PUBLIC SECTOR PHARMACISTS' PERCEPTION OF THE
PUBLIC SECTOR PERFORMANCE MANAGEMENT SYSTEM

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ABSTRACT

Performance Management aims to develop the employee and ensure that the work which the employee does is in line with organisational goals. However, many managers and employees do not like performance management systems and very often, for this reason, such a system does not succeed in meeting the organisation's goals.

The aim of this study was to determine the perceptions towards the performance management system of pharmacists working in the public sector. A questionnaire was compiled and pharmacists working in all public sector hospitals, provincial and municipal clinics and medical depots were asked to complete the questionnaire. The response rate was 66%.

Seventy three percent of respondents had never undergone a performance evaluation, 75% stated it did not motivate them, 62.5% felt it did not improve poor performance, 90.6% felt the Performance Appraisal System did not reward good performance sufficiently and 63.6% felt it did not help with career progression. Seventy eight percent believed that the Performance Appraisal System did not effectively measure the pharmacists' performance, and 82% felt that the System needed to be developed further. At least four evaluations should have been completed per year, yet 85% of respondents had experienced three or fewer evaluations since the System had been introduced.

The analysis of the responses indicated that there was great dissatisfaction with the current performance management system. A few of the reasons are that the system in place did not effectively measure the pharmacists performance, that additional work done was not recognised, and that the process was extremely time-consuming. It may be concluded that the government needs to address the current problems being experienced with this system, as at present, it is not meeting the objectives it was intended to meet.

PUBLIC SECTOR PHARMACISTS' PERCEPTION OF THE PUBLIC SECTOR

PERFORMANCE MANAGEMENT SYSTEM

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I, Shameem Ranchod, hereby declare that the work on which this treatise is based is original (except where acknowledgements indicate otherwise) and that neither the whole nor part of it has been, is being, or is to be submitted for another degree at this or any other university.

CHAPTER 1

INTRODUCTION AND PROBLEM STATEMENT

1.1   Background to the study

Performance Management is a system that is used to manage people in the workplace. It involves the planning of employee performance, facilitating the achievement of work-related goals, and reviewing performance as a way of motivating employees to achieve their full potential in line with the organisation's objectives (Swanepoel, Erasmus, van Wyk & Schenk, 2000:406).

It is important for employers to know their employees' strengths and weaknesses in order to add value to the organisation. The Performance Management System (PAS) aims to assist employers with identifying this process (Swanepoel *et al.,* 2000: 408). In the public sector, which was the subject of this study, the training which the managers received was termed *Performance Management* (PM), but in their assessment document, it was termed *Performance Appraisal* (PA). For the purposes of this study, the terms PM and *Performance Management Systems* (PMS) have been used.

PM is defined as "the formal and systematic process in which the job relevant strengths and weaknesses of employees are identified, observed, measured, recorded and developed" (Swanepoel *et al.,* 2000: 408).

The terms used in the PM definition are explained in greater detail below.
- *Identification* is the recognition of the area(s) of work in which the employee performs well, and the area(s) in which the employee underperforms.
- *Observation* entails looking at all appraisal aspects sufficiently to make accurate and fair judgments.

- *Measurement of performance* involves the translation of the appraiser's observations into value judgments about the ratee's performance.
- *Recording* is the documentation of the outcomes of the performance appraisal process, and
- *Development* involves focusing on the future and improving an employee's performance (where necessary) in relation to the organisation's goals and objectives (Erasmus, Swanepoel, Schenk, van der Westhuizen & Wessels, 2005:268-269)

Therefore, PM is the process of using all the management tools to ensure that employees achieve their own goals in line with the organisation's goals. This forms part of the Performance Management Process (PMP) (Grobler, Wärnich, Carrell, Elbert & Hatfield, 2002: 260).

Employees' performance may be reviewed formally or informally (Spangenberg, 1994a:14). In the public sector, formal reviews are used exclusively, because informal reviews are regarded as being too subjective. Formal reviews are performed using an evaluation form (See Appendix A and B). It is important that managers provide employees with feedback, on a regular basis, on how well they are/are not doing, and give them suggestions (individually) on how they can improve their performance. This is a very important part of the PMS because it encourages and motivates the employees, and enables managers to solve problems immediately.

Huber (in Baird, Beatty & Schneier, 1982: 27) states that employee performance in the public sector is an area of concern worldwide. The problems with performance management that have been identified in South Africa include the lack of support from line management, employees' lack of enthusiasm because the system is slow in implementation, and difficulty in linking daily work activities to the PMS (Spangenberg, 1993: 34).

According to Huber (in Baird *et al.,*1982:27), the public sector experiences difficulty because it has additional pressure from various sources, such as the citizens to whom they are publicly accountable, the challenge of limited resources, increasing service demands, new policies, and tightened government regulations. The government has therefore implemented PM as a method to influence and control employee behaviour, with the intention of increasing productivity and effectiveness.

A study was done in the United States of America during the mid-90s, to determine the effectiveness of the PMS being used in the organisation in which they worked, by asking employees questions via a questionnaire. (The type of organisation in which this study was done was not specified.) The study indicated that 70% of employees believed that managers did not provide them with clear goals or directions about how to improve their work performance. Performance expectations were not clearly defined, and employees had never had a meaningful performance discussion with their managers (Shaw, Schneier, Beatty & Baird, 1995: 20-21). Sixty-five percent of employees said that the most important discussion topic needed during the evaluation process was how to improve performance, and 80% said that their reviews were not followed up on (Shaw *et al.*, 1995: 20-21).

In South Africa, the Public Service Act 103 of 1994 was developed to ensure that PM was implemented in all sectors of public administration, such as education and health. This Act indicated that PM must be provided for in the public sector (Republic of South Africa, 1994).

The objectives of the PMS in the public sector are as follows (Foot & Hook, 1996: 213):

- to increase the motivation of employees
- to ensure that employees know what is expected of them
- to ensure that employees' objectives are met
- to assist employees with career planning
- to identify and improve poor performance
- to identify and reward good performance
- to identify training needs.

The White Paper on HR Management in the Public Service of 1997 includes the following as a guide regarding the PMS (Republic of South Africa, 1997a):

- The PMS must be results-orientated.
- Training and development must be provided to employees in areas that are identified as needing to be improved.
- Openness, fairness and objectivity in the performance evaluation are essential. (For instance, if the manager has a personality clash with the employee and that employee is a good worker, the manager must put his/her differences aside and give the employee credit where credit is due.)
- Poor performance must be managed. In other words, the manager must determine the reason behind the employee's poor performance, and if training is needed, arrangements must be made to ensure that the employee receives the relevant training.
- Good performance must be rewarded.

In the municipality, on the on the other hand, municipal managers are held accountable for the overall performance of the municipality. This is done in the form of a performance agreement and an employment contract (De Visser 2001: 2). In the performance agreement, the performance objectives, targets and time frames are established, based on the municipality's integrated development plan. A system for evaluating the manager's performance is included in this

performance agreement (De Visser: 2001: 2). The executive mayor is in charge of the development of the PMS, and he/she assigns responsibilities to the municipal managers. He/she also has the responsibility of evaluating progress against key performance indicators, the review of the performance of the municipality, and the monitoring and implementation of the PMS. Review of the performance of the municipality must be conducted annually (Republic of South Africa: 1998).

Pharmacists in the South African public sector have a job description by which they need to abide. The job description compiled by the Eastern Cape Department of Health is made up of key performance areas, which describe the work that operational pharmacists are required to do (Eastern Cape Department of Health, 2004). Pharmacists who uphold these will be eligible for an increase in pay, and pharmacists who perform over and above these key performance areas will be eligible for a higher percentage increase plus a merit bonus. The amount of the bonus depends on how well the pharmacist has performed.

The aim of the PMS is to identify areas where training is needed, to ensure that those training needs are met for the benefit of the employee and the organisation, and to reward employees for work well done (Summers, 2004: 29).

In a study done by *The Gallup Management Journal*, it was found that in some companies, the PM evaluation indicated that 95% of all employees had exceeded their managers' expectations, and in other companies most of the employees received comfortable year-end bonuses. The irony was that none of those companies were performing well, their market share had declined, service quality had deteriorated, and they had exceeded their budget (De Koning, 2004). The following questions arise: Did those employees perform well, or were their managers giving them undue credit? Were those employees being developed in the workplace, or was PM just another document that management had to complete?

A recent study done by Watson Wyatt on the effectiveness of PMSs showed that three out of ten workers believed that their company's PMS improved performance. In the same study, however, the employees indicated that what was measured on the evaluation forms had very little to do with their actual job (Management Training and Development Report, 2005:9).

1.2   Problem statement and aim

Le Roux states (Smit, 2003:11) that PM is a source of dissatisfaction to the Human Resources (HR) Department within many organisations, as supervisors and subordinates do not look forward to the appraisals, and in most cases, they are not satisfied with the system being used in their organisation. A PMS was implemented in the public sector in 2002, but no official evaluation of the system has yet been done. There is a need for studies to be done to determine the effectiveness of the system and how public sector employees perceive the system.

The aim of this study is thus to determine how pharmacists working in public sector hospitals, clinics, and pharmaceutical depots within the Nelson Mandela Metropole perceive the current PMS.

1.3   Goals and objectives

The main objective of the study is to explore whether pharmacists:

- understand the PMS and how it works
- feel their managers are competent in the PMS
- believe their managers need further or more specialised training in PM.

This study was conducted with the aim of identifying the strengths and weaknesses within the PMS, and considering methods of improving it in the public sector (if necessary) in order to benefit employees and organisations.

CHAPTER 2

PERFORMANCE MANAGEMENT AND PERFORMANCE MANAGEMENT SYSTEMS

2.1   Introduction

Performance Management is a natural process of management, which contributes to the effective management of individuals and teams to achieve high levels of organisational performance. It establishes an understanding of what is to be achieved and it is an approach to leading and developing people in order to ensure that the set goals and objectives are achieved (Armstrong & Baron, 2005:2).

History of Performance Management

PM is relatively new in South Africa, particularly in the public sector. In the 1950s and 1960s in the United Kingdom, PM was based on personality traits such as leadership, honesty, integrity, intelligence, decisiveness, warmth, conscientiousness and reliability. In the 1960s in the United States of America and the 1980s in Britain, government legislation regarding equal opportunities and civil rights compelled organisations to adopt PM (Furnham, 2004:84). Only later in the 1980s did the trend move towards a more person-centred and skills-based approach (O'Donovan, 1994:88-89).

According to Hughes (1998:181-187), PM developed internationally in the past 30 years from the Management by Objectives approach, and has taken the completed PM form in the last 10 years. Internationally, it originated in the private sector and has recently been incorporated in the public sector.

In South Africa, The Public Service Act 103 of 1994 was developed to ensure that performance management was implemented in all sectors of public administration (Republic of South Africa, 1994). Therefore, the focus is now on performance orientation, and the mutual setting of goals between the employee and manager (Kreitner & Kinicki, 1995:173).

2.3   Definition of Performance Management

The South African Government defines PM as:

> a strategic approach to management, which equips leaders, managers, workers and stakeholders at different levels with a set of tools and techniques to regularly plan, continuously monitor, periodically measure and review performance of the organisation in terms of indicators and targets for efficiency, effectiveness and impact (Department of Provincial and Local Government, 2001:3).

Below are a few more definitions as quoted from different experts in the field:

- *a means of getting better results from organisations, teams and individuals by understanding and managing performance within an agreed framework of planned goals, standards and attributes or competence requirements* (Armstrong, 1992:23).
- *Assessment, at regular intervals, of an employee's performance at work* (Strydom, 2004:17).
- *an approach to managing employees that entails planning employee performance, facilitating work-related goals, and reviewing performance as a way of motivating employees to achieve their own potential in line with the organisation's objectives* (Spangenberg, 1994a:29).
- *The setting of objectives and measurements is the performance management activity which ensures that all employees know what results they need to achieve, to maximise their contribution to the overall business*

plan. In essence it enables employees to know what is required of them and on what basis their performance contribution will be assessed (Williams, 1991:7).

- *a strategic and integrated approach to delivering sustained success to organisations by improving the performance of the people who work in them and by developing the capabilities of teams and individual contributors* (Armstrong, 2000:214).

The objective of PM is to improve results or work performance at the level of the individual, team and organisation, and it is an ongoing process which involves planning, managing, reviewing, rewarding and development (Schultz, Bagraim, Potgieter, Viedge & Werner, 2003:74; Spangenberg, 1994a:29).

Costello (2001:3) points out that PM is also the foundation to the development of an organisation and the people within the organisation, and it is the driving force behind all organisational decisions, work allocations and resource allocations. PM supports the organisation's business goals by linking the work of each employee to the overall mission of the work unit; therefore individual goals and objectives are established, which are directly linked to the organisation's purpose or direction.

PM is not a one-way process, but rather involves continuous communication between the employee and his/her immediate supervisor, in which clear expectations and understandings are set. It is a means of preventing poor performance and a means of working together to improve performance where necessary. It is an ongoing two-way communication between management and staff members, and by talking and listening, both parties learn and improve (Bacal, 1999: 3). However, this process must be owned and driven by the line manager in order for it to be successful (Schultz *et al.*, 2003:74).

2.4   Performance Appraisal (PA) versus Performance Management (PM)

There is often confusion between the terms PA and PM. The confusion arises mainly because PA was previously practised in organisations and has now evolved into PM. This section will explain the difference between the two, and discuss how PM evolved to where it is today.

- Performance Appraisal

PA is the process of systematically evaluating performance and providing feedback on performance adjustments that can be made (Schemerhorn, Hunt & Osborn, 2000:135). It involves the judgemental evaluation of an individual's traits, behaviour and accomplishments, as a basis for making important personnel decisions (Kreitner & Kinicki, 1995:398).

With PA, performance evaluations were designed to inform employees how they had performed over a specific time period (Schultz *et al*., 2003:74). This annual evaluation measures and ranks the employee's performance within the organisation (Fisher, Katz, Miller & Thatcher, 2003: 74). Basically, appraisal programmes used to place emphasis on employee traits, deficiencies and abilities, as opposed to today, where the focus is on present performance and future goals (Kreitner *et al*., 1995:173).

- Performance Management

PM is the day-to-day management of people. It is taking what employees say and do, and aligning this with the needs of the organisation (Schultz *et al*., 2003:74). PM comprises the management of all performance-related activities (Fisher *et al*., 2003: 74).

- Inter-relationship between PA and PM

PA is a part of PM as it is the process of evaluating the performance of employees (Newstrom & Davis, 1993:172). PM today aims to develop the individual in order to improve his/her performance in the future. It is an opportunity for the employee to discuss his/her career goals within the organisation as well as identifying any training and development needs.

PM entails establishing performance standards and determining how performance is appraised, that is, who does the appraising, and how the process happens. Therefore, PM means more than assessing an employee's performance at regular intervals. It unites a number of related tasks, namely monitoring, coaching, giving feedback, gathering information, and assessing the employee's work. These tasks are accomplished by utilising the objectives and goals of the organisation (Swan, 1991:11; Strydom, 2004:17). It is also important that the manager is available to coach, train and offer guidance where necessary, as well as motivating and encouraging the employee (Strydom, 2004:17). PM therefore represents a move away from the isolated, mechanistic HR-Department-driven approach of performance appraisals towards a comprehensive business-driven system that develops both the employees and the organisation (Spangenberg & Theron, 2001:36).

In the public sector, the terms *PA* and *PM* are used interchangeably. In the PM training manual for the public sector, namely the *Performance Management and Development Handbook*, which was published by Simeka Management Consulting, the term *PMS* is used, but on the evaluation form, the term *PA* is used. This may be because the public sector referred to the performance evaluation as PA, or it may be because the terms *PM* and *PA* are used interchangeably. PA forms part of the performance management process, namely the performance evaluation. In the next section, the role of PM will be discussed in greater detail.

2.5   Role of Performance Management within the organisation

According to Bacal (1999:25-26), PM is a system which operates within a larger system in the organisation; therefore it is important that it connects with other important functions within the organisation.

2.5.1   Purpose of Performance Management

The strategy of PM is to provide the means through which better results can be obtained from the organisation, teams and individuals, by understanding and managing performance within an agreed framework of planned goals, standards and competence requirements (Armstrong, 2000: 15).

The purpose of PM is therefore firstly, to improve performance in order to achieve organisational, team and individual effectiveness. Secondly, it is used to develop employees. Armstrong (2000:215) points out that performance improvement is not possible unless there are effective processes of continuous development. It is therefore important to give feedback to employees on work expectations, areas which need improvement, the identification of learning and training needs, setting and measurement of goals, and measurement of individual performance. It also helps to establish better work relationships between the employee and the manager (Furnham, 2004:85). Thirdly, PM is concerned with satisfying the needs and expectations of all the organisation's stakeholders, that is, management, employees, customers, suppliers and the general public. Lastly, PM places emphasis on communication and involvement between management and the members of its teams. It is important that there is good communication between management and the employees, and that management involves the staff in defining objectives and the means of achieving them (Armstrong, 2000: 215-216).

PM helps the manager to make decisions about promotion, transfer and termination, to counsel problem performers, assess an employee's potential, and

help employees set career goals. It also assists in the motivation of poor performers and the recognition of employees who are performing well, therefore deserve pay increases and merit pay (Furnham, 2004:85; Gerber, Nel & van Dyk, 1998:171). It is a dynamic process between two people, which changes over time, and the improvement of the performance of the employee ultimately leads to the improvement of the organisation as a whole (Walters, 1995:27; Mullins, 1999:696).

Furnham (2004:85) further points out that PM is important from a legal perspective; should the employee feel that he/she has been dismissed unfairly, the manager should have documented proof of measures that were taken to help the employee improve performance.

2.5.2 Principles of Performance Management

The basis of PM is to integrate the strategic policy objectives of the organisation with individual and group goals. The focus is on the methods of goal setting, performance evaluations/appraisals and reward systems (O'Donovan, 1994:89). Organisations that have implemented PM have realised that by developing human resources, they will obtain higher levels of commitment and contribution from employees, in line with the objectives and values of the organisation (Armstrong & Baron, 1998:47).

O'Donovan (1994:89-90) states that organisations that use PM have a mission statement, a strategic policy, departmental and unit objectives, and business plans. These organisations emphasise the provision of quality services and performance-related pay. The focus is on the performance of the service managers and on performance targets. These targets are expressed in terms of outputs, accountabilities and management development. Where PM processes are in place, there is a performance review system at organisational and departmental levels.

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Employees must know exactly what is expected of them and be aware that yardsticks exist by which performance and results are measured. A formalised and systematic performance measurement system ensures the regular assessment of individual performance. It forms the basis for financial rewards and planned career progression, and in the long-term, it improves the future performance of staff (Mullins, 1999:694-695). Murphy and Cleveland have stated in O'Donovan (1994:85) that PMS works best when formal goals are clear, specific and limited.

Armstrong (1999: 431-432) has summarised the basic principles of PM as follows:

- translates corporate goals into individual, team, department and divisional goals
- helps to clarify goals
- is a continuous and evolutionary process in which performance improves over time
- relies on consensus and co-operation rather than control or coercion
- encourages self-management of individual performance
- requires a management style that is open and honest and encourages two-way communication between supervisors and subordinates
- requires continuous feedback
- has feedback loops which enable the experiences and knowledge gained on the job by individuals to modify corporate objectives
- measures and assesses all performance against jointly agreed goals
- should apply to all staff, and is not primarily concerned with linking performance to financial reward.

The goals and objectives of PM will now be discussed in greater detail.

2.5.3 Goals and objectives of Performance Management

Goals are statements of general direction or intent and they go hand-in-hand with the objectives of the organisation and the employees. Every objective must relate to a goal, as well as the overall mission of the organisation (Costello, 2001:4). Therefore a goal can be described as the path or direction that the company wants to take; the objectives are the means by which the company progresses onto the chosen path.

 The objectives must include the following (Costello, 2001:15):

- the performer, that is: *who*
- the action or performance, that is: *what*
- a time element, that is: *when*
- an evaluation method, that is: *how* you know what results have been achieved
- the place, where appropriate: *where.*

The objectives and expectations must be clear and specific. Good objectives include end-results which are realistic, and employees may be required to stretch beyond current performance or productivity. Objectives must be stated clearly. This can be done by using action verbs, for example, *to reduce, to increase, to organise, to understand, to have knowledge of* (Costello, 2001:15).

It is important when setting objectives, to be as simple as possible. A good acronym to use to help set objectives is **SMART**, which means **S**pecific, **M**easurable, **A**ttainable, **R**esults-orientated and **T**ime-band (Costello, 2001:15-16). These terms and how they can be used to set meaningful objectives will now be explained in greater detail.

- **S**pecific: work objectives must be clear, concise and simple to understand. Someone not familiar with an area of work must be able to read the objective and be able understand the nature of the work (Costello, 2001:15-16).

- **M**easurable and quantifiable. When completed, the objectives must be able to be measured. This is important, because by measuring the objectives it can be determined whether they have been accomplished or not (Costello, 2001:15-16).

- **A**ttainable: that is, the set objectives must be within the employee's reach. This means that the employee must not set objectives that are impossible to achieve, for example, instead of packing 10 shelves a day to pack 50 shelves a day (Costello, 2001:15-16).

- **R**esults-orientated: the focus must be on results to be achieved; that is, when the objectives are being set, the employee must keep in mind what the desired end result is (Costello, 2001:15-16).

- **T**ime-band: employee and manager must monitor progress towards objectives in order to allow mid-course change in direction. Therefore, the objectives must be observed closely in order for changes to be made midway if deemed necessary, and to ensure that the objectives are still fulfilled within the specified time frame (Costello, 2001:15-16).

The utilisation of PM has many advantages for the organisation, manager and employee. In the next section, these advantages will be discussed.

2.5.4 Advantages of Performance Management

Mullins (1999:696) states that PM identifies the strengths and weaknesses of the employee, and therefore the manager can best determine how to utilise the employee's strengths and overcome the weaknesses. Problems which may be restricting progress and causing inefficiencies are also identified. The problems identified can be alleviated by keeping the lines of communication between management and staff open. This will give the staff the opportunity to talk about

their ideas and expectations and give them an indication on how they are progressing towards their goals. Consistency in this form of communication will help to develop a performance feedback system and assist in the identification of an employee's potential. Management and staff's quality of working life and the mutual understanding between the two are then strengthened. .

Employees are given the opportunity to take charge of their own self-development, which then forms part of their career development. Reviews must be focused on development rather than criticism, and the focus must be on the future, not the past. By developing the employee, the manager also satisfies some of his/her own objectives (Carrel, Grobler, Elbert, Marx, Hatfield & van der Schyf, 1998:262).

According to Furnham (2004:92), PM utilises data obtained from the PMP that improves the quality of decisions regarding the employee's position within the organisation's bigger picture. The link between the organisation and its members created by the regular appraisal and feedback provides a foundation for organisational diagnosis and change.

2.5.5   Ethical considerations

The following ethical principles must be taken into consideration during the PMP (Winstanley & Stuart-Smith, 1996:68):
- respect for the individual
- mutual respect
- procedural fairness
- transparency of decision-making.

Respect for the individual and mutual respect between the employee and the manager are essential for the organisation to move forward. To limit the adverse effects on individuals, procedures conducted during the PMP must be fair and

transparent, so that the people affected have the opportunity to analyse the basis on which decisions were made (Winstanley & Stuart-Smith, 1996:68).

2.5.6   Legal considerations

Performance management was developed in the private sector and adopted by the public sector as a tool for service delivery, as is made clear in the National Constitution of South Africa and the Local Government White Paper (Curtis, 1999:265).

Municipalities, states and federal governments in the United States of America have established laws, regulations and guidelines which apply to what companies do, regarding the termination of employees, hiring practices and discrimination. Laws differ according to jurisdiction, but there are important rules which need to be followed; for example, if an employee is dismissed, the employee may be able to claim that he/she was dismissed because of discrimination (gender, age, ethnic background). A labour grievance may be filed, or other legal proceedings may be pursued. Therefore, it is important that the company can provide evidence that a dismissal was for poor performance, and not what the employee may have claimed it to be. Evidence will be needed to defend the company, therefore it is important that objectives should be as specific as possible (Bacal, 1999:9).

In South Africa, we have similar laws that protect employees in the work environment, as well as laws against unfair dismissal, namely the Labour Relations Act and Basic Conditions of Employment Act (Republic of South Africa, 1995; Republic of South Africa, 1997a). In addition, the White Paper on HR Management in the Public Service of 1997 includes guidelines regarding PMS (Republic of South Africa, 1997b).

Schemerhorn, Hunt & Osborn (2000:144) offer the following recommendations to help provide a legally defensible system in terms of government legislation :

- Appraisal must be based on an analysis of job requirements as reflected in performance standards.
- Appraisal is appropriate only where performance standards are clearly understood by employees.
- Clearly defined individual dimensions should be used as opposed to global measures.
- Dimensions must be behaviourally based and supported by observable evidence.
- If rating scales are used, abstract trait names, such as *loyalty* must be avoided unless they can be defined in terms of observable behaviours.
- Rating scale anchors must be brief and logically consistent.
- The system must be validated and psychometrically sound, as must the ratings given by individual evaluators.
- An appeal mechanism must be in place in the event that the evaluator and the rater disagree.

The manager must gather and document data, which will be used in the PMP. Should the employee and manager disagree, the manager must be able identify specific incidents, including date, time and nature of the incident.

The process for the data gathering may take on various forms. Walters (1995: 32) suggests the following methods:

- informal, where the manager walks around and observes the employees and makes a mental or written note of what he sees
- collecting data and information from individual employees at status review meetings
- review of the work produced by the employees
- collection of actual data, for example the amount of time it takes to serve each customer

- asking for information, that is, success stories and problems experienced, which can be discussed at staff meetings.

Walters (1995:32) agrees that it is important to gather and document data in order to identify, address and solve problems. This also serves as a means of protecting the employer and the employee in the event of a disagreement and possible law suit.

2.6 Legislative framework for Performance management

The following pieces of legislation support PM in South Africa.
- The Constitution of the Republic of South Africa, 1996 (Act 108 of 1996)
- White Paper on Transforming Public Service Delivery, 1997 (Batho Pele White Paper)
- White Papers on HR Management in the Public Service, 1997.

The Constitution of South Africa indicates clearly the principles that the public sector is expected to uphold. The two principles that are directly related to PM are:
- Public administration must be accountable and development-orientated.
- Good HR management and career development practices must be cultivated to maximise human potential (Republic of South Africa, 1996).

This clearly indicates the South African Government's commitment to developing HR and holding people accountable for their work.

The White Paper on Transforming Public Service Delivery takes what is stated in the Constitution one step further by stating that individual managers will be assigned the responsibility of delivering specific results for a specified level of resources, and that there will be delegation of managerial responsibility and authority to the lowest possible level (Republic of South Africa, 1997c).

The White Paper on HR Management in the Public Service of 1997 clarifies what was stated in the Constitution and re-affirms the issue of accountability of all levels of public servants. It states that the PMS must be results-orientated, that training and development must be provided to employees in areas that are identified as needing to be improved and that openness, and that fairness and objectivity in the performance evaluation are essential (Republic of South Africa, 1997a).

From the legislation discussed in this section, it can be seen clearly what the South African Government's view and expectations of PM and the PMS are. In the following chapter, the Performance Management Process (PMP) and Performance Management Cycle (PMC) will be discussed.

CHAPTER 3

PERFORMANCE MANAGEMENT PROCESS (PMP)

3.1   Introduction

In this chapter, the PMP and the PMC will be discussed, together with how they fit into the organisation The PMC forms part of the PMP but it is focused more on the employee and on ensuring that the employee performs well.

3.2   Purposes of the Performance Management Process (PMP)

The PMP serves the following purposes:

- It is a process for the implementation of strategies.
- It is a means of changing organisational culture.
- It provides input into other HR systems, such as development and remuneration (Bennett & Minty, 1999:59-60).

3.2.1   Performance Management Process

The PMP includes the mission, strategy, objectives, values, critical success factors, performance indicators, performance review, performance-related pay, and the performance improvement programmes of the organisation. PM is about managing performance by letting employees know what is expected of them, how they are doing based on those expectations, how they may improve on the job, and when they are doing a good job (Costello, 2001:5).

Costello (2001:4) states that, on a departmental level, PM involves the following:

- analysis of objectives and goals of the department to ensure that it relates to the overall goals of the company or organisation

- analysis of employee skills and assignments as it relates to the company, department and unit's goals
- communication of performance goals and expectations to each employee and an agreement being reached between the manager and employee on those goals and expectations
- recognition and acknowledgement of the good performance of employees
- determination of where performance needs to be improved, and provision to employees of the necessary support to enhance themselves. This is shown in Figure 3.1 , which illustrates the development of performance improvement programmes.

Figure 3.1 illustrates the PMP. The relationship between the mission and strategy of the organisation is demonstrated, and how they tie in with the objectives and values of the organisation, which ultimately results in better performance (Carrell *et al.*, 1998:259).

Figure 3.1: The Performance Management Process

Mission

Strategies

Objectives

Values

Critical success factors

Performance indicators and standards

Identification of potential

Performance review

Succession of planning

Total reward system

Performance improvement programmes

Better performance
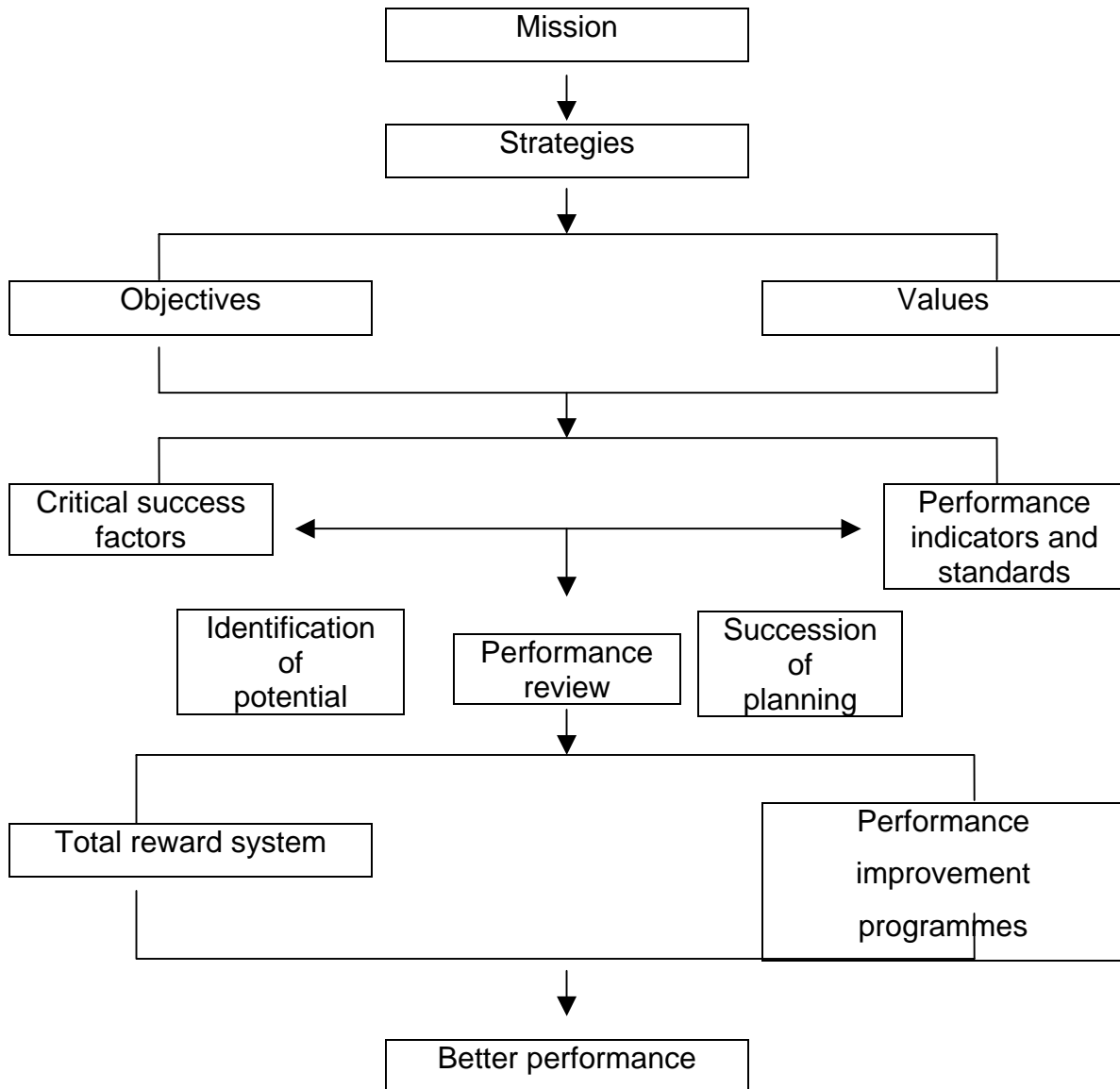
Source: Carrell, Grobler, Elbert, Marx, Hatfield & van der Schyf (1998:259)

The diagram as a whole connects the organisation's corporate mission, vision, values and objectives to its day-to-day operations. Each function and department within the organisation must understand, manage and improve the aspects of performance that best enable the organisation to achieve its aims, goals and objectives (Walters, 1995:8).

The *mission statement* defines the purpose of the organisation and the direction in which it is going. *Strategies* are statements of intent which guide the future behaviour and performance which are required to achieve the mission of the organisation. Therefore the mission and strategy of the organisation are directly linked to each other (Carrell *et.al.*, 1998:259).

The *objectives* are specific in that the strategies of the organisation are stated in detail, that is, they are stated in functional terms and are directly linked to the performance of the organisation. For example, if one of the strategies of the organisation was to improve service delivery, the objectives would state what needs to be done to improve the level of service, such as whether more staff need to be hired or whether the current staff need to go for training. The strategies are also linked to the values of the organisation. The *values* are what the organisation regards as important about the way in which it conducts its affairs, for example, ethical standards, and the development of people (Carrell *et al.*, 1998:259).

The *critical success factors* explain in detail the factors which contribute to successful performance and the standards which need to be met. The *performance indicators* are worked out in association with the critical success factors and they enable progress ro be made towards achieving the objectives and *implementing values*, which are then monitored, and the final results are then evaluated (Carrell *et al.*, 1998:259).

The *performance review* reviews each individual's performance, qualities and competencies against the objectives, values, critical success factors and performance indicators, and it identifies an employee's potential and need for growth. The *total reward system* is performance-related pay, which means that performance is directly linked to rewards. The rewards can be in the form of merit pay, individual bonuses or group bonuses. *Performance improvement programmes* are geared towards improving motivation and commitment through training, career development, coaching and counselling (Carrell *et al.*, 1998:259).

The Institute for Personnel Management states that a formal, integrated system of PM should have the following attributes (Rogers, 1999:6):
- mission statement that has been communicated to all employees
- business plans that are communicated to the employees regularly
- implemented policies for total quality management and performance-related pay
- focus on the performance of senior managers instead of on the other employees
- performance targets presented in terms of measurable outputs, accountabilities and training targets
- performance requirements communicated in the form of formal appraisal processes and presentations by senior managers
- performance requirements set on a regular basis and linked to pay, especially for senior managers.

Figure 3.1 illustrates that the business processes must link top-level performance indicators with day-to-day operational measures, because all internal functions, activities, policies, procedures and supporting systems are needed to develop, produce and provide specific goods and services for specific customer needs. Therefore business processes must link department performance with company strategy and performance, by measuring the

efficiency of a single department and the effectiveness of all the business processes involved (Walters 1995 8).

In the next section, the Performance Management Cycle and its relation to the PMP is discussed.

3.3   Performance Management Cycle (PMC)

According to Schultz *et. al.*(2003:76), the PMC consists of the following steps.

- clarification of expectations
- planning to facilitate performance
- monitoring performance
- providing feedback
- coaching, counselling and providing support
- recognition of good performance
- dealing with unsatisfactory performance.

These steps are illustrated in Figure 3.2.

Figure 3.2: The Performance Management Cycle

Clarifying expectations

Plan to facilitate performance

Recognise good performance

Monitor performance

Coach, counsel and support

Provide feedback
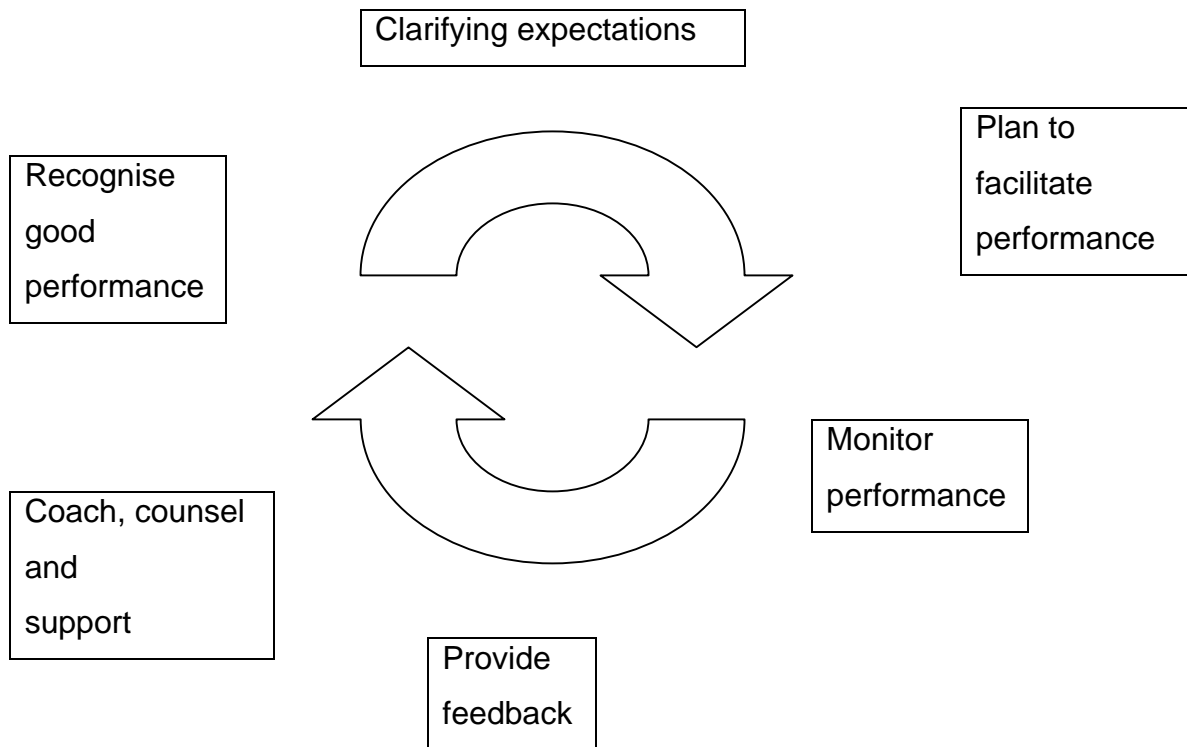
Source: Schultz, Bagraim, Potgieter, Viedge & Werner (2003:77)

Clarifying expectations

In the PMC, in the initial meeting between the employee and the manager, there must be a discussion about setting performance objectives and measures, as opposed to a briefing, in which the manager tells the employee what his/her objectives are (Schultz *et al.,* 2003:77). In the PMP, this step is the same as *performance indicators and standards.*

Role definition is an important part of the PMP, as it provides the framework for PM. It sets out the purpose of the role, that is, what the role holder is expected to do, and it provides the foundation for the performance agreement between the manager and the employee. The key result areas or principle accountabilities define the main output areas of the role, and provide the headings against which objectives and performance standards are agreed (Armstrong, 2000:441; Armstrong & Baron, 2005:24).

The key competencies indicate what the role holder has to do and the behaviour required in order to perform the role effectively. They provide the basis for drawing up personal development plans and for assessing the input aspect of performance, that is, what the individual brings to the role. This clarifies exactly what the manager expects from the employee (Armstrong, 2000:441). It is an important part of PM to ensure that employees have a clear understanding of what is expected of them. They must understand what the objective means, as well as what is necessary to effect that objective, that is, what measure needs to be taken to fulfil the objective (Schultz *et al.,* 2003:77).

This stage entails the alignment of the business strategy of the organisation with departmental goals, determining the employee's goals in order to add value to the organisation, and lastly, defining the parameters of the action plan. The manager and the subordinates discuss how the organisation's strategic goals need to be modified by the department and the individual. They then come to an

agreement on an action plan to achieve the organisation's goals. They also agree on specific times for formal checking of progress made towards the achievement of the goals, and for discussing the value which the achievement of those goals will add to the organisation, should the goals be met (Nel, van Dyk, Haasbroek, Schultz, Sono & Werner, 2004:476).

Plan to facilitate performance

The manager and employee work together to identify what the employee should be doing for the period being planned, how well the work must be done, and other specifics, for example the level of authority or the amount of decision making given to the employee. This is usually done for one year, but it can be looked at and revised throughout the year (Walters, 1995: 29). This is indicated under *succession of planning* in the PMP.

The performance plan entails the employee and manager agreeing to the objectives and competence requirements. This is done in the form of a performance/workplan agreement. This document may also contain plans for improving performance, and the preparation of personal development plans to enhance skills, knowledge and competence, and may reinforce the desired behaviours (Armstrong & Baron, 2005:13, 26). The following points must be covered in the performance/workplan agreement (Armstrong, 2000:441; Armstrong & Baron, 2005:27):

- objectives and standards of performance, that is, the results to be achieved, defined in terms of targets and standards
- performance measures and indicators in order to assess the extent to which objectives and standards of performance have been achieve
- competency assessment, that is, how levels of competency will be assessed. This includes discussions to clarify expectations with reference to the competence profile in the role definition and agreements on the evidence that will be useful when assessing competency.

- core values and operational requirements of the organisation for quality, customer service, team working and employee development, which employees are expected to uphold.

According to Walters (1995: 29), the format of the performance/workplan agreement must be short, clear, and concise. Employees and management must sign the form, signifying the agreement and complying with its contents.

Monitor performance

Once the employee fully understands what is expected, the manager must then observe what happens. The best approach is "management by wandering around". This involves the manager walking around to see what the employees are doing and discussing with them their progress in achieving their objectives. In this way, the employees are also given the opportunity to discuss with the manager any problems. In situations where it is not possible for the manager to walk around and observe the employees' work, the monitoring of performance can be done by means of continuous performance meetings, telephone calls and written reports (Schultz, 2003:78).

Walters (1995:30) gives the following suggestions for making this process successful.
- Short monthly or weekly status report meetings which the manager has with each employee
- regular group meetings where each employee reports on the status of his/her projects
- regular short written status reports written by each employee
- informal communication in the form of the manager walking around and chatting to each employee.

Specific communication can be made when a problem arises, to address that specific problem. Continuing performance communication is important. This is a two-way process between the employee and the manager to track progress, identify barriers to performance, and to give both parties the information needed to succeed. The manager and employee must work together to prevent and deal with problems which have occurred and to revise job responsibilities (Walters, 1995:29-30). In the PMP, this forms part of the *performance review* step.

Provide feedback

Feedback is an important part of the PMC. It is an opportunity to give recognition to the employee on achievements and to indicate areas which need improvement. It is important that feedback is based on specific events, and on fact and not opinion (Armstrong & Baron, 2005:34). It allows the manager to provide consequences for performance and to redirect the efforts of the employee if necessary. It also allows performance problems to be identified and corrected (Schultz *et al.,* 2003:79). This also forms part of the *performance review* step in the PMP.

The following guidelines can be used when providing feedback to employees to help the process to be a successful one:

- Provide feedback on actual events.
  Feedback must be provided on actual results or observed behaviour. It is important that information such as the time, date and circumstances is documented so that it is available for use when providing feedback to the employee (Walters, 1995:31).

- Provide immediate feedback

  It is more effective to give feedback immediately after the event has occurred, instead of waiting for the performance review meeting. In this way, maximum impact is achieved and problems are addressed immediately (Walters, 1995:31).

- Describe, rather than judge.

  The feedback must describe what happened and not include a judgement by the manager. Such judgement willl immediately lead to resistance from the employee, and it will be more difficult to encourage improvement (Walters, 1995:31).

- Refer to specific behaviours

  Relate all feedback to specific items of behaviour, and refrain from transmitting general feelings and impressions (Walters, 1995:31).

- Ask questions, rather than make statements.

  An example: "In reflection, is there any other way in which you think you could have handled the situation?" (Walters, 1995:31)

- Select key issues.

  The manager must rather take the most important issues and deal with those. It is important to not give too much criticism at the same time (Walters, 1995:32).

- Focus

  There must be a focus on the areas in which the individual can improve, and time must not be wasted on areas in which the employee can do little or nothing (Walters, 1995:32).

- Provide positive feedback.

  Provide feedback on the areas in which individuals did well, as well as areas which need improvement. The employee will feel more motivated to improve if he/she knows that that there are areas in which he/she is doing well (Walters, 1995:32).

- Build feedback into the job.

  This means that employees must be given the opportunity and encouragement to measure their own performance (Walters, 1995:32).

Coach, counsel and support

Coaching, counselling and the provision of a support system for the employee are important parts of the PMC. Walters (1995:34) defines *coaching* as a process in which the person more knowledgeable on an issue works with the employee to help him/her develop knowledge and skills in order to improve performance.

In performance diagnosis and coaching, if there is a performance deficit, it is important that the cause be identified. If any barriers are present which are preventing the employee from performing, measures must be taken to remove the barriers in order to help the employee to develop him/herself further. For example, if the performance deficit is due to the employee's lack of skills, the manager must "coach" and develop the employee in order to improve performance. It is the responsibility of the manager to help the employee improve (Walters, 1995:34).

The manager must discuss the desired performance with the employee, model the performance for the employee, and ask the employee to perform and then give critical feedback until the performance is at the desired level. Performance deficits may be due to personal problems, and in this situation, the manager

must be supportive and empathetic, and if possible, help the employee to come to a solution or plan of action to address the problem. It is important that the manager supports his/her staff, thereby assuring them that he/she has confidence in them and will stand by them if need be (Schultz, 2005:79).

Performance diagnosis and coaching must take place throughout the year and not only on an annual basis (Walters, 1995:34), although it is included in the PMP in the "performance review". A good manager is always aware of employees' levels of performance. The reasons for the underperformance of an employee may or may not be work-related. It is important for the manager to be supportive if an employee is experiencing personal problems, help develop an employee who needs additional training, and help motivate an employee who may have lost enthusiasm for his/her job (Nel *et al.,* 2004:477). The manager needs to determine the cause of a performance problem, direct attention to that cause, develop an action plan, and empower employees to reach a solution. Most importantly, communication which is directed towards the performance of the employee, must made in a non-threatening manner (Nel *et al.,* 2004:477).

Recognise good performance

The concept of contingency management must be applied. *Contingency management* is the belief that every behaviour has a consequence. Therefore, when someone knows that desirable consequences are contingent upon good performance, they are more likely to improve (Armstrong, 1995:168). Recognition to the employee must be given in the performance review (part of the PMP), when the employee's performance is discussed.

Based on this, managers must ensure that good performance is followed by positive consequences. This may range from a "thank you" to a more elaborate form, for example, prizes, bonuses and salary increases. Ideally, good performance should result in recognition and material benefits for the employee.

In other words, there must be a link between good performance and rewards (Schultz *et al.,* 2005: 80).

3.4   Performance Reviews

The performance review meeting must be a two-way communication between the employee and the manager, discussing what has been achieved and what still needs to be achieved. The more informal the review the better, as both parties will feel more relaxed and more comfortable about stating their opinion. Performance reviews must take place at least one or twice per year. These allow the employee and the manager to sit back and look at the past and present and ask themselves the following two questions (Armstrong & Baron, 2005:32): "Where have we got to?", and "Where are we going?"

This is a process in which the supervisor determines an employee's performance levels and whether or not the employee has achieved the predetermined goals. It is important that these goals are clear and specific, so that the employee knows what is required of him/her (Hellriegel, Jackson, Slocum & associates*,* 2001:252). In the public sector, this performance review is termed the "performance appraisal".

Armstrong and Baron (2005:33-34) have ten golden rules for conducting performance review meetings. These will now be described.

1) Be prepared – the manager and employee must prepare for the review meeting. The manager's task is to refer to the list of agreed objectives and the notes which they have made on the employee's performance throughout the year (Nel *et al.,* 2004: 486). The manager must also decide which areas of performance need to be complimented, and which areas need improvement. The employee must prepare by identifying his/her achievements and

problems, and be ready to assess his/her own performance at the meeting (Armstrong & Baron, 2005:32).

2) Create the right atmosphere – the atmosphere should be informal and friendly, but yet enable frank and honest discussion to take place (Armstrong & Baron, 2005:32). The manager's office is not the correct setting. A neutral environment away from interruptions is more appropriate (Nel, *et al.,* 2004: 486).

3) Work to a clear structure – all the points that were identified during the preparation must be covered, and time must be allowed for both parties to fully express their views (Armstrong & Baron, 2005:32).

4) Use positive feedback – this serves as a good motivational tool, but praise must only be given if the employee has performed well in a particular area. Everyone needs praise and encouragement, and praise helps both parties to relax (Armstrong & Baron, 2005:32; Nel *et al.,* 2004: 486). Therefore, document and recognise good performance, and reward employees with incentives where deserved (Hellriegel *et al.,* 2001: 253).

5) Allow the employees to do most of the talking – this helps them to get things off their chest and makes them feel that they are getting a fair hearing. Use open-ended questions which allow the employee to think about what to reply, instead of indicating the expected answer to him/her (Armstrong & Baron, 2005:32).

6) Invite self-appraisal – this will help the manager get the employee's perspective. Examples of possible questions to ask are: "How well do you feel you have done?"; "What do you feel are your strengths?" and "Why do you think you did not meet that target?" (Armstrong & Baron, 2005:32).

7) Discuss performance, not personality – base statements on facts, not on opinion. Refer to actual events and behaviour, and results achieved with the previously agreed-upon performance measures (Armstrong & Baron, 2005:32).

8) Encourage analysis of performance – do not give praise or blame. Rather analyse jointly and objectively why things went well or badly and what can be

done in order to maintain a high standard and to avoid problems in the future (Armstrong & Baron, 2005:32).

9) Do not deliver unexpected criticisms – only discuss events that were noted at the time they took place. Feedback on performance must be immediate and not wait until the end of the year. The aim of the formal review is to look briefly at events that took place during the year, and based on this, look ahead at improvements that can be made (Armstrong & Baron, 2005:32).

10) Agree on measurable objectives and a plan of action – the review meeting must be ended on a positive note, and a plan of action for the next period must be agreed upon (Armstrong & Baron, 2005:32).

3.5   Problems experienced with performance evaluation/appraisal interviews

PM has its fair share of problems. The performance evaluation/appraisal interview is a difficult process, and some managers may regard it as threatening. Managers who want to understand why an employee is not performing must focus on the employee's perceptions of problems, weaknesses and failures. The employee, however, may see the appraisal interview as a means of getting a salary increase or promotion, and will not want to focus on these points. The employee may gloss over difficulties and potential problems and focus on his/her successes (Northcraft & Neale, 1990:558). It is important that the evaluation interview is a two-way process which focuses on the positive and negative performance of the employee, and that steps are taken to help the employee improve on his/her performance. Once this format is achieved in the interview, employees and managers will find this process less intimidating.

The performance evaluation interview can be confrontational when both the employee and the manager are trying to convince each other that they are correct. It can be an emotional process because the manager may be critical, and this may result in the employee becoming defensive. It can be judgemental, because the manager is evaluating the employee's behaviour and results. In

addition, the process is a complex task for the manager, and requires job understanding, careful observation of performance, and sensitivity to the needs of the employee. The manager is also required to handle any issues which may arise during the discussion (Newstrom & Davis, 1993:175).

3.5.1 Common rater errors

Rating problems must be recognised and minimised by trained supervisors. Common rater errors are supervisory bias, the halo effect, central tendency, leniency, strictness, recency and overall ratings (Carrel *et al.,* 1998:265).

- *Supervisory bias* – this is the most common rater error and it may be made consciously or subconsciously. The bias is unrelated to work performance and may stem from personal characteristics such as age, sex, disability or race. The supervisor may give a higher or lower rating to an employee based on these characteristics, instead of basing it on employee performance (Carrel *et al.,* 1998:265).
- *Halo effect* - this is the tendency to allow the rating in one area of the employee's performance to influence the rating in another area or performance; for example, an employee may do well in stock management but poorly in customer service. The supervisor allows the employee's good performance to affect his judgment when rating the employee on customer service, therefore the employee may get a higher rating than deserved (Carrel *et al.,* 1998:265; Erasmus, *et al.,* 2005:416).
- *Central tendency* – the rater evaluates everyone as average. This may occur when the supervisor cannot evaluate the employee objectively because of a lack of familiarity with the work, lack of supervisory ability, or a fear that he/she will be reprimanded if he/she has evaluated incorrectly. The supervisor may also simply find it difficult to evaluate some employees higher or lower than others, even though their performance indicates a real difference (Carrel *et al.,* 1998:266).

- *Leniency and strictness error* – either very favourable or very harsh ratings are assigned to all employees (Erasmus *et al.,* 2005:416). Leniency occurs more often with an inexperienced supervisor who decides that the easiest way to evaluate is to give everyone a high evaluation. The supervisor may feel that the employees will not feel inaccurately evaluated if they get a high rating. The disadvantage is firstly, that poor performance is not being addressed, and secondly, that high achievers will feel that they are not getting credit for working hard. Strictness may occur when the supervisor feels that the employees are not living up to a standard of excellence (Carrel *et al.,* 1998:266).

- *Recency* – this is when supervisors remember only the employee's most recent behaviour. This is common when performance evaluations take place only once or twice a year. To avoid this error, evaluations should take place more often, for example, quarterly (Carrel *et al.,* 1998:266).

- *Overall ratings* – this is when an overall evaluation of the employee's performance is requested, in addition to an evaluation on specific performance areas. It may be difficult for supervisors to give an overall rating of the employee's performance because it is difficult to combine all the separate performance dimensions into one accurate rating (Carrel *et al.,* 1998:266).

Managers must be aware of the rater errors which may occur when evaluating an employee's performance and try to avoid falling into these traps as far as possible.

It is insufficient to train managers in a one-day course in PM, which teaches them to set objectives and conduct performance reviews. It is a continuous process and should form part of continuing development programmes for managers in order to be successful. Mentoring, coaching and guidance need to be provided for the managers. It is important that the managers understand what it means for them in terms of being more effective in their management role and achieving

their own objectives, and a once-off training is insufficient if this is to be achieved (Armstrong & Baron, 2005:59). Managers may fail to conduct effective interviews owing to a lack of vital skills needed to perform them effectively. For example, the manager may have failed to collect data systematically, or perhaps he/she was not specific about the expected performance improvements in the previous performance appraisal. The manager may be reluctant to address difficult topics or he/she could fail to involve the employee in the assessment process and discussion (Newstrom *et al.*, 1993:175).

Another problem that may be experienced with PM is that managers do not enjoy delivering bad news to employees with whom they must work on a daily basis, and similarly, employees do not like receiving bad news. Negative messages may generate defensive reactions as opposed to serving as useful performance feedback, or positive criticism. Managers and employees know that bad reviews impact employees' career development, and managers are reluctant to commit negative feedback to writing (Furnham, 2004:92). Managers may also not want to disrupt an existing smooth relationship with an employee by giving negative feedback (Newstrom *et al.*, 1993:176). Therefore it is important for managers to understand PM, how it fits into the organisation, how it benefits them, the employee and the organisation as a whole. The formal training is followed up with coaching and addressing practical problems which managers may have experienced when implementing the process.

There are few formal rewards for taking the process seriously, and often no informal rewards either. Thus managers do not want to deliver unfavourable messages because of the negative impact such a message may have on the employee. They do not want to give unfavourable appraisals because they fear that it may reflect their own inability to select and develop employees (Furnham, 2004:92). Managers may feel that there are no organisational rewards coming to them for conducting the process. Therefore, when there is no extrinsic or intrinsic incentive to perform the task, managers may neglect the process completely

(Newstrom *et al.,*1993:176). Organisations want managers to spend time diagnosing the reasons for poor performance, together with the employee. In reality, though, the reward structures of most organisations reward supervisors for conducting superficial performance appraisals, which will take less time away from more productive activities (Northcraft *et al.,* 1990:559).

It is important that the manager and the employee have a sense of ownership of the system. If there is no sense of ownership, that is, if they are not involved in the design or administration of the system, if they are not trained in its use, and if their reactions towards the system are not acted upon, it will lead to problems for the long-term success of the PMS (Furnham, 2004:92).

In the next chapter, the implementation of PM in the public sector and the scope of the pharmacy practice are discussed.

CHAPTER 4

IMPLEMENTATION OF PERFORMANCE MANAGEMENT IN THE PUBLIC SECTOR AND THE SCOPE OF PRACTICE OF THE PHARMACIST

4.1   Introduction

In the previous chapter, the PMP and how it is linked to the Performance Management Cycle (PMC) were discussed. In this chapter, the implementation of PM in the public sector, specifically in the Eastern Cape, is discussed, as well as the work which the pharmacist does, including the key performance areas of the operational pharmacists working in the public sector.

4.2   Statutory framework governing Performance Management in the public sector

The following Acts, White Papers, Regulation and Collective Agreements define the implementation of PM in the public sector (Province of the Eastern Cape, 2002:7).

- Acts of Parliament
    The Constitution, 1996
    The Public Service Act, 1994
    The Labour Relations Act, 1995
    Skills Development Act, 1998
    Basic Conditions of Employment Act, 1997
    Employment Equity Act, 1998
    Public Finance Management Act, 1999
    The Promotion of Administrative Justice Act, 2000

- Regulations

  Public Service Regulations, 2001

  Treasury Regulations, 2001

- White Papers

  HR Management, 1997

  Transforming Public Service Delivery, 1997 (Batho Pele)

  Public Service Training and Education, 1998

  Transformation of the Public Service, 1995

  Affirmative Action in the Public Service, 1998

- Collective Agreements

  Public Service Co-ordinating Bargaining Council (PSCBC) Resolution 13 of 1998 (performance agreements)

  PSCBC Resolution 3 of 1999 (performance-related financial rewards and incentives)

  PSCBC Resolution 7 of 2000 (rank/leg promotions and pay progression system)

  PSCBC Resolution 9 of 2000 (performance agreements, Senior Management Service)

4.3 Principles of the Eastern Cape Performance Management System

The following principles apply specifically to PM in the public sector (Simeka Management Consulting, 2003:10):

- The PMS is to be implemented across all departments, and applies to all employees.
- It is developmental in nature, and is therefore not a punitive tool. Integral to the PMS is a mechanism for improving poor performance.
- The main objective of PMS is to improve service delivery through enhanced management of performance.

- The integration of provincial policies and departmental plans have formed the base on which the PMS is designed, implemented and managed.
- The PMS allows each member of staff to align his/her deliverables and/or activities with the departmental and provincial goals and strategies.
- The tools built into the annual PMC allow for transparency, accountability, fairness, equity and realignment of departmental team and individual plans to provincial goals.
- The PMS provides clarity to all employees on their role in the achievement of departmental and provincial goals.

The Eastern Cape legislature went a step further, and developed a list of items which were non-negotiable within this province regarding PMS.

4.4   List of non-negotiable aspects pertaining to the Eastern Cape
          Performance Management System

The following is a list of items non-negotiable items that the Eastern Cape legislature felt was vital for the success of the PMS (Simeka Management Consulting, 2003:10).

- Each department must have a strategic business plan, regardless of the format.
- Performance Agreements are compulsory for Senior Management Service officials (pay levels 13-16), and must be signed within three months of employment.
- PMS forms part of each and every manager's performance agreement.
- Each staff member should have a performance plan and be assessed on an annual basis.
- Everybody is entitled to feedback on their performance, outside of an evaluation process.
- A successful PMS is based on mutual respect and tolerance on the part of both the employee and the supervisor.

- Feedback should be based on the 360º principle, except in cases where it is impossible to achieve in practice.

- In order for performance to be improved, access to developmental opportunities like training, mentoring and coaching should be created and provided to all staff members.

- In case of disagreements on either measures that have been set or on the final evaluation, each staff member is entitled to raise his/her disagreement and have it dealt with procedurally.

4.5   Areas of responsibility in the Eastern Cape Province

The Eastern Cape Province determined the following areas of responsibility for the implementation, monitoring, maintenance and development of the PMS. This was done in line with the Public Service Act of 1994, relevant regulations and collective bargaining agreements (Simeka Management Consulting, 2003:11):

- The Political Head of the Province has the responsibility to establish provincial policy and require the implementation of PMS that links individual performance with organisation goals.

- The Executing Authorities, in consultation with their departments, are required to implement PMS, within the Departments, in line with the Provincial policy of a single PMS for the Province.

- The Director General, in combination with the Heads of Departments, is responsible for the operationalisation of the PMS across all departments for all employees, and for ensuring that the principles, structures and processes of the PMS are communicated to all employees.

- The office of the Director General and the secretariat, Office of the Premier, holds transversal responsibility for ensuring the promotion of compliance by all departments with the PMS, and its maintenance and development.

- The Public Service Commission, in its monitoring capacity, is charged with overseeing the implementation of the PMS within the Province.

- Immediate supervisors are responsible for contracting overall performance and reviewing the performance of their subordinates.

According to Simeka Management Consulting (2003:11), the Eastern Cape PMS was designed specifically for departments within the Eastern Cape Provincial Administration, taking into account Eastern Cape imperatives.

The success of the PMS is dependent on the alignment of and integration of departmental plans and with the strategic goals of the province as a whole. Therefore, the following strategic, organisational and individual-level components were to be put in place (Simeka Management Consulting, 2003:14).

Strategic level components

- The departmental vision and its strategic focus must link directly to the strategic goals of the province. The strategic objectives should reflect consideration of the following: (Simeka Management Consulting, 2003: 14):
- the department's clients and services to be delivered
- priority services for next three-year period
- cost of provision of services
- budget implications
- business process re-engineering requirements
- systems, processes and resource needs
- innovative service delivery options, with budget allocations.

Organisational level components

The departmental business plan is an annual plan of operation, and is focused on outputs and deliverables that the department must produce in order to achieve its strategic objectives (Simeka Management Consulting, 2003:14).

Individual level components

There are three kinds of performance management agreements, namely, performance agreement, workplan agreements, and standards-framework agreements (Simeka Management Consulting, 2003:14-15; 19).

- The performance agreement applies to all Senior Management employees, who fall under pay levels 13-16. Their performance is assessed in terms of outputs/deliverables. In the public sector, employees who fall under pay levels 13-16 are in management positions, and they are on the highest pay levels that are available in the public sector. Examples of employees' positions that fall within this pay level are Directors and Chief Executive Officers.

- The workplan agreement is a description of actions that staff members must take in order to perform their jobs effectively. This applies to pay levels 6-12, therefore including all operational pharmacists. Additional examples of employees who fall within these pay levels are pharmacist assistants, pharmacist interns, senior, principal and chief pharmacists, nurses, and medical practitioners.

- The standards-framework agreements identify key performance areas and the generally accepted levels of performance related to these. This applies to pay levels 1-5, and performance is assessed against general performance standards. These are the lowest pay levels in the public sector. Examples of employee positions that fall within this pay level are general assistants and maintenance personnel.

4.6   Departmental Performance Management Committee

Each department is responsible for managing organisational and individual performance, and this is ultimately the responsibility of all managers. It is also their responsibility to implement the PMS effectively. In order to ensure objectivity and non-biased management and implementation of the system in departments, it is required that each department establish an internal PM Committee. In this

way, structures can be established at various levels of the department, to suit the specific department (Simeka Management Consulting, 2003:17).

The role of the committee is to perform the following tasks:

- monitor the implementation and management of the system
- assess evaluations, processes and outcomes recommendations
- make recommendations on corrective measures in terms of statutory requirements
- make final decisions on recommendations, whether they be recognition or corrective measures

recommend changes to the system.

Operational pharmacists in the public sector are between pay levels 8 and 9, and therefore a workplan agreement is applicable. In the next section, the scope of practice and the job description of the pharmacist in the public sector is discussed.

4.7   Scope of practice of the pharmacist

The South African Pharmacy Council is the governing body of all pharmacists in South Africa. The scope of practice of the pharmacist is stipulated as follows in the *Good Pharmacy Practice Manual* (The South African Pharmacy Council, 2004:3-4):

(a)   the provision of pharmaceutical care by taking responsibility for the patient's medicine-related needs and being accountable for meeting these needs, which shall include but not be limited to the following functions:

    (i)   evaluation of a patient's medicine-related needs by determining the indication, safety and effectiveness of the therapy

    (ii)   dispensing of any medicine or scheduled substance on the prescription of a person authorised to prescribe medicine

(iii)   furnishing of information and advice to any person with regard to the use of medicine

(iv)   determining patient compliance with the therapy and follow-up to ensure that the patient's medicine-related needs are met; and

(v)   the provision of pharmacist-initiated therapy

(b)   the compounding, manipulation, preparation or packaging of any medicine or scheduled substance or the supervision thereof

(c)   the manufacturing of any medicine or scheduled substance or the supervision thereof

(d)   the purchasing, acquiring, importing, keeping, possessing, using, releasing, storage, packaging, re-packaging, supplying or selling of any medicine or scheduled substance or the supervision thereof

(e)   the application for the registration of a medicine in accordance with the Medicines Act

(f)   the formulation of any medicine for the purposes of registration as a medicine

(g)   the distribution of any medicine or scheduled substance

(h)   the re-packaging of medicines

(i)   the initiation and conducting of pharmaceutical research and development (The South African Pharmacy Council, 2004:3-4).

The Eastern Cape Department of Health has explained the scope of practice of pharmacists in greater detail specifically pertaining to pharmacists employed within the public sector. The next section consists of the vision and mission of pharmaceutical services management in the Eastern Cape as well as the scope of practice of public sector pharmacists.

The vision of the Eastern Province Department of Health pertaining to the management of pharmaceutical services is as follows (Eastern Cape Department of Health, 2004:1):

Quality pharmaceutical services supporting health care delivery at all time.

The mission of the Eastern Province Department of Health pertaining to the management of pharmaceutical services is as follows:

> Pharmaceutical Services that ensure equitable access to safe, cost effective, quality pharmaceutical care to all the people in the Eastern Cape and promotes rational drug use by all. (Eastern Cape Department of Health, 2004:1)

The Eastern Cape Department of Health (2004) has specific Key Performance Areas for the Management of Pharmaceutical services. The duties of the registered pharmacist (operational pharmacist) are as follows (Eastern Cape Department of Health, 2004:2):

- Execute duties, functions and responsibilities to the best of ability, within applicable legislation, guidelines, drug lists and available resources.
- Plan and organise own work and that of subordinates to allow for smooth flow of pharmaceutical services.
- Supervise pharmacist's assistants and other subordinates and ensure that work is done in accordance with Standard Operating Procedures (SOPs).
- Provide a pharmaceutical service in respect of the following:
    i. Dispense drugs as per prescription in accordance with applicable legislation.
    ii. Manufacture preparations according to SOPs and Good Pharmacy Practice (GPP).
    iii. Pack and re-pack medicine according to SOPs and GPP.
    iv. Provide a consultative pharmaceutical information service to other health professionals and patients.
    v. Monitor and evaluate pharmaceutical services and report areas that need attention to pharmacy manager.
    vi. Monitor the treatment and medicine usage of patients and make suggestions based on the level of expertise.

- Maintain proper use and care of government equipment and maintain optimal use of resources.

- Keep abreast of professional and health related matters.

- Assist in the management of the hospital pharmaceutical budget.

- Maintain a healthy and safe work environment in line with the Occupational Health and Safety standards.

- Assist in activities pertaining to the smooth functioning of the pharmacy.

The above Key Performance Areas are used to compile the workplan agreement discussed earlier in this chapter (See p. 50) The workplan is compiled by the supervisor or pharmacy manager and the employees.

CHAPTER 5

METHODOLOGY

5.1   Introduction

The study was conducted as a quantitative study investigating how operational pharmacists in the public sector perceived the PMS. The main objectives of the study were to determine the pharmacists' understanding of PMS. This understanding would include whether pharmacists felt their managers were competent in the PMS and whether the pharmacists believed that further education in this matter was needed by both managers and themselves.

A literature study was conducted and information on PM was obtained from the Internet, library books, official publications and journal articles. A research proposal was submitted to the Advanced Degrees Committee and the Ethics Committee of the Nelson Mandela Metropolitan University. Once the proposal was approved by both committees, it was submitted to the Ethics Committee of the Eastern Cape Department of Health for approval.

A questionnaire was developed that was made up of open- and closed-ended questions. The questions asked were in accordance with the above objectives. Five pharmacists with at least one year's experience within the hospital pharmacy sector were approached for the pilot study. All five participants were supplied with the questionnaire together with a self-seal envelope. Respondents were asked to seal the completed questionnaire in the envelope provided. These envelopes were then returned to the researcher. This helped to maintain the confidentiality of participants. The researcher was able to use all five questionnaires, and adapted the questionnaire where applicable. The pilot study was conducted in one the of the Nelson Mandela Metropole (NMM) hospitals, namely Dora Nginza Hospital.

5.2 Target group

The target group consisted of all operational pharmacists working in the public sector within the NMM, who had been employed for a period of one year or more. The one-year time period was selected because, for the purposes of this study, the respondents had to have experienced at least four assessments. According to the PMS implemented by the public sector, assessment interviews were to take place every three months, therefore four assessments were to be completed within one year.

The public sector in the NMM consisted of four hospitals, two medical depots and the provincial and municipal clinics. A total of 50 pharmacists working in the NMM fulfilled the criteria to participate in this study.

5.3 Time period of the study

A performance evaluation was to have taken place in the NMM at the end of March 2006, therefore the questionnaires were handed out from the second week of April 2006 until the first week of May 2006. The reason for the three-week time period during which the questionnaires were handed out, was the availability of the pharmacists (time and dates supplied by chief pharmacists), the availability of the researcher, and the selection of a time when most pharmacists were at work and not on leave.

5.4 Empirical study

The researcher contacted the chief and district pharmacists and the medicine depot managers telephonically, and the study was explained to them. Appointments were made to speak to the pharmacists to explain the study and to ask them to complete the questionnaire. It was made clear to them that they were

under no obligation to partake in the study and they could refrain from doing so if they wished.

At the time that the study was conducted, there were no pharmacists working in the municipal clinics who qualified to participate in this study. It was not possible for the researcher to personally meet the pharmacists working in the provincial clinics, but the district pharmacists agreed to hand the questionnaires to the operational pharmacists under their management. The researcher contacted the operational pharmacists telephonically to explain the purpose and nature of the study.

Each pharmacist was provided with a questionnaire and self-seal envelope. The pharmacists were asked to seal the completed questionnaire in the envelope provided, and place it in a sealed box in the chief and district pharmacists' office. This ensured the respondents' confidentiality. The respondents were not required to put their names on the questionnaire, thereby further ensuring confidentiality.

The pharmacists were given two weeks in which to complete the questionnaire. After one week, the researcher contacted all the chief pharmacists, pharmacy managers and district pharmacists to remind them and their pharmacists to complete the questionnaire. Because some pharmacists were on leave, it was not possible to collect the questionnaires after the two-week period. The questionnaires were collected after one month, once all the pharmacists had returned to work and completed the questionnaire. This ensured that a maximum response rate was achieved.

5.5 Data analysis

The data was captured and analysed using the computer program Microsoft Excel®. Descriptive statistics were performed where applicable, using the minimum, maximum and percentages.

5.5.1 Quantitative data

The quantitative results were derived from the closed-ended questions, and the results were discussed and presented in diagram and table format. In the questionnaire, the term *Performance Appraisal System (PAS)* was used because this was the terminology used on the public sector evaluation forms (See Appendix A and B), therefore it was the term the respondents were familiar with. In the training manual used to train the managers in the public sector, the term *PMS* had been used. It appears that when conducting performance evaluations, the public sector preferred the term *PAS*. For the purposes of this study, the term *PMS* will be used throughout.

The quantitative data analysis was performed on the following:
- demographic analysis
- position and years experience
- type of institution where respondents were employed
- knowledge and thoughts of PMS
- frequency and timing of evaluations
- position of person performing assessment
- the assessment
- satisfaction with the assessment
- independent third party presence at the evaluations
- need for further training of the assessor.

5.5.2 Qualitative data

The qualitative results were derived from the open-ended questions. The results were transcribed and colour coded. The results were grouped together and discussed.

Analysis was performed on the following:

- assessments conducted at the prescribed times
- understanding of PMS as the respondent understands it
- advantages and disadvantages of the system
- additional comments invited about the PMS
- ease of linking the PMS with the work of a pharmacist
- PAS effectiveness in measuring performance
- identifying whether there was a need for PMS to be developed further
- reasons why the respondents felt an independent third party should or should not be present at the evaluations
- preference between the notch and PMS
- satisfaction with the assessments
- the assessment
- conducting a fair evaluation and giving recognition for work well done
- training needs of assessors
- identification of shortcomings in the PMS.

The quantitative and qualitative data was analysed, and will be discussed under the above-mentioned headings in Chapter 6.

CHAPTER 6

RESULTS AND DISCUSSIONS

6.1 Introduction

This chapter presents and discusses the results obtained from the questionnaires which were handed to the pharmacists working in the public sector hospitals in the NMM. To maintain the confidentiality of the respondents, the results are presented as the perceptions of the pharmacists working within the NMM as a whole, as opposed to the specific institution in which they worked.

Fifty questionnaires were handed out and 33 were completed and returned. The response rate was 66%. All 33 completed questionnaires were used in this study. No questionnaires were handed out to the municipal clinics because there were no employees who met the selection criteria of this study at that time. Table 6.1. illustrates the number of questionnaires that were handed out at each institution and the responses to the study.

Table 6.1: Questionnaires handed out to the pharmacists, returned and utilised in this study

Institution	Number of questionnaires handed out	Number of questionnaires received back	Number of questionnaires received and used
Hospitals	37	25	25
Municipal Medicine Depot	1	0	0
Port Elizabeth Medicine Depot	5	4	4
Municipal Clinics	0	0	0
Provincial Clinics	5	2	2
District Pharmacist	2	2	2
Total	50	33	33

The results and discussions are presented in the following order:

- demographics
- Performance Appraisal System (PAS)
- need for the presence of a third party
- notch system versus PAS
- evaluations/assessment interview
- training needs
- shortcomings of the system
- limitations of the study.

The results were evaluated statistically by plotting graphs and by calculating minimums, maximums and percentages where possible.

6.2   Demographics

The demographics were analysed quantitatively. Gender, age, number of years working in the public sector, number of years in current position and type of institution were analysed. A comparison was also made between the age and gender of the pharmacists and the type of institution in which they worked.

Table 6.2: Number of male and female pharmacists

Gender	Number of pharmacists (n)	Percentage of pharmacists (%)
Male	9	27
Female	24	73
Total	33	100

From Table 6.2 it is evident that there were three times as many female pharmacists as male pharmacists.

Figure 6.2: Age of Respondents in Years
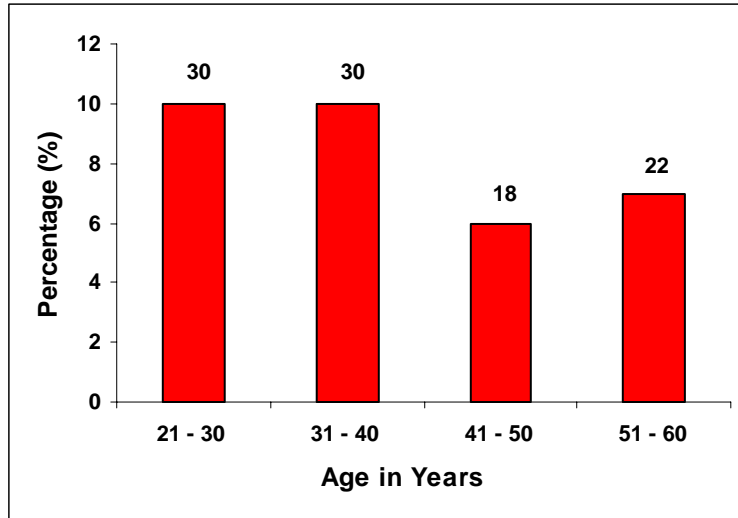
Sixty percent of the respondents were between the ages of 20-40 years, whilst the rest were more than 40 years old.

In Table 6.3, an analysis between the age distribution and gender of the pharmacists was made.

Table 6.3: Age and gender distribution

Gender	Age Distribution (Years)	Number of pharmacists (n)	Percentage (%)	Cumulative age distribution (n)	Cumulative percentage (%)
Male	21 - 30	1	11	1	11
	31 - 40	3	33	4	44
	41 - 50	2	23	6	67
	51 - 60	3	33	9	100
Total		9	100	9	100
Female	21 - 30	9	37	9	37
	31 - 40	7	29	16	66
	41 - 50	4	17	20	83
	51 - 60	4	17	24	100
Total		24	100	24	100

There are marked differences between the age distribution of the male and female pharmacists. There were three times more female than male phramacists between the ages of 21-30. This ratio decreased from the age of 31 and over, indicating that there were more male pharmacists older than 30, than young male pharmacists. This may be due to a shift in the pharmacy profession, where younger men are not entering the profession, or else they may prefer other fields of pharmacy as opposed to the public sector. The minimum and maximum age groups for both genders were 21-30 years and 51-60 years respectively.

Figure 6.3 illustrates the number of years that the pharmacists had been working in the public sector. Fifty-eight percent had been working in the public sector for between 1-10 years and 42% for more than ten years.

Figure 6.3: Number of years working in the public sector
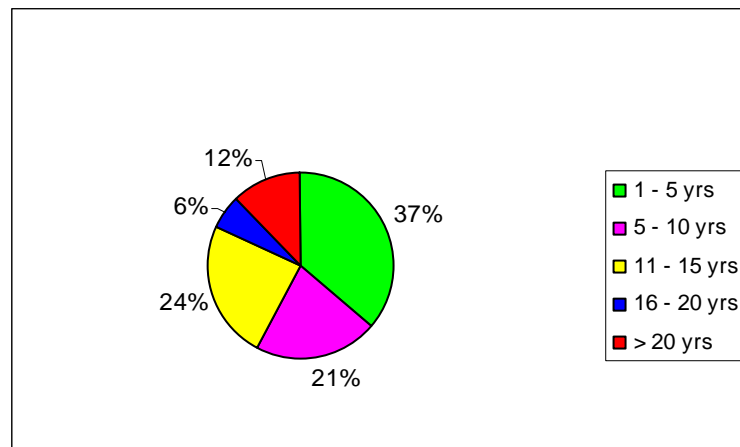
Figure 6.4 illustrates the number of years that pharmacists had been working in their current position. Seventy-eight percent indicated they had been in their present position for between 1-10 years, and 22% had been in their positions for more than 10 years.

Figure 6.4: Number of years in current position
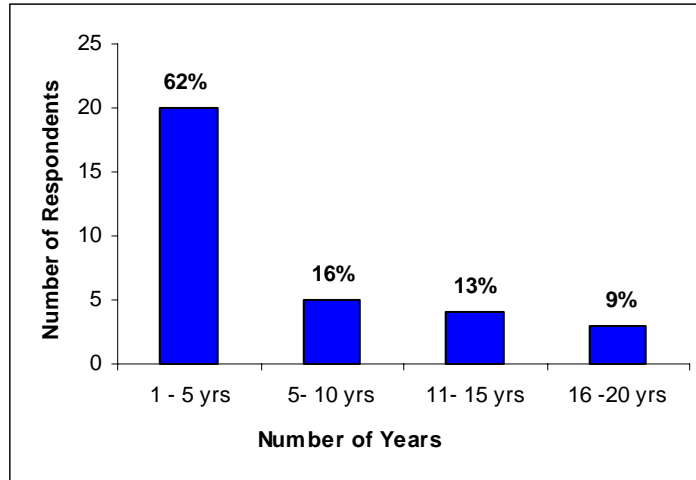
There was a much larger percentage (72%) of pharmacists working in public sector hospitals than in other areas of public sector pharmacy (See Figure 6.5). This may be an indication of the preference of the pharmacists, as well as the fact that more positions were available in public sector hospitals than in the clinics. It may also be due to the clinic posts requiring the pharmacist to travel, which is not the case in hospital pharmacy.

Figure 6.5: Type of Institution
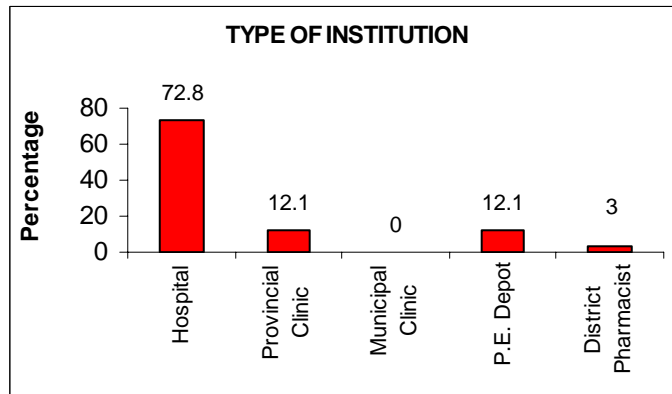
6.3   PERFORMANCE APPRAISAL SYSTEM (PAS)

The second section of the questionnaire focused on the PAS. The term *PAS* was used as opposed to *PMS*, as this was the term used on the public sector evaluation forms (See Appendix A and B) and it was the term the pharmacists were familiar with. The questions were either open- or closed-ended. Therefore the data was analysed qualitatively and quantitatively.

6.3.1   Whether interviewed at prescribed times

The first question which the respondents were asked was whether they had been interviewed by the assessor at the prescribed times, that is quarterly. Twenty-seven percent indicated that they had always or most of the time been assessed at the prescribed times. Thirty-nine percent indicated they were only interviewed at the prescribed times some of the time, and 34% said they were never assessed at the prescribed times (See Figure 6.6). The number of pharmacists who had not been interviewed at the prescribed times was very high.

Figure 6.6: Whether interviewed at the prescribed times
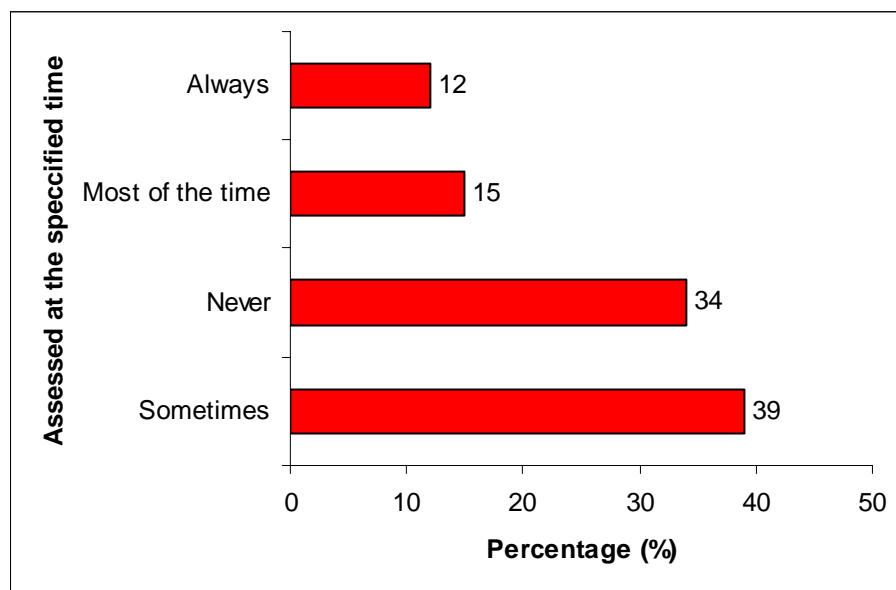
The respondents who stated they were interviewed at the prescribed times some of the time indicated that when time was insufficient, the interview was brief. The possible reasons provided were that owing to work pressures, time constraints and staff shortages, the assessors experienced difficulty in adhering to the required frequency of the assessments.

The following was also stated by these respondents (as written in their own words):

Never. – No interviews were done. I merely had to sign the document.
I was given a form to fill in re. my areas of training requirements. I was never interviewed/discussed re. requirements.
Not called in
Pressure of work – inadequate HR Dept – interviewed and form back-dated.

The respondents who stated that they were never interviewed at the prescribed times, indicated that this was due to staff shortages, workload and the supervisor being too busy to interview each staff member. However, the following was stated (as written by the respondents):

In order to get my "permanent appointment" status after 13 months I had to have 4 x Quarterly reports completed. And handed over to HR Dept. which I had signed and submitted in a day.
The assessor/supervisor signed all relevant documents at the end of the assessment period and back-dated same.
Most times my assessor would just write comments about me without interviewing me.

6.3.2 Understanding of the Performance Appraisal System

One of the questions requested the respondents to give a brief perception of PAS as they understood it. Their understandings of PAS were as follows:

> *It is a system which is used to rate performance on a scale of 1-5.*
> *It is a system which gives acknowledgement to people that excel.*
> *Incidents need to be written regarding additional work done.*
> *It is a motivational tool which is used to encourage employees to perform better in the workplace and to promote job satisfaction.*
> *It helps to develop competent staff by setting goals and performance standards and reassessing these goals after the prescribed period to determine whether the goals had been met and to address the problems which prevented a goal from being achieved.*

Most respondents indicated one or two of the above points and therefore had an idea of what the PAS entailed and its function within the public sector. The increase incentives were also mentioned. This is a quote from one of the respondents.

> *If you perform on level 3 you get an annual increase + 1%. If higher than 3, you get performance bonus …NEVER MONEY FOR ANYWAY. It will also help if you experience problems with certain elements…get quarterly reviews, to have it pin-pointed, discussed and sorted out .*

The respondents were requested to indicate whether or not they thought there were advantages to this system. Interestingly, 50% thought there were, and the other 50% said there were not.

The respondents who stated that there were advantages to the system believed that the system was useful if the supervisor gave the employees recognition, praise and acknowledgement. In this way, the employee would be motivated and

66

performance would improve. By setting standards for performance, weaknesses and areas in which training was needed could be identified. In this way, the opportunity was given to the employee to develop professionally, giving the employee a sense of ownership and assisting in the development of well-functioning and productive teams within the organisation. Some of the responses are quoted below.

> *Motivate people to do the best they can in current positions. Ultimately benefits pts. – Maintaining bato pele.*
>
> *System helps to develop the employee professionally so as to improve service delivery*
>
> *If properly applied it can be a fair and just method of rewarding hard & diligent work performance.*

The respondents who stated that there were no advantages to this system, indicated that they felt pharmacists did not receive enough recognition for work done, and that the PAS was merely "paperwork" and did not reflect the reality of what was happening in the workplace. They felt that people who made themselves look good on paper had the advantage. It was also stated that the amount of input which went into the PAS was not worth the 1% increase, and that the system was not being utilised properly owing to staff shortages and workload. The following comments were made.

> *Each assessment is essentially a repeat of the previous. Areas of improvement that you suggest are not addressed by the training department for example courses you wish to attend. If you give yourself a good rating the evidence the committee wants to prove this, is unclear.*
>
> *The measuring tools are inadequate for professionals*
>
> *1) you cannot always attain your goals if the proper training (courses) are not offered by the employer. For you benefit.*

> *2) Everybody receives 1% salary whether they do or do not attain their goals*

6.3.3 How the Performance Appraisal System was experienced

Questions regarding the PAS were asked, and are represented in Table 6.4. The respondents had to answer Yes or No to the questions and motivate their answers.

Table 6.4: Questions regarding the Performance Appraisal System

Questions	Number of respondents (n)	Yes	No
Do you feel the PAS helps to keep you motivated as the employee?	32	**25%**	**75%**
Does the PAS help you as the employee to know what is expected of you?	32	59.4%	40.6%
Does the PAS help you to set work objectives and goals?	32	56.3%	43.7%
Does the PAS help to improve poor performance?	32	**37.5%**	**62.5%**
Do you feel that the PAS rewards good performance sufficiently?	31	**9.4%**	**90.6%**
Does the PAS help identify training needs?	31	74.2%	25.8%
Do you feel that your manager/person assessing you supports the PAS?	31	48.4%	51.6%
Do you feel that the PAS is too control-orientated	31	51.6%	48.4%
Do you feel the PAS is too mechanistic?	30	60%	40%
Do you feel the PAS assists with career progression?	32	**34.4%**	**63.6%**

One respondent stated that it was demotivating to discover that his/her boss did not appreciate or value all the extra work that he/she had done. Based on the responses given in the questionnaires regarding areas where the assessors identified training needs, no training was ever conducted. This demotivated employees, with the consequence that they felt that PAS was not rewarding good performance. The respondents recognised that the PAS could assist career progression if it were implemented correctly, and were disappointed with the current situation.

The respondents felt that the PAS was difficult to implement and was a difficult tool to use when assessing professionals. More pharmacists (55%) felt that it was difficult to link the PAS with the work of a pharmacist. They felt that pharmacists are professionals with skills that are specific to pharmacy; therefore PAS was not always applicable. High standards were expected from them and the work kept them busy, and there was no time to achieve extra goals without working overtime in order to achieve them. Furthermore, they responded that the scope of practice was wide, making it difficult to capture all the relevant areas through PAS. The following opinions were given.

To allocate percentages is difficult because I give 100% to dispensing, 100% counseling, 100% to etc…

It is impossible to provide proof/evidence of daily activities even when above average – instead of wasting time doing this you should get things done; use your energy in other creative and constructive ways

A pharmacist work is not (or should not be repetitive in nature and the effectivity of a pharmacist depends on the outcome

Forty-five percent of the respondents felt that it was not difficult to link PAS with the work that a pharmacist did, on condition the manager recognised the important areas of work, made the link, and was familiar with the systems within the department in which the employee was working. The following comments were also given:

Our tasks are measurable and Pharmacy Law dictates requirements for the Pharmacy environment.

We are well aware of our job description. The appraisal just helps us do it properly.

6.3.4 Effective measurement of the Performance Appraisal System

When the respondents were asked whether they thought the current PAS effectively measured their performance, 78% indicated that they felt PAS was not effective in measuring their performance, as opposed to the 19% who felt it was effective. Three percent stated they did not know (See Figure 6.7).

Figure 6.7: Effective measurement of pharmacists' performance using the Performance Appraisal System
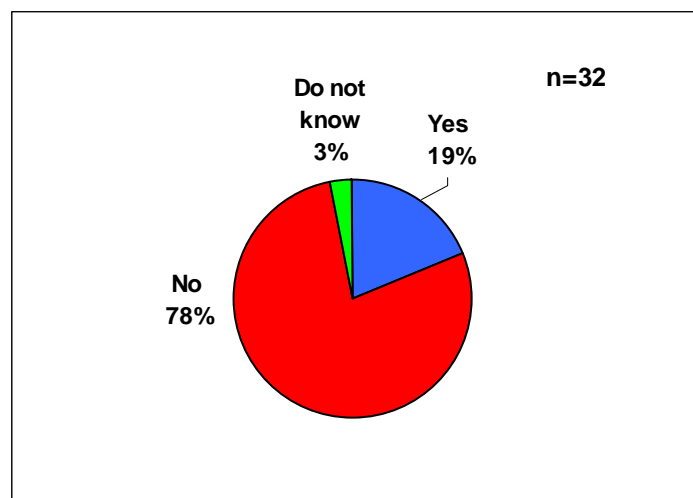
The responding pharmacists stated that they tried to achieve the performance goals set out quarterly by themselves and the supervisor. This allowed them to evaluate themselves before the assessor evaluated them, therefore granting them the opportunity to discuss any shortcomings and achievements with the assessor. The pharmacists who felt PAS did not effectively manage their performance indicated that the evaluation was not comprehensive enough as it was a one-page evaluation, and it did not have the scope to look at every facet of the pharmacists' duties.

It was also stated that in some instances, all the pharmacists evaluated were given the same comments and approval although all the pharmacists had not been interviewed. This is indicated in the following quotations.

The general trend is to say "satisfactory" for all performance as this
requires no effort/motivation for poor or excellent performance; it
leaves every one with the same assessment irrespective of true
performance

We were told to all mark ourselves 3's because it's easier & not to bother
including evidence because it's all part of your job anyway.

Some respondents felt that they were not receiving the rewards that they deserved and wrote the following:

Although I always achieved + got excellent remarks from my assessor
recommending a 10% increase, I never got it. I feel that I don't get
what I deserve.

I have to mark myself "down" in order to avoid having to come up with
evidence to support."

If it did, I would be far better off than I am – I know I have received very
positive assessments and yet nothing has improved for me in terms
of level etc – it may measure your performance (in spite of all the
disadvantageous circumstances which hinder you in your work) but
then you don't hear any more about it.

6.3.5   Need for the Performance Appraisal System to be developed further

Eighty-two percent of the respondents felt the PAS needed to be developed further, as opposed to 18% who felt no changes needed to be made (See Figure 6.8). They felt that there was no point in developing it further because the developers did not have insight into the tasks which pharmacists perform. One respondent even suggested that the entire PAS be discarded and replaced.

Figure 6.8: The need for the Performance Appraisal System to be developed further
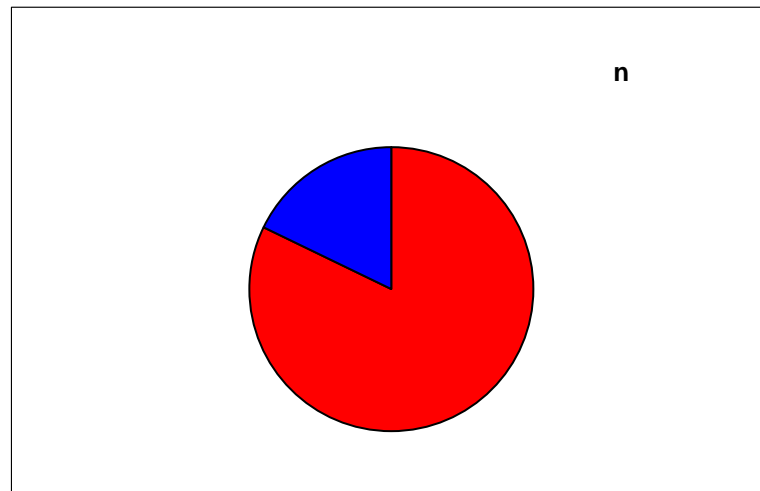
Eighty-two percent of respondents stated that PAS must be developed further as the system was not suited to the pharmacy profession, and it needed to encompass the work of the pharmacist more specifically. In its present structure, performing evaluations was difficult. It was stated that the evaluations needed to be developed further and that feedback needed to be received from the Moderating Committee (the committee which reviews the completed assessment forms and determines which employees deserve increases or bonuses). Their experience was that feedback was currently not being received and rewards were not being given where deserved. The respondents felt they should be informed of the outcome of the evaluation so that they would know the areas where they needed to improve. This would ensure that they did not feel demotivated when it was time for the next evaluation.

The following comments were made.

> *No system is sacrosanct – one needs to adapt any system to prevailing*
> *circumstances without compromising its essence.*
> *should be developed into a tool that genuinely assesses performance,*
> *taking into consideration lack of means to perform properly, and*

assesses core function first before peripheral tasks. Also assesses

in context.

I think time consuming systems are not practical with the current situation

of so many posts vacant & too much pressure on management and

staff alike. I have seen no fair results coming out of it to date. I think

the system should be scrapped as Bisho does not have the

capacity to administer anything properly.

6.4   The presence of an independent third party

Forty-seven percent of the respondents felt that an independent third party should be present at the evaluations, and 53% said it was not necessary.

The 47% who felt that an independent third party should be present in their evaluation stated that the third party should be a high-ranking individual within their own department. It was felt it would be helpful that the third party be of a higher rank than the immediate supervisor. This higher-ranking individual would have more power to address the employee's concerns, would be more effective in implementing changes where necessary, and would prevent subjective assessments. An alternative suggestion was that the third party should only be called upon should there be a dispute between the employee and supervisor. The third party could then clarify the situation either immediately or at a later stage.

The following question was only applicable to the respondents who answered positively. The respondents were asked whether they would like to be in control of who the third party should be. Fifty-five percent indicated that they would prefer to be in control. Of the respondents who answered negatively, only one motivated the answer by saying that the independent third party should be mutually agreed upon by the employee and the supervisor in order for that individual's presence to serve a purpose.

The respondents indicated that the third party should have the following characteristics:

- *A positive, informed influence on the assessment*
- *Be a colleague who has understanding of the pharmacists' work*
- *Someone that has in-depth knowledge of what is expected from the employee and not someone that is going to try and save the government some money*
- *A pharmacist whose only job is to assist in the PAS functions*
- *Non-biased*
- *Independent*
- *Someone the respondents can trust in the event of a dispute*
- *Neutral*
- *Fair person*
- *Someone from the health profession who is familiar with the specific tasks which the pharmacist performs.*

The following suggestions were given about who the independent third party should be.

- *A HR person from another province or institution*
- *A second in charge*
- *A fellow pharmacist*
- *Deputy director of pharmaceutical services*
- *Chief pharmacist of PE Hospital Complex*
- *A professional person from outside, that is a friend or acquaintance*
- *Any other person from the medical profession, perhaps a colleague*
- *A psychology type person*
- *Deputy director: drug supply or stock manager from another Pharmaceutical Depot.*

The suggestions given by the respondents to this question are diverse and interesting, and indicate the significance of having such a person present. It can be seen from their response that the respondents who supported the third-party presence felt very strongly about it, and had thought about who they would like the third-party person to be.

The 53% who responded that an independent third party was not necessary indicated that the manager should be impartial and efficient enough to appraise the employee's performance, as he/she would know the employee's ability, strengths and weaknesses better than an outsider would. It was also perceived that if the communication between the employee and the supervisor was effective, the presence of an independent third party would not be necessary. Also, the evaluation between the supervisor and the employee was confidential, and for this reason, an independent third-party presence was unnecessary. It was also stated that the independent third party would not know whether the supervisor and employee were being honest/objective or how good the performance of the employee was. Thus having a third-party presence would not make any difference to the evaluation.

6.5   Preference between the notch system and Performance Appraisal System (PAS)

The respondents were asked to indicate whether they preferred the previously used notch system or the PAS, and to motivate their answer. In the notch system, promotion was not based on performance, but on years of service. In the PAS, a salary increase was received if the employee performed well. The percentage increase depended on how well the employee had performed. The notch system was preferred by 45.5% of respondents, and 45.5% preferred the PAS. Nine percent preferred neither of the systems. This result, with the reasons given, is illustrated in Table 6.5.

Table 6.5: Preference between notch system and Performance Appraisal System

	Number of Respondents (n=22)	Percentage (%)	Reasons/Motivation
Notch system	10	45.5	• 1% (PAS) not a performance booster. • Automatic increase was received after a particular time period. • System of providing evidence for good performance was less complicated. • No lengthy forms to complete. • Increase more significant. • The top of one's salary range could be reached. • Government Service did not recognise "exceptional" versus "unsatisfactory" service".
PAS	10	45.5	• Focus on motivating, recognising and rewarding performance. • Boosts team spirit. • Develops the pharmacist. • Individual and fair assessment method.
Neither	2	9	• Notch system benefited everyone including those not deserving. • With PAS more rewards would never be received although employees were deserving.

A further analysis was conducted to determine which age group preferred which system (See Table 6.6).

Table 6.6: Preference between notch system and Performance Appraisal System according to age groups

Age Group (Years)	Notch (n=10)	Notch (%)	PAS (n=10)	PAS (%)
21 – 30	4	*40*	2	*20*
31 -40	3	30	4	40
41 -50	1	*10*	3	*30*
51 -60	2	*20*	1	*10*

Interestingly, twice as many pharmacists in the age group between 21-30 years preferred the notch system to the PAS. It would be expected that the younger age group that had been exposed to the notch system for a shorter period of time, would be more in favour of the PAS than the notch system, especially considering that the PAS helps with the setting of goals, motivation and career progression. This result clearly indicates that the young pharmacists did not have much confidence in the PAS. It was also expected that the older pharmacists (age group 51-60) would prefer the notch system as they had been exposed to its benefits for a longer period, but as indicated in Table 6.6, this was not the case at all.

6.6   Evaluations/assessment interviews experience

The respondents were asked to indicate, on the questionnaire, the total number of evaluations that had been conducted since PAS was introduced. The number of evaluations was directly related to the time period that the employee had been employed in the public sector. According to the PAS, each employee should have had at least four evaluations within the one-year period.

Figure 6.9: Number of evaluations
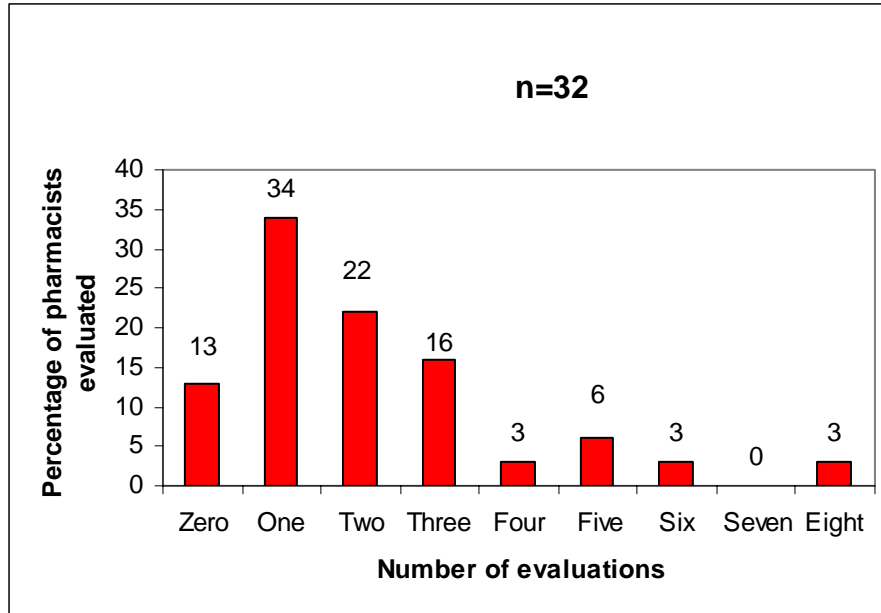
Unfortunately, only 15% of the respondents had had four or more evaluations and 85% had three or fewer evaluations since PAS had been implemented.

Chief pharmacists (59%) performed the majority of the evaluations, and the district pharmacists performed no evaluations. Examples of other evaluators (16%) were the matron of the clinic and the district manager (See Figure 6.10).

Figure 6.10: Person that performed the assessments
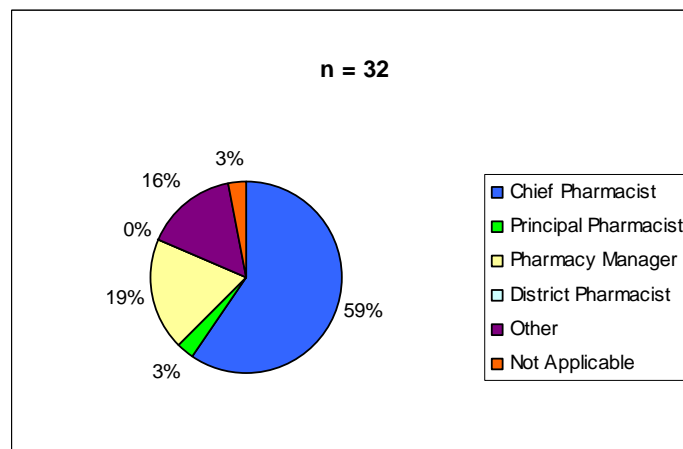
The respondents were asked whether the results of the assessment had been discussed between the respondent and the assessor at the end of the

assessment. Sixty-seven percent stated that a discussion had taken place and 33% stated that no discussion had taken place (See Figure 6.11).

Figure 6.11: Discussion of the results of the assessment
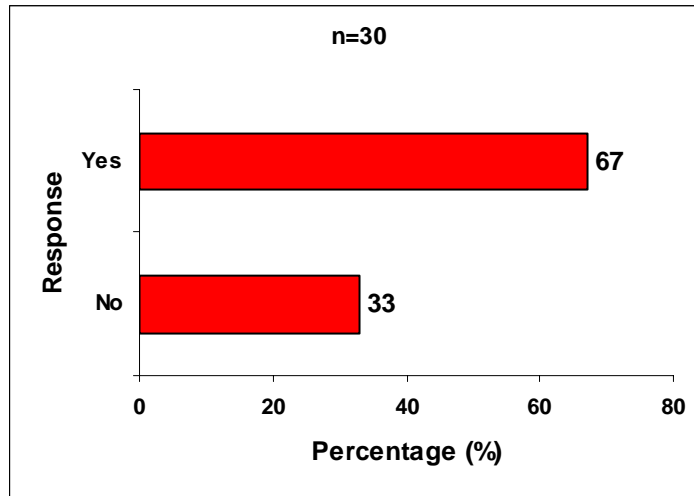
The respondents were asked whether they were satisfied with the assessments since PAS had been introduced (See Figure 6.12).

Figure 6.12: Satisfaction with assessments
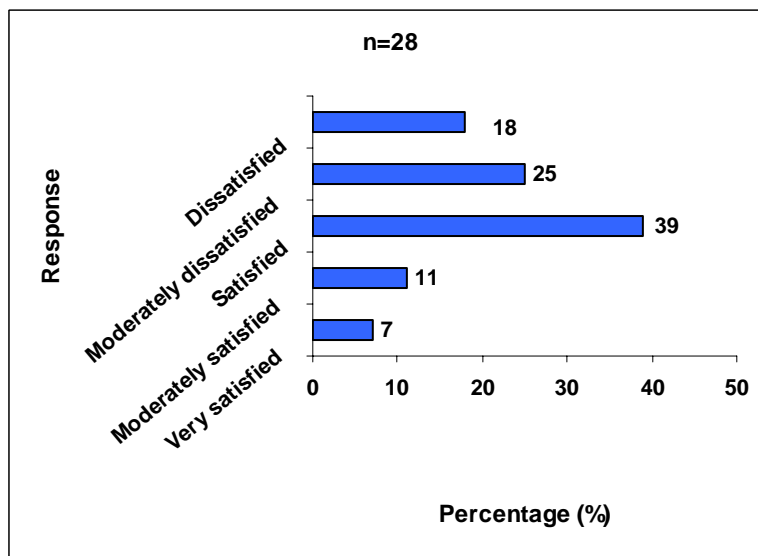
Fifty-seven percent of the respondents were satisfied with their assessments to some degree, leaving 43% dissatisfied. The respondents were requested to

substantiate their answers, that is, to state why they were very satisfied, moderately satisfied, satisfied, moderately dissatisfied or dissatisfied. This is illustrated in Table 6.7.

Table 6.7: Satisfaction level regarding the evaluation with reasons

RESPONSE	COMMENTS
Very satisfied	• Assessor recognises employee's work.
Moderately satisfied	• Opportunity granted to voice opinion. • More effort should be made to differentiate between different levels of performance. • Respondent and assessor had good understanding of each other and what needed to be done.
Satisfied	• System not accurate in determining performance. • Performance was being recognised. • Some respondents were doing more work than was recognised.
Moderately dissatisfied	• The system had not been explained. • The benefits of the "paperwork exercise" had not been seen. • Not the right system for professionals. • The superior did not have any idea of what the respondents did, and could not give an accurate assessment of their performance. • Respondents felt that they had done better than the assessor thought.
Dissatisfied	• No interviews had been conducted. • The respondent made his/her own job description without any evaluation from the supervisor. • The PAS was done aiming to give 1% regardless of employee performance. Thus performance was not necessarily measured. • Assessments were based on the assessor's standard that was not always clear to the person being assessed. • Assessments were performed erratically and backdated. It was done without hope or faith in the system. • Assessments cannot be objective/realistic when one cannot perform properly because of shortfalls in the health system.

The respondents were asked whether they came to an agreement with the assessor regarding their assessment. Interestingly, 87% indicated that an

agreement had been reached, and only 17% indicated the negative. The respondents were also asked whether they felt their assessor had assessed them objectively. Seventy percent stated they had been assessed objectively and 30%t felt they had not.

The 70% who answered positively about objective assessment commented that the assessor was fair, and was willing to discuss any topic under review. They were satisfied that there was transparency and open communication, and the goals were clearly defined. The other 30% stated that the assessor did not work directly with them on a daily basis, relied heavily on the respondent's assessment of him/herself, and wrote the same comments on everyone's assessment. A suggested possible solution would be to replace the assessor with a senior-level employee who worked with the pharmacist being evaluated. If this was not possible, a more accurate evaluation could be conducted using peer reviews.

The respondents were asked whether they felt their assessor was open with them during the assessment. Seventy-nine percent stated that they felt their assessor had been open with them during the assessment, and 21% stated that they felt their assessor had not been open with them (See Figure 6.13).

Figure 6.13: Openness of the assessor during the assessment
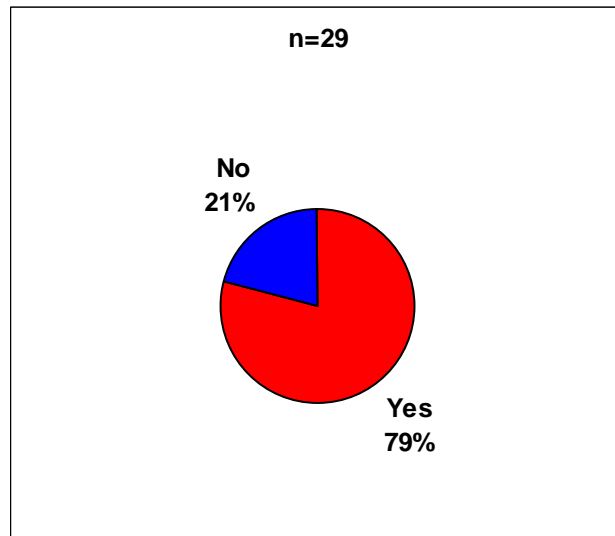
The 79% of respondents who stated they felt their assessor had been open with them indicated that the discussions were informal and clear. The assessor was fair, and challenges were identified and methods to overcome them were discussed. The remaining 21% felt their assessor had not been open with them and indicated that they had either not been assessed or the assessor had written the same comments on everyone's assessment. These results suggest that if the assessments are conducted properly, employees will not be dissatisfied and will have less resistance to being assessed.

Twenty four percent (n=17) of respondents felt that nothing needed to be changed in the assessment interview, and 12% stated that the entire system should be scrapped. The following statement was given by one of the respondents.

More prior knowledge & having so better understanding of the system and interview. In a venue which is secure/private without interruptions. It needs to be done by a supervisor & employee who are not stretched beyond their limits in terms of work, so it is not just seen as a nuisance & it needs to be done at the correct intervals & taking the current situation into account.

The respondents recommended the following changes needed to be made to the performance interview:

- *A third party or larger panel made up of an outside party, supervisor and colleagues must perform the assessment*
- *Peer reviews*
- *Time interval between assessments should be six months as opposed to the current quarterly assessments*
- *The reporting of good or excellent performance (rating of 4 or 5 on the assessment form) should be reviewed*
- *Interviews must be longer if proper goals and control and checks are to be established for performance.*

They were also asked how they could assist their assessor to evaluate them fairly and give them recognition for work well done. The following were suggested:

- *Signing the register as proof of overtime worked in order for appropriate recognition thereof*
- *Going through the previous evaluation with the assessor*
- *Informing the assessor additional work performed and providing evidence thereof*
- *Submitting written and verbal reports of extra work done to the assessor*
- *Establishing good communication and a good working relationship with the assessor*
- *The assessor should be advised to visit the area in which the employee works and observe the employee practical*
- *Goals that are set must be reasonable and obtainable and controls and checks must be practical.*

6.7   The need for the assessor to receive additional training

The reasoning behind the next question was based on research done by Armstrong and Baron (1998:371) that indicated that the success of PM is dependent on the quality of the training provided to managers, supervisors and individuals. Good training ensures that managers and employees are familiar with the system and derive the maximum benefits from it. The respondents were asked whether they felt their assessor needed further training in performing the assessments. Forty-one percent said they felt their assessor needed further training and 59% felt it was not needed (See Figure 6.14).

Figure 6.14: Pharmacists perceived their assessors needed further training
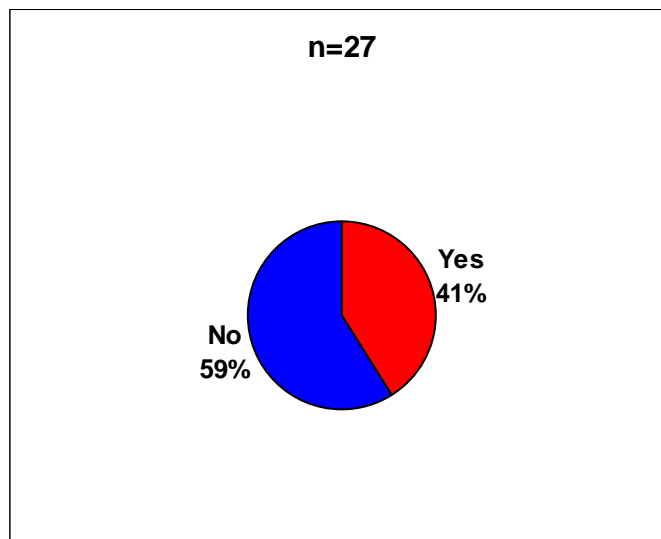
The reasons given for the need for further training were that the field is a difficult one and additional training would only be helpful, especially considering that the assessors did not have any background in this field. The respondents who felt further training was not necessary, stated that the problem lay not with the assessor, but with the entire system. The assessors had received training on PM and the performance evaluation process. It was also stated that instead of more

training, more staff and time were needed in order to enable the assessor and the HR Department to follow the system properly.

In a study done on training needs in the Cape Town Municipality, it was found that an integrated training programme needed to be developed (Smit, 2003:82-83). It was recommended that this training programme be made up of the following three activities:

- an introductory workshop (1 day) about PM aimed specifically at municipalities or individuals unfamiliar with the theoretical background and basic principles of PM
- a familiarisation workshop (2-3 days) conducted with each municipality to be conducted within each organisation and involving the PM managers and the strategic managers of the municipality
- an in-depth training programme (5 days) to develop PM competence, where the general knowledge of PM by local government managers could be expanded and the development of PM competencies initiated.

The above-mentioned study was conducted in the municipality, but the same programme could be implemented in the public sector in order to ensure that all problems and uncertainties that managers have regarding the PMS could be addressed.

6.8   Shortcomings in the Performance Appraisal System

When asked what shortcomings they thought were in the system, respondents gave the following:

- No explanation or information regarding the system was available to employees.
- The assessor did not work with the employee being assessed and therefore was not aware of that employee's frustrations.
- Performance bonuses and salary increases were not addressed.
- Time allowances for completing the paperwork, that is, time period between appraisals, were too short.
- Identified training needs should be followed up on.
- The process was largely subjective.
- The supervisors' recommendations for performance bonuses were not always considered by the Moderating Committee.
- This system was not appropriate for professionals and a system targeted at evaluating professionals needed to be developed.
- Employees needed to have faith in the system and see it as fair, functional and effective. At present, they did not have faith in this system or any other system administered by this Provincial Administration.

Respondents were asked for any additional comments to be made. The following comments were given.

> *It was said to us if you give yourself 3/5 for all the criteria – you'll get 1% if you give yourself 4/5 you also get 1% but you have to write an incident report. All of us wrote 3/5. Afterwards we heard that if you had 4/5 you could get 18% bonus! We need training on these aspects, as we are getting mixed messages from management staff.*

- *A total waste of time + effort – in the Eastern Cape no-one gets more than a 1% increase employees who do a full, productive days work do not have time to compile incidents. I know of only one pharmacist in the +/- 30 years of my service who was awarded a merit award – this was in +/- 1970. Throughout my career I have dispensed almost twice as many scripts as any other pharmacist (verified with stats!), sorted out cupboards + put systems in place to ensure quicker + more efficient work + generally kept the dispensary in which I work clean + tidy. I have often been left in charge when chief pharmacists have been unavailable + for this I am judged to be 50-69% efficient! i.e. 1% increase a slap in the face!*

New young pharmacists with only 3 years outside eNew young pharmacists with only 3 years outside experience are being employed at level 9 – same level as those of us with 30 years service + who have kept the department going when shortage of pharmacists is the order of the day!

Was rated at 79.2% at last assessment by the chief pharmacist (Pharmacy Manager) who did the last assessment but only received 1%. - does anyone really look at these assessments?

The current PAS is a farse and a complete waste of time as I don't see the point of doing these assessments if you are not planning to encourage the employee + reward him for work well done. If you cannot do this, then it is not a performance appraisal system. Furthermore, it is expected of you to do something extraordinary over and above your normal workload for them to even consider giving you an increase. It is virtually impossible then to get it.

Have any Pharmacist achieved excellent ratings? If so we would love to hear about them so that we can judge our performances and possibly follow suit.

Ever since I joined the Public Service I have heard how the Service wants to attract & retain Health Professionals but in practice I have not

seen anything that does this. At a recent workshop, about 60 Heath Professionals there were all demoralized about the shocking working conditions and the inability to access what is needed. Training needs are mentioned in 11.6 – even if training needs are identified, it seems impossible to implement them. It is sad indeed not to have faith in the administration & to believe any 1st world system is doomed to failure in this bureaucracy which is seemingly unresponsive, uncaring & unjust. How can one be productive & efficient when things are as they are and you don't have basic equipment and ultimately & sadly the patient at the end of the line suffers.

I see my job in such a way that I feel anything that needs to be done and I can do to improve service delivery is part of my job. The PAS system seems to negate this view and only specifically award performances outside my job description making people to want a job description as narrow as possible

Because of the political nature of most appointments and because of the power of the unions, any assessment is a waste if someone questions it + takes it to the union. A fair way would be for the employer to fill in an assessment and the employee fill one in then an external (preferably HR person who knows what they are doing) compares the two and chairs any meeting about the differences.

I think managers in the public sector lack confidence in themselves or is it ignorance of LRA that manifests itself in Leisez faire type of leadership, the public service is generally characterised by deep-rooted complacency. The unions take advantage of the current breed of managers – the situation is near-chaotic.

Much clearer guidelines needed for professionals. As a pharmacist – what is considered above average?? What do you do that would be considered more than what was expected of a pharmacist??

Any system would have to correct some of the deficiencies of the past –
for example ill disciplined employees (late, absent, drink)
progressing it would appear very well while others do not. It would
have to address gross injustice like Comm Service Phcists starting
at Level 8 and loyal Pharmacists after many years remaining at
Level 7.

I was fully trained in the system and try to apply it to professionals but
after 2 years I am convinced that the system is not applicable to
professionals. The measuring tools are not relevant and the trainers
can't give answers as to how to apply the available means.

In government, PM is the system by which a government transmits its intent and policies, the means by which service delivery is achieved, and the means of feedback by which policymakers learn from policy implementations (April, Fourman & McCrea, 2004: 23). From the "additional comments" section of the questionnaire, it can be seen that the government is not achieving these goals.

In a similar study conducted by *Investors in People* a similar conclusion was reached, that public sector employees remained sceptical about the success of PM. PM was seen as just a means to dispense ratings in line with pre-determined percentages. This leads to demotivation and unhappiness, which is the opposite of what PM is supposed to achieve (McAdam, Hazlett & Casey, 2005:268-269).

6.9   Limitations of the study

- Only 66% of the respondents completed the questionnaire. This may have been due to the negative feelings regarding PMS, which might have caused them to feel unenthusiastic about completing a questionnaire about it.

- The essential criteria of one year's work in the public sector resulted in fewer pharmacists being able to complete the questionnaire.

- The response from the provincial clinics was poor. This may have been due to the workload of the pharmacists.

- There was no response from the municipal clinics because there were no pharmacists employed in the clinics who fulfilled the selection criteria of being employed in the public sector for at least one year. Therefore, their perceptions could not be represented in this study.

- The study was restricted to pharmacists. It would be interesting to know how other healthcare professionals feel about the system, for example, nurses and doctors.

- The study population was small, and the researcher was therefore unable to study the perceptions of the assessors toward the PMS, as the numbers were too small to ensure that confidentiality would be maintained. If a study like this one were to be replicated with a larger population group, for example over an entire province or throughout the country, this would provide a more accurate view of how public sector pharmacists feel toward this system.

The next chapter includes the summary of major findings, recommendations and conclusions.

CHAPTER 7

SUMMARY OF THE MAJOR FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

7.1   Summary of the major findings

With regard to the demographics of the respondents, the following were noted.

- There were three times more female respondents than males, because more females than males are employed in the public sector hospitals and clinics.

- The largest age groups were those between 21-30 years and 31-40 years old, constituting 30% of the total respectively. The smallest age group (18%) was between 41-50 years old.

- Sixty-two percent of the respondents had been employed in their current position for between 1-5 years. This indicates that there was a larger group of younger and newly appointed pharmacists than older pharmacists, as was indicated in the previous point.

- The majority of respondents were working in the hospitals (72%) compared with other areas of pharmacy within the public sector, such as the provincial and municipal clinics. This may have been because the clinic posts required the pharmacist to travel, or it may have been because hospital pharmacy is more stimulating than clinic work, which can become very routine.

The respondents had the following perceptions regarding the PMS.

- Twenty-seven percent of respondents had been interviewed at the prescribed times either always or most of the time, whereas 73% had either never been interviewed or had only been interviewed some of the time.

- 50% thought there were advantages to the PMS and 50% thought there were not.

- Seventy-five percent of respondents felt that PMS did not keep them motivated, 62.5% felt that it did not help improve poor performance, 90.6% felt

it did not reward good performance sufficiently, and 63.6% felt that it did not help with career progression.

- Seventy-eight percent believed that PMS did not effectively measure the pharmacists' performance.
- Eighty-two percent felt that PMS needed to be developed further.

The above results may be reflective of common problems experienced with the implementation of PM in South Africa. In a study conducted by Spangenberg on PM problems experienced by managers in large South African companies, it was found that problems were experienced in linking PM with some organisational systems. Linkages to the reward, manpower planning, career management/planning and budgeting systems were problematic. Therefore, practical problems with PM are not uncommon (Spangenberg, 1994b: 4).

The respondents had the following views regarding the presence of an independent third party.

- Forty-seven percent felt that an independent third party should be present at the evaluations and 53% said it was not necessary. Although more respondents felt it was not necessary, the respondents who supported a third-party presence felt very strongly about it, and indicated who they thought that person should be.

With respect to the comparison between the notch system and the PMS, the following were noted.

- There was an equal split of 45.5% each when given the choice between the PMS and the notch system.
- Double the number of respondents in the age groups between 21-30 years and 51-60 years old preferred the notch system to the PMS, whereas three times the number of respondents in the 40-50 years age group preferred the PMS.

The following were noted regarding the evaluations.

- Eighty-five percent had had three or fewer evaluations since the PMS had been introduced (at least four evaluations per year should have been completed).

- Fifty-nine percent of evaluations were performed by the chief pharmacists and 19% by the pharmacy managers.

- Sixty-five percent stated that a discussion had taken place between the assessor and the respondent after the evaluation.

- Forty-three percent were dissatisfied to some extent with their assessments.

- Seventy-nine percent of respondents stated they felt their assessor had been open with them during the assessment.

Regarding the need for the assessor to receive additional training, forty-one percent felt it was necessary, and the balance of 59% felt it was not.

Spangenberg (1994b:5) found that training of superiors and subordinates was inadequate, resulting in inadequate coaching and assistance to subordinates. The emphasis was on appraisal as opposed to development. It is important that the effectiveness of the training being done be measured, as well as the implementation of the particular performance management system within the organisation, as this may be a contributing factor towards it not being successful. Performance reviews were also not followed up on productively.

The respondents felt that there were many shortcomings to the PMS, and there was a great deal of dissatisfaction regarding the PMS.

7.2   Conclusions

As Renton (2000:41-42) states, PM is a multifaceted system whereby organisational goals are translated into goals on task, team and individual level. There is a continuous focus of aligning team and individual performance with the strategy and goals of the organisation, but this will only be realised once line management, and not the HR Department, owns and drives the process.

The researcher established the following regarding the PMS and the PM evaluation.

- Most of the respondents had an idea of what PMS entailed, but very few gave all the detail around it. It was uncertain whether they understand fully everything that PMS entails.

- The majority of respondents were not interviewed at the prescribed times in accordance with the PMS. The reasons given by the respondents were that owing to work pressures, time constraints and staff shortages, difficulty was experienced in adhering to the required frequency of the assessments. At times, some respondents were not interviewed at all, and forms were completed by the assessor without an interview being conducted.

The respondents were unhappy about not being interviewed at the prescribed times, and those who had not been interviewed were dissatisfied at this omission. Half of the respondents felt that there were advantages to the PMS and half felt that there were none. The respondents who felt there were advantages were optimistic about the system and believed it could be successful if utilised fully and correctly. The respondents who felt there were no advantages to this system, stated that they did not receive sufficient recognition for work well done, that the PMS was merely a paperwork exercise, and that the increase of 1% was not sufficient compensation for all the work which went into it.

Therefore, a few areas within the PMS need to be revised and reconsidered in order to make the system successful, for example, decreasing the amount of paperwork around the PMS, and the workload of the responsible pharmacist or pharmacy managers in order to enable them to perform all the assessments, or decreasing the required number of assessments per year.

The basic objectives of PMS were not being achieved with most respondents, that is, keeping employees motivated, helping them identify work expectations and set objectives and goals, identifying training needs, helping to improve poor performance, rewarding good performance sufficiently and lastly, providing the support of the manager of the PMS.

The researcher has established that the PMS is not achieving the desired objectives. The reasons are as follows.

- Respondents felt that it was difficult to link the current PMS with the work which a pharmacist does. The majority of respondents felt that the PMS needed to be developed further. The required numbers of evaluations were not being completed. Therefore the required number of evaluations per employee were not being achieved owing to work overload and time constraints. The respondents felt that the PMS either needed to be developed further or a system which is more applicable to the work of a pharmacist needed to be put in place.

- The level of dissatisfaction with the assessments was extremely high (43%). The reasons given for the dissatisfaction were as follows:
  - o   The system had not been explained to them.
  - o   The benefits of the "paperwork exercise" had not been seen.
  - o   It was felt that this was not the right system for professionals.
  - o   The supervisor did not have any idea of the work which the respondents did, and could therefore not give an accurate assessment of their performance.
  - o   The respondents felt that they had done better than the assessor

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thought.
- o   No interviews had been conducted.
- o   The respondents made their own job description without any
   evaluation from the supervisor.
- o   The PMS was done with the aim of giving the employee 1%

   regardless of whether the employee performed well or not,
   therefore, performance had not necessarily been measured.
- o   Assessments were based on the assessor's standard which was
   not always clear to the person being assessed.
- o   Assessments were performed erratically and backdated, and were
   done without any hope or faith in the system (from the assessor).

Spangenberg (1994:5) states that in a survey conducted by Horwitz and Frost in 1992 involving 150 South African companies, rewards were not linked to specific strategic organisational objectives, rewards given were not proportionate to effort involved, and little clear evidence exists that organisations were using PM in determining ward. Similarly, in the public sector, respondents felt that the effort they were putting in was not equivalent to the rewards they were receiving in return.

In a study conducted by Rademan (2000:144,147) investigating employee perceptions and experience in the public service, the following was found:
- Supervisors, subordinates, achievers and non-achievers were all dissatisfied with the PMS being used, and they felt it did not support career progression.
- Employees were not motivated to try harder or do better because no feedback was received regarding the evaluation, and when feedback was received, there was no encouragement or direction given as to how performance could be improved and progress be made.

Similar to the above findings, the researcher has established in this study that there is an immense amount of dissatisfaction with the assessments. The Department of Health needs to address these problems if they expect to see results from PM and want it to achieve the desired goals.

In summary, the main problems which were identified regarding the PMS, based on the analysis of the responses, was as follows:

- the 1% incentive which the PMS provided was not a performance booster
- the system of providing evidence for good performance was too complicated
- the forms which were to be completed were too long
- the increase needed to be made more significant
- the Government Service did not recognise "exceptional" versus "unsatisfactory" service.

The need for further training of the assessors was also identified, as it was felt that this was a difficult field and additional training would be helpful, especially considering that the assessors did not have any background in the field. Some respondents who felt further training was not necessary stated that the problem lay not with the assessor but with the entire system, and that the assessors who had received training had full understanding of the system. It was also stated that instead of more training, more staff and time were needed in order to enable the assessor and the HR Department to follow the system properly.

Additional training might be useful to assist the assessors with any problems they may be experiencing, with the aim of filtering out any shortcomings in the system and identifying methods of improving the system.

7.3   Recommendations

The following recommendations are made by the researcher.

- The issue of staff shortages and work overload amongst pharmacists in the public sector needs to be addressed by the Eastern Cape Department of Health in order to achieve the benefits of PM. The system is not being practised properly because the assessors do not have sufficient time to conduct all the interviews. In light of their workload and the number of staff members who need to be assessed, it may be more practical to conduct the assessments twice per year rather than quarterly. This in turn, will give the HR Department and the Departmental Performance Management Committee more time to process the assessments and to provide feedback to all the parties concerned.

It is recommended that this study be replicated with a larger group of pharmacists or healthcare professionals, to include, for example, doctors and registered nurses in the public sector in the Eastern Cape or the whole of South Africa.

- It is recommended that The Department of Health revise the entire incentive scheme of the PMS, and recognise and sufficiently reward work well done, in order to motivate the pharmacists to work harder and achieve their goals. This, in the long tem, will ensure a happier staff complement and an efficiently run department.

- The method for reporting excellent performance should be revised by the Department of Health and the Departmental Performance Management Committee, so that it is less time-consuming, therefore motivating pharmacists in the public sector to go the extra mile. Lengthy reports demotivate pharmacists to report work well done. In addition, they must be rewarded adequately, in order to motivate them to continue going the extra mile. The Department of Health could conduct a survey to determine what the pharmacists and other healthcare professionals feel would be adequate compensation for work well done. The frustration in this study was that it was difficult to receive the performance bonus; therefore, the criteria used to award bonuses need to be revised. The pharmacists did not know anyone

who had been awarded a performance bonus, and this demotivated them further because they felt it was unobtainable. Assessment interviews should be longer if proper goals and controls and checks are to be established for performance.

It is recommended that The Department of Health develop a PMS, or recruit a company familiar with the work of health professionals, to develop a PMS that is applicable to pharmacists and other healthcare professionals, enabling the assessment to be done more effectively, while simultaneously motivating the staff and gaining their support for the new system. Therefore, it is recommended that the PMS for assessing pharmacists be revised to make it more applicable to the work which pharmacists do.

- Pharmacy managers need to ensure, in instances where training needs are identified, that the training is done. This assists the employee to work better, be more motivated because he/she feels listened to, and to have a smoother running department with a well-trained staff complement. In the long run, this will assist the public sector to retain pharmacists, because pharmacists would feel their interests and needs are being looked after, and because they would have job satisfaction.

- The presence of an independent third party or a larger panel to perform the evaluations may need to be considered, for example another pharmacy manager who understands the challenges present in a pharmacy department. Third-party input to the evaluation such as peer reviews can also be considered.

In the *Provincial Performance Management Policy and System Manual* for the Eastern Cape the following is stated (Province of the Eastern Cape, 2002:5):

> *The primary orientation of performance management is developmental but must allow for effective response to consistent inadequate performance and for recognising outstanding performance. Performance management*

procedures should minimise the administrative burden on supervisors while maintaining transparency and administrative justice.

The results of this study have indicated the perceptions of public sector pharmacists at present. If the Department of Health expects the PMS to be successful and retain its pharmacists, it needs to address the problems at hand and investigate methods of improving the system. Alternatively, a new system may need to be developed which is less time-consuming and which fulfils the needs of the healthcare professional. Improvement measures and changes need to be made if the Department of Health is serious about making PMS in the public sector a success

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APPENDIX A

DEPARTMENT OF HEALTH PERFORMANCE ASSESSMENT
INSTRUMENT

DEPARTMENT OF HEALTH

<u>ASSESSMENT INSTRUMENT</u>

PURPOSE: To assess performance of employee / S.M.S member during evaluation
sessions.

<u>CONFIDENTIAL</u>

Period under review: _____

Surname and Names: _____

Job title: _____

Remuneration Level: _____

Persal No.: _____

Component: _____

Date of appointment: _____

Date of appointment to current post: _____

Probation	Extended Probation	Permanent	Contract
☐	☐	☐	☐

PART 1: COMMENTS BY RATED EMPLOYEE/S.M.S MEMBER

To be completed by the Employee/SMS member, prior to assessment. If the space provided is insufficient, the comments can be included in an attachment.

1. During the period …………………….. to ……………………….. my major achievements/successes/accomplishments as they relate to my performance agreement were:-

- …………………………………………………………………………………………………...
- …………………………………………………………………………………………………...
- …………………………………………………………………………………………………...
- …………………………………………………………………………………………………...
- …………………………………………………………………………………………………...
- …………………………………………………………………………………………………...

2. During the period …………………….. to ……………………….. I was less successful in the following areas and for the reasons stated below:-:

- …………………………………………………………………………………………………...
- …………………………………………………………………………………………………...
- …………………………………………………………………………………………………...
- …………………………………………………………………………………………………...
- …………………………………………………………………………………………………...
- …………………………………………………………………………………………………...

Reasons:

_____
_____
_____
_____
_____
_____
_____
_____

RATING BY SUPERVISOR & EMPLOYEE/SMS MEMBER OF KPMS/KRAs :

No.	Key Performance Areas	Weight %	Own Rating (1-5)	Supervisor's Rating (1-5)	Moderating Com's Rating (1-5)
1.	Execute duties, functions and responsibilities to the best of ability, within applicable legislation, guidelines, drug lists and available resources.				
2.	Plan and organise own work and that of subordinates to allow for smooth flow of pharmaceutical services.				
3.	Supervise pharmacist's assistants and other subordinates and ensure that work is done in accordance with Standard Operating Procedures				
4.	Provide a pharmaceutical service in respect of the following: .Dispense drugs as per prescription in accordance with applicable legislation. .Manufacture preparations according to Standard Operating Procedures (SOP's) and Good Pharmacy Practice (GPP). .Pack and re-pack medicine according to SOP's and GPP. .Provide a consultative pharmaceutical information service to other health professionals and patients. .Monitor and evaluate pharmaceutical services and report areas that need attention to the pharmacy manager. .Monitor the treatment and medicine usage of patients and make suggestions based on level of expertise.				
5.	Maintain proper use and care of government equipment and maintain optimal use of resources				
6.	Keep abreast of professional and health related matters.				
7.	Assist in management of the hospital pharmaceutical budget.				
8.	Maintain a healthy and safe work environment in line with the Occupational Health and Safety standards				
9	Assist in activities pertaining to the smooth functioning of the pharmacy				
A.	TOTAL (NOTE: WEIGHTINGS OF KPA's MUST TOTAL 100%)	100%			
B.	MAXIMUM POSSIBLE SCORE	500		300	
C.	OVERALL SCORE SMS members: Employee:	80% 90%			

1. To arrive at total weighted score (A) – add up column 6
2. Maximum Total Possible score (B) – will always be 500
3. Overall score (C) is to be calculated as follows:

(Total weighted score /Maximum Possible Score) ✕ 100=Overall Score i.e. (A/B)✕100=C

SIGNATURES: -

EMPLOYEES: ………………………….   DATE: ……………………

SUPERVISOR: ………………………….   DATE: ……………………

PART 2: RATING BY SUPERVISOR AND EMPLOYEES/SMS MEMBER OF GAF'S/CMC'S

No.	CMC	Weight %	Own Rating (1-5)	Supervisor's Rating (1-5)	Moderating Com's Rating (1-5)
1.	COMMUNICATION SKILLS				
2.	INTERPERSONAL SKILLS				
3.	COMMITMENT TO CHANGE				
4.	COMMITMENT TO QUALITY				
5.	INNOVATION AND QUALITY				
6	LEADERSHIP AND DECISION MAKING				
7	DEVELOPMENT OF SELF AND OTHERS				
8	PROFESSIONAL COMPETENCE				
9	PROBLEM SOLVING AND CONFLICT MANAGEMENT				
	TOTAL (NOTE: WEIGHTINGS OF GAF'S/CMC'S MUST TOTAL 100%	100%			
	MAXIMUM POSSIBLE SCORE	500		300	
	OVERALL SCORE SMS members: Employee:	20% 10%			

1. To arrive at total weighted score (A) – add up column 6
2. Maximum Total Possible score (B) – will always be 500
3. Overall score (C) is to be calculated as follows:
(Total weighted score /Maximum Possible Score) × 100 = Overall Score i.e. (A/B) × 100 =C

SIGNATURES: -

EMPLOYEES: ……………………………….   DATE: ……………………

SUPERVISOR: ……………………………….   DATE: ……………………

OVERALL PERFORMANCE ASSESSMENT SCORE

GRAND TOTAL	OWN RATING	SUPERVISOR'S RATING	MODERATING COM'S RATING	DECISION
SMS member: KRA + CMC (80% + 20%)				

PART 3: DEVELOPMENT, TRAINING, COACHING, GUIDANCE AND EXPOSURE NEEDED (To be completed by Supervisor in consultation with the Employees/SMS member)

_____
_____
_____
_____

_____
SIGNATURES: -

EMPLOYEES: ……………………………..   DATE: ……………………

SUPERVISOR: …………………………….   DATE: ……………………

3. Comments made by Chairperson of Moderating Committee:-

_____
_____
_____
_____
_____

………………………   …………………   ………………………..
   Signature   Name   Date

4. Decision by Executing Authority or her/his delegate:-

_____
_____
_____
_____
_____

………………………   …………………………..   ………………………….
   Signature   Name   Date

SIGNATURES: -

EMPLOYEES: …………………………….   DATE: ……………………

SUPERVISOR: …………………………….   DATE: ……………………

PART 4: RECOMMENDATIONS

Supervisor's recommendation:-

_____

_____

_____

_____

_____

_____

……………………… ……………………..

…………………………

   Signature   Name   Date

Employee's/SMS's member's comments:-

_____

_____

_____

_____

_____

……………………… ……………………..

……………………

   Signature   Name   Date

SIGNATURES: -

EMPLOYEES: …………………………….   DATE: ……………………

SUPERVISOR: …………………………….   DATE: ……………………

APPENDIX B

MUNICIPALITY PERFORMANCE APPRAISAL INSTRUMENT

CITY HEALTH DEPARTMENT
PEFORMANCE APPRAISAL - STAFF (ALL CATEGORIES)

Employee's Name: ……………………………………………
Period:……………………...
Designation: ………………………………………………….
Supervisor:………………..

RATING SCALE	
A = REALLY OUTSTANDING	B = BETTER THAN MOST
C= MEETS NORMAL DEMANDS	D = IMPROVEMENT DESIRABLE
E= IMPROVEMENT NECESSARY	

FACTOR	RATING	REMARKS
JOB KNOWLEDGE		
QUALITY OF WORK		
QUANTITY OF WORK		
RELIABILITY		
ATTITUDE		
INITIATIVE		
COMMUNICATION ABILITY		
RESPONSIBILITY		
ABILITY TO ACCEPT DELEGATION		
GENERAL APPEARANCE		
OVERALL ASSESSMENT		

CONSTRUCTIVE ADVICE: Given to employee with a view to further training and development:
……………………………………………………………………………………………………
……………………………………………………………………………………………………
……………………………………………………………………………………………………
……………………………………………………………………………………………………
……………………………………………………………………………………………………
……………………………………………………………………………………………………

EMPLOYEE'S COMMENTS:
……………………………………………………………………………………………………
……………………………………………………………………………………………………
……………………………………………………………………………………………………
……………………………………………………………………………………………………

EMPLOYEE'S SIGNATURE: …………………… DATE OF APPRAISAL: ………………..

SUPERVISOR'S SIGNATURE: ………………………..   REVIEWED BY: ………………...

APPENDIX C

COVERING LETTER TO THE QUESTIONNAIRE

Shameem Ranchod

Master's Student NMMU

April 2006

To the pharmacists

The researcher is a pharmacist who is currently busy with her Master's Degree in Health and Welfare Management at the NMMU. Part of the requirement for the completion of this degree is to complete a research treatise. The researcher has decided to conduct a study to determine how pharmacists working in the public sector perceive the new Performance Management System.

The researcher would appreciate it if you would assist her in this study by allowing her to conduct research within your institution. The research entails the distribution of questionnaires to pharmacists within the institution, asking them how they perceive the Performance Management System. Confidentiality of the respondents to the study will be maintained by asking them to place the completed questionnaire in an envelope which will be provided and seal the envelope. The sealed envelope will then be placed in a sealed box in the office of the chief or district pharmacist (where applicable) until the researcher collects it.

If you have any questions or queries about the study, please feel free to contact the researcher at shameem@telkomsa.net or at 073 265 7172. The researcher's supervisor is Ms S.M. Blignault, who may be contacted at (041) 504 4264.

Thank you for your co-operation.
Shameem Ranchod

ETHICS COMMITTEE CONSENT FORM

INFORMATION AND INFORMED CONSENT FORM

TITLE OF THE RESEARCH PROJECT:
  Determining how pharmacists in the public sector view their performance management system

REFERENCE NUMBER: ……………………………………………………………

PRINCIPAL INVESTIGATOR: Shameem Ranchod

ADDRESS: 249 Highfield Road, Korsten, Port Elizabeth. P.O. Box 34814, Newton Park, 6055

CONTACT TELEPHONE NO.: 073 265 7172

DECLARATION BY OR ON BEHALF OF PATIENT / PARTICIPANT: I, THE UNDERSIGNED,…………………………………………..(name) [I.D. No:………………..…..] the patient/participant in my capacity as …………………………of the patient/participant [I.D…………………….] of …….………………………………………………………………….. ……………………………………………………………………….(address). A. HEREBY CONFIRM AS FOLLOWS: 1. I/The patient/participant was invited to participate in the abovementioned research project which is being undertaken by (name)………………………………………… of the Department of ……………………………………. . in the Faculty of ………………………………… University of Port Elizabeth.	Initial
2. The following aspects have been explained to me/ the patient/ participant: 2.1 Aim: The investigators are studying:………………………………………………………………………… …………………………………………………………………………… The information will be used to/for ………………………………………………………… …………………………………………………………………………… ……………………………………………………………………………	Initial
2.2 Procedures: I understand that ………………………………………… …………………………………………………………………………….. ……………………………………………………………………………..	Initial

2.3 Risks: ………………………………………………………………	Initial
Possible benefits: As a result of my participation in this study …………………………………………………………………………… ……………………………………………………………………………	<u>Initial</u>
Confidentiality: My identity will not be revealed in any discussion, description or scientific publications by the investigators.	<u>Initial</u>
Access to findings: Any new information / or benefit that develop during the course of the study will be shared with me.	<u>Initial</u>
Voluntary participation / refusal / discontinuation: My participation is voluntary. My decision whether or not to participate will in no way affect my present or future medical care/ employment / lifestyle.	<u>Initial</u>
3 The information above was explained to me / the participant by ………………………………………………. (name of relevant person) In Afrikaans / English / Xhosa / Other ………………………………… And I am in command of this language / it was satisfactorily translated to me by ………………………………………(name of translator) I was given the opportunity to ask questions and all these questions were answered satisfactorily.	<u>Initial</u>
4. No pressure was exerted on me to consent to participation and I understand that I may withdraw at any stage without penalization.	<u>Initial</u>
5. Participation in this study will not result in any additional cost to myself.	<u>Initial</u>
B. I HEREBY CONSENT VOLUNTARILY TO PARTICIPATE IN THE ABOVEMENTIONED PROJECT. Signed / confirmed at ……………………… on …………………………… 20… (place) (date) ………………………………….. …………………………. Signature or right thumb print of participant Signature of witness	

<u>Statements and Declarations:</u>

STATEMENT BY OR ON BEHALF OF INVESTIGATOR(S):

I, Shameem Ranchod, declare that:

- I have explained the information given in this document to

  …………………………..

  (name of the patient/participant) and/or his/her representative ………………………

  (name of the representative);

- he/she was encouraged and given ample time to ask me any questions;

- this conversation was conducted in Afrikaans/English/Xhosa/Other……………

  and no translator was used / this conversation was translated into ……………………..

  (language) by………………………………………………………….. (name).

Signed at …………………………………… on ………………………… 20……

                (place)   (date)

…………………………………………………   ………………………………………..

Signature of investigator / representative   Signature of witness

---

DECLARATION BY TRANSLATOR:

………………………………………………………………. (name), confirm that I

- translated the contents of this document from English into …………………………

  (indicate the relevant language) to the patient/the patient's representative/participant;

- explained the contents of this document to the patient/participant/patient's

  representative;

- also translated the questions posed by ………………………………………. (name),

  as well as the answers given by the investigator/representative; and

- conveyed a factually correct version of what was related to me.

Signed at ……………………………………………… On …………………………20 …

               (place)   (date)

……………………………………………………   ………………………………………….

  Signature of translator   Signature of witness

IMPORTANT MESSAGE TO PATIENT / REPRESENTATIVE OF PATIENT /

PARTICIPANT:

Dear patient/representative of the patient/participant,

Thank you for your/the patient's participation in this study. Should, at any time during the study,

- an emergency arise as a result of the research, or
- you require any further information with regard to the study, or
- the following occur

  ………………………………………………………………………………

  …………………………………………………………………   (indicate any circumstances

  which should be reported to the investigator) kindly contact …………………………..

  (name) at telephone number ………………………………………

  (it must be a number where help will be available on a 24 hour basis).

APPENDIX E

QUESTIONNAIRE

Please complete the questions by making a cross in the relevant boxes.

<u>DEMOGRAPHICS</u>

1.　　| Male[1] | | Female[2] | |　Gender

2. Age in years | 21-30[1] | | 31-40[2] | | 41-50[3] | | 51-60[4] | | (yrs)

3. Number of years working in public sector

| 1-5 yrs[1] | | 5-10 yrs[2] | | 11-15 yrs[3] | | 16-20 yrs[4] | | >20 yrs[5] | |

4. Number of years in current position

| 1-5 yrs[1] | | 5-10 yrs[2] | | 11-15 yrs[3] | | 16-20 yrs[4] | | >20 yrs[5] | |

5. Type of institution

| Hospital[1] | | Provincial clinic[2] | | Municipal clinic[3] | |

THE PERFORMANCE APPRAISAL SYSTEM (PAS)

6. Was the performance appraisal system (PAS) explained to you?　　| Yes[1] | No[2] |

7. Were you interviewed by your assessor at the prescribed times (quarterly)?

Always[1]	Most of the time[2]	Sometimes[3]	Never[4]

 Give reasons for your answer.

_____
_____
_____

8. Rate your understanding of the performance appraisal system and how it works below.

Excellent[1]	Very good[2]	Average[3]	Very little[4]	None[5]

9. Give a brief description of the PAS as you understand it.

_____

_____

_____

10. Do you think there are advantages to this system? | Yes[1] | No[2] |

 Give reasons for the above answer.

_____

_____

_____

_____

11. Complete the table below.

11.1 Do you feel the PAS helps to keep you motivated as the employee?	Yes[1]	No[2]
11.2 Does the PAS help you as employee to know what is expected of you?	Yes[1]	No[2]
11.3 Does the PAS help you set work objectives or goals?	Yes[1]	No[2]
11.4 Does the PAS help to improve poor performance?	Yes[1]	No[2]
11.5 Do you feel that the PAS rewards good performance sufficiently?	Yes[1]	No[2]
11.6 Does the PAS help identify training needs?	Yes[1]	No[2]
11.7 Do you feel that your manager/person assessing you supports the PAS?	Yes[1]	No[2]
11.8 Do you feel that the PAS is too control-orientated?	Yes[1]	No[2]
11.9 Do you feel the PAS is too mechanistic?	Yes[1]	No[2]
11.10 Do you feel the PAS is assisting in your career progression?	Yes[1]	No[2]

Add any additional comments which you may have.

_____

_____

_____

12. Do you feel that it is difficult to link the PAS with the work which a pharmacist does?

| Yes[1] | No[2] |

Give reasons for your answer.

13. Do you think that the current PAS effectively measures your performance? | Yes[1] | No[2] |

Give reasons for your answer.

_____
_____
_____

14. Do you feel the current PAS needs to be modified or developed further? | Yes[1] | No[2] |

Give reasons for your answer.

_____
_____
_____
_____

15. Do you feel that an independent third party needs to be present at the evaluations? | Yes[1] | No[2] |

Give reasons for your answer.

_____
_____
_____
_____

16. Would you like to be in control of who the third party should be? | Yes[1] | No[2] |

If yes, why?

_____
_____
_____

17. Who do you think the independent third party should be?

_____
_____
_____

18. Do you prefer the notch system or the performance appraisal system? Give reasons for your answer.

_____
_____
_____

19. What was the total number of formal evaluations/interviews that you have had since the PAS was introduced?

1	2	3	4	5	6	7	8	9	10	11	12

20. Who performed your assessments?

Chief pharmacist[1]	Principal pharmacist[2]	Pharmacy manager[3]	District pharmacist[4]	Other[5]

21. Were the results of the assessment discussed by you and your assessor at the end of the assessment interview?

Yes[1]	No[2]

22. On average, are you satisfied with your assessments since the beginning of the PAS?

Very Satisfied[1]	Moderately satisfied[2]	Satisfied[3]	Moderately dissatisfied[4]	Dissatisfied[5]

Give reasons for your answer.

_____
_____
_____

23. Did you and your assessor come to an agreement regarding your assessment? | Yes[1] | No[2] |

If your answer was no, have you done anything about it?

_____
_____
_____

24. Do you feel your assessor assessed you objectively? | Yes[1] | No[2] |

Give reasons for your answer.

_____
_____
_____
_____

25. Do you feel your assessor was open with you during the assessment?　　　　Yes[1]　　No[2]

  Give reasons for your answer.

_____
_____
_____
_____

26. What changes or improvements, if any, do you feel need to be made to the performance interview?

_____
_____
_____

27. How do you think you can best assist your assessor in evaluating you fairly and in giving you recognition for work well done?

_____
_____
_____

28. Do you feel that your assessor needs further training in performing the assessments?　　Yes[1]　No[2]
Give reasons for your answer.

_____
_____
_____

29. What do you think are the shortfalls, if any, in the performance appraisal system which need attention?

_____
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_____

If you have any additional comments to add, please write them below.

_____

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Thank you for completing the questionnaire.

Shameem Ranchod