hundred questionnaires were distributed and only eighty-three questionnaires were received and processed. The survey results indicated that a significant large number of respondents (60,38 percent) believed that the performance management strategy was not designed and implemented effectively at DUT. A significant number of respondents (38,92) were negative about the current implementation of a performance management strategy at DUT. While 72,3 percent of respondents were willing to participate in performance management strategy at DUT. Employees felt that their individual goals and needs were not aligned (34,9 percent agree and 43,4 percent neutral). Performance reviews were believed to subjective (26,8 percent agree and 46,3 percent neutral), as well as the lack of resources (55,16 percent agree) resulted in employees attitudes being negative. A heterogeneous focus group interview was scheduled which involved eleven people. Themes that emerged were fear of victimisation, no training programmes available, compensation and rewards not aligned to performance, and lack of performance standards. The main recommendations are, the need for regular training and development programmes, active involvement of trade unions, need to improve communication strategies to enhance the flow of information between work-teams. The limitations for the research study included lack of resources, the time constraints that resulted in less sample size being selected to survey and interview DUT employees.

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Acronyms / Abbreviations

BSC	Business Score Card
DIT	Durban Institute of Technology
DUT	Durban University of Technology
HE	Higher Education
HEI	Higher Education Institutions
HR	Human Resources
HRM	Human Resource Management
IPM	Integrated Performance Management
MUT	Mangosuthu University of Technology
NPM	New Public Management
PBV	Practice-based view
PM	Performance management
RBV	Resource-based view
SA	South Africa
SHRM	Strategic Human Resource Management
SEM	Senior Executive Management
SPM	Sustainable Performance Management
UKZN	University of KwaZulu Natal
UoT	University of Technology
UoTs	Universities of Technology

CHAPTER ONE

INTRODUCTION TO RESEARCH

1.1 Introduction

This chapter introduces the research study by explaining the background and the problem statement, while the rationale for the research study is also highlighted. The research objectives and questions are outlined including the limitations of the research study. Performance Management (PM) is a broadly spoken about concept in the business management literature. The researcher believes, through informal interactions with employees at the Durban University of Technology (DUT), that employees seem to be aware of what PM entails. It always seems that everybody in any organisational settings is aware of what PM entails. However, that is highly debated by many authors who claim that even the term 'performance' is very difficult to define, making it further difficult to unpack what PM really entails in practical settings. Verweire and Van Den Berghe (2004:5) state that a variety of meanings are attributed to the term 'performance' across different disciplines, with an overwhelming desire to measure what interests professionals in their disciplines so they can improve their work and promote efficiency.

1.2 Background to the study

At DUT, the council approved a PM policy in 2008. This policy was later uploaded to the DUT staff portal under approved policies yet, the researcher despite having worked across several faculties from 2007 to present, is aware that there is no standardisation in the implementation of this policy and that some of the employees feel prejudiced by lack of transparency and transformation towards the implementation of the PM policy. There is no evidence of a PM strategy and its implementation across all departments and sectors at DUT, and this has been emphasised by various employees during informal interactions with the researcher. The purpose of the DUT PM policy of 2008 is to ensure that all DUT employees perform in line with the established performance standards and procedures required based on their job requirements and the regulations of the university (DUT PM policy, 2008:2). There was no evidence of the established performance standards across various sectors of the university.

This research study assumes that where there is no formal, organisation-wide plan and guiding framework to implement performance management, then managers tend to develop informal practices implemented on an ad hoc basis and which mainly suit different agendas across the various sectors of the university. Many practices place in question the existence of a shared understanding on what performance actually means in a position, unit, department, sector or division at DUT. There may have been instances that have resulted in differing interpretations of what performance entails. Some of these cases could have been referred to the Commission for Conciliation Mediation and Arbitration (CCMA) as formal disputes between managers and employees. It was difficult to acquire this type of sensitive information from the Human Resources Management (HRM) department due to the university culture of lack of information sharing.

Measurement practices are always contested even in organisations that have formalised strategies, frameworks and systems. Buckingham and Goodall (2015:44) comment that measurement tools in most cases are viewed to measure not the performance of the rate, but rather the evaluation attitudes of the raters. It is evident that in some existing PM systems, measurement is usually viewed as a subjective practice that could be disputed by the employees whose performance is being measured. In some instances, such as when the professionals assigned to rate employees develop conflicting interests with the goals of the organisation, performance measurements may generally be viewed as a threat to development in an organisational setting. Thus, performance measurement tools must be designed in line with the existing business strategies in order to ensure their relevance and validity in measuring performance.

According to Verweire and Van Den Berghe (2004:15), managers who want to have a good understanding of Integrated Performance Management (IPM) for their organisations, first need to understand various proportions of performance, this includes the evaluation of the strengths and weaknesses of all the input factors of such performance. PM takes place at all the organisational levels, namely corporate, business unit, functional level, as well as at a personal employee level. PM as a strategy leads to the development of an organisation-wide framework that connects the different systems and processes implemented across various organisational levels to monitor and measure the performance of the resources of the organisation.

1.3 Purpose of the research study

This research study focuses on supporting managers to understand the role and importance of PM as a strategy tool. It also addresses how managers could deal with the behavioural side of implementing a PM strategy through ensuring that the developed system benefits the various stakeholders of a UoT, which in this case is the DUT. Caldwell (2002:02) defines PM strategy as shared collaborative effort between employees and management to support employees in effectively managing their performance, in a way that is aligned to the organisational goals. Human capital is viewed as being on an equal footing with management regarding the development of an effective PM strategy for an organisation.

The study places emphasis on supporting employees to champion the effective design and implementation of a PM strategy as a managerial practice focused on improving opportunities for their development. The complexity of PM strategy ties in various models, systems, processes, techniques and tools concerning the performance of individuals, teams, sectors, and business, as well as the overall environmental impact under which DUT operates. Poister, Pasha and Edwards (2013:625) indicate that performance management in the public sector focuses on strategic planning to establish direction and the attainment of major goals. The strategy is then unpacked through the development of specific objectives across the multiple levels of the organisation, and then measurement systems implemented to collect and collate information that will be used in developing improvement strategies for enhancing strategy attainment as well as organisational effectiveness.

1.4 Motivation for the research study

The trends of globalisation and internationalisation of higher education (HE) have contributed to the restructuring of the HE system in South Africa (SA). As a developing state, SA has placed a major focus on the development of a responsive higher education and training (HET) system, with the emphasis on developing a good public educational system that mainly relies on the allocated public funds. Enders and Jongbloed (2007:12) state that the public is currently examining the value that universities provide to society by seeking to understand the various tasks that universities perform including their output. The issue of whether universities are private or public entities has received enormous attention and has contributed to the reforms

evident on the higher education landscape across the globe. Universities with a public agenda are mainly driven through public funding by government and thus are affected by government pressures.

Universities of Technology (UoTs), on the other hand, are not infants in the South African HE landscape. Most of these UoTs came into being from 2002. The Durban University of Technology (DUT) resulted from a merger between the ML Sultan Technikon and Technikon Natal in April 2002, giving rise to an institution first known as the Durban Institute of Technology (DIT), which was subsequently changed and is now known as the Durban University of Technology (DUT). This was the first tertiary education merger in SA to create the types of universities known as the UoTs. Wallis (2005:1) states that the case of the DUT leads all the other mergers that have taken place in the South African HE landscape. All other mergers commenced two years after the merger of ML Sultan Technikon and Technikon Natal (Wallis 2005:1). Wallis (2005:1) also indicates that, during the apartheid period, the ML Sultan Technikon was mainly focused towards the education of Indian students, whilst the Technikon Natal was developed predominantly to cater for the education of white students. The UoTs bring with them the trends and management models of previous technikon entities that have, no doubt, contributed hugely to the vocational education and training of SA's youth in the past.

Universities are educational institutions that differ fundamentally from manufacturing companies because they are people-centred and need to manage the performance of their people with a more human oriented approach. Change that occurs in organisations needs to be managed in order to ensure that it positively contributes to the growth of the entity. Haines (2000:3) argue that our daily lives are constantly in transition because of change. This change impacts on the workplace environment and is triggered by a variety of areas such as: political pressures, environmental issues, the labour market factors, technological developments, economic and social issues. Verweire and Van Den Berghe (2004:5) state that organisations seek to value their intellectual assets, the products they develop, innovation practices and the focus on enhancing their economic profits, efficiency in operations, customer and employee satisfaction. Organisations should pursue change and development through the guidance of PM as an important variable of management. PM acts as an agent of change to not only look at past performance data but to be pro-active in setting up performance indicators that will drive innovation in the strategy of organisations. In addition, Haines (2000:8) explains that change

brings fear and uncertainty amongst people. But if change is managed well, it will be regarded as an opportunity in organisations by its managers and employees.

The role of leadership and management is fundamental to provide reassurances for people regarding the manner in which the management of change can lead to the sustainability of an organisation. Poister et al (2013:626) argue that the conceptualisation of performance management is underpinned in goal clarification and monitoring of performance so as to manage the results. Clear goals help work-teams to conduct strategic plans that are concerned with performance and outcomes in a systematic process that assist managers by generating regular useful information about the diverse performance of organisational resources. Thus it is the role of leadership to develop strategic plans that will ensure that change is managed effectively through an effective performance management strategy.

1.5 Definition of terminologies

Performance management (PM)

Aguinis, Joo and Gottfredson (2011:504) define PM as, “a continuous process of identifying, measuring, and developing the performance of individuals and teams and aligning performance with the strategic goals of the organisation”.

In this research study, PM is viewed as a performance enhancement objective of an organisation which incorporates a system to collect, measure and improve the performance of work teams and individual employees.

PM strategy

Ana-Maria, Constantin and Radu (2009:277) describe PM as, “a strategy and integrated approach to delivering sustained success to organisations by improving the performance of the people who work in them and by developing the capabilities of the teams and individual contributors”.

PM strategy in this research study is viewed as the highest level for assuring that organisational success is acquired through the effective utilisation and development of the people of the organisation.

Performance measurement

Freitas Junior, Uren, Brewster and Gonçalves (2016:2) define performance measurement as “a process of quantifying the efficiency and effectiveness of an action, which leads to performance”.

In this research study, performance measurement refers to the system of acquiring data and analysing the information to determine effective implementation of the activities that will lead to desired performance.

Organisational effectiveness

According to Paul, Dutta and Saha (2016:83), “organisational effectiveness is basically about the ability of the organisation to meet its set goals and objectives. Every organisation has certain predetermined goals and objectives and the organisation is considered effective when they are met. The organisational effectiveness points to effective, prudent and strategic use of all the organisational resources, namely, human, financial, and technological resources for creating competitive advantage”.

In this research study, organisational effectiveness is the level of success that the organisation acquires where all the goals that were set have been acquired, and all the resources are in optimal usage.

Competitive advantage

As explained by Evans (2016:15), “sustainable competitive advantage involves achieving superior performance relative to competitors which can be sustained over a protracted period of time. A company has a competitive advantage over its rivals when its profitability is greater than the average profitability of all companies in its industry. No competitive advantage will be permanent since firms are able to acquire the skills needed to duplicate the benefits of a firm’s value creating strategy”.

For the purposes of this research study, competitive advantage refers to a firm that achieves outstanding performance and is ahead of its competition. Competitive advantage can only be attained when the firm has profitability that exceeds the profitability of its rivals in the same industry.

Employee

According to the Business Dictionary (2016), “an employee is an individual who works part-time or full-time under a contract of employment, whether oral or written, express or implied, and has recognised rights and duties. Also called a worker”.

In this research study, an employee is regarded as the person that is contracted to do some work as obligated by the employer.

Senior executive management (SEM)

As explained by the Business Dictionary (2016), “senior management refers to a group of high level executives that actively participate in the daily supervision, planning, and administrative processes required by a business to help meet its objectives. The senior management of a company is often appointed by the corporation’s board of directors and approved by stockholders”.

A further assumption by this study is that senior executive managers are also employees of the organisation.

Attitudes

According to McKenna (2012:268) attitudes are defined as mental conditions that are developed through the experience of individuals and which exercise an active influence on an person’s reaction to any environment and setting.

In this research study, attitudes are regarded as cognitive circumstances that influence a person’s reaction to the surrounding environment.

1.6 Research Problem/Statement of the Problem

The main investors in Higher Education Institutions (HEIs) have emphasised a need for reforms and redesign of management models and structures that will make universities responsive and sustainable. Altbach and Knight (2006:6) argue that, global capital huge investments towards knowledge industries including the higher education and training institutions have improved access of the public to universities. These provided investments, according to Altbach and

Knights (2006:6), have contributed to the rise and development of a knowledge society, the service sector, and the dependence of many societies, globally, to highly educated human resources (HR) for the growth of the global economy.

Public universities across the world are constantly changing their strategic directions to respond to the changing societal demands of ensuring the education and skilling of human capital. Similar to any other corporations, universities are now concerned with exploring better ways to manage the performance of their resources, especially their human capital, in order to attain their strategic goals. Enders and Jongbloed (2007:12) indicate that society has started to scrutinise the performance of universities in order to understand the value of how these entities benefit both the public and private communities. Whereas, Arnaboldi, Lapsley, and Steccolini, (2015:5) contends that the largest drawback for the implementation of PM systems in the public sector organisations is the side effects it has on employees. The implementation of PM is characterised by undermining employee motivation, morale, behavior and resulting in rigid measurement tools that are forced from the top. The lack of focus on the human side of PM adversely affects employee and managerial attitudes (Arnaboldi et al, 2015:5). Another argument by Poister et al (2013:626) suggest that in some public service organisations, there might be programmes that do not align to the available performance measurement systems. This argument by Poister et al (2013:626) also state that validity and reliability of the measurement systems are barriers in the implementation of performance management in organisations.

After the merger period that commenced in 2002 between Technikon Natal and ML Sultan Technikon, there has not been an agreed, organisation-wide, formal PM strategy for the new university of technology, namely the Durban University of Technology (DUT) up until to date. The absence of a PM strategy however has enabled the university to develop a PM policy. Thus, there is an existing Performance Management policy, which has been approved by university council in 2008, however, such a policy mainly focuses on the PM system that DUT has adopted, and has not been implemented. There is no evidence of the implementation of this policy, and the researcher has learnt through informal interaction with various employees and selected managers that the majority of employees are not aware of the existence of the PM policy.

The assumption made in this research study is that corporate strategy supersedes all things in an organisation. Business strategies are extracted from the corporate strategy and their formation leads to the development of policy frameworks that will guide practices across the organisation. Whilst strategy resonates at top management, policies are inclusive in their development, as they are delegated to responsibilities of middle management. The problem identified in this study is the absence of a PM Strategy at DUT. It remains unclear which business strategy underpins the approved existing PM policy at DUT, as there is no evidence of any existing PM strategy.

The PM system is the responsibility of middle management, whereas a PM strategy is the daily responsibility of senior executive managers (SEMs). Mansor and Tayib (2013:3) argue that the best practices found in PM involve integrated PM system that is interconnected at various organisational levels competing for the same resources and the attention of top management. Lack of a PM focus in an organisation demonstrates no interconnection between the various levels of the organisation, and this could be detrimental to the sustainability of the organisation. The general practices around PM demonstrate that communication and integration of PM at strategic, operational and individual level is partial or narrow. Strategic PM tends to be the focus of top management and does not seem to include operational managers and the HRM department. The role of operational managers and the HRM department are to ensure that the PM system that has been designed yields the desired results according to the existing PM strategy and there is a clear pathway towards attainment the corporate strategy. Through established policies, operational managers will be able to create consistency on how decisions are taken at operational level.

Arnaboldi et al (2015:1) indicate that the focus of PM on mere measurement systems is detrimental to the effective functioning of the public service. The outcomes of using PM systems in a clumsy form negatively affect staff morale. Parsons and Slabbert (2001:76) state that the concept of PM is foreign to the education sector, as PM has been founded mainly in manufacturing industry and the commercial environment. There is evidence of some degree of suspicion, as some academic staff believe that PM is not relevant for higher education and that universities should innovatively develop strategies and frameworks that will manage the performance of academic activities. Parsons and Slabbert (2001:74) add that there is no universal formalised system in South Africa that has been adopted across the higher education

sector (including universities and technikons) for determining workloads of academic staff. In cases where PM was evident, such practices were highly driven from the perspective of sustainability through financial models. Parsons and Slabbert (2001:74) further comment that transformation is evident in the South African Higher Education (HE) system as it has been isolated from the global society for many years and the system is now coming to terms with advanced changes and global pressures that other systems internationally have been dealing with for years. Public service managers across all the countries have many variations in scope which is highly influenced by economic performance, political ideologies, roles of external agencies and the social demands prevalent in their respective societies (Arnaboldi et al, 2015:2). Arnaboldi et al (2015:2) further state that, the global financial crisis (2008/2009 period) has increased the pressure for public service managers to design and implement effective performance management across the public sector.

Lastly, managers of organisations find challenges in designing a PM system that will correspond with executing the business and corporate strategies. Most managers in organisations know there is no one single design that will suit all organisations. Many companies have designed PM frameworks that, in most instances, only measure a small fraction of the actual contribution of these frameworks to their business strategies (Wilkes, Yip and Simmons 2011:23).

1.7 Research Objectives

The overall objective of the research study is to assess the attitudes of employees towards the implementation of PM strategy in a university of technology. The research study is intended to achieve the following specific objectives:

- To identify the attitudes of employees and senior executive managers to the implementation of a PM strategy at DUT.
- To explain the importance and benefits of effectively designing and implementing a PM strategy for a UoT.
- To assess the current implementation of PM as a strategy at DUT.
- To determine why employees and senior executive managers resist the implementation of a PM strategy at DUT.

1.8 Research Questions

The following questions were dealt with in the research study:

- What are the current attitudes of employees and senior executive managers to the implementation of a PM strategy?
- Which important factors need to be considered when designing and implementing an effective PM strategy in a university of technology?
- How is PM implemented as a strategy at DUT?
- Why do employees and senior executive managers resist the implementation of a PM strategy at DUT?

1.9 Significance/Importance/Contribution

The research study contributes to the execution of the DUT strategic plan approved in 2015 by the university council. The research study illustrates what the attitudes of different groups in the university are regarding the implementation of a PM strategy. PM strategy contributes to the drive towards organisational effectiveness. The findings enable university management to have a broader understanding of what employees perceive as challenges that should be addressed, along with what they perceive to be support factors that should be nurtured by the SEMs.

Poister et al (2013:626) state that there are various reasons why organisations are unable to utilise performance management results effectively. These include lack of organisational performance-oriented management systems such as budget processes, lack of enabling human resource management practices that support employees' view of job satisfaction and high morale in the workplace. Another reason by Poster et al (2013:627) is the traits of transformational leadership which is regarded as a pillar of effective performance management strategy and which aligns it to the organisational strategic plan. DUT managers need to consider these factors when designing and implementing a performance management strategy in the university.

Moreover, institutional research on the management models adopted by universities across the world is fundamental to the frequently changing South African higher education and training

landscape. The research study will also assist in understanding the international trends with regard to the transformation of HEIs. The research results will help managers to adopt international best practices when designing and implementing the performance strategy for a university of technology. Once the research study has been conducted, management will be provided with recommendations regarding which key issues to address when developing and implementing a PM strategy at DUT. The research study will outline the factors that contribute to the implementation of the PM strategy in a university of technology, drawing this information from employees and managers who responded to the survey questionnaire and participated in the focus group interview. With so many changes in HE and transformation targets being set for UoTs, it is significant for such organisations to manage and evaluate their performance on a regular basis, in order to ensure organisational effectiveness. Management focus from both organisational and individual employee levels should be to measure and manage performance to improve organisational and personal growth and success (Brudan, 2010:110).

Brudan (2010:113) further comments that the introduction of the Business Score Card (BSC) in recent years has facilitated the opportunity for managers to incorporate strategic performance management with individual performance management. The BSC is widely used by both public and private organisations in order to manage organisational performance. In addition, the ongoing public sector reforms that are geared towards the use of performance information to improve organisational performance assists in the management of performance (Campbell, 2015:47). Public sector entities have benchmarked best international practices on the usage of performance information, in order to ensure an improvement of organisation-wide performance.

DUT, as a public entity, has formed strategies to develop its competitive edge by branding itself through the adoption of internationally recognised standards. Campbell (2015:47) indicates that the better decision-making processes for managers are facilitated by the availability of performance information. PM is fundamental for various levels of an organisation. For instance, at an employee level, PM involves the formulation of goals and objectives, generating performance standards with managers and acquiring appropriate incentives to reward employees that meet and exceed the standards (Campbell, 2015:47).

1.10 Justification/Rationale

The implementation of a PM strategy at DUT is fundamental and in line with international best practices for the management models adopted by universities globally. The research study should be conducted to assist DUT in consulting its workforce on which issues ought to be considered when designing and implementing a PM strategy in order to enhance organisational effectiveness. This research study will further aid in voicing employee attitudes on the implementation of a PM strategy. The analyses of the attitudes of workers and SEMs, who now work in a new university setting that has transformed from a technikon to a university, are important to study.

McKenna (2012:268) comments that attitudes contribute to how people choose to use available information in such that, for instance, people choose to use information that is consistent with their attitudes and ignore that which conflicts with their attitudes. Attitudes are further categorised (McKenna, 2012:268) into three components, namely beliefs, feelings and actions. The attitudes help people to develop order in looking at their surrounding environment, and to make meaningful predictions of such an environment. Thus, it is rare for individuals to support something they have a negative attitude towards, especially in the workplace where formal employment relations exist between management and employees. The attitude of DUT employees will help determine whether the implementation of PM strategy in the university has been resisted, and whether the attitudes of employees about the implementation of PM strategy are either positive or negative.

1.11 Limitations of the Research Study

The following are the limitations of the research study:

- a. The available resources to conduct the research study at DUT are limited. According to existing statistical theory, as explained in the sampling section, the research study to be conducted optimally needed a target population (for the survey questionnaire) of approximately 523 participants. However, the researcher was only able to draw 100 participants as the sample size, due to time constraints for study purposes and the availability of financial resources to cater for larger numbers of data.

- b. The second limitation relates to the time constraints with regards to the approval of the research study and the actual collection of data. The requirements for completing the dissertation at the University of KwaZulu Natal (UKZN) make it difficult to contact every employee at DUT. This is a mini-dissertation for a course-work masters programme.
- c. The third limitation that should be considered is the sensitivity of the research study, which will impact on the willingness of participants to take part in the collection of data. The lack of support from the DUT to promote the research study might also impact on the trustworthiness of the study by the target population.
- d. Due to a limited time frame, it was also not possible to contact and engage the trade unions at DUT to understand their role in promoting the implementation of a PM strategy at DUT.
- e. Employees that are employed on a part-time and on a fixed-term contract were not included in the study population.

1.12 Delimitations of the Research Study

The research study was only focused towards full-time employees that work at the DUT. It would have helped if the research study was conducted on both universities of technologies that are in Durban, namely the Durban University of Technology and the Mangosuthu University of Technology. This would have provided a bigger sample frame and an opportunity to make a comparison between the two universities of technologies. The amount of time spent on physical distribution of the survey questionnaire and the schedule of the focus group interview took considerable time.

1.13 Summary

This chapter presented an introduction and background of the research study, outlined the research objectives and the questions that focused on the attitudes of employees towards the implementation of PM strategy in a university of technology. The focus of the study was at DUT and thus did not provide arguments to look at other universities of technology. The purpose of the study has been to assist managers to understand how they can effectively design and implement a PM strategy in a UoT. The problem statement has shown that implementation of a PM strategy is a challenge in the public sector, especially in the higher education setting.

Literature debates the difficulty universities experience in managing the performance and workload of academics.

The next chapter offers a general examination of the literature, regarding what PM strategy is, as well as the conceptual framework for the research study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter provides a broad discussion of what PM strategy entails and why it is important that it forms part of a corporate strategy of a public HEI, which is a universities of technology. A literature review of existing studies on the importance and benefits of a PM strategy is discussed, and the implementation of a PM strategy through the available PM systems are briefly explained. The chapter also outlines the impact of employee attitudes in the workplace, taking into consideration how employees behave in relation to implementation of PM as a university sub-system.

It is argued that PM strategy and its implementation is beneficial for the survival of any organisations, whether private or public. As a result, public universities are encouraged by global society to improve their reporting frameworks in order to improve accountability and sustainability through equitable corporate governance mechanisms. According to Ter Bogt and Scapens (2012:451), the drive of promoting more accountability in universities has been highly influenced by the rise of New Public Management (NPM), which has forced managers in public sector organisations to adopt best practices in the business sector. Benchmarking help managers to improve efficiency and productivity in public organisations. Public sector organisations are constantly engaged in ways to improve their administrative processes. Some of these approaches includes benchmarking international best practices from business organisations. Therefore, Ter Bogt and Scapens (2012:452) state that managers in public sector organisations should benchmark best practices from private businesses and adopt these various approaches towards how they manage performance in their organisations. Thus, it can be stated that the NPM promotes the use of performance measurements through managerialism in the public sector. However, there is no concrete evidence that PM makes organisations successful or that business organisations that implement it are profitable. Poister et al (2013:625) indicate that there is no empirical evidence to validate that PM processes benefit the performance of any public sector organisation.

The concept of PM at an organisational level is multi-dimensional and requires an integrated approach to be adopted by those that intend to design and implement PM strategies in their organisations. PM can be viewed from different perspectives namely, strategy, organisational behaviour, organisational development, and operations management, as well as economic, accounting, HRM, and project management perspectives.

2.2 The importance of PM in higher education institutions (HEIs)

This section explains and describes why PM is important in HEIs and provides reasons for managers and employees to advocate for its effective development and implementation in their organisations.

Firstly, Adams (2013:384) maintains that universities, including graduates and professors, are expected by society to lead the development of society, which affects people and the universe. The significant influence that universities have on future leaders, teachers and parents, shapes the actions of future generations. Furthermore, the influence of the public interest to universities is not only directly related to education, transfer of knowledge and research, but also towards the management of universities, which includes being accountable for its performance (Adams, 2013:384).

As argued by de Waal and Kerklaan (2015:85) HEIs that have developed effective management control systems are fundamental to the development of a country. This means therefore that all HEIs are under pressure to develop management control systems that will ensure they perform optimally. de Waal (2013:384) explains that the pressure for universities to improve their performance is influenced by many factors, including globalisation trends, since the HEIs have moved towards the massification of their operations. Thus, market-driven transparency and accountability have been pushed as part of the education sector's agenda by increasing the regulations of central governments to monitor academic work through institutional regulations, organisation management models, utilisation of quality assurance systems, and 'evidence-based practices (Turk,2016:21). As a result, all public HEIs might be obligated to be efficient in their operations, expand the services they offer to the public, as well as diversify their operations. For example, massification as stated by de Waal (2013:384), results in a large influx of new students both locally and internationally who come with increasing student demands for better

and more diverse education, and highly rely on public funding through taxes and government subsidies.

Subsequently, due to high dependence of public HEIs on public funding, budget constraints from governments globally have affected the sustainability of various HEIs, including universities in South Africa. Likewise, de Waal and Kerklaan (2015:85) indicate that HEIs have to manage growing student numbers, arrange support for improved infrastructure and facilities, provide revised curricula that is relevant, source sustainable funding opportunities, and improve graduate attributes to ensure the attractiveness of their graduates in the labour market.

The increased focus on the development of effective PM systems in universities has also been highly influenced by constrained budgets and resources allocated to the public sector. Some of the resource challenges of universities are due to increased massification of higher education. Conversely, the South African higher education sector is impacted by a variety of socio-economic conditions that affect the allocation of resources by government. Moreover, HEIs are required to direct resources towards strategies geared to improving support for staff and management capacity, along with promoting technology and innovation in teaching and learning processes (de Waal and Kerklaan, 2015:85).

Furthermore, HEIs have to change and adapt their managerial models towards business-oriented practices in order to remain competitive and survive. In addition, Stukalina (2015:70) finds that HEIs today also have to focus on ways of increasing their revenues, in entering the continuously evolving, global education market. Similarly, DUT finds itself with similar challenges, such as the need to increase revenue and decrease costs that affect its sustainability. Therefore, these institutions (such as DUT), in order to survive in the global market, have to ensure that their managers focus on decreasing the costs in order to ensure that the university stays competitive and affordable (Stukulina, 2015:70).

The implementation of a PM strategy might make DUT neither successful nor failed. On the other hand, there are benefits in implementing PM that assist management and employees in improving efficiency towards the use of organisational resources. The crucial point here is that, various universities in other countries, such as the United Kingdom, have started designing and implementing PM strategies (Taylor and Baines, 2012:111).

Consequently, such universities are seemingly implementing PM strategies in order to reflect on growing competition, reviving their focus and increasing imperatives that enforce accountability. As a result, Taylor and Baines (2012:111) argue that, at an international level, universities are required to shape up and improve performance to ensure survival within competitive spaces of higher education. Subsequently, Türk (2016:21) states that the education sector is now exposed to high intense regulations by governments across the world, resulting in significant changes to the academic structure of the universities. Universities nowadays are engaged in the development of a mixture of market driven transparency, which promotes accountability at institutional management levels and creation of evidence-based practices.

Likewise, PM in organisational settings has many diverse meanings that all relate to one objective, which is about 'improving performance'. Improvement of performance mainly results in the development of objectives for the effective managing performance (Hutchinson, 2013:2). Accordingly, through the interest of people in learning how to manage their performance effectively and efficiently, organisations could assure that what is being executed in performance is of desired standards, generated to support the attainment of the strategy goals of the university.

Generally, the management of performance is viewed as the role and responsibility of managers. In fact, according to Verweire and Van Den Berghe (2004:35), PM is viewed as an agent of change in organisations and is interdisciplinary, which means that it cuts across a variety of disciplines. At this point, organisations and their people need to be able to step out of their comfort zones, and commence to learn about the changes currently taking place around them, in order to develop meaningful plans for their organisations (Haines, 2000:9). The responsibility of management is to facilitate the effective PM practice that will take the organisation to the next level. Thus, in some instances, managers serve as drivers that enforce regulations among employees, while in other instances, managers consult and support staff concerning change and improvement in order to enhance organisational development and effectiveness (Verweire and Van Den Berghe, 2004:35).

As Hutchinson (2013:2) argues, PM is portrayed as an integrated process in which managers engage with their employees to set expectations for performance, measure and review the

results, agree on improvement plans, and sometimes reward outstanding performance. Successful organisations understand that people are at the heart of building their sustained competitive advantage. Enache (2016:75) explains the foundations of PM on the principle of management by agreement, rather than management by command. Therefore, people orientation appears to be at the heart of designing good PM strategies that lead to competitive advantage of organisations.

Likewise, the overall organisational strategic management processes are essential to the formulation and implementation of PM in an organisation, with the essence of managing performance based on attainment of the business strategy. Along the same lines, Haines (2000:13) argues that strategic planning as a process enables managers to develop a structure that will help organisations towards the implementation of the formulated plans.

Correspondingly, it is important to develop strategic plans that really fit the organisation's resources in such a way that the developed strategic plans are implementable, through active engagement of employees and managers. In addition, organisations that have no institutionalised structure are unable to have a vision on customer-focus and thus have plans that fall prey to the 'SPOTS' (strategic plans on top shelves) syndrome (Haines, 2000:13). Therefore, universities of technology have to align their PM towards their strategic plans and task the PM ambit towards actioning the PM strategic across all sectors of the organisation.

The development of a PM practice is to motivate employees of the organisation either through rewards or through development opportunities. Similarly, Ledin and Machin (2016:8) remark that organisational strategic goals are focused on employee growth and development as they preserve the use of verbs such as 'build', 'deliver', and 'grow'. Differently stated, PM should be viewed in a positive light in which positive performance and best practices will be rewarded, while training and development opportunities will be offered to employees that have demonstrated weak performance. In other words, Türk (2016:18) observes that PM, in principle, is a process of measuring and developing individual employees and team performance. Thus, managers should not implement PM as a mere practice intended to 'dispose of deadwood' or to dismiss poorly performing employees.

PM practices involve goal setting and planning, monitoring and evaluation of employees, communication and feedback, as well as compensation of employees based on their actual performance results. PM should provide an integral, managerial control system aimed at improving employee work activities and results (Türk, 2016:19). Furthermore, the system should provide a platform where both the employer and employee express their wishes and ideas for creating mutually beneficial relationships. PM consists of regular information and communication geared towards employee development, as well as the attempt to create a conducive work environment (Türk, 2016:19).

The PM process aligns individual performance with organisational performance goals and priorities, which is due to employees being made aware of how they can best perform to meet such organisational goals (Selden and Sowa, 2011:252). In other words, there is a need to ensure that organisations understand the behavioural part of the PM process, as individual reactions of employees will differ regarding how performance is managed in the organisation. Initially, Selden and Sowa (2011:253) state that PM encompasses a collection of activities implemented by the organisation to improve employee performance. Sahoo and Jena (2012:297) supplement this argument by describing effective PM systems as focused on ensuring attainment of the organisation's goals through effective monitoring of work performed by employees.

Policy makers of the education sectors across the world are pressured to reform their education systems through the design and implementation of PM strategies in order to promote accountability and enhance sustainability (Saultz, 2015:476). The significance of managing performance has grown rapidly in the public sector and the education landscape has specifically seen many approaches geared towards performance improvements and quality assurance being implemented across the institutions, so as to ensure sustainability and social responsiveness of the education institutions. For example, Saultz (2015:476) states that the public believes that neither teachers nor educational leaders have been held accountable for student performance for quite some time. As a result, this lack of accountability allowed poorly performing schools to continue and bad teachers to remain in the classroom, despite displaying poor performance over long periods of time (Saultz, 2015:476). Consequently, such lack of accountability has resulted in education institutions, including schools and universities, being widely criticised and labelled as wasting public taxes due to the many prevalent inefficiencies identified. PM

consequently seems to be viewed as the strategy that promotes accountability in the execution of business strategies.

PM strategy is viewed by Cokins (2002:02) as the intelligence gap that enables organisations to translate plans into results. The translation of plans into results is never easy as it includes a variety of business activities, processes and decisions regarding which resources ought to be committed to execute the business strategy. Therefore, PM as a system is viewed as the integrator of various resources in order to attain desired outcomes. As an illustration, Broadbent and Laughlin, (2009) maintain that a PM system at an organisational level involves defining, controlling, and managing both the attainment of the ends, as well as the means employed to achieve those ends.

Choong (2013:536) indicates that performance measurement systems have received extensive usage in both academic and business practices and which has demonstrated a shift from traditional approaches of performance measurement focused on accounting drivers, to viewing organisational performance as inclusive of non-financial drivers. Furthermore, Choong (2013:536) contends that the current accounting measurement systems do not account for generated knowledge by staff, and do not balance historic data with future predictions. In addition, PM should not be narrowly understood as merely an appraisal of performance. Performance appraisal is just techniques of PM system, which are geared towards measuring performance to enhance strategic planning (Aguinis et al 2011:504). Thus, performance appraisals are techniques used to operationalise the PM strategy so that organisational strategy can be implemented in all the sections and functional areas of an organisation. The main roles of performance appraisals are purely for monitoring and reviewing performance activities in various parts of the organisation.

Lastly, PM affords employees a clear understanding of what is expected of them and how to meet the required performance standards. PM systems connect employees to explicitly understand the PM framework in order to actively participate towards the execution of the corporate strategy. Informed employees will be self-motivated to attain the agreed-upon standards which are aligned to their individual goals and needs.

2.3 PM as a strategy tool

Hutchinson (2013:25) argues that managers should view PM in alignment with the organisational strategy and to ensure that all policies, processes, and procedures regarding implementation of PM are also aligned to the organisational strategy. PM cannot exist without an organisational strategy. Likewise, Ana-Maria et al (2009:277) view PM as a strategy that develops an integrated approach to drive the delivery of organisational success by improving the performance of employees as well as building employee capabilities to work as teams players and individual contributors. PM is seen to trigger organisational development in order to lead to organisational effectiveness. Thus, PM strategy enables organisations to develop frameworks for managing performance of their people (managers and employees). Equally, PM strategy resonates in the corporate strategy and is mainly cultivated during strategic planning processes where performance is regularly reviewed in order to develop new goals and objectives.

As a result, PM strategy is forward-looking or future focused, as it develops a framework for using past and present data in order to predict and plan for future performance. In addition, Poster et al (2013:625) views PM as a system for using strategic planning and performance measurement tools to generate performance information that will be used for decision-making purposes. The focus on PM advocates that managers should move practices beyond just measurement drivers to implementing management drivers in order to overcome barriers that affect the formulation and implementation of the PM strategy (Sanger, 2008:70).

Organisations that fail to develop PM strategies during their strategic planning stages are mostly those that develop strategic plans that are filed in cabinets and never executed. Bromiley and Rau (2014:1249) state that, as a 'practice-based view (PBV)' a strategy allowance helps companies to develop and revise strategies based on performance monitoring. Organisations that monitor current performance are able to utilise that data during strategy planning to review current performance to improve future performance. Past performance is therefore utilised to project future performance. Bromiley and Rau (2014: 1249) define a practice as a set of activities that the organisation has to perform in order to attain its desired goals. Because of this, organisations are able to choose risks mainly in the area they know and have worked in or that which other groups and organisations have performed in (Bromiley and Rau 2014: 1250).

Monitoring performance helps organisations to understand the risks they face and to be able to study their competitors. Thus, the experience of past performance seems to have a major influence on the development or revision of organisational strategy and that performance information is acquired through the framework embedded in PM strategy. Bromiley and Rau (2014:1250) further state that the strategy to work on high-risk activities largely uses management incentives and firm past performance in order to explain firm performance.

In the public sector, PM strategy, as discussed by Poister et al (2013:625), usually refers to engaging all the role players in the strategic planning of the organisation. Such an engagement results in the establishment of a strategic direction and major goals of the organisation. Through this managers are able to set-up more specific objectives and perhaps targets at multiple levels of the organisation. Performance measurement techniques are utilised to help managers focus business activities towards the achievement of the objectives. Thus, PM systems and frameworks are aligned to the strategic planning process in order to ensure a clear direction towards the attainment of developed organisational goals and objectives.

It therefore seems that public HEIs take strategic planning very seriously as this is viewed in line with requirements for accountability that is necessitated by high reliance on the use of public funds. Public sector managers regard PM as crucial in the engagement of the organisational strategic planning process in order to monitor and improve performance.

2.4 The impact of attitudes on the behaviour of employees

The attitudes of employees at DUT are important to help understand how employee behavior impacts the implementation of PM strategy in an organisation. The assumptions made in the research study is that managers and employees at DUT resist the implementation of PM strategy. The theoretical understanding of what attitudes entail assists in acquiring a clearer picture of people's attitudes towards PM strategy implementation.

Attitudes are regarded as persistent systems of evaluations, whether positive or negative, affect emotions of people and influence the actions that people eventually take concerning the individual's view of the world. McShane and Von Glinow (2005:111) write that emotions are critical to the behaviour of employees in the workplace. Attitudes represent the collection of

beliefs and feelings, which demonstrate the intent of an individual to behave in a particular manner towards others, object or an event (McShane and Von Glinow, 2005:111).

As can be expected, employee behaviour in the workplace is influenced by the attitudes they possess about their surrounding environment. Attitudes are a mixture of beliefs, feelings and intentions to behave in a certain manner. In addition, an attitude refers to the willingness of a person to respond in a certain way to somebody else or to an object or a situation (Cook, Hunsaker and Coffey, 1997:170). Attitudes are best understood through analyses of emotions, as emotion and attitudes are central to the behaviour of individuals (McShane and Von Glinow, 2005:112).

2.4.1 Three components of attitudes

The three components of attitudes are beliefs, feelings and behavioural intentions and these are discussed below.

- **Beliefs**

Beliefs refer to the perceptions that exist regarding the attitude object, which means what the person actually believes to be the truth (McShane and Von Glinow, 2005:112). An example would be that an employee believes the implementation of PM strategy results in layoffs or demotions, another employee might believe that implementing PM strategy might lead to promotions and organisational effectiveness.

- **Feelings**

Feelings are viewed to represent the evaluations, either positive or negative, of the attitude object (McShane and Von Glinow, 2005:112). An example might be that one employee might believe that implementing a PM strategy is bad whereas another employee might believe that implementation of PM is good.

- **Behavioural intentions**

The behavioural intentions are viewed to represent a person's motivation to participate in a particular behaviour that represents the attitude object (McShane and Von Glinow, 2005:112).

One employee might decide to resist the implementation of the PM strategy and involve his or her labour union to support his intentions.

2.4.2 Cognitive dissonance

There are cases whereby an individual's behaviour might be viewed to be inconsistent with the attitudes they possess. Cognitive dissonance occurs when we recognize there is a level of irregularity between feelings, beliefs and behavior, which in turn creates an uncomfortable pressure resulting in changing one or more of the elements that will affect the behavior of the individual (McShane and Von Glinow, 2005:115).

2.4.3 Attitudes and productivity in the workplace

Employee attitudes towards their positions are crucial as they influence employee productivity and job satisfaction (Cook et al, 1997:171). The attitudes of individual employees differ in the workplace and as a result, influence their behaviour and job satisfaction. For example, an employee (Siseko) might have a boss that he believes is cruel and racist towards him, so his attitude might be negative about his manager. Siseko might choose to display positive behaviour towards his manager, for which he might receive a positive response from his manager that could result in his attitude of disliking the manager changing to be positive. Cook et al (1997:171) further state that, the attitude the employee has about his or her job is known as job satisfaction.

2.5 Theoretical and conceptual framework of the research study

Systems thinking theory contributes fairly to the formulation of business plans and operations. Systems thinking as a theory depicts an organisation as a whole that consists of interrelated components and sub-systems. Haines (2000:32) comments that the incorporation of a systems framework in organisations is a critical element that helps an organisation to choose between failure and success. As PM exists in the corporate strategy, it also forms a part of a system that is connected to other organisational systems, which contribute to organisational effectiveness.

2.5.1 Theory behind systems thinking

This research study proposes that a positivist philosophy that embeds systems thinking is essential for the creation and implementation of a DUT PM strategy resonating in the university's corporate strategy. According to Haines (2000:33), systems thinking provides a platform to adapt to various disparities and difficulties of a vibrant organisational environment that is affected by variables inside the organisations and other variables that are outside the organisation. The incorporation of a systems framework in the organisation is a critical element that decides between its success and failure. Haines (2000:32) clarifies that, in a systems thinking perspective, an organisation is viewed as an organic form that is alive and influenced by various parts that can be broken down into smaller components. Tokoro (2010:5) describes the system as open when it is influenced by the outside world and is interactive with various other systems in the world. Thus, the systems thinking approach depicts an organisation as a whole that consists of interrelated components and sub-systems. This theory has been widely used in the field of business management, and is important in the formulation and implementation of strategic planning (Haines, 2000). Haines (2000:33) further states that systems thinking has a durable structure that is able to provide flexibility in adapting to many organisational changes and complexities of the changing business environment.

Systems thinking does also relate to the formulation and implementation of PM as a sub-system of an organisation-wide system. Hutchinson (2013:2) describes that the main objective of PM is focused on improving overall performance of the organisation, and may be viewed from various wider perspectives such as, at an organisational level, sectoral level, departmental level, and personnel-manager level, as well as individual employee level. Therefore, PM is the key to drive execution of a business strategy as it is integrated in the business strategy and forms part of a system connected to other organisational systems, in order to lead to organisational effectiveness.

Developments in systems thinking have led to the creation of space for understanding how interdependent sets of variables connect to each other, and how sub-variables operate within the interconnected framework (Gharajedaghi, 2007:473). Systems thinking has also helped to shift people's understanding of organisational existence from the mechanical system to a socio-

cultural system, which according to Gharajedaghi (2007:473), provides more understanding and care for people in the workplace.

Conti (2010:354) argues that quality management in most international companies seems to be conceptualised wrongly, as it is not aligned to systems thinking perspectives. This has led to more emphasis on techniques and processes, rather than on the management part of strategic quality management, whose main focus is on continuous improvement and discussion. The techniques and processes used by managers might seem to be fragmented and thus create a general management problem for organisations. This lack of systems thinking perspective by management across the organisation might lead to a creation of silo-type firm with excess focus on specialisation of work.

2.5.2 Systems thinking in HE

Dunnion and O'Donovan (2014:23) presents arguments to emphasise that managers of HEIs need to move away from the management ideologies that are based on command and control concepts to adopting a systems thinking concept. The systems thinking as a theoretical concept enables managers to view their organisations as end-to-end systems that are bounded by the satisfying the demands of the beneficiaries of the services they offer. The increased competition amongst universities puts pressure on managers to move beyond controlling operational efficiency towards ensuring the satisfaction of students and the delivery of high quality courses or academic programmes. The role played by HEIs is fundamental and contributes to the continued development of the lives of people. Sedlacek (2013:74) hold the position that the key role of universities in society is about training and educating people as well as participating in the governance structure at national and regional levels. Regions and communities should adopt a stakeholder oriented strategy to engage universities as important role players who have a direct contribution to regional and social development (Sedlacek. 2013:74). Thus, universities are often requested to delegate academics and researchers to serve at government boards in order to improve capacity and advancement of social standards.

Recent times have triggered a need for universities to expand their operations and to reach even remote areas of the poor. This has been more realistic through the availability of public funding to support the accessibility of universities to the public majority. Fischman and Ott (2016:2)

confirms that the growth and transformation of public HEIs was not only driven by the governments' approval and regulations, but also by the pressures from the grassroots protests made by communities, students and political candidates. It is evident that in the past universities were male dominated, and racially segregated, but recently there seems to be shifts towards opening universities towards minorities such as women, elderly people and poor persons.

The expansion of HE has subsequently led to the increase in the availability of graduates in the regions (Fischman and Ott, 2016:2). All these changes are pointing managers of HEIs to focus on developing interconnected activities in order to drive the assurance of improving public service and this includes integration of teaching, learning, community engagement and research in order to enhance student success. Kapetaniou and Lee (2016:1) emphasises that universities are regarded as key agents of economic and social progress, and their roles require interactions with industry and society to enhance the traditional roles of teaching. These could be achieved through industry partnership projects that will assist in solving social matters. The public universities are always viewed as open systems as they are publicly funded by various stakeholder groups who all have an interest in what they deliver in society. This proves that universities are regarded as open systems that are impacted by what happens in the societies they are in. Kapetaniou and Lee (2016:2) asserts that universities are constantly engaged with other role players in order to develop innovative processes to enhance the development of communities.

2.5.3 Systems thinking on PM strategy

Mele, Pels and Polese (2010:127) indicate that, a system is an entity, which is an intelligible whole with its boundary that distinguishes its internal and external elements and clearly identifying inputs and outputs that are important for the functioning of the entity.

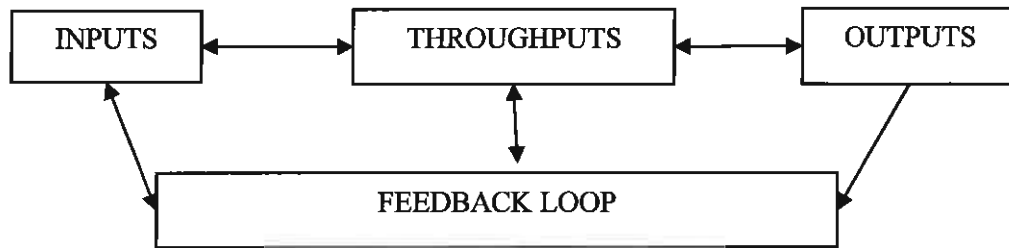


Figure 2.1: Systems theory diagram

Source: Developed by the researcher

Systems theory (Figure 2.1) illustrates how PM as a subsystem is interdependent with other organisational variables, and links up with various organisational processes to create a desired output for the subsystem and then for the whole organisation. Figure 2.1 depicts that PM strategy is an input subsystem that when implemented appropriately through approved organisational processes by using adequate tools and instruments (in the throughputs section), will lead to the desired outputs. Systems thinking is important for implementation of PM in universities. Besides, universities are considered key agents in economic and social transformation (Kapetaniou and Lee, 2016:1).

Mansor and Tayib (2013:1) contend that the pressure in the public sector to provide outcomes-based performance management has resulted in increased performance and evaluation activities at all levels. This has exerted more pressure on employees and managers to drive the processes of performance management without an explained strategy and lack of discussion of the PM concept with all the role players. The major identified problems about the implementation of PM strategy is usually the lack of integration between PM at strategic, operational and individual levels of organisations (Mansor and Tayib, 2013:1). The organisation-wide desired outputs are normally focused towards optimal performance, sustained competitive advantage, as well as profitability of the organisation. Other human oriented benefits could include employee satisfaction, compensation and benefits, promotions, and recognition, as well as managers that see their sectors or departments become the best performers in the organisations. The other important stages of the system relate to the feedback loop (where all processed

information is pointed back to the other stages for improvement), as well as the environment, which in this case might mean the context in which a particular strategy is implemented.

An open system is referred to as a system that is open to the outside world and is interactive with the world through its channels or membranes (Tokoro, 2015:5). Each own segment of the system has its own environmental factors that has to be taken into consideration. The outside environment has an impact on the functionality of each section in the system. For example, in the case of PM strategy, labour legislation has a huge influence on how people-centred a company is in applying such a legislation. Tokoro (2015:5) points out that an open system consists of subsystems, in which each subsystem is an open system in its own right. PM strategy is derived from the organisation strategic plan and may be termed a sub-system in its own right.

With reference to Figure 2.1, PM strategy as a sub-system may consist of various inputs, such as people, a framework, standards, policy, job analysis, remuneration, labour relations policies, and an employee skills development plan. PM strategy involves improving the organisation's focus on its strategy as well as on efficiency and effectiveness of an organisation through continuous improvement of the performance of employees, managers and work-teams. Palaima and Skaržauskienė (2010:330) comment that effective leaders are required to be systems thinkers in order to make effective decisions in the dynamic complex world. The conception towards an organisation has shifted from viewing organisations as mere biological models but towards viewing them as socio-cultural models. Organisations that are socio-cultural are driven by a need to constantly change the attitudes of managers and leaders to systems, or holistic thinking (Palaima and Skaržauskienė, 2010:331). Leaders are now required to be responsive to the people (employees, customers) and to develop strategies to respond to environmental issues in society at large (such as implications of global warming, corruption, poverty, racism, riots and wars). Palaima and Skaržauskienė (2010:331) further state that systems thinking involves a broader understanding of looking at larger quantities of connections in order to create a better understanding of the complex reality.

PM strategy links to other HR and business strategies in the organisation and it impacts on the people in the organisation. This can either create sustained competitive advantage or destroy collegiality in the organisational setting. Haines (2000:55) advocates that an organisation is able to develop a shared vision of its future through its strategic planning. The developed strategies

also identify clear values and the culture that underpins firm performance. Systems thinking motivates organisations to look into their futures and then look backwards into the realities of today, so as to understand the best manner in which to get to where they want to be. In systems theory, organisations are viewed as systems; they consist of components that work together to create coherence in the attainment of organisational goals. Thus, organisations are seen as a system built around an input-output cycle, where the energy from outputs reactivates the system (Mele et al, 2010:128).

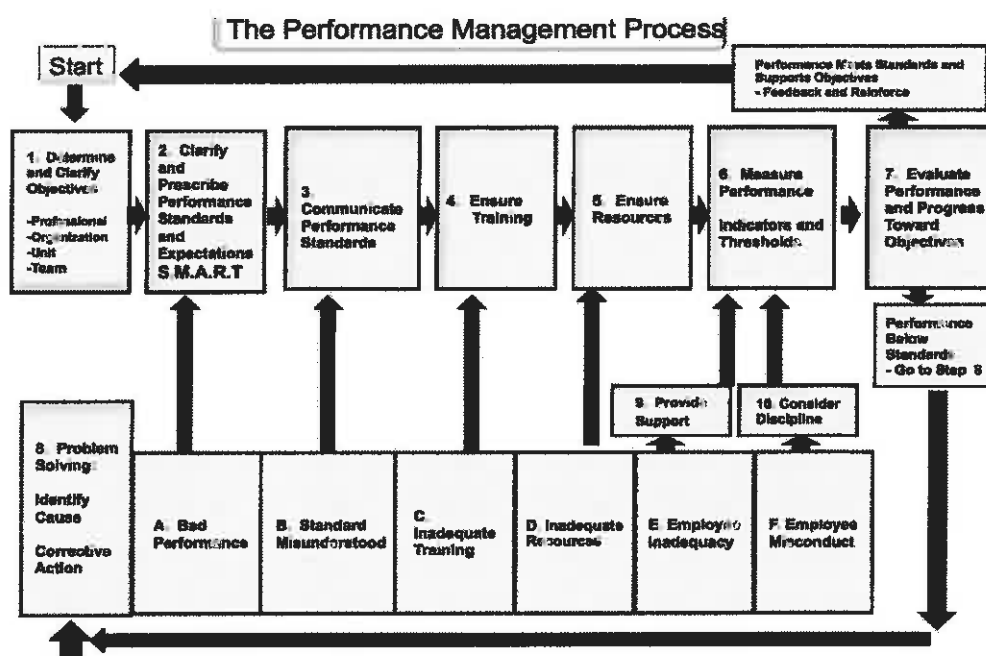


Figure 2.2: Performance management process

Source: Ellis and Normore (2015)

An illustrated diagram (Figure 2.2) of a PM process was taken from Ellis and Normore (2015:1), adapted from Lawrence and Coulis (1986). This PM process provides various stages of implementing the PM strategy, which clearly demonstrates an existing, organisation-wide strategy to manage the performance of people in the organisation. It is very detailed, which provides a better reflection regarding the importance of each stage. All the boxes are interdependent, while the system is more focused on output creation, the feedback areas connect all the boxes together to form a whole. The focus relates mainly to the awareness of employees and managers concerning the implementation of a PM strategy in the university. In a variety of organisational spheres, employees have a sense of how their performance will be measured.

Mele et al (2010:128) emphasise that organisations have various models which are designed through an input output cycle. Systems theory stresses that various organisational systems are interdependent and contribute to a profitability or sustainability culture in a particular organisation. Organisations find it difficult to develop integrated strategic plans that bring all organisational resources into a one whole, with the purpose of attaining the organisational goals developed by the relevant stakeholders. Conti (2010:355) maintains that the system's characteristics, including behaviour and performance, are mainly determined from the interdependence of the variables as the main factor.

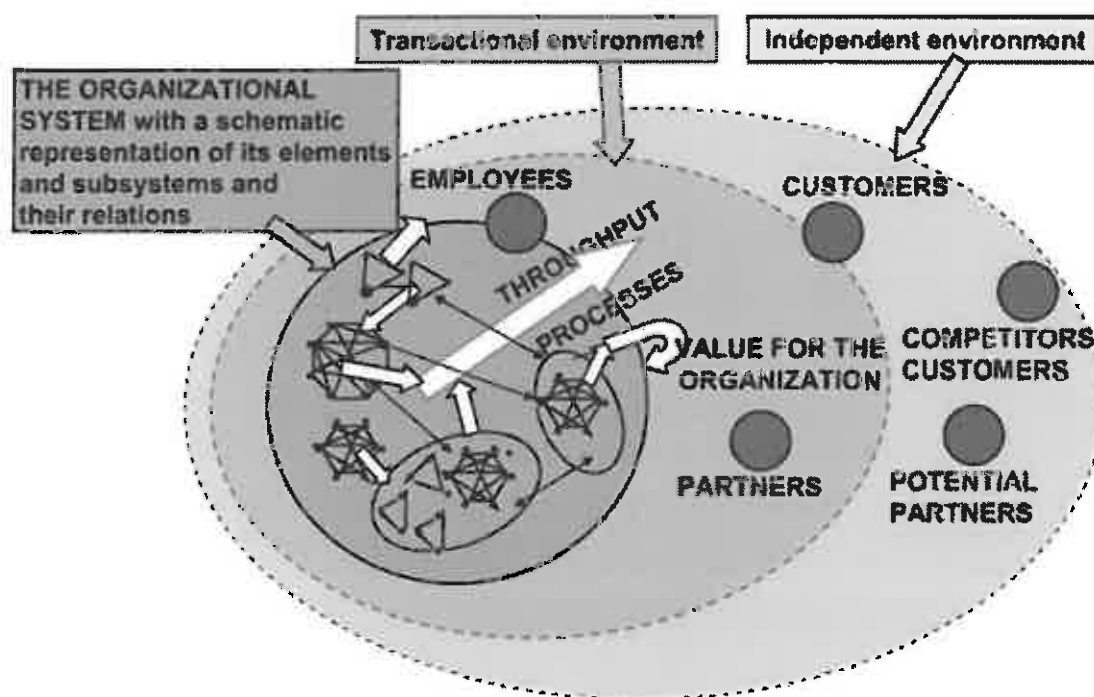


Figure 2.3: The organisational system and its environment

Source: Conti (2010)

An illustration is provided (Figure 2.3) of a systems theory that depicts an organisation as an open system that includes various sub-systems. The organisational system refers to an organisation or firm absorbed in a wider environment. The fundamental value Figure 2.3 is that the organisation itself is dynamic, and its ability to build synergies with the other variables that are found in the environment is enormous. Conti (2010) indicates that the mission of organisations is to engage people at various levels in order to generate business value for customers and employees and shareholders. A transactional environment, on the other hand, involves various practices that engage the stakeholders, such as employees and organisational

partners, towards making the organisational system function optimally; this can be directly influenced by the organisation. The independent environment consists of the market the organisation operates in, where customers and competitors are able to interact with the organisation. The independent environment needs to be learned effectively by the organisation, to gain a better understanding of the organisational environment as it consists of various ingredients that will enable the organisation to attain its strategic goals. The underlying deeper environment which includes environmental issues such as poverty, globalisation, corruption.

2.6 Challenges associated with the implementation of a PM strategy

Wilkes et al (2011:23) report that PM has many problems inherent in any management system, as most people do not appreciate having their performance constantly monitored. It is important to note that any management system will pose some challenges to the design and implementation of a PM strategy in any organisation. PM leads to higher performance and comes from the logic of goal clarification as well as performance monitoring across the organisation in order to ensure the attainment of corporate goals (Poister et al, 2013:626). Therefore, PM is conceived in the strategic plan of an organisation, which stipulates how results will be regularly monitored to assist managers with useful information for better decision-making that will improve overall performance. Monitoring will happen at organisational, operational and individual levels in order to provide different scope of data for managers.

2.6.1 PM in public HEIs

Gerrish (2016:48) claim that common nature of PM systems has seen them being allocated to public institutions with the expectation that they could improve the competitiveness of public institutions. However, Kalman (2016:22) argues that PM systems are normally viewed from the perspective that they do not improve the performance of public organisations but rather encourage behaviours that increase only measured performance, while negatively affecting the actual performance of workers. In addition, Kalman (2016) further stipulates that there are some programmes in the public sector that experience difficulties in the use of performance measurement techniques and some of these difficulties are also prevalent in the HEIs. This is mainly due to the complexity of roles they play, and where outputs or outcomes are difficult to quantify in the similar manner like in the commercialised industries (Poister et al, 2013:626).

Simmons (2002:87) points out that universities in the past (during the 1970s) used to adopt a 'laissez-faire' approach to the management of organisational performance. For instance, Simmons (2002:87) affirms that the managers of universities delegated any form of management of performance to individual staff members, especially the performance of academics. This arrangement was made before management trusted staff believed to perform that they were performing to the best of their abilities towards meeting organisational goals. Universities in the past operated under this managerial and leadership trust within an ethos that promoted high independence of academics and scholarship and valuing academic freedom and collegiality between academics and management (Simmons, 2002:87).

On the other hand, during the 1980s, universities, as with most public sector entities, were forced to reform their management control models due to economic pressures that threatened their sustainability. They were thus forced to become market driven and customer-focused by ensuring value for money to the public as a strategic direction to improve sustainability (Simmons, 2002:87). The various pressures, which include political, financial, and social justice issues influenced universities to change and improve how they manage their performance with the aim of assuring the public of their accountability. Furthermore, government regulations emphasised the standardisation of quality assurance standards to govern teaching and learning and to ensure widening of access (Simmons, 2002:88).

Kalman (2016:22) maintains that most people do not enjoy formulating and implementing a PM strategy. There are some workers that believe that PM systems are misguided, or that management poorly applied the PM system, and in some instances one finds arguments that PM systems are used for political gains within organisational settings (Kalman, 2016:22). There has been deteriorating trust about the concept of PM amongst the employees since the underprivileged normally believe that the strategy is only geared to sustain the power of those privileged ones. PM may be viewed by some managers as a tedious process that escalates problems between managers and employees. Barr (2016:16) states that PM has been traditionally developed for manufacturing organisations where 'outputs are tangible' and consistent making it easier to control and not for non-manufacturing organisations where outputs are intangible and fluctuate. Universities are mainly focused on teaching and learning, research and engagement. These activities are all intangible processes carried out by personnel

of the university, leaving the question of whether PM strategies and systems are beneficial to the academic educational sector. However, there is vast literature that outlines the significance of PM for any organisation including universities.

2.6.2 Poor strategic planning

The only way to implement strategic PM is by developing a process of keeping the organisation on track by means ensuring that every organisational level explicitly understand the mission, vision and strategic objectives of the organisation in a systematic manner (Nambi Karuhanga and Werner, 2013:224). Managers normally do not identify performance measurements and key performance indicators in a quality cycle that focusses on planning, implementation and improvement practices that ensures corrective actions are taken for any identified deviations to strategic plans and targets.

Universities are pressurised to deliver high quality education, research and community engagement, despite facing many challenges. According to Nambi Karuhanga and Werner (2013:224), the increasing enrolments in Ugandan universities have put pressure on university resources and such pressure poses a threat to institutional performance. Universities need to find other avenues to generate revenues. Partnerships with organisations and communities will make HEIs relevant and responsive to society.

Türk (2016:19) describes PM as an integral part of the management control model geared towards monitoring employees' work activities and work results. Failure to develop PM within the business strategy renders it misaligned and results in managers spending most of their time monitoring irrelevant employee performance. Türk (2016:19) view PM implementation from another level by realising a movement beyond employee performance analysis to a wider use of HRM activities emphasising the importance of employee development and employee orientation through the creation of the right environment at work.

The absence of a university-wide framework normally leads to the failure of the organisation to implement the strategy. The failure of organisations to effectively manage their systems, does not necessarily result from management doing things wrong (Gerst, 2013:205). Gert (2013:205) indicate that failure is the consequence of command and control as the major characteristics of

the management style of professional management in an organisation. Similarly, Mansor and Tayib (2015:4) asserts that the problems with the implementation of PM in public sector organisations is because PM systems are developed with rules and regulations that are not properly managed at various levels of the organisation. PM systems are successfully introduced at the organisational level, but unsuccessfully implemented at the operational and individual employee levels.

This is largely due to lack of transformational leadership, not changing the organisational culture as well as the confusing role played by the HR department in supporting the implementation of PM strategy as well as lack of physical resources invested to support PM implementation (Mansor and Tayib, 2015:4). According to Gerst, (2013:205), professional management relates to the thrust that work is organised into separate components where planning and decision-making roles are only assigned to management and the actual doing of the work is assigned to people at the lower levels of the organisation's organogram. Most organisations function as hierarchies with power only contained at the top and less delegation of decision-making powers. This leadership approach is detached from the reality of what happens to the business and contends that managers who adopt this type of approach rely more on reports and dashboards. This leadership results in managers not physically visiting the organisational sectors to identify activities and monitor alignment to strategy on a regular basis by constantly interacting with people, and merely focus on data supplied through reports (Gerst, 2013:205).

2.6.3 Lack of employee involvement in the design of the PM strategy

Türk (2016:19) explains that PM is regarded as a give-and-take system regarding job-related information. The employer provides a platform whereby management and employees are provided an opportunity to express their wishes and ideas towards creating a relationship based on mutually benefits. The lack of employee involvement in the design of a system to manage their performance is a problem, as people in the workplace resist use of frameworks, systems and processes which they did not develop collaboratively. The practices towards managing the performance of employees in an organisation is guided by the mutual relationship between employees and management. It is important that employees are given the opportunity to express their views and wishes regarding information relative to their performance.

Furthermore, it is evident that PM strategies that fail have not been developed in collaboration with the employees, whose performance is monitored. Managers always monitor workers as they want them to improve their performance (Barr, 2016:16). Nonetheless, most employees do not appreciate being monitored as they feel they are judged based on past performance data and this impacts negatively on their job security, as well as relations they build with their managers. The tools used in PM systems provide useful information that must be contextualised to the missions, aims and objectives of the organisation that are developed through the constant engagement of the diverse stakeholders of the organisation (Secundo, Perez, Martinaitis and Leitner, 2017:3).

Jha and Kumar (2016:21) find that human resources (HR) is far more important than any other resources available in the organisation to compete in global dynamic market places. Organisational effectiveness is attained through employees who build the organisation's competitiveness in dynamic social spaces. Jha and Kumar (2016:21) affirms that workforce engagement is a collaborative process between employees and an organisation, where management represents the organisation. Employee productivity and performance are enhanced through the development of workforce engagement strategies, which also ensures that the commitment, motivation and contribution of an employee towards achieving the organisation's goals and values is leveraged. Engaging workers in the organisation provides a guarantee that employees are aware of the expectations of management to steer the organisation towards the established organisational goals and objectives. Employees, through engagement, are responsible for improving various organisational practices through group dynamics, learning organisations and team-building. Secundo et al (2017:3) state that it is important to focus on enhancing organisational learning and promoting interconnectedness of activities across the organisation.

2.6.4 Top management silence creates anxiety around the workforce

The overrated role of managers is that they are responsible for making decisions and for communicating these decisions in a variety of forms. Rutherford (2017:119) explains that, various studies have relooked at how individual characteristics, values and managerial experiences impact on the ability of managers to assess organisational needs and the strategic decisions they make regarding organisational performance. This illustrates that the silence of

top management on the design and implementation of a PM strategy creates many organisational problems.

Rutherford (2017:119) emphasises that organisational-level decisions are viewed by employees as being taken by a group of top management even though the decision was made by a single executive. Managers in the organisation are never viewed in isolation, but rather as teams that manage the work of employees to implement organisational plans. Hutchinson (2013:13) asserts that it is the role of all line managers to design and implement human resource management HRM policies, thus leading to the assumption that PM strategy design and implementation resides with all line management, as PM is normally housed with HRM.

Baker-Shelley, van Zeijl-Rozema and Martens (2017:263) demonstrate that through visionary leadership universities can be able to provide solutions to the global crisis of climate change and capitalism. Universities have a moral duty to play by providing through education and research the societal transformation philosophy required to change production models that traditionally did not conserve the eco-system. But for universities to be able to deliver on their mandates, there is a need for its managers to demonstrate good governance practice. Accountability refers to the platform where people are required to provide justification or explanations for their own actions (Tulgan, 2007:21). This presupposes that someone, in some space is responsible for receiving an explanation regarding how something was performed by someone. Accountability, (Tulgan, 2007:21) identifies monitoring and changing of people behaviors as fundamental roles of leadership. Accountability relates to the performance to maintain existing standards.

Managers are required (Tulgan, 2007:21) to play their part by working with employees to develop business objectives. Managers must communicate these objectives to employees and ensure that expectations of the various groups are aligned. Thus, employees need to know the consequences of meaning and not meeting the objectives. Tulgan (2007:22) indicates that the strategies of tying performance to results includes adopting various philosophies such as management by objectives, forced ranking, and pay for performance.

2.6.5 Trade union unwillingness and the changing demographics of the workforce

The role of trade unions in the development of performance strategies and systems for measuring performance is significant, as these stakeholders can block the effective implementation of PM once employee job security is threatened. Thursfield and Grayley (2016:789) points out that trade unions, as entities, embrace the values of pluralism so as to promote collective bargaining on the differences that employers and labour hold in the workplace. Kim and Kim (2015:338) argue that there have been sound concerns that most managers have tended to promote the interest of shareholder values as supreme to all other stakeholders, consequently jeopardising corporative governance as labour always seems left hard done by management.

Thursfield and Grayley (2016:789) prove that, managers, with no positive input or contribution from trade unions, unilaterally develop most frameworks for managing performance. This unitarist approach results in viewing trade unions as troublemakers that should always be avoided, which has negatively impacted the effective management of performance. The culture of management who use command and control management models tend to instigate fear amongst employees. Thursfield and Grayley (2016:789) clarify that the employment relationship is characterised by an imbalance between employers and labour, resulting in unequal power relations and competing class interests, dealt with through collective bargaining and collective solutions to individual problems. Trade union dominance in SA is arguably the best motivation as to why managers should involve trade unions in organisational planning and implementation of strategies to build organisational harmony by discussing differing interests through collaborative forums.

Thursfield and Grayley (2016:789) suggests that people in organisations find problems with PM as managers apply unitarist approaches to conceptualise and implement strategies for managing performance in the organisation. Workers are then forced to conform to developed systems and submit to the prevalent management control which drives PM through employee fear and victimisation. However, the new employee groups are no longer interested in having their individual interests represented through groups, as they prefer to negotiate individually their own interests with the employer, without an intermediary representative.

2.6.6 Lack of training and development programmes around PM

The lack of existing programmes to build employee and managerial capacity, with which to conceptualise a PM strategy and design effective systems for measuring performance, negatively impacts on the organisational determination in cultivating the culture of PM strategy. Falola, Osibanjo and Ojo (2014:161) observes that organisational survival in the globally competitive environment is dependent on the firm's ability to train and develop its human capital so as to enhance creativity, as well as innovation that will improve performance, and competitive advantage.

Falola et al (2014:161) advocates that the provision of training and development programmes are the responsibility of HR practices that promote the acquisition of advanced employee skills and competences that will enable the employees to perform more efficiently. The organisation should align its training and development plans to the PM strategy. Employees of the organisation are indispensable assets that create the firm's competitive advantage and training opportunities are able to help employees perform at their level best (Falola et al, 2014:161). Results of PM strategy will determine the organisation's view of what managers should do about poorly performing employees. Managerial passion should be about the development of people and the support of poor performers.

2.6.7 The role and support of the HR department in the implementation of a PM strategy

There is no doubt from the discussions above that HR is fundamental to the development and implementation of a PM strategy in the organisation. The issue is whether PM should rest in the HR department or in all other organisational line sectors, where HR plays the role of supporter and advocator of PM strategy.

People are viewed to be at the centre of sustainable competitive advantage for organisations, while organisational performance is seen to be influenced by the HR policies and practices that should always be geared towards developing all people in the organisation. De Brito and de Oliveira (2016:91) asserts that the practices for enhancing the motivation of employees through recognition of their efforts, skills, and abilities. The opportunities provided by management to listen to the contribution of employees enable the organisation to effectively distribution of

resources which helps develop capabilities that create value for organisations, as well as improving performance to build competitive advantages. Internal company resources and capabilities provide the uniqueness of the company attributes and play a role in demonstrating the differences in the performance of companies within the same industry or sector (De Brito and de Oliveira, 2016:92).

HR strategies have the potential to demonstrate how the attributes of highly skilled workforce are valued in the organisation. De Brito and de Oliveira (2016:93) suggests that the resource-based view (RBV), through the HR strategies of an organisation, contributes to generating higher performance which enable an organisation to acquire sustained competitive advantage. Sustained competitive advantage (De Brito and de Oliviera, 2016:93) is attained by ensuring that the HRM of the firm is valuable, rare and difficult to imitate.

Qualified professionals are very scarce to acquire and knowledgeable employees take time to develop through complex development of expensive mechanisms. Poister et al (2013:626) explains that other organisations normally do not have HRM practices that emphasise job satisfaction and employee morale as part of HRM strategy geared towards improving employee performance. This normally leads to employee alienation, as employees becomes less committed to achieving organisational goals.

2.6.8 Employee resistance towards implementing PM strategy

PM has not always been viewed positively in literature, although the majority of writers do defend its importance to organisational settings. PM is well-known but not favourably considered by most people, which may be attributed to the majority of companies having experienced PM in a very bad way through flawed processes and the creation of an administrative burden for managers to monitor and document performance (Kalman, 2016:22). PM has its own flaws which negatively impact on how employees view and adapt towards its usage in the workplace.

Du Plessis (2011:105) hold the position that staff at the University of Free State resisted the implementation of PM system. The University of the Free State (Du Plessis, 2011:105) implemented a comprehensive PM system in 2002 as a strategic priority. A PM system that was

developed was for academic, support staff, and targeted to commence during 2005 but staff resisted its implementation. Kalman (2016:22) proves that the HR department be seen running around assisting employees to complete reviews on a regular basis and training managers should constantly be having conversations with employees and managers including providing counselling regarding subjective results and ratings that were identified.

2.7 Factors that support the implementation of a PM strategy

George, Siti-Nabiha, Jalaludin, and Abdalla (2016:2) notes that some authors use the concept of PM systems to describe the way managers control organisational performance in an integrated manner. PM systems that are well designed will be supported by performance measurement systems that provide significant information about past performance data. Performance data will be used to improve the efficiency and effectiveness of the organisation through strategic planning that is responsive.

2.7.1 Management focus moves beyond measurements

George et al (2016:2) asserts that organisations need to make use of the data received from measurement tools by ensuring that such information is utilised to contribute to the development of methodologies to make strategic changes. PM is a strategic driver of the organisation and should be objective and valid.

PM and measurement systems should (George et al, 2016:2) be used to incorporate economic, social and environmental factors into the organisation's strategic plan to ensure that the strategy is sustainable. The measurement system that stems from the PM system must have a strategy view in order to provide valid and reliable data to assist in strategic planning.

Melkers (2006:74) argues that performance measurements further enhance communication in assisting managers and employees in the changing of the organisation culture and organisational learning. Performance measurement cannot be developed in isolation, as they are underpinned by the organisational strategic planning and implemented in line with existing organisational process.

Measuring of performance (Van Dooren, Bouckaert and Halligan, 2010:6) is a systematic collection of data through observation and registering of performance issues for a performance purpose. The is a reason why performance has to be collected and such a reason can be either an organisational objective or a regulation which requires an organisation to collect a particular form of data for a specific purpose (van Dooren et al, 2010:6).

2.7.2 Top management support

Top management is the strategic driver of organisational performance. There should always be an understanding that top management supports the effective management of the performance of organisational resources, including people; top management should thus serve as champions of PM.

Kalman (2016:23) illustrates that for organisational strategies to be brought to life, managers need to implement effective PM programmes which value the culture and values of the organisation. Leadership commitment is fundament to make employees see value in the implementation of PM as a strategy driver.

PM must at all times speak the language of the business strategy, as it is the device that allows people to better understand the DNA of the business strategy and how they individually fit into the corporate strategy. There can never be an effective PM programme that is not derived from the business strategy. Kalman (2016:23) asserts that an effective and efficient programme is one that is integrated with the overall business strategy. A PM programme, through talent management, ensures that everyone understands how they connect in attaining the business strategy.

Leadership commitment is fundamental to making people believe in the life of the organisational strategy and how a PM strategy will be implemented to ensure that all work equally contributes to attaining the strategic plan of the university. Kalman (2016:23) maintains that managing performance in an organisation is about the development of an organization's values, leadership commitment and behaviour that ascertains to lead people and develop sustained communication strategies.

2.7.3 Sustainable Performance Management strategies

Sustainable performance management (SPM) is used (George et al, 2016:2) to incorporate the management and control of performance in various areas such as economic, environment and social and make them in line with a universal approach to management control in an organisation. PM has to adopt a holistic view that looks beyond the financial and economic perspective of the organisation. Organisations that conceptualise a SPM strategy effectively study their people and their environment, in order to ensure that organisational performance is responsive to the whole environment.

In addition, Ferreira and Otley (2009:264) propose five key areas for developing PM frameworks that are critical for coherent PM systems that are in line with the management control systems. These five key areas are:

- Identify key organisational objectives which includes processes and methods that are involved in assessing the level of achievement for each established objective.
- Establish a process of formulating strategies and plans that includes performance measurement and evaluation processes that are associated with implementation agenda.
- The process should ensure the targets are set for all the levels in the organisation and are aligned.
- The rewards systems for outstanding performance should be adopted by organisations and the inferences should be made to attain the established performance targets.
- The type of feedback required to provide adequate monitoring of performance as well as the support provided for learning should be made explicit to both managers and employees.

These key areas enable organisations to build sustainability strategies by managing organisational performance in a systematic manner.

2.7.4 Proper communication channels about PM (strategy, framework and systems)

Lack of communication and poor management of the PM strategy (Pipas, 2013:1554) results in major changes in the key organisational management components. The results are a lack of

skills and established organisational culture, which does not value information sharing, and suppresses the communication processes.

People in the workplace should be free to talk about the PM strategy of the organisation to everyone, including managers and colleagues. There should be clear lines of communication for people to voice their concerns about the design and implementation of PM systems and processes. Kalman (2016:23) remarks that the PM programme implemented by managers should demonstrate integrity, and senior management must communicate the standards upfront, affording everyone the opportunity to participate in the dialogue. Transparency is fundamental to ensure that people know what is expected, earlier rather than later. Human capital buy-in is necessary in order to build teams that will work tirelessly to achieve the corporate strategy. Organisational communication represents the critical component of management (Pipas, 2013:1554).

Balanced performance measurement and management control systems help ease the decision-making process by provision of information that is reliable and valid. The organisation should utilise diverse instruments in order to ensure that it provides a holistic view of performance and the system should ensure that communication and monitoring occur both at the internal and external environment of the organisation (Taticchi, Balachandran and Tonelli, 2012:42). Organisations should invest in developing systems and processes that will look at performance in an all-inclusive format reflecting the perspectives of management and diverse employees.

The cycle developed for the management of performance should ensure that employee attitudes are taken into consideration all the time. Taticchi et al (2012:45) describe five milestones for an ideal PM system. These are:

- assessment,
- design,
- implementation,
- communication / alignment,
- and review.

These five milestones are only effective once they are thoroughly communicated to the employees of the organisation. Pipas (2013:1554) argues that communication processes in an

organisational context take place within a specific environment that demonstrates certain social, cultural, psychological, and physical spaces that are interdependent. Thus, behavioural attitudes exhibited by employees communicate something about the people in the organisation whether intended or not, and require a reaction from others, which may be an aspect for building the process of social evolution.

Communication is the fundamental tool for ensuring any organisation operates in an optimal manner and understood by its diverse stakeholders. Melkers (2006:73) advocate the view that performance measurement is a communication instrument which must be used to create change in the organisation culture and areas of learning and development. Without proper communication processes, performance measurement would not work effectively as employees would not be keen to share their performance information with their managers.

The transformation of the public sector means that PM is receiving a huge boost and that public managers now find the time and resources to invest in ways to improve the management of organisational performance.

2.7.5 Integration of disjointed subsystems through quality management

The relationship between the PM strategy and the systems embedded in quality management should be nurtured, in order to ensure that organisations are able to understand repeated behaviours, trends and problems experienced within organisational settings to meeting performance standards. Where there are no synergies, people would be stressed on the subject of reporting on quality assurance practices that will not lead to effective recognition of their performance. Systems thinking is the biggest contributor of quality management systems. Strategies are attained through the development of effective and efficient systems that will connect planning with operations and maintenance, in order to ensure the attainment of desired outcomes.

Sheffield, Sankaran and Haslett (2012:128) define a system as a group of interrelated parts or activities which results in a dynamic whole formulated for a particular purpose. The definition of a system provides a picture of simple and complex activities connected together to achieve the same purpose. Sheffield et al (2012:128) determine that the paradigm of a system in an

organisation forms a scope of interest where all areas are interconnected, making a framework where everything changes as the scope in one area changes. The areas inside the boundary interact with the environment that is outside the boundary. The parts and activities in the system thus influence each other. The surrounding environment also influences the system where the organisation operates. The variables that are beyond the reach of the organisation, such as economic conditions indirectly affects the organisation's operations.

Widely adopted in business management, systems thinking is viewed to positively assist administrators to develop systemic, sequential operations that will ensure the attainment of the corporate strategy. Jamberkar (2000:124) highlights that, systems thinking tools help managers to break through functional areas by developing a framework of interconnectedness. Kunc (2008:762) argues that when the results (of performance measured) are wrong; managers have to know the area that triggered the errors and develop interventions to improve organisational performance at the lowest cost. Kunc (2008:762) shows that the interconnectedness between business processes, areas and functions in an organisation consequently makes managers aware that they cannot change one area without influencing the other areas of the organisation.

Most businesses (Rosa, Reis and Vicente, 2016:38) have used the Business Score Card (BSC) as an integrated quality management framework for monitoring and managing performance of organisational resources. The BSC is a strategic planning and management system that helps managers to align all the business activities in an organisation's strategy and provides tools for monitoring of performance (Rosa et al, 2016:38). The BSC has been highly favoured by many organisations but it has its own critics. Organisations should look into the development of quality management systems that will ensure the effective management of performance.

Rosa et al (2016:38) outlines that BSC is a PM system used for measurement processes where a balance between different strategic perspectives of the organisation are promoted in order to attain goal congruence. Therefore, BSC is a PM strategy tool that enables managers to be forward-looking.

2.7.6 Talent management

It is a global trend that organisations operate in a highly competitive and volatile environment, which has resulted in firms being forced to implement strategies to attract and retain the right, talented workforce (Aboobaker, 2015:84). Talent management enables organisation to acquire appropriately skilled workforce to enhance organisational performance and help build an organisation's competitive advantage.

Recruitment and selection practices are now considered as social and cultural practices that have a practical nature to ensure that the values of an organisation advocate that conflict between role players is identified early and group identities endorsed (van den Brink, Fruytier and Thunnissen, 2013:180). The restructuring of recruitment and selection processes in organisations is the result of repositioning the HRM component of the organisation to ensure it is relevant in the dynamic changing framework under which organisations operates. Some organisations might appear to experience a problem of talent management, as they either seem to have an excess or shortage of the right talent in their workforce. The excess of talent might normally be associated with increased labour costs, since organisations that experience it are forced into maintaining redundant workforce that is hard to layoff due to labour legislation and costs associated with retrenchments (Aboobaker, 2015:84).

From the traditional recruitment and selection practices in organisations, to the new concept of talent management, organisations are now investing many resources in the development and appointment of the right calibre of people. van den Brink et al (2013:180) suggests that universities are also now tasking their HR departments to deal with the strategies of attracting and retaining highly qualified employees, in order to build sustainable competitive advantages.

Lakshman (2014:1351) affirms that strategic human resources management (SHRM) acknowledges the significant role played by HRM practices in the development of the organisation's human capital, social capital and organisational capital as these are constituencies of sustained competitive advantage. Human capital relates to the knowledge, skills, attitudes and experience of employees; whilst social capital relates to the knowledge and attitudes of groups and work-teams; and organisational capital relates to the institutionalised knowledge that is archived in databases, systems and structures (Lakshman, 2014:1351).

The universities have radically improved their practices to attract the best employees for available vacant positions. van den Brink et al (2013:180) argue that the composition and quality of academic staff is of utmost importance for enhancing the quality of education programmes which includes improving the research profile that will improve the position and reputation of the university. The HR divisions in universities is tasked to include talent management in their SHRM goals, in order to ensure that such strategies would promote the drive towards growing into high performance organisations.

In addition, the SHRM agenda for many universities now includes talent and PM (van den Brink et al, 2013:180), thus increasing the focus on individual performance evaluation for academics. Universities, as with other public entities, are on the path to reposition their HRM departments in order to invest more resources in talent management. SHRM advocates for a shift from 'touch labour' where workers are responsible for physically executing work to a 'knowledge work' concept where workers are responsible for a richer collection of activities (Lakshman, 2014: 1352). This differentiation emphasises the changes in the role of human capital in organisational settings, which impacts on how employees are managed.

2.8 Development and implementation of an effective PM framework

The six rules of engagement for developing and implementing an effective PM framework in organisations, as discussed by Kalman (2016:23), are as follows:

- a. Leadership commitment to management of performance is a crucial pillar in ensuring a process that is relevant to attainment of organisational goals. The essence of this kind of leadership is through leadership development categorised by high people commitment and effective communication strategies.
- b. The PM programme should be well designed to ensure integration to overall corporate strategies and talent management to ensure that each individual is connected to the attainment of the corporate strategy.
- c. The philosophy behind PM practices is that, all positions are filled by the right people, through effective HR practices that are trusted by all employees and which promote training, coaching, and leadership development. The role of HR is fundamental.

- d. The PM framework is guided by a policy, which outlines the standards through mutual consent and is communicated in transparency mechanisms to ensure that all people understand their roles. The dialogue is open across the university to discuss relevance of PM.
- e. Provision of resources to emphasise commitment to implementing PM programmes. Any type of business could have a PM framework.
- f. Top management support is needed.

2.9 Chapter Summary

PM strategy provides a deeper level of knowledge that helps us understand how an organisation can develop a framework, system, as well as techniques and tools for managing people performance in an organisational setting. There are various benefits for effectively implementing a well-designed PM strategy. However, huge challenges are encountered in designing an effective PM strategy, as well as implementing such a strategy in an organisation that has, in the past, had no history of being exposed to an organisation-wide PM strategy. Communication and availability of training opportunities are the fundamental factors to ease the pressure regarding the implementation of PM strategies. PM is regarded as most effective through management by objectives, whereby managers negotiate performance standards with employees. Effective HRM has shifted from the view where people are considered as a variable cost to the view where people are regarded as a resource, and as social capital, can be developed and can contribute to the company's sustained competitive advantage.

The next chapter presents the methodology applied in this research study. The methods are outlined, the sample size is drawn, and the instruments for gathering data are designed.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The philosophy of research methodology was based on a mixture of realism and idealism methodologies. These are explained in this chapter based on their relevance to the objectives of the research study. The research study adopted a mixed methods approach, where selected quantitative and qualitative methods were utilised to engage the sample drawn through stratified random sampling. The representative sample was stratified into three groups namely, administrative employees, academics and SEMs. In addition, this chapter seeks to discuss the theory of research methodology that includes both quantitative and qualitative methods used in the research study. The aims and objectives of the research study are outlined, while the chapter further defines the participants and the location of the research study.

The chapter also discusses the philosophy behind research design, including both quantitative and qualitative methods, as well as the data collection methods used for gathering data and ensuring the consistency of responses from all the respondents.

3.2 Aims and objectives of the research study

The overall aim of the research study was to assess employee attitudes on the implementation of PM strategy in a university of technology, making specific reference to the DUT.

The objectives of the research study were phrased as follows:

- To identify the attitudes of employees and senior executive managers to the implementation of a PM strategy at DUT.
- To explain the importance and benefits of effectively designing and implementing a PM strategy for a UoT.
- To assess the current implementation of PM as a strategy at DUT.
- To determine why employees and senior executive managers resist the implementation of a PM strategy at DUT.

3.3 Research design

The approach of the research study was objective through the positivist approach which was directed to understand the behaviour of a group of people at DUT, through the integration of both voluntary and deterministic natures that led to the adoption of mixed methodologies for answering the research objectives. The positivist approach is based on the realism approach to natural science. According to Sekeran and Bougie (2014:20), positivism views the world as that the truth can only be viewed and understood through scientific research. Cohen, Manion and Morrison (2013:9) suggest that understanding of all genuine knowledge in the world is based on the experiences of people, which can only be viewed through observation and experimentation. In the positivist theory, the research aim is to only describe the occurrences that can be experimented and objectively measured (Sekeran and Bougie, 2014:29). The philosophy of realism (Cohen et al, 2013:10) state that the world existence is known and organisations are entities that are real, with a life of their own.

The research study followed a mixed methods approach to answer the research objectives by adopting quantitative and qualitative research methods. Cohen et al (2013:10) explain the quantitative methods as based on a positivist approach, whose methodology is on the generalization of reality using mathematical models. The research study developed an instrument that was utilised to collect data. According to Sekeran and Bougie (2014:102), a survey is a structured process of gathering data from people which directly explains, associates, or explain the knowledge, attitudes, and behaviour exhibited by people. The quantitative data was analysed through the SPSS mathematical models.

On the other hand, qualitative methods are based on the subjectivist approach whose methodology relates to the use of comparison and the analysis of language in order to symbolise reality (Cohen et al, 2013:10). According to Sekeran and Bougie (2014:96), exploratory study is undertaken normally through qualitative methods when there is no prior knowledge of a phenomena, or where there is no available data about how similar problems have been resolved. An instrument was developed to collect data and to make a meaning of the acquired content through qualitative analyses.

3.4 Research Approaches/Paradigms

The philosophy of research methodology was based on a mixture of realism and idealism methodologies based on their relevance to the present research objectives. Selected quantitative and qualitative methods were utilised to engage the sample drawn through stratified random sampling. This was done to ensure fair representation of all formal organisational groups at DUT.

The behaviours of these groups was measured in a way that responded to the research questions, by ensuring that the respondents provided the answers that would be generalised to provide concrete answers to the research problem. Cohen et al (2013:81) assert that operationalisation means specifying a set of processes that can be evaluated measured, or influenced in order to interpreting the general research aims into specific, real answers.

3.4.1 Quantitative

Teddli and Tashakkori (2009:3) define the quantitative methods as involving techniques that are employed to gather, analyse and deduce information for the purposes of presenting it in a numerical format. A formal survey questionnaire was developed and distributed to the sample selected. The quantitative methods assisted in exposing participants to a set of structured questions that, in this research study were provided through a Likert scale format. A questionnaire is defined as a preformulated set of written questions or statements that participants are required to provide responses in writing by making carefully defined choices (Sekeran and Bougie, 2014:147). Sekeran and Bougie (2014:147) further indicate that the questionnaires are generally used to collect large quantities of quantitative data. The researcher personally administered the questionnaires as the research was only confined to the DUT area. The researcher ensured that the collection of completed questionnaires would occur within a short space of time. Due to the sensitivity of the study, it took longer to collect the completed questionnaires.

The selected participants were accessed through the DUT HR database. The analysis of the data collected from the formal questionnaires was done with the SPSS v.24 software package. Descriptive statistics were utilised to interpret data captured, while graphical representation

were used to interpret the quantitative data. After the data was analysed, the research study provided recommendations for the DUT and these will be shared with the Human Resources (HR) department of the university.

3.4.2 Qualitative

According to Teddlie and Tashakkori (2009:4) qualitative methods are techniques focused on gathering, analysing, interpreting and presenting of information through a description narrative form. The qualitative methods in this research study were important to help gain a deeper understanding of the attitudes of employees on the implementation of PM strategy at DUT. The research study for qualitative methods adopted a purposive sampling. A limited number of participants were carefully selected and the research developed strategies to guard against any sampling errors. Teddlie and Tashakkori (2009:179) indicate that purposive sampling is important to help in the gathering of information from a very small group of participants and differs extensively from probability sampling which mainly focuses on gathering information from a large group of participants.

A qualitative method was applied through the formulation of a heterogeneous focus group that was interviewed. The qualitative analysis focused on the development of themes from the responses acquired in the open-ended questions of the formal questionnaire, and responses acquired by the researcher during the focus group interview.

Confidentiality, privacy, and anonymity were all considered through ethical issues covered under the research study and approved by both UKZN and DUT, respectively.

3.5 Study Site

The area selected for this research study included all the sites of DUT, which were seven campuses in total, including all the Durban and Midlands campuses. These campuses were Steve Biko, Ritson, ML Sultan, Brickfield, City, Indumiso and the Riverside campuses.

The population of the research study included all the stakeholders of the university. The researcher selected a target population to focus the research study to a finite group in order to draw a representative sample.

3.6 Target Population

The target population for the research study was 1513 employees of DUT, and this information was acquired from the Department of Management Information at DUT. The target population comprised of only full-time employees separated into two categories, namely, academic and administrative personnel, as well as SEMs of DUT. Sekeran and Bougie (2014:240) explain that a population refers to an entire group or area of interest that the research want to make inferences from based on investigating a sample of statistics selected from it. According to Grove, Fowler, Couper, Lepkowski, Singer, and Tourangeau (2009:69), target population refers to a specific group that is selected from the population by using the sampling statistical methods to gather all the required traits of similarities. The size of the target population is limited.

The calculated sample for the research study resulted in the selection of 523 employees appointed full-time by DUT, including two SEMs. The sample consisted of three stratas or groups, which are identical to the target population. The employee groups were categorised into two groups, namely academics and administrative employees. The third group included members of the university's SEMs.

3.7 Sampling strategies

The research study conducted sampling through stratified probability random sampling. Cohen et al (2013:110) explain that in a probability sampling members of the wider population have equal chances to be selected as research participants for the research study. Research participants are those who voluntarily choose to participate in the research project (Johnson and Christensen, 2014:116).

Stratified random sampling is the type of probability sample that was used to draw the study sample. Teddlie and Tashakkori (2009:171) maintain that in stratified random sampling the researcher finds sub-groups in a particular population and each unit refers to a single stratum,

with the units selected from each stratum. Stratified random sampling is used when various groups within the population have to be selected and their information differentiated (Sekaran and Bougie, 2014:256).

Johnson and Christensen (2014:258) further describe stratified sampling as dividing a population into mutually exclusive groups, in which through simple random sampling a sample is chosen for each group. The sample for the research study was categorised into three groups that demonstrate characteristics or attributes as tabulated (Table 3.1) below:

Table 3.1: Characteristics of stratified groups

Characteristics	Academic Stratum 1	Administrative Stratum 2	Senior Executive Managers Stratum 3
Role in DUT strategic planning	X	X	X
Operationalisation of strategic plans	X	X	X
Measurement of actual versus desired performance	X	X	X
Development of improvement plans to meet performance standards	X	X	X
Availability of Compensation and benefits	X	X	X
Leadership role	X	X	X
Managerial role	X	X	X
Availability of training and development programmes	X	X	X
Development of performance agreements or work plans	X	X	X

Source: Developed by the Researcher

Table 3.1 sets out the characteristics of all the selected groups of strata, and their importance to the research study. The areas under consideration are that all DUT employees:

- have a role to play in the formulation of the DUT strategic plan.
- form part of teams that operationalise the approved strategic plan.
- participate in the measurement of performance to determine whether actual performance meets the desired performance standards.

- after the results of measurement of actual performance have to develop improvement plans in order to ensure that in the future steps will be taken to meet desired performance standards.
- in their own capacity play a leadership role to ensure that they are able to direct allocated organisational resources to meet the expectation the organisation has about their respective jobs.
- play an administrative role of ensuring that the various managerial functions of their roles such as planning, organising, leading and control are taken into consideration, in order to avoid wasting organisational resources.
- receive equal opportunities for training and development programmes that will improve their competency levels so as to enhance their performance.
- work as teams to develop agreed performance standards and to formalise this process into performance plans.

3.8 Sample

Johnson and Christensen (2014:248) define sampling as the process of extracting a reasonable group from the population. The intention is to understand the characteristics of a small group selected from a larger group, in order to project results as belonging to a larger group. The sample size selected has to be an accepted representation of the population, so that objectivity and validity are assured. The eligibility of the various groups is based on several issues that link to their characteristics for selection. All cases in the sample were contacted personally by the researcher through conducting physical visits to their places of work.

3.9 Sampling frame

The sampling frame for the research study was the list of all DUT full-time employees and managers, which was requested from the DUT HR department, through the Senior HR Officers. The acquired list of full-time employees also included the names of the SEMs. According to Sekeran and Bougie (2014:245), a sampling frame is a physical illustration of all the elements of the population in which the sample is drawn. The acquired list from the HR department did not provide accurate up-to-date information, as some of the staff members had been promoted to other departments and others were no longer at DUT through either resignations, retirements

or dismissals. All the selected participants were screened to ensure that they demonstrate the characteristics that are outlined in Table 3.1 as developed by the researcher.

3.10 Sample size

The number of the full-time employees under each category of employment at DUT has been tabulated in Table 3.2, including the number of SEMs. Cohen et al (2013:103) explain that the size of the sample decreases as the population size increases, which means that in a larger population size for research studies, the researcher will select a smaller portion of participants.

3.10.1 Sample Size for Quantitative methods

The research study employed the sample size table by Krejcie and Morgan, developed in 1970, as a guideline used to simplify the decisions for calculating a representative sample size. The proportionate result led to a more rational selection of the number of the sample to represent all three stratas. Sekeran and Bougie (2014:267) provide that the table of Krejcie and Morgan (1979) creates an opportunity for the use of generalised scientific guidelines as a good model for sample size decisions. The total of DUT staff that should be involved as a sample in the quantitative part of the study is 523 respondents that are stratified to the three main groups through probability sampling. Nonetheless, the researcher proposed to select a total sample of only 100 participants for the research study, due to the observable limitations. The limitations that were identified related to the lack of time and resources to support the development of the instruments as well as the collection of data from 523 DUT employees that would include all SEMs. The need to study PM strategy goes beyond just employees and managers, especially for organisations whose existence is underpinned through the open systems thinking concept, and thus the limitations made it extremely difficult to select a very large inclusive sample.

The scientific rationale for the selection of 100 participants is that, if you have a large population size where you need to draw a sample from, the minimum sample that you can draw would be 100 participants. The acquired data from the sample will provide rough but useful information, which would give an indication about the opinions of the target population. The researcher applied a confidence level of 95 percent and the response distribution of 80 percent to ensure the relevance of the sample selected. On suggested sample of 523, the margin of error is 5

percent. With the chosen sample of 100, the margin of error is 9.5 percent. According to Sekeran and Bougie (2014:262), confidence level represents our beliefs that the estimates we have selected will correlate with the traits of the population that is being studied. Through stratified random sampling, the population was divided into mutually exclusive groups relevant to the research study (Sekeran and Bougie, 2014:262). Table 3.1 illustrates the criteria that was selected by the researcher and used to screen the participants. The criteria enabled the researcher to choose the participants that were willing to voluntarily, participate in the research study. The selected sample is tabulated (Table 3.3) below.

Table 3.2: Total population and sample drawn per stratum

Permanent and Contract employees of DUT	Target Population	Calculated sample	Probability
Academic employees of DUT (across departments and faculties)	644	278	0.426
Administrative employees of DUT (across departments and sectors)	838	214	0.554
Executive Management of DUT (senior levels)	31	31	0.020
TOTAL	1513	523	1.00

Source: Developed by the Researcher

As shown (Table 3.2), the sample number chosen for the research study was 100, due to many identified limitations affecting the feasibility of the research study. The 100 selected participants were based on the criteria developed by the researcher. The proposed sample size was distributed to the stratified groups according to the probability approach calculated above.

Table 3.3: Actual selected sample size calculated

Permanent and Contract employees of DUT	Selected sample	Probability
Academic employees of DUT (across departments and faculties)	42	0.426
Administrative employees of DUT (across departments and sectors)	56	0.554
Senior Executive Management of DUT	2	0.020
Total	100	1.00

Source: Developed by the Researcher

3.10.2 Sample size for the Qualitative methods

The sample size for the qualitative methods was ten percent of each of the first two groups (Table 3.4). For the last stratum, namely the senior executive management, both of the two selected candidates were invited to the focus group interview, but only one participant accepted the invite. One focus group was created which was heterogeneous and represented the attitudes of all the three groups. However, due to the limited size, the actual results cannot be generalised as actual attitudes of DUT employees and SEMs.

Table 3.4: Actual sample size for Qualitative methods

Focus Group members	Number Selected
Academic employees of DUT (across departments and faculties)	4
Administrative employees of DUT (across departments and sectors)	5
Senior Executive Managers of DUT	2
Total members in the focus group	11

Source: Developed by the Researcher

3.11 Data collection methods

The instruments and procedures selected in the study included a mixture of both the quantitative and qualitative approaches.

3.11.1 Quantitative Methods

The quantitative method chosen to be utilised in the research study was a formal survey questionnaire.

Formal survey questionnaire

A formal questionnaire was developed and distributed as an initial communication contact with the selected sample for the quantitative methods. Grove et al (2009:2) describe a survey as an organised method of collecting relevant information from the selected sample to use the information acquired for constructing mathematical description of the attributes that are identical to the population, which the chosen participants are members. Two questionnaires

were developed for research study. One was developed specifically for academic and administrative employees, with the other questionnaire developed for senior executive managers. Both of the questionnaires were identical and provided similar statements and questions for all the sections. The reason for the difference lies mainly in the focus that senior executive management are responsible for developing and managing of plans relevant to the management of people in the workplace.

The questionnaire comprised three sections:

SECTION A: the first section of the survey questionnaire dealt with the biographical data of the DUT employees, including education levels, age, employment category, and level of experience. All these areas are important to help analyse the data gathered in response to research questions.

SECTION B: the second section of the survey questionnaire adopted a Likert scale format, with five levels comprised of: strongly agree (1), agree (2), neutral (3), strongly disagree (4) and disagree (5). The neutral level helped to ease the pressure for those respondents who wished to remain neutral to a statement or question posed in the study and those participants that did not know the appropriate response to select in response to the specified statement. The questions and statements in this section required that respondents make a tick or cross in one appropriate box for each statement provided. Instructions for completing the section were provided to all respondents.

SECTION C: the last section included open-ended questions categorised by facts relating to the literature reviewed.

The statements from section B were operationalised, based on these three categories:

- The first set of statements was based on the people's understanding of the important factors to consider when designing and implementing PM strategy in their university.
- The second set of statements referred to the current implementation of PM strategy at DUT.
- The third set of statements were constructed on the attitudes of both employees and managers towards the implementation of a PM strategy at DUT.
- The fourth set of statements were focused on identifying the challenges experienced by employees and managers towards the implementation of a PM strategy.

- The fifth set of resources focused on the resources required to implement PM strategy at DUT.

3.11.2 Qualitative Methods

Focus Group Interview

A limited number of the respondents were invited to attend a focus group interview that comprised of members of all three groups. The focus group interview followed-up on the themes identified in *section three* of the formal survey questionnaire. The interview assisted in finalising the themes for the analysis and interpretation of the qualitative data.

3.12 Data Quality Control

3.12.1 Quantitative approach

The section explains the various methods that will ensure accuracy and reliability of the instruments adopted in the quantitative methods.

3.12.1.1 Validity

According to Sekeran and Bougie (2014:225), validity measures how well an instrument that has been developed in the research study evaluates the particular concept it is intended to measure. Types of validity (Sekeran and Bougie, 2014: 228) are explained below:

- Content validity

Content validity ensures that the researcher provides a survey questionnaire including all sets of items that are aligned to the reviewed literature in the research study (Sekeran and Bougie, 2014:226).

In this study the development of the questionnaire ensured that all the constructs were aligned to the operational definitions and the reviewed literature. The content of the instrument mainly focused on assessing employee attitudes on the implementation of PM strategy.

- **Criterion-related validity**

Criterion-related validity ensures that the researcher develops a set of questions able to make accurate predictions about what is being measured (Sekeran and Bougie, 2014:226). All the questions in the developed questionnaire were designed in a way that ensured accuracy towards what was measured. Furthermore, the questions were aligned to the objectives of the research study.

- **Construct validity**

Construct validity ensures the researcher has developed a questionnaire that will provide results that fit with the theory in which the instrument was required to test (Sekeran and Bougie, 2014:227). The questions developed for this research study were aligned to the literature that was reviewed and embedded in the theoretical framework outlined.

3.12.1.2 Reliability

As described by Sekeran and Bougie (2014:228), reliability focuses on the extent to which a measure is not bias or has no errors. Reliability ensures that the measurement is consistent every time it is applied. In a qualitative research process reliability involves category and inter-judgemental reliability. The main approach normally used to measure reliability is the stability of measures. Stability of measures is described by Sekaran and Bougie (2014:229) as the ability of the selected instrument to measure the phenomena constantly, over a period of time. This means the phenomena or concept will be measured in the same way, irrespective of when it is conducted by the researcher. The types of stability measures adopted for the research study are discussed below:

- **Test-retest reliability**

Test-retest estimates that a questionnaire containing the same items that measure a concept, can be administered to respondents and repeated after some time, normally in a similar environment, in order to determine the correlation between the scores acquired (Sekeran and Bougie, 2014:229).

In this study, a questionnaire was designed and piloted to a limited number of participants. Based on their feedback, some of the questions were revised and a new questionnaire circulated

again to determine the correlations of the scores acquired. This was conducted to ensure that the final version of the questionnaire was accurate in measuring what it was designed to measure.

- **Parallel-form reliability**

Parallel-form reliability refers to a practice when the responses of respondents are compared with another measure that is similar to the study to determine if there is a correlation (Sekeran and Bougie, 2014:229). This is done (Sekeran and Bougie, 2014:229) to improve the wording and order of questions provided in the questionnaire.

In this research study, the responses of the respondents were compared to the results of some previous research papers that also studied Performance Management in organisations.

3.12.2 Qualitative approach

The approach of qualitative research is that of a naturalist approach, which provides an opportunity for the researcher to understand a phenomenon through context-specific settings. It is critical to ensure that the quality of the qualitative research methods is valid and reliable and this is ensured through trustworthiness and rigour (Golafshani, 2003:600).

3.12.2.1 Trustworthiness

Shenton (2003:64) identifies various criteria that qualitative researchers adopt to ensure trustworthiness, which are discussed below:

- **Credibility**

Credibility relates to a criterion adopted to ensure the study provides a measurement that tests whether the instrument evaluates what it was intended for. Credibility is similar to internal validity in quantitative research. Shenton (2003) outlines the provisions that should be utilised to ensure credibility:

- a) The research methods adopted for the research study were well established for qualitative research and have been used in other research studies in the past. These included the

decision to use a focus group interview, the line of questioning of the respondents, as well as briefing and debriefing session that were conducted by the researcher.

- b) Early familiarity with the culture of the organisation under investigation had occurred prior to undertaking the research study. The researcher has been an employee of the university for a period of ten years.
- c) Random sampling of individuals was adopted to choose members from the database of full-time employees of the university which was acquired from the DUT HR department.
- d) Information was triangulated from various sources based on the diverse instruments adopted. The researcher employed a questionnaire, where section C was used to provide many respondents with a few open-ended questions before the focus group interview was scheduled.
- e) The researcher adopted tactics to ensure that participation in the research study was voluntary. Only participants willing to participate in the research study were used to provide investigated information in an honest manner, based on their own experiences in the university.
- f) The questioning tactics adopted by the researcher ensured that it was easy to detect lies and there was an opportunity for participants to discuss rigorously any particular question. False information was reviewed and deleted by the researcher before the research report was written.
- g) Negative case analysis ensured the researcher constantly revised the research questions and the problem statement until it covered all the relevant areas. The research was granted ethical clearance by the UKZN and the DUT.
- h) The researcher organised briefing and debriefing sessions to ensure that participants were oriented on the purpose of the focus group interview and its relevance to the research study. The debriefing session was organised in order to provide an opportunity for the researcher to review the data and attempt to confirm certain issues that were not clear, while also assuring participants of the manner in which the data was to be utilised.
- i) All the employees who participated in the research study were asked to scrutinise all the selected instruments, as well as both the research problem statement and the research questions.
- j) The researcher's reflective practices were effective in assisting with the development of themes relevant to the research study. The researcher frequently reflected on all the stages of the research study.

- k) The background, qualifications as well as the experience of the researcher were crucial to data collection, as participants were willing to participate because they trusted the capabilities of the researcher in ensuring that their participation was relevant and kept confidential.
- l) Various participants were asked to check the accuracy of the data on a random basis, along with the themes that emerged from the interview session.
- m) The research study, including its aims and objectives, as well as the research questions, were explicitly described to ensure that participants were able to align the discussion, results and conclusion to the problem statement and the research questions.
- n) The researcher ensured adequate time to review and examine various research projects similar to the research study, in order to ensure that the previous findings were congruent with the current findings.

- **Transferability**

The information acquired through qualitative methods can be transferable to the wider population of the DUT. The survey questionnaire section provided a bigger group of participants and the focus group was also informed by the results of the open-ended questions in the survey questionnaire. The research study only focused towards the DUT and the results can thus be generalised to the wider population of the DUT.

- **Dependability**

As a way of promoting dependability, the participants were explicitly informed of the process. The process was well documented in order to help future researchers who would like to engage in similar studies at the DUT. The research study has included the following sections:

- a) The research design that detailed the methodology plan (strategic perspective);
- b) How data was to be collected or gathered (operational perspective);
- c) The evaluation or appraisal of the research study and the findings (reflective perspective).

- **Confirmability**

The researcher has developed processes to ensure that the information gathered and the findings of the research study can be confirmed through the experiences and knowledge of the participants selected, rather than the perception and attitudes of the researcher.

3.13 Measurements

Examples of the questions can be found in the following annexures:

- Annexure E: Sample of the formal questionnaires for administrative employees, academics and SEMs;
- Annexure G: Sample of the questions for the focus group interview.

3.14 Data analysis

Qualitative data were analysed using thematic or content analysis. The collected data from one focus group provided an opportunity to unpack further the issues that transpired in the three open ended questions from the formal questionnaire, as well as their responses during the focus group interview session. According to Cohen et al (2013:466), the advantage of the focus group is to provide the opportunity to group data into themes, patterns and similarities at a glance.

Quantitative data were analysed using descriptive or inferential statistics. The data were coded to make it easier to process and manage. Sekeran and Bougie (2014:276) advocates the view that data coding assigns numbers to the responses of participants so that the responses can be registered in the database. The developed formal questionnaire in electronic format made it easier to code participant responses. Data were coded through the statistical computer package, SPSS version 24, to enable drawing selected statistical and mathematical measurements.

3.15 Ethical Consideration

The ethical clearance for the research study was approved by the UKZN. The Protocol Reference number: HSS/1013/016M.

All selected participants were informed that their engagement in the study was voluntary and they should complete the informed consent section and sign it to demonstrate that they were aware of the ethical issues relating to their engagement. Both the formal questionnaire and the focus group interview stressed the issues of privacy and confidentiality. Respondents were assured that the information acquired through the selected instruments would only be utilised for the stated reasons which was for submission of the dissertation for examination at the

UKZN. The acquired responses will be used as facts that stem from the defined stratas. No individual names were mentioned, as participants were not required to state their designated positions in the structure of DUT. All names of selected participants were concealed in order to assure anonymity in participation. The sensitivity of the study was acknowledged and ethical clearance was sought in terms of UKZN standards as well as the DUT requirements. The sample size was well calculated and adhered upon to ensure the validity of the research study. The research study would provide recommendations to management about the findings that will help in the implementation of a PM strategy at DUT.

3.16 Limitations of the study

It is feasible for DUT to conduct institutional research to determine the effectiveness of its organisational models. The organisational strategic plan is important as it provides distribution of resources across the organisation's sectors to ensure attainment of stated goals. Performance is defined by the goals an organisation creates. This then means that management of performance is developed as a strategy that will govern the organisational strategic plan.

- i The first limitation related to the resources that were available to conduct the study at DUT with an appropriate size of sample participants. According to available statistical theory, as explained in the sampling section, the study to be conducted to a representative sample would require around 523 participants. Nevertheless, it was only possible to target 100 participants, due to time constraints for study purposes and the lack of financial resources to support the acquisition of a large volume of data.
- ii The second restriction related to the time constraints concerned with the approval of the study and the actual collection of data. DUT had already approved its corporate strategic plan in 2015 and this is being rolled out at operational levels. The HR department is looking at ways to implement the PM strategy to the wider organisation.
- iii The third limitation considered related to the sensitivity of the study, which impacted on the willingness of respondents to participate in the study. A lack of support from DUT management to promote the study also affected the target population's trustworthiness of the study.

Moreover, the completion of the research study did not guarantee a high response rate with the researcher opting to distribute physically the survey questionnaires in order to improve completion rate. The various potential sources of biasness in the research study were:

- The influence of trade union affiliation could have provided reasons that made employees to support the trade union resistance against PM.
- Employees that felt disgruntled regarding current processes may have used the research study as an opportunity to vent their anger towards the university, and not contribute reliable information during data collection.

These issues were raised during the orientation of respondents on the completion of the survey questionnaire and there was a briefing session conducted by the researcher to the focus group before the commencement of the interview session. People were made aware of the purpose of the study and how important it was for them to provide rational responses, with minimal influence from current pressures prevalent in the DUT organisational culture.

3.17 Statistical methods used

Table 4.6 illustrates the mean, standard deviation, variance and median for all the statements of the survey questionnaire. This information was used to help in understanding the trends in how people responded to the statements that were posed in the survey questionnaire. Sekeran and Bougie (2014:285) describe the mean as average of the sample. The standard deviation is (Sekeran and Bougie, 2014:287) the square root of the variance. Variance is calculated by subtracting the mean from the object observations (Sekeran and Bougie, 2014:287). The median (Sekeran and Bougie, 2014:285) refers to the central entry in a group of observations when they are arranged in either a rising or a downward order.

3.18 Summary

The theory of research methodology that includes both the quantitative and qualitative methods, which were used in the research study, was discussed in this chapter. The philosophy behind the research design, as well as the aims and objectives of the research study were also outlined. The participants and the location of the research study were further explained, in addition to the

manner in which the data collection methods used for gathering data ensured the consistency of respondents' answers and reactions.

The presentation of findings and interpretation of the data from quantitative research methods is set out in the next chapter.

CHAPTER FOUR

INTERPRETATION OF DATA FROM QUANTITATIVE RESEARCH METHODS

4.1 Introduction

This chapter presents the results and discusses the findings obtained from the questionnaires and the focus group interview in this research study. The formal questionnaire and interview were the primary tools used to collect data from employees and SEMs at DUT. The data collected from the responses was analysed with the SPSS version 24.0 statistical software package. The results for the quantitative data collected are presented in the form of descriptive statistics through graphs, cross tabulations and other figures. Inferential techniques include the use of correlations and chi square test values; which are interpreted using the p-values. A p value <0.05 was considered statistically significant. The results were used to interpret the attitudes of employees and SEMs regarding the implementation of PM strategy at DUT.

4.2 The Research Instrument

The research instrument consists of 33 items, with a level of measurement at a nominal or an ordinal level. The questionnaire was divided into three sections, which measured various themes as illustrated below:

Table 4.1: Sections of the formal questionnaire

1.	Biographical data
2.	Quantitative statements
3.	Open-ended questions

Source: Developed by the Researcher

Table 4.1 illustrates the categories respondents had to answer in the questionnaire. A total of ten respondents did not want to complete the section, which had open-ended questions. There were 25 quantitative statements developed in alignment with the research questions.

The section of open-ended questions was regarded as an introduction of the qualitative methods, in order to enhance the chances of understanding the attitudes of employees at a deeper level. The follow-up to the results would then lead to refinement of the focus group interview that was scheduled at a later stage of the research study.

4.3 Method of analysis of the data

The data collected from the formal questionnaire section B responses was analysed with the SPSS version 24.0 statistical software package. The results for the quantitative data collected are presented in the form of descriptive statistics through graphs, cross tabulations and other figures.

4.4 Descriptive Statistics

4.4.1 Profile of DUT employees

The results on the profile of the DUT employees are discussed under this section. In total, 100 questionnaires were required to be despatched, of which 83 were returned, giving an 83 percent response rate. However, the researcher experienced many challenges to promote the interest of people to voluntarily participate in the research study. Most staff members view the issue of performance management as a very sensitive area. A few employees did not believe there is something the research study could accomplish. Thus, it took a long time to acquire completed surveys from the selected participants. The responses per sample of each stratum were categorised as follows:

- a. Academic employees: 42 out of 42 which equates to 100 percent (Stratum 1)
- b. Administrative employees: 39 out of 56 which equates to 70 percent (Stratum 2)
- c. Executive managers: 2 out of 2 which equates to 100 percent (Stratum 3)

It was very difficult to meet the required number of respondents as some employees were afraid of how the outcomes of the research study would be shared with the employer. The researcher had to physically meet with all the selected employees in order to provide clarity and to put people at ease. A total of seventeen employees declined to participate in the research study due to the fear of being victimised by the employer.

4.4.2 Biographical Data

4.4.2.1 Years of experience

Table 4.2: Years of Experience

Distribution of respondents according to years of experience						
	Years of experience	0-5	6 - 11	12 - 16	17 – 21	22+
Academic	42	33.3%	16.7%	14.3%	19%	16.7%
Administrative	39	23.1%	23.1%	10.3%	10.3%	33.3%
Senior Executive Managers	2	100%	0.00%	0.00%	0.00%	0.00%

The participation of respondents based on their years of experience is outlined (Table 4.2). The majority of academics who participated in the research study had 0-5 years of work experience. Academics make up 33.3 percent of this category. Administrative employees have 33.3 percent of respondents with work experience of more than 22 years. The majority of the respondents (69.9 percent) had been in employment for a period of more than five years. Respondents had been in employ for a while, indicating responses were from experienced workers.

4.4.2.2 Educational background

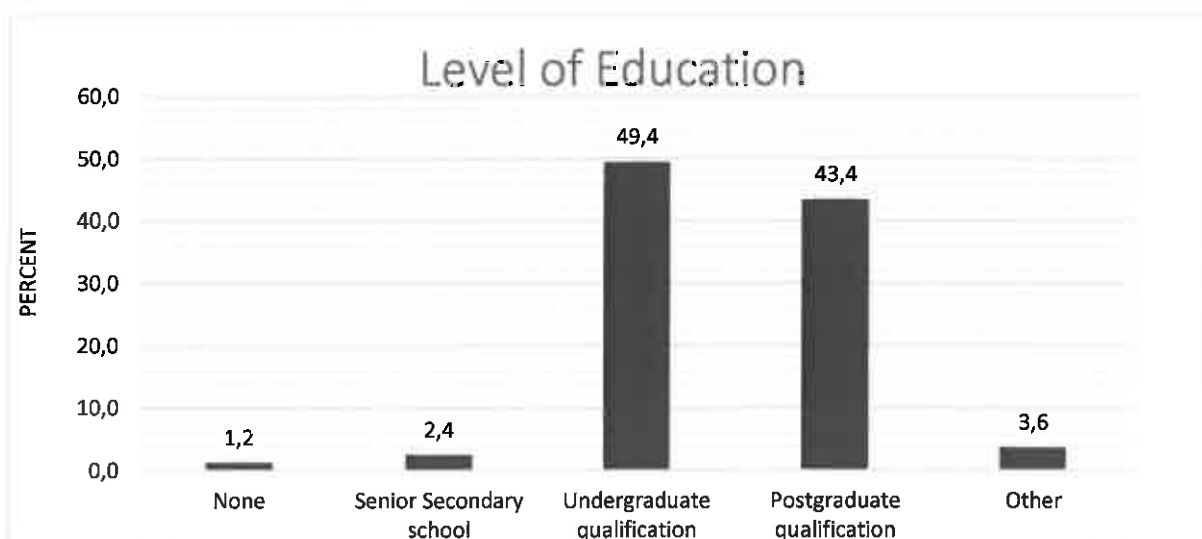


Figure 4.1: Education levels

The findings shown in Table 4.4 are that, the majority of respondents (96.0 percent) had a post school qualification. Approximately 49.4 percent of the respondents held an undergraduate qualification, such as a BA degree, National Diploma or BTech degree. There was 43.4 percent of respondents in possession of a post graduate degree, such as master’s degrees or PhDs. This demonstrates that most of the respondents who participated in this research study were learned and easily understood the questions and what was expected of them when completing the research questionnaires. However, a few respondents had either no qualification (1.2 percent) or a secondary school certificate (2.4 percent).

4.4.2.3 The place of employment (DUT campus)

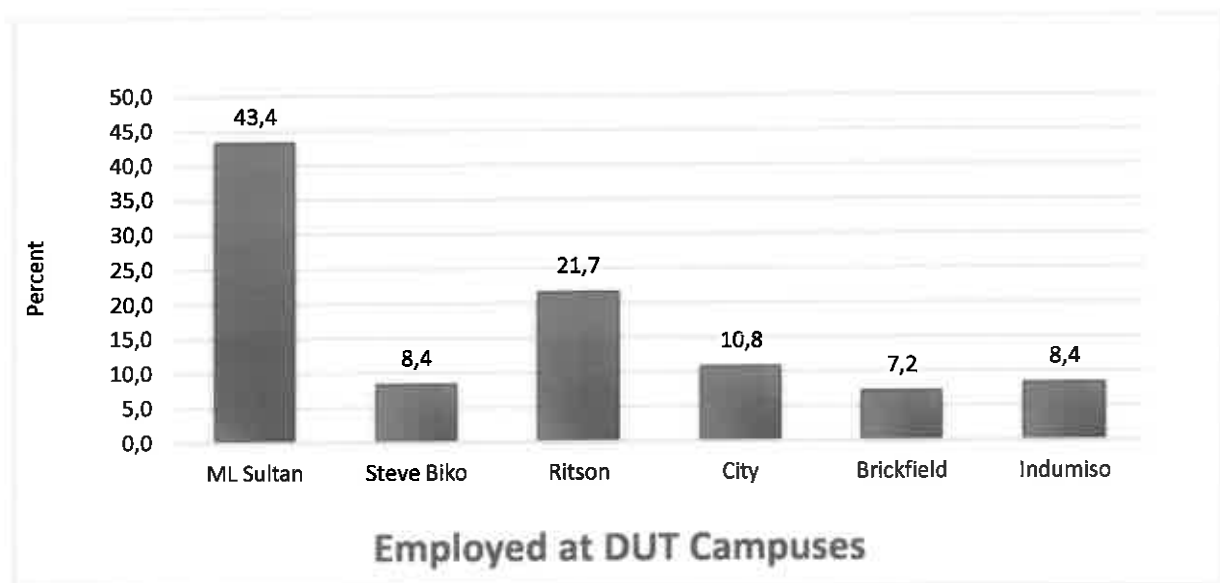


Figure 4.2: Number of employees employed in each campus

The Durban campuses of DUT were dominant in the representation, with the exception of the Brickfield campus (Figure 4.2). Of the total number of respondents, 43,4 percent were located at the ML Sultan campus; the campus where most administrative offices of the university are located, as well as the Faculty of Management Sciences, arguable the largest faculty in the university. The Ritson campus was represented by 21,7 percent of the respondents, and this campus mainly houses the Faculty of Accounting and Informatics, as well as the Faculty of Health Sciences. The Faculty of Arts and Design which is located in the City campus, had 10,8 percent representation in the research study, with Brickfield campus having 7,2 percent (the smallest representation in the study). The Steve Biko campus had the same number of

respondents (8,4 percent) as the Indumiso campus. The Faculty of Applied Sciences and the Faculty of Engineering and the Built Environment are also located at the Steve Biko Campus.

The Indumiso campus is one of the two satellite campuses of the university that are located in Pietermaritzburg. One campus without any respondents was the Riverside campus. However, this represents a fair distribution of respondents across university campuses, with the most responses from Durban campuses. These results are regarded as illustrative of the proportion of all the campuses.

4.4.2.4 Number of people reporting to the respondents

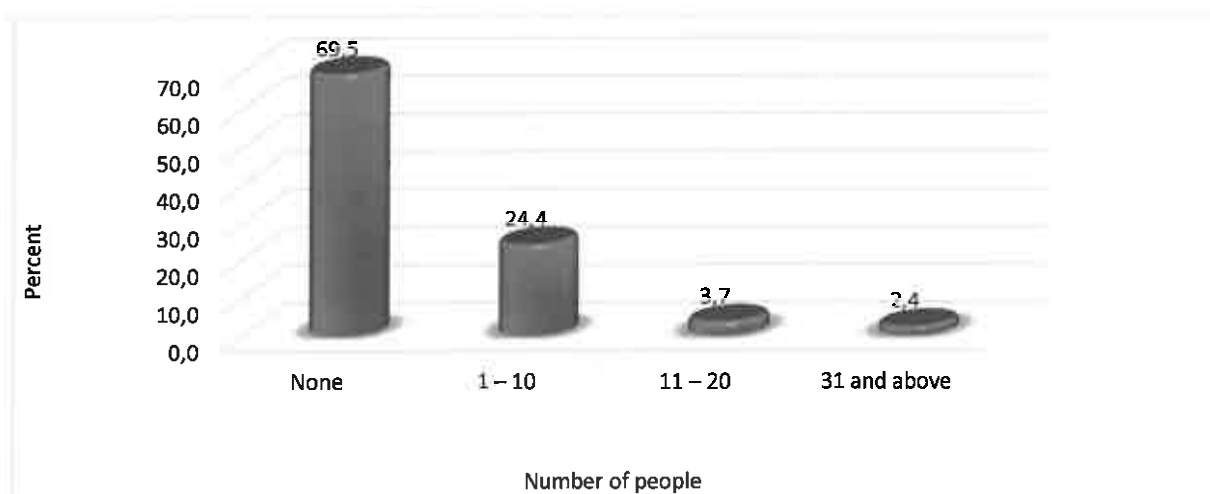


Figure 4.3: Number of subordinates

It is clearly demonstrated in Figure 4,3 that a large number of respondents (69,5 percent) did not have any subordinates reporting to them. Further analyses illustrates that 24,4 percent of respondents had around one to ten subordinates, whilst 3,7 percent of respondents had 11 to 20 subordinates reporting to them. The smallest group of 2,4 percent of respondents which had 30 and more people reporting to them, were mainly the SEMs.

4.4.3 Section B of the Questionnaire

The section that follows analyses the scoring patterns of the respondents per variable per section.

The 25 quantitative statements offered individuals the choice of selecting one response from the following options, Agree, Strongly Agree, and Neutral, Strongly Disagree and Disagree. The respondents were required to select an option to all the statements. Most respondents accepted section B as the fundamental section of the research in answering the research objectives. The figures below summarise the scoring patterns.

4.4.3.1 Important factors to consider when designing and implementing an effective PM strategy

a. I work in a department that has established performance standards

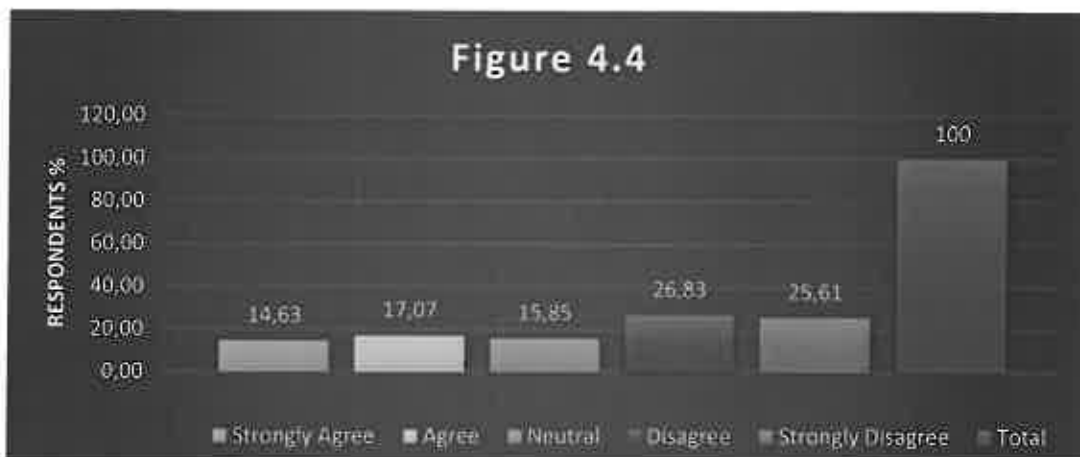


Figure 4.4: Established performance standards

The findings show (Figure 4.4) that 14,6 percent of the respondents strongly believed they work in a department that has established formal performance standards, while 17,07 percent agreed their departments have established formal performance standards. There was disagreement by 26,83 percent of the respondents that there are established formal performance standards in their departments and 25,6 percent of respondents also strongly disagreed. Employees do not believe that the departments they work in have explicit performance standards. In addition, the results illustrate that 15.85 percent of the respondents were neutral.

b I am aware of the existing DUT PM strategy and / PM policy.

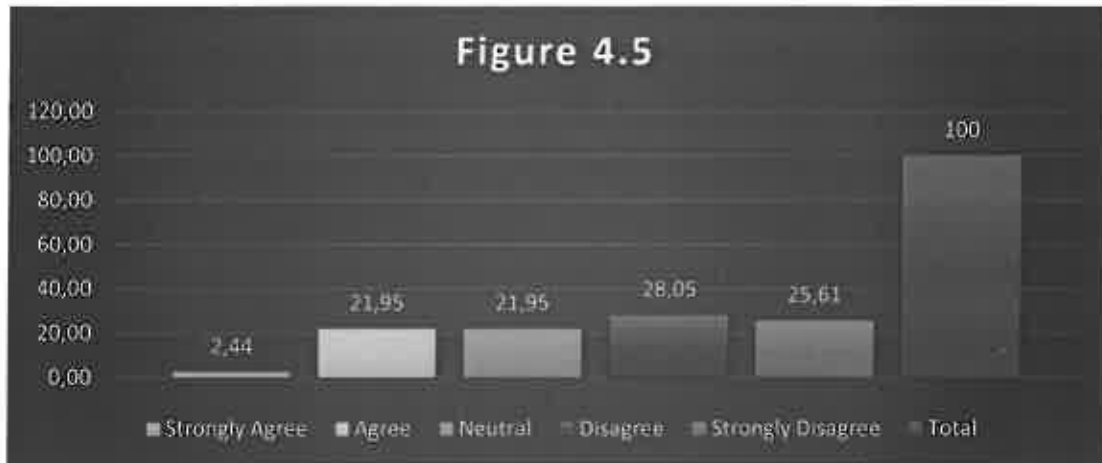


Figure 4.5: Awareness of existing DUT PM strategy and / PM policy

There was agreement by 21,95 percent of the respondents that they know of an existing, approved DUT PM policy (Figure 4.5). Moreover, 2,44 percent of the respondents strongly agreed that they knew of an existing DUT PM policy. It is clear that the majority of the responses were negative, as a significant large number of responses disagreed (28,05 percent) and 25,61 percent strongly disagreed.

c I am in partnership with my manager to implement PM strategy in the department.

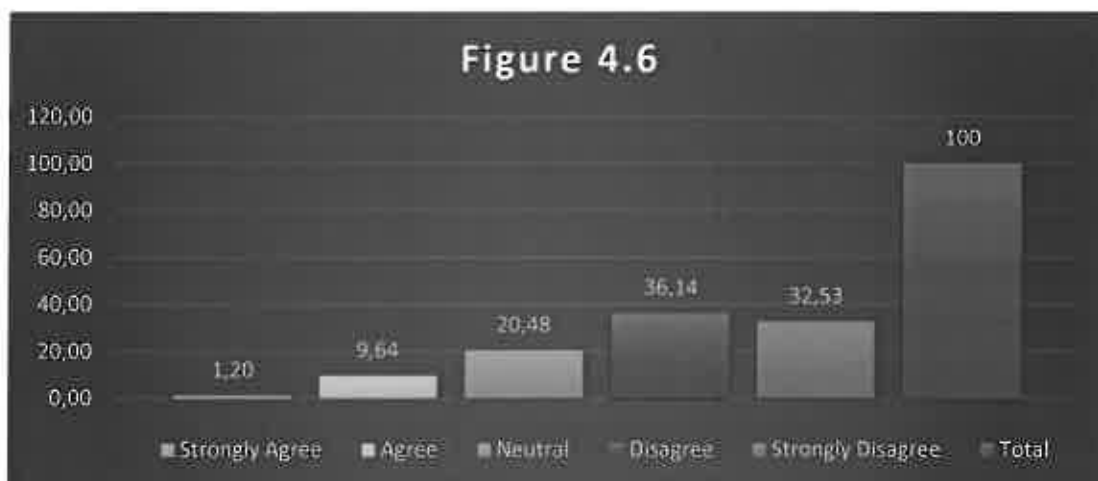


Figure 4.6: Partnership to implement PM strategy

As illustrated in Figure 4.6, there was disagreement by 36,14 percent of the respondents that they work in partnership with their managers to implement a PM strategy in their respective departments, while a further 32,5 percent of the respondents strongly disagreed about working

in partnership with their managers. This has many implications as employees seem to be under the impression their managers are solely responsible for the management of performance in departments. In addition, 20,48 percent of the respondents indicated neutral to this statement..

d I belong to a trade union that promotes the implementation of a PM strategy.

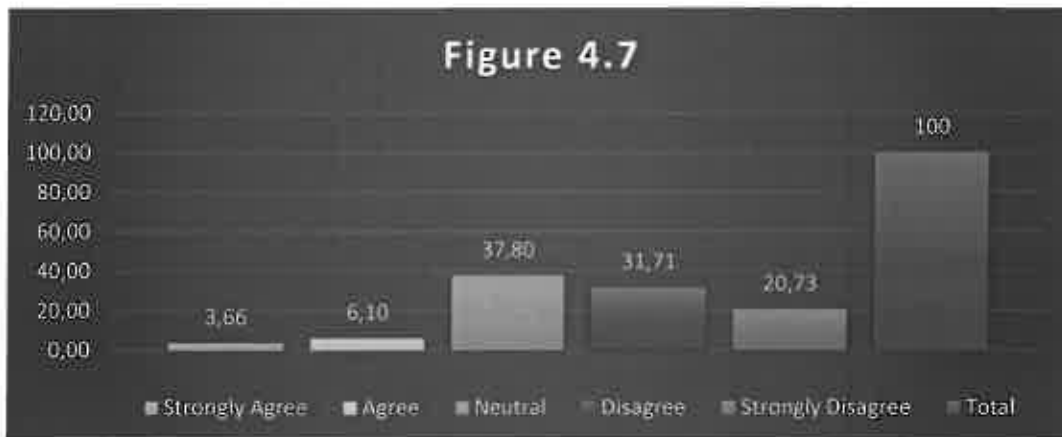


Figure 4.7: Trade Unions promote PM strategy implementation

Many respondents preferred to remain neutral (37,80 percent) about trade union involvement in promoting the implementation of a PM strategy. Only 3,66 percent (strongly agreed) and six percent (agreed) of the respondents were positive that their trade unions supported the implementation of a PM strategy and this is illustrated in Figure 4.7.

e Both myself and my manager are trained to implement a PM strategy.

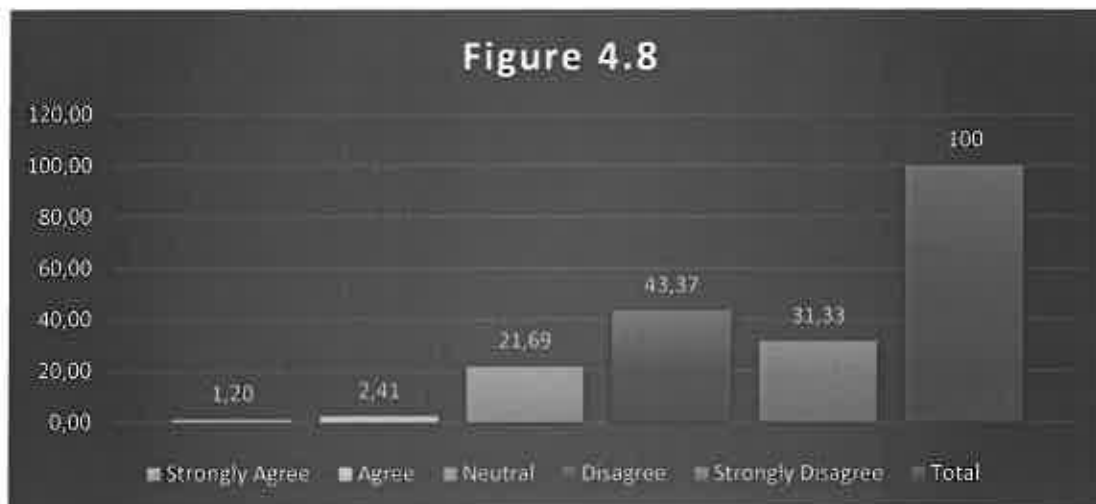


Figure 4.8: Trained to implement a PM strategy

There was disagreement by a high percentage of the respondents who believed neither they nor their managers were trained to implement a PM strategy (Figure 4.8). This high percentage includes both those respondents that disagreed (43,4 percent) and strongly disagreed (31,3 percent); a clear demonstration that the majority of employees view training as a necessity for implementation of a PM strategy at DUT and in respective departments.

4.4.3.2 Current implementation of PM strategy

- a. My manager is solely responsible for implementation of performance management strategy in the department.

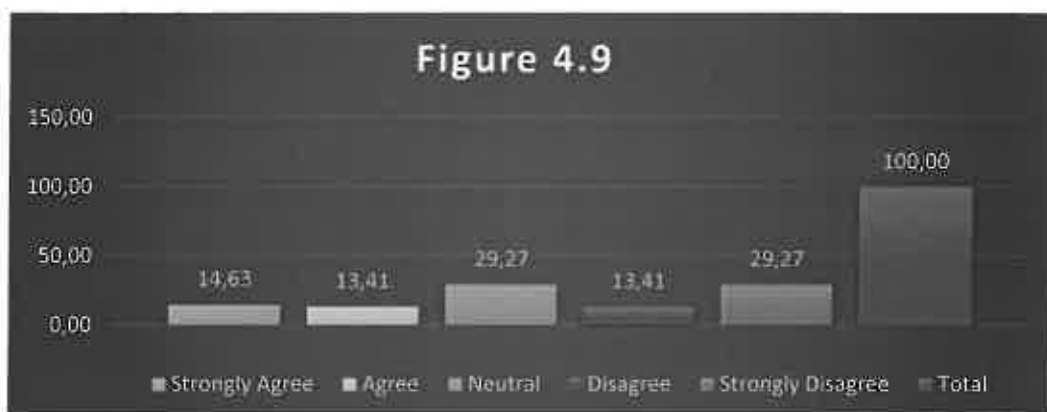


Figure 4.9: Manager has sole responsibility for PM strategy implementation

Figure 4.9 illustrates that 29,27 percent of the respondents strongly disagreed with the statement that their managers are solely responsible for the implementation of a PM strategy in their departments. Further 13,41 percent of respondents disagreed which was the same percentage as the respondents that agreed with the statement. 29,27 percent of the respondents were neutral.

b My manager is not trained to effectively measure the performance of employees.

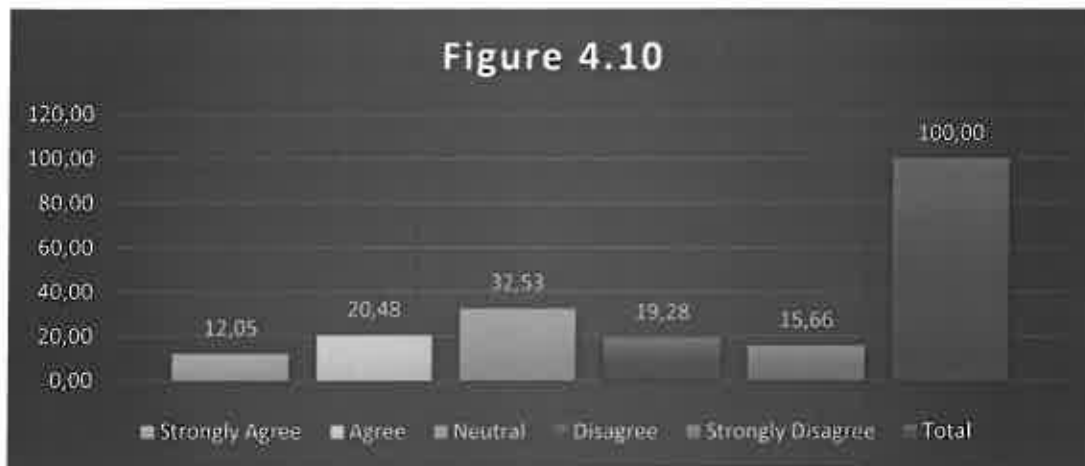


Figure 4.10: Manager not trained to effectively measure employee performance

The findings in Figure 4.10 show that 20,48 percent of the respondents strongly disagreed that their managers are trained to effectively measure the performance of their subordinates. There was further disagreement by 19,3 percent of the respondents that their managers needed training in the implementation of a PM strategy in the departments, while 32,5 percent of the respondents were neutral.

c There are a range of university-wide tools to support the implementation of a performance management strategy across departments and sectors.

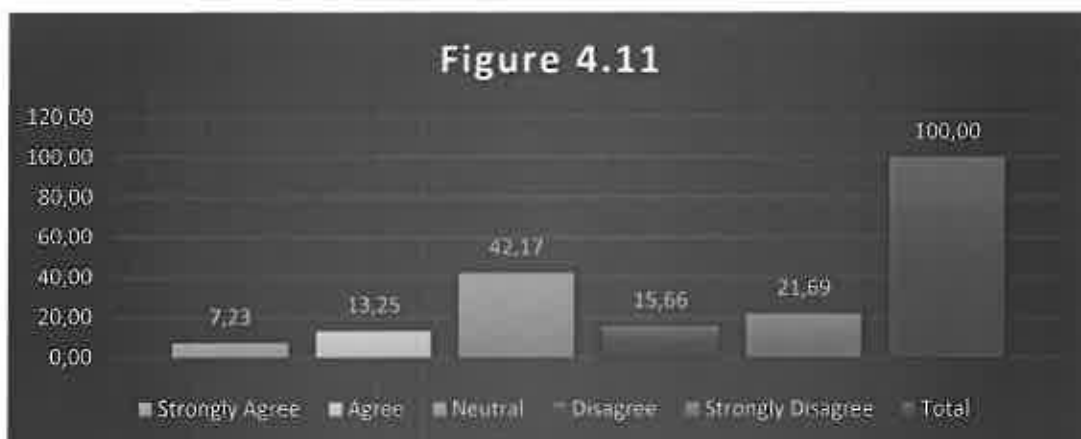


Figure 4.11: University-wide tools exist to support the implementation of a PM strategy

As illustrated in Figure 4.11, 42,17 percent of the respondents were neutral on the issue that the university has diverse tools to support the implementation of a PM strategy. Disagreement was

indicated by 21,69 percent of the respondents that strongly disagreed that there were university-wide tools to support PM strategy implementation.

d All employees receive training opportunities to understand the implementation of a PM strategy.

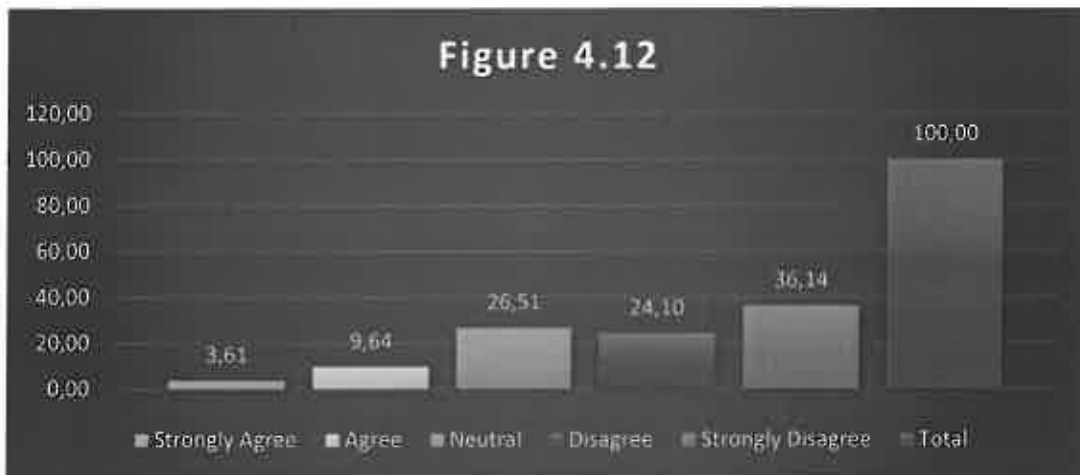


Figure 4.12: All employees receive training opportunities in PM strategy implementation

The majority of employees are shown in Figure 4.12 to have strongly disagreed (36,14 percent) that all employees receive training opportunities to understand how a PM strategy is implemented in the university. Very few employees were positive that they receive training to understand the implementation of a PM strategy in the university.

e Administrative employees have separate performance targets to academic employees.

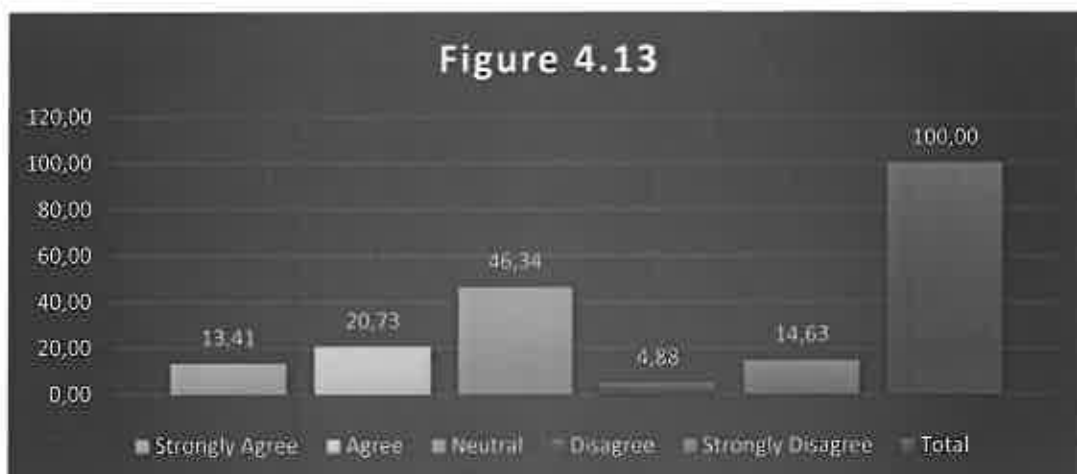


Figure 4.13: Separate performance targets for administrative and academic employees

Figure 4.13 illustrates an interesting scenario. In all the statements, there were many respondents who selected to indicate neutral (46,34 percent) to this statement. This section shows the actual implementation of a PM strategy at DUT is characterised by lack of knowledge on available tools or practices or fear of disclosing current practices that happen in departments.. Some employees strongly believe that the DUT has no existing PM strategy and others are not aware of any strategy in place to manage performance at DUT.

4.4.3.3 Employee Attitudes

(a) I am willing to participate in the implementation of a performance management strategy in my department.

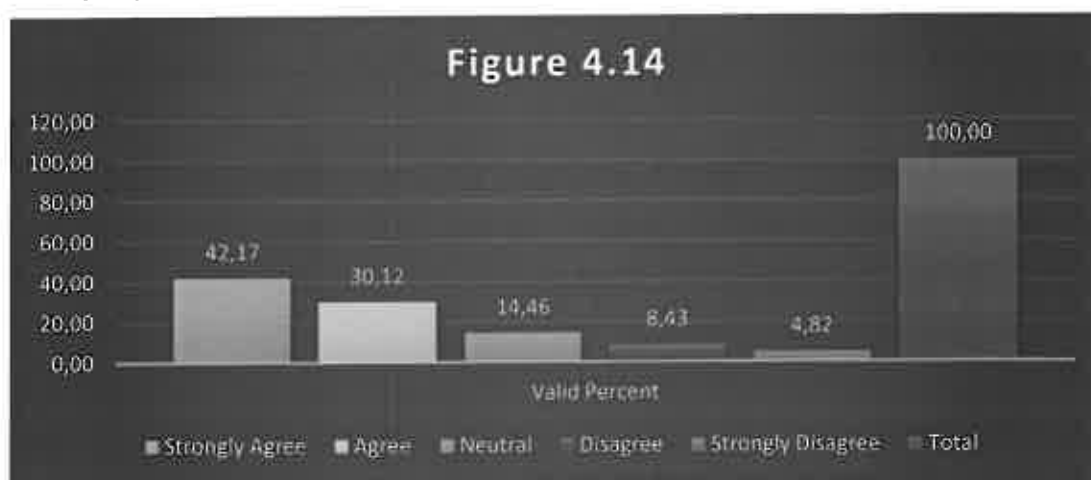


Figure 4.14: Willingness to participate in the implementation of a PM strategy

The research results show in Figure 4.14 that 42,17 percent of the respondents strongly agreed that they are willing to participate in the implementation of a PM strategy. Another significant number of 30,12 percent of participants agree that they are willing to participate in the implementation of PM strategy in their departments. However, only 4, 82 percent of the respondents strongly disagreed that they were willing to participate in the implementation of a PM strategy in their departments. There are very few respondents who either disagree or strongly disagree with this statement.

b There are open communication channels for employees to raise issues with their managers about performance expectations.

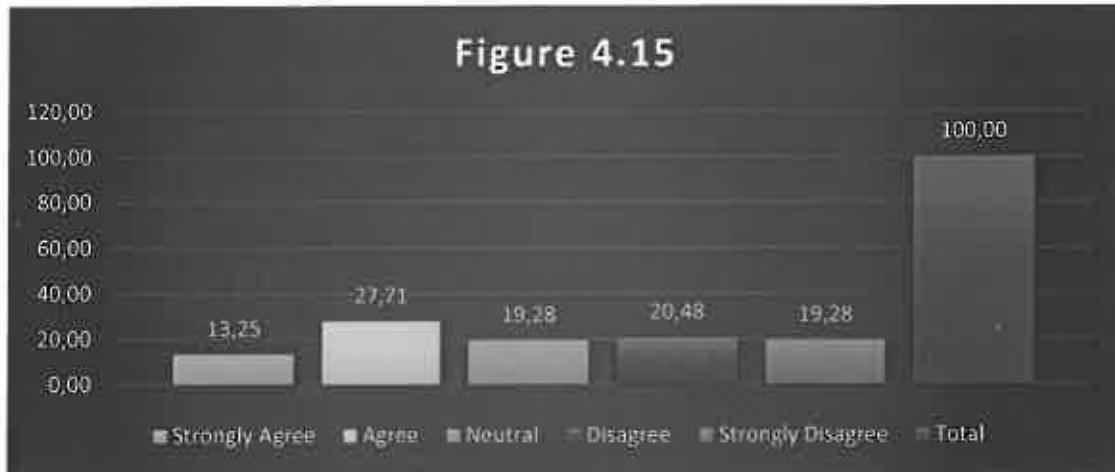


Figure 4.15: Open communication channels for employees to discuss PM expectations with their managers

Agreement by 27,7 percent of the respondents is illustrated in Figure 4.15 regarding the existence of open communication channels between employees and managers to discuss issues about performance expectations. Disagreement was indicated by 20,5 percent of the respondents, with 19,3 percent of respondents that remained neutral, whereas another 19,3 percent of the respondents strongly disagreed with the statement.

c I feel that the PM strategy is not aligned to my needs and goals.

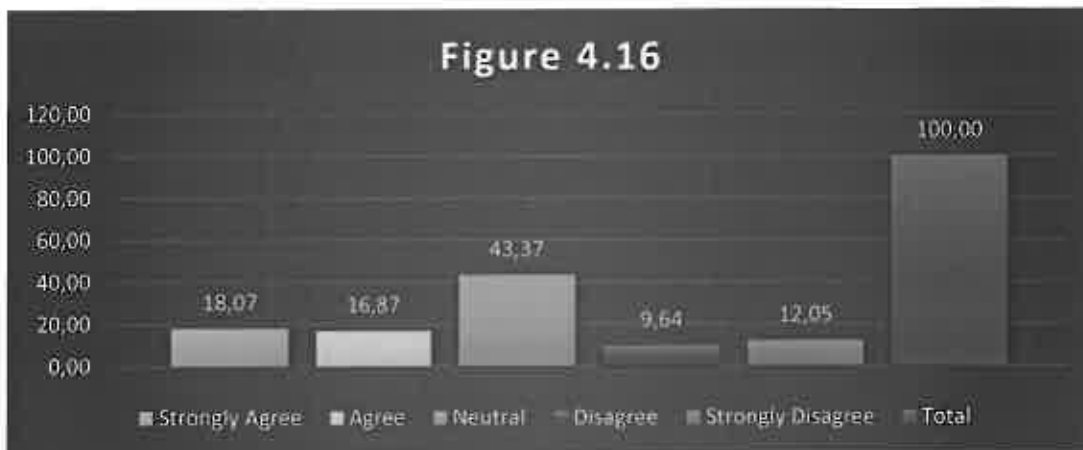


Figure 4.16: PM strategy not aligned to individual needs and goals

Figure 4.16 illustrates that the statement that the PM strategy is not aligned to their individual needs and goals saw 43,4 percent of the respondents remain neutral, while 18,07 percent of the

respondents strongly agreed that the PM strategy is not aligned to their individual needs and goals.

d Employees that engage in the performance reviews are always prejudiced by their managers.

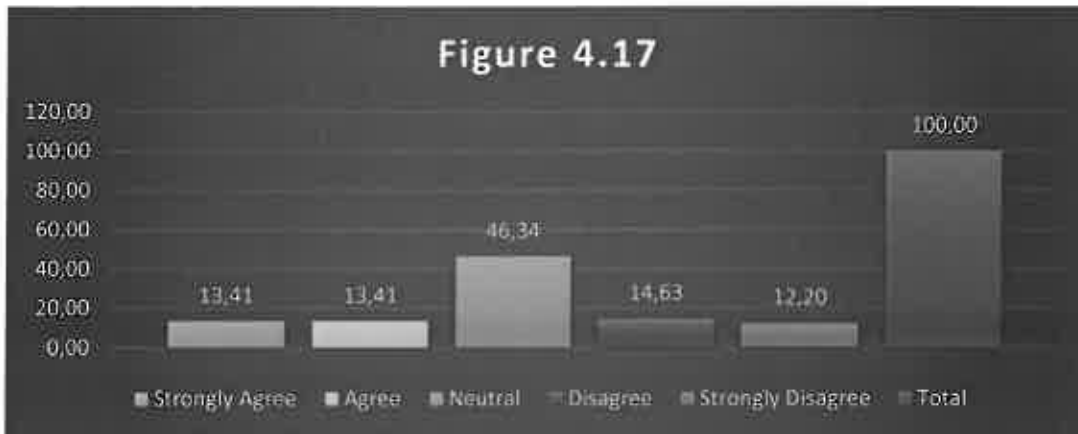


Figure 4.17: Employees that engage in performance reviews are prejudiced by their managers

The neutral respondents were the majority (46,34 percent) in this statement (Figure 4.17). In total, only 26,8 percent of the respondents were in favour (agree and strongly agree) of the statement that employees that engage in performance reviews are prejudiced by their managers.

e There are no allocated resources to assist me in implementing the university PM strategy.

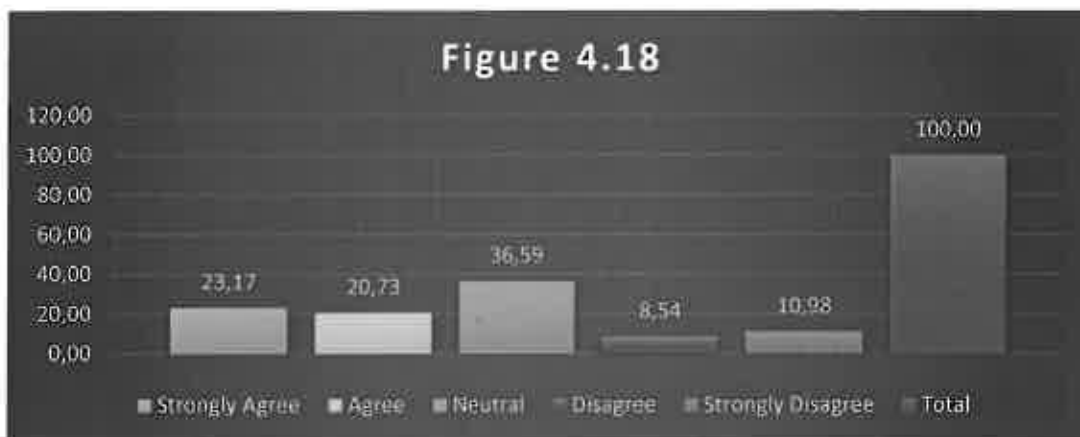


Figure 4.18: No allocated resources to assist in implementation of PM strategy

The majority of respondents were in agreement that there are no allocated resources to assist employees and SEMs in the implementation of the university PM strategy, with the respondents that agreed at 20,73 percent and 23,17 percent for those that strongly agreed with the statement (Figure 4.18). As a result, the majority of employees believe that there are no university allocated resources to support the implementation of a PM strategy .

4.4.3.4 Challenges that make people resist PM strategy implementation

a Different departments use different instruments to implement the university PM strategy

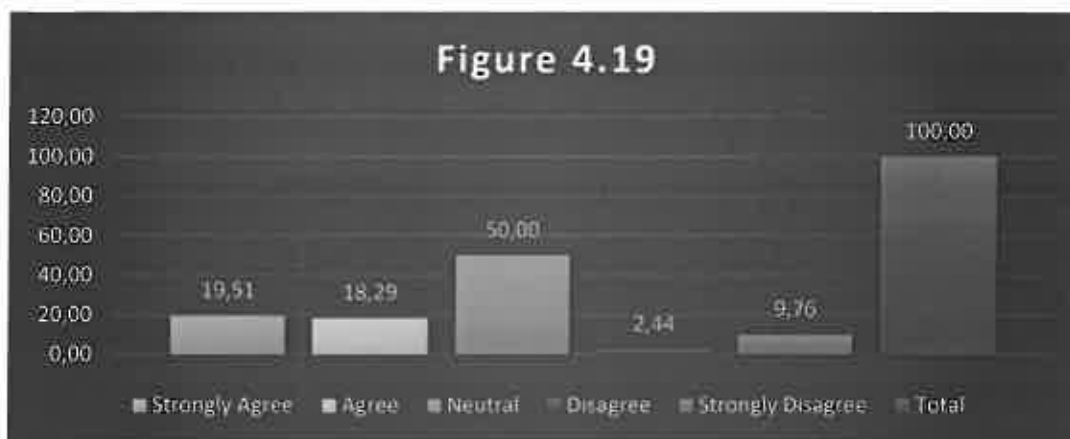


Figure 4.19: Different departments use different instruments to implement a PM strategy

The number of respondents that opted to indicate neutral to this statement was 50,00 percent, with 19,5 percent of respondents that strongly agreed that different departments use different instruments to implement a PM strategy. A further 18,3 percent of respondents agreed that different instruments are being used to implement a PM strategy in different departments (Figure 4.19).

b My compensation and rewards are not tied to my performance standards.

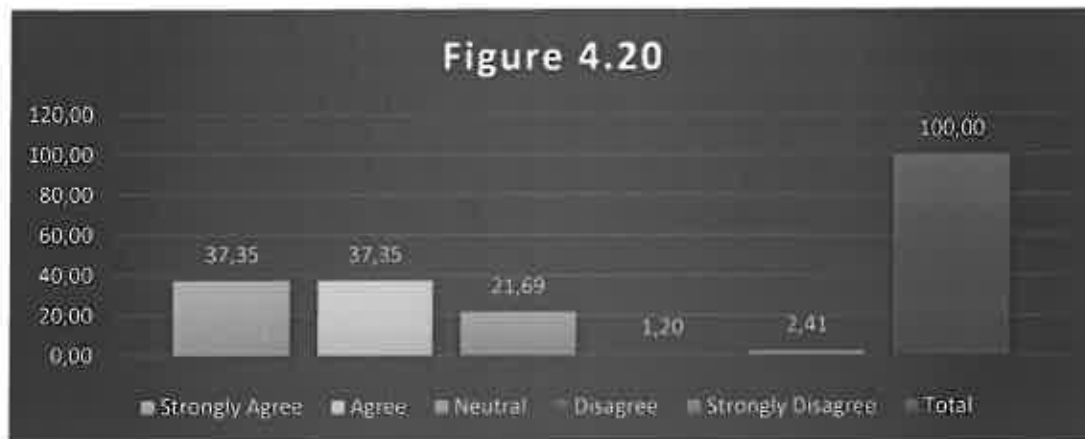


Figure 4.20: Compensation and rewards not tied to performance standards

The findings illustrate that 37,4 percent of the respondents strongly agreed that their compensation and rewards are not tied to their performance standards (Figure 4.20). Another 37,4 percent of the respondents agreed that their compensation and rewards are not tied to their performance standards, with only 21,7 percent of the respondents indicating neutral.

c My job description has never been analysed and revised by my manager and human resources department to cater for the current performance expectations.

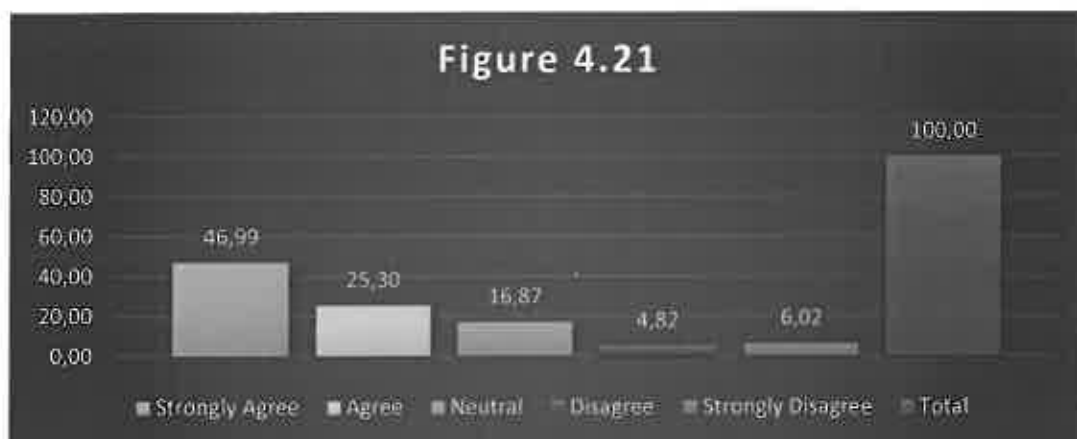


Figure 4.21: Job descriptions are not aligned to current performance expectations

Figure 4.21 illustrates that, a strong agreement was indicated by 46,99 percent of the respondents regarding their job descriptions having never been analysed and revised by their line managers and the HR department, in order to cater for current performance expectations.

A further 25,30 percent of the respondents agreed that their job descriptions are not aligned to current performance expectations.

d My trade union does not see value in the implementation of performance management in the university.

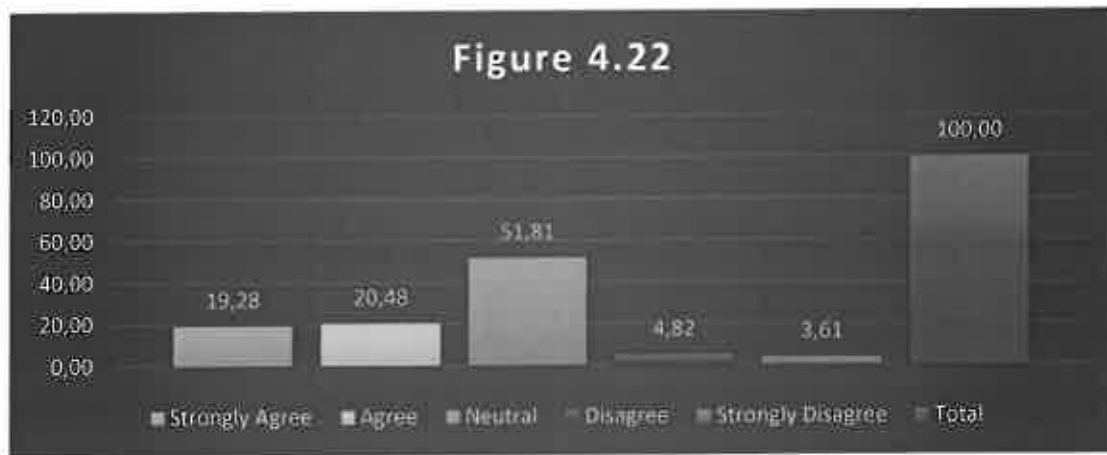


Figure 4.22: Trade unions do not see value in the implementation of PM in the university

Although there was 19,3 percent of the respondents that strongly agreed and 20,5 percent of the respondents that agreed with the statement that their trade unions do not see value in the implementation of PM in the university, 51,8 percent of respondent opted to remain neutral on this statement (Figure 4.22).

e My training and development opportunities are not aligned to my performance results.

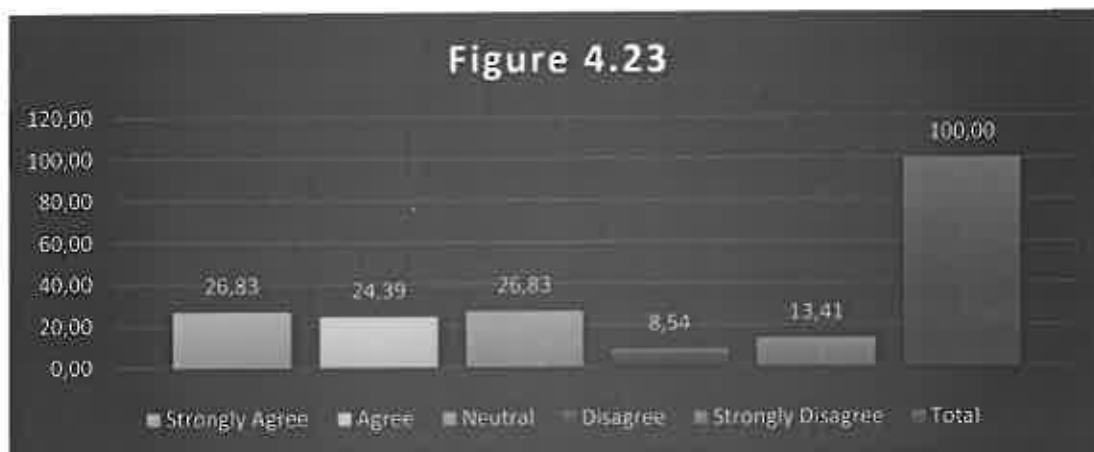


Figure 4.23: Training and development opportunities not aligned to performance results

Strong disagreement is illustrated (Figure 4.23) by 26,8 percent of the respondents that their training and development opportunities are not aligned to their performance results, with 26,8 percent of the respondents that remained neutral on the issue of available training and development opportunities.

4.4.3.5 Resources for implementing PM strategy

a Open communication between managers and employees exists to implement a PM strategy.

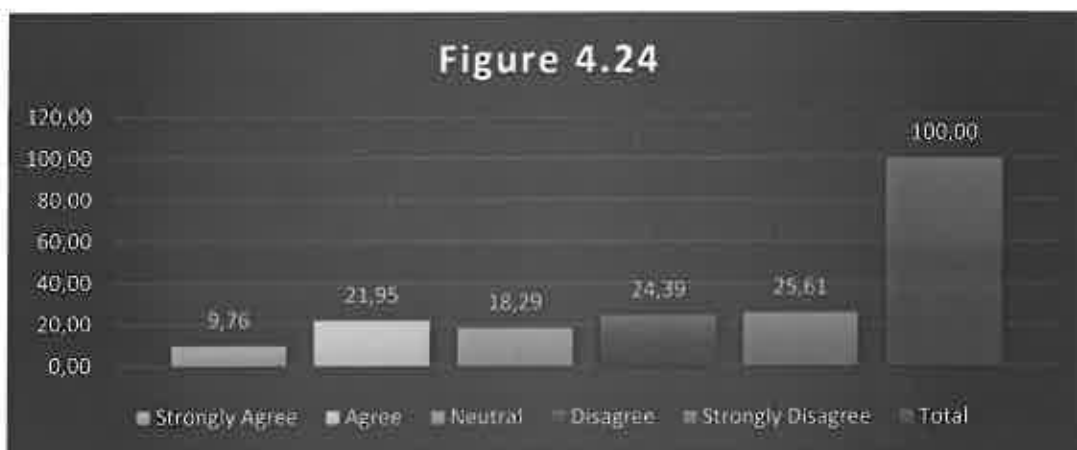


Figure 4.24: Open communication exists between managers and employees to implement a PM strategy

The number of respondents that strongly disagreed with the issue that open communication exists between managers and employees to implement PM strategy was 25,61 percent, while 24,4 percent of respondents disagreed with the statement (Figure 4.24).

b There are approved procedures and templates to guide the implementation of PM strategy

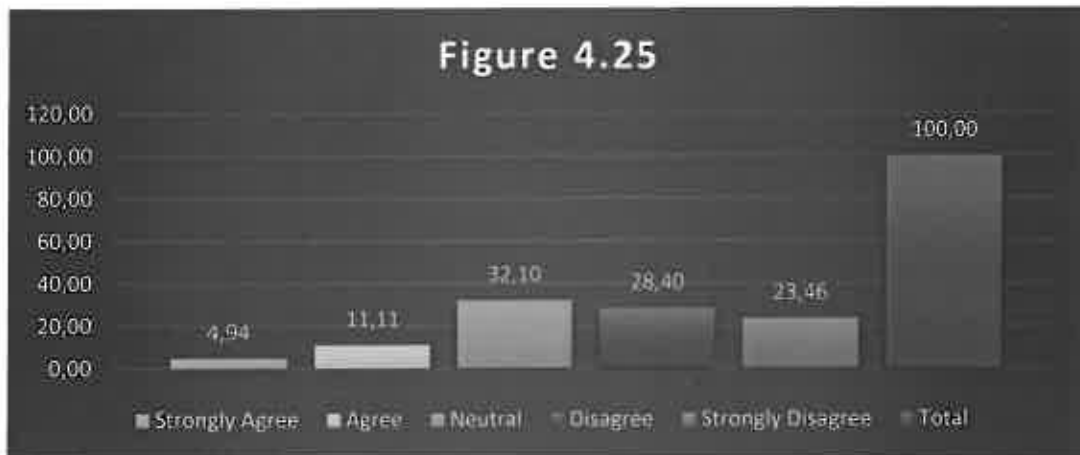


Figure 4.25: Approved procedures and templates exist to guide the implementation of PM strategy

The findings indicate that 28,4 percent of the respondents disagreed that there are university approved procedures and templates to guide the implementation of a PM strategy in the university, although 32,10 percent of the respondents chose to remain neutral on this statement (Figure 4.25).

c There is an existing processes to resolving conflict between a manager and employee that disputes a performance review.

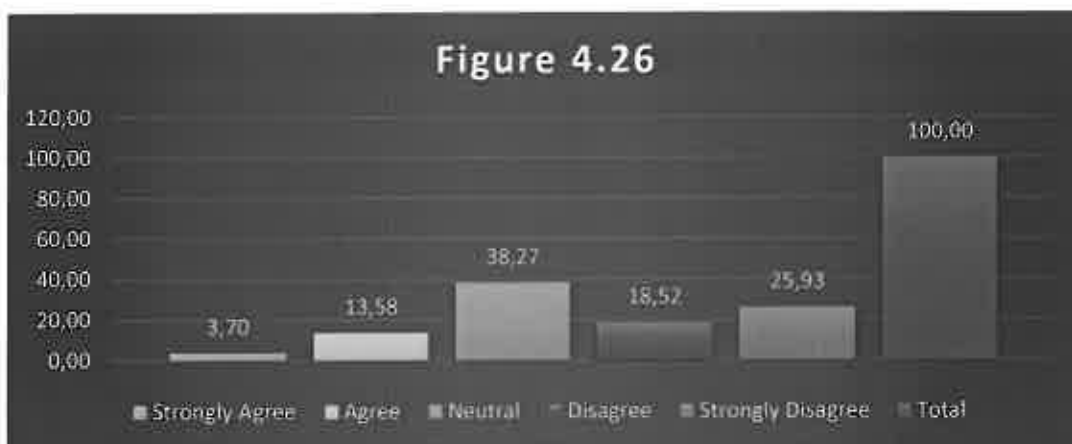


Figure 4.26: Conflict resolution processes exist to address dispute of performance review results

The number of respondents that opted to remain neutral to this statement was 38,3 percent, with 25,9 percent of the respondents that strongly disagreed that there are existing processes to resolve conflict between managers and employees that dispute the performance review results. Only 13,6 percent of respondents agreed that there are existing processes to resolve conflicts that come from disputed performance reviews (Figure 4.26).

d There are improvement plans that are developed by the employee and manager for poor performance that has been identified.

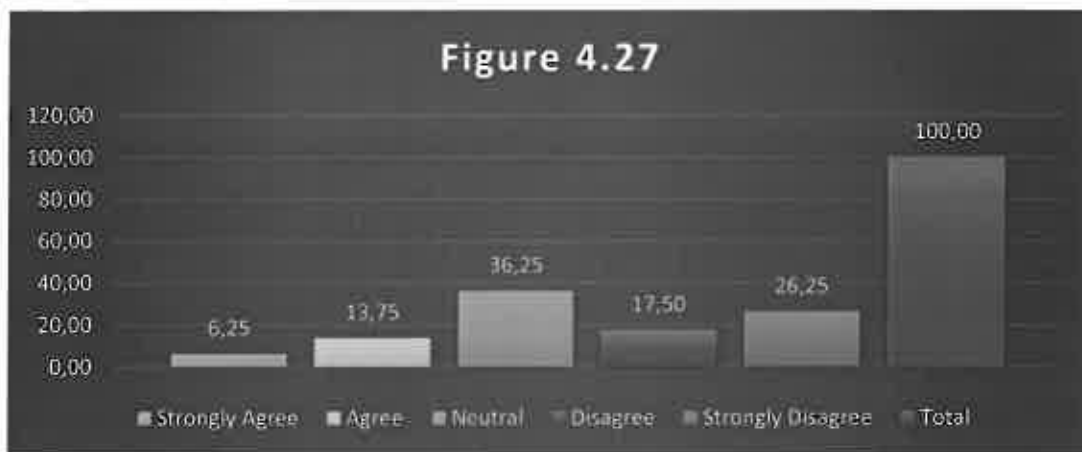


Figure 4.27: Improvement plans are developed for identified poor performance

The research findings show that 26,25 percent of the respondents strongly disagreed that there are improvement plans developed by the employee and manager for poor performance that has been identified, while 36,25 percent of the respondents remained neutral to this statement. Merely 13,75 percent of the respondents agreed that there are improvement plans developed once poor performance is identified (Figure 4.27).

e The Human Resources department regularly visits our department to assist employees and managers that experience difficulties in implementing PM strategy.

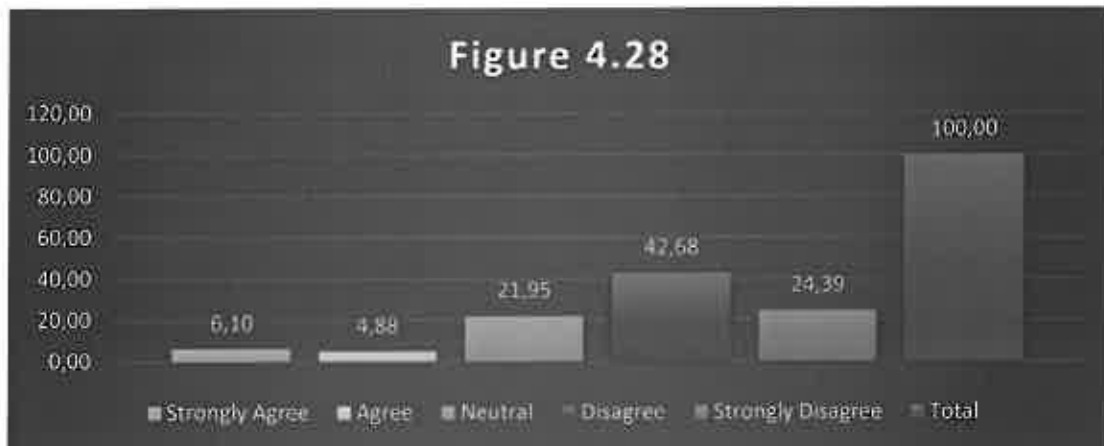


Figure 4.28: HR department regularly visits departments to assist with the implementation of a PM strategy

There was disagreement by 42,7 percent of the respondents that the HR department is supportive in the implementation of PM strategy. In addition, 24,4 percent of the respondents strongly disagreed with the statement that the HR department regularly visits departments to assist managers and employees that experience difficulties in the implementation of a PM strategy (Figure 4.28).

All the measures that appear too high and too low were explained to ensure the reader had acquired an illustration of the tendency of the participants in the quantitative research method. The survey questionnaire used a Likert scale of five areas, which includes Strongly agree (1), agree (2), neutral (3), strongly disagree (4) and disagree (5). The total number of respondents that completed the survey questionnaire were 83 out of a 100. This means the responses are acceptable.

The fact that most respondents opted to be neutral in some of the statements in the questionnaire demonstrates how they felt about disclosing their attitudes regarding the implementation of PM strategy at DUT. Employees believe a discussion about PM strategy is very sensitive and it appears that there is lack of trust as to who people are willing to talk to regarding PM strategy.

4.5 Central Tendency and dispersion of responses

Table 4.3: Central tendency and dispersion

Item	N	Mean	Standard deviation	Variance	Median
I work in the department that has established performance standards.	83	3.34	1.401	1.961	4.00
I am aware of the existing DUT Performance Management strategy and / PM policy.	83	3.55	1.148	1.317	4.00
I am in partnership with my manager to implement Performance Management strategy in the department.	83	3.93	0.998	0.996	4.00
I belong to a trade union that promotes the implementation of Performance Management strategy.	83	3.58	1.023	1.047	4.00
Both myself and manager are trained to implement Performance Management strategy	83	4.01	0.856	0.733	4.00
My manager is solely responsible for implementation of Performance Management strategy in the department.	83	3.29	1.393	1.942	3.00
My manager is not trained to effectively measure the performance of employees.	83	3.07	1.226	1.502	3.00
There are a range of university wide tools to support the implementation of Performance Management strategy across departments and sectors.	83	3.24	1.142	1.303	3.00
All employees receive training opportunities to understand the implementation of Performance Management strategy.	83	3.78	1.150	1.323	4.00
Administrative employees have separate performance targets than academic employees.	83	2.89	1.195	1.429	3.00
I am willing to participate in the implementation of Performance Management strategy in my department.	83	2.01	1.172	1.373	2.00
There are open communication channels for employees to raise their issues to their managers about performance expectations.	83	3.07	1.360	1.849	3.00
I feel that the Performance Management strategy is not aligned to my needs and goals.	83	2.79	1.204	1.448	3.00
Employees that engage in the performance reviews are always prejudiced by their managers.	83	3.00	1.166	1.360	3.00
There are no allocated resources to assist me in implementing the university Performance Management strategy.	83	2.67	1.258	1.584	3.00
Different departments use different instruments to implements the university Performance Management strategy.	83	2.70	1.120	1.254	3.00
My compensation and rewards are not tied to my performance standards.	83	1.99	0.931	0.866	2.00
My job description has never been analysed and revised by my manager and human resources department to cater for the current performance expectations.	83	2.03	1.200	1.439	2.00
My trade union does not see value in the implementation of Performance Management in the university.	83	2.58	0.970	0.940	3.00
My training and development opportunities are not aligned to my performance results.	83	2.61	1.347	1.815	2.50
Open communication between managers and employees exists to implement Performance Management strategy.	83	3.37	1.325	1.756	3.50
There are approved procedures and templates to guide the implementation of Performance Management strategy.	83	3.57	1.135	1.289	4.00
There is an existing process to resolving conflict between a manager and employee that disputes a performance review.	83	3.51	1.160	1.346	3.00
There are improvement plans that are developed by the employee and manager for poor performance that has been identified.	83	3.45	1.226	1.504	3.00
The Human Resources department regularly visits out department to assist employees and managers that experience difficulties in implementing Performance Management strategy.	83	3.72	1.103	1.216	4.00

Source: SPSS version 24.0

Table 4.3 provides a detailed account of the attitudes of employees towards the implementation of PM strategy. The majority of responses, according to the median, fall between three and four, indicating a significant number of respondents in the survey opted either to remain neutral or to strongly disagree with the majority of the statements.

In Table 4.3, the following issues can also be identified for discussion:

- *I work in the department that has established performance standards.* As an illustration, this shows a mean of 3.34, which shows the significant majority of respondents indicating either neutral or strongly disagree. The standard deviation was 1,401 and this seems to indicate that the spread of the distribution of responses was between 1,939 (agree) and 4,741 (disagree). This means that the respondents fall between neutral and disagree. Employees feel that they work in departments that do not have established performance standards.
- *I am in partnership with my manager to implement Performance management strategy in the department.* As illustrated, the mean for this statement is 3,93, indicating that a large, significant majority of respondents strongly disagreed with the statement. The standard deviation was 0,998, which seemed to point to the spread of the distribution of responses being between 2,932 (neutral) and 4,932 (disagree). Employees do not believe there are partnerships between themselves and their managers in implementing the PM strategy in their departments.
- *Both myself and manager are trained to implement Performance management strategy.* As illustrated, the mean is 4,01 which represents a very significant majority of respondents strongly disagreeing with this statement. The standard deviation was 0,856 which shows the spread of the distribution of responses were between 3,154 (neutral) and 4,866 (disagree). Employees view training to understand the implementation of PM strategy as lacking in the organisation. This training is for themselves and their managers. Therefore, it can be argued that the lack of training opportunities in an organisation is regarded by employees as very influential in enhancing their understanding of PM strategy.
- *I am willing to participate in the implementation of performance management strategy in my department.* As illustrated (Table 4.9), the mean is 2,01 which means the majority of respondents agreed with this statement. The standard deviation is 1,172 which reveals that the distribution of responses was between 0,838 (strongly agree) and 3,182 (neutral). Employees are willing to participate in the implementation of PM strategy in their departments.

- *My compensation and rewards are not tied to my performance standards.* The tabulation (Table 4.9) illustrates the mean at 1,99, signifies agreement with this statement by the majority of respondents. The standard deviation is 0,931 indicating that the distribution of responses was between 1,059 (strongly agree) and 2,921 (neutral). Employees believe compensation and rewards are important contributors towards the implementation of PM strategy.
- *My job description has never been analysed and revised by my manager and human resources department to cater for the current performance expectations.* The mean is 2,03 so the average of respondents agrees with the statement. The standard deviation is 1, 200 indicating that the distribution of responses was between 0,83 (strongly agree) and 3,23 (neutral). It may seem that employees believe that managers and the HR department do not revise job descriptions in catering for current performance expectations.
- *The Human Resources department regularly visits out department to assist employees and managers that experience difficulties in implementing PM Strategy.* The mean is 3.72, thus, the average of respondents strongly disagreed with this statement. The standard deviation is 1,103 which shows that the distribution of responses was between 2,617 (neutral) and 4,823 (agree). A significant number of employees feel that the HR department does not support employees and managers contributing towards the implementation of PM strategy.

4.6 Summary

The results and the findings obtained from the questionnaires and focus group interview in this research study were discussed in this chapter. With a formal questionnaire and interview developed as the primary tool used to collect quantitative and qualitative data from employees and SEMs at DUT, the findings were used to interpret employees' and SEMs' attitudes regarding the implementation of PM strategy at DUT.

The next chapter will present the findings and interpretation of data resulting from the qualitative research methods employed.

CHAPTER FIVE

INTERPRETATION OF DATA FROM QUALITATIVE RESEARCH METHODS

5.1 Introduction

The purpose of this chapter is to analyse the data acquired from the qualitative research process adopted for this research study. A focus group included all the status, namely, academics, administrative employees and SEMs. Nagy and Hesse-Biber (2017:149) confirm that focus groups involve various participants interviewed together as a group. Focus groups enable researchers to identify key issues surrounding the subject matter as they are able to absorb ideas and concerns from various the participants selected (Nagy and Hesse-Biber, 2017:149). Eleven participants took part in the focus group discussion, concerning the implementation of a PM strategy in a UoT. One respondent was a senior executive manager, five were from administrative divisions and three of the respondents were academics. The questions were designed based on the existing research objectives and categorised accordingly. A focus group demonstrates the group dynamics prevalent in the university and helps in gaining an understanding of how employees and senior executive managers behave in the workplace. The intention was to record and observe their attitudes on the implementation of a PM strategy at DUT.

5.2 Interview schedule

Section C of the survey questionnaire was comprised of three open-ended questions (Appendix D). The responses from the questionnaire were analysed prior to scheduling the focus group interview, with the interview used to follow-up on issues raised by respondents in the questionnaire. The interview was conducted in the DUT ML Sultan campus.

5.3 Results from focus group interview

5.3.1 Sample

One group interview session was organised and scheduled in Durban. Focus groups are used to acquire specific information that will be used as an enhancement to other data collection methods applied in the research study (Nagy and Hesse-Biber, 2017:162). The focus group was adopted to support the survey questionnaire that was distributed as the main data collection instrument of this research study. The selected focus group was heterogeneous, offering a platform for the SEMs, employees to sit together and discuss the implementation of PM strategy at DUT.

5.3.2 Questions used in the focus group interview

The following research questions informed the qualitative section of the study and are aligned to the research objectives:

- a. What do you understand about performance management?
- b. What are the benefits of designing and implementing an effective performance management strategy?
- c. Who should be involved in the design of a performance management strategy?
- d. Are you aware of the performance management strategy at DUT? Is there an existing performance management policy to guide its implementation?
- e. What is the role of employees in the implementation of performance management strategy?
- f. Who is responsible for management of implementing performance management strategy? Why?
- g. Why do employees and managers resist implementation of the performance management strategy?
- h. What is the role of employees and managers in the implementation of performance management strategy?
- i. What are the attitudes and perceptions of employees and managers on the implementation of performance management strategy?

- j. What are the trends in the current implementation of performance management strategy at DUT?

From the interview session with the focus group, the respondents described their own experiences and attitudes about the implementation of PM strategy at DUT. The research findings provided a report based on the analysis of the data acquired during the focus group interview session.

5.3.3 Qualitative research findings

Seven themes emerged from the data analysis stage, and these themes seem to overlap each other. These themes were discussed during the focus group interview and various sub-themes emerged from these discussions (Table 5.1).

Table 5.1: Identified themes and sub-themes

Themes	Sub-themes
(a) Fear of victimisation	<ul style="list-style-type: none"> • Employee prejudiced • Favouritism • Dismissals • Subjectivity
(b) Lack of knowledge and understanding	<ul style="list-style-type: none"> • No transparency in management models • Poor communication channels between managers and employees
(c) No training programmes	<ul style="list-style-type: none"> • Lack of managerial training • Lack of employee training • Lack of career planning and development
(d) Compensation / rewards not measured according to performance	<ul style="list-style-type: none"> • Poor grading systems • No performance rewards • No performance appraisals
(e) Departments do not have formal performance standards	<ul style="list-style-type: none"> • No planning meetings • Performance standards not explicit • Poor communication between managers and employees • No transparency in financial planning
(f) Lack of awareness of the existing DUT PM Strategy policy	<ul style="list-style-type: none"> • No university advocacy on the existing PM strategy policy • No HR explicit role on the implementation of PM strategy policy • No transparency on required performance standards
(g) Partnering role between management, labour, trade unions and Council.	<ul style="list-style-type: none"> • No consultative forums • No trade union initiated discussions

5.4 Presentation of the themes

5.4.1 Fear of victimisation

The feedback from the respondents was categorised in various sub-themes. Some of the responses from the respondents are outlined below.

“The implementation of a performance management strategy that is not effectively designed leads to some employees being prejudiced” (Interviewee 1, male)

“Some employees are subjected to disciplinary proceedings due to poor performance and others even face dismissals” (interviewee 3, male)

“The general perception amongst the workforce is that there are many CCMA cases that are based on poor performance standards which have never been agreed upon” (Interviewee 4, male)

5.4.2 Lack of knowledge and understanding about PM strategy

Some of the respondents' answers are outlined below.

“Due to little knowledge managers possess about PM strategy, their process of performance measurements is not transparent. Managers intimidate employees about performance reviews” (Interviewee 6, female)

“Communication between managers and employees mainly focuses on performance appraisal rather than planning and development of standards” (Interviewee 4, male)

“Bottom-up communication channels are non-existent” (Interviewee 3, male)

5.4.3 Training and development

Some of the replies from the respondents are outlined below.

“Managers have not been trained to implement performance management strategy” (Interviewee 1, male)

“Training and development is fundamental for the effective design and implementation of performance management strategy” (Interviewee 10, female)

“There are no employees that have received training and who have participated in the design and implementation of performance management strategy” (Interviewee 4, male)

5.4.4 Compensation and benefits

Various reactions from the respondents are outlined below.

“The university grading system is not aligned to the performance management strategy. Employee pay is not tied to their current performance” (Interviewee 8, male)

“There are no performance rewards, monetary and non-monetary” (Interviewee 3, male)

“Various sectors use various tools to appraise performance of employees” (Interviewee 10, female)

“There are no university-wide tools developed to support performance appraisals” (Interviewee 2, male)

5.4.5 Department performance targets

Some examples of the responses from respondents are provided below:

“Employee operational plans that have been aligned to output, training and compensation packages do not exist” (Interviewee 1, male)

“Only cases of monitored performance relate to punishing of bad performance through warning letters and in bad cases leading to dismissals” (Interviewee 4, male)

“There are no development targets that are aligned to individual performance standards” (Interviewee 9, female)

5.4.6 DUT Performance Management policy

Provided below are the responses from the respondents:

“No university advocacy on the existing DUT PM policy” (Interviewee 2, male)

“No HR explicit role on the implementation of PM policy” (Interviewee 7, male)

“No transparency on required performance standards” (Interviewee 3, male)

5.4.7 Partnerships between council, management, labour and trade unions

Provided below are the responses from the respondents

“No consultative forums” (Interviewee 10, female)

“There is no signed agreement between management and trade unions” (Interviewee 1, male)

“No trade union initiated discussions” (Interviewee 4, male)

5.5 Summary

The findings, along with the interpretation of the data from the qualitative research methods have been put forward in this chapter. The next chapter will present a discussion of the findings.

CHAPTER SIX

DISCUSSION OF FINDINGS

6.1 Introduction

The findings analysed in the previous chapter are examined in this chapter. It is illustrated in chapter four that employees have a negative attitude towards the implementation of a PM strategy at DUT. This is highly affected by a number of key institutional issues that are either lacking or dysfunctional. For example, the alignment of compensation and rewards to performance standards, lack of training and development opportunities for both managers and employees, as well as the dysfunctional role of HR department in supporting the implementation of PM strategy.

The majority of participants provided a favourable response to the statement concerning their willingness to participate in the implementation of a PM strategy. However, an overwhelmingly large number of responses, in both the survey questionnaire and the focus group interview, demonstrated that there is a level of resistance from both employees and managers regarding the implementation of a PM strategy at DUT. Should the institution not address the various aspects identified, managers will find it extremely hard to manage the performance of employees and this will negatively influence staff morale and retention strategies.

6.2 Responses to the research objectives

6.2.1 Importance/benefits of effectively designing and implementing a PM strategy

The majority of participants agreed that certain factors have to be carefully considered when designing and implementing an effective PM strategy that would be beneficial to both the organisation and its people. Türk (2016:19) holds a view that PM consists of regular information and communication consistently geared towards employee development. The attempt to create an encouraging work environment that will empower employees should be investigated further by the university. This will help in improving transparency between management and employees about what PM entails at DUT. All respondents view PM strategy

as people-centred. The focus group interview positively resulted in obtaining a more in-depth view of all the research issues from academic, administrative and senior executive management perspectives, as they all agree that people (managers and employees) are equally responsible for the implementation of a PM strategy in an organisation.

A significant large number of respondents felt that DUT did not have explicit performance standards across the various sectors and departments. A feeling of misplacement due to the fact that their performance was not aligned to any existing PM standards was indicated by 53 percent of the respondents. In cases where there were existing standards, these were seen by respondents as not being negotiated with employees but rather pushed from the top through command management control models by managers.

A large number of the respondents (54 percent) were not aware of the existing PM policy. Türk (2016:18) advocates that PM, in principle is a process of measuring and developing individual employees and teams. A standing plan in the form of policy is created to establish a conceptual framework, under which the university will manage the performance of its resources. Türk (2016:18) advocates that PM practices involves goal setting and planning, monitoring and evaluation, communication and feedback, as well as appraisal of employees and compensation of employees based on their actual performance results. Based on the large percentage of respondents (54 percent) who seemed unaware of the university policy, this means that the university has not ensured that all employees were made aware of the existing PM policy. As a result, some employees and managers who are not aware of the PM policy, have resulted in various departments (in the university) establishing their own systems of managing the performance of employees, and this has resulted in huge distrust within the organisation's culture. According to Türk (2016:19), PM provides an integral managerial control system that is aimed at improving employee work activities and results. The system provides a platform where both the employer and employee express their wishes and ideas about creating mutually beneficial relationships.

A partnership between employees and managers is fundamental in the effective design and implementation of a PM strategy. Hutchinson (2013:2) states that PM is generally portrayed as an integrated process in which managers engage with employees to set expectations, measure and review results, agree on improvement plans, and sometimes reward performance.

In total, 52,4 percent of the respondents were in disagreement that the trade unions they belong to promoted the implementation of a PM strategy in the university. During the focus group interview some of the respondents indicated that trade unions did not play a role in promoting a PM strategy because management never engaged them in the first place, during the development stages of the PM strategy, which led to the unilateral development of the PM policy. Thursfield and Grayley (2016:789) maintain that trade unions as entities embrace the values of pluralism, so as to promote collective bargaining on the differences that employers and labour hold in the workplace, and thus it is the role of management to provide opportunities for engaging trade unions. The results trigger a question of whether the design and implementation of a PM strategy forms part of the collective agreement between trade unions and management of the university. This can be pursued in further research studies.

There is extensive literature, which proves that managers with no positive input or contribution from trade unions unilaterally developed most of the frameworks adopted by organisations for managing performance of employees. This unitarist approach views trade unions as troublemakers that should always be avoided. Thursfield and Grayley (2016:789) point out that the employment relationship is characterised by an imbalance of power between employers and labour, which results in unequal power relations and competing class interests that should be dealt with through collective bargaining. The ideology of PM is criticised for being embedded in the unitarist approaches where management tends to develop PM programmes without taking into consideration the concerns and interests of employees (Thursfield and Grayley, 2016:789). Unitarist ideology is seen to enforce acceptability through propagating management control that does not support employee active involvement but brews fear and inequality in the workplace.

6.2.2 Current implementation of PM strategy

The management of performance is embedded in the diverse roles and responsibilities of managers and employees. 42,7 percent of the respondent indicated that managers are not solely responsible for the implementation of a PM strategy. In some instances, managers should serve as drivers that enforce regulations on employees and in other instances, managers should consult and support staff to change and improve to enhance organisational development and effectiveness. Hutchinson (2013:13) asserts that it is the role of line managers to implement HR

management policies, and that PM strategy implementation resides with top management. Lack of top management support results in PM strategies that fail by implanting wrong systems. Kalman (2016:23) argues that effective PM programmes are aligned to the organisation values and culture which ensures that people behaviors are embedded towards creating life in the strategic plans of the organisation. PM always speaks the language of the business strategy and is people-centred. Through PM strategies, people have a concept of how they fit in the university corporate strategy as individuals. A large number (60,2 percent) of the respondents indicated that employees do not receive training opportunities that will enable them to understand the implementation of a PM strategy. Kalman (2016:23) comments that an effective and efficient programme is the one that is integrated with the overall business strategy. This programme, through talent management, ensures that everyone understands how they connect in the attainment of the business strategy. Kalman (2016:23) further states that, the management of performance goes beyond than just a process to a continued development of the organisation's values through leadership commitment in ensuring the development of people and improving communication strategies to make people informed of the organisational priorities.

6.2.3 Current attitudes on the implementation of PM strategy at DUT

Willingness of participants to participate in the implementation of a PM strategy in their departments was indicated by 72,3 percent favourable responses. Selden and Sowa (2011:252) state that, under PM individual performance is aligned to organisational performance making it easier for employees to identify the value they provide in the attainment of the organisational strategy. There is a need to ensure that organisations understand the behavioural part of the PM process, as employees will react differently to how performance is managed in the organisation. Selden and Sowa (2011:253) stress that PM encompasses a collection of activities implemented by the organisation to improve employee performance. The ethos behind the development of a PM practice is to motivate employees of the organisation either through rewards or development opportunities. Caldwell (2002:02) defines a PM strategy as a collaborative relationship between employees and management that is focused on helping employees to improve their performance and to help align employee performance to organisational goals. Human capital is viewed as equal partner with management in developing an effective PM strategy for an organisation.

The main drive of PM is to support the achievement of high performance through the organisational resources that include its people. High performance means being responsive to the needs of all the stakeholders by delivering high productivity that results in high quality products and services in order to enhance the profits and shareholder value. The focus group interview demonstrated that people's attitudes towards the current implementation of a PM strategy are negative. The results of the questionnaire were ambiguous in the section concerning employee attitudes. It should also be understood that due to the perceived subjectivity of the performance reviews, the attitudes of the raters in the performance reviews was viewed as an obstacle. Buckingham and Goodall (2015:44) comment that normally performance reviews although taken for granted, base the results on the attitudes and perceptions of the rater. Due to the sensitivity of the questions, respondents chose to remain neutral on two statements: the PM strategy is aligned to my individual needs and goals, and employees are prejudiced during performance reviews as they receive subjective results.

6.2.4 Challenges that make employees resist the implementation of a PM strategy

Campbell (2015:47) indicates that PM is a managerial practice that involves the use of performance information in making strategic decisions to enhance organisational performance. PM entails the defining of goals, setting of performance targets, and encouragement of workers through incentives to reward those who meet these targets. A significant number of the respondents (50,0 percent) were neutral in attempting to decide whether each department used different instruments to implement the university wide PM strategy. This point relates to the unawareness of employees about the PM policy. Some employees were of the feeling that their managers were not transparent on the approaches they took towards performance measurements used in each department. Wilkes et al (2011:23) argue that managers of organisations find challenges in designing a PM system that will keep up with executing the business strategy. Most managers in organisations know that there is no one single design that will suit all organisations. Many companies have designed PM frameworks that in most instances only measure a small fraction of what they are actually doing with regards to their business strategies. The complexity of a PM strategy includes various models, systems, processes, techniques and tools in the performance of individuals, teams, sectors, businesses and the overall environmental impact. In total, 74,7 percent of the respondents agreed that their compensation

and rewards were not tied to their performance standards. During the focus group interview, some of the respondents indicated that their managers would increase their workload allocation without this being negotiated and no compensation or rewards were provided.

6.2.5 Resources for implementing PM strategy

50,0 percent of the respondents disagreed with the statement that there is open communication between managers and employees during the implementation of a PM strategy. The focus group interview raised the issue of a lack of transparency by managers and employees when implementing a PM strategy, while 51,9 percent of the respondents indicated that there are no DUT approved procedures and templates to guide the implementation of a PM strategy. Choong (2013:536) states that performance measurement systems have been extensively used in both academic and business practice. Current PM systems that are implemented demonstrates a shift from viewing organisational performance as mere accounting measures that include some non-financial drivers (Choong, 2013:536). The current PM systems are focused beyond the financial controls of an organisation. Choong (2013:536) maintains that the accounting measurements systems do not account for the knowledge of the organisation's intellectual capital, and does not provide a clear comparison of past knowledge and future predictions as it omits the qualitative perceptual measures that focus on non-financial resources. The view from the focus group was that performance of departments was evaluated only based on their financial sustainability and as a result some of the academic departments that were not being seen as meeting performance targets were always denied development opportunities and extra resources. Hutchinson (2013:25) argues that PM should be viewed in a modern fashion in that it must always align to processes, policies and procedures that stem from the organisational strategy. Ana-Maria et al (2009:277) describe that PM develops continued success for organisations through the enhancement of employee performance and the development of the capabilities of work-teams. The employee focus in the university appears to be non-existent as managers are not transparent to their employees. Kalman (2016:22) argues that most people do not enjoy formulating and implementing a PM strategy. Some managers view PM as being a tedious process that escalates problems between managers and employees. The biggest debate during the focus group interview related to the role of HR in the implementation of a PM strategy. De Brito and de Oliveira (2016:91) aver that employee motivation and effort as well as skills and abilities are key to the provision of favourable conditions in the workplace. Organisations should always

provide resources that will develop the capabilities of employees in order to enhance the performance and contribute to the development of the organisation's sustained competitive advantage. People are viewed to be at the centre of sustainable competitive advantage for organisations, with organisational performance seen to be influenced by HR policies and practices geared towards developing people in organisations. It was perceived by 67,1 percent of the respondents that the HR department of the university was not effective in the provision of support in the implementation of a PM strategy. De Brito and de Oliveira (2016:92) state that the internal company resources and capabilities develop the uniqueness of company attributes. The company resources and capabilities further play a role in the demonstration of variances in company performance within the same industry or sector. It is further stated by de Brito and de Oliveira (2016:93) that HR of an organisation supports enhancement of performance and is a source of sustained competitive advantage. HR has 'the potential to contain these attributes if the value of a highly skilled workforce' is considered, along with 'the relative scarcity of qualified professionals, and that the explicit and tacit knowledge of employees are built over time and through socially complex mechanisms' (de Brito and de Oliveira, 2016:93).

6.3 Summary

Various findings have been discussed, such as that the majority of the respondents indicated that DUT did not have explicit performance standards across sectors and departments. Although respondents view PM strategy as people-centred, it is unfortunate that the majority of the respondents indicated that DUT does not offer any training opportunities for employees and managers, to enable them to understand the implementation of a PM strategy.

The next chapter deals with the conclusions drawn from the findings, while putting recommendations forward, relevant to the assessment of the employees' attitudes to implementing a PM strategy at DUT

CHAPTER SEVEN

CONCLUSION AND RECOMMENDATIONS

7.1 Introduction

The purpose of this research study was to conduct an assessment of the attitudes of employees on the implementation of a PM strategy in a UoT, with specific reference to DUT. In this chapter recommendations are made of all findings that were identified.

7.2 Implications of the Recommendations

The major results of the research study are, the need to improve communication strategies that would enhance the relationship between managers and employees, in order to strengthen the improvement in management of people performance. There is a need to provide organisational resources that will provide opportunities for all stakeholders to discuss the existing PM policy in the context of a DUT PM strategy. The revision of the PM policy should then include all the stakeholders and the consultation processes between labour and management become tedious ironing out all the differences. Training and support has also been identified as a major finding which managers would need to immediately take into consideration prior to introducing a PM strategy at DUT.

These recommendations are provided based on factual findings acquired by engaging a representative sample of the DUT full-time staff population. The research study was conducted to understand the attitudes of employees on the implementation of a PM strategy.

7.3 Recommendations to solve the research problem

- Training and development programmes for all managers;

The university needs to develop an organisational development framework that will trigger a wide investigation on the diverse ways to manage individual employee performance in line with organisational performance. Such an objective will lead to a broader PM strategy human resource development plan that will target both managers and employees, in order to ensure

that the crucial contribution made by human capital performance is measured towards equitable organisational development practices. Training opportunities for managers should be organised regularly from top, middle and lower levels of management to ensure that managers would serve as advocates of PM and ensure that all employees have a shared understanding.

Employee training opportunities should be geared towards understanding the role of PM strategy. Employees must familiarise themselves with the manner in which their individual performance will be measured and how to improve the current skills-base, through the creation of training programmes that focus on current skills needs.

- Annual performance plans should be signed by both managers and subordinates; There is a need to have a system where formal performance plans are signed at certain intervals in order to ensure that there are agreements between managers and employees. Some of the performance review results are subjective as they are based on the views of the rating personnel. This is an opportunity for further studies that would seek to understand the way performance agreements are developed in different sectors and departments of a university.

- Attainment of performance standards should be rewarded (monetary and non-monetary); The university grading system should be reviewed in light of how PM strategy is implemented and the actual standards that should precede compensation packages of the university. The remuneration packages should be calculated based on the performance of employees and managers in building the competitive advantage of the university. PM strategy should thus be aligned to monetary and non-monetary benefits to reward outstanding performance. PM strategy is important to ensure clear alignment with all the other HR strategies, thus facilitating the ease of the strategy during its operationalisation. PM strategy is aligned to other HR systems, such as training, development, compensation, and benefits, along with labour relations, promotions, and personnel administration. When there is no PM strategy, for instance, an employee would be required to regularly submit his new qualifications or newly acquired skills; however, through effective PM strategies managers would know the qualifications or skills acquired by their individual employees and there is clarity of how such information feeds in improving the performance of that department or sector.

- Trade union involvement is fundamental in a pluralist managerial model that promotes accountability and values people;

The university should develop formal processes for the involvement of labour structures towards the design and implementation of PM strategy. Trade unions are fundamental to drive PM strategy in any organisations that adopts PM strategies. Trade union involvement also demonstrates a management approach of willingness to actively deal with labour issues. Such managers adopt the pluralist approach in government the employment contract. The university has to attempt negotiations with all the representative trade unions so they may review the existing collective agreements to promote that all parties adopt PM strategy as part of the conditions of service. An outside consultant (appointed by the University Council) that will promote neutrality should initiate this discussion between management and labour. The need for collaborative works between management, and trade unions cannot be emphasised.

- Communication;

Communication at a strategy level needs to be revisited by management and the council to ensure an easy flow of information between senior executive management and lower level workers. The importance of accountability rests on the willingness of managers and employees to justify their performance to a variety of groups. The university environment is people-centred and thus different from manufacturing organisations. Electronic systems could help improve the flow of information between employees and their managers. Communication at an operational level means there should be formalised, existing instruments used to collect performance data that will be used during evaluation periods. Managers must provide all employees with the instruments used to measure their performance. Employees should all consent to the form of communication utilised with their managers to measure their performance. Employees should also provide managers with ideas of any manner in which measurement of their performance could be improved. All university communication instruments towards PM strategy should be employee-centred and offered regularly.

- The role of HR in supporting PM strategy;

The university stakeholders should openly debate whether PM is a responsibility of the HRM department. There must be existing forums formed to debate this matter, which will ensure that should that responsibility be left on the HR desk, the managers and employees of that department have a clear mandate of advocacy towards PM strategy. A revitalised Training and

Development unit should be re-branded to be an Employee Development and Leadership Centre. The new centre should mainly focused on the data acquired during performance reviews, and work with different managers and employees to develop education, training and development programmes that will enhance the university intellectual capital. PM strategy should not be aligned with disciplinary proceedings and dismissals but rather with counselling and human capital development opportunities. People should look forward to performance reviews as it is a chances to get development opportunities.

7.4 Delimitations of the study

The identified limitations for this research study provide a need for further studies, that could be conducted in a better environment. A qualitative approach to the study could have ensured wider employee groups are engaged deeper, to better understand their attitudes towards a PM strategy. The quantitative focus of the research study does confirm certain important variables but failed to clearly bring out people's attitudes. More resources are needed to conduct in-depth interviews with individual employees, to document each employee's experiences concerning the implementation of a PM strategy at DUT. The biggest challenge was the inability to obtain the voice of trade unions in the research study.

7.5 Directions for further research

The current research study focused mainly on the attitudes of employees concerning the implementation of PM strategy at DUT. A recommendation for further studies could be to analyse the steps that DUT should take when effectively designing a PM strategy, as well as frameworks and systems that could be used to measure the performance of organisational variables with the aim of building sustained competitive advantage through the university's human capital. This will provide an opportunity to engage SEMs on a deeper level in the study, as well as the trade unions and how they view their roles. Further studies on the effectiveness of existing PM strategies and whether universities require PM could further enlighten the success factors of PM across universities in SA.

7.6 Summary

The research study commenced with describing a research problem delineated to research questions and objectives. The aims and objectives of the research study have been met, however, there is a growing need for the university to revise its PM policy to provide an opportunity for consultative engagements with all its stakeholders, ensuring the relevance of its PM strategy. Poor communication channels between managers and employees, as well as a lack of training opportunities for both managers and employees to understand the importance of implementing PM strategy are the main results identified in the study.

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APPENDICES

Appendix A Gatekeepers letter

Appendix B: Certificate from the Editing Professional

Appendix C: Formal Consent Form for the Questionnaire

Appendix D: Formal Questionnaire

Appendix E: Formal Consent Form for the Focus Group Interview

Appendix F: Focus Group Interview Questionnaire

Appendix G: Ethical Clearance

Appendix H: Turnitin report

Appendix A



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8 August 2016

Mr Odwa Mntonintshi
c/o Graduate School of Business and Leadership
University of Kwa-Zulu Natal

Dear Mr Mntonintshi

PERMISSION TO CONDUCT RESEARCH AT THE DUT

Your email correspondence in respect of the above refers. I am pleased to inform you that the Institutional Research Committee (IRC) has granted full permission for you to conduct your research "Assessment of employee attitudes on the implementation of performance management strategy at a university of technology: an exploratory study" at the Durban University of Technology.

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

Kindest regards
Yours sincerely



PROF. S. MOYO
DIRECTOR: RESEARCH AND POSTGRADUATE SUPPORT

Appendix B

Helen Richter
Advanced Editing, Proofreading
& Copy writing

feetjieding@gmail.com

072 9538169

15 February 2017

CERTIFICATE OF EDITING & AUTHENTICATION

To whom it may concern:

I have edited the following MBA dissertation and certify that the contents are, to the best of my knowledge, the author's own work:

"Assessment of employee attitudes on the implementation of performance management strategy at a university of technology: an exploratory study"

by

Odwa Mntonintshi

With thanks.



H. S. Richter

Appendix C

Informed Consent Letter

**UNIVERSITY OF KWAZULU-NATAL
GRADUATE SCHOOL OF BUSINESS AND LEADERSHIP**

MBA Research Project

Researcher: Mr. Odwa Mntonintshi OdwaM@ukzn.ac.za (031-3735102)

Supervisor: Ms. Vuyokazi Mtembu vtembu@ukzn.ac.za (031-2608192)

Co-supervisor: Dr. Muhammad Hoque Hoque@ukzn.ac.za (031 2608690)

HSSREC Research Office: Dr. Shenuka Singh (031-2604557)

Dear Respondent,

I, Odwa Mntonintshi, an MBA student, at the Graduate School of Business and Leadership, of the University of KwaZulu Natal invites you to voluntarily participate in a research project entitled:

“Assessment of employee attitudes on the implementation of performance management strategy at a university of technology: an exploratory study”

Your participation will be in the form of completing the anonymous questionnaire that is provided in hard copy by the researcher. The aim of this research project is to assist in the implementation of performance management strategy in the Durban University of Technology.

Through your participation I hope to understand the attitudes of employees and senior executive managers about the implementation of performance management strategy in a university of technology. The results of this structured questionnaire are intended for analysis and recommendations will be provided to assist the Human Resources Management department of the university in the implementation of performance management strategy, by incorporating the views of all employees (administrative and academic) as well as senior executive managers. Your participation in this project is voluntary. You may refuse to participate or withdraw from the project at any time with no negative consequence. There will be no monetary gain from participating in this survey. Confidentiality and anonymity of records identifying you as a participant will be maintained by the Graduate School of Business and Leadership, UKZN.

If you have any questions or concerns about completing the questionnaire or about participating in this study, you may contact me or my supervisor at the numbers listed above. The survey should take you about 25 minutes to complete. I hope you will take the time to complete this survey.

Sincerely

Researcher's signature : _____

Date : _____

This page is to be retained by the participant

**UNIVERSITY OF KWAZULU-NATAL
GRADUATE SCHOOL OF BUSINESS AND LEADERSHIP**

MBA Research Project

**Researcher: Odwa Mntonintshi OdwaM@dut.ac.za (031 – 3736417)
Supervisor: Ms Vuyo Mtambu Mtembuv@ukzn.ac.za (031-2608192)
Co-supervisor: Dr Muhammad Hoque Fo-que@ukzn.ac.za (031 2608690)
HSSREC Research Office: Dr Shenika Singh (031-2604557)**

CONSENT

I..... (Full names of the 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

.....

.....

This page is to be retained by the researcher

Appendix D

Questionnaire for Academic and Administrative Employees
--

**UNIVERSITY OF KWAZULU-NATAL
GRADUATE SCHOOL OF BUSINESS & LEADERSHIP**

MBA Research Project

Researcher: Mr. Odwa Mntonintshi (031-3735102)

Supervisor: Ms. Vuyokazi Mtembu (031-2608192)

Co-supervisor: Dr. Muhammad Hoque Hoque@ukzn.ac.za (031 2608690)

HSSREC Research Office: Dr. Shemika Singh (031-2604557)

**Assessment of employee attitudes on the implementation of performance
management strategy at a university of technology: an exploratory study**

The purpose of this survey is to solicit information from DUT employees (administrative & academic professionals) regarding their attitudes towards the implementation of performance management in a university of technology.

The information and ratings you provide us will go a long way in helping us identify the views of employees on the implementation of performance management strategy at DUT. This questionnaire should only take 15 to 30 minutes to complete.

In this questionnaire, you are asked to indicate what is true for you, so there are no "right" or "wrong" answers to any question. Work as rapidly as you can. If you wish to make a comment please write it directly on the booklet itself.

Please make sure that you answer all the questions provided in all the 3 sections of the questionnaire. Take note of the following meaning:

- **Employee refers to both the administrative personnel and the academic professionals of the university.**
- **PMS refers to Performance Management Strategy.**

Thank you for participating.

SECTION A: Demographics

You are required to make a tick or cross in the appropriate box. Make at least one tick or cross for each statement or question.

Nature of Employment

No.	Employment	Tick
1.	Executive Management	
2.	Academic Employee	
3.	Administrative Employee	
4.	Other ..(specify)	

Years of experience

No.	work experience (years)	Tick
1.	0 – 5 years	
2.	6 – 11 years	
3.	12 – 16 years	
4.	17 – 21 years	
5.	22 years and above	

Place of employment

No.	Campus	Tick
1.	ML Sultan campus	
2.	Steve Biko campus	
3.	Rtson campus	
4.	City campus	
5.	Brickfield campus	
6.	Indumiso campus	
7.	Riverside campus	

Number of people reporting to me

No.	Subordinates (number)	Tick
1.	None	
2.	1 – 10	
3.	11 – 20	
4.	21 – 30	
5.	31 and above	

Level of education

No.	Level of Education	Tick
1.	None	
2.	Senior Secondary school	
3.	Undergraduate qualification (National Diploma, BTech, BA)	
4.	Postgraduate qualification	
5.	Other..(specify)	

SECTION B: Quantitative

You are required to make a cross in the appropriate box. Make at least one cross for each statement or question. Answer all questions.

NOTE: Strongly agree (SA), Agree (A), Neutral (N), Disagree (D), Strongly disagree (SD)

Important factors to consider when designing and implementing an effective performance management strategy

No.	Statement	S A 1	A 2	N 3	SD 4	D 5
1.	I work in the department that has established performance standards.					
2.	I am aware of the existing DUT PMS and / PM policy.					
3.	I am in partnership with my manager to implement PMS in the department.					
4.	I belong to a trade union that promotes the implementation of PMS.					
5.	Both myself and manager are trained to implement PMS					

Current Implementation of performance management strategy

No.	Statement	S A 1	A 2	N 3	SD 4	D 5
6.	My manager is solely responsible for implementation of PMS in the department.					
7.	My manager is not trained to effectively measure the performance of employees.					
8.	There are a range of university wide tools to support the implementation of PMS across departments and sectors.					
9.	All employees receive training opportunities to understand the implementation of PMS.					
10.	Administrative employees have separate performance targets than academic employees.					

Attitudes of employees

No.	Statement	S A 1	A 2	N 3	SD 4	D 5
11.	I am willing to participate in the implementation of performance management strategy in my department.					
12.	There are open communication channels for employees to raise their issues to their managers about performance expectations.					
13.	I feel that the PMS is not aligned to my needs and goals.					
14.	Employees that engage in the performance reviews are always prejudiced by their managers.					
15.	There are no allocated resources to assist me in implementing the university PMS.					

Challenges that make people resist PMS implementation

No.	Statement	S A 1	A 2	N 3	SD 4	D 5
16.	Different departments use different instruments to implements the university PMS.					
17.	My compensation and rewards are not tied to my performance standards.					
18.	My job description has never been analysed and revised by my manager and human resources department to cater for the current performance expectations.					
19.	My trade union does not see value in the implementation of performance management in the university.					
20.	My training and development opportunities are not aligned to my performance results.					

Resources for implementing PMS

No.	Statement	S A 1	A 2	N 3	SD 4	D 5
21.	Open communication between managers and employees exists to implement PMS.					
22.	There are approved procedures and templates to guide the implementation of PMS.					
23.	There is an existing process to resolving conflict between a manager and employee that disputes a performance review.					
24.	There are improvement plans that are developed by the employee and manager for poor performance that has been identified.					
25.	The Human Resources department regularly visits out department to assist employees and managers that experience difficulties in implementing PMS.					

SECTION C: Qualitative

Answer all questions.

1. Why do you think employees and managers resist implementing performance management in their units or departments?

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2. List the disadvantages of implementing performance management strategy at DUT.

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3. What resources are required by the university to implement performance management strategy at DUT and in its departments?

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End of the Questionnaire

Thank you for taking the time to complete the questionnaire.

Questionnaire for Senior Executive Management

**UNIVERSITY OF KWAZULU-NATAL
GRADUATE SCHOOL OF BUSINESS & LEADERSHIP**

MBA Research Project

Researcher: Mr. Odwa Mntomntshi (031-3735102)

Supervisor: Ms. Vuyokazi Mtembu (031-2608192)

Co-supervisor: Dr. Muhammad Hoque Hoque@ukzn.ac.za (031 2608690)

HSSREC Research Office: Dr. Shenuka Singh (031-2604557)

**Assessment of employee attitudes on the implementation of performance
management strategy at a university of technology: an exploratory study**

The purpose of this survey is to solicit information from DUT senior executive managers regarding their attitudes towards the implementation of performance management strategy at a university of technology.

The information and ratings you provide us will go a long way in helping us identify the views senior executive managers on the implementation of performance management strategy at DUT. This questionnaire should only take 15 to 30 minutes to complete.

In this questionnaire, you are asked to indicate what is true for you, so there are no "right" or "wrong" answers to any question. Work as rapidly as you can. If you wish to make a comment please write it directly on the booklet itself.

Please make sure that you answer all the questions provided in all the 3 sections of the questionnaire. Take note of the following meaning:

- **Senior Executive Management refers to all senior managers that are responsible for sectors and selected departments. Examples will include Executive Directors, Executive Deans, and Senior Managers.**
- **PMS refers to Performance Management Strategy.**

Thank you for participating.

SECTION A: Demographics

You are required to make a tick or cross in the appropriate box. Make at least one tick or cross for each statement or question.

Nature of Employment

No.	Employment	Tick
1.	Executive Management	
2.	Academic Employee	
3.	Administrative Employee	
4.	Other ..(specify)	

Years of experience

No.	work experience (years)	Tick
1.	0 – 5 years	
2.	6 – 11 years	
3.	12 – 16 years	
4.	17 – 21 years	
5.	22 years and above	

Place of employment

No.	Campus	Tick
1.	ML Sultan campus	
2.	Steve Biko campus	
3.	Ritson campus	
4.	City campus	
5.	Brickfield campus	
6.	Indumiso campus	
7.	Riverside campus	

Number of people reporting to me

No.	Subordinates (number)	Tick
1.	None	
2.	1 – 10	
3.	11 – 20	
4.	21 – 30	
5.	31 and above	

Level of education

No.	Level of Education	Tick
1.	None	
2.	Senior Secondary school	
3.	Undergraduate qualification (National Diploma, BTech, BA)	
4.	Postgraduate qualification	
5.	Other..(specify)	

SECTION B: Quantitative

You are required to make a cross in the appropriate box. Make at least one cross for each statement or question. Answer all questions.

NOTE: Strongly agree (SA), Agree (A), Neutral (N), Disagree (D), Strongly disagree (SD)

Important factors to consider when designing and implementing an effective performance management strategy

No.	Statement	S	A	N	SD	D
		1	2	3	4	5
1.	I have established performance standards for my sector which are aligned to my key performance areas.					
2.	I have actively participated in the development of the DUT PMS and / PM policy.					
3.	I am in partnership with my subordinates to implement the PMS in my sector.					
4.	I work closely with the trade unions that represent my employees in the university to collaborate on the implementation of PMS.					
5.	I and my subordinates are trained to implement PMS.					

Current Implementation of performance management strategy

No.	Statement	S	A	N	SD	D
		1	2	3	4	5
6.	I am solely responsible for implementing PMS in my sector or department.					
7.	I organise regular training and discussions with my employees to make them understand effective ways of measuring their performance.					
8.	There are a range of approved university wide tools that I utilise to support the implementation of PMS in my department or sector.					
9.	All executive managers are exposed to regular training and development opportunities to understand the implementation of PMS at DUT.					
10.	I believe the DUT PMS treats administrative employees different from the academic employees.					

Attitudes of executive managers

No.	Statement	S A 1	A 2	N 3	SD 4	D 5
11.	I am willing to participate in the implementation of performance management strategy in my department and sector.					
12.	There are open communication channels between my superior and myself on how to implement PMS.					
13.	I feel that the PMS is not used to determine my level of productivity and how to develop my sector or department.					
14.	I have attended to employees' labour disputes (either internally or externally) due to the inefficient implementation of PMS at DUT.					
15.	There are no allocated resources to assist me in implementing the university PMS.					

Challenges that make people resist PMS Implementation

No.	Statement	S A 1	A 2	N 3	SD 4	D 5
16.	Different departments use different instruments to implement the university PMS.					
17.	My compensation and rewards are not tied to my performance standards.					
18.	My job description has never been analysed and revised by my manager and human resources department to cater for the current performance expectations.					
19.	I believe trade unions do not see value in the implementation of PMS in the university.					
20.	My training and development opportunities are not aligned to my performance results.					

Resources for Implementing PMS

No.	Statement	S A 1	A 2	N 3	SD 4	D 5
21.	Open communication between managers and employees exists to implement PMS.					
22.	There are approved procedures and templates to guide the implementation of PMS.					
23.	There is an existing process to resolving conflict between a manager and employee that disputes a performance review.					
24.	There are improvement plans that are developed by the employee and manager for poor performance that has been identified.					
25.	The Human Resources department regularly visit sectors and departments to assist managers that experience difficulties in implementing PMS.					

SECTION C: Qualitative

Answer all questions.

1. Why do you think employees and managers resist implementing performance management in their units or departments?

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2. List the disadvantages of implementing performance management strategy at DUT.

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3. What resources are required by the university to implement performance management strategy at DUT and in its departments?

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End of the Questionnaire
Thank you for taking the time to complete the questionnaire.

Appendix E

Informed Consent Letter for Focus Group Interview

UNIVERSITY OF KWAZULU-NATAL GRADUATE SCHOOL OF BUSINESS AND LEADERSHIP

MBA Research Project

Researcher: Mr. Odwa Mntonintshi OdwaM@dut.ac.za (031-3735102)
Supervisor: Ms. Vuyokazi Mtembu Mtembu@ukzn.ac.za (031-2608192)
Co-supervisor: Dr. Muhammad Hoque Hoque@ukzn.ac.za (031 2608690)
HSSREC Research Office: Dr. Shenzuka Singh (031-2604557)

Dear Respondent,

I, Odwa Mntonintshi, an MBA student, at the Graduate School of Business and Leadership, of the University of KwaZulu Natal invites you to voluntarily participate in a research project entitled:

"Assessment of employee attitudes on the implementation of performance management strategy at a university of technology: an exploratory study"

Your participation will be in the form of engaging in a group discussion that will be guided by the questions that the researcher will provide you. The aim of this research project is to assist on the implementation of performance management strategy at the Durban University of Technology. Through your participation I hope to understand the attitudes of employees and senior executive managers about the implementation of performance management strategy in a university of technology. The results of this interview session are intended for analysis and recommendations will be provided to assist the Human Resources Management department of the university in the implementation of performance management strategy, by incorporating the views of all employees (administrative and academic) as well as senior executive managers. Your participation in this project is voluntary. You may refuse to participate or withdraw from the project at any time with no negative consequence. There will be no monetary gain from participating in this survey. Confidentiality and anonymity of records identifying you as a participant will be maintained by the Graduate School of Business and Leadership, UKZN.

If you have any questions or concerns about completing the questionnaire or about participating in this study, you may contact me or my supervisor at the numbers listed above. The session will be conducted for about 90 minutes. I hope you will take the time to participate in the focus group interview.

Sincerely

Researcher's signature : _____

Date : _____

This page is to be retained by the participant

**UNIVERSITY OF KWAZULU-NATAL
GRADUATE SCHOOL OF BUSINESS AND LEADERSHIP**

MBA Research Project

Researcher: Odwa Mntonintshi OdwaM@dut.ac.za (031 – 3736417)

Supervisor: Ms Vuyo Mtembu Mtembu@ukzn.ac.za (031-2608192)

Co-supervisor: Dr Muhammad Hoque Hoque@ukzn.ac.za (031 2608690)

HSSREC Research Office: Dr Shenuka Singh (031-2604557)

CONSENT

I..... (Full names of the 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

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This page is to be retained by the researcher

Appendix F

**Template for Cover Page of Interview Sessions of DUT Employees (Academic,
Administrative and Senior Executive Management)**

**UNIVERSITY OF KWAZULU-NATAL
GRADUATE SCHOOL OF BUSINESS & LEADERSHIP**

MBA Research Project

Researcher: Mr. Odwa Mntonintshi OdwaM@iur.ac.za (031-3735102)

Supervisor: Ms. Vuyokazi Mtembu Mtembu@ukzn.ac.za (031-2608192)

Co-supervisor: Dr. Muhammad Hoque Hoque@ukzn.ac.za (031 2608690)

HSSREC Research Office: Dr. Shenuka Singh (031-2604557)

Assessment of employee attitudes on the implementation of performance management strategy at a university of technology: an exploratory study

The purpose of this survey is to solicit information from DUT employees (administrative and academic employees) as well as senior executive managers, regarding their attitudes on the implementation of performance management strategy at a university of technology.

The information and ratings you provide us will go a long way in helping us identify the views of employees and senior executive managers on the implementation of performance management strategy at DUT. This interview session should only take thirty to forty-five minutes to complete.

You are asked to indicate what is true for you, so there are no "right" or "wrong" answers to any question. Work as rapidly as you can. If you wish to make any additional comments, please inform the researcher.

Please make sure that you participate to all the questions provided in this interview session.

Thank you for participating.

1. BRIEFING SESSION

The briefing session will focus on outlining the purpose of the interview session to the participants and how the participants should respond to the discussion.

The researcher will demonstrate how the information will be recorded.

2. QUESTIONS FOR INTERVIEWS

as they are aligned to the research objectives:

- (a) What do you understand about performance management and performance management strategy?
- (b) What are the benefits of designing and implementing an effective performance management strategy?
- (c) Who should be involved in the design of a performance management strategy?
- (d) Are you aware of the performance management strategy at DUT? Is there an existing performance management policy?
- (e) What is the role of employees in the implementation of performance management strategy?
- (f) Who is responsible for management of implementing performance management strategy? Why?
- (g) Why do employees and managers resist the implementation of the performance management strategy?
- (h) What is the role of trade unions towards performance management strategy?
- (i) What are the attitudes of employees and managers on the implementation of performance management strategy?

(j) What are the trends in the current implementation of performance management strategy at DUT?

The End

Appendix G



14 July 2016

Mr Odwa Muzonshani 208532285
Executive School of Business and Leadership
Worcester Campus

Dear Mr Muzonshani

Protocol reference number: HSS/1021/1625H
Project Title: Assessment of employee attitudes on the implementation of performance management strategy at a university of technology: An exploratory study

Full Approval – Deposited Application

In response to your application received 7 July 2015, the Humanities & Social Sciences Research Ethics Committee has considered the above-mentioned application and the protocol has been granted FULL APPROVAL.

Any alterations to the approved research protocol i.e. Questionnaire/Interview Schedules, Informed Consent Form, Title of the Project, Location of the Study, Research Approach and Methods must be reviewed and approved through the appropriate procedure prior to its implementation. In case you have further queries, please contact the above-referenced contact.

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

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

I take this opportunity of wishing you everything of the best with your study.

Yours faithfully



For: **Shayula Singh (Chair)**
Humanities & Social Sciences Research Ethics Committee

/pm

Cc: Supervisor: **Mrs Vuyo Mkhombeni & Dr M Hoque**
Cc: Academic Leader: **Dr M Hoque**
Cc: School Administrator: **Mrs Justice Bullyraj**

Humanities & Social Sciences Research Ethics Committee
Dr Shayula Singh (Chair)

Worcester Campus, Open World Building
Postal Address: Private Bag 30091, Durban 4001

Telephone: +27 (0) 31 261 2000/2000 Fax Number: +27 (0) 31 260 9601 Email: ethics@ukn.ac.za / ethics@ukn.ac.za
www.ukn.ac.za



Uzilezi Omnyama – Edongeni – Nkomo Othixo – Madisa Sisonke – Fumana Nkomo – Waziwe

Appendix H

203007

Turnitin Originality Report

 Turnitin Originality Report

Assessment of the attitudes of employees on the implementation of PM strategy at DUT by Odwa Mintonimshi

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