AN INVESTIGATION INTO THE PERFORMANCE MANAGEMENT AND DEVELOPMENT SCHEME FOR OFFICE-BASED EDUCATORS

BY

SIMON DUMISANI SIKOSANA

B.A. (Vista), B.Ed. (PU for CHE), M.Ed. (UOFS), P.T.C. (Bonamelo Teachers College)

Submitted in accordance with the requirements for the degree

PHILOSOPHIAE DOCTOR (EDUCATIONIS)

In

The Department of Post Graduate Studies: Education

In the

FUCULTY OF HUMANITIES

at the

Central University of Technology, Free State (Welkom Campus)

Promoter: Prof G.J. Schlebusch

August 2014

DECLARATION

I, SIMON DUMISANI SIKOSANA (student number ██████), do hereby declare that this research project: **AN INVESTIGATION INTO THE PERFORMANCE MANAGEMENT AND DEVELOPMENT SCHEME FOR OFFICE-BASED EDUCATORS,** submitted to the Central University of Technology, Free State for the degree Philosophiae Doctor: Educationis (PhD: Education), is my own independent work; and complies with the Code of Academic Integrity, as well as other relevant policies, procedures, rules and regulations of the Central University of Technology, Free State; and has not been submitted before to any institution by myself or any other person in fulfilment (or partial fulfilment) of the requirements for the attainment of any qualifications.

_____   _____
S.D. Sikosana   Date

DEDICATION

This study is dedicated to my late parents, Samson and Belina, who implanted the value of education in me and supported me throughout my school days.

Ngiyabonga bazali bami. Ningishiyele ifa engeke ngaliphucwa umuntu womhlaba. Nginje namuhla kungenxa yenu.

Lalani ngokuthula nina bakwa-Dumisa ka-Musi ka-Mhlanga.
Olwenu ugxathu nilufezile.

ACKNOWLEDGEMENTS

I would like to extend my sincere gratitude to the following people who contributed to the completion of this study:

- My promoter, Prof G.J. Schlebusch, for his undying support and encouragement. Without his guidance, this study would not have come to conclusion. May God bless you Prof. I shall always remember you in my thoughts and in my prayers.

- The Free State Department of Education for granting me permission to do research in the Thabo Mofutsanyana and Fezile Dabi Education Districts.

- To all my colleagues who are School Management and Governance Developers, the Subject Advisors, the Learning Support Advisors and the School Youth, Recreation, Arts and Culture officials for participating in this research.

- My wife, Emma, for not complaining when I leave our bed in the early hours of the morning and for allowing me to use the resources of the union to search for relevant sources. Thank you so much. You have been very supportive to me. I love you.

- To "Prof" Dr N.A. Mzizi and Dr V.J. Nhlapo for their support and assistance in getting relevant sources for this study.

- Above all, I submit my heart-felt and humble gratitude to God Almighty for giving me life and strength, and for keeping me healthy throughout my studies. To God be the glory for the great things He has done for me.

LIST OF ABBREVIATIONS AND ACRONYMS

CAPS   Curriculum and Assessment Policy Statement

CES   Chief Education Specialist

DBE   Department of Basic Education

DCES   Deputy Chief Education Specialist

DET   Department of Education and Training

DPSA   Department of Public Service and Administration

ELRC   Education Labour Relation Council

FET   Further Education and Training

FS DBE   Free State Department of Basic Education

KPI   Key Performance Indicator

LFAC   Learning Facilitation Administration Coordinator

LSA   Learning Support Advisor

MEC   Member of Executive Council

NAPTOSA   National African Professional Teachers Organisation of South Africa

NGO   Non-Governmental Organisation

PMDS   Performance Management and Development Scheme

SA   Subject Advisor

SADTU   South African Democratic Teachers' Union

SAOU   Suid-Afrikaanse Onderwys Unie

SASA   South African Schools Act

SBST   School Based Support Team

SGB   School Governing Body

SMGD   School Management and Governance Developer

SMS   Senior Management System

SMGD   School Management and Governance Developer

SMT   School Management Team

SYRAC   School Youth, Recreation, Arts and Culture

ABSTRACT

An Investigation into the Performance Management and Development Scheme (PMDS) for Office-Based educators

Since the newly formed Department of Education came into being after the democratic elections in the mid 1990's, one area of concern continued to be the process of educator appraisal (including that of office-based educators). In the Free State, the performance of office-based educators was not appraised until a new system, called the Performance Management and Development Scheme (PMDS) for office-based educators, was introduced in 2005. Based on the foregoing, a research study was conducted to investigate the effectiveness of the PMDS in improving the performance of office-based educators.

In this study, the population consisted of office-based educators stationed in the two education districts of Thabo Mofutsanyana and Fezile Dabi. The sample consisted of office-based educators drawn from four sections, namely: School Management and Governance Developers (SMGDs), Subject Advisors (SAs), Learning Supprt Advisors (LSAs) and officials from School Youth Recreation, Arts and Culture (SYRAC). Ten office-based-educators from each section formed the sample of the study. Interviews were then conducted with these forty (40) office-based educators.

The literature study explored the concepts of performance management and performance development. The research findings of the empirical investigation indicated that there are gaps between the literature scoured and the way PMDS is being implemented. Based on the literature and empirical research findings, recommendations were made for the Department of Basic Education in the Free State regarding how PMDS should be implemented by supervisors in order to improve the performance of office-based educators. The researcher also designed a model that may assist in the appraisal of office-based educators.

KEY WORDS

Human resource management in education; Performance management; Performance development.

TABLE OF CONTENTS

CHAPTER 1

ORIENTATION

CHAPTER 2

LITERATURE REVIEW: PERFORMANCE MANAGEMENT

x

CHAPTER 3

LITERATURE REVIEW: PERFORMANCE DEVELOPMENT

xiii

CHAPTER 4

RESEARCH METHODOLOGY

xiv

CHAPTER 5

RESULTS AND DISCUSSION

CHAPTER 6

FINDINGS AND RECOMMENDATIONS

CHAPTER 7

A PROPOSED MODEL FOR APPRAISING OFFICE-BASED EDUCATORS

LIST OF FIGURES

LIST OF TABLES

xx

LIST OF APPENDICES

CHAPTER 1

ORIENTATION

1.1 INTRODUCTION

The period between 1990 and 1994 was characterised by conflicts and unhealthy relationships between the then South African government and the liberatory movements and several extra-parliamentary organizations who militantly advocated for the emancipation of education and the provision of equal educational opportunities for all. As part of this emancipation, this period also saw educators demonstrating their anger and frustration towards the then system of appraisal that subjected them to judgemental appraisal involving only their heads of department (HODs) and principals as appraisers.

The South African Democratic Teachers' Union (SADTU) subsequently embarked on a national defiance campaign against the appraisal system that was practiced in South African schools, especially in the former Department of Education and Training (DET). This resulted in the breakdown of the culture of teaching and learning and also denying inspectors of schools and subject advisors access to schools. According to Sikosana (2001:1), the reasons for resistance centred around the perceived authoritarian character of the appraisal system, its tendency towards favouritism and its secrecy in awarding merit awards and its lack of a developmental focus. In essence, SADTU repudiated the system of appraisal for both work-related and political reasons.

A stage was eventually reached when all forms of appraisal ceased to operate including the one of incidentation that was used to appraise office-based Educators (Sikosana, 2001:2). In incidentation, officials were required to report on a required number of incidents (tasks) that they performed during an academic year. What is significant though, is that no new approach was adopted immediately to replace the discredited one. The researcher, as an

1

office-based educator, observed that during this time no appraisals were performed for a number of years.

Organisations that regard employees as a resource rather than a means of production will tend to take positive steps to ensure that employees deliver what is expected of them, thereby assisting the organization to achieve its goals and objectives (Incorporated Labour Solutions (ILS), 2007:2). The White Paper on Human Resource Management in the Public Service (Department of Public Service and Administration (DPSA), 1997:42-44) and the Public Service Regulations (DPSA) (1999:31-33) then signalled a new approach to performance management and development in the South African Public Service.

Each department was given the freedom to determine and implement a system for performance management and development that is suitable to its needs and circumstances and that the system be implemented with effect from 1 January 2001 (DPSA, 1999:31). It was only on 11 December 2002 that the parties to the ELRC (Education Labour Relations Council), i.e. DBE (Department of Basic Education), NAPTOSA (National African Professional Teachers Organisation of South Africa), SAOU (Suid-Afrikaanse Onderwys Unie) and SADTU (South African Democratic Teachers Union) agreed as follows:

- That the Performance Management and Development Scheme (PMDS) for the appraisal of office-based educators' performance be adopted to provide a basis for decisions on salary progression, rewards and other measures that require a certain level of performance.
- That all educators employed on salary level 13 and above, as well as those on Senior Management System (SMS) be excluded from this agreement.
- That the basis for decisions on rewards and other measures that require certain levels of performance shall be the applicable regulations in terms of the Public Service Act (1994) as amended (ELRC, 2002:i).

2

The old approach called incidentation was based on an individualistic, fragmented appraisal process that was not transparent, participative or fair. The new approach called Performance Management and Development Scheme (PMDS), combines performance management and the development of employees into one scheme. PMDS is intended to promote greater transparency and participation through open discussions about goals, the means to achieve them and the meaning of success. It also recognises that commitment stems from being included in the decision making process.

1.2. SIGNIFICANCE OF THE STUDY

According to DPSA (1997:42), the success of the Public Service in delivering its operational and development goals depends primarily on the efficiency and effectiveness with which employees carry out their duties and that managing performance is, therefore, a key human resource management tool to ensure that:

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

The significance of this study is to explore how the PMDS could be used to develop office-based educators to be better employees. The study intends to assist Education Districts and the Department of Basic Education (DBE) in implementing the PMDS such that it achieves its aim – that of managing and developing the performance of office-based educators in the Free State province. Managing and developing the performance office-based educators may assist in increasing the academic performance of learners in Grade 12 since they are the ones who are expected to service schools and to develop principals and educators.

The significance of this study will not only benefit office-based educators, but also the DBE and supervisors of office-based educators and possibly other departments who will wish to improve the performance of their employees. As part of this study, a PMDS model will be proposed to assist with the appraisal of office-based educators.

1.3. STATEMENT OF THE PROBLEM

The White Paper on Human Resource Management in the Public Service (DPSA, 1997:42) advocates that in an effective human resource management and development strategy, an employer and employee must, together, strive constantly to improve the employee's individual performance and his or her contribution to the organisation's wider objectives. In the same vein, the Public Service Regulation (DPSA, 1999:31) asserts that the primary orientation of performance management shall be developmental, but shall also allow for effective response to consistent inadequate performance and for recognising outstanding performance.

Office-based educators are facing huge responsibilities as officials of the DBE. They are required to service schools allocated to them and are required to execute their duties effectively, efficiently and diligently in order for schools to be functional and to perform to the required standards. While most office-based educators were promoted to their current positions because of their good performance serving schools, they need to be continually developed with the aim of improving their performance. The problem that this study wishes to investigate, therefore, is the extent to which the PMDS improves the performance of office-based educators (if at all) in the Thabo Mofutsanyana and Fezile Dabi Education Districts in the Free State province.

1.4. RESEARCH QUESTIONS

In order to address the above-mentioned problem statement, the following research questions need to be answered by this study:

4

- What is the nature of Performance Management for office-based educators?
- What is the nature of Performance Development for office-based educators?
- What are the views and opinions of office-based educators in the Thabo Mofutsanyana and Fezile Dabi education districts concerning the PMDS?
- What possible strategies could be recommended to enhance the PMDS process?
- Which principles and essences must be included in a PMDS model in order to appropriately appraise office-based educators?

1.5   AIMS AND OBJECTIVES

The researcher's primary aim with this study is to propose a PMDS model to assist the DBE when appraising the performance of office-based educators. In order to accomplish this aim, the following objectives are envisaged for this study:

- To determine the nature of Performance Management for office-based educators.
- To determine the nature of Performance Development for office-based educators.
- To establish the views and opinions of office-based educators in the Thabo Mofutsanyana and Fezile Dabi education districts concerning the PMDS.
- To recommend possible strategies to enhance the PMDS process.
- To propose a PMDS model that will include certain principles and essences in order to appropriately appraise office-based educators.

1.6   RESEARCH DESIGN AND METHODOLOGY

1.6.1.   Research design

A research design is the plan according to which the researcher obtains research participants and how to collect information from them (Welman & Kruger, 2002:46). A research design, therefore, tells us who will be studied and which instrument will be used. Babbie (2007:117) opines that a research design involves taking a number of decisions regarding the topic to be studied, which population to use, which research method(s) to use and for what purpose. In the same vein, Henning, Van Rensburg and Smit (2007:1) concur that the researcher's purpose of the research will mostly influence the use of certain methods of data collection and especially data analysis.

According to McMillan and Schumacher (2001:157), the goal of a research design is to provide results that are judged to be credible, i.e. the results approximate reality and are judged to be trustworthy and reasonable. In short, a research design must be believable. In this study, the researcher proposes to employ only the qualitative approach. According to McMillan and Schumacher (2001:395), qualitative research describes and analyses participants' individual and collective social actions, beliefs, thoughts and perceptions. According to Cant (2005:121), the qualitative approach focuses on, inter alia, in-depth interviews concentrating on a relatively small number of participants when collecting research data. The qualitative approach is deemed appropriate for this study as the views and opinions of participants regarding PMDS will be ascertained.

1.6.2   Research methodology

According to Bless, Higson-Smith and Kagee (2006:1), there are many ways of acquiring knowledge about the world and research is one of them. Moodley (2001:30) defines research as a purposeful and systematic process of collecting and logically analysing information.

Research methods, on the other hand, are ways and procedures a researcher use to collect and analyse data (McMillan & Schumacher, 2001:8-9). The method employed for gathering information depends on the nature of the information required (Bell, 2005:8). The method that this research intends to

employ is phenomenological in nature. According to Leedy and Ormrod (2010:370), a phenomenological study attempts to understand people's perceptions, perspectives and understanding of a particular situation (which is the case in this study).

In order to achieve the objectives mentioned in 1.5, the following methods of investigation will be used:

1.6.2.1   A literature review

Fouche and Delport (2006:96) refer to a literature review as a scrutiny of all relevant sources of information. According to Bell (2005:100), a literature review provides the reader with the picture of the state of knowledge and of major questions in the subject. Fraenkel and Wallen (2010:70) assert that a literature study aims to find a link between one's own study and the accumulated knowledge in one's field of interest. According to Maree and Van der Westhuizen (2008:26), a researcher needs to go one step further to identify the gap between what has been written on the topic and what has not been written, as well as the flaws in the literature.

Welman and Kruger (2002:35), however, warn that a literature review is not a compilation of separate, isolated summaries of the individual studies of previous researchers, but that it shows how these studies relate to one another and how the proposed study research fits in with them. A literature study is done by using primary and secondary sources of information. Primary sources can include autobiographies, letters, diaries, eye witness accounts, recorded political speeches, information collected via questionnaires or during interviews and research results disseminated via the worldwide web (www). Secondary sources may include the description of the work of others from text books, biographies and press reports (Du Plooy, 2002:59).

According to McMillan and Schumacher (2001:113-114), a review of literature enables a researcher to:

- Define and limit the problem: When research is done, the researcher limits himself or herself to one aspect of a larger topic e.g. in this research the researcher has limited himself to the study of PMDS for Office-Based Educators.

- Place the study in a historical and associational perspective: In this case the researcher draws a connection between ideas or existing knowledge thus extending his or her knowledge on a research problem.

- Avoid unintentional and unnecessary replication: The researcher must avoid unintentional copying of someone's ideas.

- Select promising methods and measures: The researcher needs to assess the research methods that give rise to a body of knowledge on a particular subject. This helps the researcher to choose the correct research design.

- Relate findings to previous knowledge and suggest further research: The findings of a researcher's study are compared to those of previous studies to show striking differences and to suggest areas for further research.

Creswell (2009:25), Bless *et al.* (2006:24) and Henning *et al.* (2007:27), mention
the following purposes of a literature review:

- It shares with the reader the results of other studies that are closely related to the one being studied.

- It provides a framework for establishing the importance of the study as well as a bench-mark for comparing the results with other findings.

- It sharpens and deepens the theoretical framework of the problem under study.

- It is used in the contextualisation of ones study to argue a case, identify a niche to be occupied by ones research.

In this study, a literature review will be used first and foremost as a coherent argument that leads to the description of the proposed study. The most relevant literature shall be reviewed, i.e. the literature that has a general bearing on the topic and that which is closely linked to the problem under

study. Secondly, a literature review on PMDS will be conducted with the aim of determining the nature of the Performance Management and Development Scheme.

1.6.2.2   Qualitative research

Qualitative research is also called field research, critical research or interpretative research. It expresses data in a non-numerical form through words (Du Plooy, 2002:21). McMillan and Schumacher (2001:395) opine that qualitative research presents facts in narration with words and there is a greater flexibility in both the methods and the research process. According to Nieuwenhuis (2007:78-79), the qualitative approach is based on a naturalistic approach that seeks to understand phenomena in context (or real-world settings), i.e. research is carried out in real life situations and not in an experimental (test re-test) situation.

The understanding of the phenomenon is acquired by analyzing the many contexts of the participants and by narrating the participants' meanings for these situations and events. The participants' meanings include their feelings, beliefs, ideas, thoughts, opinions and actions (McMillan & Schumacher, 2001:392). According to Henning *et al.* (2007:5-6), there are three main categories of data collection or methods of gathering data in qualitative research namely:
- Observation.
- Artefact and document studies.
- Interviewing.

In this research, interviews will be used to collect data. Interviews can be structured and standardised, or they can be semi-structured or even unstructured to explore areas of interest (Saunders & Thornhill, 2000:243-244). Semi-structured interviews will be adopted for this study. May (2001:123) indicates that in semi-structured interviews, questions are normally specified, but the interviewer is free to probe beyond the answers in a manner in which it

9

would appear prejudicial to the aims of standardisation and comparability (Johnson & Christensen, 2008:208). The interviewer, who can seek both clarification and elaboration on the answers given, can record qualitative information about the topic. This enables the interviewer to have more latitude to probe beyond the answers and thus enter into a dialogue with the interviewee. According to Gray (2004:217), such probing may also allow for the diversion of the interview into new pathways which, while not originally considered part of the interview, could help towards meeting the research objectives.

Semi-structured interviews are opted for in this study because (Briggs & Coleman, 2007:210):

- They reduce the possibility of interviewer bias and increase the comprehensiveness and comparability of interviewee responses.
- The responses from participants can be probed for clarity and further elaboration.
- They allow rapport and intimacy between the researcher and the participants.
- They allow one to understand and experience the phenomenon investigated from the participants' point of view.

Once the research design and methodology have been determined, the population and the sample of the study need to be finalised. The next section deals with the population and sample of the study.

1.7. POPULATION AND SAMPLE

1.7.1 Population

Population refers to the complete set of units or the whole group a researcher is interested in and from which a sample is usually drawn (Laws, 2003:457; Welman & Kruger, 2002:18; Maree & Pietersen, 2007:147). In this research,

the population comprises of office-based educators stationed in the two education districts of Thabo Mofutsanyana and Fezile Dabi. The target population (N=240), comprises of School Management and Governance Developers (SMGDs) (n= 50), Subject Advisors (SAs) (n= 150), Learning Support Advisors (LSAs) (n= 25) and School Youth, Recreation, Arts and Culture (SYRAC) officials (n=15).

1.7.2   Sample

It is generally impossible to include the whole population in a research study, amongst other reasons because of time and costs. The researcher normally makes use of a sample where the population is fairly large (Maree & Pietersen, 2007:172).

Brewerton and Millward (2001:114) refer to a sample as a selection of individuals drawn from the target population which is intended to reflect this population's characteristics in all significant respects. Strydom and Venter (2006:119), on the other hand, define a sample as a small portion of the total set of objects, events or persons that together comprise the participants of the total study. The sample, therefore, must be a true and reliable representation of the population.

For the purpose of this study, non-probability sampling is preferred in the form of purposive sampling. The researcher opted for purposive sampling to gather information-rich data from participants who are informed and possess insight into the problem of the study (McMillan & Schumacher, 2010:138). In such an instance the researcher almost handpicks the participants to be included in the sample on the basis of the relevance of data they can offer. Elaboration on the sample is provided in Chapter 4.

1.8.   DELIMITATION OF THE STUDY

Against the background of the statement of the problem, this research will be confined to the Performance Management and Development Scheme for

office-based educators in the two education districts of Thabo Mofutsanyana and Fezile Dabi. This research is located in the field of human resource educational management.

1.9   DEFINITION OF CONCEPTS

Senior Management System (SMS) - an employee on senior management level referred to in Regulation IB1 of chapter 4 of the Public Service Regulations (Government Gazette No. 21951, 2001) (ELRC, 2002).

Office based-educator - any person who provides professional educational services, including professional therapy and educational psychological services at any departmental office and who is appointed in a post on any educator establishment under the Employment of Educators Act 76 of 1998 (Education Law & Policy Handbook, 1999:3A-4)

Subject Advisor (SA) - this is a person who has certain expertise in a particular subject. His or her duty is to assist and develop educators who teach the subject of his or her speciality (Job description).

Learning Support Advisor (LSA) – this official deals with learners with learning disabilities/impairments. According to Du Plessis, Conley and Du Plessis (2007:23), such learners find aspects of literacy, language and numeracy difficult. In other respects, their intellectual functioning is normal. These learners fall behind other learners of their age group.

School Management and Governance Developer (SMGD) – this official is the head of a sub-district. His or her duties are to assist with the management and governance of schools falling in his or her sub-district and to develop School Management Teams (SMTs) and School Governing Bodies (SGBs) of those schools (Job description).

Appraisal – implies making judgements and decisions on the quality or effectiveness of a programme, project, thing or set of actions. There are two types of appraisal namely: judgemental (summative) appraisal and

12

developmental (formative) appraisal. Judgemental appraisal refers to those decisions that make judgements and do not necessarily help to improve things. Developmental appraisal refers to a process that results in development in both the skills and career prospects of the individual (Education Law & Policy Handbook, 1999: 3C-44).

Department of Basic Education (DBE), previously called the Department of Education (DoE), means the department established in terms of section 7(2) read with schedule 1 of the Public Service Act, 1994 (Proclamation 103 of 1994), responsible for education at national level (Education Law & Policy Handbook, 1999:3A-4). Many documents, prior to this name change, are used in this study and as a result the researcher opt to use the name Department of Basic Education (DBE) for uniformity.

1.10.   ETHICAL CONSIDERATION

Best and Kahn (2003:121) emphasise the importance of conducting research in such a way that the dignity and concern for the welfare of all participants are upheld at all times during the research process. As a result, the following ethical considerations are of paramount importance to this study:

- Prior to conducting research, written consent was sought from the Free State Department of Education.
- A request to conduct research in the two education districts was sent to the District Directors of Thabo Mofutsanyana and Fezile Dabi Education Districts.
- Office-based educators who participated in the research were informed and no one was pressured to participate in the research.
- Information is treated as absolutely confidential and no office-based educator will be identified or be identifiable in the thesis writing or any subsequent writing undertaken through this study.

1.11. CHAPTER OUTLAY

Chapter 1:   Orientation

Chapter 2:   The nature of Performance Management.

Chapter 3:   The nature of performance development.

Chapter 4:   Research methodology.

Chapter 5:   Data analysis and findings.

Chapter 6:   Findings, conclusion and recommendations.

Chapter 7:   A proposed model for appraising office-based educators.

1.12   CONCLUSION

This chapter provided the plan of this research study. The problem of the study was put in context and the research questions flowing from the problem were put forward. The objectives of the study, linking to the research questions provide the route this study will follow. The research instruments to gather data were introduced and the population and sample from whom the data will be gathered were explained. Relevant concepts to be employed in the study were explained. The next chapter reviews relevant literature on performance management.

CHAPTER 2

LITERATURE REVIEW: PERFORMANCE MANAGEMENT

2.1. INTRODUCTION

It is the prerogative of each government to invest money in the education of its citizens and especially, its children. The government invests money by building schools, employing educators to teach its citizens and by providing other resources that are necessary for education. According to the South African Schools Act (SASA) (No. 84 of 1996), the government of the Republic of South Africa (RSA) needs to provide education of progressively high quality for all learners and in so doing lay a strong foundation for the development of all our peoples' talents and capabilities (Education Labour Relation Council (ELRC), 2003:B-3-B-4).

In order for the government to reach and maintain high quality standards for all learners in its schools, the Department of Basic Education (DBE) promoted some of the educators and stationed them in various education districts around the country. These educators are collectively called office-based educators. The duties of these office-based educators are to manage and to oversee all

15

teaching and learning activities in conjunction with schools. In the Free State province, office-based educators are appointed as School Management and Governance Developers (SMGDs), Subject Advisors (SAs), Learning Support Advisor (LSAs), School Youth, Recreation, Arts and Culture (SYRAC) officials. To make sure that these office-based educators perform to the required standards and expectations, the DBE introduced the Performance Management and Development Scheme (PMDS) to appraise their performance (ELRC, 2002:1).

As a guide to the study of The Performance Management and Development Scheme (PMDS) for office-based educators in the Free State, this chapter is devoted to a literature review of the models and theories of performance management (PM), an explanation of what PM actually entails and the concomitant skills of planning, organising, leading and controlling that are required during the implementation of PM. The next section concentrates on the models and theories of PM.

2.2 MODELS AND THEORIES OF PERFORMANCE MANAGEMENT

The growing complexities of both the private and public sectors have lead to the development of new and comprehensive concepts in all the fields of management. Performance management is one such concept in the field of human resource management. Performance management is a strategic and integrated process that delivers sustained success to organisations by improving the performance of people who work in them and by developing the capabilities of individuals and teams (Mooney, 2009:18). Performance management is often mistaken as performance appraisal, but the latter is just a part of the former. Mooney (2009:23) attests that performance appraisal is the central component of performance management.

There is no single commonly accepted model of performance management. Several experts have explained the concept in their own way. According to Mabey, Salaman and Storey (1999) and Agarwal (2011) the model of performance consists of five elements which suggest how performance

16

management should be implemented in an organization. The elements of this cycle include setting objectives, measuring performance, feedback of performance results, reward system based on performance outcomes and amendments to objectives and activities.

Setting objectives: No organisation will function if it does not have a 'compass' that will guide its destination. This 'compass' is its objectives. Every organisation needs to set objectives for its employees to achieve. Pulakos (2004:5) concurs that results expectations should be tied to the organisations strategic direction and corporate objectives. Employees should, therefore, know what the organisation is trying to achieve.

Measuring the performance: Measuring employee performance starts with comparing actual performance with the defined performance standards agreed to in the performance plan. A performance plan with well defined goals and performance standards is the starting point for measuring performance (New South Wales (NSW) Government, 2011:1). Lichiello and Turnock (2012:9) attest that measuring performance analyses the successes of an employee's efforts by comparing data on what actually happened to what was planned or intended.

According to the United States of America Department of Energy (2012:13), performance measurement provides the tools to make fact-based decisions and resource allocations. NSW Government (2011:1) states that information obtained from measuring performance can be used to identify training and workforce planning requirements.

Feedback of performance results: Employees want to be told how they are performing their jobs. It is the duty of the supervisor to provide employees with feedback. According to University of Viginia (UVa) ("s.a.":19), providing feedback to employees about their performance is very important for maintaining productive working relationships, for accomplishing goals and for general work performance reinforcement or redirection. Reinforcement occurs when a supervisor wants an employee to continue performing as they have

17

been performing. Redirection, however, occurs when an employee needs to change what or how they have been performing.

Reward system based on performance results: An increasing number of successful, large organisations are achieving better results and greater employee engagement, by linking reward directly to performance (Qikker Solutions, 2011:2). Similarly, education departments may also achieve better learner academic results and consequently greater educator engagement, by linking reward directly to performance. In the DBE employees receive either an accelerated progression of 1,5% per year up a salary scale or both the accelerated progression up a salary scale and a once off bonus when an employee has received a total score of 6 for the Work Plan and the Capabilities combined.

Performance-based reward assumes two things: first, there is an assumption that educators affect the academic achievements of learners and second, that differences in learners' achievements are a result of an educator's personal characteristics (Joo, Lee & Jung, 2010:2). If performance pay is a viable policy option, measures of educator performance need to be valid, reliable and considered by educators to be fair and accurate (Focus, 2012:3).

Amendments to objectives and activities: Sometimes an employee fails to perform as expected, i.e. he or she fails to meet the objectives of the organisation. This requires of the supervisor to change or amend the objectives given to the employee. To correct such a situation, Viedge (2007:113) advises that the supervisor must revisit the performance objectives and ensure that employees understand both what is required of them and what they need to do to perform adequately.

Salaman, Storey and Billsberry (2005:7) state that there are two theories underlying the concept of performance management: the goal-setting theory and the expectancy theory. Atkinson and Shaw (2006:175) attest that the underlying conceptual foundations for performance management lie in motivation theory and, in particular, goal-setting theory and expectancy theory.

18

The next section is devoted to discussing the goal-setting theory as the first of these.

2.2.1 Goal-setting theory

Goal-setting theory was proposed by Edwin Locke in 1968. This theory proposes that the individual goals established by an employee play a significant role in motivating such an employee for superior performance. Goal setting is the core explanation for all major theories of work motivation (Lunenberg, 2011:1). Managers widely consent to goal setting as a means to advance and sustain performance (DuBrin, 2012:12). Goal setting theory asserts that individuals who are provided with detailed, difficult, but realistic goals perform better than those given easy, non-specific, or no goals at all. At the same time, however, the individuals must have the necessary ability, accept the goals and receive feedback related to performance (Latham, 2003:312).

Goal-setting theory is built on the assumption that the performance of employees will improve if they strive towards a definite goal (Du Toit, Erasmus & Strydom, 2007:242). People select the goal which they want to reach (Lumby, 2003:160), as this will direct attention and regulate effort, i.e. motivate employees to act (Du Toit *et al.,* 2007:242). According to Du Toit *et al.* (2007:242–243) and Robbins (2000:416-417), the following important factors are central to goal-setting theory, namely: setting goals, feedback and self-efficacy.

2.2.1.1 Setting-goals

Goals must be attainable. According to Oettingen and Gollwitzer (2010:115), if people want to achieve their goals, they need to set goals framed in a way that maximizes their attainment. They go further to say it is useful to set goals to which one can strongly commit because such goals have a better chance of being attained. Goals can be developed in a number of ways. They can be

19

drafted by the employee, written by the supervisor, written jointly, cascaded or aligned. Cascaded goals are those goals that are forwarded to everyone in a specific department and the goals are identical for everyone (UVa, s.a.:12).

Goals and objectives are two different, but related concepts. According to New Mexico State University (2011), a goal is a broad statement of what the programme hopes to achieve, while an objective is a specific, measurable condition that must be attained in order to accomplish a particular programme goal. From the foregoing one can deduce that a goal can only point to an objective because an objective is finite and can be verified. Lehigh (2009:1) contends that a goal is a broad statement about a desired outcome with one or more specific objective(s) that define in precise terms what is to be accomplished within a designated time frame. Notwithstanding the abstract nature of goals, they are still the starting point of the management process in any institution/organisation. The task of management can successfully be carried out only if the goals are clearly specified (Naidu, Joubert, Mestry, Masoge & Ngcobo, 2008:63). There are two types of goals in any organisation - organisational goals and personal goals (Du Toit *et al.,* 2007:152).

Organisational goals are divided into four categories, namely the mission statement and long-term strategic goals, strategic goals, tactical or functional goals and operational goals. These are discussed in short next to provide some background.

The mission statement and long-term strategic goals: Every organisation has a mission, a purpose and a reason for its existence. Often the mission is why the organisation was first created – to meet a need that was identified years ago (Radtke, 1998:1). A mission statement is a managerial tool which has the power of directing the behaviour in a company or organisation (Dermol, 2012:891). The mission statement is formulated by the top management of the organisation. It defines the uniqueness of the organisation and sets it apart from other organisations. For example, the mission statement of the Free State Department of Basic Education (FS: DBE) is to provide an education system that is free, compulsory, universal and equal for all children (DBE, 2010/11:12). The long-term strategic goals are derived from the mission statement. They are

20

more specific than the mission statement. They are to be achieved over a period of a number of years.

Strategic goals: These goals are decided on by top management. They are long term in nature e.g. three to ten years and focus on the organisation as a whole. The FS DBE, for example, has set the following strategic goals in its annual performance plan (DBE, 2010/11:13):

- High quality of teaching and learning.
- Better Senior Certificate Examination.
- Improve Numeracy and Literacy at schools.
- Improve Early Childhood Development.
- To promote sound/good corporate governance through sustainable use of resources.

Tactical or functional goals: These goals are set by middle management. They focus on how to carry out tasks that are necessary for the achievement of strategic goals. They are either medium-term or short-term goals (1-3 years) and are derived from long-term goals.

Operational goals: These are set by lower management. They are short-term in nature, i.e. for one year.

Goals are set to serve a number of purposes. Firstly, they provide a standard for performance. Goals focus attention on the activities of the organisation and give direction for everyone in the organisation. Everyone knows what is expected of him/her and directs his/her efforts towards specific important outcomes (Rudansky-Kloppers, 2009:65). Cascio (2006:326) concurs that goals direct attention to the specific performance that is required, they mobilize effort to accomplish higher levels of performance and they foster persistence for higher levels of performance. This helps everyone to understand where the organisation is going.

Secondly, goals affect and provide a basis for planning and management control related to the activities of the organisation. All managerial activities start with planning. Planning entails statements on who is to do what by when. Planning also clarifies organisational goals and strategies to achieve them (Everard, Morris & Wilson, 2004:276). According to Du Toit *et al.* (2007:150), without planning it would be difficult to lead employees and to explain where the organisation is heading. When planning has been done, management also has to implement control measures. According to Robbins and De Cenzo (2007:155), controlling is concerned with monitoring activities to ensure that they are being accomplished as planned. Van Deventer and Kruger (2003:126) assert that through control, management ensures that all efforts put into planning and other management tasks like organising and leading are worthwhile.

Thirdly, goals serve as a motivation for people to achieve. Goals increase involvement and commitment. They focus attention on changing the behaviour of employees. Employees get pleasure when they achieve set goals. If employees are rewarded for achieving goals, they become more motivated (Du Toit *et al.,* 2007:152). Fourthly, goals provide guidelines for decision-making and justification for actions taken. They guide management when taking decisions that will have a direct impact on the activities of the organisation or its employees. They reduce uncertainty in decision-making and provide a defence against possible criticism (Rudansky-Kloppers, 2009:65). Lastly, goals give an indication of what the organization is really like, its true nature and character both for members and for people outside the organization. They help managers to decide where to allocate resources (Rudansky-Kloppers, 2009:65).

According to Robbins (2000:416-417), goal-setting theory presupposes the following: Firstly, when goals are set, employees must be capable of achieving them. Secondly, setting specific goals leads to a higher performance for simple tasks than for complex tasks. Specific goals increase performance and specific hard goals produce a higher level of output than does the generalized goal of 'do your best'. The specificity of the goal itself acts as an internal stimulus e.g.

22

educators who have been given 90% as a target to achieve in their subjects, have a specific goal to reach. According to the literature cited above, staff members (educators) with specific goals will perform better than the ones without a specific goal to reach. Thirdly, clear goals are measurable and unambiguous. They could be easily realised because employees will know what is expected of them and by when they are expected to complete the job/assignment. Lastly, employees will be committed to a goal if the goal was negotiated with them. Du Toit *et al.* (2007:242-243) are of the opinion that supervisors who involve employees in setting goals are applying a participative management style. Sometimes a harder or difficult goal calls for more commitment on the side of employees and such a harder/difficult goal needs to be coupled with some form of reward if it is to motivate employees.

When the setting of goals has been completed, these goals need to be discussed with employees. They also need to be informed whether the agreed goals have been achieved. Feedback, therefore, plays an important role in the attainment of goals.

2.2.1.2 Feedback

Feedback is communication to employees about how well (or how poorly) they are doing in their work. DeNisi and Kluger (2011:129) attest that everyone is interested in performance feedback – knowing how well he or she is performing some task. Employees perform better when they get regular feedback on how well they are performing. Regular feedback is done to eliminate an element of surprise from employees at the time of appraisal. ELRC (2002:6) echo the same sentiments by stating that regular feedback avoids surprises.

Feedback that is positive motivates and instructs an employee to strive for excellence. It guides behaviour in that employees will know whether they are still on the right track. According to Blenkiron (2012:5), positive feedback applies where the person has performed well. It is used to highlight why or how the job was done well, how it linked to expected outcomes or behaviours and it is used to reinforce good performance. During the feedback meeting,

23

employees must feel that their supervisors are supporting them and do not aim to intimidate them. In organisations that may not have a feedback option in place, employees will become hesitant or confused regarding their duties and responsibilities or continue with bad habits (ILS, 2007:25).

When supervisors provide feedback to employees, they may cause an unnecessary tension between them and their employees if they do not follow certain guidelines or principles. These guidelines or principles are discussed below:

Provide feedback continually: Regular communication between supervisors and their employees is of utmost importance. The aim is to provide employees with information about how well they are performing. Providing feedback continually helps to avoid potential conflict that may arise during the rating of performance at the end of the PMDS cycle.

Blenkiron (2012:4) comments that giving and receiving feedback will have limited benefits if it is limited to a once-a-year event. It needs to be frequent, ongoing and cover both good performance and areas that need improvement. UVa (s.a.:18) mentions that providing on-going feedback to employees about their performance is very important for maintaining productive working relationships, for accomplishing goals and for general work performance, reinforcement or redirection. Reinforcement occurs when a supervisor wants an employee to continue performing as they have been performing. Redirection, however, occurs when an employee needs to change how they have been performing.

Delaying feedback is not only inadvisable, but is also futile because nothing can improve past performance. Robbins and DeCenzo (2007:294) concur that delays in providing feedback on the undesirable actions lessen the likelihood that the feedback will be effective in bringing about the desired change. Flanagan and Finger (2007:166) suggest that delayed feedback should occur only if it would embarrass an employee in front of colleagues or if the supervisor requires further information.

24

Provide immediate feedback if possible: Feedback must be given as soon as possible to avoid keeping an employee in suspense (Steyn & Van Niekerk, 2002:289). This will have maximum effect because what happened is still fresh in the minds of both parties. Robbins and DeCenzo (2007:294) concur that feedback is most meaningful to a receiver when there is a very short interval between the behaviour and the receipt of feedback about that behaviour. According to Blenkiron (2012:4), providing feedback immediately makes it easier to be specific because you will be able to recall the event or circumstance on which you want to give feedback.

Waiting until the end of the cycle to provide performance feedback might not yield positive results. For example, to employees who will be told that they have performed above expectation, feedback will not cause them to be aggrieved because they will be rewarded for the work done. To employees who will be told that they have performed below the expected level, feedback to them will come as a shock and they might register a dispute because there will be no monetary compensation for them.

Be specific: Feedback should be in terms of specific, observable behaviour and not general (Sikosana, 2001:38). Robbins and DeCenzo (2007:293) echo the same sentiments that feedback should be specific rather than general. If the supervisor face employees about their continued late coming to work, they could take some purposeful action to correct that behaviour because they will be aware of their actions at that time. Flanagan and Finger (2007:166) support this statement when they assert that the more specific you can be, the more telling the feedback can be.

It is imperative that when supervisors provide feedback, they should be specific by pointing at a specific behaviour. If supervisors generalise, employees will not know where they need to improve. If supervisors give an example of behaviour that is hampering progress, employees will know where to improve and might adjust their behaviour accordingly. Steyn and Van Niekerk (2002:159) opine when they state that vague statements can be misinterpreted. In the same vein Blenkiron (2012:4) says the supervisor should

25

avoid generalisations, but instead tell the employee specifically what he or she did or did not do.

Be descriptive, not evaluative: When an employee has missed for example, three meetings, the supervisor should refer to the observable fact that an employee has missed three meetings rather than using words such as "irresponsible". Flanagan and Finger (2007:166) opine that behaviour should be described in observable terms, rather than to use emotional and judgemental language. Labelling and character attacks only inflame the situation. Sikosana (2001:38) mentions that feedback should avoid loaded terms (e.g. mess up or stupid) which produce emotional reactions and defensiveness.

Robbins and DeCenzo (2007:293) warn supervisors that they should control their emotions and keep feedback focused on job-related behaviours and never criticize employees because of their inappropriate behaviour. According to Sikosana (2001:38), feedback has to be evaluative rather than purely descriptive. It should be in terms of established criteria, probable outcomes or possible improvement as opposed to such judgements as "good" or "bad".

Focus only on things that can be changed: Some things about employees can be changed e.g. male employees who, while on duty, visit schools wearing jeans, must be requested by their supervisors to change their style of dress. Dressing formally when visiting schools gives them some dignity and this commands respect from educators. On the other hand, some things about employees cannot be changed e.g. their personality, intelligence or physical well being. When giving feedback, Flanagan and Finger (2007:167) suggest that supervisors must concentrate on those areas where change can be brought about e.g. untidiness in the workplace. Blenkiron (2012:4) attests that where you are seeking to improve areas of performance, do not concentrate on what went wrong. Rather, acknowledge the positive aspects and focus on what can be improved.

Robbins and DeCenzo (2007:294) attest to the fact that negative feedback should be directed toward behaviour the receiver can do something about. They also suggest that it might be a good idea to indicate specifically what can be done to improve the situation.

Try not to mix positive and negative messages: When feedback is given, supervisors should not mix positive and negative messages because this may send mixed and confusing signals to employees (Flanagan & Finger, 2007:167). Supervisors should make sure that feedback is positive even when the performance was less than satisfactory (Steyn & Van Niekerk, 2002:290). According to Robbins and DeCenzo (2007:293), positive feedback is more readily and accurately perceived than negative feedback. It also fits what most employees wish to hear and already believe about themselves. Most employees want to hear good things being said about them. If negative things are said about them, they feel uncomfortable and may resort to disobeying authority.

Ensure that feedback is always constructive: Feedback should be given in a manner that communicates acceptance of the receiver as a worthwhile person and of that person's right to be an individual (Sikosana, 2001:38). Criticism should be constructive since the main purpose of giving feedback is to help employees to improve their performance. If this is done, employees will regard their supervisors as caring leaders that can be trusted.

Effective feedback involves the sharing of information: Feedback must be participatory. This means that during feedback a two-way communication process should prevail. When problems are mutually solved, there is an increase in feedback effectiveness. Pulakos (2004:7) attest that feedback must be a two-way communication process and a joint responsibility of supervisors and employees.

The nature of the feedback provided to employees can lead to three possible performance outcomes: stable performance, declining performance, or improved performance:

27

Stable performance: It is usually associated with no performance feedback or inadequate feedback, thus leading to an indifferent response by employees (Steyn & Van Niekerk, 2002:41).

Declining performance: It is a result of feedback given improperly, inconsistently or inequitably and produces strong reactions of despair, disappointment, or even elation. This leads to poorer rather than better performance in the future (DeNisi & Kluger, 2011:132). For example, employees who are not given adequate feedback on their performance may become disappointed and frustrated and the result is that their performance will decline.

Improved performance: Feedback should be given in a manner that improves performance. This can only happen when feedback is relevant to the specific job behaviour the supervisor wishes to change or improve e.g. if feedback provides enough information to employees on how they are performing, this may eventually lead to improved performance. According to Blenkiron (2012:7), feedback that improves performance is developmental in nature. Its purpose is to raise employees' awareness and understanding of the issue in a way that they will take responsibility for improving their performance. Performance may also improve when employees receive negative feedback and they feel threatened and wish to avoid punishment (DeNisi & Kluger, 2011:132).

Many supervisors are reluctant to provide performance feedback. Robbins (2000:575-576) and Swanepoel, Erasmus and Schenk (2008:463) cite the following reasons why supervisors are reluctant to give performance feedback: Firstly, they are uncomfortable discussing performance weaknesses directly with employees. They fear confrontation when presenting negative feedback. Secondly, many employees tend to become defensive when their weaknesses are pointed out. They start to blame the system or the supervisor rather than accepting feedback as a basis for improving performance. Thirdly, employees tend to have an inflated assessment of their own performance.

It is evident from the above that feedback is an important tool in improving employees' performance and in improving face to face communication between supervisors and employees. According to Flanagan and Finger (2007:166), adequate provision of feedback seems to be related to the level of communication and workplace commitment by employees. When feedback is given, it will have to be indicated whether training is necessary, whether corrections should be made and whether employees need more support. Feedback also plays an important part in goal attainment. However, feedback alone is not enough for employees to achieve goals. Employees also need to believe in their capabilities to do their jobs. This belief is called self-efficacy and is discussed in the next section.

2.2.1.3 Self-efficacy

Self-efficacy (also known as social cognitive theory or social learning theory) is a person's belief that he or she is capable of performing a particular task successfully (Lunenburg, 2011:1; Phillips, 2010:12). Self-efficacy beliefs are not judgments about one's skills, but rather about one's judgement of what one can accomplish with those skills i.e. self-efficacy judgements are about what one thinks one can do, not what one has done (Feltz & Lirgg, 2001:2). These judgements are based on the processing of diverse sources of efficacy information (Phillips, 2010:14). Beliefs about self-efficacy have a significant impact on our goals and accomplishments by influencing personal choice, motivation, our thought patterns and emotional reactions (Shared Actions, 2011:1). Olusola (2011:571) asserts that self-efficacy is the personal disposition of the job holder and it affects a person's choice of behaviour, motivation, perseverance and facilitative thought patterns.

Self-efficacy affects one's level of motivation, affective states, actions, thought patterns and resilience. Employees' with high self-efficacy invest more effort and persist longer than those with low self-efficacy, especially when they face setbacks (Chan & Lam, 2008:38). According to Shared Action (2011:1), perceived self-efficacy also affects how successfully goals are accomplished

29

by influencing the level of effort and persistence a person will demonstrate in the face of obstacles i.e. the stronger the perceived efficacy, the more active are our efforts. Self-efficacy can be increased by applying the following approaches: (1) Provide guidance and support to an employee, increasing the likelihood that he/she will experience success on a challenging task. (2) Provide successful role models who have already mastered a similar task (mentors). (3) Be a targeted 'cheerleader' emphasising an employee's knowledge and ability. (4) Reduce stress in the environment that is unrelated to the challenging task. (5) For goals or assignments that are highly complex, an employee needs enough time to meet the goal or improve performance.

According to Bandura (1997), there are four principal sources of self-efficacy namely past performance, vicarious experience, verbal persuasion and emotional

cues:

Past performance: This refers to past successes or failures. Employees who have succeeded to complete a task are likely to have more confidence to complete similar tasks in the future (high self-efficacy) than employees who have been unsuccessful (low self-efficacy) (Lunenburg, 2011:3). Olusola (2011:571-572) comments that employees who hold strong/high self-efficacy beliefs tend to be more satisfied with their job, demonstrate more commitment and have lower absenteeism. Olusola goes further to indicate that employees who hold low self-efficacy lack confidence and they quickly give up in the face of difficulty. According to Lunenburg (2011:3) and Shared action (2011:1), supervisors can increase self-efficacy through careful appointments, professional development and coaching, participant modelling, performance exposure, goal setting, supportive leadership, performance desensitization (the process through which aversive behaviour is paired with a pleasant or relaxing experience) and rewards for improvement.

Vicarious experience: It is based on the observation of others (Phillips, 2010:15). It refers to the belief that if a co-worker can succeed to perform a

30

task, one can also succeed performing such a task, i.e. see yourself as similar to your co-worker (Feltz & Lirgg, 2001:3). Vicarious experience can be boosted through symbolic modeling, which is the process of observing and mapping the successful behaviours of other people (Shared Action, 2011:1).

Verbal persuasion: This is widely used by coaches, supervisors, parents and peers in attempting to influence others' self-perceptions of efficacy (Feltz & Lirgg, 2001:3). Verbal persuasion influences self-efficacy beliefs through communication with others (Phillips, 2010:14). Verbal persuasion involves convincing people that they have the ability to succeed at a particular task, i.e. when supervisors are confident that their employees can successfully perform a task, the employees perform at a higher level (Lunenburg, 2011:3).

Emotional cues: One's emotional state can be an additional source of information in forming efficacy perceptions. Positive affective states, such as happiness, exhilaration and tranquility, are more likely to enhance efficacy judgements than are negative affective states (Feltz & Lirgg, 2001:4). A person who expects to fail at some tasks or finds something too demanding is likely to experience physiological symptoms such as stress, sweaty palms, a pounding heart and other avoidance behaviours (Lunenburg, 2011:4). Self-efficacy can be enhanced by diminishing these physiological symptoms and avoidance behaviours. Emotional arousal can be mitigated with repeated symbolic exposure that allows people to practice dealing with stress, relaxation techniques and symbolic desensitization (Shared Action, 2011:1).

The implications of goal-theory could be summarised as follows: Firstly, a goal plays an important role in bringing about the required behaviour in an organisation. Secondly, setting SMART goals lead to higher performance. Thirdly, support and positive feedback are important elements as they encourage and motivate employees to perform to the best of their abilities. Negative feedback demotivates employees. Fourthly, each and every employee believes in his/her capabilities to perform a given job. Du Toit *et al.* (2007:243) concur that the implications of goal theory are: that intention plays a key role in motivated behaviour with a goal as the most common form of that

31

intention, the concept of feedback is of critical importance and values, culture or the feeling that arises from the self-efficacy belief is important.

Locke's goal-setting theory plays an important role during performance management because it forms the baseline of all activities that are to follow. An equally important theory during performance management is Victor Vroom's expectancy theory. The next section deals with this theory.

2.2.2 Expectancy theory

Expectancy theory had been proposed by Victor Vroom in 1964. Expectancy is defined by Vroom (1964) as a momentary belief concerning the likelihood that a particular act will be followed by a particular outcome. Expectancy is an action-outcome association (Sloof & Praag, 2005:2). This theory focuses on personal perceptions of the performance process (Nelson & Quick, 2008:135). Vroom suggested that people consciously choose particular courses of action, based upon perceptions, attitudes and beliefs, as a consequence of their desires to enhance pleasure and avoid pain (Isaac, Zerbe & Pitt, 2001:214). It is based on the hypothesis that individuals regulate their behaviour in the organization on the basis of expected satisfaction of valued objectives set by them. The individuals modify their behaviour in such a way which is most likely to lead them to attain these goals.

The expectancy theory underlies the concept of performance management as it is believed that performance is influenced by the expectations concerning future events. The theory indicates that individuals have diverse sets of goals and can be motivated if they have definite expectations (Illuminations, 2008:1). The theory also proposes choice and clarifies the processes that an individual undertakes to make choices. The expectancy theory of motivation advocated by Vroom does not focus on needs, but on outcomes. Whereas Maslow and Herzberg investigated the relationship between internal needs and the resulting effort expended to fulfil them as part of their theory, Vroom separates

effort, which arises from motivation, performance and outcomes (Illuminations, 2008:49).

The expectancy theory could be depicted diagrammatically as follows as in Figure 2.1:

Figure 2.1: Expectancy Theory
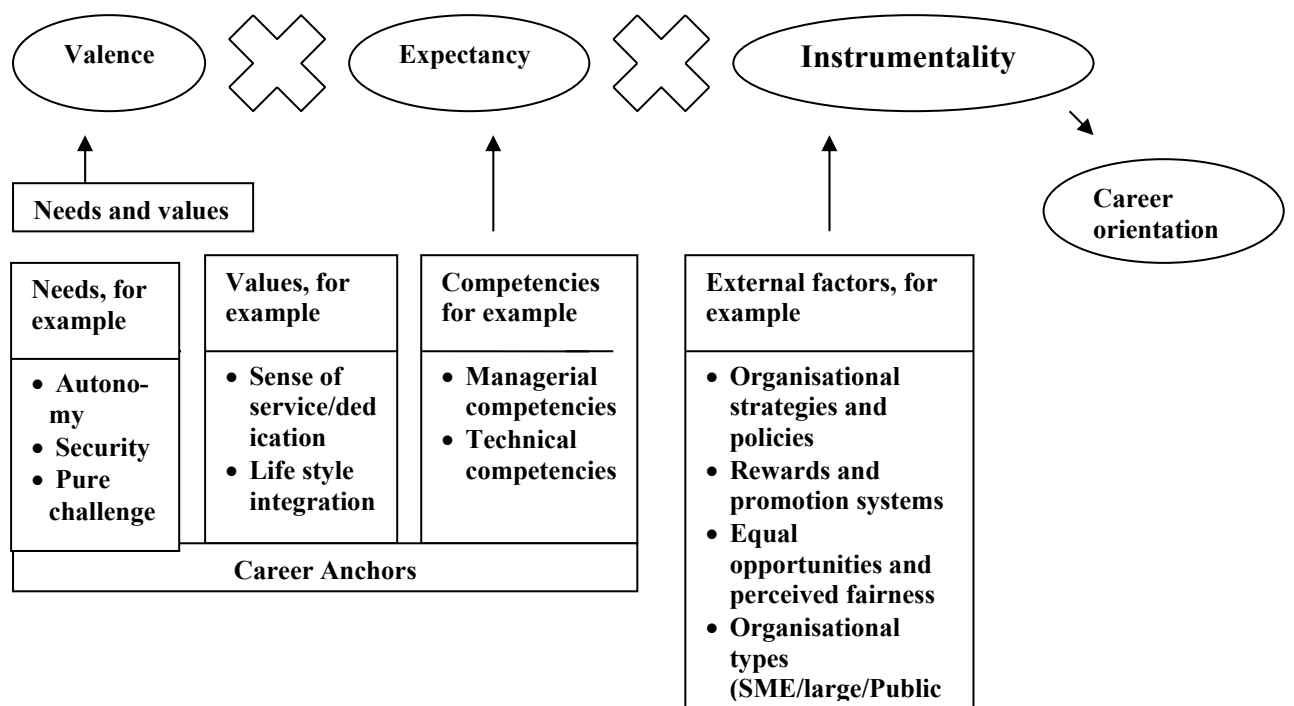
Source: Alavi, Moteabbed and Arasti (2012:665)

According to Du Toit *et al.* (2007:239), there are four assumptions upon which the expectancy theory rests. Firstly, behaviour is a combination of forces controlled by the individual and the environment. Secondly, people make decisions about their own behaviour in organisations. Thirdly, different people have different needs, goals and desires. Fourthly, people will act in a certain way and the tendency to act in a certain way depends on the strength of the expectation that the action will be followed by a given outcome. Vroom's

33

Expectancy Theory is based upon three variables or beliefs that he calls Valence, Expectancy and Instrumentality.

Valence: "Is the outcome I get of any value to me?" It refers to the emotional orientations which people hold with respect to outcomes [rewards]. It is the depth of the want an employee needs for extrinsic [money, promotion, free time, benefits] or intrinsic [satisfaction] rewards (Nel, Werner, Haasbroek, Poisat, Sono & Schultz, 2008:343). Management must discover what employees appreciate. For the valence to be positive, the person must prefer attaining the outcome to not attaining it. Vroom's theory suggests that the individual will consider the outcomes associated with various levels of performance, from an entire spectrum of performance possibilities and elect to pursue the level that generates the greatest reward for him or her (Illuminations, 2008:49). Valence (desirability) also refers to the attractiveness or anticipated satisfaction or dissatisfaction that the individual feels toward the outcome and is determined by the perceptions about how much the outcome will fulfil or interfere with the person' needs (Du Toit *et al.,* 2007:240). An office-based educator might aspire for a higher post (valence). On being promoted he or she then finds that the post has a lot of responsibilities that he or she cannot cope with.

Expectancy: The belief that "I am able to complete the actions". Employees have different expectations and levels of confidence about what they are capable of doing. Expectancy refers to the strength of a person's belief about whether or not a particular job performance is attainable. According to Mawoli and Babandako (2011:2), job performance is related to the extent to which an employee is able to accomplish the task assigned to him or her and how the accomplished task contributes to the realisation of the organisational goal. Assuming all other things are equal, an employee will be motivated to try a task, if he or she believes that it can be done. Management must provide the resources, training, or supervision that an employee needs. Probability or strength of belief means that a particular action will lead to a particular first level outcome (Illuminations, 2008:49).

34

Expectancy is defined as "a momentary belief concerning the likelihood that a particular act will be followed by a particular outcome". This belief or perception is generally based on an individual's past experience, self-efficacy and the perceived difficulty of the performance standard or goal (Estes & Polnick, 2012:3; Abadi, Jalilvand, Sharif, Salimi & Khanzadeh, 2011:159). Renko, Kroeck and Bullough (2010:3) attest that a person must believe that exerting a given amount of effort can result in the achievement of a particular level of performance. Renko *op cit* go further to mention that even if expectancies change based on direct or indirect experience or other beliefs, those changes may not be followed by corresponding changes in actual behaviour, like effort or performance.

Instrumentality: The belief that "if I complete certain actions then I will achieve the outcome". In other words, it is the belief that if you perform well, a valued outcome will be received i.e. "if I do a good job, there is something in it for me" (Renko *et al.,* 2010:3). Instrumentality is the perception of employees whether they will actually receive what they desire, even if it has been promised by a manager. Management must ensure that promises of rewards are fulfilled and that employees are aware of their fulfilment (Illuminations, 2008:49). According to Nasri and Charfeddine (2012:171), instrumentality is the belief that if an employee can meet performance expectations, he or she will receive a reward (bonus, satisfaction). Several variables can affect an employee's instrumentality perception such as trust (in leaders), control and policies (how formalized are rewards systems in written policies) (Nasri & Charfeddine, 2012:171; Abadi *et al.,* 2011:159).

PMDS is based on both of the above theories (goal-setting & expectancy). When management starts to plan the activities of the organisation they refer to the goal-setting theory. They set goals that the organisation must achieve. They also make use of the expectancy theory because they expect all employees to work towards the realisation of the set goals. It is during the PMDS that supervisors measure whether employees have successfully achieved set goals. Employees, too, have different expectations during PMDS. Some expect to receive positive feedback (praise) about how they have

35

performed while others expect some form of reward for their efforts of realising organisational goals.

The two theories of Performance Management (PM) (goal-setting & expectancy) form the baseline of discussing what PM actually entails. The next section is devoted to discussing what PM is.

2.3   What is Performance Management?

The present era requires that organisations utilize the full potential of its employees. Developing employees' skills and knowledge and driving their performances toward the organisation's goal, organisations are becoming more conscious than ever about implementing a performance management system (Newaz, 2012:1). Performance Management (PM) is a continuous process of identifying, measuring and developing individual and group performance in organizations. It involves more than the process of reviewing an employee's performance, documenting it, drafting a form and meeting to discuss the form before finalizing it and placing it in the employee's permanent file (Goodwin & Griffith, 2006:195). PM, according to Nel *et al.* (2008:493), entails the following processes: the clarification and communication of organisational strategic objectives, the alignment of individual and group goals with the organisational objectives, the monitoring and measurement of individual and group performance, the early identification and reporting of deviations, the development of action plans to correct the deviations, the coaching and mentoring of individuals and groups and the review of individual and group performance and the re-evaluation of organisational processes.

The aim of PM is to establish a high performance culture in which individuals and teams take reasonability for the continuous improvement of the organisation and for their own skills (Newaz, 2012:2). The New South Wales (NSW) Government (2010:1) opines that the aim of PM is to maximise employee performance and align individual and team effort with organisational goals and objectives. It is evident from the above that PM is concerned with the evaluation of employees and its aim is to improve the performance of

36

employees in order for them to can achieve organisational goals, that there should be training and development of employees if their performance does not meet the expectations of management and that good performance should be rewarded.

PM is an important management approach because of the following reasons: First, it enhances an employee's performance and requires more organisational support in terms of goal setting systems, learning/training systems, appraisal system and reward system in addition to mere self motivation of employees. A well designed and well implemented performance management system fulfils these requirements (Atkinson & Shaw, 2006:175). Second, PM is important because it focuses the efforts of the entire organisation and particularly those of its human resources to the ultimate goals of the organisation. This is necessary because in a globally competitive environment there is a need for continuous improvement of the performance of the organisation which in turn depends on the continuous improvement of the performance of the employees. Performance management aims at that (Heathfield, 2010:1).

Third, PM encourages performance based conversations i.e. it encourages communication. This means that supervisors must give themselves time to talk to their employees on matters that relate to their performance and/or the organisation. Employees will eventually feel free to discuss matters of importance with their supervisors. They will be able to exchange opinions without taking criticism personally and each employee will have the tools on hand to be successful in the workplace (Atkinson & Shaw, 2006:175; UVa, s.a.:4; Tatum, 2011:2; Patricia, 2009:3). Fourth, PM identifies inadequate performance early so that everybody involved can be developed, supported or guided to improve their performance (Cardiff University, s.a.: 2).

Fifth, PM results in a motivated workforce because it allows for employee growth. Employees who are motivated wish to reach their full potential. It is the duty of supervisors to assist their employees to reach their full potential through development (Patricia, 2009:3; McNamara, 2011:2). Sixth, PM

37

facilitates the effective delivery of strategic and operational goals. It concentrates on results and on the behaviour of employees (McNamara, 2011:2; Tatum, 2011:2). Seventh, PM has an important role to play in developing a positive psychological contract because it is strongly linked to higher commitment to the organisation, higher employees' satisfaction and better employee relations (Newaz, 2012:2). Lastly, PM establishes reasonable expectations that both employer and employee fully understand and support (Stratus Consulting, s.a.:2; Tatum, 2011:2).

While PM is an important approach in any organisation, it does not fall short of disadvantages. The following disadvantages have been identified:

Time Consuming: A lot of paper work has to be completed during appraisals of employees. This means, therefore, that much time is spent during the initial planning phase and also in writing employees' appraisals. If a supervisor has ten to twenty employees that he or she supervises, it may take days before he or she finishes appraising all employees (Pulakos, 2004:1 & 24).

Discouragement: Employees become discouraged if the appraisal process is not a pleasant one where only the negative issues are being emphasised (Patricia, 2009:2).

Inconsistent Message: It is difficult to remember easily and assess events that took place long ago. The lapse of time tends to encourage an emphasis on more recent events which can distort the appraisal report. It is recommended that supervisors must keep notes of what they have observed throughout the year concerning employees. Also, more regular meetings will suffice so that information is always available. Virtusio (2014) comment that keeping notes will assist supervisors not to send inconsistent or questionable messages to employees.

Biases: While it is difficult to keep biases out of the appraisal process, it is recommended that supervisors must try by all means to remain objective (Patricia, 2009:2). Flex Study (s.a.:10) advices that to be effective, biases must be excluded from the appraisal process. Personal feelings, stereotypes,

prejudices and any other type of bias must be recognised and not applied to the employee's work performance evaluation.

Notwithstanding the above disadvantages, the advantages of PM indicate clearly that when applied correctly, PM is the best tool to be used when appraising the performance of employees. According to Ellis-Christensen (2011), employee PM is most effective when work is planned and goals are consistent. Since PM requires that work should be planned, the planning process does not go in isolation. Oosthuizen (2002:106) attests that during the planning process, attention is also given to the other three primary management tasks, namely, organising, leading and control. This confirms the interdependence of the four primary tasks of management. The next section deals with performance management planning.

2.3.1   Performance management planning

All managerial tasks start with planning. Planning simply refers to deciding in advance what is to be done in a purposeful manner (MODULE-3 Business Management, 2012:207-208). Oosthuizen (2002:104) asserts that planning is the starting point of the management process. It is the fundamental element of management that predetermines what the organisation proposes to accomplish and how it is to be accomplished. Planning, according to Ile, Eresia-Eke and Allen-Ile (2012:75), entails setting out the desired objectives and developing a preferred set of actions for achieving them. Finch and Maddux (2006:4) comment that planning is the thinking that precedes doing. It means setting goals and objectives for an organisation and preparing plans to accomplish those goals. Everard, Morris and Wilson (2004:276) assert that planning clarifies organisational goals and strategies to achieve them.

MODULE-3 Business Management (2012:208) defines planning as the process of setting future objectives and deciding on the ways and means of achieving them. Cengage (s.a.:1) asserts that planning is the management function concerned with defining goals for future organizational performance and deciding on the tasks and resources needed to attain them. The following

39

derivations could be made about planning: planning is the source of all activities in an organisation. During planning, goals/objectives are set and strategies are put forth on how to achieve those goals/objectives.

All activities in an organisation are important. The importance of planning is seen in the following: planning begins with the determination of objectives and directed towards their achievement; it gives direction to the organisation and its employees; it allows for the use of advanced technology in all business processes; it ensures that all related entities (departments, teams, functions, etc.) interact effectively in order to establish synergy in practice; it facilitates control and helps in achieving coordination; and it forces all managers to look forward to the future (Oosthuizen, 2002:105; Oosthuizen, 2004:51; MODULE-3 Business Management, 2012:209).

There are three steps in the planning process, namely: the identification and formulation of objectives, the development of plans that will assist to achieve the objectives and the implementation of the plan (Oosthuizen, 2004:105). The next section deals with objective setting.

2.3.1.1 Objective setting

Planning actually starts with defining goals in more concrete, clear and unambiguous terms. This enables the management in gaining clarity on what they have to achieve and then plan all activities accordingly (MODULE-3 Business Management, 2012:210). All human activity is directed, whether consciously or unconsciously, towards the achievement of short-term or long-term objectives and goals (Quine, 2004:1). Goal-setting should be a joint activity involving the individual and his or her supervisor (Atkinson & Shaw, 2006:177). Newaz (2012:4) attests that supervisors must sit down with employees and set objectives.

Objectives are derived from or generated from goals (Moore & Associates, s.a.:4). The New Mexico State University (2011) describes a goal as a broad statement of what the program hopes to accomplish and an objective as a

40

specific, measurable condition that must be attained in order to accomplish a particular goal. When employees are aware of the objectives of the organisation and understand them, it becomes easier for them to work towards achieving them. Quine (2004:2) attests that knowing what has to be done to achieve a given result is a powerful tool. It means that you can tell someone else how to achieve that result. So as well as setting objectives, we also try to define what we need to do in order to achieve them. The Business Dictionary (2010:1) defines an objective as an end that can be reasonably achieved within an expected time-frame and with available resources. This definition of an objective is an appropriate one because for one to achieve the objectives of an organisation, one must be supplied with the necessary resources that will assist with the achievement of those objectives.

Sikosana (2001:25) advises that few objectives should be developed to handle at any one time, e.g. a year. Too many objectives will result in employees failing to meet them. Ordonez, Schweitzer, Galinsky and Bazerman (2009:7) share the same sentiment that employees pursuing multiple objectives are prone to concentrate on only one objective and that some objectives are more likely to be ignored than others. In his goal setting theory, Edwin Locke (1990) suggested that when setting goals, goals should be "SMART", i.e. specific, measurable, acceptable, realistic to achieve and time-bound with a deadline.

Specific means that objectives must be very clear and detailed enough so as to leave no room for ambiguity or misinterpretation by individual employees i.e. they must be precise and accurate as possible (Quine, 2004:3; The United Nations International Strategy for Disaster Reduction (UNISDR), 2009:3). They must specify what needs to be done (Lehigh, 2009:3). Vague objectives do not direct an employee's behaviour towards the desired end result. Williams (2003:85) concurs that specific objectives direct the employee's attention and actions towards the desired end result e.g. to increase the pass-rate of the Grade 12 learners to 90% in 2014 is an example of a specific goal. Objectives should be measurable so that employees have tangible evidence that they have accomplished the goal (UVa, s.a.:13). Measurable means the use of a verifiable verb and describe an action that can be seen and measured (Quine,

41

2004:3; UNISDR, 2009:3). It means having a tangible evidence that you have accomplished the objective (UVa, s.a.:1). For example, a 90% pass rate is an example of a measurable objective and it is quantified. If goals are not quantifiable, they cannot be controlled (Rudansky-Kloppers, 2009:65). If goals are hard to measure, it will be hard to achieve them because it will be difficult to monitor their achievement.

Achievable means that objectives should not be impossible to achieve, i.e. objectives should be concrete and not abstract because many people find it difficult to respond to that which they regard as impossible (Williams, 2003:83). Achievable also means that objectives should be within the employees' control, their influence and are achievable with the available resources (Lehigh, 2009:3). Relevant means that objectives should be relevant to an employee's job. Any objective that is not relevant causes confusion in the mind of an employee (Williams, 2003:84). Lastly, time-bound means that objectives are more effective if they are to be achieved within a defined time frame (Quine, 2004:3; UNISDR, 2009:3), i.e. each objective should have a concise time period in which it should be completed e.g. three months, six month or a year (Robbins & DeCenzo, 2007:82). A due date or deadline, therefore, indicates when measurement should take place.

To the above requirements of setting objectives, Algera, Kleingeld and Van Tuijl
(2002:245) also add another criterion that objectives should be accepted by those who should achieve them. Employees will only accept objectives if they were party to their setting. Oosthuizen (2004:105) attests that successful objectives are precise (clear), accurate, consistent with other objectives, accepted and understood by those implementing the objectives and those influenced by these objectives.

When objectives meet the above criteria, they may lead to improved performance only if, according to Sikosana (2001:26), the resources needed to achieve those objectives are made available by the supervisor. If objectives do not meet the above criteria, any performance management system's credibility

42

(including that of the PMDS) will be perceived dysfunctional resulting in employees questioning its objectivity and challenging any negative assessment rendered against them (Wolak, 2010). According to Fletcher (2002:126), lack of perceived credibility may stem from deficiencies in the rating instrument, inadequate observation of an employee's performance by the supervisor, lack of objectivity and trust.

The concept of the PMDS as applied to education is rooted in the methodology of management by objectives (MBO). According to Grobler, Warnich, Carrel, Elbert and Hatfield (2006:260), this methodology entails the following: Firstly, supervisors and employees mutually establish and discuss specific objectives and formulate action plans to realise those objectives. This means that objectives are not imposed onto employees, but that they are jointly determined (Robbins & DeCenzo, 2007:82). This encourages participation and information sharing between employees and their supervisors.

Secondly, supervisors aid their employees how to reach the set objectives. This clarifies what management expect from employees. Also, employees will not falter during the process of working towards the attainment of those objectives because the supervisor will be there to assist them. Lastly, both the supervisor and an employee will review at a preset time the extent to which objectives have been met. When the exercise of setting objectives has been completed, the next step is to develop plans that will assist in the realisation of the set objectives. The next section is devoted to discussing the development of plans.

2.3.1.2 Developing plans

According to Oosthuizen (2002:105), objectives must indicate the combination of resources (people, equipment and money) that need to be employed, as well as the ways or plans that have to be followed to fulfil the objectives. It should also be made clear who is to do what and when it has to be done. It is important to involve employees when developing a plan that will assist in realising the goals and/or objectives of the organisation. Involving employees during the development of a plan motivates them towards achieving the goals

43

of the organisation. Finch and Maddux (2006:5) state that it is important to get employees to buy into the plan. Employees will be more enthusiastic and accepting of a plan they helped develop than the one that is just delivered in a top-down fashion.

It is evident from the above that a plan explains what employees should do to assist DBE to realise its vision, mission, goals and objectives. A plan must be effective, solid and easy to understand. To be solid and effective, a plan must have the following characteristics: it must be temporal i.e. target dates are specified and progress is monitored; it must be integrative i.e. activities are linked and sequenced; it must be adaptable i.e. there are contingency plans and ways of adapting to unanticipated circumstances; it must be cost-effective i.e. people and time are used economically; and it must be specific i.e. activities are clearly stated and responsibilities are assigned (Everard, Morris & Wilson, 2004:76).

In PMDS, employees and their supervisors are supposed to develop Work Plans which will provide the basis for performance appraisal. A Work Plan includes the objectives to be realised, the actions/tasks to be performed to reach those objectives, by when they should be realised and who is given the responsibility to realise those objectives. Ridley (2012) concurs that a Work Plan is a detailed description of the objectives, proposed activities and expected results and benefits of a project and the related roles and responsibilities. In the same vein The International Development Research Centre (IDRC) (2011:3) observes that a Work Plan may include the task to be performed, when and where the task will be performed, who will perform the task and the time each person will spend on them.

ELRC (2002:4) asserts that the Work Plan describes what the staff member is going to achieve and consist of (Appendix C):

- Key Objectives that identify the results expected to be achieved during the PMDS cycle and should be based on the objectives of the work area which flow down from the Corporate Plan, the staff member's job

44

requirements as specified in the job description and broader objectives such as Tirisano (which means to work together), Representivity (which means that all people are represented, i.e. males and females, black and white), and Batho Pele (which means our clientele come first in whatever we do).

- Action Strategies which should be employed by employees in working towards the achievement of their objectives. These should indicate how to convert resources and overcome constraints, using those identified inputs (resources) to reach the objectives or to attain the outputs specified.

- Performance Indicators which are measures by which employees and the supervisors know they are achieving their objectives. Performance indicators should be non-discriminatory and gender neutral.

It is evident from the above that a well-developed Work Plan should be used over a period of a year. It includes key objectives to be realised, strategies that should be used to achieve those objectives, who is given the responsibility to achieve the objectives, by when he/she is to achieve the objectives and whether there is progress or not in achieving the objectives. When developing a Work Plan, the supervisor and the employee must decide on the necessary objectives that need to be realised, they must agree on each an every step that need to be taken to realise those objectives and by when the objective should be realised. DPSA (1997:42) concurs that employees' performance should be assessed on the basis of a work plan covering a specified period. A Work Plan should, therefore, be mutually agreed between employees and their supervisors.

A Work Plan serves many purposes. The following purposes of a Work Plan have been identified by HandsOn Network (2010:1) and the IDRC (2011:6): First, it is a planning and management instrument (tool) which provides a framework for planning the work and is a guide during the period in question for carrying out that work. Second, it is used by funding agencies and executing agencies as a document for justifying the release of money. Third, it

is a useful document contributing to transparency as copies of the work plan can be given to those persons or organizations that have a need and a right to know what you are doing and why during the current period. Fourth, it is a management tool for the supervisor and the employees showing what tasks and activities are planned, their timing and when various staff members will be involved in various tasks. Fifth, it provides a framework for planning and serves as a guide during a specified time period for carrying out work. Lastly, it is a tool for monitoring and evaluation when the current status of the project is compared to what had been foreseen in the work plan.

While the intention in PMDS is that each employee should develop his/her own individual Work Plan, groups of employees who are on the same level and who do essentially the same work, may find it more convenient to develop a common Work Plan (ELRC, 2002:5). Work Plans are about the results employees should achieve and not about their personal qualities or traits. When the plans (Work Plan) have been developed and mutually agreed upon by both the employees and their supervisors, such plans must be implemented. The next section deals with the implementation of plans.

2.3.1.3 The implementation of the plan

The implementation of the plan involves the development of a framework for its execution, the necessary leadership to activate the set plan and the necessary control to determine whether the performance has, according to the set standards, been achieved (Oosthuizen, 2004:106). According to Montego Data Limited (2010), planning must be applied downward with the active co-operation of employees. This implies that employees are the people who have to do the spade work. Supervisors must ensure that plans are implemented and that they enable them to achieve the objectives of the organisation.

When all the steps of the planning process have been completed, organisational activities need to be organised. Organising is dealt with in the next section.

2.3.2 Performance management organising

46

The organising task is a management task that flows from the planning process. Through organising the goals of the organisation are achieved. According to Ile *et al.* (2012:75), the task of organising usually relates to resources to be utilised in the quest to achieve certain goals. The task of organising presupposes that resources are in a state of disorderliness and is concerned with establishing a structure to facilitate the execution of plans. Antic and Sekulic (2005:238) state that organising means "the process of establishing orderly uses for all resources within the management system". It creates and maintains rational relationships between human, material, financial and information resources by indicating which resources are to be used for specified activities and when, where and how they should be used. The purpose of organising, according to Weihrich and Koontz (2008:1), is to aid in making objectives meaningful and to contribute to organizational efficiency. According to Van Deventer and Kruger (2003:109), organising is a critical and indispensable action because it entails the real implementation of planning. Van Deventer and Kruger (2003:117) go further to say in the absence of organising, the successful implementation of plans and strategies is not possible.

MODULE-3 Business Management (2012:212) asserts that during the organising process, supervisors decide on ways and means through which it will be easier to achieve what has been planned. To succeed, they need to do the following:

• They must divide the work of their units so that the work of one person does not duplicate or overlap the work done by others. They must spell out everything that needs to be done and then divide it into manageable parcels which can be handled by individuals. Each such 'work package' must be made up of closely related activities which suit the knowledge, skills and abilities of employees.

The above paragraph implies that in education, the work done by one section must not overlap or duplicate the work done by another section, i.e. the work

47

done by School Management and Governance Developers (SMGDs) must not be a duplication of the work done by Subject Advisors (SAs) or that done by Learning Support Advisors (LSAs).

• They must see that employees know exactly what they are expected to do and to whom they should turn for direction. This implies that employees must know what they can do and what they cannot do, who their supervisor is and who is not i.e. employees must get instructions from one person only.

• They must establish orderly working relationships which result in a minimum of human friction and maximum of human effectiveness (Montego Data Limited, 2010). This implies that no section should be regarded or should regard itself as more important than others.

The organising process results in an organisational structure with precisely defined authorities and responsibilities. The organisational structure defines the system of relations between elements, factors and activities in an organisation (Antic & Sekulic, 2005:238). Oosthuizen (2004:106) states that organising entails structuring the activities of the organisation to facilitate the attainment of its objectives. This structuring of activities is done through the development of an organisational structure. The next section deals with the organisational structure.

2.3.2.1 Organisational structure

An organisational structure is defined as the degree of complexity, formalisation and centralisation in an organisation (Robbins & Barnwell, 2002:7). The process of organisation culminates into an organisational structure which constitutes a network of job positions and the authority relationships among the various positions. Aga Khan Development Network (AKDN) (2004:5) mentions that any organisation that wishes to carry out its mission successfully must have a functioning internal structure and must have systems that allow it to carry out its work effectively. An organisational

48

structure is one such internal structure. According to Weihrich and Koontz (2008:3), the basic reason for the organisational structure is the limitation of the span of management. If there were no such limitation, an organisation might have only one supervisor and no organisational structure. The various factors that are usually taken into considerations for designing a good organisational structure are job specifications, departmentation and authority-responsibility relationships (MODULE-3 Business Management, 2012:214).

The organisational structure can be described as a formal system of working relationships that both separates and integrates tasks. The separation of tasks indicates who should do what and integration of tasks indicates how effort should interact and interrelate (Oosthuizen, 2002:107). For office-based educators, the duties of SMGDs is to develop SMTs (school management teams, i.e. principals, deputy principals and heads of department) and the SGBs (school governing bodies). Subject Advisors are to train and advice educators on the methodologies of passing on content to learners, while the duty of LSAs is to assess learners who have learning barriers.

The purpose of the organisational structure is to regulate, or at least, reduce the uncertainty about the behaviour of individual employees (Oosthuizen, 2004:63). Khandwala (1977) contends that an organisational structure has three functions, namely: it affords the organisation the mechanisms with which to reduce external influences and uncertainty; it enables the organisation to undertake a variety of activities through devices such as departmentalisation, specialisation, division of labour and delegation of authority; and it enables the organisation to keep its activities coordinated, to pursue goals and to have a focus in the midst of diversity (Mlotshwa, 2007:20). When tasks have been separated, supervisors need to delegate some of the tasks to their employees to ensure that all work that was planned is done. Delegation is dealt with in the next section.

2.3.2.2 Delegation

It is difficult for supervisors to do all the work on their own. They need to seek help from people with whom they work. This they do by dividing up work and entrusting it to an appropriate number of employees (Montego Data Limited, 2010). MODULE-3 Business Management (2012:216) shares the same sentiments that supervisors can assign some of the work to their employees and give them the authority to carry on the work and at the same time make them accountable.

This active process of entrustment of a part of work or responsibility and authority to another and the creation of accountability for performance is known as delegation (MODULE-3 Business Management, 2012:217). Oosthuizen (2002:107) defines delegation as the process of assigning responsibility and authority for accomplishing objectives. It is evident from this definition that there are three elements of delegation, namely responsibility, authority and accountability.

Responsibility – is the obligation to achieve objectives by performing required activities.
Authority – is the right to make decisions, issue orders and utilise resources.
Accountability – ensures that individuals meet their responsibilities (Oosthuizen, 2002:107; Ijaiya, s.a.:94).

Delegation is a social skill that is very much influenced by mutual trust on the part of supervisors and their employees (Ijaiya, s.a.:101). It calls for supervisors to have knowledge of their employees because they must delegate according to the abilities of their employees e.g. use an employee who is good in conducting workshops to conduct workshops and not to deal with investigation of cases. ELRC (2002:13) concurs that tasks should be delegated according to individuals' strengths and should develop and broaden skills and experience. According to The Universal Teacher (2014), delegating work to employees is important because it:

- Saves time: Delegation relieves the supervisor for more challenging job like planning, organising, controlling etc. and thus saving the supervisor's time because he or she will not be concentrating on daily routine work.

- Leads to motivation of employees: Employees are motivated to work harder when they have authority with responsibility and this leads to their development.

- Facilitates efficiently quick actions: Delegation saves time and allows employees to solve problems within their authority.

- Improves employee morale: Delegation improves employee morale as they are given work to do together with its concomitant authority. They then feel that they are part of the organisation.

- Develops team spirit: It is through delegation that two-way communication channels are opened. Employees then feel that they are part of the team because delegation improves relations and builds team spirit between supervisors and employees.

- Maintains cordial relationships: Delegation creates an element of trust among employees. They also feel that their supervisor trusts them when he or she delegates work to them and this creates cordial supervisor-employee relationships.

- Facilitates employee development: It is through delegation that employees are able to learn, grow and to develop new skills.

There are two main purpose of delegation: (1) It enables supervisors to concentrate on more important issues or to get more work done. (2) It enables employees to whom the task is delegated, also to get involved in carrying out that particular job (Oosthuizen, 2002:107). By means of delegating, all employees collectively work towards the realisation of organisational goals. Work delegated to employees need to be coordinated so that all sections and individuals work as a team and not in silos. Coordinating of activities is dealt with in the next section.

2.3.2.3 Coordinating

Coordination is the process of integrating the objectives and activities of separate

units of an organisation in order to achieve organisational goals (Robbins & Barnwell, 2002:109). It means that all departments and individuals within the organisation should work together to accomplish the strategic, tactical and operational objectives and plans (Oosthuizen, 2002:106). The effectiveness of coordination is determined by the quality of communication among employees (e.g. its frequency, timeliness, accuracy and focus on problem solving rather than on blaming), which depends on the quality of their underlying relationships, particularly the extent to which they have shared goals, shared knowledge and mutual respect. The quality of their relationships, in turn, reinforces the quality of their communication (Gittell, Weinberg, Pfefferle & Bishop, 2008:155)

In the Free State, the Member of the Executive Council (MEC: Education), has set a target of 90% pass rate for all secondary schools in the two education districts of Thabo Mofutsanyana and Fezile Dabi at the end of 2014. To achieve this target, tasks must be executed at different levels and in different sections. It is important that these tasks are integrated to ensure that each district operates as a unit. This means that all sections (SMGDs, SAs & LSAs) must work together as a team in order for each district to can achieve the target of 90%.

It is evident from the above discussion that the importance of organising lies in the fact that: (1) It facilitates administration as well as the operations of the organisation. (2) It facilitates growth and diversification of activities through clear division of work. (3) It helps in developing a proper organisational structure. (4) It provides for the optimum use of technical and human resources (Business Management MODULE-3, 2012:213).

After employees have been organised into units of job specialisation, supervisors should start to lead their employees. Leading is dealt with in the next section.

2.3.3 Performance management leading

Leading is one of the four primary management functions in an organisation. The term leading implies that there is someone who leads (a leader) and someone who follows (a follower). Many organisations fail because of ineffective leaders and others prosper because they are led by effective leaders who are having a vision and are able to direct employees with regard to their work. Leading is the management function that involves the use of influence to motivate employees to achieve the organisation's goals (Cengage, s.a.:1; Ile *et al.,* 2012:75). Weihrich and Koontz (2008:8) comment that people tend to follow those who, in their view, offer them a means of satisfying their goals, the more supervisors understand what motivates their subordinates and how these motivators operate and the more they reflect this understanding in carrying out their managerial actions, the more effective they are likely to be as leaders.

Leaders need to have certain skills if they are to succeed in leading employees. They need skills of building relations, communicating, motivating and that of leadership. The next section deals with building relations among employees and between employees and supervisors.

2.3.3.1 Building relations

Building good relationships in the workplace is in many ways similar to building good relationships outside of work (Smith, 2010:1). According to Berscheid (1999), relationships are central to the meaning and being of life. Relationships with other humans are both the foundation and the theme of human condition: we are born into relationships, we live our lives in relationships with others and when we die, the effects of our relationships survive in the lives of the living, reverberating throughout the tissue of the relationships (Ragins & Dutton, s.a.:5). The different sections in the Education Districts consist of employees and supervisors work together daily. Building good relations with employees is

53

of paramount importance in any organisation because it creates a healthy environment with harmony amongst employees. Workplace relations are essential for creating a positive team environment where employees help each other and share information and solve problems together. This can be critical in retaining staff and creating efficiency. According to Blanchard (2005:7), supervisors must always remember that people are not merely assets but are the core of organisations. It is for this reason that supervisors need to build healthy relations with their employees and also among employees.

In order for the supervisor to realise organisational goals, supervisors should make sure that their relationships with their employees and that among employees, does not degenerate to a conflict situation. Rafferty (2007:748) concurs that relationships in workplace should never degenerate to a stage where one or both parties feel that they are being bullied or harassed. In building these crucial and healthy relations, supervisors must always bear the following principles in mind: they must be sensitive to the needs of employees with whom they interact; they must be respectful and considerate to employees; they must interact with employees in a manner that is professional and ethical; and they must work cooperatively with people (ELRC, 2003:21). The fundamental starting point of building relations in an organisation is to win your employees. If employees trust and have confidence in a supervisor, they will be inspired. Building of relations involve being able to communicate with employees.

2.3.3.2 Communicating

No organisation can operate effectively without communication (Cunningham, 2007:164). Communication is the process of sending, receiving and interpreting messages and its goal, according to Manning (2004:50), is shared meaning. Robbins and DeCenzo (2007:278) concur that communication involves the transfer of meaning, i.e. people who communicate must understand the message the same way. In the same vein, Steyn (2002:31) and Koekemoer (2004:32) assert that effective communication occurs when the sender's intended meaning and the receiver's perceived meaning are virtually

54

the same i.e. we only communicate effectively when a message is transferred from the sender to the receiver and a common interpretation and understanding is achieved. According to Khumalo (2009:22), the primary reality about effective communication is that the message is paramount, taking precedence over all else. Smit and De J. Cronje (2003:368) and Crafford (2009:269) depict the process of communication schematically as in figure 2.2:

Figure 2.2:   Steps in the communication process
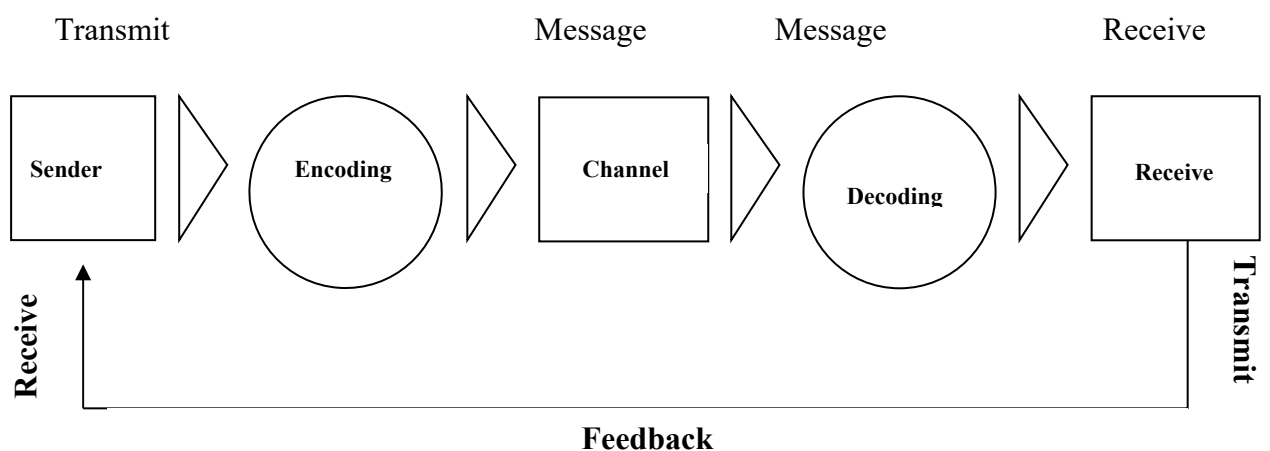
Source: Smit & De J. Cronje (2003:368)

According to the Figure, communication takes place between the sender and the receiver. The sender has the responsibility to formulate the message so that it is understandable to the receiver. This responsibility pertains primarily to written and oral communication and points to the necessity for planning the massage, stating the underlying assumptions and applying the accepted rules of effective writing and speaking (Weihrich & Koontz, 2008:8). The sender is the source of the message and he/she is the initiator of the process through encoding. Encoding takes place when the supervisor (sender) translates information into symbols for communication e.g. words that will have meaning to the employee (receiver) (Robbins & DeCenzo, 2007:278; Le Roux, 2002:156). The channel of communication may be oral, non-verbal or written.

55

The channel is the medium through which the message travels and is selected by the sender.

During decoding, the receiver interprets the message and translates it into meaningful information (Robbins & DeCenzo, 2007:279). Le Roux (2002:157) calls decoding the retranslating of a sender's communicated message by the receiver. The receiver is the person who decodes the encoded message to assign meaning to it. Austin and Churches (2010:54) attest that when we communicate, we listen to what the sender is saying, observe his/her behaviour, which we process internally and then respond to it by saying or doing something in return.

The receiver of the message has to decide whether feedback to the sender is needed or not. According to Robbins and DeCenzo (2007:280) feedback is the check of how successful we have been transferring the message as originally intended and it determines whether understanding has been achieved. When the receiver gives feedback to the sender, then the role of sender and receiver changes, as the employee now becomes the sender and the supervisor the receiver. PMDS emphasizes the importance of a two-way communication process i.e. upward and downward communication. In upward communication, information comes from employees to the supervisor whereas in downward communication information comes from the supervisor (ELRC, 2002:12).

Communication is of utmost importance in any organisation. It is done for a specific reason. According to Cleary (2003:91), having a clearly defined purpose (the result that you want from the message), ensures that your message has a clear focus and that you do not wander off the point. Grobler *et al.* (2006:14) refer to it as the glue that binds various elements, coordinates activities, allows people to work together and produce results.

The roles of communication in performance management and appraisal are to recognise the employee's accomplishments through praising the employee in the presence of others. It is used to correct recurring errors and to indicate the supervisor's interest in their success. It provides guidance on an employee's personal development and to control member behaviour in that employees are

56

expected to comply with organisation policies. It fosters motivation by clarifying how the job must be done and how well it should be done i.e. motivation communicates expectations. It provides a release for the emotional expression by allowing employees to show their frustrations, thoughts, concerns and feelings of dissatisfaction and to facilitate decision making by providing information needed to make decisions and to evaluate alternative sources (Cleary, 2003:91; Crafford, 2009:268).

Many of the problems in organisations occur because of the lack of effective communication. These are caused by factors such as the nature and complexity of the message, the receiver's interpretation of it, the environment in which it is received, the level of interference, the receiver's attitude to and perceptions of the source, the medium used to transmit the message and failing to realise that communication is a two-way process (Koekemoer, 2004:32; Robbins & DeCenzo, 2007:284-288).

Nel *et al.* (2008:633) place emphasis on how vital communication is to the future   outlines seven key areas that need particular attention: First, there is a need to establish the importance of communication and make it clear that the lines of communication are open in both directions (employees being provided with information and management being open to concerns and suggestions). Second, communication needs to be defined as part of the company culture through training and organisation literature. Third, open communication needs to be incorporated in the organisation's mission. Fourth, set up an internal communication's manager thereby elevating communication into its own department. Fifth, start an internal campaign that shares the mission and the vision with employees. Sixth, identify listening as being synonymous with communication and seventh, train senior management to communicate effectively, with sensitivity and respect.

When all communication lines have been opened between supervisors and the employees, supervisors need to motivate their employees to perform to the required standards. The next section deals with motivating employees.

2.3.3.3 Motivating

One of the most important factors that lead employees to achieve their goals and importantly, those of the organisation that employed them, is the drive inside them. This drive is known as motivation. The word motivation originates from the Latin word "movere" which means to "move" (Kiley, 2009:115; Nelson & Quick, 2008:122; Smit & De J. Cronje, 2003:344). It thus refers to actions or events that activate, direct and maintain behaviour (Kiley, 2009:115). In the same vein Bagraim (2007:69) refers to motivation as the force that arouses, directs and sustains the actions of people.

Motivation is defined by Odendaal and Roodt (2009:144) as the process that account for an individual's intensity, direction and persistence of effort toward attaining a goal. Du Toit *et al.* (2007:232-233) refer to motivation as those forces within a person that affect his or her direction, intensity and persistence behaviour that is within the control of the person. Similarly, Swanepoel *et al.* (2008:323) define motivation as an internal state that induces a person to engage in particular behaviours, it has to do with direction, intensity and persistence of behaviours over time. It is evident from these definitions, that there are three key elements in motivation, namely: intensity, direction and persistence.

Intensity – Refers to how hard a person tries to do the job i.e. how willing a person exerts an effort in doing a job. This in turn makes us to realise the goals or objectives that we have set for ourselves.

Direction – Refers to the effort of directing behaviour towards a goal i.e. of achieving an organizational goal. When employees were part of the process of formulating goals, they become motivated and they direct their behaviour towards realising those goals because they own those goals. Motivation affects employees' performance in the direction of realising the organisational goals and also drives them to do their job effectively, efficiently and optimally. Jones (2006:46) agrees that motivation is what makes people want to do things; it is what makes them put real effort into what they do. This clearly indicates that motivated employees are the organisation's greatest asset.

58

Persistence – Refers to the duration an effort is maintained to support the desired behaviour i.e. the time needed to maintain an effort. Motivation helps employees to maintain behaviour that assist them to realise the organisation's goals because they have the inner drive to belong to a group that performs (Odendaal & Roodt, 2009:144; Steyn & Van Niekerk, 2002:140-141; Swanepoel *et al.,* 2008:323).

According to Mawoli and Babandako (2011:2), the definitions of motivation have some shared commonalities. First, motivation is in-built in every human being and only needed to be activated or aroused. Second, motivation is temporal as a motivated person at one time can become de-motivated another time. Hence, individual motivation must be sustained and nourished after it has been effectively activated. Third, the essence of individual motivation in management or an organisational setting is to align employees' behaviour with that of the organisation. That is, to direct the employees thinking and doing (performance) towards effective and efficient achievement of the organisational goals.

According to Goldsworthy (2008:54), high-performing employees can be around
20 percent more productive than average employees because they give more 'discretionary' effort. Steyn and Van Niekerk (2002:143) attest that motivated employees are always looking for better ways of doing their job. They are usually concerned about quality. The organization benefits from this because employees within and outside the organization perceive it to be quality conscious. Lastly, highly motivated workers are more productive than apathetic ones.

Goldsworthy's (2008) statement is based on the assumption that if employees are given adequate opportunities to perform well and have the necessary skills, then it is their motivation that determines whether they are truly effective or not (Jones, 2006:46). In the same vein, Dell says: "The heart of motivation is to give people what they really want most from the work. The more you are able

to provide what they want, the more you should expect what you really want, namely: productivity, quality and service" (Butt, 2009).

When supervisors motivate employees, they aim to achieve five key goals, namely: (1) Supervisors want to motivate competent individual employees who will fit in with the organization and to join the organization. (2) Once employees have joined the organization, lots of time, money and effort is invested in the employees such that supervisors want those employees to stay within the organization. (3) Supervisors want employees to come to work regularly because they do not want production to decrease. (4) Supervisors want employees to perform at or above a certain expected level. (5) Supervisors also want employees to exhibit good corporate citizenship, which refers to the employees by not just following the rules, but also embracing the culture and values of the organization (Kiley, 2009:116).

To perform to the expected level, employees need leaders who are able to influence them in a positive direction. To be able to influence employees, leaders need leadership skills. The next section is devoted to leadership.

2.3.3.4 Leadership

Leadership is a process of influencing employees in order to get them to perform in a way that organisational objectives are achieved (Oosthuizen, 2002:113). Werner (2007:288) and De Vries (2005:15) define leadership as a process of influencing people to work energetically and selflessly towards organisation goals. Both definitions imply firstly that leadership is a process, i.e. it is an ongoing act. Secondly, that one of the actions within leadership is that of influencing people to do what you want them to do. Enlisted Professional Military Education (EPME) (s.a.:2) also attest that leadership is the ability to influence others to obtain their obedience, respect, confidence and loyal cooperation. Thirdly, the definitions imply that those who are led accept and acknowledge voluntarily to be commanded and controlled by people who lead them (Van Deventer & Kruger, 2003:140).

60

According to Bolton, Brunnermeier and Veldkamp (2008:2), the roles of a leader are to give a sense of direction and to evaluate the environment in which the organisation operates and determines the best strategy adapted to that environment. To effectively influence employees, supervisors must have power. By means of power, leaders get employees to do whatever they want them to do to achieve organisational goals or objectives. Without power, leaders could not achieve organisational objectives and could not therefore be effective leaders (Oosthuizen, 2002:113). Power is described as an ability to influence the behaviour of other people in a positive or even negative manner (Oosthuizen, 2004:86). This implies that if power is used positively, employees will work towards achieving organisational objectives. However, if power is negatively used, it may result in employees resisting orders.

Power constitutes a basis of leadership (Van Deventer & Kruger, 2003:140). According to Oosthuizen (2002:113) and Werner (2007:202), supervisors can exert influence by drawing on the following basis of power: coercive, legitimate, expert, referent and reward power.

Coercive power: This form of power involves threats and/or punishment by supervisors among employees with the aim of achieving compliance toward achieving set objectives. Employees comply out of fear of reprimands, suspension, dismissal or even humiliation.

Legitimate power: This form of power is based on the person's position of authority in an organisation. Supervisors with this power can demand employees to behave in a particular way and any deviation is punishable.

Expert power: This power is based on the skill, knowledge and information a leader has. Employees respect a supervisor who has information and expertise of the job that is indispensable to them.

Referent power: This type is based on one's personal relationships with others. Supervisors should have charisma so that they may influence employees about what to do or not to do.

Reward power: This is the most important and critical form of power because it involves money. As the saying goes 'money is the source of all evils'. People

61

work so that they are remunerated in order that they can satisfy their needs. If this form of power is subjectively and unfairly used, it may result in strikes.

Reward power is based on a person's ability to influence others by giving or withholding rewards. According to Skinner (1974), behaviour is a function of its consequences. It therefore follows that behaviour that is positively reinforced is likely to recur, while behaviour that is punished, or for which there are no consequences, is less likely to occur. Supervisors who seek to influence the performance of their employees need to ensure that good performance is followed by positive consequences (Viedge, 2007:112). To Van der Waldt (2004:259), rewarding performance means recognising employees for their performance and acknowledging their contributions to the organisations objectives. Rewards can take a range of forms, such as cash, time off and many non-monetary items. Marx (2009:164) concurs that the remuneration package consists of financial or extrinsic and non-financial or intrinsic component. In the same vein, Du Toit, Erasmus and Strydom (2007:221) attest that the most common form of reward is a salary increase based on the individual's performance.

It is evident that rewarding performance is important. Swanepoel *et al.* (2008:505) mention five reasons for introducing incentive remuneration in organisations. Firstly, incentive remuneration increases the organisation's competitiveness in the labour market for attracting and retaining talent. Secondly, it stimulates individual, team or organisational performance by making incentive rewards dependant on agreed targets or work outcomes. Thirdly, it recognises and rewards better performance. Fourthly, it encourages employee identification with the organisation's objectives and values and lastly, it controls fixed remuneration costs by putting a portion of pay at risk if certain agreed objectives are achieved.

According to DPSA (1997:43), it is important in PMDS to recognise and reward employees who perform exceptionally well and whose skills are particularly valued, in order to encourage them to maintain high standards they have achieved and to encourage others to strive for improved performance. The

most obvious way of achieving this is by awarding incremental increases in pay. PMDS ensures that a dedicated official who has achieved remarkably well should be given credit for it. This has a motivational value in that the official will realize that his/her efforts do not go unnoticed. Withholding acknowledgement for achievement will lead to dissatisfaction and frustration and eventually to a decline in the official's performance.

DPSA (1999:32) states the following on incentives for good performance: (1) If the departmental budget and the medium-term expenditure framework provide adequate funds, a head of department may establish a financial incentive scheme for employees or any category of those employees. (2) To establish a departmental financial incentive scheme, a head of the department shall: in writing determine the nature, rules and control measures of the scheme in advance; communicate the nature and rules of the scheme equitably to all employees; and ensure that employees who implement the quality and quantity control measures of the scheme are not entrusted with the implementation of that scheme in relation to themselves.

Cascio (2003:333) echoes the same sentiments by commenting that good performance could be encouraged by doing three things namely to: (1) Provide a sufficient amount of rewards that employees really value – this is done by asking people what is most important to them e.g. most employees prefer to be given money rather than certificates. (2) Provide rewards in a timely manner – this is done by rewarding employees immediately after appraisals. Delays in rewarding good performance lose its potential to motivate subsequent high performance. (3) Provide rewards in a manner that employees consider fair.

When employees are rewarded for the good work they have done, the organisation must follow certain requirements. These requirements are: employees should be aware of the reward and it must be worthwhile to them, they must know exactly what is required of them to receive the reward, they must know that they are capable of performing as required for the reward, there must be a direct relationship between the reward and the required behaviour, employees must be assured that they will be evaluated correctly

and fairly by supervisors and lastly, they must understand how their reward is determined (Marx, 2009:164-165),

Rewarding employees unfortunately has the potential of giving rise to dissatisfaction among employees especially if this involves money. Dissatisfaction will surface when employees feel that the reward system in place is unfair. Nel *et al* (2008:348) reason that if money as a reward can cause dysfunctional behaviour, it obviously will affect performance in a negative way. The effect of money as a motivator depends largely on the pay system used in the organisation. The consequences of dissatisfaction is that it will have a negative influence on employees' performance and consequently, to the realisation of the organisation's objectives. The consequences of dissatisfaction with rewards are summarised in Figure 2.3:

Figure 2.3:   The consequences of dissatisfaction with rewards

CONSEQUENCES

Poor performance	
Job dissatisfaction	Mental withdrawal
	Mental health condition
Dissatisfaction with reward package	
Grievances	Go-slow work pace
Look for another job	Absenteeism
	Labour turnover
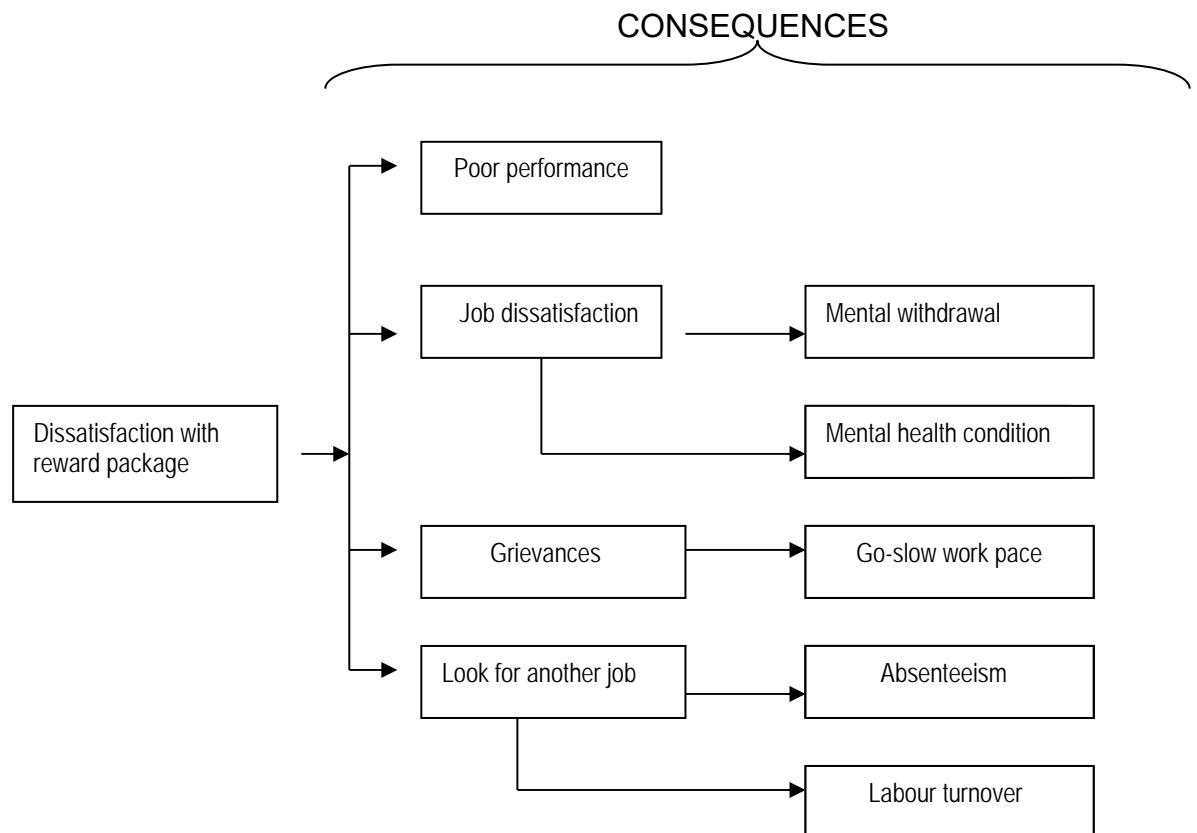
Source: Adapted from Marx (2009:165)

64

According to the figure, the consequences of dissatisfaction with the reward package may lead to four dysfunctional behaviours by employees. The first dysfunctional behaviour will be poor performance by employees. Poor performance by employees will result in the organisation not achieving its goals and objectives. The second dysfunctional behaviour is job dissatisfaction. When employees are dissatisfied, the result will be mental withdrawal and mental health condition. These states of the mind result in the employees' minds wandering about instead of them concentrating at doing their tasks at hand. Production or delivery becomes poor and this result in client dissatisfaction. To circumvent this situation, rewards should be allocated in a fair, equitable manner which may then lead to job satisfaction. According to Evans (2003:607), job satisfaction is present-oriented and is a response to a situation.

The third dysfunctional behaviour of dissatisfaction is that employees will start forwarding their grievances to their supervisors. There will be a go-slow work pace when employees are still waiting for answers from their supervisors. If the answer is negative, employees may resort to an industrial action. The result of the go-slow will be a low production of goods by employees. In education a go-slow will result in the office based educators not servicing the schools allocated to them adequately and consequently, the pass rate in all Grades will be low.

The fourth and last dysfunctional behaviour is that employees will start looking for other jobs. As they are looking for other jobs, there will be a high rate of absenteeism by employees due to them submitting their Curriculum Vitae to their prospective employers and by attending interviews. There will also be a labour turnover because employees will be leaving the organisation. New employees will have to be employed and the organisation will spend a lot of money to train and develop them.

The use of different types of power by leaders/supervisors can result in one of the three types of behaviour in employees: commitment, compliance or

65

resistance (Oosthuizen, 2002:113). Table 2.1 summarises the resultant behaviours as follows:

Table 2.1:   Leadership powers and related outcomes

Leadership power	Follower behaviour & attitudes		
	Commitment	**Compliance**	**Resistance**
Legitimate power		**x**	
Coercive power			**x**
Reward power		**x**	
Expert power	**x**		
Referent power	**x**		

Source: Oosthuizen (2002:113)

To be successful leaders, supervisors do not only need skills of leading. They also need certain leadership competencies in order to lead effectively and efficiently. These competencies are:

- Capturing employees' attention through an inspiring vision or picture of the future that provides focus, hope and direction.
- Constantly communicating this vision in creative, understandable ways which motivates people to go the extra mile and provides synergy and coordination of effort.
- Inspire trust in themselves and by trusting employees to do what needs to be done and that supervisors need to be congruent and ethical in word and deed.
- Diagnose inappropriate/ineffective actions in themselves and independently assuming responsibility and becoming a visible role model and

66

- Creating an empowering environment when employees are willing (intrinsically motivated), able (trained and confident) and allowed (given responsibility and authority) to learn and perform to their potential (Charlton, 2009:60).

Leading is an important function in all our daily activities. Without leading, people would do as they wish and the result would be chaos. When you lead employees, you need also to check if they are good followers. This could be done by controlling what they are doing in the workplace. The next section deals with controlling.

2.3.4 Performance management controlling

Control is the last management function done by the supervisor. This function is essentially a remedial one, the existence of which is based upon the knowledge that what is planned or envisioned is not always necessarily what is realised (Ile *et al.,* 2012:76). Weihrich and Koontz (2008:9) concur that the task of control is to ensure the success of plans by detecting deviations from plans and furnishing a basis for taking action to correct potential or actual undesired deviations. In the same vein, Robbins and De Cenzo (2007:155) contend that controlling is the management function concerned with monitoring activities to ensure that they are being accomplished as planned and correcting any significant deviations.

Through controlling the supervisor checks up whether work in progress is completed and correctly done. It is through controlling that the supervisor is able to detect when an employee is on the right track of meeting organisational objectives or goals. Van Deventer and Kruger (2003:126) attest that it is through controlling that all efforts put into planning, organising and leading are actualised. The control process consists of three separate and distinct steps: (1) setting performance standards, (2) measuring actual performance and (3) taking corrective action (Robbins & DeCenzo, 2007:155). The Business Dictionary (2010:online) defines controlling as a management function aimed at achieving defined goals within an established timetable and is usually

67

understood to have three components: (1) setting standards, (2) measuring actual performance and (3) taking corrective action. The next section deals with the first step, namely setting standards.

2.3.4.1 Setting standards

To ascertain whether performance has achieved the desired outcomes, the supervisor should make use performance standards. Van der Waldt (2004:63) defines a performance standard as a specific level of performance, which could be used as a yardstick for assessing work performance. Standards are thus levels of performance which are widely regarded as desirable or appropriate within a given sector or function. Eastern Illinois University (EIU) (2000:4) comments that performance standards are what we use to differentiate between acceptable and unacceptable behaviour. The standards are identified for each of the job elements and explain what satisfactory performance will look like.

Standards need to be set. Setting standards is an important task in the appraisal process because an organisation needs to take a decision on the performance of its employees. Bejar (2008:1) concurs that standard setting is a critical part of educational testing. Bejar (2008:1) describes standard setting as the methodology used to define levels of achievement or proficiency and cut scores corresponding to those levels. A cut score is simply the score that serves to classify employees whose score is below the cut score into one level and the employee whose score is at or above the cut score into the next and higher level. Cizek, Bunch and Koons (2004:33) state that the purpose of setting standards is that decisions must be made. These decisions are made based on information yielded by evaluations. When setting standards, the supervisor must follow a specific process.

According to Incorporated Labour Solutions (ILS) (2007:22), there are two phases involved in setting performance standards or expectations. The first phase is the identification of the duties and responsibilities of the job. To set performance standards that are fair and that contribute to the success of the

68

organization, supervisors must know the duties and responsibilities associated with an employee's post. Duties and responsibilities must be clearly defined so that employees understand what is expected of them. The second phase is the setting of performance standards. Standards are detailed specific goals that are created during the planning process. The goals become the standards against which actual performance is compared. Goal setting integrates planning and control by providing supervisors with a set of objectives or standards to be attained (Robbins & DeCenzo, 2007:156).

When setting standards, the supervisor must make sure that those standards are achievable and challenging. Du Toit *et al.* (2007:278) assert that performance standards should be relevant, realistic, attainable and measurable so that there can be no doubt about whether the actual performance meets the standard or not. Standards set must be in line with the organisation's culture otherwise the achievement of objectives will be a futile exercise. Vitez (2003) mentions that the rating system for an employee's performance is created by each organisation according to their management style and organisational culture. When standards have been set, the next step is to appraise employees.

2.3.4.2   Measuring actual performance

Measuring performance of employees is a very important supervisory task in any organisation. Each organisation needs to know how well its employees are performing towards achieving set goals and objectives. To be able to know this, some form of assessment must be done by the organisation and this assessment is called performance appraisal. Naidu *et al.* (2008:105) attest to the fact that the performance of individuals in any organisation needs to be continuously monitored and evaluated in order to ensure that the organisation is meeting its goals. Swanepoel *et al.* (2008:368) share the same sentiments that individual performance as the outcome of work activities must also be subjected to measurement.

Measuring employee performance starts with comparing actual performance with the defined performance standards agreed to in the performance plan. A performance plan with well defined goals and performance standards is the starting point for measuring performance (NSW Government, 2011:1). The formal means of assessing the work of employees is through a systematic performance appraisal system (Robbins & DeCenzo, 2007:140), that should be an open, supportive management procedure that depends on the specific conditions of the department and also relevant to its needs (Van der Waldt, 2004:255). It is through performance appraisal that the organisation is able to check progress towards the desired goals and objectives. Swanepoel *et al.* (2008:368) assert that performance appraisal provides the opportunity to evaluate work performance, to make important decisions, to motivate staff, to communicate with staff, to clarify expectations and to rectify substandard performance.

Swanepoel *et al.* (2008:369) define performance appraisal as a formal and systematic process by means of which the job-relevant strengths and weaknesses of employees are identified, observed, measured, recorded and developed. The following concepts need to be clarified:

Process: The concept refers to the procedure that one must follow when performing a task. According to Van der Waldt (2004:255), the performance appraisal procedure should ensure fair and consistent treatment for everyone and should ensure regular, clear and constructive communication to all employees.

Identification: Identification refers to the act of identifying the performance dimension to be examined which should be aspects of performance-related criteria.

Observation: Observation indicates that all appraisal aspects should be observed sufficiently for accurate and fair judgements to be made.

Measurement: Measurement refers to the appraiser's translation of the observations into value judgements about the appraisee's performance.

Recording: Recording is concerned with the documentation of the performance appraisal process outcomes.

Development: Development indicates that appraisal is not only an assessment of the past performance but also focuses on the future and on the improvement of individual's performance.

The formal performance appraisal is conducted annually at a specific time of the year. According to Van der Waldt (2004:255), the appraisal system should formally assess what has been achieved over the year in terms of the individual performance agreement and intended results. Robbins and DeCenzo (2007:331) concur that formal performance reviews should be conducted once a year at a minimum. The PMDS operates on an annual cycle which runs from 1 April to 31 March (ELRC, 2002:3).

According to ELRC (2002:7), during PMDS, the annual appraisal should be conducted at the end of a cycle and consists of the following: a discussion between the supervisor and staff member about performance against the Work Plan, including the impact of any changed circumstances; a discussion of performance against Capabilities; an opportunity for staff to give their own appraisal of their performance against both the Work Plan and the Capabilities; an opportunity for the staff member to consider and respond to the supervisor's appraisal of their performance; an opportunity for the staff to give face-to-face feedback to the supervisor on how well they consider they have been supervised; completion of appraisal documentation, leading to an overall performance rating; and development of a Work Plan for the next PMDS cycle.

The overriding purpose of any performance appraisal is to gather information on how employees are meeting organisational goals and/or objectives and to equip them with the necessary skills that will assist them to perform their duties to the expected standards. In order for a performance appraisal to achieve this purpose, it must: First, link individual performance to the organisation's goals. Second, it must clarify what individual contributions will be and how they will be assessed. Third, it must create conditions for effective performance. Fourth, it must provide the opportunity to identify and agree on ways in which performance could be improved and what will be required to do this. Fifth, it

71

must also provide a mechanism through which a realistic development programme, which meets the needs of the organisation and the individual, could be developed and agreed (Van der Waldt, 2004:255-256),

There are certain guidelines that the appraiser should follow when appraising employees. These guidelines are summarised in Table 4.1:

Table 2.2: **Guidelines to be followed by the supervisor during appraisal**

The appraiser must:	The appraiser must not:
Strive for internal consistency	Make comments that are inconsistent with numerical rankings
Treat employees fairly	Criticise indirectly
Make meaningful comments	Offer excuses for an employee's poor performance
Focus on employee behaviour, not on an employee	Make comments that are either too general or too specific.
Focus on employee actions and not on intent	
Focus on deficiencies and not their causes	
Focus on organisational Expectations and not legalisms.	

Source: Nel *et al.* (2008:504)

Performance appraisal is not only a formal activity, but it is also an informal activity. Informal appraisal is the day-to-day assessment by the supervisor and the ongoing feedback given to employees by their supervisor (Robbins & DeCenzo, 2007:331). EIU (2000:3) comments that although the appraisal forms may only be completed once a year, performance appraisal is continuous – sometimes daily – and requires effective communication on both the part of the supervisor and the employee. The question that now arises is: "who should do the measuring of performance?" The next section is devoted to answering this question.

2.3.4.2.1 Who should do the measuring of performance?

During the practice of the discredited appraisal system, supervisors were the only people assigned to appraise their employees. According to Sikosana (2001:48), this old system of using the immediate supervisor as the sole appraiser became unworkable because of the following problems: the supervisor was not in the position to appraise an employee's performance because of his/her lack of training in rating; it was common for supervisors first to make administrative decisions (regarding merit awards, promotions, etc.) and then manipulate their ratings to correspond with these decisions; and supervisors practiced nepotism in giving out merit awards.

The options that now remain in appraising office-based educators are self appraisal and appraisal by the immediate supervisor. For purposes of this research, the researcher will briefly discuss the two options of appraising the performance of employees. The next section deals with self-appraisal.

Self-appraisal: Self-appraisal takes place when an employee appraises his or her performance. It is defined by Atwater (1998:331) as the process whereby individuals evaluate their own performance, skills or attributes. It involves rating established goals, competencies and overall performance (UVa, s.a.:10). Self-appraisal is an important part of the overall appraisal process because it enables recognition of the individual's contribution to the organisation (Middlewood, 2003:130). It involves self-reflection and allows an employee to

expose problems early, before they become too painful to ignore (Young, 2009:1).

To allow employees to participate in the performance process, particularly if appraisal is combined with goal-setting, improves an employee's motivation and reduces defensiveness during the evaluation interview (Nel *et al.,* 2008:497). Robbins and DeCenzo (2007:332) assert that self-evaluations tend to lessen employee's defensiveness about the appraisal process and they make excellent vehicles for stimulating the job performance discussion. According to UVa (s.a.:10), when you do self-appraisal, you become an active participant in your own appraisal, you honestly assess your strengths and also areas you need to improve, you participate more constructively in the appraisal meeting with your supervisor and you are committed to goal setting/achievement, competency development and career planning.

When employees conduct a self-appraisal, they use a form in which they write a rating on how they have performed during the appraisal cycle and also point out areas that need improvement. UVa (s.a.:9) attests that a self-appraisal is a great opportunity for employees to honestly and objectively consider and document their performance. Employees therefore, must also know how to complete self-appraisal and be comfortable with the process. The problem with self-appraisals is that they suffer from inflated assessment and often differ with the assessment of their supervisors. Such self-appraisals are more appropriate for counselling and development rather than for employment decisions (Nel *et al.,* 2008:497; Le Roux, 2002:118).

To increase the feeling of participation and mutual problem solving, the PMDS also encourages self-appraisal by office-based educators. They complete a form and rate themselves against agreed upon core objectives. The researcher has, however, noticed that self-appraisal by officials does not necessarily provide a true picture of how good the official has executed his or her tasks. Even poor performing employees rate themselves high in order to receive bonuses. Change of ratings by the supervisor during this time result in conflict situations surfacing between the supervisor and the employee because of the

74

financial reward involved. Nevertheless, self-appraisal provides a focal point around which the supervisor and his or her employees can start a meaningful discussion (Flex Study, s.a.:2).

It is evident from the above discussion that self-appraisal plays an important part during the performance appraisals of employees. Supervisors, as people who work with employees on a day-to-day basis, should be given the authority to appraise their employees. The next section deals with appraisal by the immediate supervisor.

Appraisal by the immediate supervisor: Supervisors need to recognise the contributions by individual employees. They must not favour certain employees because of closer personal relationships they may have with such employees. They should not regard employees who are vocal in meetings as the only ones contributing to the organisation's success. Middlewood (2003:130) concurs that supervisors need to recognise that a quieter employee (introvert) can contribute immensely to the organisation as compared to a talkative employee (extrovert). It is also important that supervisors should not have stereotyped images of what constitutes an effective employee.

The old principle of the immediate supervisor carrying out the appraisal alone has become unworkable because of the following problems identified by Heystek, Roos and Middlewood (2005:110), Grobler *et al.* (2006:279), Nel *et al.* (2008:497), Kleynhans, Markham, Meyer, Van Aswegen and Pilbeam (2007:150) and Le Roux (2002:117): supervisors are often too prescriptive in their efforts; they tend to alter evaluation ratings to justify pay increases and promotions; they feel that they are unqualified to evaluate the unique contributions of each of their employees; they may not be reliable judges of an employee's performance; they may be too lenient in rating employees in an attempt to be favoured by employees; they often prefer to avoid the appraisal process because uncomfortable face-to-face confrontations often result; they may have too many employees to deal with; they may emphasize certain aspects of employee performance and overlook others; performance appraisal

and salary review are not very compatible and combining them leads to less effective and often messy encounters.

While the idea of the supervisor being the sole appraiser is flawed, Kleynhans *et al.* (2007:150) put the immediate supervisor in the best position to appraise his/her employees because the supervisor is in an excellent position to observe an employee's job performance. Grobler *et al.* (2006:279) assert that the supervisor is the best person to determine whether an employee has reached specified goals and objectives of the organisation. This is true because the supervisor is the person who works closest with the employee, is able to observe an employee's behaviour and knows what level of performance is expected. If someone else is given the task of appraising employees, the supervisors' authority may be reduced. The result is that they will not know the weaknesses of their employees and consequently be unable to take corrective action. The next section deals with taking corrective action.

2.3.4.3 Taking corrective action

This step is the last in the control process. Sometimes the job performance of some employees may be unsatisfactory to the supervisor. Such discrepancies or shortcomings must be noted and employees must be told about them before the end of the appraisal cycle so that the process of correcting the underperformance could start. Du Toit *et al.* (2007:279) comment that determining the need for corrective action and ensuring that deviations do not recur is the final step of the control process.

There are two types of corrective action. One is immediate corrective action that deals with the symptoms of poor performance by adjusting behaviour immediately and gets good performance back on track. The other is basic corrective action that gets to the source of the deviation and seeks to adjust the differences permanently (Robbins & De Cenzo, 2007:161). According to ELRC (2002:11), supervisors and employees should be aware of poor performance well before the formal appraisal discussion. The University of Western Australia (2010:2) echoes the same sentiments that as soon as the

problems or concerns regarding an employee's performance and/or behaviour appear, raise them with the employee.

Performance is said to be unsatisfactory when an employee's actual performance does not meet the reasonable expectations of the organisation (Murdoch University, 2005:1). When there is evidence that an employee is not performing at an acceptable level, the supervisor should investigate the circumstances without delay and endeavour to ascertain the reasons for the unsatisfactory performance (UCL Human Resources, 2011:1). It is, therefore, important that the supervisor addresses any negative performance issues as soon as they become apparent.

According to DPSA (1997:43), where performance has not matched the requirements in the work plan, the assessment, both written and verbal, should be focused on identifying the reasons for this and on reaching mutual agreement on the steps which need to be taken to effect improvement. Such steps may include interventions such as career counselling, mentoring, retraining, development opportunities and re-deployment. If the desired improvement could not be effected, dismissals on grounds of inefficiency can be considered.

DPSA (1999:32) summarises the above paragraph by stating that when managing unsatisfactory performance, an executing authority (in this case the Department of Basic Education) shall provide systematic remedial or developmental support to assist the employee to improve his/her performance and if the performance is so unsatisfactory as to be poor and the desired improvement cannot be effected, consider steps to discharge the individual for unfitness or incapacity to carry out his/her duties.

According to Nel *et al.* (2008: 496), supervisors who manage performance effectively generally share the following four characteristics: they explore the causes of performance problems; they direct attention to the causes of problems; they develop an action plan and empower workers to reach a

77

solution; and they direct communication at the performance and emphasise non-threatening communication.

2.4 CHAPTER SUMMARY

This chapter entailed a literature study of PM. The models and theories of PM were discussed, namely the goal-setting and the expectancy theories. It became evident from the literature scoured that no organisation will survive if it does not set goals for itself. Goal-setting is an important activity because goals give direction as to where the organisation is heading.

The concept PM was also discussed. It became evident that PM calls for supervisors to be endowed with the skills of planning, organising, leading and controlling. The task of planning was scrutinised. Planning is the beginning of all activities in any organisation. During planning, objectives are set and plans to meet these objectives are developed. It also became evident that plans that were developed need to be implemented otherwise the objectives will not be realised.

The skill of organising was also discussed together with its concomitant skills of creating an organisational structure, delegating work and that of coordinating of activities. For an organisation to meet its objectives, employees should know to whom they are accountable in terms of reporting. It also became clear that supervisors cannot always do everything on their own. They need to delegate some of their duties. Lastly, supervisors also need to coordinate activities in their organisations so that there will be no chaos in the organisation when work is performed.

Attention was also given to leading. The task of leading calls for building relations, communicating, motivating and leadership. To accomplish the goals and objectives of the organisation, supervisors need to establish healthy human relations between themselves and their employees and among employees. These healthy human relations will be possible if there are good channels of communication in the organisation. These channels of

78

communication need to flow from supervisors to employees, but also from employees to supervisors. If such communication channels are opened, employees will be motivated to perform to the best of their abilities and will regard themselves as part of the organisation. It is through the leadership of supervisors that an organisation will be able to realise its objectives because they will be able give direction to their employees.

Lastly, attention was given to controlling. It became evident from the literature reviewed that the act of controlling involves the setting of standards, measuring of actual performance and lastly, taking of corrective action. It is through controlling the work of employees that supervisors will be able to tell that the organisation is on the right track to realising its goals and objectives. Employees need to know how their performance will be measured. This call for setting standards against which employees' performance will be measured. The last activity during controlling is doing corrective action when it is found that performance has not met standards set.

The next chapter is devoted to discussing performance development as the second activity in PMDS.

CHAPTER 3

LITERATURE REVIEW: PERFORMANCE DEVELOPMENT

3.1. INTRODUCTION

In chapter two, a detailed discussion of performance management was provided. Chapter three, will deal with performance development of employees in an organisation. Any organisation expects its employees to perform to the expected standard in order for it to realise its goals and objectives. When performance does not achieve the goals and objectives of the organisation, it is the duty of the supervisor to focus attention on identifying the causes of poor performance. When the causes or reasons of poor performance have been found, the supervisor should pay attention to correcting poor performance by empowering his or her employees. The process of empowering employees so that they improve their performance is called performance development. Performance development is, therefore, vital in maintaining and developing the capabilities of individual employees (Lee & Bruvold, 2003:981).

According to DPSA (1997:43), where performance has not matched the requirements in the Work Plan, assessment, both written and verbal, should be focused on identifying the reasons for this and reaching mutual agreement on the steps which need to be taken to effect improvement. Such steps may include interventions such as career counseling, mentoring, retraining, developmental opportunities and re-deployment. In the same vein, DPSA (1999:32) asserts that the executing authority shall do the following in the case of unsatisfactory performance: provide systematic remedial or developmental support to assist the employee to improve his or her performance; and if the

80

performance is so unsatisfactory as to be poor and the desired improvement cannot be effected, consider steps to discharge the individual for unfitness or incapacity to carry out his/her duties.

In the light of the above, the literature review in this chapter offers a comprehensive look at the models and theories of performance development, what performance development is, the performance development process, the legislative and regulatory framework that governs performance development in the Public Service and rewarding employees for good work done. The next section deals with the models of performance development.

3.2   MODELS AND THEORIES OF PERFORMANCE DEVELOPMENT

The need for a well-trained and developed educator continues to be at the forefront in the Department of Basic Education (DBE). The reason behind this is that the majority of citizens in the Republic of South Africa are illiterate. To circumvent this state of affairs, the state has thus placed education as its top priority. To be able to provide quality education to its citizens, the state through the DBE should continuously train and develop its educator corps, both school-based and office-based. The training and development must be done through the use of effective strategies or models that will enhance performance development. A variety of these models are available, such as the Instructional System Design (ISD), Human Performance Technology (HPT), Performance-Based Instructional Design (PBID) and Total Quality Management (TQM) (Manu 2004:7). The models that this study will discuss are the ADDIE and The Equity models. The next section discusses the ADDIE model.

3.2.1   The ADDIE instructional development model

The ADDIE model is a concept that can be traced to the United States armed forces in the 1970s (Manu, 2004:8). The concept ADDIE seems to have been spread by word-of-mouth starting in the 1980s (Manu, 2004:8; Molenda, 2003:3). The "ADDIE Model" is a colloquial term used to describe a systematic approach to instructional development (Molenda, 2003:1; Lehman, 2007:1). The term is virtually or practically synonymous with Instructional System

81

Development (ISD) viewing human organisations and activities as systems in which inputs, outputs, feedback and control elements are the salient features (Molenda, 2003:1). ADDIE generates practical applications of skill level improvement, but is also useful for training and development (Manu, 2004:8; Molenda, 2003:1). There are two application values of the ADDIE model. First, the model clarifies and standardizes the process of addressing performance gaps in an organisation. Second, this model is widely used to facilitate benchmarking of instructional design between organisations (Welty, 2008:1).

The acronym ADDIE stems from the processes that involve the following steps or stages: Analysis, Design, Development, Implementation and Evaluation (Lehman, 2007:1; Vejvodova, 2009:1). These steps are sequential - each depends upon the successful completion of the preceding step (Welty, 2008:12). The ADDIE process could be illustrated diagrammatically as in Figure 3.1 as follows:

Figure 3.1:   The ADDIE Process
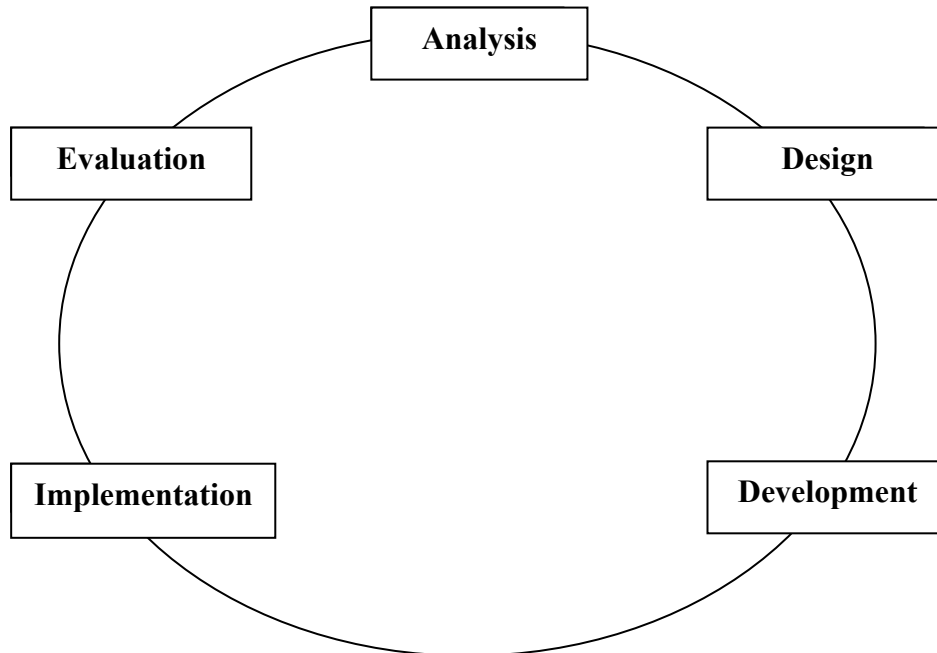
Source: Manu (2004:9)

The analysis stage: During analysis, the instructor determines the perceived needs of the employees. The instructor also analyses the performance of employees and ensures that the needs align with the current direction and

82

initiatives of the organisation (Danks, 2011:3). During this stage, the output is a set of performance deficiencies (such as errors or gaps in employee knowledge, skills and attitude) which can be broken down to determine what ought to be taught. This output is converted into statements of performance objectives (Lehman, 2007:2; Welty, 2008:1). It is in this stage where needs are analysed to find the cause of underperformance. A performance gap can be addressed by a learning product, that is, a set of training and assessment material (Shelton & Saltsman, 2008:42; Welty, 2008:1).

The design stage: This stage starts to organise strategies and goals that were formulated in the analysis stage. It also provides details which enhance the course delivery process (Shelton & Saltsman, 2008:43-44). The content and objectives are examined to decide on appropriate sequencing, media and methods which specifications comprise the blueprint for the instruction (Vejvodova, 2009:3). It is at this stage that the following are defined: all the tools for development of a training programme and exactly when, what and how well the employee must perform during training (Manu, 2004:10).

The development stage: Development is a rewarding stage in that the results are concrete and visible. This stage includes a review of the course objectives, instructional materials and course design that are organised for employees to achieve learning objectives. It is at this stage that old material is reviewed and new material is produced if necessary. The material used must be clear, concise and effective in addressing the objectives formulated. The objectives describe how the trainer and the employee will perform during training to achieve the learning objectives. This stage ends when the validation demonstrates that the instruction meets the performance standards specified by the objectives and the employer accepts the final product (Manu, 2004:10-11; Shelton & Saltsman, 2008:47; Vejvodova, 2009:4).

The implementation stage: This is the delivery stage in which training is delivered as planned. This is a fragile period in which disruptions or unnecessary interferences may set a tone that stifles learning for the remainder of the course. It is important to create an initial impression that will

83

stimulate the development of the learning community and nurture the employees to maturity (Shelton & Saltsman, 2008:51).

The evaluation stage: This is the last stage of the ADDIE model. Evaluation is a rewarding experience where one can observe learning of employees. Evaluation is a time of reflection and satisfaction for a job well done. Instructors evaluate employees' performance against course objectives including what worked well and what should be improved (Shelton & Saltsman, 2008:55). The evaluation serves the following purposes: it verifies whether employees have achieved the learning objectives; it identifies and resolves the problems of the trainer's performance and method; and it enables the trainer to determine if the training methods and material were effective and successful in accomplishing the objectives that were established (Manu, 2004:11-12; Vejvodova, 2009:5).

A completion of a discussion of the ADDIE model leads to the discussion of the Equity theory model.

3.2.2   The Equity theory

Equity means being treated justly in relation to the basic conditions of employment (Sirota, Mischkind & Meltzer, 2005:2). The Equity theory was developed by John Stacey Adams (1963) and focuses on the individual-environment interaction. It is concerned with social processes that influence motivation and behaviour (Nelson & Quick, 2008:129). The key components of Equity theory are:

- **Inputs:** Inputs are contributions that employees bring to the work situation (hard work, tolerance, enthusiasm, innovativeness, effort, knowledge, skill, loyalty).
- **Outcomes:** These are rewards or punishment that employees receive in a work situation (fair pay, bonuses, benefits, recognition, public acknowledgement).

84

- **Referent others:** These are colleagues with whom employees compare their ratio of outcomes to inputs.

- **Equity evaluations:** These are comparisons that employees make that determine whether they perceive themselves to be in an equitable or inequitable situation (either under-rewarded or over-rewarded).

- **Reactions to inequity:** These are actions (either behavioural or psychological) that individuals take in an attempt to restore equity (Royal Essays, s.a.:7; Bolino & Turnley, 2008:31; Al-Zawahreh & Al-Madi, 2012:159).

The central assumption of Equity theory is that employees are motivated when their inputs are matched by outcomes. If the input:outcome ratios are equal, a state of equity is said to exist and employees perceive their situation as fair and just. However, if the input:outcome ratios are not equal, inequity exists and perceptions of inequity lead to distress which motivates employees to take action to reduce it (Grant & Shin, 2011:7). Adams (1965) states that "inequity exists for a person whenever he perceives that the ratio of his outcomes to inputs and the ratio of others' outcomes to others' inputs are unequal' (Al-Zawahreh & Al-Madi, 2012:159).

To equalise the equation, the following behaviours may be exhibited by employees: change their inputs (exert less effort to compensate for lower rewards when they feel under-rewarded); change their outcomes (produce more units of lower quantity); distort perceptions of self; distort perception of others; changing one's own actual inputs and/or outcomes; change the compensation they receive through legal or other actions such as leaving work early, forming a union etc.; choosing a different referent or changing the comparator (selecting a different person with whom to compare oneself); or leave the field (resigning from the job) (Swanepoel *et al.*, 2008:331; Hellriegel, Jackson, Slocum, Staude, Amos, Klopper, Louw & Oosthuizen, 2006:274; Odendaal & Roodt, 2009:155). The Equity theory model is represented in the following Table 3.1:

Table 3.1:   The Equity Theory Model

In this table **O** represents outputs and **I** inputs

Ratio comparison	Perception
O/I < O/I	Inequity due to being under-rewarded
O/I = O/I	Equity
O/I > O/I	Inequity due to being over-rewarded

Source: Odendaal and Roodt (2009:155)

According to Hellriegel *et al.* (2006:273), feelings of being over-rewarded are probably rare, but when they occur they have beneficial consequences for employers. When employees feel over-rewarded, they may restore perceived equity by increasing their inputs i.e. they tend to perform better in their jobs and are better members of the organisation than employees who haven't been so well rewarded (Hellriegel *et al.,* 2006:273; Grant & Shin, 2011:7). When employees feel under-rewarded, they may restore perceived equity by reducing their inputs (slacking off), attempting to reduce others' inputs (convincing co-workers to do less work or sabotaging their efforts to be productive), seeking to increase their outcomes (asking for a raise or vacation time), or aiming to decrease co-workers' outcomes (asking them to take a pay cut or lobbying the boss to standardise salaries) (Grant & Shin, 2011:7). According to Sirota *et al.* (2006:2-3), there are three things that employees want at work. These are: equity, achievement and camaraderie.

Equity: Equity means being treated justly in relation to the basic conditions of employment. The basic conditions of employment are (1) Physiological – a safe working environment; (2) Economic – a reasonable degree of job security; and (3) Psychological – being treated respectfully.

Achievement: This has to do with being able to take pride in one's accomplishment by doing things that matter and doing them well. Employees want to achieve. The sources for achievement at work are: challenge of the job

itself – employees want to feel that their intelligence, ability and skills are being used; chance to acquire new skills; receipt of the training, direction, resources, authority, information and cooperation; being recognized for their performance; and working for a company that they are proud of.

Camaraderie: This means having warm, interesting and cooperative relations with other employees in the workplace.

The Equity theory model implies that employees will put in an effort if they expect that they will be able to perform a task successfully. If they doubt their abilities and skills, they will not reveal their weaknesses and will be unwilling to perform the task given to them (Steenkamp & Van Schoor, 2002:40). The ADDIE and Equity theories are relevant for the Performance Management and Development Scheme of office-based educators.

3.2.3 The importance of ADDIE and Equity models to PMDS

The ADDIE model of performance development is relevant to PMDS because it outlines steps that could be followed during the development of employees. These steps follow a given sequence and cannot be interchanged. The ADDIE model advocates that an employee's inputs in doing the job will definitely produce outputs and that an employee should be given feedback on how well he or she performs i.e. whether his or her outputs meet the standards or has achieved the required standards. The analysis stage of the ADDIE model describes performance deficiencies (errors made by employees) when performing their jobs and lays down steps on how to correct the deficiencies, i.e. the ADDIE model encourages performance development of employees (Danks, 2011:1; Shelton & Saltsman, 2008:56).

The Equity model is also relevant and important in the PMDS because it teaches supervisors to shun away from bad practices when awarding bonuses at the end of the PMDS cycle. According to this model, employees compare their inputs:ouputs ratios with that of the relevant others (Grant & Shin, 2011:7; Al-Zawahreh & Al-Madi, 2012:163). Similarly, office-based educators compare their inputs:outputs ratios with that of their colleagues. It happens that office-

87

based educators whose inputs:outputs ratios are low receive bonuses because they have a closer personal relationship with their supervisors. These inequalities result in the development of anger in employees who did not receive bonuses and may decide to leave the department to look for jobs in other fields. To employees who may have received bonuses they do not deserve, a feeling of guilt can develop when they hear other employees complaining. A completion of a discussion of the importance of the ADDIE and the Equity models leads to a discussion of performance development. The next section is devoted to explaining what is meant by performance development.

3.3   PERFORMANCE DEVELOPMENT

Performance development is a broad term that includes performance management and employee development. It describes either managing or assessing the work that needs to be done and providing opportunities for professional growth and development (Hockfield, 2012:1). Performance development is a process that commences with the recruitment and orientation of an employee and involves the on-going cycle of planning, coaching and reviewing individual, team and organisational performance within the context of the organisation's goals and strategies (South Eastern Sydney Illawarra Health (SESIH), 2007:3 & 2008:2). Performance development is considered a very important aspect in the growth and progress of employees in their respective careers. It comprise of several strategic processes that are integrated and utilized with the purpose of developing individual capabilities that will benefit the employee specifically and the company as a whole (Exforsys, 2010:3).

It is evident from the above that performance development is an ongoing activity. It targets employees specifically with the aim of developing their skills such that the organisation achieves its goals. Performance development follows logical steps and uses strategies to improve the performance of both the employee and that of the organisation. Exforsys (2010:4) concurs that performance development is a set of strategic processes that will help an employee not only to identify personal KSA's (knowledge, skills and attitudes) that need to be enhanced, but also to be able to provide such an employee

88

with the means to improve weak areas and measure his or her own progress accordingly. Performance development is done because there are discrepancies or deficiencies in the performance of employees that hinder them from achieving organisational goals. Performance development benefits the supervisor, the employee and the organisation.

3.3.1   The benefits of performance development

MIT Human Resources (2012:1) summarises the benefits and responsibilities of performance development in Table 3.2 as follows:

Table 3.2: The benefits and responsibilities of performance development

	Benefits	Responsibilities
For Managers	Establish clear, measurable expectations and providing a climate conducive to success. Guiding performance to ensure work is at a consistently high level or improves over time. Making certain that individual tasks contribute to the attainment of department goals. Identifying performance issues and setting a clear course for correcting or improving them.	Be prepared for each conversation. Give constructive examples for improvements and be sure to note accomplishments. Hold employees accountable for meeting performance development goals that have been clearly communicated.
For employees	Clarifying yours and your supervisor's expectations in the form of specific goals. Helping employees to get feedback, resources and training to meet	Be prepared for the conversation. Know the priorities of your work and your department. Keep track of times when you made an extra effort and had a

89

		positive impact.
For the Department	Helping both the manager and the employee to assess how performance fits into the bigger picture of the department. Facilitating the department in realizing its mission and objectives. Assisting the department in determining whether skills and knowledge of current staff can meet future needs of the organisation.	Provide guidance and information for managers and employees about best practices in performance development. Provide training and consultation. Set clear policies about performance review practices

Source: MIT Human Resources 2012:1

SESIH (2007:5) adds the following benefits of performance development: the organisation will have motivated and dedicated staff with a clear understanding of the goals and expectations that link to the overall performance of the organisation and provide for job satisfaction; there will be improved working relationships between managers and their staff by encouraging positive communication and ongoing feedback; staff will receive coaching and support to enable them to fulfil the requirements of their position; and the organisation will have an equitable system for all staff that allows for fair and objective assessment in the review of staff performance. Having sketched the benefits of performance development, the next step is to describe the performance development process.

3.4   THE PERFORMANCE DEVELOPMENT PROCESS

90

Performance development is the systematic process of articulating an organisation's goals, relating these goals to the performance of people, uncovering the reasons for performance gaps, implementing solutions, managing change and evaluating the direct and indirect results (Institute of Training and Development (ITD), s.a.:1). A performance development process runs through various steps, these steps are the analysis of performance, finding the root causes, selecting the interventions, implementing the interventions and monitoring and evaluating performance. In the following sections a discussion of these steps is done by starting with the analysis of performance.

3.4.1 Analyse performance

Performance analysis is done to identify discrepancies, if any, between actual and desired performance. Performance analysis is done by observing employees in order to identify the causes of poor performance. Binder Riha Associates (2001:1) contends that performance analysis is done by interviewing and observing performers in order to identify the major accomplishments of their jobs and the milestones (or sub-accomplishments) that represent progress toward those major accomplishments. Analysing performance intends to uncover, amongst other things, qualities, causes and effects (Prinsloo & Roos, 2006:103). The general purpose of such analysis is to construct or improve a performance system that supports desired accomplishments and milestones in a process that is essential to a company's success (Binder Riha Associates, 2001:2). When supervisors have analyzed performance, they must find the root causes of poor performance.

3.4.2 Find root causes of poor performance

Sometimes employees do not deliberately under perform. There are many reasons that cause employees to under perform. Mooney (2009:320) attests that poor performance can arise from a host of reasons including inadequate leadership, bad management or defective work systems. It is imperative, therefore, for supervisors to find out the root causes of poor performance

91

before attempting to deal with it. The reason is that different actions are likely to be effective in different situations (National Park Service TEL (NPS TEL), 2007:5). Poor performance should always be addressed as it occurs. The supervisor should not wait until the end of the cycle before he or she can start to correct behaviour that leads to poor performance. The Performance and Development Scheme (PMDS) encourages supervisors that where poor performance is identified, corrective action should commence immediately and not wait until the quarterly review or annual appraisal (ELRC, 2002:11). SESIH (2007:11) comments that effective and regular performance development will identify areas of poor performance at an early stage, before the problem adversely affects the working relationship of individuals and team. The University of Technology, Sydney (UTS) (2008:7) attests that participating in the performance development process can help address and manage performance problems before they become serious. Since the root causes of poor performance are numerous, the most common ones will be discussed below:

Unclear job expectations: All employees need to know what is expected from them. If expectations are clear, the chances of the employee not meeting the expected standards are minimal. However, if expectations are not clear, the chances are that the employee will not achieve the goals of the organisation. Hunt and Weintraub (2011:251) concur that employees need to know what is expected of them at work and they also need to have the material and equipment required to do their job. Goodman (2013) attests that unclear expectations lead to poor performance by employees. According to the Public Service Commission (PSC) (2007:14), if the department is not clear on its plans, or does not have the ability to cascade these effectively down through the organisation, individual employees may not understand what is expected of them.

Lack of communication: Sometimes the causes of poor performance are the direct result of supervisors who are not good communicators. Such supervisors fail to communicate time frames and objectives to employees. Hunt and Weintraub (2011:251) assert that poor managers are often poor

92

communicators. Such supervisors do not communicate expectations to employees on time. They start telling employees what they did wrong and usually these are mostly mistakes the employee did not know that they were mistakes. In the same vein the PSC (2007:14) asserts that even when clear objectives have been set and are documented, these are not communicated in a holistic way i.e. employees do not see the 'big picture'. This results in employees failing to meet targets and this affect other employees.

Poor motivation: Motivation plays a cardinal role in employee performance. According to Mawoli and Babandako (2011:1), motivation is the inner drive that pushes individuals to act or perform. A motivated employee outperforms a demotivated employee. Sasson (2014) attests that motivation manifest as a desire and as a driving force that pushes one to take action and pursue goals. Sasson goes further to say lack of motivation is one of the reasons for failure in a work place. Swanepoel *et al.* (2008:315) assert that a person might have all the skills, knowledge and abilities to perform well, but if the work motivation is not right, work performance will be suboptimal. Lack of motivation is caused by the lack of what the employee expects from the job. Different employees are motivated by different things in the workplace (Incorporated Labour Solutions (ILS), 2007:36).

Lack of skills: If adequate training has been provided and employees still perform poorly, it may be that they are simply unable to carry out the role because they do not have the necessary skills (Labour Relations Agency (LRA), 2012:7). Lack of skills occurs when employees are assigned jobs that they have no skill to do it (ILS, 2007:36). The cause of this is the filling of a vacant post with employees who are not skilled to do the job because a suitable candidate was not available or because of cadre deployment. Hunt and Weintraub (2011:252) comment that sometimes companies knowingly put the wrong person in the wrong role. This can occur for a variety of reasons, including a labour shortage. To circumvent such a situation, the supervisor should ensure that training is offered to help develop the employee (LRA, 2012:7).

93

Personal problems: The fact that personal problems can interfere with performance comes as no surprise to most managers who have been on the job for any length of time. What does come as a surprise to most managers is just how prevalent these problems are (Hunt & Weintraub, 2011:252). An employee who is troubled by personal problems (e.g. substance or alcohol abuse, financial crisis, stress or depression, family problems, psychological problems) will perform poorly (ILS, 2007:36; Queensland Government, 2012:36).

Lack of performance feedback: Every employee in the workplace needs to know how he or she performs. Dartmouth College (2008) puts forward that employees constantly report that knowing what is expected of them and receiving timely and constructive performance feedback are keys to having everything needed to execute their tasks. Lack of feedback results in employees making mistakes and taking wrong decisions while executing their tasks. According to Hellriegel *et al.* (2006:272), feedback is present when an employee receives direct and clear information about his or her performance.

Lack of support: Both new and experienced employees in an organisation need the support of their supervisors. When employees do not receive such support, they may struggle to achieve the goals of the organisation. Viedge (2007:111) attests that supervisors should support their staff and ensure that they know that they have confidence in them and will stand by them should the need arise. This support allows employees to be proactive as they do not have to fear what supervisors will do should they make an honest mistake. Hopkins (2009:291) also asserts that supervisors who believe that support is a necessary component of their work behavior, are more apt to engage in various developmental interactions with employees than supervisors who believe their behaviour should be purely task-centred.

Strength of unions: Poor performance in the public sector could also be attributed to the strength of the unions. Some members of unions deliberately under perform because they know that their unions will represent them in a hearing. Legislative regulations make it difficult for the employer to dismiss a

94

poor performing employee. The PSC (2007:13) mentions that collective agreements and legislative frameworks can make it extremely difficult for an employee to be dismissed for non-performance because labour unions represent their members in hearings.

Inadequate resources: Sometimes poor performance is caused by inadequate or lack of resources. The PSC (2007:15) states that the ability to manage poor performance is severely undermined by a lack of resources needed to meet set standards. According to the LRA (2012:6), employees will not carry out their roles competently if they are not provided with the necessary resources. Providing the right tools to assist employees to meet targets is fundamentally important to the performance management system.

According to ELRC (2002:9), if during the PMDS cycle, the ability of an employee to achieve the objectives stated in the Work Plan is affected by changed circumstances (e.g. altered priorities, lack of resources, organisational structuring etc.) these should be taken into account. Van der Waldt (2004:78) and the PSC (2007:x) also mention the following as the causes of poor performance: aloof and insensitive management (poor leadership); management styles; rapid technological progress; increased complexity of work; poor labour relations; lack of proper incentive schemes and reward systems; lack of receptiveness to innovation; work culture issues; lack of performance standards; and failure to implement the PMDS properly.

The PMDS encourages supervisors and employees to be aware of poor performance well before the formal appraisal discussion (ELRC, 2002:11). When the causes of poor performance have been identified, then there is a need to select intervention strategies to correct poor performance. The next section deals with the selection of an appropriate intervention strategy to correct poor performance of employees.

3.4.3   Select interventions

95

Any diagnosis of the cause of decline in performance brings with it the need for action (Buyon, 2005:18). Most of the time the selection of an intervention should not be the sole responsibility of the supervisor. The supervisor must engage the employee in the selection of the appropriate intervention strategy. Involving the employee in the selection process allows the employee to own the intervention. Sometimes the selection of the appropriate intervention strategy rests solely with the supervisor especially when the causes of performance decline are the result of personal factors. Buyon (2005:18) attests that the appropriate work performance intervention rests on the observational skills (of work performance decline) of supervisors. Their work should be to detect a work performance problem at the earliest time and to determine if the cause is work related.

When supervisors analyse performance, they must know how to interpret results obtained during the analysis before they can implement development solutions (Swanson, s.a.:8). Not all interventions can be undertaken at once. The supervisor must prioritise the selected interventions. The LRA (2012:3) mentions that each situation that causes poor performance will call for different remedial actions. Prinsloo and Roos (2006:77) assert that appropriateness measures the extent to which the design of an intervention programme or its major components and the level of effort being made to implement the programme, are logical in the light of the programme's objectives.

Once the appropriate intervention has been selected, the PMDS recommends that the supervisor and the employee should jointly develop a detailed performance development plan (PDP). PDP sets out the expected work results of the employee on a week-by-week basis and should include: (1) identification of any training needs (i.e. skill gaps) arising from the appraisal of performance against the Work Plan or Capabilities i.e. training needs for the current job; and (2) discussion of career plans and further development needs for the staff member to broaden their skills or to prepare them for higher level positions i.e. training needs for future jobs. The PDP must address any gaps between the job requirements and the employee's skills (ELRC, 2002:11-12). According to Harvard School of Engineering and Applied Sciences (2012:1), the underlying

96

principle behind a PDP is that performance is measured based on the accomplishment of mutually agreed goals established by the employee and the supervisor. The key thing to remember is that PDP is employee driven, i.e. the employee plays a significant role in creating goals, documenting accomplishments and identifying areas of improvement.

When the PDP has been completed, it is time to choose the appropriate intervention strategy to be used to improve performance. The choice of the most appropriate intervention strategy should be consistent with the goals and objectives of the organisation. According to Kleynhans, Markham, Meyer, Van Aswegen and Pilbeam (2007:124), there are a number of organisational constraints that inhibit organisations to implement strategies of improving the performance of their employees e.g. money and time available. Notwithstanding the constraints, improving the performance of employees is of cardinal importance if the organisation wishes to realise its goals and objectives. The following intervention strategies are discussed, namely: coaching and mentoring; counseling; delegating; performance appraisal for employee development; and training and development. The next section deals with coaching and mentoring.

3.4.3.1   Coaching and mentoring

While the functions of coaching and mentoring relationships invariably overlap, they are separate types of developmental work relationships (Fielden, 2005:5). Coaching starts when an employee does not know how to do a task or assignment. It takes place before problems occur (Rose Hulman Institute, 2008:5). Coaching can be defined as the process of helping an employee to develop on a one-to-one basis through the use of a coach (Grundy & Brown, 2004:178). Coaching is also a developmental strategy that enables people to meet their goals for improved performance, growth or career enhancement (Nor, 2009:2). The Rose Hulman Institute (2008:4) comments that coaching is a collaborative process where a supervisor and an employee continually set short and long term performance goals; listen actively to each other during coaching sessions; ask questions; share views; and negotiate approaches for

97

further development. Lawson (2007:2) attests that coaching is the most effective way of developing your employees. It is evident from the above that coaching is a process that takes time before it can yield positive results. It is also evident that during coaching, there is a face-to-face relationship in which employees are assisted by a coach (supervisor) to improve their performance and are allowed to grow.

Coaching includes daily guidance by supervisors to develop employees in their present position and to prepare them for promotion. It is a continuous process of learning, based on the face-to-face relationship between the supervisor and the employee. Lawson (2007:3) contends that coaching is an on-going process designed to help the employee gain greater competence and overcome barriers to improve performance. Nel (2010:207) and Minnaar (2010:178) concur that coaching is the unlocking of a person's potential to maximise their own performance by helping them to learn rather than teaching them. A coach is a peer or a supervisor who works with an employee so as to motivate him or her, help him or her develop skills and to provide reinforcement and feedback (Nor, 2009:2). In this study the term supervisor(s) instead of a coach is used. Coaching is not done haphazardly. It is done to improve the performance of employees and that of the organisation i.e. it benefits both the organisation and the employees.

Mentoring is an ongoing process wherein employees in an organisation provide support and guidance to others in order for them to become effective achievers of the organisation's goals (Bush & Middlewood, 2005:158). It is a formalised process whereby a more knowledgeable and experienced person starts a supportive role of supervising and encouraging reflection and learning within a less experienced and knowledgeable person, so as to facilitate that person's career and development (Miller, 2002:29). Daresh (2001:75) states that mentoring involves the creation and maintenance of a mutually enhancing relationship in which both the mentor and protégé can attain goals that are related to both personal development and career enhancement.

Mentoring is used in many settings such as business, health and education (Reh, 2011:1). Van der Merwe (2010:146) also comments that although mentoring was initially defined as a workplace learning approach implemented and studied in business and corporate settings, it has now also been adopted by education organisations. The former Chief Director of the Free State Department of Education, Mr. K. Khoarai, introduced a mentoring programme in 2002 for principals of underperforming schools in the Free State province. Mentoring was regarded as ongoing development of principals of underperforming schools, especially those that obtained less than 40% pass rate in Grade 12 results. Principals of well performing schools, those that were consistently obtaining a pass rate of 80% and above in grade 12 results, were assigned underperforming schools to assist and mentor principals of those schools. It was eventually abandoned in 2005 because mentors started to concentrate on underperforming schools and neglected their own schools.

According to Loock, Grobler and Mestry (2006:41), mentoring is based on the principle that for people to develop they need the support of others. It is also a significant part of the socialisation process for educators learning a new role (Bush & Middlewood, 2005:157). In the same vein, Lumby (2003:144) asserts that mentoring may be appropriate at the point of entry to a career or to a new school, or on being promoted and taking up new responsibilities. Naidu, Joubert, Mestry, Mosoge and Ngcobo (2008:97) see mentoring as a dynamic and reciprocal relationship in a work environment whereby a more advanced and wise career incumbent (mentor) helps a less experience person – usually not a direct employee – who has development potential (mentee) in some specified capacity. According to Weinstein (2008), mentoring entails a relationship bound by trust between two individuals in which one trusts highly in the other's competency to achieve an objective (Thobi, 2010:42).

From the above discussion of mentoring, one can draw the following derivations: Firstly, in mentoring, two people are involved namely the mentor and the mentee. Minnaar (2010:178) defines a mentor as a trusted advisor and confidante. On the other hand a mentee is someone who is being supported and guided towards improving his or her performance so that the

99

organisation's goals and/or objectives could be realised. Thomson (2002:148) attests that a mentor is someone (usually a work colleague) at the same or higher level than the individual, for whom he or she is responsible and to whom the individual can go to discuss work-related issues. Mentors can pass on practical insight derived from experience and can pick up on new ideas and attitudes. Secondly, the mentor is an experienced person while the mentee is less experienced. Thirdly, the mentor helps the mentee to develop because the mentee has the potential to develop. Fourthly, the mentor need not be the supervisor of the mentee. Lastly, reciprocal means that learning comes from both sides, i.e. the mentee learns from the mentor and that the mentor also learns from the mentee.

When mentees enter a mentoring relationship, they are prepared to be supported to learn the robes of the job they have been appointed to perform. They develop their skills of doing their job with the aim of performing to the satisfaction of the supervisor and also to their own satisfaction. Parsloe (2008:1) shares the same sentiments by commenting that mentoring is to support and encourage people to manage their own learning in order that they may maximise their potential, develop their skills, improve their performance and become the person they want to be.

3.4.3.1.1 Benefits of coaching and mentoring

Coaching and mentoring have numerous benefits. Some of the benefits are discussed below:

• **Recruitment and retention:** When employees are coached and mentored, they feel valued by the organisation that employed them. According to The Chartered Institute of Management Accountants (CIMA) (2002:5), coaching and mentoring can be a useful tool in recruitment and retention because the employees feel valued and the management is clearly communicating its commitment to training and development. Fielden (2005:16) states that investing in training programmes can impact on employee's feeling

100

of self-worth within the organisation. Employees are more likely to remain in an organisation which they feel has an interest in them and their developing career. Baker (2013:4) mentions that by developing employees to help them achieve their greatest potential contributes to increasing employee loyalty and commitment to the organisation.

- **Continuous learning:** The world of work needs employees who are continuously prepared and are willing to learn new methods of doing their jobs. It is through coaching and mentoring that employees will be able to receive lifelong learning. Lifelong learning, according to CIMA (2002:1), means self-directed growth. It means understanding yourself and the world. It means acquiring new skills and powers – the only true wealth you can never lose. It means investing in yourself to be more productive.

- **Cost-effective:** Coaching and mentoring are cost-effective techniques of developing employees. Coaching and mentoring are done at the workplace and do not need a budget to implement them. CIMA (2002:6) attests that coaching and mentoring are actually cost-effective ways of making long-term changes in your organisation's culture and operations. Fielden (2005:16) states that a coaching relationship is a cost-effective way for the organisation to foster and develop talent.

- **Staff motivation:** Employees who are continuously coached and mentored are always motivated to perform to the best of their abilities and to the organisation's effectiveness. In this regard, Baker (2013:5) comments that coaching helps maintain motivation by ensuring employees remain focussed on what is important and help them see the significance of their contribution to the overall aims of the organisation. It helps employees take appropriate actions to maximize the use of their skills, abilities and aptitudes within the work environment. Barnett (2009:2-3) asserts that motivated employees are committed to achieving clear goals and improving their performance. This results in greater productivity and more self-reliance among the employees, with less need for regular supervision by management.

101

- **Complement training and development initiatives:** Since much of the learning which occurs during courses can dissipate as soon as the employee gets back to work, using coaching and mentoring to ensure the transfer of learning can greatly increase the return on investment in training. In this way coaching and mentoring can be used to complement other training and development initiatives (Barnett, 2009:3).

- **Increased communication:** Coaching and mentoring relationships require increased communication. It is during these relationships that employees are guided, supported and encouraged to perform to the realisation of the organisation's goals. According to Fielden (2005:16), it is through coaching and mentoring that supervisors are able to communicate organisational decisions and ideas to employees. Baker (2013:1) also mentions that coaching and mentoring use advanced communication skills and a wide variety of tools and techniques to assist employees develop greater awareness, self-confidence and the ability to move forward in the areas of their life they want to change by creating an ideal environment for positive action to take place.

- **Change in behaviour:** When done correctly, coaching and mentoring may change the behaviour of employees. CIMA (2002:6) states that mentoring and coaching (because they focus on the individual and tend to be more long-term) are capable of initiating a real change in behaviour rather than rhetoric about it.

It is evident from the above that coaching and mentoring relationships are meant to be long-term relationships with the employee. A more short-term relationship that aims to develop employees is counselling. The next section deals with counselling.

3.4.3.2 Counselling

102

Counselling is a formal process, initiated when an employee has not responded to advice and assistance that has been provided to him or her on a less formal basis (Hawkes, 1999:2). It should be focussed on resolving the problem or problems of employees with a view to assist them to change their behaviour. According to the Rose Hulman Institute (2008:5), counselling forces an employee to face the issues with their performance or behaviour and gives them and opportunity to change. This is an opportunity to reinforce the employee's accountability for rectifying performance deficiencies or conduct issues. Lawson (2007:4) mentions that counselling is problem solving directed at personal issues that are affecting or have the potential to affect performance. It often involves personal problems such as marital and family problems, substance abuse and emotional and psychological barriers. Counselling refers to a process of assisting employees to perform to expected standards and should not be confused with counselling provided by professionally qualified counsellors (Williams & Swails, 2000:1). In the same vein Hawkes (1999:1) attests that the term 'counselling' is used in the sense of assisting employees to achieve and maintain a satisfactory standard of work performance and should not be confused with the type of counselling provided by professionally qualified counsellors.

Counselling is introduced in the workplace because management realises that an employee is performing poorly as a result of factors inside and/or outside the workplace e.g. personal problems. Rose Hulman Institute (2008:5) attests that counselling occurs when an employee knows how to do the assignment but is not able or willing to do it. ILS (2007:36) asserts that counselling may be regarded as a caring facility to assist employees with personal problems, to help employees to deal with organisational change, or as a mechanism for managing stress. Change in behaviour and improvement in performance should be the primary objective of counselling. Like other processes that improve the performance of employees, counselling, too, has its benefits.

3.4.3.2.1   The benefits of counselling

103

The following benefits of counselling are mentioned: counselling decrease costs related to turnover, burnouts, absenteeism and accident-related disability; it improves employee performance and therefore leads to an increase in productivity; the counsellor can play the role of a business partner to manage behavioural problems brought about by organisational changes; it provides a means of understanding and addressing employee problems which are very often not directly related to the workplace; it also provides a confidential service for the employee to discuss problems without directly involving management (Ball, 2006:47; Navare, 2008:2).

Employees could also be developed through delegation. The next section deals with delegation as a technique of developing employees.

3.4.3.3   Delegation

Delegation means using other people to perform your work. It means entrusting employees with a task. According to Grimes (2011:9), delegating is breaking a large task down into components and assigning their completion to others because the time available for completion or the sheer size of the project requires more than one person's skills, knowledge or involvement. When supervisors delegate a task(s) to employees, they must also delegate authority. According to Hameed and Waheed (2011:227), if supervisors delegate authority to employees to perform a task that can also lead performance enhancement. This will lead to achieving organisational goals and thus enhance organisational performance (effectiveness).

According to Callier (2010:22), to a leader/supervisor, delegation means "development". It provides an opportunity for the development of leadership. When delegating a task to an employee, the supervisor should look at what the employee possess. According to Billikopf (2003:128), delegating work to employees is usually more productive if employees: possess knowledge and the experience relevant to the issue at hand; are interested in the issue;

104

appreciate its importance; have an understanding of and agreeing with the goals of the organisation; have a desire for autonomy, responsibility and growth; are tolerant for uncertainty and ambiguity, as opposed to needs for a firm structure; and had previous involvement in decision making. Delegation has its benefits if practiced well.

3.4.3.2.1 Benefits of delegation

Delegation benefits the employee in various ways. The following are some of the benefits of delegating to employees:

- **Empowering employees:** When supervisors delegate duties to their employees, they are actually empowering them e.g. a principal who delegates a duty to a junior educator, he or she is empowering that educator to learn more regarding managerial tasks. According to Hameed and Waheed (2011:227), empowerment means to increase the capacity of employees and also provide freedom of work which will build confidence among employees. Empowerment also means assigning responsibilities, authority and decision-making power to employees and holding them accountable for results. Empowering employees enhances their skills and performance (Fracaro, 2006:4). It must be noted, however, that empowerment of employees does not mean to over-delegate. Billiikopf (2003:123) contends that delegation and empowerment work best when done in small increments. In this way employees will be able to understand what they are suppose to do. According to Grimes (2011:9), empowerment requires supervisors to know employees well enough such that the task they delegate contains the opportunity to learn something new, to use a unique skill or knowledge or to demonstrate a valuable competence such as managing a small project.

- **Job satisfaction:** Job satisfaction has often been thought of as an emotional state resulting from the evaluation or appraisal of one's job experience. It is a feeling of sharing beliefs and values with one's entire organisation – itself a positive emotional state (Harrison, Newman & Roth,

105

2006:306). Buss (1988) describes job satisfaction as an employee's perception that his or her job allows the fulfilment of important values and needs (Pietersen, 2005:19). In the same vein, Yeoh (2007:3)and Lee and Bruvold (2003:984) refer to job satisfaction as an affective reaction/response to a job that results from the incumbent's comparison of actual outcomes with those that are desired.

According to Tella, Ayeni and Popoola (2007:4-5), Lathan (1998) suggested three important dimensions of job satisfaction and these are that:

- o Job satisfaction is an emotional response to a job situation. As such it cannot be seen, it can only be inferred.
- o Job satisfaction is often determined by how well outcome meet or exceed expectations. For instance, if employees feel that they are working harder than others but receive fewer or same rewards, they will have a negative attitude to work. However, if they feel that they are being paid equitably, they are likely to have a positive attitude towards the job.
- o Job satisfaction represents several related attitudes which are most important characteristics of a job about which people have effective response like the work itself, pay, promotion opportunities and co-workers.

Delegating duties to employees may result in them being satisfied with their jobs because they become aware that the supervisor or the organisation cares about them. Job satisfaction describes how content an individual is with his or her job (Parvin & Kabir, 2011:113). Job satisfaction depends on the nature and also to what the employee finds in the job. According to Parvin and Kabir (2011:113), there are number of factors that can influence an employee's level of job satisfaction such as: the level of remuneration and benefits; the perceived fairness of the promotion system within the organisation; favourable working conditions; leadership and social relationships; and the job itself.

106

- **Building confidence and trust:** Employees were born in relationships, they live and continue to live in relationships and they eventually find themselves in relationships in the workplace. To stay in a workplace relationship, an employee must have trust in the organisation that employed him or her. Trust, according to Rogers and Riddle (s.a.:2) means confidence. Confidence that others' actions are consistent with their words; that the employees with whom you work are concerned about your welfare and interests apart from what you can do for them; that the skills an employee have developed are respected and valued by his or her co-workers and the larger organisation; and that who employee is and what he or she believes truly matter in the workplace. In the same vein, Mabuza (s.a.:online), attests that trust is the ability to build confidence in a relationship so that both parties believe the other will not intentionally hurt them but will act in their best interest.

To Lyman (2003:24-25), trust is found in three characteristics of workplace relationships. First, trust grows out of the ability to perceive others (management in particular) as credible – that what they say is true, that their actions are consistent with their words and that they will be ethical in their business practices. Second, trust depends on how much employees experience respect – through support provided for professional growth, the inclusion of employees' ideas in decision-making and through care, both within the workplace and in life outside work. Lastly, trust grows out of a sense that one will be treated fairly by others – that regardless of position or personal characteristics, one can expect a certain level of fair and equitable treatment by people within the organisation in terms of pay and benefits, career development opportunities and the just resolution of problems and concerns. A technique that assists organisations to check the effectiveness of the employees' performance is by using performance appraisal.

3.4.3.4   Performance appraisal for employee development

Appraising employee performance in organisations is a complex task. It is often an unacknowledged but always inevitable component in the supervisory process. Judgements about how employees are performing will be made

107

whether or not there is a formal performance appraisal system because people regularly make judgements about others (Flaniken, 2009:2). A performance appraisal system normally provides to employees certain descriptions and an evaluation of work expectations (Leon County Personnel Policies and Procedures Manual, 2012:1). Law (2007:18) identifies five elements that are common to almost all performance appraisal systems, namely: 1) The performance, behaviours or traits of individuals (not teams, groups or departments) are rated or judged by someone else; 2) These ratings or judgements are scheduled (usually annually or quarterly) as opposed to being tied to completion of particular tasks or projects; 3) Such ratings and judgements are not applied to selected individuals, but rather are systematically undertaken with all employees of a particular department or organisational unit; 4) The process is either strictly mandatory or tied to some reward system (such as pay raises or promotions); and 5) Information is recorded and kept in the employee's file by the employer.

The use of performance appraisal is, however, not limited to giving a rate for financial rewarding or for disciplining an employee. It could also be used to develop an employee with the aim of improving his or her performance. Van der Waldt (2004:245) concurs that performance appraisal plays a role in reinforcing and improving performance and determining career goals and training needs. If conducted well, performance appraisal will benefit the employee in various ways.

3.4.3.3.1 Benefits of performance appraisal

Performance appraisals have numerous benefits if it is well designed and practiced objectively. The following benefits have been identified by various authors:

- **It promotes common understanding of work objectives:** Sometimes, it is during performance appraisal that supervisors realise that employees did not understand the objectives set at the start of the appraisal cycle. According to IOD (2007:1), it is during the appraisal meeting where key objectives are

108

clarified to make it possible for the employee to achieve or exceed them. Flaniken (2009:5) asserts that performance appraisal provide a managerial instrument for goal setting and performance planning with employees.

- **It aids in employee development:** Performance appraisals assist in identifying the strengths and weaknesses of employees. It also assists in determining how their strengths can be utilised within the organisation and weaknesses overcome through training and development (Joana, 2012:1).

- **It assists in revealing problems:** Appraisal assists in identifying problems which may be restricting employees' progress and causing poor performance. When problems that lead to poor performance are identified, employees gain a better understanding of their faults and they are able to adjust their behaviour accordingly. According to IOD (2007:1), by identifying and correcting problems, the supervisor is actually improving the employee's performance.

- **It improves communication:** When the supervisor gives employees an opportunity to talk about their ideas and expectations and to be told how they are progressing improves the performance of employees. Appraisals also give supervisors and employees an opportunity to discuss the employees' long-term career goals and plans (Van der Waldt, 2004:245). Joana (2012:1) concurs that performance appraisals allow supervisors and employees to communicate about work and career related issues.

According to Flaniken (2009:5-6), performance appraisal benefits the organisation in four ways. These are: First, performance appraisal can improve organisational decisions including reward allocation, promotions, layoffs and transfers. Second, performance appraisal can improve employee career decisions about where to focus one's time and effort. Individual employees must make many decisions concerning their present and future roles. Third, performance appraisal can assist organisations by providing a set of tools for evaluating the effectiveness of current or planned ways of operating. Finally,

performance appraisal can impact employees' views of and commitment to the organisation.

Having discussed how performance appraisal can develop employees, it is now necessary to concentrate on training and development as another formal way of developing the performance of employees.

3.4.3.5   Training and development

Training and development are concepts that need to be understood thoroughly in
order to manage training and development processes in any organisation (Erasmus *et al.,* 2008:2). Training and development are used interchangeably (Obisi, 2011:83). It is for this reason that an attempt is made to clarify these two concepts.

3.4.3.5.1   The concept training

Training is a planned effort to provide employees with specific skills to improve their performance (Gomez-Mejia, Balkin & Cardy, 2008:408). It is about learning something new that will change the way you think, behave and feel (Kleynhans *et al.,* 2006:114). Saleem, Shahid and Naseem (2011) define training as the systematic process of altering the behaviour and or attitudes of employees in a direction that increases the achievement of organisational goals. On the other hand Nel (2010:467) define training as a learning experience in that it seeks a relatively permanent change in individuals that will improve their ability to perform. In the same vein Hellriegel *et al.* (2006:245) assert that training refers to improving an employee's skills to the point where he or she can do the current job more effectively. Obisi (2011:82) refers to training as a process through which the skills, talent and knowledge of an employee is enhanced and increased. Obisi further argues that training should take place only when the need and objectives for such training have been identified. It is evident from the above that the main aim of training is to effect a change in employees' performance and behaviour so that they can perform

110

their duties better than before. It also became evident that training must be done when the need arises. During training, employees improve their skills and this assists them to achieve the objectives of the organisation. Erasmus *et al.* (2008:5) concede that training is the way in which the enterprise uses a systematic process to modify the knowledge, skills and behaviour of employees to enable them to achieve its objectives.

When the work standard of employees is low because of lack of skills to do the job, training can be regarded as a 'deliberate intervention' by the organisation or supervisors to help employees to realise the objectives of the organisation. The purpose of training, therefore, is to develop the abilities of employees and to satisfy the current and future needs of the organisation (Nel, 2010:467; Erasmus *et al.,* 2008:2). There are two types of training, namely on-the-job training and off-the-job training. According to Obisi (2011:83), on-the-job training may consist of teaching or coaching by more experienced people or trainers while off-the-job training may be done by people outside the organisation. When an organisation trains employees, it expects them to change the way they were performing, to be more productive and to benefit the organisation. Effective training enables employees to learn to do their jobs better and perform more proficiently (Chatterjee, 2009:101). Effective training can also improve morale and increase an organisation's potential (Gomez-Mejia *et al.,* 2008:408). At the training, employees are expected to gain what Kleynhans *et al.* (2007:115) refer to as job-related competencies such as knowledge, skills and attitudes:

Knowledge is the information we learn and keep in our memory. We then use this knowledge when we need it. Employees need to learn skills of doing their job to the benefit of the organisation.

Skills depend on our knowledge. A skill is the ability to do something beyond just knowing it. For example, it does not mean that a person who knows how to open a computer is computer literate. They still have to demonstrate their competency in the use of a computer. At training, a task will be demonstrated and employees are given the opportunity to demonstrate their competencies.

111

Attitudes are beliefs and opinions we hold about things, people and events. Attitudes can be positive or negative feelings. People's attitudes affect their motivation and this influences their behaviour. During training, employees must have a positive attitude towards their learning and the training process as a whole. A positive attitude results in the employees being successful in their job.

It is evident that it is through training that employees learn better ways of doing their jobs. If the performance of office-based educators is improved, they will improve the performance of all educators and hence the quality of education services they deliver. To have lasting results, when office-based educators are trained, the DBE or supervisors need to employ an integrated approach of accurately explaining what a desired performance is and what blocks the achievement of this desired performance. If this can be done, the DBE or supervisors will be able to permanently resolve poor performance. Johns Hopkins University/Center for Communication Programs, Population Services International (JHPIEGO) (2012:2) concurs that to have a lasting impact, training cannot be an isolated event. Instead we need to employ an integrated process that identifies the most appropriate solution by first defining what desired performance is and then finding out what is inhibiting the achievement of that performance.

One cannot separate training from development as these processes go hand-in-hand i.e. there is no training without development and there is no development without training.

3.4.3.5.2   The concept development

Development refers generally to the development of employees as a group within an organisation rather than that of the individual (Erasmus *et al.,* 2008:3). Swanepoel *et al.* (2008:446-447) assert that development of employees is a broad term which relates to training, education and other intentional or unintentional learning and which refers to general growth through learning. The purpose of developing employees, formally or informally, is to equip them with the necessary skills so that they perform effectively and

112

efficiently, to prevent poor work performance and to maintain good work performance. Hameed and Waheed (2011:224) opine that employee development means to develop the abilities of individual employees with the aim of increasing their performance. According to Le Roux (2002:112), development in education is seen as all the systematic and ongoing efforts made to provide opportunities to employees in all spheres of an organisation to acquire new knowledge, skills and attitudes to do better in their work and to attain organisational objectives more effectively and efficiently. Marx (2009:265) concurs that development is a systematic, planned experience to provide employee with knowledge, skills, abilities, insights and attitudes to prepare them to perform jobs the organisation will need in the future. It is evident that during development, employees acquire skills, knowledge, attitudes and insights that will assist them to achieve the goals that were set. Achieving the set goals leads to the organisation achieving its own goals.

PMDS is a system that combines two processes into one, namely, performance management and performance development. According to DPSA (1999:31), the primary orientation of performance management shall be developmental but shall allow for effective response to consistent inadequate performance and for recognising outstanding performance. PMDS is defined as all those processes and systems designed to manage and develop performance at all levels of the public service, specific organisations, components, teams and individuals (Van der Waldt, 2004:39).

While the concepts training and development cannot be separated, they do differ. The following section deals with differences between training and development.

3.4.3.5.3 Differences between training and development

Training and development are closely interrelated terms that help in achieving the objectives of the organisation while at the same time increasing the

113

efficiency and productivity of the employees (Olivia, 2011:1). According to Bacal (2011:2), if one wants to maximize training and development results by linking them to performance management, one needs to understand the difference between training and development activities. Although the two concepts are closely related and similar, there are some differences. Chatterjee (2009:102), Bacal (2011:2), Obisi (2011:83) and Olivia (2011:1) summarise the differences between training and development as follows:

- Training is usually a short-term process, while development is an on-going long-term process.

- Training is imparted mostly to non-managerial employees, while development is designed mainly for managers and executives.

- Training is confined generally to the area of hands-on and technical skills, while development relates more broadly to the level of interpersonal and decision-making skills.

- Training is concerned with the immediate improvement of employees, i.e. to equip employees with skills that will make them more effective in their jobs. Development is a process that makes employees efficient enough to handle critical situations in the future.

- Training focuses on short-term learning needs, while development focuses on developing long-term strategic capabilities.

- Training usually refers to some kind of organised (and infinite in time) activity/event e.g. a workshop that starts on a Monday and ends on a Wednesday. Development is more all-inclusive, e.g. when new employees are given mentors to help them about a new job. Development, therefore, is a broader term that includes training.

- Training generally refers to teaching of new skills in the professional field of the employee, e.g. an educator who is taught how to present CAPS (Curriculum Assessment Statement) to learners is being trained. Development on the other hand refers to enhancement of personal qualities of employees which do not have a one-to-one relationship with their current tasks, e.g. an educator who is assisted to manage his or her time is being developed.

114

- When training employees, the focus is on the roles employees are performing in an organisation e.g. when you train educators, you train them to be better educators. When developing educators, the focus is on developing the 'whole person' i.e. when you develop an educator, you develop him or her not only to become a better educator but also that he or she becomes efficient enough to deal with critical situations in life.

According to Hopkins (2009:286), supervisors are usually held accountable for ensuring that training and development occur because of their responsibility to oversee the performance of employees. When supervisors opt for training and development, they do so because they want to improve the performance of their employees by providing them with the necessary KSA's (knowledge, skills and attitudes/abilities). It, therefore, implies that training and development are done purposefully.

3.4.3.5.4 Purposes of training and development

According to Obisi (2011:82), training and development foster the initiative and creativity of employees and help to prevent manpower obsolescence, which may be due to age, attitude or the inability of a person to adapt him or herself to technological changes. Training and development is the field which is concerned with organisational activities aimed at bettering the performance of employees in organisations. The main purpose of training and development is to overcome the limitations, current or anticipated, that are causing an employee to perform less than the desired level. Hopkins (2009:286) attests that the purpose of training and development is to change or enhance the skills, knowledge or attitudes of employees. The following purposes were identified by different authors:

To improve performance: Training and development is meant to improve the performance of employees who perform below the expected standard. Sometimes employees perform unsatisfactorily because they lack the knowledge, skills, competencies and expertise of doing the job. These employees may be the newly appointed or newly promoted employees. Such

115

employees need to be trained and developed. Letsoalo (2002:310) and Grobler *et al.* (2006:302) concur that employees who perform unsatisfactory because of a deficiency in skills are prime candidates for training. They cite the following three reasons for this deficiency: (1) No selection device is able to predict success or failure all the time and training is often used to fill the gap between the new employee's predicted and actual performance. (2) Supervisors knowingly hire and promote employees who need training to perform at standard levels. They do this because vacancies exceed the number of applicants. Sometimes this is caused by cadre deployment. (3) Many a time management hires employees who possess the aptitude to learn and then trains them to perform specific tasks. According to Chatterjee (2009:103), more efficient and cost-effective ways of performing tasks are taught to employees during training, which naturally leads to enhanced productivity i.e. increased output at higher quality.

Update skills and prevent obsolescence: The tasks that employees execute are not static but are always changing. To keep pace with change, training becomes mandatory for employees in order to update them, teach them new skills and increase their efficiency (Chatterjee, 2009:102). Supervisors must always be aware of needed changes that take place in the world of work (especially in education) and must take precautionary measures to circumvent poor performance. Letsoalo (2002:310) and Grobler *et al.* (2006:302) attest that employees' skills must be updated through training such that technological advances are successfully integrated into the organization (such as the use of laptops, tablets etc.). Managerial obsolescence is seen as the failure to keep pace with new methods and processes that enable employees to remain effective.

Solve organisational problems: Despite the problems an organisation encounters, it is still expected to realise its goals and objectives. Grobler *et al.* (2006:303) concur that supervisors are expected to attain high goals in spite of personal conflicts, labour disputes, high levels of absenteeism and vague policies and standards. Training in problem resolution or conflict management is necessary in order to minimise problems.

116

Orient new employees: When people join an organisation, they join it with a variety of expectations. Some expect to be taught the skills of doing the job and others expect the organisation to satisfy their varying needs. Orientation of new employees is of cardinal importance in any organisation for it to succeed to realise its vision and mission statements. When orientation of new employees is not done, this may lead to employees doing what they think is correct and this may have a negative impact on their performance. Letsoalo (2002:310) asserts that new employees may experience surprise or even shock when events do not conform to their expectations.

Prepare for promotion and managerial succession: Most employees who join an organisation aspire for higher posts. They show their aspirations by going an extra mile when they perform their day-to-day chores. According to Chatterjee (2009:103), employees are not generally satisfied to work in the same position for long. Mobility is a major factor in motivation. Grobler *et al.* (2006:303) mention that such employees become motivated when they are subjected to a systematic programme of career development. Training and development enable employees to acquire skills and competencies needed for a higher post. Organisations that fail to provide such training often loose their most promising employees to other organisations. Odendaal and Roodt (2009:145) also attest that if an employee is to be motivated, the supervisor needs to be aware of the level an employee is currently on and focus on satisfying the needs at or above that level.

Satisfy personal growth needs: Many employees are achievement-oriented and they want to face new challenges on the job. When they do not achieve anything or do not get new challenges from the job, they become demotivated, non-productive and might eventually exit the organisation. The organisation, therefore, should not concentrate on training new employees only but should also train experienced employees because they also exist in this fast changing world-of-work. Letsoalo (2002:311) states that training and development can provide activities that result in both greater organisational effectiveness and increased personal growth for all employees.

117

It is evident from the above discussion that the main purpose of training and developing employees is to assist them to improve their performance. For training and development to achieve its purposes, it calls for supervisors to follow the process of training and development step-by-step.

3.4.3.5.5 The training and development process

The training and development process involves a number of stages. According to Holtzhausen (2009:242-243) and Nair (2011:1), these stages involve identifying needs, formulating goals, designing and administering a programme, delivering the training programme and evaluating this programme. The first stage is to identify training and development needs:

Identifying training and development needs: Firstly, a need analysis must be done. A need analysis is the starting point for any training and development process. It is done to determine which skills are needed to improve an employee's performance. Aguinis and Kraiger (2009:461) mention that conducting a thorough needs assessment before training is designed to help set appropriate goals for training and ensures that trainees are ready to participate. McClelland (2002:11) states that a needs assessment provides the information that is usually necessary for designing training needs. According to Nair (2011:1), by determining training needs, an organisation can decide what specific knowledge, skills and attitudes are needed to improve the employee's performance in accordance with the company's standards. Hopkins (2009:287) concurs that supervisors should identify competency needs in light of agency goals, current policies and service delivery approaches and match those with current employee competencies. A needs analysis of any activity that aims at improving the performance of employees involves the following:

- The identification of new and emergent training needs that are as a result of change and adaptation: Training and development needs arise from the job itself. They also arise from a comparison between desired and actual work methods or between desired and actual work results (Nel, 2010: 459).

118

- The identification of performance gaps that can be addressed by executing training to rectify those performance gaps: Needs could be determined by the use of questionnaires, attitude surveys, observations, interviews, low morale, low productivity and customer comment cards. When determining needs, one should keep in mind current and future needs of the organisation. Also, specific needs of employees should be determined through appraisal (Rudansky-Kloppers, 2009:242; McClelland, 2002:12; Nair, 2011:1).

According to McClelland (2002:12), there are two main reasons to conducting needs assessment, namely: it ensures that training and development programs are developed based on identified needs and it is relatively easy to implement. When training and development needs have been identified, the next stage is to formulate training and development goals.

Formulating training and development goals/objectives: Training and development goals are formulated based on identified needs (Nel, 2010:459). They are what employees would achieve and gain after undergoing training and development programmes (Obisi, 2011:86). Goals give direction and keep the employee focused. According to Hopkins (2009:288), goals provide the standard for measuring what has been accomplished and for determining the level of accomplishment. When goals have been formulated, the next stage is to design and administer a programme.

Designing and administering a programme: The supervisor must design an appropriate training and development programme that will assist to close the gap between actual and desired performance. Hopkins (2009:288) concurs that the supervisor must select (and/or provide) the appropriate type of training and identify ways in which new learning will be implemented and utilised. There are methods that could be used during a training and development programme namely, on-the-job training and off-the-job training. On-the-job training refers to training and development programme at the workplace and these are normally conducted by the supervisor (Rudansky-Kloppers, 2009:242). According to Nel (2010:465), these are structured training methods

119

that take place over time and against specific job criteria. Off-the-job training refers to the training and development programme outside the workplace. It is a formal programme such as study programmes presented by a training institution (Rudansky-Kloppers, 2009:242; Nel, 2010:465). When the training programme has been designed, the next stage is to deliver the programme.

Deliver the programme: This refers to the actual implementation of the programme. Delivering the programme requires the establishment of monitoring and evaluation systems that will be used to evaluate the training and development programme. Many benefits are derived from a substantial training programme. If employees are properly trained, they will do their job more effectively and with fewer mistakes. This makes them and the organisation more valuable to clients and ensures that the organisation provides better service (Mullins, 2008:15). Kleinhans *et al.* (2007:127) call this stage a development phase. Once the strategy of improving the performance of employees has been chosen, it is time to conduct the training and development programme. When the programme is being implemented, it needs to be evaluated to ascertain whether it achieves the objectives for which it was designed. The last stage will be to evaluate such a programme.

Evaluating the training and development programme: Any training and development programme can never be effective if it is not assessed or evaluated properly. Evaluation is done to ascertain whether the programme is achieving what it is intended to achieve, i.e. the programme has realised the goals and objectives it was set to achieve. Evaluation is an important stage in any training and development process. Chatterjee (2009:118) mentions that evaluation is of crucial importance in ascertaining whether or not the training programme is proving to be effective and its objectives are being achieved. Obisi (2011:87) contends that the process of evaluation enables us to know whether the programme has been worthwhile or a waste of time. Swanepoel *et al.* (2008:468) state that the purpose of evaluation is to determine the extent to which training activities have met the stated objectives. Rudansky-Kloppers (2009:243) attests that when evaluating the training and development programme, it must be evaluated against the set objectives or goals to check

120

whether they have been achieved. This can be done by observing whether the employees' performance has improved after the training. In the same vein Hopkins (2009:288) comments that supervisors need to evaluate whether the training resulted in changes in employees' knowledge, skill level, attitudes and behavior and performance effectiveness over time.

According to Nel (2010:463), the following aspects regarding the evaluation of a training and development programme are of cardinal importance if it is to be successful: Firstly, the evaluation of training is a continuous process and not something that occurs only at the end of the training period. Secondly, evaluation of training must be well planned and objectives must be clearly indicated. It must, therefore, not be conducted on an ad hoc basis. Thirdly, accurate and applicable measuring instruments must be used to obtain information for the purposes of decision-making. Fourthly, evaluation of training is a form of quality control. Lastly, evaluation is not directed at testing employees but at testing the entire training system.

According to Nair (2011:1), the benefits for evaluating the training and development programme are the following:

- Evaluation will provide feedback on the trainer's performance, allowing them to improve for future programmes.
- Evaluation will indicate its cost-effectiveness.
- Evaluation is an efficient way to determine the overall effectiveness of the training programme for employees as well as the organisation.

It is evident from the above discussion that the training and development process needs the support of all stakeholders. All stakeholders, including employees who are to be trained and to be developed, must be part of the process and must own it. Nair (2011:1) concurs that training and development must receive support from everyone in the organisation. It is a team effort and must be implemented by all members of the organisation for it to be fully

121

successful. If training and development is successful, it will benefit all stakeholders in the organisation.

3.4.3.5.6 The benefits of training and development

The benefits of training and development abound. Training and development benefit the organisation in various ways. Some of the benefits that have been identified by various authors are the following:

Organisational performance: When employees are equipped with new skills in their workplace through training and development, the result is that they will perform such that the organisation's goals and objectives are realised. Pfeifer (2008:4) comments that the benefits of training and development can be seen in terms of productivity increase. Jehanzeb and Bashir (2013:248) state that training and development programmes can be justified by the impact they create in developing employees and in organisational effectiveness. Saleem *et al.* (2011) observe that training and development is a work activity that can make a very significant contribution to the overall effectiveness and profitability of an organisation. Stewart (2008:9) also asserts that training and development provides immediate and/or long term improvements to employees, team and organisational performance.

Employee retention: Organisations that offer training and development programs are able to retain their employees because employees see them as caring for their careers. According to Stewart (2008:9), training and development have a positive impact on employee engagement and retention. In the same vein, Jehanzeb and Bashir (2013:248) contends that companies which are providing training and development programs to their employees are getting success in retaining them. Acton and Golden (2002:2) comment that for an organisation to thrive, it must create an environment that not only attracts people to join and give their best every day, but one that also thrives to retain existing staff. Lee and Bruvold (2003:992) echo the same sentiments that employees will be affectively committed to an organisation when the employer

122

commits to developing employees' skills and competencies, which in turn reduces their intent to leave.

Market growth: Training and development programs in an organisation increase the chances of attracting potential employees into the organisation. Stewart (2008:9) states that training and development builds and enhances the employer brand in the labour market and increases the chances of being seen as an employer of choice. This in turn attracts more talent as the new psychological contract is seen to have meaning by potential applicants. According to Jehanzeb and Bashir (2013:247), employee training and development programmes are important for any organisation to stay solvent and competitive in the market. This is also relevant to schools who are in competition to attract the best educators and learners.

Training and development also benefit the employee in various ways. The following benefits were identified:

Employee motivation: Training and developing of employees may increase their motivation level. According to Saleem *et al.* (2011), employees who are well-trained often have higher motivation and morale because they feel that the organisation has invested in their ability and development. They went further to say trained employees often work as teams because everyone is aware of the expectations and can achieve them together smoothly.

Job satisfaction: Parvin and Kabir (2011:115) refer to job satisfaction in terms of how people feel about their jobs and the different aspects of their jobs. They further mention that job satisfaction and dissatisfaction not only depends on the nature of the job, it also depends on the expectation of what the job supply to an employee. According to Lee and Bruvold (2003:984-985), training and development result in job satisfaction for the following reasons: An employee may perceive the organisation as representing the organisation's concern for their long-term growth; it gives employees a greater sense of control over their career due to the opportunities to update old skills and gain new ones and thus view themselves as more valuable in the external labour market should they

123

decide to leave; and it improves employees' perceptions about their employer and increases employees' overall positive feeling towards the employer, which in turn may impact on job satisfaction.

Self-development and self-confidence: Empowering employees by the employing organisation develops a sense of self-confidence. Nel (2010:476) concurs that training and development aid in encouraging and achieving self-development and self-confidence within employees. Lee and Bruvold (2003:984) comment that employees who believe their organisation is committed to providing the training skills and competencies that they need to remain employable, may reciprocate by demonstrating attitudes and behaviours commensurate with the amount of commitment they feel the employer has for them.

Employees' satisfaction: Training and development result in employees' satisfaction because the organisation takes care of their needs and their careers. According to Batool and Batool (2012:60), employee satisfaction has turned out to be the most important constituent of concern for supervisors and employers around the globe. This is due to the tied correlation of employees' satisfaction with their job performances. Employees who are satisfied in their jobs attain a higher rate of success while performing their jobs than unsatisfied employees. Lee and Bruvold (2003:992) attest that employees will be more satisfied with the job, more effectively committed to an organisation when the employer commits to developing their skills and competencies, which in turn reduces their intent to leave the organisation. Jehanzeb and Bashir (2013:246) mention that organisations that are providing training and development for their employees achieve high level of employee satisfaction and low employee turnover because employees believe that their work has a purpose and is important for the organisation.

New qualifications: Training and development allow employees to obtain new qualifications and thus result in employees being employable. Lee (s.a.:23) comments that qualifications gained by employees through employee development schemes, enhance the employability of individuals even if the

124

skills are unrelated to their current job. A qualification provides concrete evidence of their ability and willingness to learn.

Career competencies: Training and development equip employees with career competencies such as skills needed to perform the job. Jehanzeb and Bashir (2013:246) assert that employees learn the soft and technical skills required by their jobs during training and development. Saleem *et al.* (2011) assert that training and development aim at developing competencies such as technical, human, conceptual and managerial for the furtherance of employee and organisational growth.

Employee performance: Training and development change the behaviour of employees because of the new skills they have learnt. Jehanzeb and Bashir (2013:247) state that training and development affect the behaviour of employees and their working skills which then result in enhanced employee performance and further constructive changes that serve to increase employee performance. Hameed and Waheed (2011:224) comment that training and development must be recognised by employees who want to learn or who are willing to learn. When employees are willing to learn, they show their interest in the developmental activities, as a result they are more satisfied with the job which will lead to increase in employee performance.

It is evident from the benefits cited above that without training and development employees will be unable to perform to the required standards or expectations. Having discussed the different types of interventions from which supervisors could choose an appropriate intervention, the next step deals with implementation of the intervention that has been chosen.

3.4.4   Implement interventions

125

When an appropriate intervention to improve the performance of employees has been chosen, it must be implemented. Implementation of an intervention requires that supervisors should put systems in place that will measure the effectiveness of the intervention. JHPIEGO (2012:5) mentions that this step, sets interventions in motion. It integrates the concept of change into daily work and carefully manage the direct and indirect impact of that change to maintain organisational effectiveness and achieve performance improvement goals.

According to Lee (s.a.:17), when implementing a training and development scheme, the supervisor must consider factors such as:

- **Management commitment:** This factor is important for the success of training and development. If supervisors and management support and are committed to the scheme, it becomes part of the culture of the organisation.
- **Employee involvement:** Successful schemes often have some form of employee involvement. When employees are involved in the decision-making process in the organisation, resistance in the implementation of decisions will be lower. Employee involvement may be through their trade union inputs or by including several employees in the running of the scheme.
- **Good administration:** This involves making available all adequate resources that are essential to the success of a system. Inadequate or lack of adequate resources will result in the scheme failing to achieve the goals of the scheme.

During the implementation step, monitoring and evaluation of the chosen intervention strategy need to be performed.

3.4.5   Monitor and evaluate performance

126

When an intervention has been chosen and is implemented, the supervisor must check whether the desired change in performance is being noticed. In order for the supervisor to notice the desired change in performance, he or she must monitor and evaluate performance. Performance monitoring involves the tracking of performance on an ongoing basis in order to determine whether or not the achievement of objectives is likely to occur (Van der Waldt, 2004:67). Minaar (2010:157) concurs that performance monitoring is a continuous process. Its aim is the early detection of performance deviation so it can be treated before it has a devastating impact on the measurable performance. In the same vein DPSA (1999:31) asserts that during the PMDS cycle the supervisor is required to monitor an employee's performance on a continuous basis.

According to Viedge (2007:110), a supervisor monitors and manages performance by wandering around (MBWA). The supervisor moves around to see what employees are doing and to discuss their progress in achieving the objectives. This approach also gives an employee a chance to discuss performance problems that may have risen. Also, the supervisor could hold meetings, making telephone calls or write reports. Performance is monitored for a number of reasons. Minnaar (2010:158) lists the following reasons:

- To determine progress made or obstacles in achieving objectives and targets.
- To enable supervisors and employees to deal immediately with performance problems.
- To identify and provide the support needed.
- To modify objectives and targets.
- To ensure continuous learning and development.

Other than monitoring performance, the supervisor also needs to evaluate performance. Evaluation of performance is done by comparing an employee's present performance to his or her improved performance. Evaluation is an in-depth process of investigation, which assesses whether or not stated

objectives have been reached and the nature of the process undertaken (Van der Waldt, 2004:67). According to Minnaar (2010:157), performance evaluation is done at predetermined, regular intervals to determine and assess the performance of the executing institution, its composing sub-organisations and the individuals responsible for delivery for accountability (official reporting) purposes. Performance evaluation is usually done at two levels namely at the formative and the summative level. Formatively, evaluation is generally done midway through a project or process, to assess what has happened to date, in order to adjust future implementations (Van der Waldt, 2004:67). Summatively, evaluation is undertaken at the end of the project or process in order to assess what has happened and draw conclusions about success or failure of the process (Van der Waldt, 2004:67).

When evaluating performance, the supervisor should do a number of activities. Some of the activities involve: reviewing goals and objectives from the last evaluation and assess whether or not they were met; reviewing the employee's own evaluation of his or her performance and then give your evaluation; look at accomplishments and then review areas for improvement; discuss whether changes are needed in the employee's job description; resolve disagreements; develop a performance development plan, career goals and competencies (skills) needed now and in the future; ask for reactions (positive and/or negative) to your evaluation; and give the employee an opportunity to raise any other questions that he or she has (Fields, 2001:213).

Having discussed the performance development process, there is a need to look at the legislative and regulatory framework that governs performance development in the Public Service.

3.5 THE LEGISLATIVE AND REGULATORY FRAMEWORK THAT GOVERNS PERFORMANCE DEVELOPMENT

The education system in South Africa, before 1994, was not producing enough skilled labour to respond to the market demands of the country. The result was that the majority of citizens were unemployable. The changed political environment in South Africa, after 1994, compelled the state to address the

128

problem of unskilled labour. To do this, parliament passed laws that were aimed at addressing the shortage of skilled labour. Nel (2010:431) concurs that the state is compelled to take the lead in developing policy that is supportive of the economic and social changes that the country is facing. Hand in hand with policy goes legislation that should make provision for enabling mechanisms that will also regulate the actions and inputs of those involved in the training markets.

To improve on the low skill-base and the shortage of skills in South Africa, the government promulgated three Acts, namely the Skills Development Act No. 97 of 1998 (SDA), the Skills Levy Act No.9 of 1999 and the South African Qualifications Authority Act No. 58 of 1995 (SAQA). According to Du Toit, Erasmus and Strydom (2007:264), these Acts form part of the national skills development strategy, a new approach that aims among other things, to link learning to the demands of the world of work, to develop the skills of the existing workers and to enable employees to become more productive and competitive. Table 3.3 below sketches the legislative framework governing performance development.

Table 3.3:   Legislative framework governing performance development

SOURCE	PROVISION
SDA (Skills Development Act) No. 97 of 1998	Section 2(1) of the SDA sets the following purposes of the Act namely: To develop the skills of the South African workforce. To increase the level of investment in education and training in

129

	the labour market and to improve the return on investment.
	To use the workplace as an active learning environment to provide employees with opportunities to acquire new skills and to provide opportunities for new entrants to the labour market to gain work experience and employ persons who find it difficult to be employed;
	To encourage workers to participate in learnerships and other training programmes.
	To improve the employment prospects of persons previously disadvantaged by unfair discrimination and to redress those disadvantages through training and education.
	To ensure the quality of education and training in and for the workplace.
	To assist work-seekers to find work; retrenched workers to re-enter the labour market and employers to find qualified employees.
	To provide and regulate employment services (the Government Gazette 401 (19420) of 1998:8; Nel, 2010:109-110).
SDLA (Skills Development Levies Act) No. 9 of 1999	**Purpose of the Act** The purpose of the Act is to provide for the imposition of a skills development levy for the purpose of funding education and training as envisaged by the Act (Du Toit *et al.,* 2007:265) **Levy to be paid** Section 3 of the act stipulates that every employer must pay a skills development levy at a rate of 1% of an employee's total remuneration and that this levy will be collected by the South African Revenue Services (SARS) (Swanepoel *et al.,* 2008:440).

130

SAQA (The South African Qualifications Authority Act) No. 58 0f 1995	**Rationale of the Act** In the past, it was difficult to judge the credibility and market value of a course and to determine the value of the qualifications achieved by trainees. The South African Qualifications Authority Act (SAQA) was developed to address these problems by providing a regulatory framework for a comprehensive national recognition framework consisting of national standards to improve the quality and relevance of training (Nel, 2008:434). **Vision and Mission of SAQA** Vision: The vision is to develop the training and education system that reflects the objectives of the National Qualification Framework (NQF). Mission: The mission is to ensure the development and implementation of a NQF that contributes to the full development of each learner and to the social and economic development of the nation at large (Nel, 2010: 434).
PSCBC (Public Service Coordinating Bargaining Council) Resolution 1 of 2003	This resolution prescribes the disciplinary procedure for the Public Service and outlines actions that are considered serious misconduct warranting formal action. Poor performance is cited as one of the transgressions amongst the list of misdemeanours cited by the procedure (Public Service commission (PSC, 2007:9).
PSBC (Public Service Coordinating	Section 4 of the resolution outlines a procedure in respect of poor performance. The procedure is stated as follows:

131

Bargaining Council) Resolution 10 of 1999	**Subsection 4.1** compels the employer to give written reasons if the employer is of the view that an employee is not performing in accordance with the job that the employee has been employed to do. The employer is also compelled to consider the employee's reasons in a meeting which may also involve an employee representative should the employee so choose. **Subsection 4.2** of the resolution describes what should transpire within the meeting i.e. it sets agenda on issues that should be discussed in the meeting. **Subsection 4.3** deals with a process to be followed to improve performance including agreeing on the time-frames by when performance should have improved. It also places a duty on managers to remove or address barriers to performance. **Subsection 4.4** deals with formal notification to the employee if the level of performance of the employee has not improved within the time-frames established in terms of subsection 4.3. **Subsection 4.5** of the resolution deals with choices that the employer can consider after consulting with the employee, including instituting formal misconduct proceedings. **Subsection 4.6** is a reminder that prior to exercising any option in dealing with consistent poor performance, a hearing would be necessary to establish the severity of failure to meet the performance standards. **Subsection 4.7** provides guidelines to the employer that should a decision be taken to place an employee in a different job that entails lower pay, consent must be obtained from the employee (PSC, 2007:9).

The legislative and regulatory framework governing the training and development of employee performance leads to the manner in which good performance should be rewarded.

3.6 REWARDING EMPLOYEES FOR GOOD PERFORMANCE

Recognizing and rewarding employees' performance may change the behaviour of employees such that they perform towards achieving the goals and objectives of the organisation. Lawson (2007:9) states that employee recognition teamed up with incentive programs can be very effective but should be tied to organisational goals. According to Swanepoel *et al.* (2008:504), a total remuneration package normally include a base remuneration received as salary or wages, pay incentives or rewards designed to reward employees for good performance and benefits or indirect remuneration. Employees who perform to the required standards must be rewarded for the good work they have done. Recognition or rewards are intended to motivate employees to work better than before so that organisational goals are achieved. Hellriegel *et al.* (2006:250) attest that incentives must be aligned with the behaviours that help achieve the organisation's goals. Rewards for outstanding efforts are aimed at motivating employees to always strive at performing beyond the expected standard.

According to Swanepoel *et al.* (2008:504), rewards are usually financially based. Their use stems from the general belief that pay is able to motivate employees to exceed minimum performance requirements and increase organisational effectiveness. The role of money as a motivator is often downplayed (Smit & De J Cronje, 2003:359). According to Mooney (2009:33), the following criteria are critical to successfully linking performance to financial reward: rewards must be clearly lined and proportionate to effort and results; clear, fair and understood criteria are used to judge performance; clear and meaningful targets are set; employees and supervisors can easily monitor performance against targets; the reward scheme is properly designed, implemented and maintained; the scheme is designed to ensure employees

133

cannot receive inflated awards unrelated to their performance; and employees are involved in the development and operation of the scheme.

Sirota *et al.* (2006:5) comment that employees view money as the way to provide for their basic and material needs. It equals a fair return for their labour. It is one measure of their personal achievement and it is a potent symbol of the value an organisation places on the contribution of its employees. Nel (2010:347) asserts that whether someone perceive money as a motivator or not depends on what that person perceive as a motivator. Motivation is an internal, inward desire to achieve a primary goal. An employee exerts a high effort to accomplish goals that will make him or her feel good. Extrinsic awards such as remuneration, benefits, working conditions or company policies do not motivate people. They merely bring performance to an acceptable level. Motivated people perform at levels that are higher than the acceptable standard. Intrinsic awards such as responsibility, growth and opportunities motivate an employee to these high levels of performance. Money can serve as a motivator if it is a means to satisfy a need. Money can be used to satisfy many needs. People can buy food and clothes with money (physiological need), money provides physical and emotional security, increases your social capacity, gives status and makes more opportunities for personal realisation accessible.

Rewarding employees in an organisation is done for various reasons. Swanepoel *et al.* (2008:505) claim that some of these reasons are to increase the organisation's competitiveness in the labour market for attracting and retaining talent. It may also be used to stimulate an individual, team or organisational performance by making incentive rewards dependent on agreed targets or work outcomes. It is also essential to recognise and reward better performance and to encourage employee identification with the organisation's objectives and values. Fixed remuneration can also be controlled by putting a portion of the pay at risk if certain agreed objectives are not achieved.

During the PMDS, according to DPSA (1997:43), it is important to recognise and reward employees who perform exceptionally well, whose skills are

134

particularly valued in order to encourage them to maintain the high standard they have achieved and to encourage others to strive for improved performance. The most obvious way for achieving this is by awarding incremental increases in pay and development of new remuneration systems within the Public Service which will include provision for systematic pay increments based on performance. Rewarding the performance of employees inspires them to improve or to maintain their current performance. This exercise benefits both the supervisor and the employee. In the following table, Table 3.4 a number of benefits for rewarding performance is tabulated:

Table: 3.4:   Benefits for rewarding good performance

Benefits to the supervisor	Benefits to employees
1) It inspires people to achieve improved and consistent results.	1) It encourages collaboration, sharing of resources, knowledge and information.
2) It increases morale that can lead to reduced absenteeism and reduced turnover.	2) It promotes ownership, involvement and creativity. It increases job satisfaction and morale.
3) It contributes to a culture of mutual respect in the workplace and helps build better relationships between colleagues.	3) It encourages positive relationships between work colleagues and a culture of mutual respect.
4) It encourages repetition of positive behaviour and influences others to follow.	4) It increases motivation and performance.
5) It increases organisational commitment and retention of corporate knowledge.	5) It increases enthusiasm towards work. It lets people know that their efforts are noticed and that they are appreciated.

Source: Queensland Government (2012:31)

135

Payment can be used as a measurement against which the ratio of inputs:outputs is compared to determine if people are being fairly treated (Smit & De J Cronje, 2003:360). If people find that they are unfairly treated, then the reward system will be perceived as unfair. Lawler (1996) reasons that if money as a reward can cause dysfunctional behaviour, it obviously will affect performance. The effect of money as a motivator therefore, depends largely on the pay system used in the organisation. When pay systems are not designed well, they either do not motivate or motivate the wrong behaviour (Nel, 2010:348).

The following problems are often responsible for the failure of the reward system: the lack of objective, quantitative performance measures and the resulting reliance on subjective performance ratings by supervisors; poorly perceived links between performance and pay; aspects of performance that are rewarded are not related to the overall strategic performance objectives; inadequate communication about objectives, procedures and benefits of the scheme; lack of trust by employees of the system and of management to use the system equitably; lack of time to administer the system; and union resistance to performance-based schemes and resistance to change in general (Swanepoel *et al.,* 2008:506; Hellriegel *et al.,* 2006:250).

It is evident from the discussion that rewarding good performance may improve the performance of employees if it is correctly and objectively used.

3.7   CHAPTER SUMMARY

This chapter entails a literature study of performance development. Two models and theories of performance development were discussed, namely the ADDIE and the Equity. It became evident from the literature perused that the ADDIE model of performance development runs through stages that have to be followed to the latter. It also became evident that employees use the Equity model of performance development to compare their input:output ratio with the

136

input:output ratio of the significant others. The importance of these models for the PMDS was also sketched.

Attention was also given to explaining the concept performance development. It was found that performance development actually starts with the recruitment and induction of employees. It became evident that performance development is concerned with the growth and progress of employees in their careers. The literature scoured indicated that performance development benefits the employee, the employer and the organisation.

The process of performance development was also sketched and it was found to be having the following stages: analysis of performance, finding the root causes of poor performance, selecting interventions, implementing interventions and monitoring and evaluating performance. Attention was given to analysis of performance. It was found that analysis of performance entails defining exactly what performance is and also finding the gap between actual and desired performance.

The root causes of poor performance were also scrutinised. It became evident from the literature reviewed that poor performance is a result of numerous inhibiting factors such as unclear job expectations, lack of communication, poor motivation, lack of skills etc.

The selection of the correct intervention strategy of correcting poor performance was also scrutinised. It became evident from the literature scoured, that there are many interventions that could be used to correct poor performance. These interventions include and are not limited to couching, mentoring, counseling, delegating, performance appraisal and training and development. It also became evident that the supervisor should prioritize and weigh the costs and benefits of the intervention strategies in terms of their appropriateness, economics, feasibility and cultural acceptability. The literature reviewed also indicated that the supervisor and the employee must together develop the performance development plan (PDP) once the appropriate intervention strategy has been selected.

Furthermore, the implementation of the correct intervention as a crucial stage in the performance process was discussed. It became evident from the literature reviewed that selecting and putting the intervention into practice is very important.

The last stage of the performance process, monitoring and evaluation of performance, was also discussed. It became evident that performance monitoring is a continuous process of tracking performance with the aim of detecting deviation at an early stage. It also became clear that monitoring involves managing by wandering around (MBWA), holding meetings with employees or by writing reports. It became evident from the literature reviewed that evaluation is done by comparing an employees' present performance to his or her improved performance. It also became clear that evaluation is an in-depth process of investigation which assesses whether or not the set objectives have been reached.

Attention was also given to the legislative and regulatory frameworks that govern performance development in the Public Service. It became evident from the literature studied that there are only three Legislative Acts that govern poor performance namely: The Skills Development Act No. 97 of 1998, The Skill Development Levies Act No. 9 of 1999 and The South African Qualifications Authority Act No. 58 of 1995. The regulatory frameworks are only two namely the PSCBC (Public Service Coordinating Bargaining Council) Resolution 1 of 2003 and the PSCBC Resolution 10 of 1999.

Lastly, attention was given to rewarding good performance. It became evident that employees who perform to the required standards must be rewarded for their efforts. Recognition for good work done motivates employees. It also became evident from the literature reviewed that rewards are usually financially based. The literature scoured also indicated that rewards are done for various reasons such as to increase the organisation's competitiveness in the labour market by attracting and retaining talent and to encourage employees to identify themselves with the organisation's objectives and values.

138

The next chapter focuses on the research methodology employed in this study.

CHAPTER 4

RESEARCH METHODOLOGY

4.1 INTRODUCTION

Chapter two and three of this study dealt with literature regarding performance management and performance development respectively. This chapter is devoted to a description of the research methodology employed in this study. Attention is given to all relevant aspects of the research methodology.

4.2 RESEARCH METHODOLOGY

According to Henning *et al.* (2004:36), methodology is more than a collection of methods and the so-called "methodology chapters" in dissertations are not so much about setting out methods, but about reasoning what their value in a study is and why they have been chosen - using the rich literature on methodology to inform the argument. Leedy and Ormrod (2010:12) describe research methodology as the general approach the researcher takes in carrying out the research project; to some extent, this approach dictates the particular tools the researcher selects. Methodology is therefore a coherent group of methods that complement one another to deliver the data and findings that will reflect on the research question(s) and suit the research purpose.

Henning *et al.* (2004:36) assert that the research methodology of a study can be described as the philosophical framework which guides the research activity and also serves as the tradition or paradigm in which the research problem is framed. In this study, the researcher made use of the phenomenological method in which semi-structured interviews to collect data were used. The phenomenon to be studied was the Performance Management and Development Scheme (PMDS) for office-based educators in the Free State. When a researcher has chosen a preferred method to use when collecting

139

data, he or she must also plan how he or she will collect data from participants. This plan is called a research design.

4.3   RESEARCH DESIGN

According to McMillan and Schumacher (2010:20), a research design describes the procedures for conducting the study, including when, from whom and under what conditions the data will be obtained. Niewenhuis (2008:70) attests that a research design is a plan, which moves from the underlying philosophical assumptions to specifying the selection of participants, the data gathering techniques to be used and the data analysis to be done.

The purpose of a research design, according to McMillan and Schumacher (2010:20), is to specify a plan for generating empirical evidence that will be used to answer the research questions. The intent is to use a design that will result in drawing the most valid, credible conclusions from the answers to the research questions.

4.3.1   Qualitative research

Qualitative research, according to Henning *et al.* (2004:3-4), is a type of scientific research and (like quantitative research) consists of an investigation that: seeks answers to a question, systematically uses a pre-defined set of procedures to answer the question, collects evidence, produces findings that were not determined in advance and produces findings that are applicable beyond the immediate boundaries of the study. Babbie (2007:305) states that qualitative research seeks to understand a given research problem or topic from the perspectives of the local population it involves and is effective in obtaining culturally specific information about values, opinions, behaviours and social contexts of particular populations.

Qualitative research is concerned with understanding the process and the social and cultural contexts which underlie various behavioural patterns and is mostly concerned with exploring the "why" questions of research. Qualitative

140

research typically studies people or systems by interacting with and observing the participants in their natural environment and focusing on their meanings and interpretations (Nieuwenhuis, 2008:51). Gray (2004:320) asserts that qualitative research is highly contextual, being collected in a natural 'real life' setting. It goes beyond giving a mere snapshot of events and can show how and why things happen, also incorporating peoples own motivation, emotions, prejudices and incidents of interpersonal cooperation and conflict. Snape and Spencer (2003:3) further explain that qualitative research involves an interpretative, naturalistic approach to the world. This means that qualitative researchers study things in their natural settings, attempting to make sense or to interpret phenomena in terms of the meanings people bring to them.

Qualitative research, according to Gay, Mills and Airasian (2009:399), is a collection, analysis and interpretation of comprehensive narrative and visual data in order to gain insights into a particular phenomenon of interest. Qualitative research is often described as research that attempts to collect rich descriptive data in respect of a particular phenomenon or context with the intention of developing an understanding of what is being observed or studied. It focuses on how individuals and groups view and understand the world and constructs meaning out of their experiences (Jansen, 2007:50). Five of the features of qualitative research make it a particularly appropriate approach for this study:

Opinions of participants: A qualitative study intends to ascertain the opinions and experiences of participants regarding the phenomenon under study. Hancock (2002:2) comments that qualitative research is concerned with the opinions, experiences and feelings of individuals when obtaining data. In this study the researcher is interested in obtaining the opinions and experiences of participants regarding the PMDS.

Natural settings: Qualitative research describes social phenomena as they occur naturally. No attempt is made to manipulate the situation under study as is the case with experimental quantitative research (Hancock, 2002:2). Snape and Spencer (2003:3) attest that qualitative research is a naturalistic, interpretative approach concerned with understanding the meanings which

141

people attach to phenomena (actions, decisions, beliefs and values) within their social world. Schumacher and McMillan (2010:321-322) assert that qualitative research is based on a naturalistic approach that seeks to understand phenomena in context and, in general, the researcher does not attempt to manipulate the phenomenon of interest. A naturalistic approach is particularly relevant to this study. Firstly, the PMDS is a phenomenon that is firmly embedded within the education environment. Secondly, since the purpose of this study is exploratory, the aim is to understand how the PMDS is naturally implemented within the environment of the participants.

Direct Data Collection: Qualitative data are collected through direct encounters with individuals, through one to one interviews or group interviews or by observation. Leedy and Ormrod (2010:143) mention that regardless of the kinds of data involved, data collection in a qualitative study takes a great deal of time. The researcher should record any potentially useful data thoroughly, accurately and systematically, using notes, audiotapes, sketches, photographs, or any other suitable means. The researcher, in this study, employed one-to-one interviews with participants. Also, field notes were taken to capture non-verbal information from participants (i.e. facial expressions, frustration). A tape recorder is used with the permission of the interviewee. Greef (2006:304) states that, if possible and if permission is obtained from participants, the researcher should record interviews on tape or video. A tape recorder allows a much fuller record than notes taken during the interview. It also means that the researcher can concentrate on how the interview is proceeding and where to go next.

In this study, the researcher used a tape recorder in order to capture all salient data from participants. Permission to record interviews on tape was sought from and granted by participants.

Participant Perspective: Qualitative researchers try to reconstruct reality from the point of view of participants. The goal in qualitative research is to understand participants from their own point of view and in their own voice (McMillan & Schumacher, 2010:323). The qualitative approach was employed in this study as it allowed the researcher to collect rich information from participants through interviews. The researcher made appointments with

142

participants and met each one in his or her office immediately after working hours. This was done with the purpose of not disturbing participants during office hours. The researcher allowed participants to provide in-depth, detailed descriptions of their experience of the PMDS in their own words. He also allowed them to express their opinions and feelings concerning the PMDS. In qualitative research, the researcher needs to employ appropriate methods for the collection of data.

4.4. DATA COLLECTION

Lankshear and Knobel (2004:172) define data as bits and pieces of information found in an environment that are collected in systematic ways to provide an evidential base from which to make interpretations and statements intended to advance knowledge and understanding concerning a research question or problem. There are numerous ways of collecting data in research. The researcher must therefore decide where and how the data can be collected. Gay and Airasian (2003:197) opine that the most commonly used sources in qualitative studies are observations and interviews. Each of these data collecting methods shares one common aspect, namely that the researcher is the primary source of data collection. In the same vein, Ivankova, Creswell and Clark (2007:257) assert that qualitative data is collected from people that are involved in the setting in which the study is framed. The researcher serves as an instrument of data collection and asks participants broad, open-ended questions to allow them to share their views about their experiences regarding the phenomenon being studied.

According to Leedy and Ormrod (2005:95), qualitative researchers operate under the assumption that reality is not easily divided into discreet, measurable variables. They are referred to as research instruments because the bulk of their data collected is dependent on their personal involvement in the setting. Rather than sampling a large number of people with the intent of making generalisations, qualitative researchers tend to select fewer participants who will best shed light on the phenomenon under investigation. The researcher should record any potentially useful data thoroughly, accurately and

143

systematically, using any suitable means (Leedy & Ormrod, 2010:143). In this study, the researcher adhered to the above and collected data by means of interviews. Interviews are employed for this study to collect data from office-based educators regarding their knowledge, opinions and experience about PMDS.

4.4.1 Interviews

An interview is a purposeful interaction in which one person (interviewer) obtains information from another (interviewee) (Gay *et al.,* 2009:370). Nieuwenhuis (2007:87) attests that an interview is a two-way conversation in which the interviewer asks participants questions to collect data and to learn about the ideas, beliefs, views, opinions and behaviours of participants. According to Prinsloo and Roos (2006:102), evidence obtained during interviewing participants should preferably be confirmed through other evidence, for example, documentary evidence or by interviewing more people on the same topic. The researcher, in this study, intended to interview as many participants as possible until a saturated point was reached, i.e. until no new information was given.

Qualitative researchers use interviews for a number of purposes, namely:

- To see the world through the eyes of the participant.
- To ascertain what is in the minds of participants – what they think, their concerns, thoughts, motivations, or how they feel about something.
- To obtain future expectations or anticipated experiences.
- To verify or extend hunches and ideas developed by the participants or researcher (Nieuwenhuis, 2008:87; Fraenkel & Wallen, 2010:446; McMillan & Schumacher, 2010:355; Easterby-Smith, Thorpe & Lowe, 2002:87).

Prinsloo and Roos (2006:103) and Leedy and Ormrod (2010:188) state that in conducting interviews, the qualitative researcher should always be armed with

144

a checklist of the main points to be discussed; ask open-ended questions that will ensure a discussion, i.e. it should not be possible to answer any question by giving "yes" or "no" as an answer; be courteous; be impartial and be seen to be impartial; ensure by a combination of tact, diplomacy and sheer perseverance, that all the information which is required is in fact obtained; seek clarifying information when necessary; ensure that interviews are not confined to the more senior officers – there is no substitute for discussing procedures with the people who actually have to execute them; and make sure that the interview takes place in private, where interruptions will be kept to a minimum. These issues were taken in consideration when interviews were conducted.

4.4.1.1 Advantages and disadvantages of interviews

According to McMillan and Schumacher (2010:205) and Maree and Pietersen (2008:158), interviews have the following advantages:

- They help to build a positive relationship between the interviewer and the participant.
- The interview schedule is flexible and adaptable.
- This method has the highest response rate.
- It can be used with different problems and types of persons e.g. those who are illiterate.
- Responses can be probed, followed up, clarified and elaborated to achieve specific accurate responses.
- Non-verbal as well as verbal behaviour can be noted in face-to-face interviews.
- The interviewer has an opportunity to motivate the participant.

While interviews have advantages, they also have the following disadvantages:

- They have potential for subjectivity and biasness.
- The cost is usually high.
- They are time consuming and lack anonymity.

145

- The interviewer may ask leading questions to support a particular point of view.

- The interviewer's perceptions of what was said may be inaccurate.

- Fewer participants are sampled.

- Important salient topics may be inadvertently omitted.

- The interviewer's flexibility in sequencing and wording questions can result in substantially different responses from different perspectives, thus reducing the comparability of responses (Maree & Pietersen, 2008:158; Fraenkel & Wallen, 2010:447).

The researcher is aware of these disadvantages and therefore specifically aimed at reducing these disadvantages during the interview process.

4.4.1.2   Semi-structured interviews

Semi-structured interviews were employed in this study. Semi-structured interviews generally last for a considerable amount of time and can become intense and involved, depending on the particular topic (Greef, 2006:297). Nieuwenhuis (2008:87) comments that semi-structured interviews usually require the participants to answer a set of predetermined questions. It does allow for probing and clarification of answers. Probing, according to Gray (2004:217), may also allow for the diversion of the interview into new pathways which, while not originally considered part of the interview, help towards meeting the research objectives. A semi-structured interview, according to Easterby-Smith *et al.* (2002:87), provides an opportunity for the researcher to probe deeply to uncover new clues, open up new dimensions of the problem and to secure vivid, accurate inclusive accounts that are based on personal experiences.

Semi-structured interviews are flexible in the sense that the researcher is able to pursue interesting issues that may emerge during the interviews (De Vos, 2006:302). Qualitative interviews should be fairly informal. Interviewees should feel as though they are participating in a conversation or discussion rather than

146

in a formal question answer situation (Hancock, 2002:10). The purpose of the interview was explained and participants were reassured of confidentiality and anonymity. Each participant was asked if he or she has any questions and concerns. The interview schedule was also provided to participants to enable them to read it prior to questions being asked. Only open-ended questions form part of the interview schedule (cf. 4.4.1). The advantages of asking open-ended questions are that: participants can provide honest answers in detail, their thinking process is revealed, complex questions can be adequately answered and thematic analysis of responses yield extremely interesting information categories and sub-categories (Maree & Pietersen, 2007:161).

To check whether participants understand the interview questions, a pilot study was conducted.

4.4.1.3 Pilot test

Simon (2011:1) defines a pilot study as a small scale version or trial run in preparation for a major study. It is conducted to determine if the items are providing the kind of information that is needed. A pilot study is a mini-version of a full scale study or a trial run done in preparation of the complete study. It can also be a specific pre-testing of research instruments, including questionnaires or interview schedules. It offers the advantage of refining the interview questions. McMillan and Schumacher (2010:206) state that after the questions have been written, a pilot test is necessary as a check for bias procedures, the interviewer and the questions. Bless and Higson-Smith (2000) in Strydom (2006:221) define a pilot study as a small study conducted prior to a larger piece of research to determine whether the methodology, sampling, instruments and analysis are adequate and appropriate. The pilot test enables the researcher to determine the feasibility of the study as the validity and the reliability of the research instrument are dependent on it. Also, the pilot study determines how the design of the interview questions could be improved

(Moloi, 2010:107). Simon (2011:2) and Woken (2013:1) mention the following advantages of a pilot study:

- It provides anticipated ideas, approaches and clues not foreseen prior to the main study. Such ideas and clues increase the chances of getting clearer findings in the main study.
- It may save the researcher time and financial costs on research that could yield less information than expected.
- It investigates the feasibility of the proposed project and detects flaws in the data gathering procedure(s).
- It can give advance warning regarding weaknesses in a proposed study i.e. whether proposed methods or instruments are inappropriate or too complicated.
- It ensures that a research instrument can be used as it should be and that the information obtained is consistent.
- It can greatly reduce the number of unanticipated problems because the researcher has an opportunity to redesign parts of the study to overcome difficulties that the pilot study reveals.

During the pilot test, the interviewer should take special note of any cues suggesting that the participant is uncomfortable or does not fully understand the questions. The pilot test provides a means of assessing the length of the interview and will give the researcher some idea of the ease with which the data can be summarized (McMillan & Schumacher, 2010:206). In this study, interview questions were pre-tested in the Bethlehem sub-district of the Thabo Mofutsanyana Education District where the researcher is based. A sample of four office-based educators (n=4) were used and asked to provide their comments on the interview schedule. The sample of the pre-test was not included in the final study. Also, the researcher noted any clues (non-verbal) that could indicate that the participant is uncomfortable with a particular question(s). Lastly, the pilot study was used to determine the length of the interview. The pilot group sample made some recommendations to the researcher which were incorporated in the final interview schedule.

148

The pilot group was chosen from the population to be studied.

4.5 POPULATION

Gill and Johnson (2002:101) assert that all research is concerned with identifying the research population which will provide all the information necessary for answering the original research question(s). According to Gray (2004:82), a research population can be defined as the total number of possible units or elements that are included in a study. McMillan and Schumacher (2010:129) comment that a population is a group of elements or cases, whether individuals, objects or events, that conforms to specific criteria. According to Ritchie, Lewis and Elam (2003:87), defining the study population involves two stages: firstly, to specify the characteristics of the 'collective' units required and secondly, to specify those characteristics of the individual(s) within them.

The population for this study consists of office-based educators in the Thabo Mofutsanyana and Fezile Dabi education districts of the Free State province. It will be impossible for the researcher to use all office-based educators in his study because of their large number. Mertler and Charles (2008:125) assert that where research is concerned with representing a population that is so large that it cannot be investigated in its totality, samples are necessary. A sample of the population was therefore chosen.

4.5.1   Sampling

The sources of information used by qualitative researchers include individuals, groups, documents, reports and sites (McMillan & Schumacher, 2010:325). It may not be possible to collect data from the whole population because of its size. The researcher then needs to choose a sample from the population for the process of data collection. Nieuwenhuis (2007:79) concurs that sampling refers to the process used to select a portion of the population of study. According to Strydom and Delport (2006:333-334), sampling procedures have

two major groups. The first is probability sampling that is based on randomization, while the second is non-probability sampling that is done without randomization. According to Ritchie and Lewis (2003:78), qualitative research uses non-probability samples in which units are deliberately selected to reflect particular features of or groups within the sampled population. Qualitative research is generally based on non-probability and purposive sampling rather than probability or random sampling approaches.

In qualitative research, samples are usually purposive (Brikci & Green, 2007:9). In purposive sampling, people or other units are chosen, as the name implies, for a particular purpose (Leedy & Ormrod, 2010:206). Purposeful sampling, according to Ritchie *et al.* (2003:79), is precisely what the name suggests. Members of a population are chosen with a purpose to ensure that all key characteristics of relevance to the data needed are covered. McMillan and Schumacher (2010:138) state that in purposeful sampling, the researcher selects particular elements from the population that will be representative or informative about the topic of interest. On the basis of the researcher's knowledge of the population, a judgement is made about which participants should be selected to provide the best information to address the purpose of the research.

Purposeful sampling is deemed the best approach for this study as only a certain number of SMGDs (School Management and Governance Developers), SAs (Subject Advisors), LSAs (Learning and Support Advisors) and SYRAC (Sport, Youth, Recreation, Arts and Culture) officials were selected purposefully from the two education districts. Only office-based educators who have been subjected to the PMDS were sampled. This is done with the purpose of selecting information-rich participants who are able to provide credible information needed for the study.

McMillan and Schumacher (2010:326) mention that in qualitative research, the researcher searches for information-rich key informants to study, i.e. the samples are chosen because they are likely to be knowledgeable and informative about the phenomenon that is being investigated. The total sample,

150

therefore, is forty office-based educators chosen from the following sections: SMGDs, SAs, LSAs and SYRAC officials. Each district will be represented by five participants from each of the four groups giving a total sample of twenty participants per district. When data is collected from participants, analysis of data starts concurrently and continues until after all data has been collected.

4.6 DATA ANALYSIS

During the data analysis stage, several interrelated procedures are performed to

summarise and re-arrange the data. Ritchie, Spencer and O' Connor (2003:219) state that analysis is a continuous and interactive process, but two key stages characterise its course. The first requires managing the data and the second involves making sense of the evidence through descriptive or explanatory accounts. Analysis is a detailed examination of a complex entity. It involves dividing the entity into parts for the purpose of understanding its true nature and determining the relationship between the individual parts. Analysing intends to uncover, amongst other things, qualities, causes and effects (Prinsloo & Roos, 2006:103). Creswell (1998), in Leedy and Ormrod (2010:142) asserts that the central task during data analysis is to identify common themes in peoples' descriptions of their experiences.

Henning *et al.* (2004:127) refer to qualitative data analysis as an ongoing, emerging and interactive or non-linear process. Different authors have come up with different approaches and procedures on how to analyse data collected during the research study. According to Nieuwenhuis (2008:99), qualitative data analysis is usually based on an interpretive philosophy that is aimed at examining meaningful and symbol content of qualitative data. It tries to establish how participants make meaning of a specific phenomenon (i.e. PMDS) by analysing their perceptions, attitudes, understanding, knowledge, values, feelings and experiences in an attempt to approximate their construction of the phenomenon. This will best be achieved through a process of inductive analysis.

151

McMillan and Schumacher (2010:367) state that inductive analysis is the process through which qualitative researchers synthesize and make meaning from the data, starting with specific data and ending with categories and patterns. In this way, more general themes and conclusions emerge from the data rather than being imposed prior to data collection. McMillan and Wergin (2006:96) echo the same sentiment when they attest that qualitative data analysis is primarily an inductive process of organising data into categories and identifying patterns (relationships) among categories. The outcome of analyzing data is to make general statements about relationships among categories by discovering patterns in the data.

According to Partington (2002:113), there are two basic families of data analysis in qualitative research. The first is content analysis. In content analysis the contents of the data collected are explored to uncover either emergent patterns, evidence of expected patterns or pattern matching between multiple cases. The second is grounded analysis. In grounded analysis, the researcher's objective is usually highly exploratory, targeted at answering a particular research question by allowing findings and interpretations to emerge from the data, whilst searching for unexplained or emergent patterns. Easterby-Smith *et al.* (2002:122) maintain that grounded analysis provide a more open approach because rather than forcing data with logico-deductively derived assumptions and categories, research should be used to generate grounded theory, which "fits" and "works" because it is derived from the concepts and categories used by individuals themselves to interpret and organise their worlds. According to Charmaz (2009), grounded theory refers to a set of systematic inductive methods for conducting qualitative research aimed towards theory development. To Charmaz (op cit.), the tem grounded theory describes dual referents: (1) a method consisting of flexible methodological strategies and (2) the products of this type of enquiry for collecting and, in particular, analysing data.

In this study, grounded analysis emerged and was backed through interviews to gather data. Participants were allowed to describe, explain and interpret the

152

world according to their view point. To analyse data for this study, the researcher made use of coding in order to categorise data into themes.

4.5.1   Coding of data

Qualitative data analysis is a relatively systematic process of coding, categorising and interpreting data to provide explanations of a single phenomenon of interest (McMillan & Schumacher, 2010:367). When there are elements lacking in the data, the analysis will not proceed smoothly. Researchers then negotiate permission to return to the field to seek additional data and validate emerging patterns. Most qualitative researchers have learned that there is no set of standard procedures of data analysis or for keeping track of analytical strategies. Making sense of the data depends largely on the researcher's intellectual rigor and tolerance for tentativeness of interpretation until the analysis is completed. Gay *et al.* (2009:449) echo the same sentiments namely, that the process of data analysis focuses on becoming familiar with the data and identifying potential themes; examining the data in depth to provide detailed descriptions of the setting, participants, activity and categorizing and coding pieces of data and grouping them into themes.

The researcher did an analysis of all the interviews that were conducted in order to identify common themes, to categorise them and then present them in summarised concepts. The researcher also needed to check the validity, reliability, authenticity, rigour and trustworthiness of the data collected.

4.6   Validity, Reliability, Authenticity, Rigor and Trustworthiness in qualitative research

4.61   Validity

Validity in qualitative research refers to the degree of congruence between the explanations of the phenomena (PMDS) and the realities of the world (McMillan & Schumacher 2010:330). According to Babbie (2009:146) and

153

Wallen and Fraenkel (2010:148), validity depends on the amount and type of evidence there is to support the interpretations researchers wish to make concerning data they have collected. In this research study, the researcher interviewed participants until a saturation point was reached (where, according to the researcher, participants were providing no new data). To increase validity in this study, the researcher made use of the following measures: peer debriefing, guarding against personal biases and prejudices and ethical considerations.

Peer debriefer: According to Gay *et al.* (2009:376), a peer debriefer can be used in order to test one's growing insights through interactions with professionals. McMillan and Schumacher (2010:334) define a peer debriefer as a disinterested colleague who discusses the researcher's preliminary analysis and next strategies. Maree and Van der Westhuizen (2008:38) concur that qualitative research requires the use of various strategies to enhance validity, including obtaining the service of an external coder (peer debriefer) to verify the qualitative results. Such a discussion makes more explicit the tacit knowledge that the inquirer has acquired. In this study, the researcher made use of a peer debriefer with the aim of making the analysis of data more valid. The peer debriefer was selected from the researcher's colleagues who are in possession of a doctoral degree.

Guarding against personal biases and prejudices: The researcher guarded against instilling his biases to influence the responses of participants. The researcher did this by not providing his own opinions, but allowing participants to do most of the talking.

Ethical considerations: According to McMillan and Schumacher (2010:335), researchers make strategic choices in the field, some of which are based primarily on ethical considerations. A record of ethical concerns helps to justify choices in data collection and analysis. According to Brikci and Green (2007:5), there are two issues that should be considered in any research, namely consent and confidentiality.

154

Consent means allowing participants to take part in the research without being coerced or pressurised. Most authors call this informed consent. The Family Health International (s.a:9) concurs that informed consent is a mechanism for ensuring that people understand what it means to participate in a particular research study so they can decide in a conscious, deliberate way whether they want to participate. Obtaining informed consent implies, according to Strydom (2006:65) that all possible or adequate information on the goal of the investigation, the procedures that will be followed during the investigation, the possible advantages, disadvantages and dangers to which participants may be exposed, as well as the credibility of the researcher, be rendered to potential participants or their legal representatives. Informed consent, according to McMillan and Schumacher (2010:118), is achieved by providing participants with an explanation of the research, an opportunity to terminate their participation at any time with no penalty and full disclosure of any risks associated with the study. Informed consent was sought from all participants in this study. Written consent was obtained from the Director: Quality Assurance of the Department of Basic Education (DBE) with the following conditions: the names of participants involved remains anonymous and that any questionnaires are completed and any interviews are conducted outside working hours (see Appendix B). The researcher, in this study, complied with the conditions stipulated by the Director: Quality Assurance without failure. Also, the Director: Quality Assurance wrote a letter to the District Director: Thabo Mofutsanyana informing him that permission was granted to the researcher to conduct research in his district (see Appendix D).

Confidentiality means, according to McMillan and Schumacher (2010:122), that no one has access to individual data or the names of the participants except the researcher(s) and that the subjects know before they participate who will see the data. Strydom (2006:68) attests that confidentiality implies that only the researcher should be aware of the identity of participants and that the Confidentiality could be accomplished by: collecting data anonymously, using a system to link names to data that can be destroyed, using a third party to link names to data and then giving the results to the researcher without the names, asking participants to use aliases or numbers and reporting only group and not

155

individual results (McMillan & Schumacher, 2010:122). In this study, participants were assured of confidentiality. No names of participants were written during the interviews and no one other than the researcher and the peer debriefer had access to data collected during interviews. Reporting of results was done per group of participants. Verbatim quotes were provided to confirm certain themes discussed in the reporting of data section of this study. The researcher also needs to ensure that the instrument used to collect data is considered reliable.

4.6.2 Reliability

Reliability is referred to as the degree to which a test consistently measures whatever it is measuring (Gay & Airasian, 2003:141). Gay *et al.* (2009:378) state that reliability is the degree to which a technique used to gather data consistently measures whatever it was intended to measure. Other authors such as Wallen and Fraenkel (2010:147) refer to reliability as the consistency of scores or answers from one administration of an instrument to another and from one set of items to another. McMillan (2012:137) opines that reliability is the extent to which participants' scores are free from error, i.e. reliability is the consistency of information provided. To ensure reliability in this research, the following measures were used:

Method of triangulation: Triangulation is the process of using multiple methods, data collection strategies and data sources to obtain a more complete picture of what is being studied and to crosscheck the information (Gay *et al.,* 2009:377). According to Henning *et al.* (2004:103), the strength of the inquiry is built not only in the use of a variety of data collecting methods, but also by data triangulation where data is gathered from a variety of participants. To ensure triangulation in this study, data was collected from the different sections (SMGD, SA, LSA & SYRAC) in the two education districts. De Vos (2006:342) states that in qualitative studies, judgments about usefulness and credibility are left to the researcher and the reader. In judging qualitative research, it is important to understand that there are no operationally defined truth tests to apply to qualitative research. Instead, the

156

researcher and readers share a joint responsibility for establishing the value of the research product.

Mechanisation: A tape recorder was used to record information collected from participants. In order to ensure reliability, according to Brikci and Green (2007:31), the techniques used by any researcher should aim to be:

- **Reproducible:** This means that another researcher could use the same topic guide to generate similar information.
- **Systematic:** This means researchers should ensure that they are not picking participants or data that supports their pre-existing ideas about the answers. In this study, the researcher sampled participants who are merely knowledgeable about the topic under study and did not aim to lead them with preconceived ideas.
- **Credible:** This means that the questions being asked during the interview and the way they are being asked should be reasonable in order to generate valid or truthful accounts of the phenomena (PMDS). In this study, reliability will be reached through piloting the interview schedule in order for the researcher to ascertain beforehand that the questions to be asked are reasonable and are able to generate valid data about PMDS.
- **Transparent:** According to McMillan and Schumacher (2010:26), transparency refers to how the study communicated the logic of enquiry and activities, collection and analysis of evidence and conclusions. This means that methods should be written such that readers are able to see how data was collected and analysed. In this research, readers were provided with a clear design and methodology of the research process.

The manner in which data is obtained from participants needs to be authentic.

4.6.3 Authenticity

157

Authenticity means obtaining information of the phenomenon under investigation in a fair, honest and balanced manner from the view point of a person who lives in it. According to McMillan and Schumacher (2010:335), authenticity is the faithful reconstruction of participants' perceptions, i.e. it allows readers to see into the research process and follow its main stages (White, Woodfield & Ritchie, 2003:299). Burton and Bartlet (2005:26) calls this an audit trail. According to White *et al.* (2003:320), an audit trail relates to the level of description given of the conduct of research. In particular, it concerns the extent to which others can follow the research process that took place and any concerns or observed limitations about its conduct. Qualitative researchers try to be truthful and to avoid false or distorted accounts of the phenomenon under study. To ensure authenticity in this study, the researcher provided proper explanations of how data was collected. The analysed responses of some participants were also provided to them to verify the authenticity of their comments - this is called member checking. Without rigour, research is worthless, becomes fiction and loses its utility (Morse, Barrett, Mayan, Olson & Spiers, 2002:13).

4.6.4 Rigour

A common criticism of qualitative research is that it lacks scientific rigour (Meadows, 2003:468). Rigour is defined as the quality of being strict and inflexible. When applied, rigour is often used to describe processes (Zelik, Patterson & Woods, 2007:1). According to Ryan (s.a.:4), rigorous research is research that applies the appropriate tools to meet the stated objectives of the investigation. Padgett (1998) elaborates on six strategies for enhancing the rigour of the research. These are prolonged engagement, triangulation, peer debriefing and support, member checking, audit trail and auditing (Bowen, 2005:214-215). To guarantee rigour in this study, the researcher employed triangulation (cf. 4.6.2), a peer debriefer (cf. 4.6.1), an audit trail and member checking (cf. 4.6.3).

4.6.5 Trustworthiness

According to Nieuwenhuis (2007:113), trustworthiness is of utmost importance in

qualitative research. Assessing trustworthiness is the acid test of data analysis, findings and conclusion. The trustworthiness of qualitative research is often questioned by positivists because their concepts of validity and reliability cannot be addressed in the same way in naturalistic work (Shenton, 2004:1). Against this criticism, researchers like Guba and Lincoln proposed to use alternative terms and ways of assessing qualitative research such as credibility, transferability, dependability and confirmability (Sinkovics, Penz & Ghauri, 2008:699).

Credibility: This is the alternative to internal validity. Its goal is to demonstrate that the inquiry was conducted in such a manner to ensure that the subject was accurately identified and described (De Vos, 2006:351). Credibility, which refers to the confidence one can have in the truth of the findings, can be established by various methods (Bowen, 2005:215). McMillan and Schumacher (2010:102) attest that credibility refers to the extent to which the results approximate reality and are judged to be credible. To ensure the credibility in this study, the researcher did the following: Firstly, the researcher designed an interview schedule to solicit participants to provide their own account and viewpoint of the PMDS. Secondly, member checking was used in two ways at various stages of data collection and data analysis: (1) at the pilot stage, where the interviewer discussed the interview questions with each interviewee to check their understanding of the questions and, (2) after formal interviews, the interviewer engaged with some participants to ensure the correctness of their statements. During the interview, the researcher also probed for clarity. Lastly, a peer debriefer was involved in the coding development and analysis process which enhances the credibility of the research by reducing the bias of a single researcher.

Transferability: This is the qualitative alternative to external validity or generalization. In transferability, the burden of demonstrating the applicability of one set of findings to another context rests more with the investigator who would make the transfer than with the original investigator (Strydom & Delport,

2006:103). Transferability, according to Gay *et al.* (2009:375), is when descriptive, context-relevant statements are included so that someone hearing about or reading a report of the study can identify with the setting. In essence, transferability according to Bowen (2005:216), means that researchers can apply the findings of the study to their own. Since findings in qualitative research are not generalized, the researcher provides a rich description and report of the process of the phenomenon under study.

Dependability: This is the qualitative alternative to reliability, in which the researcher attempts to account for changing conditions in the phenomenon chosen for study, as well as changes in the design created by an increasingly refined understanding of the setting (De Vos, 2006:352). According to Bowen (2005:216), dependability refers to the stability of the findings over time. In order to address the dependability issue more directly, the processes within the study should be reported in detail, thereby enabling a future researcher to repeat the work, if not necessarily to gain the same results. To guarantee dependability in this study, data was tape recorded and reported on in-depth. The processes of research are clearly indicated for the reader to follow.

Confirmability: Shenton (2004:72) contends that the concept of confirmability is the qualitative investigator's comparable concern to objectivity. Researchers need to demonstrate that their data and interpretations drawn from the data are rooted in circumstances and conditions outside from researcher's own imagination and are coherent and logically assembled (Sinkovics *et al.,* 2007:699). Confirmability refers, according to Zhang and Wildemuth (s.a.:6), to the extent to which the characteristics of data, as posited by the researcher, can be confirmed by others who read or review the research results. Portland State University (2011:2) asserts that confirmability deals with whether another researcher outside of the study could independently confirm the findings. A detailed methodological description enables the reader to determine whether the data and constructs emerging from it may be accepted. Important in this process is the audit trail, which allows any observer to trace the course of the research step-by-step via the decisions made and procedures described.

4.7 CHAPTER SUMMARY

This chapter outlined the methodology that the researcher employed to collect data. Four features of qualitative research that make it particularly appropriate for this study were discussed. These are the opinions and perspectives of participants, natural settings, holistic approach and direct data collection. A plan of collecting data was then outlined. This plan is called the research design. The research design includes the qualitative data collection method.

Attention was given to the qualitative method of gathering data. Semi-structured interviews as the data collection method were scrutinised. Interviews were employed for specific purposes – that of providing information-rich descriptions and explanation of events. This interview type allowed the researcher to engage into probing with the participants whenever the situation called for it. When conducting research, the researcher needs to conduct a pilot study. This allows the researcher to check whether participants understand questions they will be asked, as well as to acquire comments on the structure of the interview schedule. The advantages of conducting a pilot study were also outlined.

The chapter further explained the population and the sample for this study. The population was indicated and the sampling procedure outlined. Purposive sampling was used to gather information from participants. Purposive sampling is regarded as the most appropriate sampling method as only office-based educators who were subjected to PMDS were chosen to participate in this study.

Data analysis and coding of data were elaborated on. After data has been collected, it needed to be summarised and rearranged in order to make sense to the reader. The two families of data analysis in qualitative research, namely content analysis and grounded theory were also discussed. It was stated that the emergence of grounded theory fits the objectives of this study. The coding of data allows the researcher to interpret data correctly and to provide an explanation of the phenomenon being investigated.

161

The chapter concluded by explaining the validity, reliability, authenticity, rigor and trustworthiness in qualitative research. The application of these to this study was also put forward. With this explanation, the researcher aims to ensure that the reader understands the methods that were followed during the research process.

In the next chapter the data gathered is reported in a qualitative manner.

CHAPTER 5

RESULTS AND DISCUSSION

5.1 INTRODUCTION

This chapter deals with the purpose of the empirical study, analysis, presentation and interpretation of results from the investigation to determine the current state of Performance Management and Development Scheme (PMDS) for interviewees in the selected education districts in the Free State province.

5.2 ADDRESSING RESEARCH QUESTIONS

162

The research questions provided in Chapter 1 are answered in this study in the following manner:

The literature discussed in Chapter 2 addresses Research question 1:

- What is the nature of Performance Management for office-based educators?

The literature discussed in Chapter 3 addresses Research question 2:

- What is the nature of Performance Development for office-based educators?

The data obtained from interviews with office-based educators and reported on in Chapter 5 addresses Research question 3:

- What are the views and perceptions of office-based educators in the Thabo Mofutsanyana and Fezile Dabi education districts concerning the PMDS?

The recommendations provided as part of Chapter 6 address Research question 4:

- What possible strategies could be recommended with regard to the PMDS process?

The model provided in Chapter 7 addresses Research question 5:

- Can a PMDS model be proposed in order to appraise office-based educators?

5.3 ANALYSIS AND INTERPRETATION OF RESEARCH DATA ON THE PMDS FOR OFFICE- BASED EDUCATORS

5.3.1 Reporting on interviews

163

The responses of interviewees are analysed and interpreted. All the relevant responses are reported under the research questions on performance management and performance development respectively. The specific research question is highlighted first after which the interview responses on performance management and performance development related to that research question are discussed. The responses are reported according to the sequence of the interview questions as in Annexure E. Also, because interviewees are appointed in different sections at district offices, reporting was done for each section namely School Management and Governance Developers (SMGDs), Subject Advisors (SAs), Learning Support Advisors (LSAs) and School Youth, Recreation, Arts and Culture officials (SYRAC). The reporting lines of office-based educators used as the sample in this study are as follows:

SMGDs ⟶ Chief Education Specialist (CES: Management and Governance)

SA ⟶ Learning Facilitation Administration Coordinator (LFAC)

LSA ⟶ Deputy Chief Education Specialist (DCES: LSA)

SYRAC ⟶ Deputy Chief Education Specialist (DCES: SYRAC)

The researcher used multiple sources (SMGDs, SAs, LSAs and SYRAC officials) to obtain a more complete picture of PMDS (cf. 4.6.2). Member checking (cf. 4.6.3) was used where the analysed responses of some of the interviewees were given to them to verify the authenticity of their comments. The researcher also used the services of a peer debriefer. A peer debriefer is an impartial colleague who discusses the researcher's preliminary analysis and strategies. A peer debriefer was selected from the researcher's colleagues who are in possession of a doctoral degree (cf. 4.6.1). A peer debriefer was used for the following reasons: Firstly, she was used to enhance validity of the study and to verify results (cf. 4.6.1). Secondly, she was used to guarantee the rigour of the study because she is conversant with the phenomenon (PMDS)

164

being studied (cf. 4.6.4). Lastly, she was used to enhance the credibility of the study in order to reduce the biasness of the researcher (cf. 4.6.5). The audit trail was also employed where the peer debriefer was able to follow the research process from the transcription of the interview responses (cf. 4.6.3). Where the researcher and the peer debriefer differed in their perspectives, this was resolved. When an agreement was reached about the researcher's analysis, it was then reported.

5.3.1.1 Interview responses of interviewees on performance management

The following interview questions on performance management were posed to interviewees and are reported on as they relate to Research question 3.

Research question 3: What are the views and perceptions of office-based educators in the Thabo Mofutsanyana and Fezile Dabi education districts concerning the Performance Management and Development Scheme (PMDS)?

The responses and interpretation of the following interview questions aim to address research question 1.

Question 1.1: "What is your input (if any) in the setting of objectives you are to achieve at the start of the Performance Management and Development (PMDS) cycle?"

Interpretation of SMGDs responses by the researcher:

All SMGDs indicated that they do not provide any input in the setting of the objectives they are to achieve during the PMDS cycle. They said the objectives they are to achieve are set by their supervisors (CESs) in their annual meetings. These interviewees indicated that their supervisors expect all SMGDs in the five education districts of the Free State province to work and report on the same objectives. When responding to the question, the tone or voices of a few SMGDs suggested that they seem demotivated to achieve the multiple objectives because of the many activities taking place in their

165

education districts. From the responses of the SMGDs, the researcher realised that SMGDs were not even aware that they are supposed to participate in the setting of objectives they are to achieve. The perception of these participants seems to be that it is the duty of their supervisors to set objectives.

Interpretation of SMGDs responses by the peer debriefer:

The peer debriefer concurred with the researcher's analysis.

Some of the verbal responses were:

"I do not have any input in the setting of objectives in PMDS"

"I do not have any input. Objectives are given to me. They are not measurable and therefore cannot be achieved".

"I do not have any input. Objectives to be achieved are tabulated in the performance plan, the Work Plan".

Interpretation of SAs responses by the researcher:

Most of the SAs indicated that they did not take part in the setting of objectives. They indicated that they are given objectives to achieve by their supervisors (LFACs). The supervisors said that these objectives were set by all supervisors of SAs of the five education districts. A few participants mentioned that they play a role in the setting of their objectives. They stated that they annually set objectives they are to achieve during the year and that these objectives are reviewed at the end of the year. Upon probing for clarity regarding the setting of objectives, it became apparent that all SAs are given the same objectives to achieve. The only time SAs play a role in the setting of objectives, it is when they visit schools and find out that there are problems in their subjects. They are then required to come up with an action plan indicating how they are going to resolve these problems. These action plans have a column of objectives to be realised with a due date attached to them.

166

Interpretation of SAs responses by the peer debriefer:

The peer debriefer concurred with the researcher.

Some of the verbal responses were:

"We are given key objectives to achieve. We do not have any input".

"Every year I set the goals that I want to achieve at the end of the year. These objectives are reviewed at the end of the year whether they have been achieved or not".

"I am not involved. We get provincial objectives that we are to achieve".

"I don't have any input. Objectives are given to us".

Interpretation of LSAs responses by the researcher:

All LSAs indicated that they did not have any input in the setting of the objectives they are to achieve at the start of the PMDS cycle. They all stated that the objectives they are to achieve are given to them by their supervisors (DCES: LSA). The supervisors said that the objectives are set by a task team composed of supervisors and some LSAs chosen on the basis of their expertise and experience in the different education districts. The manner in which they spoke and acted (facial expressions) clearly indicated frustration with their current situation, as they indicated that they find it almost impossible to achieve these set objectives because they are not provided with transport to attend to their work at schools due to government cars not always readily available.

Interpretation of LSAs responses by the peer debriefer:

The peer debriefer concurred with the researcher.

167

Some of the verbal responses were:

"None. Nobody asks my opinion on the objectives".

"I am not involved at all".

"Objectives are given to us. And then we cannot achieve them because there are no official vehicles available due to some financial constraints. We can only reach objectives if we assist in setting them".

Interpretation of SYRAC responses by the researcher:

All SYRAC officials said that they do not have any input in the setting of objectives they are to achieve as these objectives are given to them by their supervisors (DCES: SYRAC). Their supervisors said that the objectives were set by a team of all supervisors of the five education districts headed by the director of SYRAC. The interviewees said that the objectives are not measurable because they are not easily realised as they are ambiguous and do not have due dates. They also said that the objectives are not achievable because they are unable to give any evidence of whether they have achieved the objectives or not. This, they said, is the result of lack of resources e.g. only one government car is allocated to their section. Some were showing some frustrations and raised their voices when they said the MEC (Member of the Executive Council) for education said that sports does not assist learners to pass e.g. mathematics.

Interpretation of SYRAC responses by the peer debriefer:

In analysing this question, the peer-debriefer agrees with the researcher concerning what SYRAC officials said.

Some of the verbal responses were:

168

"We do not have any input. The objectives are given to us".

"No I don't have any input. These objectives given to us are not achievable".

"I do not take part. The objectives are set for me to achieve".

Collated interpretation of responses (Question 1.1):

The similarities that exist in all sections are that all employees do not take part in the setting of the objectives they are to achieve during the PMDS cycle. It appeared that these objectives are set for them. The difference is that objectives of the SMGDs, SAs are set by teams of all supervisors (CESs and LFACs respectively) in the province. The SAs are also required to draw an action plan to resolve problems they encountered at schools in their subjects and to report about these in their monthly meetings. The objectives of LSAs are set by supervisors (DCES:LFAs) of the five education districts including LSAs who are chosen on the basis of their expertise and experience. Lastly, the objectives of SYRAC officials are set by a team of supervisors (DCES: SYRAC) headed by the Director of SYRAC.

It is obvious from the responses that interviewees did not take part in the setting of objectives they are to achieve. Since it is practically impossible for supervisors to have time to set objectives with each and every employee, the literature scoured recommends that common objectives be set for a group of employees who do the same job. The SMGDs complained that they are not able to achieve the many objectives that have been set for them because of the many activities taking place during the year in their education districts. The literature perused recommends that few objectives be set for employees to achieve (cf. 2.1.1.1). The LSAs and the SYRAC officials complain about lack of transport to travel to schools. This is frustrating because they are not going to achieve all of the objectives set for them. The literature consulted recommends that employers must supply all the necessary resources needed by employees to achieve set objectives (cf. 2.3.1.1).

169

Question 1.2: "What is your input (if any) in the development of your Work Plan?

Interpretation of SMGDs responses by the researcher:

All SMGDs said that they do not make any input in the development of their Work Plans. They said that their Work Plans were developed for them by their CESs and they are required to implement them. They also said that they are using a common Work Plan throughout the Free State province because they are expected to report on similar objectives in their monthly reports as they perform the same job activities. SMGDs of the Thabo Mofutsanyana Education District said that they only have an input when the Work Plan is being updated because their CES wants to check whether they have encountered problems during the implementation of their Work Plan so that it could be modified where necessary.

Interpretation of SMGDs responses by the peer debriefer

The peer debriefer concurred with the researcher.

Some of the verbal responses were:

"The Work Plan was presented to me without me making any input on it".

"Only when it is updated may be once a year".

"None. I just got what the supervisor gave me".

Interpretation of SAs responses by the researcher:

Most SAs indicated that they had no input in the development of their Work Plans. They said that their Work Plans are developed by their supervisors (LFACs) so that they all work towards achieving the same objectives in the whole province. Others said that they develop their own Work Plans. When probed for clarity, it became apparent to the researcher that these SAs are unable to differentiate between the Work Plan and the Action Plan that they also use. They said that they are required to observe challenges at schools and then come up with an Action Plan based on the challenges they have encountered. They then have to report on the progress made in addressing those challenges at their monthly meetings.

Interpretation of SAs responses by the peer debriefer:

The peer debriefer concurred with the researcher.

Some of the verbal responses were:

"The Work plan is given to me so that I achieve the objectives".

"I do not have any input. I am required to observe challenges at schools and then draw an action plan to address those challenges".

"I develop my Work Plan using the criteria used by the supervisor in designing the common Work Plan".

"I do not have any input. We are required to observe challenges at schools and then come with strategies to resolve those problems".

Interpretation of LSAs responses by the researcher:

All interviewees said that they did not have any input in the development of their Work Plans. They said their Work Plans are developed by their

171

supervisors (DCES:LSA) and are given to them at the start of the new PMDS cycle to implement.

Interpretation of LSAs responses by the peer debriefer:

The peer debriefer concurred with the researcher's analysis.

Some of the verbal responses were:

"I have no input".

"The Work Plan is given to us to achieve the objectives".

"The Work Plan is imposed on us at the beginning of the cycle".

Interpretation of SYRAC responses by the researcher:

All SYRAC officials indicated that they do not have any input in the development of their Work Plans. They said the Work Plan was developed for them by their supervisors (DCES:SYRAC) and that it is not informed by their job description that stipulates that sports should develop the physical aspects of learners.

Interpretation of SYRAC responses by the peer debriefer:

The peer debriefer concurred with the researcher's analysis.

Some of the verbal responses were:

"It is developed on my behalf by someone I don't know".

"I don't have any input. The Work Plan is being developed on our behalf and is not informed by our job description".

172

"I do not have any input. I am only involved in its implementation".

Collated interpretation of responses (Question 1.2):

In all sections employees do not take part in the development of their Work Plans. The Work Plans are given to employees to implement. The difference is that in addition to the Work Plans, SAs are also required to draw Action Plans on how they are going to resolve problems they encountered in their subjects. These Action Plans have objectives to be achieved during a stipulated time period. The other sections are not required to draw any Action Plans when they have encountered problems that need to be resolved in schools.

A Work Plan must be a collaborative document that is developed by employees and their supervisors. The literature on the development of the Work Plan recommends that the Work Plan must not be imposed on employees if it is to be a working document (cf. 2.3.1.2). When employees are involved in the development of their Work Plans, they become motivated to achieve the objectives of the organisation and they also accept and own the Work Plan as their own document.

Question 1.3: "Can you comment on the implementation of the Work Plan?

Interpretation of SMGDs responses by the researcher:

Most SMGDs indicated that the Work Plan is not implemented because they are
required by their supervisors (CESs) to report monthly on the achievement of
KPIs (Key Performance Indicators) that are not part of the Work Plan. They

173

said these KPIs are so many that they are unable to achieve them all because of the numerous challenges they are facing in the districts e.g. they receive trip authorities late as they are not allowed to travel before their trips are authorised. They also said that the only time they refer to the Work Plan it is when they are preparing documents for appraisal at the end of the PMDS cycle. To these SMGDs, the Work Plan is a non-functional document that only accumulates dust during the PMDS cycle.

Some SMGDs said that the implementation of the Work Plan is incidental in that it is done to impress PMDS officials who are responsible for paying out incentives for good performance. Others said that the Work Plans are not implementable because there are too many activities taking place in districts during the year. They claim that these many activities derail their plans of achieving their objectives.

Interpretation of SMGDs responses by the peer debriefer:

The peer debriefer concurred with the analysis of the researcher.

Some of the verbal responses were:

"I do not work according to the Work Plan. I work according to the KPIs i.e. key performance indicators. This was also presented without my input".

"Implementation is incidental as part of the greater programmes in the district is derailed by unplanned activities".

"There are too many unplanned activities and these have an impact on achievement of objectives".

Interpretation of SAs responses by the researcher:

Most SAs indicated that the Work Plans are not implemented during the year and that they are only meant to be used at the end of the PMDS cycle because

174

the Work Plans are part of the documents that must be submitted for PMDS. Some said that even if the Work Plans were implemented, not all objectives could be achieved because of the numerous challenges they are facing e.g. lack of printers, few government cars and late return of trip authorities as they are not allowed to undertake trips before they are authorised.

Interpretation of SAs responses by the peer debriefer:

The peer debriefer agreed with the researcher.

Some of the verbal responses were:

"The Work Plan is meant only for end of PMDS cycle. During the year it is not implemented".

"Due to some challenges the Work Plan cannot be implemented because trip authorities are returned late".

"It is there to be used at the end of the PMDS cycle".

Interpretation of LSAs responses by the researcher:

All LSAs reported that they do not work according to the Work Plan during the year but only use it at the end of the PMDS cycle because it must also be submitted for evaluation. They said during the year they act on the schools requests to come and evaluate some learners whom they have identified as learners with learning barriers. They then report on their findings in their monthly meetings.

Interpretation of LSAs responses by the peer debriefer:

The peer debriefer's analysis is the same as that of the researcher.

Some of the verbal responses were:

"I do not use the Work Plan during the year".

"The Work Plan is there to be used at the end of the PMDS cycle when we are being evaluated".

Interpretation of SYRAC responses by the researcher:

All SYRAC officials indicated that they do not implement the Work Plan during the PMDS cycle. They said the Work Plan is meant for the end of the PMDS cycle when they are being appraised. They also said the Work Plan does not address their specific role as a support section because it does not assist them on how they are supposed to assist schools in sport, athletics, etc.

Interpretation of SYRAC responses by the peer debriefer:

The peer debriefer concurred with the researcher.

Some of the verbal responses were:

"It is not assisting because it does not address our specific role as a support section".

"It is not implemented at all. It is only used at the end of the PMDS cycle".

"What a non-functional document. It is used to window-dress at the end of the cycle".

Collated interpretation of responses (Question 1.3):

The similarity in all sections is that the Work Plan is not a working document. It is only used at the end of the PMDS cycle when employees are being appraised. The apparent difference is that SMGDs use KPIs during the year

and report on them. SAs report on the Action Plans they have drawn while LSAs report on the number of learners they have tested that need assistance.

Listening to the responses of interviewees, one comes to the conclusion that the
Work Plan developed for employees is not at all functional because it is merely used at the end of the PMDS cycle. Poor planning of activities taking place during the year by education districts also derail the plans of interviewees. Working without a Work Plan means that objectives set cannot be achieved. It is raising eyebrows to hear SMGDs saying that on top of the Work Plan they also use KPIs. This obviously means that objectives set are never achieved because they only report on the achievement of KPIs. The literature consulted recommends that the Work Plan should be the only working document throughout the PMDS cycle (cf. 2.3.1.2).

Question 1.4: "Comment on whether your supervisor delegates work and if so, how is this done?

Interpretation of SMGDs responses by the researcher:

All SMGDs said that their supervisors do delegate work to employees and one went further to say his supervisor (CES) loves delegation. They all said that most of the delegation is done when supervisors are taking leave and want someone to act in their offices. Most SMGDs said during their formal meetings, their supervisors will always start by asking for volunteers to do some work. When no one is available, they then choose whom they like to execute the job. Some commented that their supervisors phone employees whom they like and delegate tasks to these employees.

Interpretation of SMGDs responses by the peer debriefer:

The peer debriefer concurred with the researcher's analysis.

177

Some of the verbal responses were:

"Yes. He delegates very well. He loves it".

"My supervisor delegates work through formal consultation with subordinates".

"Yes he does delegate. During our SMGD meeting he will delegate or ask for volunteer(s) or he will phone individuals he wishes to delegate work to them".

Interpretation of SAs responses by the researcher:

Most SAs indicated that their supervisors (LFACs) delegate work to them. Some stated that their supervisors seldom delegate work and if they do delegate it is to a few individuals or to those that they favour. All SAs indicated that delegation is mostly done through verbal communication and sometimes in writing.

Interpretation of SAs responses by the peer debriefer:

The peer debriefer concurred with the researcher's analysis.

Some of the verbal responses were:

"Work is seldom delegated to us. Sometimes delegation is done to a few individuals".

"My supervisor delegates through verbal communication at most but sometimes in writing".

"He does delegate but still has people he favours".

"Yes my supervisor sometimes delegates. For example, when he is unable to attend meetings, he nominates somebody to attend on his behalf".

178

Interpretation of LSAs responses by the researcher:

Most LSAs indicated that their supervisors (DCES:LSA) delegate work to them. They said that delegation is done by nominating a person or persons to do a particular assignment(s). Some said that they are not aware if their supervisor does delegate because she does not inform them of any delegated work.

Interpretation of LSAs responses by the peer debriefer:

The peer debriefer concurred with the researcher's analysis.

Some of the verbal responses were:

"My supervisor does delegate work. He does this by nominating one of us".

"According to me she does not delegate as she would not inform me about any delegation to whomever".

"He does delegate by nominating someone".

Interpretation of SYRAC responses by the researcher:

All SYRAC officials indicated that their supervisors (DCES:SYRAC) do delegate work to them. They all said that when their supervisors delegate work, they take into account individuals' abilities. They all said that delegation is done mostly verbally.

Interpretation of SYRAC responses by the peer debriefer:

The peer debriefer's analysis is the same as that of the researcher.

Some of the verbal responses were:

179

"Yes he delegates. He delegates verbally according to our capabilities".

"He does delegate. In official meetings we are given responsibilities besides our own codes. Delegation is done verbally".

"He delegates verbally according to our abilities".

Collated interpretation of responses (Question 1.4):

In all sections there is delegation of work. The difference is on how and when it is done. In the SMGD section delegation is done by asking for volunteers or by choosing any employee if there are no volunteers. In the SA section, delegation is done verbally or in writing while in the LSA section it is done by nominating someone to do the work. In the SYRAC section delegation is done verbally taking into account employees' abilities.

It was quite pleasing to hear most interviewees saying that their supervisors delegate some work to them. The literature consulted recommends that supervisors should develop their employees by delegating some work to employees. Delegation is done to empower employees in order to maximise their production and to prepare them for future promotions (cf. 2.3.2.2). It is, however, worrying to hear some interviewees in the LSA section saying that they are not aware if their supervisor does delegate work. This is an indication that such a supervisor is not interested in development of employees.

Question 1.5: "How would you describe your supervisor as a leader?

Interpretation of SMGDs responses by the researcher:

Most SMGDs indicated that their supervisor (CES) is a motivator, is able to communicate and is responsible. They said that when everybody is criticizing them, he always motivates them by saying they should just focus on their job

180

and forget about their critics. They also said he reminds them about the goal of the section and also guides them on how to realise that goal. They further said he accepts blame on their behalf and also praise them as a team. Others said their supervisor is very supportive and visible. They said when there is a problem or crisis at a school he supports them until the problem is solved. They also said he is always available in his office when they need him and does not absent himself from work without any reason. Still others said that their supervisor trusts them and is fair. They said that their supervisor does not follow their movements as they go about doing their jobs. This attitude of their supervisor motivates them as they do not want to disappoint him when Grade 12 results are announced. They also said he listens to both parties in conflict and always checks facts before he gives a verdict.

Very few SMGDs said that their supervisor is not a caring person and is not tolerant. They said when one of them is hospitalised, he does not visit him or her at the hospital. They said he does not respect the feelings of employees as he shouts at them in public. They also mentioned that he is not a good listener because he interrupts you when you put a point forward.

Interpretation of SMGDs responses by the peer debriefer:

The peer debriefer concurred with the researcher.

Some of the verbal responses were:

"He accepts blame when schools are not doing what is expected from them".

"He does not care about anything and is self-centred and not a good listener".

"He is passionate for the section and is transformational".

"He is a very supportive person and he trusts us".

"He is a care-free person who seems not to respect the feelings of other people. He is also not a good listener and is always in a hurry to go".

Interpretation of SAs responses by the researcher:

Most SAs indicated that their supervisor (LFAC) is a good motivator, competent and has a sense of humour. They said when their morale is low because of lack of resources, he always says 'do the best you can with the little you have'. They also said their supervisor is an expert because he is able to lead them towards the realisation of their goals. They further commented that their supervisor is able to defuse tension in meetings by being humorous. Others said their supervisor is approachable and is ambitious. They said when they are in need of advice he is always there for them and his office door is open for every employee. They also said their supervisor is always striving for improvement and success.

A few participants indicated that their supervisor is short-tempered, sensitive and sometimes becomes emotional. (When the participants mentioned these attributes, their voices indicated some form of frustration). One participant elaborated that her supervisor becomes short-tempered when he is challenged in meetings. Another participant (a colleague of the afore-mentioned participant) stated that this supervisor is unable to control his emotions and employees are hesitant to air their views in meetings chaired by him (the supervisor).

Interpretation of SAs responses by the peer debriefer:

The peer debriefer's and the researcher's analysis are the same.

Some of the verbal responses were:

"He is approachable and we don't fear to ask anything concerning our work. He is full of jokes and wants work to be done".

182

"He is firm and sticks to his plans. He is short-tempered, sensitive and becomes emotional when things are tough".

"He is a leader who is approachable and also ambitious".

"He is a leader who is short-tempered and emotional".

Interpretation of LSAs responses by the researcher:

Most LSAs indicated that their supervisor (DCES:LSA) is a fair person, instils hope in them and has good communication skills. The participants said that their supervisor treats all of them the same. They said she reprimands a person without showing any favours to any person. They further commented that she is able to instil hope for success, promotion and reward, in them. This, they said, energises them to focus on achieving their goals. Some of these participants said that she easily and effectively conveys her vision to all employees by circulars, e-mails and by visiting them in their offices during office days.

Some participants indicated that their supervisor has no leadership skills, is not competent and does not inspire them. They said she does not treat them the same as she has some employees she favours in their section. They also said she is unable to provide guidance, encouragement and direction when they approach her. (One participant raised his voice when answering, showing some form of anger and frustration).

A few LSAs mentioned that their supervisor likes gossiping and also lacks integrity. These participants expressed their dissatisfaction and indicated that they have no confidence in their supervisor. They also said they do not trust her because she does not display integrity. One participant went further and stated that this supervisor seems to be open to gossips from certain employees and then reacts to that without getting all the facts.

Interpretation of LSAs responses by the peer debriefer:

The peer debriefer concurred with the researcher.

Some of the verbal responses were:

"Our supervisor treats us the same without any favours and he reprimands everyone who is wrong".

"Our supervisor operates on gossips and does not listen to the other side of the story when she approaches you".

"She does not have leadership skills as she always blames us in meetings for not doing our job instead of taking the culprit head on".

"How can you be a leader when you listen to gossip and then believe that without hearing the other side of the story?"

Interpretation of SYRAC responses by the researcher:

Most SYRAC officials said that their supervisor (DCES:SYRAC) is a motivator, a man of good character and is confident. These participants stated that their supervisor is able to spur them on during difficult times, for instance when they find it difficult to secure dates and venues from the district office in order for schools to participate in sport events. They indicated that in such instances he continues to motivate them and also assist where possible. Some of these participants remarked that their supervisor leads by example and can therefore be trusted because he provides them with direction. They further said that their supervisor is confident as he leads them towards realising the objectives of the section and this has inspired confidence in them. Others stated that he treats them as his allies and is committed to excellence. They said that they learn from him and he also learns from them.

Interpretation of SYRAC responses by the peer debriefer:

184

The peer debriefer concurred with the researcher.

Some of the verbal responses were:

"He is a man of good character and is confident. His confidence rubs on us to try and perform well".

"He leads by example, which make me want to trust him and follow him".

"He views people as allies and not adversaries from whom he also learns".

Collated interpretation of responses (Question 1.5):

Some similarities are found in responses from SMGDs, SAs and SYRAC officials
who stated that their supervisors are motivators who are able to encourage them to work harder. SMGDs and LSAs stated that their supervisors have good communication skills because they receive and understand information send to them. They also indicated that their supervisors are fair because they treat them the same. Impressions provided such as 'supportive', 'visible' and 'trusting' by SMGDs, 'competent', 'ambitious' and 'approachable' by SAs and 'instil hope' and 'treating employees similarly' by LSAs are indicative of the characteristics of good leaders. However, the use of utterances such as 'not caring' and 'not tolerant' by SMGDs, 'short-tempered', 'sensitive' and 'emotional' by SAs, 'no leadership skills', 'not competent' and 'does not inspire' by LSAs indicate that some of the supervisors are not conversant with the characteristics of being leaders.

Question 1.6: "Please elaborate on the building of healthy relations by your supervisor with all employees in the section".

Interpretation of SMGDs responses by the researcher:

Most interviewees mentioned that their supervisor (CES) encourage them to work as a team. They also said that their supervisors encourage them to seek

185

the assistance from other colleagues when coming to problem-solving in schools. Some said that their supervisor shows interest and empathy in their welfare. This, they said, allows them to open up to their supervisor in times of trouble. They also said that he recognises their achievements. Other interviewees said their supervisor does not care and is not striving for team work in their section because he favours some over others. They said because of this, they do not approach him for advice if they have work-related or personal problems.

Interpretation of SMGDs responses by the peer debriefer:

The peer debriefer concurred with the researcher's analysis.

Some of the verbal responses were:

"He encourages team work among employees. He encourages employees to work together in resolving challenges in their respective schools".

"He is not interested in some of us. He is only interested in his relationship with some subordinates that he likes".

"He is preaching unity and teamwork. He recognises the achievements of other colleagues in meetings".

Interpretation of SAs responses by the researcher:

The majority of SAs said that their supervisor (LFAC) preaches team work and encourages them to work as a unit irrespective of the phase (Foundation, Intermediate, Senior and FET phases) they are involved in. They indicated that he treats them equally without any favouritism. They mentioned that they are encouraged by this treatment to work harder in order for learners to excel in their subjects. Others said their supervisor is very accommodating and no SA is afraid to approach him for advice on any matter pertaining to work. They

186

also stated that after they have planned together, he allows everyone to implement the plan according to what they consider to be the best option.

Interpretation of SAs responses by the peer debriefer:

The peer debriefer concurred with the researcher's analysis.

Some of the verbal responses were:

"My supervisor is very accommodating for everyone. Once we have planned he allows everyone to run with his plan".

"He emphasizes team work. He treats us all equally irrespective of the phase one is involved in".

"He treats us equally and this motivates us to work harder in the subjects we manage".

Interpretation of LSAs responses by the researcher:

The majority of LSAs said that their supervisor (DCES:LSA) encourages healthy relations among them because in her meetings she always refers to them as a family. They said that this encourages them to ask for assistance from their colleagues without fear, because they feel they are part of a team. Some participants displayed frustration when they said that their supervisor does not encourage healthy relations among them because she likes to gossip about other employees to those she favours. They also indicated that she does not seem to want them to progress in their studies. One participant stated in this regard that she does not congratulate them when they have completed a degree because she is doing nothing to improve her own qualifications.

Interpretation of LSAs responses by the peer debriefer:

The peer debriefer concurred with the researcher's analysis.

187

Some of the verbal responses were:

"She encourages us to work as a team and to ask assistance from others".

"She likes gossips and this is not good in building healthy relations".

"She does not encourage healthy relations because she does not want to see people progressing".

Interpretation of SYRAC responses by the researcher:

Most SYRAC officials said that their supervisor (DCES:SYRAC) is good at building healthy relations because they all work harmoniously and as a team. They also said he gives them the respect they deserve and everyone tries not to disappoint him. Some mentioned that he empathises with them when they have individual problems and does not tell other colleagues about their problems. Other participants said when there is conflict among colleagues, he tries to resolve it in such a way that everyone feels that he or she has won.

Interpretation of SYRAC responses by the peer debriefer:

The peer debriefer concurred with the researcher's analysis.

Some of the verbal responses were:

"He believes in the principle of a win-win situation when resolving conflict among
colleagues".

"He gives everyone the respect he deserves and everyone tries not to disappoint him".

"We are working harmoniously in our section because of his leadership".

188

Collated interpretation of responses (Question 1.6):

The similarity in the responses is that all sections indicated that their supervisors encourage team work. The SMGD and the SYRAC sections also stated that their supervisors show empathy to them when they have lost a family member through death. The use of positive words like 'accommodating' by SAs and 'respect' by SYRAC shows that supervisors are really trying to build healthy relations with all employees. The use of negative words like 'she likes to gossip' indicate that the supervisor is not building healthy relations among employees, but instead she is creating animosity among them.

It was quite commendable to hear most participants in the different sections saying that their supervisors are encouraging teamwork and thus building healthy relations among them. Healthy relations have a positive effect to the organisation because the vision, mission and objectives of the organisation will be realised as employees will be pulling in the same direction. However, it was disturbing to hear interviewees saying that their supervisor does not encourage healthy relations in their section because she favours some employees over others. Such a situation creates enmity among employees and the result will be that the organisation's goals and/or objectives will never be realised as all energy will be channelled towards resolving conflict among employees.

Question 1.7: "Explain how communication occurs between you and your supervisor".

Interpretation of School Management and Governance Developers (SMGDs) responses by the researcher:

The majority of the interviewees indicated that communication occurs through sectional meetings that are taking place every month and also by e-mails, telephone calls or by one–on–one informal communication. Some indicated that their supervisor (CES) also communicates with them through text messages and circulars. They indicated that these media of communication

189

are effective for them because they are able to receive very important information in a speedy way.

Interpretation of SMGDs responses by the peer debriefer:

The peer debriefer concurred with the researcher's analysis.

Some of the verbal responses were:

"Meetings are held. He also sends text messages, makes phone calls and also uses e-mails".

"It is done by telephone calls, e-mails and through man-to-man discussion".

"Communication is done through e-mails or telephone calls and through formal meetings".

Interpretation of SAs responses by the researcher:

Most SAs said that in their section they communicate with their supervisor (LFAC) through their monthly meetings and by sending e-mails and circulars. Some stated that they also communicate by telephone calls because they are always out of their offices visiting schools or conducting workshops for educators. One said that their supervisor has an open-door policy. This encourages them to have informal meetings with their supervisor in which they discuss work related matters. They said meetings and sending of e-mails are working fine with them because all of them have laptops and e-mail addresses.

Interpretation of SAs responses by the peer debriefer:

The peer debriefer concurred with the researcher's analysis.

Some of the verbal responses were:

190

"Our supervisor has an open-door communication policy that encourages one-on-one meetings".

"Communication is mostly by phone calls and e-mails as we are always out of offices in the field".

"Communication is mainly by e-mail. Our supervisor also makes use of circulars and monthly meetings".

Interpretation of LSAs responses by the researcher:

All LSAs asserted that in their section communication occurs through monthly meetings, by e-mails and by telephone calls only. They all said this arrangement is working for them because all of them have telephones in their offices and that all of them have computers and e-mail addresses.

Interpretation of LSAs responses by the peer debriefer:

The peer debriefer concurred with the researcher's analysis.

Some of the verbal responses were:

"Communication is mainly through our monthly meetings and by e-mails and telephone calls".

"It is through telephoned calls, e-mails and by monthly meetings".

Interpretation of SYRAC responses by the researcher:

Most SYRAC interviewees indicated that in their section their supervisor (DCES:SYRAC) communicates formally with them in their monthly meetings. They also said they regularly receive circulars from their supervisor. Some also

191

mentioned that telephone calls are also used as a means of communication when things need urgent attention. Others stated that sometimes they communicate informally on a one-to-one basis during office hours and even after hours.

Interpretation of SYRAC responses by the peer debriefer:

The peer debriefer concurred with the researcher's analysis.
Some of the verbal responses were:

"We communicate through our official monthly meetings and by circulars. At other times we communicate through telephone calls".

"We communicate through monthly meetings and by one-on-one approach. He communicates formally and informally during office hours and during off job situations".

Collated interpretation of responses (Question 1.7):

The similarity among all sections on how they communicate is that they all have monthly meetings. They also use e-mails and telephone calls. There is also a similarity among SMGDs, SAs and SYRAC in that they also have a one-to-one communication with their supervisors. The difference is that one supervisor of the SMGDs also uses text messages and that one of SYRAC also uses circulars to communicate with employees.

The responses by interviewees on communication are encouraging because they indicated that their supervisors communicate with them. This will enable all sections to realize the goals and/or objectives of the DBE. The literature reviewed indicated that many organisations fail to realise their goals and/or objectives because of the lack of communication. It is through communication that mistakes are discovered and corrected and that objectives are realised (cf. 2.3.3.2).

Question 1.8: "How would you describe the motivating skills of your supervisor?"

Interpretation of School Management and Governance Developers (SMGDs) responses by the researcher:

Most interviewees indicated that their supervisor has good motivating skills. They said that when they have been demotivated by some of the speeches of the director and chief director, he is able to motivate and energise them again to work harder. One of these participants stated that he always encourages them to work harder in order for them to prove wrong those who say that they are not productive enough. Another participant said that his supervisor is good at motivating them because he (the supervisor) was once an SMGD and knows the essences of their job well.

Some participants commented that their supervisor has good motivating skills, but only motivates them when he is happy. Under normal circumstances he will not really care about motivation strategies. (A few of these participants seemed disheartened and showed some frustration when commenting on the lack of motivating skills of their supervisor). One participant mentioned that his supervisor does not really care about their personal well-being as he does not think it necessary to visit any of them when they are hospitalised.

Interpretation of SMGDs responses by the peer debriefer:

The peer de-briefer concurred with the researcher.

Some of the verbal responses were:

193

"He is very good in motivating his subordinates because he spurs them on even during difficult times".

"He does not motivate as a group but on a personal level he does it".

"His motivation skills are reaching out. It is so fulfilling. It makes you a better person. He was once a SMGD, so that helps as he knows about my job".

"When things go well and he is happy he will suddenly be motivating, otherwise he does nothing to motivate. You will not even know he is there".

Interpretation of SAs responses by the researcher:

Most interviewees said that their supervisor has good motivating skills. They said that during their meetings, when he discovers that they are down, he motivates them and they leave the meeting full of energy. Some said that the motivating skills of their supervisor are moderate because only a few people will say they are motivated. Others mentioned that their supervisor is good when he motivates them on a one-to-one basis and not as a group. A few said their supervisor has no motivating skills. They said he is a good man and tries to give direction, but fails because he does not lead by example.

Interpretation of SAs responses by the peer debriefer:

The peer de-briefer concurred with the researcher.

Some of the verbal responses were:

"His motivating skills are good because he is able to motivate us when we are down".

"He does not motivate us as a group but he is very good when he motivates us on an individual level".
"My supervisor has no motivating skills because he does not lead by example".

194

Interpretation of LSAs responses by the researcher:

Most interviewees indicated that their supervisor has good motivating skills because after she had a brief motivation session with them they go out highly motivated. They also said after such sessions everyone want to excel in his or her job.

Some said their supervisor has no motivational skills at all because she is always complaining about many things taking place in the Department of Basic Education. One of these interviewees also used hands to show her frustration about his supervisor. They said in order for them to perform, they motivate themselves so that sections should not put the blame on them when learners are not performing.

Interpretation of LSAs responses by the peer debriefer:

The peer de-briefer concurred with the researcher.

Some of the verbal responses were:

"She has motivating skills. After her motivation talk you feel the zeal to perform".

"She does not have any motivating skills as she is always complaining about changes taking place in education".

"No. No. No. She does not have. She complains a lot. We just motivate ourselves, because we want the department to perform".

Interpretation of SYRAC responses by the researcher:

195

Most SYRAC officials indicated that their supervisor has excellent motivating skills. They said he is a good speaker who always prepares before addressing them. They indicated that they are normally highly motivated to perform better after these contacts with him. A participant stated that listening to his supervisor is so fulfilling because you become a better person who is prepared to perform better. He indicated that his supervisor quotes from many books and even from the Bible as he speaks to them.

Interpretation of SYRAC responses by the peer debriefer:

The peer de-briefer concurred with the researcher.

Some of the verbal responses were:

"He is an eloquent speaker who always prepares before addressing or motivating people".

"It reaches out listening to him. It is so fulfilling. It makes you a better person".

"He is a good motivator who is able to change your behaviour positively".

Collated interpretation of responses (Question 1.8):

In all sections the majority of the participants indicated that their supervisors have motivation skills. This is encouraging because employees need to be motivated in order for them to perform to their utmost. The use of a statement like 'it is fulfilling to listen to the supervisor' by SYRAC indicates that the supervisor is trying his level best to motivate employees. Few SMGDs, SAs and LSAs said that their supervisors have no motivation skills because they were never motivated by their speeches. The use of hands to show frustration by one LSA indicated that there is a problem with his supervisor.

It is evident from the majority of participants that their supervisors do have motivating skills that are able to inspire them to perform better. Employees

196

who are motivated perform far better than those who are not motivated. The literature consulted indicated that motivated employees are always looking for better ways of doing their job. They are able to do this because their supervisors are influencing them to maximise their performance (cf. 2.3.3.3). It was disheartening, however, to hear that one supervisor does not motivate her employees as she is always complaining. Her complaints may be due to her inability to lead others. In such a situation, employees are likely to be demotivated and consequently, they will not realise the goals and/or objectives of the organisation.

Question 1.9: "Explain in detail how your individual appraisal is done?"

Interpretation of School Management and Governance Developers (SMGDs) responses by the researcher:

Most interviewees said that they first do a self-appraisal. They score their performance against at least four Key Objectives in their Work Plans. They said they are using a rating scale of 1 to 5 where 1 stands for unacceptable performance and 5 stands for outstanding performance. Supervisors then make appointments with them where they will discuss their scores with him and make the necessary adjustments, if they agree. After the rating on the Work Plan has been completed, they then discuss and agree on the scoring of the Capabilities. They all indicated they had to do upward feedback where they give their supervisors feedback on how they communicate, delegate, lead, plan and their respect for employees. Only one interviewee said there are quarterly reviews and an annual appraisal.

Interpretation of SMGDs responses by the peer debriefer:

The peer de-briefer concurred with the researcher.

Some of the verbal responses were:

"We appraise ourselves first and then do the appraisal of the supervisor. We then meet to discuss the final score with the supervisor".

197

"We meet with the supervisor after I have completed all the necessary forms. He checks whether I have completed all the necessary sections and then signs".

"I first do self-appraisal on the Work Plan using the scale of 1 to 5. I then make an appointment to see the supervisor. The supervisor checks and we then discuss the final score and agree on it and we then sign the forms".

Interpretation of SAs responses by the researcher:

Most SAs said they start by setting appraisal dates with their supervisor. They indicated that before meeting with their supervisor they first complete a self-appraisal based on the Work Plan. They also mentioned that on the day of the actual appraisal they discuss the ratings and agree on a common score. Some said they are given forms to rate themselves. Dates are then set for the PMDS interviews where they agree on a common rating with the supervisor. It is after they have agreed on a common rating that they sign the forms.

Interpretation of SAs responses by the peer debriefer:

The peer de-briefer concurred with the researcher.

Some of the verbal responses were:

"We set dates and prepare files. We then do self-appraisal and on the date of the appraisal we finalise the scores".

"I first rate myself. I then meet with my supervisor and discuss the ratings until we agree on a common rating".

"I assess myself reflecting on the Work Plan. My supervisor has his chance to assess me after the self-evaluation".

"We are given forms to rate ourselves. Dates are set for the PMDS interviews where I and the supervisor agree on the scores".

Interpretation of LSAs responses by the researcher:

Most of the interviewees said that they start first by doing a self-appraisal. They then submit their Work Plans to their supervisor to ascertain its contents. The supervisor uses the self-appraisal ratings as a basis to work from and then decides on the final rating. These participants indicated that they do not have any input in the allocation of the final rating. They said that to register a dispute with regard to their final rating is not worth it as it does not influence the 1% pay progression they receive. Some said their supervisor also decides alone what rating to give to them concerning their capabilities i.e. on the quality of their work.

Interpretation of LSAs responses by the peer debriefer:

The peer de-briefer concurred with the researcher.

Some of the verbal responses were:

"The supervisor would read through ones Work Plan and the ratings. She then decides on the final ratings".

"I first do self-appraisal. The supervisor then reads through my Work Plan and adjusts the rating without involving me".

"We first do the self-evaluation. We then meet the supervisor who checks our Work Plans and our self-ratings. She then adjusts the ratings according to her wishes. She rates the capabilities alone without involving us".

199

Interpretation of SYRAC responses by the researcher:

Most of the interviewees said that their appraisal is done on a one-to-one basis where they meet with the supervisor individually in an interview meeting. They said it starts with the submission of the Work Plan where the progress column is left blank by the employee. They then discuss the results and then agree on the final rating.

Some participants mentioned a slightly different scenario and indicated that in a one-to-one meeting with the supervisor, they first discuss the Work Plan. The supervisor then allows them to complete their self-appraisal and thereafter they discuss the self-appraisal score with the supervisor and then agree on the final rating.

Interpretation of SYRAC responses by the peer debriefer:

The peer de-briefer concurred with the researcher.

Some of the verbal responses were:

"My appraisal is done on a one-to-one situation. It starts with the submission of a work Plan that does not have results. Thereafter we sit together and discuss the results and agree on a total score"

"It starts with the supervisor and myself going through a Work Plan and discuss it. I am then allowed to do self appraisal. We then discuss the score and agree on the final score".

"The appraisal is done on a one-to-one situation where I meet my supervisor in a meeting. We discuss the Work Plan and then I score myself. We then discuss the score and agree on the final score".

Collated interpretation of responses (Question 1.9):

200

All sections start with a similar approach of first allowing employees to do self-appraisal. After self-appraisal SMGDs, SAs and SYRAC make appointments to meet their supervisors on a one-to-one basis where they discuss and agree on the ratings of both the Work Plan and the Capabilities. It is obvious that in the SMGD, SA and SYRAC sections supervisors involve employees during the ratings. Involving employees in their appraisal minimises the chances of registering disputes. The difference of the LSA section with other sections is that the supervisor does the ratings alone and does not discuss the ratings with the employees. This situation will result in dissatisfaction because the ratings are going to determine how much they are going to receive as a reward (cf. 2.3.3.4). Lastly, it is only the SMGD section that indicated that they do upward feedback where they provide their supervisors feedback on communication, delegating, planning and respect of employees.

It became evident from the interviews that supervisors do not conduct the PMDS in the same way e.g. some submit completed Work Plans to their supervisor while others submit it blank and only complete it with the supervisor. The literature reviewed recommends that during the appraisal of employees, employees need to first do self-appraisal before the final appraisal by the supervisor (cf. 2.3.4.2). It is encouraging that employees do know the process that is followed during their appraisal although they do not mention it step-by-step. Knowing the appraisal process enables the employee to attend the appraisal meeting well prepared.

Question 1.10: "What is your opinion regarding the fairness and accuracy of the performance ratings (scores) during your appraisal?"

Interpretation of School Management and Governance Developers (SMGDs) responses by the researcher:

Most of the interviewees said that the performance ratings during the appraisal are not fair and accurate. They elaborated by indicating that they are not allowed to score themselves a score above (3) three, irrespective of their

201

efforts, commitment and going an extra-mile to ensure that schools perform. They stated that the reason this is done is because the Department indicated that there is no money to pay bonuses to well-performing office-based educators.

Some asserted that the ratings are not fair because all add-on duties are not taken into consideration during the appraisal, e.g. executing investigations that are not part of their duties and which sometimes take a lot of their time. A participant provided an example by stating that when a client writes a letter of complaint to the Premier of the province or the Member of the Executive Council: Education about something that occurred at a school allocated to him, he must investigate such a complaint and write a comprehensive report about the outcome of the investigation.

A few participants said that their appraisal is subjective because their supervisors do not appraise them according to their performance, but on the basis of their personal relationships with the supervisor.

Some participants asserted that their appraisal ratings are fair as they are allowed to do a self-appraisal and in many cases their supervisor does not change the scores they allocated to themselves.

Interpretation of SMGDs responses by the peer debriefer:

The peer de-briefer concurred with the researcher.

Some of the verbal responses were:

"They are not fair because they don't take into consideration all activities that one is engaged in e.g. doing investigations at schools during the year".

"Appraisals from my supervisor depend on what the relationship is with him. If you have good relationship then you are scored higher, not according to the work you do".

"The scores are fair because I first do self-appraisal and the supervisor usually agrees with my scores."

Interpretation of SAs responses by the researcher:

Most of the interviewees said the ratings they receive during their appraisal are not fair and accurate. They said they only get a 1% pay progression and they are being asked many questions if they score themselves a 5 (on the scale from 1-5 where 1 represent poor performance, 2 moderate, 3 acceptable, 4 good and 5 excellent performance). They also stated that no matter how hard one works, all peers are allocated the same rating. (Some despondency was shown when these comments were made).

Some mentioned that their ratings seem fair because they discuss them with the supervisor to reach the final score. One participant stated that sometimes they agree with the supervisor, although they feel they should get a higher rating. He accepts this rating in order not to engage in disputes with the supervisor. A few participants mentioned that they do not see the need for appraising their performance because the system as it is now assumes that they perform the same.

Interpretation of SAs responses by the peer debriefer:

The peer de-briefer concurred with the researcher.

Some of the verbal responses were:

"The scores might be fair because we first discuss them but they are not accurate".

"They are totally not fair from the experience I have gathered. Sometimes during the moderations one will be told about the curve in order to downgrade the scores".

203

"It is not fair because we only get 1% pay progression. It is also not accurate because marks are reduced so that your overall rating is a 6 no matter how hard you work you all get the same rating".

"The scores are not fair and accurate because the system assumes that we perform the same as individuals. I don't see the need for this system for a person who has already achieved some experience in education. It is a waste of time and paper".

Interpretation of LSAs responses by the researcher:

Most of the interviewees said that the scores are not fair and accurate because they get the same rating as colleagues who do not regularly visit their allocated schools. Some of these interviewees stated that appraisal is only done at the end of the cycle to indicate to them the aspects they have not achieved. These participants blame their supervisor for not reviewing their performance during the PMDS cycle.

Some participants assert that the scores are not accurate as these scores do not reflect their performance - they asserted that they achieve the same rating as if they perform the same.

A few participants said the scores are not fair or accurate because all employees already know that they will receive the 1% pay progression, irrespective of what their rating is. They are therefore not motivated to ensure a good rating.

Interpretation of LSAs responses by the peer debriefer:

The peer de-briefer concurred with the researcher.

Some of the verbal responses were:

204

"They are not fair as PMDS is only used to surprise people because it is only done at the end of the cycle".

"The scores are not fair and accurate because they not motivate us to perform to the best of our abilities".

"The scores are not fair and accurate because we all get the same score whether you perform or you don't perform".

Interpretation of SYRAC responses by the researcher:

Most of the SYRAC interviewees said that the scores are not fair because they are judged according to the district's budget as they rely solely on it to buy equipment. They said sports, especially athletics, requires them to have the required equipment that they will use during athletic meetings. They indicated that a lack of funding relate directly to a lack of equipment in their section. One of these participants stated that they do not even have funding to buy hurdles for athletics events. It is (with frustration) that this participant indicated that they can never achieve a high rating, because they are unable to perform what they are supposed to.

Another matter that was raised by some participants was that the scores are not accurate as they all receive the same score and this creates unnecessary tension between them and their supervisors. A participant mentioned that if they receive a low score it is in a sense fair, as they did not organise certain events at schools. They are frustrated though as they are unable to organise these events due to a lack of funding.

Interpretation of SYRAC responses by the peer debriefer:

The peer de-briefer concurred with the researcher.

Some of the verbal responses were:

205

"It is actually not honest because it does not address the specific job. It is not accurate and it creates unnecessary tension between them and their supervisors. It must actually be done away with".

"It is not fair because we are judged according to the amount of money the district has in its coffers".

"The score is low and it is fair as we did not organise events, but you must remember that we cannot do that because we do not have the funding. So should my score be low then?"

Collated interpretation of responses (Question 1.10):

Most interviewees in all sections articulated the same perception that performance ratings are not fair and accurate because they are in many instances not allowed to allocate themselves a score above a 3 (on the 1-5 scale) since there is no money to pay bonuses. This is frustrating because employees feel that the system does not motivate them to perform to the best of their abilities. Also, they said they are rated the same as their 'lazy' peers irrespective of them executing their work diligently. Some employees feel that the performance ratings are fair and accurate and they gave different reasons for their perceptions. Some SMGDs said the ratings are fair and accurate because they do self-appraisal, some SAs said the ratings are fair and accurate because they discuss the ratings with their supervisors and some SYRAC officials regard the ratings as being fair and accurate because most of the time there are no activities at schools.

The literature consulted recommends that the performance of employees must be appraised in order to check that employees are still on the right track to realising the goals and/or objectives of the organisation. The literature also recommends that the supervisors should do the appraisal of employees in a fair, objective and transparent manner (cf. 2.3.4.2). It was disturbing to hear most employees indicating that they are not allowed to score more than a 3 on the scale. Being unfair in allocating scores will result in employees not being satisfied with the possibility of becoming demotivated. According to literature

206

reviewed, the result of such demotivation may lead to employees absenting themselves from duty for no apparent reason, or seeking employment elsewhere due to their dissatisfaction (cf. 2.3.3.3). It is also disheartening to hear some LSAs indicating that they perceive their appraisal to be negative as the feedback deals mainly with aspects/objectives they have not reached during the year. This indicates that no reviews of performance are done during the year, as possible negative aspects should be made known during the year to be rectified. The literature scoured recommends that performance reviews must be done before the final appraisal so that sub-standard performance can be corrected.

Question 1.11: "Do you receive any feedback during the PMDS cycle from your supervisor on how you are performing?"

Interpretation of School Management and Governance Developers (SMGDs) responses by the researcher:

Most interviewees said that they did not get any feedback from their supervisors on how they are performing during the PMDS cycle. They said the only time they meet with their supervisors on a one-to-one basis is at the end of the PMDS cycle when rating is to be done.

Some indicated that their supervisors give them feedback on how they are performing in an informal way i.e. when they meet outside their offices and the conversation is not in an official meeting.

A participant stated that he has received no feedback since his appointment in this position. He has received scoring, but with no discussion or feedback.

Interpretation of SMGDs responses by the peer debriefer:

The peer de-briefer concurred with the researcher.
Some of the verbal responses were:

207

"I do not get any feedback from my supervisor. The only time I meet with my supervisor to discuss my performance is at the end of the PMDS cycle when scoring is done".

"I got feedback from my supervisor on an informal way during the last cycle of PMDS".

"Since I was appointed to this post nobody gave me feedback on how I am performing".

Interpretation of SAs responses by the researcher:

Most of the interviewees indicated that they received no feedback from their supervisor on how they are performing. They said the only feedback they got was when scoring was done and the supervisor not agreeing with their self-appraisal scores. Some said they only received feedback informally i.e. not in an official meeting.

Interpretation of SAs responses by the peer debriefer:

The peer de-briefer concurred with the researcher.

Some of the verbal responses were:

"We never get feedback".

"I never get feedback. The only time I get feedback is when my supervisor does not agree with my self-appraisal at the end of the PMDS cycle".

"My supervisor gave me feedback informally when we were attending the Chief Director's meeting".

Interpretation of LSAs responses by the researcher:

208

All interviewees except one said that they do receive feedback from their supervisor on how they are performing. They indicated that this feedback occurs every September when the supervisor reviews how many of the set objectives have been achieved and whether they are still on track to achieve the remaining objectives. One interviewee indicated that she only meets her supervisor to discuss her performance at the end of the appraisal cycle when scoring is being done. She mentioned that this is happening because she is not in good terms with her supervisor since they had a difference of opinion in an official meeting.

Interpretation of LSAs responses by the peer debriefer:

The peer de-briefer concurred with the researcher.

Some of the verbal responses were:

"I receive feedback on how I am performing during every September".

"My supervisor checks how many of the set objectives I have achieved and whether I am on the right track to achieving the rest".

"I do not get any feedback on how I am performing from my supervisor since we did not agree on issues in one of the meetings".

Interpretation of SYRAC responses by the researcher:

All interviewees indicated that they do not receive feedback from their supervisor. There are no official meetings to discuss their performance during the PMDS cycle.

Interpretation of SYRAC responses by the peer debriefer:

209

The peer de-briefer concurred with the researcher.

Some of the verbal responses were:

"No. There was no feedback given to me".

"We do not meet to discuss how I am performing with my supervisor during the PMDS cycle".

Collated interpretation of responses (Question 1.11):

In all sections the majority of interviewees said that they never received feedback on their performance from their supervisors during the PMDS cycle. They mentioned that the only feedback they get is at the end of the cycle when rating is done. According to these responses, employees are not sure whether they are on track during the PMDS cycle towards achieving organisational goals, because they receive no feedback on how they are performing. Most LSAs, however, indicated that they do receive feedback from their supervisor yearly during September. One LSA indicated that she does not receive feedback because she is not on good terms with her supervisor as they once quarrelled on issues in their meeting. This situation needs to be corrected because the organisation will never achieve its goals if personal issues are favoured above problem areas.

The literature studied asserts that employees are interested in knowing how well they are performing in their respective jobs. Feedback is done with the aim of correcting deviations and encouraging good performance prior to the final appraisal (cf. 2.2.1.2).

5.3.1.2   Interview responses of interviewees on performance development

The following interview questions on performance development were posed to interviewees and are reported on as they relate to Research question 3.

Research question 3: What are the views and perceptions of office-based educators in the Thabo Mofutsanyana and Fezile Dabi education districts concerning the Performance Management and Development Scheme (PMDS)?

Question 1.12: "In your view what are the causes of poor performance in the job you are doing? Please elaborate".

Interpretation of School Management and Governance Developers (SMGDs) responses by the researcher:

Most interviewees said that the causes of poor performance in their jobs are a lack of resources such as lap-tops or computers, printers, stationery and photocopying paper. They indicated that they are unable to prepare for workshops that they are to conduct for educators. Some of these participants also indicated that they are unable to submit reports regarding their projects in time to their supervisors and embarrassingly must often rely on schools to assist them with copying these reports.

Some interviewees indicated that a lack of support from their supervisor (CES: Management and Governance) is a main cause of poor performance as they are often left on their own to solve problems. One of these participants mentioned that his supervisor does not have an open-door policy and this leads to communication breakdown.

A few interviewees stated that lack of time to execute their duties is the cause of their poor performance. They mentioned that they often have to execute tasks that are supposed to be completed by other sections in the district. Upon probing, one participant stated that he is required to collect information from the SBST (School-Based Support Team) on the performance of learners

211

experiencing barriers to learning and to convey that information to the Inclusive Section that is tasked to assist these learners.

Some participants indicated that they each have about twenty schools to service and to develop their SMTs (School Management Teams) and SGBs (School Governing Bodies) and are restricted in the number of kilometres they are allowed to drive each month (only 1800km). They mentioned that this restriction results in them not being able to execute their required duties because the allocated kilometres are not nearly sufficient for them to attend to all the schools allocated to them as some of them are very far.

A few participants stated that the lack of coordinated activities has an effect on their performance. They mentioned that they travel to schools only to find that the principal or the whole SMT is attending a meeting or workshop that they were not informed about. In such instances their visits are totally fruitless and a waste of their allocated kilometres per month (the facial expression of one participant indicated sheer frustration).

Interpretation of SMGDs responses by the peer debriefer:

The peer de-briefer concurred with the researcher.

Some of the verbal responses were:

"Lack of resources such as computers and printers are the causes of our poor performance. Also the cost-containment measures as we are allowed to travel only 1800 km and not more. Some schools are far".

"Sometimes you have an appointment with the school only to find that the principal is not there, or the whole SMT is at a workshop. That is wasting time and money!"

Interpretation of SAs responses by the researcher:

212

Most of the interviewees said that they are allowed to travel only 1800 km per month. They indicated that these limited kilometres are the main cause of their poor performance. They also stated that each SA has been allocated about 82 schools to service because of the shortage of manpower. These SAs indicated that they are unable to visit all schools in a year and they become angry and frustrated when their supervisor says they are not performing.

Some of the participants assert that the shortage of government vehicles to travel to schools is also a cause of concern. They claimed that they have to share a government vehicle in order to visit schools and this impact negatively on their performance. In many cases they have to wait for the other SAs to complete with their educators, or they themselves take much longer than the other SAs who use the same vehicle. This results in many hours wasted as they could have visited another school, but had to wait for their colleagues.

Some participants regarded lack of photocopy paper and printers as the direct cause of their poor performance because they are unable to prepare thoroughly for workshops. These participants have to offer workshops to educators and also organise and lead cluster meetings with subject educators. Without the basic equipment as mentioned above, they feel helpless to assist educators at schools. In many instances, they ask for the school to provide their resources to have materials available for educators. One interviewee said the lack of a well resourced science laboratory is the cause of his poor performance because he is unable to perform experiments when conducting workshops for science educators.

Interpretation of SAs responses by the peer debriefer:

The peer de-briefer concurred with the researcher.

Some of the verbal responses were:

"Limited kilometres result in me performing poorly. I have 82 schools to attend to and cannot make it with 1800 km. There is also a shortage of manpower as more SAs must be appointed".

"Lack of photo-copy paper and printers contribute to our poor performance as we can't prepare thoroughly for workshops".

"Shortage of government cars to travel to schools impacts negatively on our performance. Sometimes we ask lifts from colleagues using private cars or subsidised cars".

"Lack of a well resourced science laboratory at the centre inhibits my performance as I cannot prepare well for workshops".

Interpretation of LSAs responses by the researcher:

Most of the interviewees mentioned lack of planning with their supervisors at the beginning of the PMDS cycle as the cause of their poor performance. Some of these participants also said that their non-involvement in the development of their Work Plans also contribute to their poor performance as some of their stated objectives are not achievable, e.g. to identify learners with learning barriers as they are not in class with these learners.

Some participants indicated that there are no government vehicles allocated to them to use when visiting schools. This obviously has a negative impact on their performance because they are unable to refer learners with learning barriers to special schools.

Interpretation of LSAs responses by the peer debriefer:

The peer de-briefer concurred with the researcher.

Some of the verbal responses were:

214

"There is no planning together with the supervisors at the beginning of the PMDS cycle".

"The Work Plan is developed for us and some of the objectives in the Work Plan are not achievable resulting in us not performing".

"There are no cars for us to use to visit schools and this impacts negatively on our performance".

Interpretation of SYRAC responses by the researcher:

Many of these interviewees seemed despondent. Some of these participants even mentioned that they regret applying for the posts they are occupying. They need to assist schools with sporting codes and activities, but are office-bound most of the time due to budget cuts and transport difficulties. They indicated that they perform poorly because they are not enjoying their work anymore. They are not able to move freely to schools to assist them with sporting activities.

A few participants stated that their work is not receiving the respect it deserves because the MEC (Member of the Executive Council) for Education feels that the section does not contribute to the performance of learners. They are of the opinion that only the academic side of the learners are driven by their employers and that the recreational and sport side are seen as not worth investing in. The researcher was touched by the willingness of these participants to perform, but their spirit seems to have been broken when listening to their comments.

Interpretation of SYRAC responses by the peer debriefer:

The peer de-briefer concurred with the researcher.

 Some of the verbal responses were:

215

"There is too much politics in sport, lack of facilities and the budget and lack of passion for the section from Head Office".

"There is no job satisfaction. The work is not challenging. The work does not receive the respect it deserves because Head Office feels that the section does not contribute to learners passing".

"The budget is a problem because it was cut. Educators have lost confidence in us because we are unable to organise sports activities".

Collated interpretation of responses (Question 1.12):

The SMGDs and the SAs mentioned similar factors that cause poor performance in their section, i.e. lack of resources such as lap-tops or computers, printers and photocopy paper. They also mention the 1800km they are allowed to travel per month as contributing to their poor performance because schools are far apart and they exhaust these allocated kilometres rather quickly during the month. The different sections mention different contributors as causes of their poor performance. SMGDs mentioned lack of time to execute their duties because most of the time they are involved with tasks that are supposed to be done by other sections. They said they are required to collect leave audit forms from schools for the Human Resource section and SBST reports on learners experiencing barriers to learning for the Inclusive Section that work on assisting these learners. They also complain about lack of coordinated activities by different sections. The SAs mention lack of a well resourced science laboratory as a cause of poor performance while LSAs mention lack of planning at the start of the PMDS cycle and their non-involvement in the development of their Work Plans. The SYRAC mentions that they are not respected because their section is treated as not important.

It was worrying to hear interviewees mention the lack of resources like photo-copiers, photocopy paper, computers as contributing factors of poor performance as large amounts of money are allocated to the various education districts for the procurement of resources. The literature read recommends that

216

employees should be given the necessary resources required by them to perform if the organisation is to achieve its goals (cf. 2.3.1.1). One could only assume that the finance sections at district offices are not budgeting correctly or lack budgeting skills to procure the necessary resources. It was also worrying to hear that interviewees had to share government cars in order to offer their services to schools. If the DBE is serious about the performance of its employees and that of its schools, it must avail transport to its employees. Alternatively, it must grant permission to employees who are not using subsidized cars to use their private cars for job-related errands and reward them accordingly.

Question 1.13: "Which intervention strategy or strategies were used by your supervisor to improve your performance after having identified the causes of your possible poor performance? Please expatiate".

Interpretation of responses by School Management and Governance Developers (SMGDs):

Most interviewees said that there are no strategies used by their supervisors to improve their performance. Some mentioned that their supervisors coached them and also organised workshops in order for them to improve their performance. Others mentioned that they were given mentors to assist them with their daily responsibilities. These mentors, they stated, are colleagues with experience of at least five years in this section. One interviewee said his supervisor organised a counselling session on his behalf when his performance was hampered by family problems.

Interpretation of SMGDs responses by the peer debriefer:

The peer de-briefer concurred with the researcher.

Some of the verbal responses were:

217

"I received counselling after my supervisor found out that I am performing poorly because of family problems".

"No intervention strategies were used by my supervisor to improve my performance other than motivating us".

"My supervisor assigned an experienced colleague to mentor me. My performance improved because of this intervention".

Interpretation of SAs responses by the researcher:

Most of the interviewees indicated that their supervisors organised coaching sessions where experts in specific subjects were asked to assist them. In these sessions they learned more about strategies and methodologies of teaching their subjects. They now convey this knowledge to the educators they are responsible for. They also mentioned that their supervisors organised workshops in order for them to stay abreast with new developments in their subjects. According to these participants, these initiatives assisted them a great deal in improving their performance.

A few of the interviewees said that nothing was done to improve their performance. Upon probing, one indicated that she is left to her own devices to cope.

Interpretation of SAs responses by the peer debriefer:

The peer de-briefer concurred with the researcher.

Some of the verbal responses were:

"My supervisor organised coaching sessions for us and these assisted a lot in improving our performance".

"Our supervisor organised coaching sessions and workshops and experts were called to come and workshop us".

"No intervention strategies were used to improve my performance. I have to cope on my own".

Interpretation of LSAs responses by the researcher:

All the interviewees indicated that no intervention strategies were ever used by their supervisors to improve their performance. Some of these participants stated that they improved their own qualifications with the aim of trying to improve their performance. When asked whether this improved their performance, some indicated that their subject content knowledge improved their ability to assist and others stated that they gained improved management knowledge through these qualifications. They perceive their performance to be better as their management skills improved.

Interpretation of LSAs responses by the peer debriefer:

The peer de-briefer concurred with the researcher.

Some of the verbal responses were:

"No intervention strategies were used by my supervisor to improve my performance".

"My supervisor has done nothing to improve my performance".

"I had to improve my qualification in order for me to improve my performance. I have gained management skills through my studies and now I feel that my performance is improving".

Interpretation of SYRAC responses by the researcher:

219

All interviewees said that no intervention strategies were used to improve their performance. These interviewees indicated that their section seems to have a lack of finances and therefore no intervention strategies such as workshops are organised for them. Some stated that they feel rather despondent about this state of affairs. One could also detect from their body language that some are not very positive regarding their current work situation.

Interpretation of SYRAC responses by the peer debriefer:

The peer de-briefer concurred with the researcher.

Some of the verbal responses were:

"Nothing has been done due to lack of finances".

"Since there is no money he does not have a way because most intervention strategies need capital. It seems as if we never have money to better our situation".

Collated interpretation of responses (Question 1.13)

The similarity in all sections is that the majority of interviewees indicated that they were not exposed to any intervention strategies that could assist them to improve their performance. Some SMGDs and SAs also said that their supervisors coached them and also organised workshops for them. Other SMGDs mentioned that they were assigned mentors to assist them improve their performance and one said that a counselling session was organised for him because of his family problems.

The literature studied indicated that when the causes of poor performance have been identified, supervisors then need to intervene so that they are able to eliminate causes of poor performance (cf. 3.4.2). It was pleasing to hear SAs saying that they were exposed to some intervention strategies that were

220

meant to improve their performance. It was, however, discouraging to hear that no strategies were used by supervisors to improve the performance of most employees in other sections. This situation needs to be corrected if the goals and/or objectives of DBE are to be realised.

Question 1.14: "What is your opinion regarding the success of the strategies used to improve your performance?"

Interpretation of School Management and Governance Developers (SMGDs) responses by the researcher:

Most of the interviewees who were exposed to strategies that were meant to improve their performance indicated that their performance improved significantly. They stated that these strategies yielded good results because they were able to assist the SMTs of schools on how to monitor, control and to develop educators. They also said their assistance resulted in schools performing well and consequently their education districts increasing the pass rate. Some said they gained strategies of resolving problems in schools when there is conflict. One mentioned that the counselling session assisted him a lot and his performance has improved because he has again regained his confidence.

Interpretation of SMGDs responses by the peer debriefer:

The peer de-briefer concurred with the researcher.

Some of the verbal responses were:

"I am empowered to resolve problems at schools".

"I am now able to assist the SMTs of my schools to their jobs of monitoring, control and developing educators".
"The counselling session helped me because I have my confidence back".

221

Interpretation of SAs responses by the researcher:

All participants who were exposed to some strategies to improve their performance said that the strategies yielded positive results because they are now more confident when they conduct workshops for educators. They also revealed that they were able to empower educators with the strategies and methodologies of teaching their subjects. They further said that the pass percentage of their subjects improved and consequently the results of their districts increased.

Interpretation of SAs responses by the peer debriefer:

The peer de-briefer concurred with the researcher.

Some of the verbal responses were:

"The strategies I got from expects in my subject helped me a lot because I was able to impart that knowledge to educators who teach my subject and the pass percentage increased".

"They yield good results because I am now able to stand in front of educators with confidence and the pass percentage in the subjects increased".

"They added more confidence in me because I was able to conduct workshops for educators without fear".

Interpretation of LSAs responses by the researcher:

All interviewees were not exposed to strategies meant to improve their performance and were consequently not able to respond to this question. One however stated that she tries to copy good strategies employed by other

222

employees (not in her section). She has discussions with them in order to better herself.

Interpretation of LSAs responses by the peer debriefer:

The peer de-briefer concurred with the researcher.

"Since there are no clear strategies, I develop myself by copying from other colleagues. I discuss issues with them and ask them what works for them in their sections".

"We were not exposed to any strategies meant to improve our performance by our supervisor".

Interpretation of SYRAC responses by the researcher:

All interviewees were not exposed to strategies meant to improve their performance and were therefore not able to respond to this question.

Interpretation of SYRAC responses by the peer debriefer:

The peer de-briefer concurred with the researcher.

Some of the verbal responses were:

"There are no intervention strategies used to improve my performance".
"I can't answer this question as there were no strategies I was exposed to improve my performance".

Collated interpretation of responses (Question 1.14)

The SMGDs and the SAs indicated that their performance improved after they were exposed to the intervention strategies meant to improve their performance. SMGDs also said that they were able to assist SMTs at schools

223

with monitoring and control. SAs said that they were able to empower educators on methodologies of teaching their subjects. LSAs and SYRAC were not able to respond to the question as they were never exposed to any strategies meant to improve their performance.

Literature suggests that supervisors must always be observant of the performance of their employees. This will assist them to identify problems of under-performance at an early stage and allow them to apply the correct strategy(ies) to eliminate causes of under-performance. The selected strategy or strategies should to address the gap between job requirements and employee's skills (cf. 3.4.3). It would appear from the responses of interviewees that the strategies employed by supervisors of SMGDs and SAs to address poor performance did yield positive results since the pass rate of learners increased.

Question 1.15: Does your supervisor identify training and development needs with the aim of improving your performance? Please elaborate".

Interpretation of School Management and Governance Developers (SMGDs) responses by the researcher:

Most interviewees indicated that their supervisors did not identify training and developments needs with the aim of improving their performance. They stated that their supervisors only rely on what they (SMGDs) write on their forms during performance appraisal at the end of the PMDS cycle. Training and development based on the needs of the majority of the employees are then organised. No individual training needs are catered for if such needs differ from that of the majority.

Some said that their supervisor did identify training and development needs and then organise training and development accordingly e.g. he was able to organise computer training sessions for all SMGDs who are computer illiterate.

Interpretation of SMGDs responses by the peer debriefer:

224

The peer de-briefer concurred with the researcher.

Some of the verbal responses were:

"No. I identify my needs and indicate to him. He does not do development personally but through Human Resource Development Section. They check what the majority needs and then that workshop is organised".

"No. the supervisor relies on what I wrote on the forms during the PMDS and they organise workshops on what the most people need".

"Yes he checks where all subordinates are lacking and then organize training and development accordingly like training in computer".

"No he does not identify training and development needs. Each SMGD indicate the areas where he or she needs training and development".

Interpretation of SAs responses by the researcher:

Most interviewees stated that their supervisors did not identify training and development needs with the aim of improving their performance. They said that their supervisors relied on what they have written on the needs analysis form at the end of the PMDS cycle. They said their needs are then prioritised and given to the Human Resource section to organise the training and development sessions using the skills levy fund.

Some said that their supervisors did identify training and development needs, but are unable to organise training and development sessions due to budget constraints in their sections.

Interpretation of SAs responses by the peer debriefer:

The peer de-briefer concurred with the researcher.

Some of the verbal responses were:

"Yes he tries to identify training and development needs, but due to district's budget constraints, everything fails".

"We indicate our needs and he then prioritise them and give them to Human Resources to organise training and development sessions".

"He does not identify at all. The needs are never identified. He only relies on what we write in the PMDS needs analysis form".

Interpretation of LSAs responses by the researcher:

All interviewees said that their supervisors did not identify their training and development needs. They said their supervisors relied on what they have written in the needs analysis form at the end of the PMDS cycle. One could concede that the information provided by employees in the needs analysis form could be considered as identifying training and development needs, but one would expect such training to also be more individualised.

Interpretation of LSAs responses by the peer debriefer:

The peer de-briefer concurred with the researcher.

Some of the verbal responses were:

226

"No she doesn't identify training and development needs. She only relies on what I wrote on the needs analysis form at the end of the PMDS".

"No she does not identify them. I just write them for the sake of writing them because I am not allowed to leave the form blank".

Interpretation of SYRAC responses by the researcher:

All interviewees in this section said that their supervisors did identify training and development needs. They said their supervisor told them where they need training and development but that nothing was organised. They indicated that nothing comes of the verbal conversations with their supervisors regarding training and development.

Most also indicated that the budget has been reduced and that this prevents training and development sessions to be organised. Some said that they do not know what prevents their supervisors from organising training and development.

Interpretation of SYRAC responses by the peer debriefer:

The peer de-briefer concurred with the researcher.

Some of the verbal responses were:

"Yes he does identify the needs, but nothing has been achieved thus far".

"Yes he does identify training and development needs, but the budget hampers training and development sessions to be organised".

Collated interpretation of responses (Question 1.15)

Similar responses were received from the SMGDs, SAs and LSAs interviewees who stated that their supervisors did not identify training and

227

development needs. They all said that their supervisors relied on what they wrote on the needs analysis form at the end of the PMDS cycle. This provided an indication to supervisors regarding the training and development needed. The SYRAC indicated that with budget reductions in their sections, training and development may not always be regarded as essential and may fall by the wayside. The SYRAC interviewees said that their supervisors did identify training and development needs, but that nothing was done to organise training and development sessions because of budget constraints. If employees do not receive training and development, their performance is likely to deteriorate and the result is that the organisation will be unable to realise its vision and mission statements.

Question 1.16: "Which type of training and development have you been subjected to in order to improve your performance during the last couple of years? Please give a detailed explanation".

Interpretation of School Management and Governance Developers (SMGDs) responses by the researcher:

Most interviewees indicated some training they received. The most notable are: They said that they were trained in CAPS (Curriculum and Assessment Policy Statement). This training gave them an indication of what CAPS entails and how to monitor its implementation in schools. They also mentioned that they were trained in facilitation skills so that they are able to train SGBs (School Governing Bodies) of their schools on the various Acts governing schools and on the roles and responsibilities of SGBs. They further indicated that they were trained on School Safety where the focus was to make schools a safe place for learners and educators.

Some asserted that they were trained on Financial Management in schools in order for them to in return train SGBs on how to manage their school finances. Others said that they were trained in assessor training where they were taught on how to assess performance, as well as on project management which provided them with skills to manage any project at school level. Some said that

228

they were trained in monitoring and evaluation. This training, they said, assisted them to monitor their progress and to evaluate if they are achieving objectives. One SMGD stated that he has received no training since being appointed in his position.

Interpretation of SMGDs responses by the peer debriefer:

The peer de-briefer concurred with the researcher.

Some of the verbal responses were:

"We received training in Financial Management, CAPS and Safety training".

"I received training in monitoring and evaluation where I evaluate my performance".

"I did not receive any training and development since I was appointed into this position".

Interpretation of SAs responses by the researcher:

Most of the interviewees indicated that they were subjected to training in facilitation skills and on the implementation of CAPS. They asserted that the facilitation skills they acquired assisted them in conducting workshops for educators in their subjects of speciality, as well as to monitor the implementation of CAPS by educators.

Some stated that over and above the above-mentioned training, they were also trained on various issues relating to learner assessment. Upon probing they indicated that this training now allows them to assist educators to set test and examination question papers according to Bloom's taxonomy, i.e. to divide the question paper into simple, medium and more complex questions.

229

A few participants also received training on the methods to moderate SBAs (School-based Assessments). They said that this training taught them how to execute moderation of SBAs. A few said that they also attended training on project management (the same training as was provided to SMGDs).

Interpretation of SAs responses by the peer debriefer:

The peer de-briefer concurred with the researcher.

Some of the verbal responses were:

"I was trained on facilitation skills and on how to monitor the implementation of CAPS in schools".

'We were trained on how to moderate the SBA and on learner assessment".

"I received training on project management and on how to set a question paper following Bloom's taxonomy".

Interpretation of LSAs responses by the researcher:

All of the interviewees said that they did not receive any training and development in the last five years. They said that what they are doing as individuals is to attend seminars and workshops organised by NGOs (Non Governmental Organisations) on their own or by doing self-development with universities studying courses relevant to their job.

Interpretation of LSAs responses by the peer debriefer:

The peer de-briefer concurred with the researcher.

Some of the verbal responses were:

230

"I was not subjected to any training and development. I do self-development by attending symposiums at my own cost when I have heard of such".

"We did not receive any training and development. What some of us are doing is to study through universities courses relevant to our field of work".

Interpretation of SYRAC responses by the researcher:

All interviewees said that they only attended sport management and sport motivation training because of budget constraints. They therefore acquired more knowledge and skills regarding the management of sporting events and how to motivate participants in sport, but have not had the opportunity to apply these skills.

The participants asserted that they also received some training in computer application skills. This skill is of great benefit, but only for the administration side of their duties.

Interpretation of SYRAC responses by the peer debriefer:

The peer de-briefer concurred with the researcher.

Some of the verbal responses were:

"I was trained on how to use a computer and on sports management".

"We were trained on sports management and also attended short motivation sessions where we learned how to motivate sport participants".

"I was trained on how to motivate sports participants, on the use of the computer and on sport management".

231

Collated interpretation of responses (Question 1.16)

All sections other than the LSA did receive some form of training and development. Similar responses were found from SMGDs and SAs who said that they were all trained in CAPS management and facilitation skills. The different sections also received training in different spheres e.g. SMGDs received training in Financial Management, assessor training and in monitoring and evaluation. SAs received training in learner assessment, SBA moderation and Project Management while SYRAC received training in Sport Management, short motivation sessions and computer training. The LSAs did not receive any training. They said they empower themselves by attending seminars and workshops organised by NGOs.

It was encouraging to hear most interviewees saying that they were exposed to some sort of training and development that is aimed at improving their performance. There is no doubt that this exercise equipped them with some skills that they will be able to apply in their jobs. However, it was disturbing to hear LSA interviewees saying that they never received any training and development. The literature read indicated that training and development foster the initiative and creativity of employees and help to prevent manpower obsolescence which might be caused by the inability of an employee to adapt to technological changes (cf. 3.4.3.4.4).

Question 1.17: "What would you say are the benefits of the training and development that you received (if any)?"

Interpretation of School Management and Governance Developers (SMGDs) responses by the researcher:

Most interviewees said that they benefited most from the Financial Management training and development that they were subjected to. They said that they gained a lot of knowledge and skills because they are now able to conduct workshops for SMTs and SGBs full of confidence and without any

232

fear. They also said the knowledge they gained assisted them to improve service delivery in schools and will also assist them when applying for higher posts.

Some participants indicated that they now feel more empowered to provide proper comments on financial records of schools and are also able to capacitate principals and SGBs on how to manage school finances.

In addition to the above, all participants mentioned that the assessor training they received provide them with more confidence to assess principals in, for instance, curriculum management.

Interpretation of SMGDs responses by the peer debriefer:

The peer de-briefer concurred with the researcher.

Some of the verbal responses were:

"I am empowered to check finance books, to workshop SGBs on their roles and responsibilities with finances".

"The training helped me to capacitate SGBs on governance issues. Financial management helped me to capacitate principals on how to manage finances at their schools".

"I am able to facilitate workshops for my subordinates and the SGB. I can also assess the performance of school principals in curriculum management".

Interpretation of SAs responses by the researcher:

All interviewees stated that they gained more knowledge on their respective subjects and that they feel more knowledgeable than the educators they are to

233

assist. They also said that their presentation skills have improved tremendously and that they are now able to conduct workshops with much more confidence.

Some indicated that the knowledge they gained from attending the project management training assisted them to plan and monitor projects in their subjects. They feel more empowered to take the academic lead when visiting their allocated subject educators.

Interpretation of SAs responses by the peer debriefer:

The peer de-briefer concurred with the researcher.

Some of the verbal responses were:

"I have gained more knowledge on my subject and I am now confident when I conduct workshops".

"I was able to improve my presentation skills and project management helped me to plan and monitor projects in my subject".

"In Project Management we learned how to plan and to monitor projects in our respective subjects and we are now confident when we conduct workshops".

Interpretation of LSAs responses by the researcher:

None of the participants could mention any benefits gained because they indicated that they did not receive any training and development during the past number of years. However, a few indicated that they gained knowledge from a seminar they attended at the University of Pretoria on how to implement cooperative learning in the classroom. This seminar provided them with clear guidelines regarding how to implement and facilitate cooperative learning. This knowledge they are now conveying to educators in schools.

234

Others asserted that courses they are enrolled for through various universities assisted them as they gain relevant knowledge from these courses. They then regularly attempt to apply this knowledge in the workplace and commented that they have experienced success in doing this.

Interpretation of LSAs responses by the peer debriefer:

The peer de-briefer concurred with the researcher.

Some of the verbal responses were:

"Eish! I cannot comment as there was no training and development during the last five years".

"I and other colleagues attended a seminar on cooperative learning at the University of Pretoria. Now I use this information to help my teachers implement and facilitate it in their classrooms".

"I empower myself through the university learning. I then use what I have learnt and this gives me more success in my work".

Interpretation of SYRAC responses by the researcher:

All interviewees said they gained skills by attending the sport management training workshop. They indicated that they benefitted as they are now able to plan and manage some sporting activities such as athletics meetings. They mentioned that that they would like to apply this knowledge more, but do not have enough opportunities to do so because of budget constraints.

Some participants commented that after attending motivation sessions they are now able to motivate learners to practice hard and try to excel in sport, as sport can be seen as a career if you perform very well.

Interpretation of SYRAC responses by the peer debriefer:

235

The peer de-briefer concurred with the researcher.

Some of the verbal responses were:

"I am now able to plan and manage sport activities after attending the Sport Management training".

"I can now motivate learners to practice hard to be good in their sport as they can make a living from that if they are good enough!"

Collated interpretation of responses (Question 1.17)

The responses differ from section to section. SMGDs mentioned the following benefits: they said they are now able to conduct financial workshops with confidence and are now able to assist school principals and SGBs with school finances. The SAs indicated that they feel more knowledgeable than educators in their subjects and are able to plan and monitor projects in their subjects after attending Project Management training. SYRAC officials said they are now able to plan and manage sporting activities after attending Sports Management training.

Training and developing employees is beneficial for both the organisation and the employees. According to literature reviewed, if employees are trained and developed the organisation benefits because it will be able to achieve its objectives, it will be able to retain most of its employees and it will have a motivated work force. Employees benefit from training and development because they will become more confident in executing their tasks and they will feel they are important for the organisation as money and time are invested in them (cf. 3.4.3.4.6).

Question 1.18: "What is your opinion regarding the rewards you receive at the end of the PMDS cycle as a result of your performance?"

236

Interpretation of School Management and Governance Developers (SMGDs) responses by the researcher:

All interviewees thought that the rewards they receive at the end of the PMDS cycle is not fair as this relates to only a 1% pay progression. They indicated that the 1% incentive is almost equivalent to having received nothing because they put in a lot of effort towards reaching their goals. They further stated that the reward they receive is not seen as a motivating factor, as all employees get the same reward, irrespective of their outputs.

Some participants also asserted that the PMDS is a waste of time because much time is spent with the completion of the many PMDS forms for not much reward. A few participants even stated that it would be better if the DBE can do away with the PMDS as it does not fulfil its purpose of evaluating their actual performance during the year. The frustration was evident from the facial expressions of some of these participants.

Interpretation of SMGDs responses by the peer debriefer:

The peer de-briefer concurred with the researcher.

Some of the verbal responses were:

"The rewards are not according to my performance. I am rewarded 1% only even though I go an extra mile".

"There are no rewards. It's a waste of one's time to complete the PMDS forms. There is nothing in it for me. Aag no man, they can leave it".

"It does not have any impact because I only receive 1%".

Interpretation of SAs responses by the researcher:

237

All interviewees felt that the 1% incentive they receive is not sufficient in relation to what they perform. This group of interviewees also mentioned that employees who are not performing also receive the same 1% reward.

Some participants specified that they do not have a high regard for PMDS as you are almost 'forced' to not allocate yourself a rating of more than 3 on the rating scale. A few participants stated that the end of year results obtained by schools is not taken into consideration when rewards are given. They felt that they play a huge part in some of the results obtained by schools as they assisted the educators throughout the year.

Interpretation of SAs responses by the peer debriefer:

The peer de-briefer concurred with the researcher.

Some of the verbal responses were:

"It is a waste of time. You work hard but you get the same like a lazy chap".

"I am not satisfied with the 1% allocated. It does not match the amount of effort one does in executing my duties".

"I personally think I deserve more but it is unfair because employees get the 1% despite the fact that some do not perform. I also hate the fact that you cannot give yourself a higher rating – especially when you have performed very well. Results of schools also don't have anything to do with the PMDS. My work's quality and the management of schools and teachers should also be indicators".

Interpretation of LSAs responses by the researcher:

All interviewees held that they are not satisfied by the 1% rewards they receive at the end of the PMDS cycle. They also said this was demotivating them

because their efforts are not recognised by their employer. They opined that PMDS must be discontinued because it is not a reliable tool of appraising or developing them.

Interpretation of LSAs responses by the peer debriefer:

The peer de-briefer concurred with the researcher.

Some of the verbal responses were:

"What other professional jobs give you 1% reward? No, we are not important for the Department".

"You know they can stop this PMDS. It does not appraise us correct or help us develop".

Interpretation of SYRAC responses by the researcher:

All interviewees stated that the reward they receive at the end of the PMDS cycle is not fair because it does not recognise the efforts employees exert. Some of these participants indicated that they agree that not all of their peers work hard and that the Department of Basic Education may be portrayed negatively by the outside world. They however mentioned that many of them really do their best and are very successful, but that the incentive received does not equate to the extra effort they put in.

Interpretation of SYRAC responses by the peer debriefer:

The peer de-briefer concurred with the researcher.

Some of the verbal responses were:

"Our efforts are not seen if they give us 1% incentive! Who will be motivated to do extra?"

239

"It is not worth the work I am doing and the efforts I am putting into my job. I know not everybody work hard and people say the teachers and office workers are lazy, but many of us are successful".

Collated interpretation of responses (Question 1.18)

All sections regard the reward they receive at the end of the PMDS cycle as being unfair because all of them only receive a 1% pay progression incentive. The use of negative words such as 'not motivating', ' a waste of time', 'not a reliable tool' and 'do away with PMDS' to indicate that the reward employees receive does not equate to their input.

When employees exert themselves and walk an extra mile when executing their duties, they then expect the organisation to reward them accordingly. According to literature consulted, if the input:outcome ratios are not equal and the perceptions of inequity lead to distress which motivates employees to take action to reduce the input (cf. 3.2.2). In the case of the PMDS, some employees suggest that it must be done away with and others see it as a waste of time because it does not reward them accordingly. This calls for the DBE to change the way the PMDS is being applied presently so that it can achieve its purpose of developing employees.

5.4 CONCLUSION

Data collected were analysed and presented in this chapter. The verbatim responses of the interviewees were written down and were firstly interpreted by the researcher and then by the peer debriefer. Where there were differences of perspectives between the researcher and the peer debriefer, such differences were discussed in order to reach common ground.

The analysis of data collected has shed light in providing a better insight of the actual situation regarding the implementation of the PMDS in the Thabo Mofutsanyana and the Fezile Dabi Education Districts. It appears that while the

240

PMDS is being implemented in the two districts, there are weaknesses in its implementation. One of the weaknesses is that employees are not given feedback on how they are performing during the PMDS cycle. Another perceived weakness is that all employees receive a 1% pay progression incentive, irrespective of their performance and no performance bonuses currently exist.

In the light of the above comments, an attempt is made to offer some recommendations in chapter 6 in order to improve the implementation of the PMDS in the Free State province. In addition, in chapter 7 a model for the PMDS is proposed in order to assist in the appraisal of office-based educators.

CHAPTER 6

FINDINGS AND RECOMMENDATIONS

6.1 INTRODUCTION

This chapter deals with the findings and recommendations of the study. The emphasis is on a summary of chapters 2, 3 and 5, highlighting the findings from literature followed by findings from the data gathered from empirical research regarding the PMDS for office-based educators in the Thabo Mofutsanyana and Fezile Dabi Education Districts. Recommendations regarding how the PMDS should be practiced in districts are indicated. Possible new areas of study are also provided.

6.2   DISCUSSION OF FINDINGS

The findings of this study are discussed in sequence.   Findings from the literature study regarding performance management are discussed first. These are followed by the discussion of findings from the literature on performance development. The findings on interviews with office-based educators are discussed lastly. Interpretation of the gaps between literature and empirical data are then provided.

6.2.1 Findings from the literature study on performance management

The findings on the theoretical study on aspects of performance management in Chapter 2 reveal the following:

- Performance Management (PM) is a continuous process of identifying, measuring and developing employees' performance in organisations. It also

242

entails the following processes: the clarification and communication of organisational strategic objectives, the alignment of employees' goals with the organisational objectives, the monitoring of employees' performance, the early identification and reporting of deviations and the development of action plans to correct the deviations (cf. 2.3).

- The aim of PM is to establish a high performance culture in which employees take reasonability for the continuous improvement of the organisation and for their skills (cf. 2.3).

- PM is an important management approach because it enhances an employee's performance, it focuses the efforts of the entire organisation and particularly those of its human resources to the ultimate goals of the organisation, it encourages communication, it identifies poor performance at an early stage and it results in a motivated workforce because it allows for employee development and growth (cf. 2.3).

- The disadvantages of PM are that it is time consuming because it involves a lot of paper work, it discourages employees when only negative issues are emphasised, it sends inconsistent messages to employees if emphasis is only on recent events and is full of biases (cf. 2.3).

- Planning is the starting point of the management process. It is the process of setting future objectives and deciding on the ways and means of achieving them (cf. 2.3.1).

- Objectives are derived from or generated from goals. A goal is a broad statement of what the program hopes to accomplish and an objective is a specific, measurable condition that must be attained in order to accomplish a particular program goal (cf. 2.3.1.1).

- Goal-setting should be a joint activity involving the employee and his or her supervisor i.e. objectives are not imposed onto employees but that they are

243

jointly determined. Goals set should be "SMART" i.e. specific, measurable, acceptable, realistic to achieve and time-bound with a deadline (cf. 2.3.1.1).

- Plans (Work Plans) are developed in order to achieve the objectives of the organisation and they must indicate who is to do what and when it has to be done. It is important to involve employees when developing a plan that will assist in realising the goals and/or objectives of the organisation. Involving employees makes them to be more enthusiastic and accepting of a plan they helped to create than the one that is just delivered in a top-down fashion (2.3.1.2).

- The Work Plan consists of key objectives that identify the results expected to be achieved, action strategies which will be employed by employees in working towards the achievement of the objectives and performance indicators which are measures by which employees and supervisors know they are achieving the objectives (cf. 2.3.1.2).

- The implementation of the plan involves the development of a framework for its execution, the necessary leadership to activate the set plan and the necessary control to determine whether the performance has, according to the set standards, been achieved (cf. 2.3.1.3).

- The organising task relates to the resources to be used to achieve certain goals or objectives. The organising task means the process of establishing orderly uses for all resources within the management system. Its purpose is to aid in making objectives meaningful and to contribute to organisational efficiency (cf. 2.3.2).

- During organising, supervisors must divide the work of their units to avoid duplication or overlapping, they must see that employees know what they are expected to do and to whom they should turn for direction and they must establish orderly working relationships which will result in a minimum of human friction and maximum of human effectiveness (cf. 2.3.2).

244

- The organisation structure is a formal system of working relationships that both separates and integrates tasks. The separation of tasks indicates who should do what and integration of tasks indicates how effort should interact and interrelate. The purpose of the organisational structure is to regulate, or at least, reduce the uncertainty about the behaviour of individual employees (cf. 2.3.2.1).

- Supervisors can assign some of the work to their employees and give them authority to carry out the work and at the same time make them accountable. Delegation is a social skill that is very much influenced by mutual trust on the part of supervisors and their employees. Tasks should be delegated according to individuals' strengths and should develop and broaden their skills and experience. Delegation enables supervisors to concentrate on more important issues or to get more work done and it enables employees to whom work is delegated, also to get involved in carrying out that particular job (cf. 2.3.2.2).

- Coordination is the process of integrating the objectives and activities of separate units of an organisation in order to achieve organisational goals. It means that all departments and individuals within the organisation should work together to accomplish the strategic, tactical and operational objectives and plans (cf. 2.3.2.3).

- Leading is a management function that involves the use of influence to motivate employees to achieve the organisation's goals. The more supervisors understand what motivates their employees and how these motivators operate, they are more likely to be leaders (cf. 2.3.3).

- Building good relationships in the workplace is in many ways similar to building good relationships outside of work. Workplace relations are essential for creating a positive team environment in which there is harmony amongst employees. Relationships in the workplace should never

245

degenerate to a stage where one or both parties feel that they are being bullied or harassed (cf. 2.3.3.1).

- Communication is the process of sending, receiving and interpreting messages and its goal is shared meaning. Effective communication occurs when the sender's intended meaning and the receiver's perceived meaning are virtually the same. Lack of effective communication in organisations result in many problems (cf. 2.3.3.2).

- Motivation is an internal state that induces a person to engage in particular behaviours. It has to do with direction, intensity and persistence of behaviours over time. Motivated employees are always looking for better ways of doing their job. They are usually concerned about quality (cf. 2.3.3.3).

- Leadership is a process of influencing employees in order to get them to perform in a way that organisational objectives are achieved. To effectively influence employees, supervisors must have power. Power is the ability to influence the behaviour of employees in a positive or even negative manner. There are five types of power from which supervisors can draw influence: coercive (involves threats and/or punishment), legitimate (based on the person's position of authority), expert (based on the knowledge a supervisor has), referent (based on the relationship with others) and reward (based on giving or withdrawing rewards). The use of power can result in commitment, compliance or resistance (cf. 2.3.3.4).

- Rewarding employees with money has the potential of giving rise to dissatisfaction if the reward system is unfair. The consequences of dissatisfaction can result in four dysfunctional behaviours, namely: poor performance, job dissatisfaction, grievances and start looking for other jobs (cf. 2.3.3.4).

- Control is the last management function done by the supervisor. This function is essentially a remedial one, the existence of which is based upon

246

the knowledge that what is planned or envisioned is not always necessarily what is realised. It is through controlling that the supervisor checks up whether work in progress is completed, correctly done and that an employee is on the right track of meeting organisational goals and objectives (cf. 2.3.4).

- To check whether an employee has achieved the desired outcome, the supervisor should make use of performance standards. Standards are levels of performance which are widely regarded as desirable or appropriate within a given sector or function. Setting standards is an important task in the appraisal process. Performance standards should be relevant, realistic, attainable and measurable so that there can be no doubt about whether the actual performance meets the standard or not (cf. 2.3.4.1).

- Performance of individuals in any organisation needs to be continuously monitored and evaluated in order to ensure that the organisation is meeting its goals. A performance plan with well defined goals and performance standards is the starting point for measuring performance. The formal means of assessing the work of employees is through a systematic performance appraisal system that should be an open, supportive management procedure that depends on the specific conditions of the department and also relevant to its needs (cf. 2.3.4.2).

- The system of using the immediate supervisor as the sole appraiser became unworkable because of many reasons. The options that now remain are self-appraisal and appraisal by the immediate supervisor. Self-appraisal is the process whereby individuals evaluate their own performance, skills or attributes. It involves rating established goals, competencies and overall performance. (cf. 2.3.4.2.1).

- When there is evidence that an employee is not performing at an acceptable level, the supervisor should investigate the circumstances

without delay and endeavour to ascertain the reasons for the unsatisfactory performance. Determining the need for corrective action and ensuring that deviations do not recur is the final step of the control process. (cf. 2.3.4.3).

6.2.2 Findings from the literature study on performance development

The findings on the theoretical study on aspects of performance development in Chapter 3 reveal the following:

- Performance development is a process that commences with the recruitment and orientation of employees and it involves ongoing planning, coaching and reviewing employees and organisational performance. It consist of a set of strategic processes that will help an employee not only to identify personal KSA's (knowledge, skills and attitudes) that need to be enhanced, but also to be able to provide this employee with a means to improve weak areas and measure his or her own progress accordingly. Performance development is done because there are discrepancies or deficiencies in the performance of employees that hinder them from performing to expected standards (cf. 3.3)

- Performance development benefits employees, supervisors and the organisation in that it results in motivated and dedicated employees, the working relationships between managers and their employees is improved, the employees receive coaching and support and the organisation will have an equitable system for all employees that allows for fair and objective assessment in the review of employees' performance (cf. 3.3.1).

- Performance development is the systematic process of articulating an organisation's goals, relating these goals to the performance of employees, uncovering the reasons of performance gaps, implementing solutions, managing change and evaluating the direct and indirect results (cf. 3.4).

- Performance analysis is done by interviewing and observing employees in order to identify the major accomplishments of their jobs and the milestones (or sub-accomplishments) that represent progress toward those major accomplishments. Analysing performance intends to uncover, amongst other things, qualities, causes and effects (cf. 3.4.1).

- Poor performance can arise from a host of reasons including inadequate leadership, bad management or defective work systems. Effective and regular performance development will identify areas of poor performance at an early stage, before the problem adversely affects the working relationship of employees and teams (cf. 3.4.2).

- Any diagnosis of the cause of decline in performance brings with it the need for action. An employee who has contributed to the solution is likely to support the process. Sometimes the selection of the appropriate intervention strategy rests solely with the supervisor especially when the cause of performance decline is caused by personal factors. Each situation that causes poor performance will call for different remedial action. The supervisor and the employee should jointly develop a detailed performance development plan (PDP) that addresses any gaps between the job requirements and the employee's skills (cf. 3.4.3).

- Coaching starts when an employee does not know how to do a task or assignment. It takes place before the problem starts. Coaching is a process of helping an individual employee to develop on a one-to-one basis through the use of a coach. It enables employees to meet their goals for improved performance, growth or career development (cf. 3.4.3.1).

- Mentoring is a formalised process whereby a more knowledgeable and experienced employee actuates a supportive role of overseeing and encouraging reflection and learning within a less experienced and knowledgeable employee, so as to facilitate that employee's career and development. Mentoring may be appropriate at the point of entry to a career

249

or to a new school, or on being promoted and taking up new responsibilities (cf. 3.4.3.1).

- Coaching and mentoring have numerous benefits for the employees and the organisation (3.4.3.1.1).

- Counselling is a formal process initiated when an employee has not responded to advice and assistance that has been provided to him or her on a less formal basis. It is a problem solving directed at personal issues that are affecting or have the potential to affect performance (cf. 3.4.3.2). Counselling is beneficial in that it decreases costs related to turnover, burnouts, absenteeism and accident-related disability (cf. 3.4.3.2.1).

- Delegation is breaking a large task down into components and assigning their completion to others because the time available for their completion or the sheer size of the project requires more than one person's skills, knowledge and involvement (cf. 3.4.3.2). Delegation benefits employees in that it empowers them, it builds confidence and trust among employees and there is job satisfaction among employees (cf. 3.4.3.2.1).

- Appraising employee performance in organisations is a complex and difficult task. It is an often unacknowledged but always inevitable component in the supervisory process. Performance appraisal plays a role in reinforcing and improving performance and determining career goals and training needs (cf. 3.4.3.3). Performance appraisal promotes a common understanding of work objectives, it aids in employee development and in revealing problems and it improves communication (cf. 3.4.3.3.1).

- Training and development are two concepts that need to be understood thoroughly in order to manage training and development processes in any organisation. Training and development are used interchangeably (cf. 3.4.3.4).

250

- Training is a planned effort meant to provide employees with specific skills to improve their performance. It is about learning something new that will change the way an employee thinks, behaves and feels. There are two types of training, namely on-the-job training and off-the-job training. On-the-job training is done by people within the organisation whereas off-the-job training is done by people outside the organisation. At training, employees are expected to gain job-related competencies such as knowledge, skills and attitudes (cf. 3.4.3.4.1).

- Development refers generally to the development of employees as a group within an organisation rather than that of the individual. Development of employees is a broad term which relates to training, education and other intentional or unintentional learning and which refers to general growth through learning (cf. 3.4.3.4.2).

- Training and development are two closely interrelated terms that help employees in achieving the objectives of the organisation while at the same time increasing the efficiency and productivity of employees. If we want to maximize training and development results by linking them to performance management, we need to understand the difference between training activities and development activities (cf. 3.4.3.4.3).

- The purpose of training and development is to change or enhance the skills, knowledge or attitudes of employees (cf. 3.4.3.4.4).

- The training and development process involves the stages of identifying needs, formulating goals, designing and administering a programme and evaluating the programme (cf. 3.4.3.4.5).

- During the implementation stage of the intervention, monitoring systems must be established (cf. 3.4.4).

251

- Performance monitoring involves the tracking of performance on an ongoing basis in order to determine whether or not the achievement of objectives is likely to occur. Evaluation of performance is done by comparing an employee's present performance to his or her improved performance. Evaluation is an in-depth process of investigation, which assesses whether or not stated objectives have been reached and the nature of the process undertaken (cf. 3.4.5).

- The state is compelled to take the lead in developing a policy that is supportive of the economic and social changes that the country is facing. Hand in hand with policy goes legislation that should make provision for enabling mechanism that will also regulate the actions and inputs of those involved in the training markets. These Acts form part of the national skills development strategy, a new approach that aims among other things, to link learning to demands of the world of work, to develop the skills of the existing workers and to enable employees to become more productive and competitive (cf. 3.5).

- Employee recognition teamed up with incentive programmes can be very effective but should be tied to organisational goals. Incentives must be aligned with the behaviours that help to achieve the organisation's goals. Rewards for outstanding efforts are aimed at motivating employees to always strive at performing beyond the expected standard (cf. 3.6).

6.2.3 Findings from interviews with office-based educators on performance management

The information that was gathered by means of interviews concerning performance management reveals the following:

- Office-based educators have no input in the setting of the objectives they are to achieve during the PMDS cycle (cf. 5.3.1.1). The objectives are set by their supervisors and theirs are to achieve those objectives.

252

- Most office-based educators do not have any input in the development of their Work Plans (cf. 5.3.1.1). Their Work Plans are developed by their supervisors and they are required to implement them.

- The Work Plans are not implemented (cf. 5.3.1.1). According to SMGDs, Work Plans are not implemented because they are required to report monthly only on the many Key Performance Indicators (KPIs) that are not part of the Work Plan. All sections said that the Work Plan is only used at the end of the PMDS cycle only and not during the year.

- Delegation of duties is done in most sections (cf. 5.3.1.1). Delegation is done by supervisors in most sections by asking for volunteers and by phoning employees they prefer.

- Most supervisors are trying to build healthy relations amongst their employees by encouraging employees to work as a team and to ask assistance from other colleagues when there is a problem. They also allow employees to approach them when they need assistance. Some LSFs indicated that their supervisor does not build healthy relations because she always clashes with her employees on issues during meetings (cf. 5.3.1.1).

- Various means of communication such as monthly meetings, e-mails, telephones, text messages and circulars are used in the different sections in the districts (cf. 5.3.1.1).

- Most office-based educators know how their appraisal is done (cf. 5.3.1.1).

- The performance ratings (scores) during the appraisal of employees seem not to be fair and accurate because all employees are scored the same (a three) and only qualify for a 1% pay progression (cf. 5.3.1.1).

253

- All employees do not get feedback on how they are performing during the PMDS cycle. The only feedback they receive is during the final appraisal when they are told that they did not achieve all the objectives (cf. 5.3.1.1).

6.2.4 Findings from interviews with office-based educators on performance development

The information that was gathered by means of interviews concerning performance development reveals the following:

- The causes of poor performance for office-based educators are numerous such as lack of resources, lack of support by supervisors, limited kilometres to travel as some of the schools are far and too many schools allocated to SAs because of the shortage of manpower (cf. 5.3.1.2).

- There are some intervention strategies used by supervisors to improve the performance of employees. These strategies are organising of workshops, coaching sessions, counselling sessions and mentoring of employees by experienced colleagues (cf. 5.3.1.2).

- Supervisors do not identify training and development needs with the aim of improving the performance of employees. They only rely on what employees wrote on the need analysis form and then try to organise trainings after they have prioritised needs (cf. 5.3.1.2).

- Most office-based educators were exposed to some kind of training and development such as Financial Management, SGB training, assessor training, SBA moderation, Sport Management and computer training (cf. 5.3.1.2).

- There seems to be no monitoring and evaluation of employees' performance after the training and development process by supervisors because this is only done by the trainer and supervisors only make sure that employees attend such training (cf. 5.3.1.2).

254

- Office-based educators benefited from the training and development they were exposed to because they are now able to conduct workshops with confidence and are able to monitor the implementation of CAPS (cf. 5.3.1.2).

- The reward that office-based educators receive at the end of the PMDS cycle seems to be unfair and demotivates them because it is only 1% for all employees and there are no bonuses (cf. 5.3.1.2).

6.3   INTERPRETATION OF FINDINGS: GAPS BETWEEN LITERATURE AND EMPIRICAL DATA

There are definite gaps between the literature reviewed for this study and the empirical data obtained. The responses reveal that objectives for various levels of employees are not set in collaboration with their respective supervisors. According to literature perused, supervisors and employees should not only collaboratively set objectives, but these objectives should also be SMART (specific, measurable, acceptable, realistic to achieve and time-bound) (cf. 2.3.1.1). The empirical data revealed that SMGDs need also to achieve KPIs (Key Performance Indicators) that are so many in number that SMGDs find it extremely difficult to achieve all of them.

The responses also reveal that a Work Plan is not developed by supervisors in collaboration with employees. This Work Plan is, therefore, not seen to be functional because it is only used during ratings at the end of the PMDS cycle. According to literature reviewed, the Work Plan must be developed by both the supervisor and the employee and that they must agree on the objectives to be achieved, as well as how and when these objectives must be achieved – the

255

Work Plan is supposed to be a working document that guides employees towards realising the objectives of the organization (cf. 2.3.1.2).

The responses reveal that the PMDS is a once off process that is only completed at the end of its cycle. During the PMDS cycle it seems as if no real review occurs to ascertain whether employees are realising set objectives. It is because of this reason that interviewees regard the current PMDS as a process that is not fulfilling its intended purpose of appraising and developing them. The literature reviewed suggests that the purposes of appraisal are to identify possible problem areas at an early stage during the cycle and then to improve performance through training and development. If appraisal is a once off activity with no real development measures, the above purposes will not be achieved.

Employees need to be given feedback on how they are performing. The responses reveal that in most instances no performance feedback was given to employees during the PMDS cycle. Employees only receive feedback during the rating of their performance at the end of the PMDS cycle. The literature consulted suggests that feedback on how employees are performing must be given to them on a continuous basis so that they can correct the causes of poor performance in order for the organisation to be able to achieve its vision and mission statements (cf. 2.2.1.2).

The responses disclosed that most employees are rated the same during their performance appraisal, irrespective of what their outputs were. Participants therefore regard these ratings as being unfair and inaccurate as those who perform are rated the same as those who are not. The result of this practice is a workforce that is mostly demotivated, with a lack of intent to 'go an extra mile' when executing their duties. The literature suggests that when ratings are done they must be fair, accurate and they must provide a true picture of the employee's performance. If employees regard the ratings as unfair and inaccurate, employees are likely to demonstrate one or more of the following behaviours: performing poorly, job dissatisfaction, continuously complaining, absenteeism or they will start look for another job opportunity.

A supervisor should always strive towards building healthy relations with and among employees. The data portrayed that LSAs are in general not satisfied with motivation they receive from their supervisor. Continuous clashes between employees and their supervisor do not build healthy work relations. Managers and leaders need to use the knowledge and skills of their employees for the section to perform, which in turn will be to the benefit of the supervisor. The literature studied suggests that supervisors should always strive towards creating a healthy working environment for employees. Creating such and environment may result in happy employees who are performing towards realising the objectives of the organization (cf. 2.3.3.1).

Employees are not always provided with the necessary resources (computers or lap-tops, printers and photo-copy paper) that will assist them to execute their duties and consequently to achieve the set objectives (cf. 3.4.2). The responses also reveal that there is a shortage of government cars that employees could use to visit schools. The literature perused suggests that organisations should supply all the necessary resources that will assist employees to realise set objectives.

Employees need a lot of assistance and support from supervisors to properly execute their duties, such as regular visits to assist principals, SMTs and educators at schools. The responses revealed that supervisors in general do not provide the necessary assistance and support. The literature is very clear regarding the importance of assistance to employees is to ensure suitable service delivery to schools. Without such assistance and support, employees are likely not to achieve the organisation's goals and/or objectives.

It is essential that the training and development needs of employees be assessed prior to the implementation of the training and development programmes. The responses revealed that supervisors rely on what employees write on the needs analysis form at the end of the PMDS cycle. Individualised needs are not always catered for – only the one or two needs mentioned by the majority. Literature suggests that supervisors must perform a needs analysis to determine all possible development measures to be taken (cf. 3.4.3.5.5). If budget constraints exist, prioritize development programmes for each year, but

257

ensure that all development needs are covered within a three-year cycle. It is imperative that employees should be involved in the planning and evaluation of their needs in order to ensure the success of a development programme.

Literature states that strategies to improve the performance of employees after training and development should be clear and in place. Performance review actions are necessary after the development programme to test its effectiveness (cf. 3.4.5). The responses revealed that such strategies are not in place. Employees seem to be left to their own devices and no follow-up is made to ascertain the effectiveness of development programmes.

In order to execute a successful PMDS process for office-based educators, the following recommendations are therefore suggested.

6.4   RECOMMENDATIONS

The recommendations are discussed against the background of data obtained from the literature study and also through conducting interviews with office-based educators.

- While it is not practical for a supervisor to sit with each an every employee in an objective setting meeting to set objectives, it is recommended that supervisors in the Department of Basic Education (DBE) should engage their employees in a group when setting objectives they are to achieve. In this way employees will feel that they own the objectives. Once employees assist in setting of their objectives, the possibility of them achieving such objectives increases. The combined effort of employees from the various sections will then enable the DBE to reach its own objectives as a Department.

- While it is also not practical for supervisors to sit with each an every employee to draw individual Work Plans, it is recommended that when developing a common Work Plan for a group of employees, these

258

employees must be part of the development process. If employees are part of the process, they will be able to implement the plan because they will know what is expected of them. Involving employees in the development of their Work Plans increases their motivation because they will feel that the organisation values their inputs.

- Work Plans are supposed to be working documents that guide employees about what to do throughout the PMDS cycle. It is recommended that Work Plans be used by employees for the whole duration of the cycle and not only when ratings are done. It is also recommended that supervisors should monitor the implementation of the Work Plans throughout the PMDS cycle.

- It was found during the interviews that SMGDs also use KPIs (Key Performance Indicators) that they are required to report on monthly, as well as Work Plans that they use only during the ratings at the end of the PMDS cycle. The use of two such documents may confuse employees. It is recommended that the SMGD section should either do away with the KPIs or incorporate these into the Work Plans.

- Performance appraisal is the only tool that is used by organisations to measure the performance of their employees. It is recommended that when any form of performance appraisal is practiced, it should be done in a fair, objective and transparent manner. Because a group of employees cannot perform the same, they cannot therefore get the same rating. It is recommended that when ratings are done, they must be accurate so that they present the correct picture of the employee's performance. This will encourage employees to perform better than before when performing their duties.

- The DBE should provide and maintain the necessary resources (photo-copy paper, printers, cars etc) that will assist employees to achieve set objectives. Employees become demotivated without proper provision and maintenance of resources needed to execute their daily tasks. It is

259

recommended that proper budgeting and execution of the budget must be done to ensure that employees, such as Subject Advisors, are able to drive to schools in separate vehicles in order to maximise the quality of time spent in schools.

- Employees wish to know how they are performing their duties throughout the PMDS cycle. It is recommended that supervisors should give employees feedback on how they are performing at least twice during the cycle i.e. during September and during March. This will assist employees to correct any behaviour that leads to poor performance.

- The different sections (SMGDs, SAs, LSAs and SYRAC) in districts should coordinate their activities to avoid clashes of activities as this has a bearing on the realisation of objectives by employees and also disrupts schools when many officials visit a school at the same time. It is recommended that at the end of each academic year the different sections should come together to do planning for the following academic year so that everybody knows what will be happening and on which day. If this is done, nobody will complain about fruitless trips undertaken to schools because everybody will be having a programme for the whole year.

- Different techniques and strategies such as coaching, mentoring and counselling should be used by supervisors to try and improve the performance of employees. It is recommended that supervisors should have a one-on-one meeting with poor performing employees. Supervisors should come to the meeting with a list of questions to ask. Where probing for clarity is required, supervisors should feel free to do so. This will assist supervisors to choose the correct technique(s) and/or strategies of assisting their employees.

- Employees have different training and development needs. It is recommended that supervisors should identify and assess training and development needs of employees before sending employees for training.

260

Supervisors should do this by giving employees needs analysis forms and request each one of them to write down his or her training and development needs. Together with their employees they should prioritise these needs. Engaging employees will motivate them to attend the training and development programme.

- After employees are back from the training and development programme, it is recommended that supervisors should monitor whether there is a change in the employee's performance. They should also evaluate the training and development programme in order to determine the impact of the programme on the employees and the success of the programme in general.

It should be mentioned here that the model proposed in Chapter 7 should be read in conjunction with these recommendations.

6.5   AREAS FOR FURTHER STUDY

The following areas are proposed for further study:

- A similar study at national level – possibly as a group project.
- A study for school-based educators to ascertain whether the system of appraising them called IQMS (Integrated Quality Management System) reaches its intended objectives.
- A study to determine the impact of development programmes on educator performance and productivity.

6.6   CONCLUSION

This chapter provided the findings of this study in sequence. Findings from the literature study regarding performance management were discussed first. These were followed by the discussion of findings from the literature on performance development and lastly the findings on interviews with office-

261

based educators. An interpretation of the gaps between literature and empirical data were then provided.

As an extension of the recommendations and the contribution to the current body of knowledge about PMDS, the researcher presents a proposed model in chapter 7 that can be used to appraise the performance of office-based educators in the Free State province.

CHAPTER 7

A PROPOSED MODEL FOR APPRAISING OFFICE-BASED EDUCATORS

7.1   INTRODUCTION

Office-based educators are challenged with regard to servicing their allocated schools. They are expected to service their schools exceptionally well in order to improve the performance of their schools and consequently that of learners so that they become independent thinkers who are innovative and who will contribute to the economy of the country in a positive way. These employees will not know if they are performing well if their performance is not appraised. It is therefore imperative that the performance of office-based educators should be appraised at a specific period of the academic year so that they are able to know whether they are still on the right track to achieving the objectives set for them.

This chapter is devoted to proposing a model of Performance Management and Development Scheme (PMDS) for the appraisal of office-based educators. It should also be understood that the model proposed in this chapter is unique to this study, although elements of it are adapted from other models and appraisal systems.

7.2   THE NATURE AND SCOPE OF THE CONCEPT MODEL

People are always not sure about what models are, leading to confusion and mistrust (Griffiths 2012:1). Kuhne (2012:1) attests that at present there is little agreement in opinion about what exactly a model is and what it is not. According to Moloi (2010:144) the concept model is deemed to be having the same meaning with the concept 'theory', although the two concepts are different. Moloi (op cit) further explains that theory is judged by its truthfulness in portraying reality, while a model is judged by its usefulness in explaining reality

7.2.1   The term model

263

According to Campbell (2007:3), a model is an idea that one has for the purpose of understanding it before building it. De Coning, Cloete and Wissink (2011:32) concur that a model is a representation of a more complex reality that has been oversimplified in order to describe and explain the relationships among variables and even sometimes to prescribe how something should happen. Griffiths (2012:1) contends that the real world is very difficult and hard to understand no matter how brainy you are. To make things easier to understand, reality is generally broken down into bitesize chunks. These chunks are abstracted from the real world and simplified into models. Moloi (2010:144) describes a model as an image that represents reality so that sense can be made out of the world around us.

7.2.2 Characteristics of models

Different authors characterise a model in different ways. According to Van der Valk, Van Driel and De Vos (2007:471-472), models have eight characteristics divided into three main features: (1) According to the nature and functions of a model. (2) According to the criteria a model must fulfil. (3) According to the selection and development of a model.

Characteristics of models according to their nature and functions:

- A model is always related to a target and is designed for a special purpose.
- A model serves as a research tool that is used to obtain information about the target which itself cannot be easily observed or measured directly:

Characteristics of models according to the criteria models must fulfil:

- A model bears some analogies to the target.
- These analogies enable the researcher to reach the purpose of the model.
- A model differs in certain respects from the target.

Characteristics of models according to their selection and development:

264

- Since having analogies and being different lead to contradictory demands on the model, a model will always be the result of a compromise between these demands.
- A model does not interact directly with the target it represents. Consequently, there is always an element of creativity involved in its design, related to its purpose.
- Several consensus models may co-exist with respect to the same target.
- As part of the research activities, a model can evolve through an iterative process.

Kuhne (2005:2) provides the following three characteristics:

- Mapping feature: a model is based on the original projection.
- Reduction feature: a model only reflects a (relevant) selection of the original's properties.
- Pragmatic feature: a model needs to be usable in place of the original with respect to some purpose.

Moloi (2010:145) states that most models have the following characteristics:

- Models identify central problems or questions regarding the phenomenon to be investigated.
- Models limit, isolate, simplify and systematize the domain of research.
- Models provide a new language within which the phenomenon can be discussed).

The characteristics of models mentioned above guided the researcher in his endeavour to draft the PMDS model that may assist in managing and appraising the performance of office-based educators in the Free State province.

7.2.3 Advantages of models

265

Moloi (2010:145) and Nadler and Nadler (2012:6-7) mention the following advantages of using models by researchers:

- Research results can be presented in text form within a specific framework.
- The meaningfulness of the research results can be presented and evaluated within a specific framework.
- The problem that has been researched can be presented in a reduced and summarized form.
- The gap between the theory and the empirical research can be closed.
- What is known through research and observation can be integrated.
- Models are meant to represent the reality of their developers.
- Models assist to understand an essentially complicated process.
- Models bring together what is known through research and observation.

The model proposed in this chapter purport to present the problem that has been investigated in a simpler form, taking into consideration the literature study exposed in chapters Two and Three and the research methodology discussed in Chapter Four. While models assist researchers to understand what looks like a complex process, models also have their disadvantages. The next section deals with the disadvantages of models.

7.2.4 Disadvantages of models

Moloi (2010:146) mentions the following disadvantages of models:

- Models can only represent reality and should thus not be confused with reality.
- In reducing a complex process to a one dimensional representation, information can be lost.
- The utility of models depends on the user's own understanding of reality.
- Feedback in an open model is not automatic.
- You can only have models that you are able to make.

266

The disadvantages listed above, guided the researcher not to come to the conclusion that the proposed model is the only solution when appraising the performance of office-based educators. Rather, the researcher is merely offering one possibility of appraising the performance of office-based educators that will minimise dissatisfaction and disputes that are registered at the end of the PMDS cycle.

7.3 A MODEL FOR THE APPRAISAL OF OFFICE-BASED EDUCATORS IN THE FREE STATE PROVINCE

The purpose of appraising the performance of employees is to enable them to be more effective and efficient when performing their jobs. Appraising performance is also done to identify the causes or behaviours that result in employees' performing poorly. Figure 7.1 shows the proposed model for appraising office-based educators in the Free State.

Figure 7.1:   Outline of the proposed model for PMDS for office-based educators in the Free State
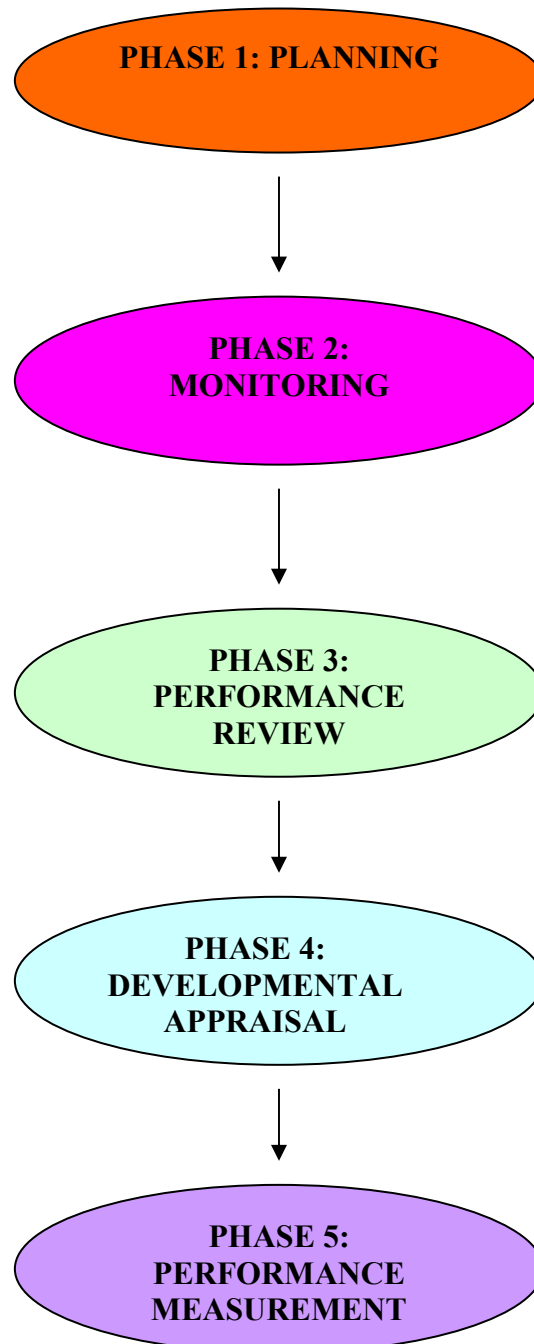
7.3.1   Phase 1: Planning

268

Every initiative in an organisation should be thoroughly planned for. Proper planning cannot take place unless the people involved in the planning process have the skills of how to plan. When planning for the PMDS, various aspects should be considered and be included in the plan. At the start of the new PMDS cycle (April of each year), supervisors and employees of each section in the districts need to sit down and plan for the next PMDS cycle. Literature on planning (cf. 2.3.1) revealed that planning is a very important step in carrying out any management task including the management of the PMDS process. In their planning they must identify, agree and prioritise activities guided by the budget allocated to the section. The planning process involves a number of steps that must be followed in order to make the PMDS a successful activity. Figure 7.2 shows the different steps of the planning process.

Figure 7.2: Different steps of the planning process during the PMDS cycle
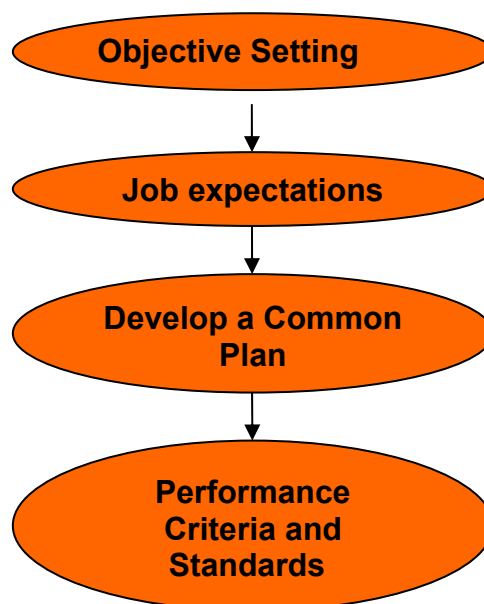
Step 1: Objective setting

The first step in the planning process is the setting of objectives. A plan for the PMDS must have clearly defined objectives. Objectives are goals that the organisation wants to reach or realise by introducing a particular programme. Objectives direct human behaviour in any organisation. When there are objectives and the employees know and own them, their behaviour is channelled towards their realisation. Since each section in the districts has a group of employees, it is advisable that common objectives must be set for a group of employees who do the same work e.g. common objectives for School Management and Governance Developers (SMGDs), common for Subject Advisors (SAs), common for Learning Support Advisors (LSAs) and common for Sports, Youth, Recreation, Arts and Culture (SYRAC) officials. The literature on objective setting (cf. 2.3.1.1) revealed that when objectives are set, supervisors had to sit down with their employees to set them together and agree on them. When employees took part in the setting of objectives, they own the objectives and become motivated to achieve them.

The Free State Province is composed of five Education Districts. It is, therefore, advisable that the different sections meet at a common place to set their objectives together with their supervisors monitoring the process. This is done in the light that all employees who do the same job must have the same objectives to achieve. The supervisors should make sure that the objectives set are "SMART" i.e. specific, measurable, acceptable, realistic and time-bound with a deadline. It is better to set few objectives for employees to attain. This has an advantage that employees may attain all of them. Too many objectives will result in employees failing to achieve them as they may be forgotten by employees. Supervisors should also try to supply employees with resources (photocopiers, paper, laptops, cars etc.) that will assist them to achieve agreed upon objectives. If resources to achieve set objectives are not made available to employees, the result will be that some if not all objectives are not met. When the objective setting process has been completed, it will now be time to discuss job expectations with employees.

Step 2: Job expectations

270

People have expectations of one another. The wife in a household expects the husband to protect and to fend for the family and the husband expect the wife to do household chores. Similarly, in the workplace too, employers and employees have expectations of one another. In the workplace, expectations must be spelled out clearly because employees are hired to fulfil a need that exist in the organisation e.g. SMGDs are hired to fulfil the management and governance need in schools, SAs are hired to fulfil the curriculum and development needs of educators, the LSAs are hired to fulfil the needs of learners with learning barriers while SYRAC officials are hired to fulfil the physical needs of learners through sports, arts and culture. Performance expectations must be in line with the objectives of the section and those of DBE.

Employers' expectations: Employers are expecting every employee to be on time for the job, to report when one is ill, to remain in one's job until the time is over, to observe due dates etc. Table 7.1 enumerates some of the job expectations by DBE and the ratings that may be used to appraise employees' performance (where 1 refers to very poor performance and 5 to excellent performance.

Table 7.1: Job expectations

Expectation 1: Job performance

Job performance refers to the manner in which the employee's work behaviour assists in carrying out his/her job.

271

ELEMENTS	1	2	3	4	5
Uses work time effectively					
Manages resources carefully					
Plans and prioritise work					
Works effectively without supervision					
Sets realistic priorities					
Meets deadlines					
Ability to coordinate with others					
Overall rating of this expectation					

Comments:_____

_____

_____

_____

_____

Expectation 2: Job Knowledge and Application

Job knowledge and application refers to whether the employee has the necessary knowledge to the job and is able to apply the knowledge to achieve results.

ELEMENTS	1	2	3	4	5
Knows what has to be done					
Seldom needs instruction					
Able to work independently					
Able to instruct, guides and train others					
Understands the appropriate policies and procedures					
Understands how his/her current job role contributes					

272

to section's objectives and the corporate plan					
Overall rating of this expectation					

Comments:_____

_____

_____

_____

_____

Expectation 3: Interpersonal Relations

Interpersonal relations relate to the ability of the employee to create harmonious and sound relationships with all stakeholders.

ELEMENTS	1	2	3	4	5
Helps without being asked					
Seeks and maintains good relationships with others (colleagues, clients and stakeholders)					
Treats others with respect					
Respects others rights					
Contributes to teamwork					
Contributes to conflict resolution					
Overall rating of this expectation					

Comments:_____

_____

_____

_____

_____

Expectation 4: Communication

The way an employee communicates with all stakeholders.

273

ELEMENTS	1	2	3	4	5
Adept at oral and written communication					
Shares information and with peers and supervisors					
Handles internal and external communications well					
Has effective listening skills with all stakeholders					
Negotiates to achieve 'win-win" solutions					
Ensures regular communication with other sections					
Gives praise and recognition where it is due					
Gives regular, appropriate and constructive feedback					
Overall rating of this expectation					

Comments:_____

_____

_____

_____

_____

EXPECTATION 5: Client service

The ability of the employee to render quality service to all stakeholders

ELEMENTS	1	2	3	4	5
Knows and applies Batho Pele principle well					
Treats all stakeholders with courtesy, respect and shows interest in meeting their needs					
Seeks to continuously improve service delivery					

Responds to enquiries and complaints timeously					
Regards complaints as opportunities for improving service delivery					
Overall rating of this expectation					

Comments:_____
_____
_____
_____
_____

EXPECTATION 6: Leadership skills

The ability of the employee to guide others to work effectively towards achieving the objectives.

ELEMENTS	1	2	3	4	5
Able to work as part of a team					
Able to influence other employees to perform better					
Sets and models clear standards of behaviour and performance					
Manages poor performance					
Facilitates conflict resolution					
Overall rating of this expectation					

Comments:_____
_____
_____
_____
_____

EXPECTATION 7: Judgement and decision-making

275

The ability of the employee to make correct judgements and sound decisions.

ELEMENTS	1	2	3	4	5
Identifies accurately issues and opportunities					
Gathers and interprets information effectively					
Chooses and commits to appropriate actions					
Takes responsibility and encourages others to the same					
Maintains confidentiality					
Overall rating of this expectation					

Comments:_____

_____

_____

_____

_____

OVERALL EXPECTATION RATING

EXPECTATIONS	1	2	3	4	5
Job performance					
Job knowledge and application					
Interpersonal relations					
Communication					
Client service					
Leadership skills					
Judgement and decision-making					
OVERALL EXPECTATIONS RATING					

276

Comments:_____

_____

_____

_____

_____

Expectations Rating Agreed/Disagreed:

Signature of employee: ………….……..……   Date: ……………….

Signature of the supervisor: ………………..   Date: ……………….

[Annexure A of ELRC 2002].

Expectations by employees: Employees expect that they get paid on time, that their conditions of service are spelled out clearly, that they are safe at work, they also expect to be told of their job responsibilities and how they are performing. When expectations are not met by one party, conflict might arise and a relationship of trust might be eroded.

When job expectations have been spelled out, supervisors need to develop a common Work Plan together with their employees.

Step 3: Develop a common Work Plan

Since a Work Plan demands a lot of time to be developed, the literature suggests that a common Work Plan should be developed for those employees who are doing the same job because they are to achieve the same objectives (cf. 2.3.1.2). This means that the Work Plan for all SMGDs will be the same but will differ from that of SAs on the basis of the objectives they are to achieve. Supervisors and their employees should develop this plan together and agree that it supports the objectives of the section. This may be done where all

277

SMGDs of the province have gathered with their supervisors. This also applies to other sections.

Usually a Work Plan has columns depending on the needs of the organisation. The Work Plan preferred for this model is the one where the first column is for **objectives** that must to be achieved during the PMDS cycle. An example of an objective is: "To foster a culture of effective teaching and learning". To realise this objective, the second column will be for **action strategies**. Action strategies are activities that the employees will employ to achieve the objective e.g. the action will be to ensure that teaching and learning takes place for the full duration of the school day. The third column will be for **resources** – who and/or what can assist an employee to realise the objectives. The fourth column will be the **performance indicator(s).** Once the objective has been achieved, what you see happening will be your performance indicator e.g. all learners are promoted to the next grade. The fifth will be a **target** (i.e. in how many schools did the employee achieve the objective) and the last column will be **notes on progression** where the employee will be indicating his or her progress in achieving the objective(s) (Appendix F).

When a Work Plan has been completed, the employee and his or her supervisor must sign it and keep copies.

Step 4: Performance criteria and standards

Office-based educators are referred to as field workers i.e. they are most of the time in schools assisting school management teams (SMTs), educators and learners. To appraise their performance, supervisors will have to rely on the performance of schools. It is, therefore, wise that supervisors and employees agree on what is to be appraised i.e. areas of the employees' work to be looked at.

Performance criteria are used to appraise employees' performance. These are necessary aspects for accomplishing the job. An example of a criterion that might be used to appraise office-based employees is the output criteria that

278

judge the output delivered e.g. how many schools or learners are performing. The criteria must measure what it is intended to measure and must be related to the DBE goals and/or objectives. Performance standards refer to the quality of performance i.e. they refer to acceptable levels of performance. The standards should be spelled out clearly to employees so that they know exactly what acceptable performance is and what unacceptable performance is.

When planning has been completed and employees have started doing the job, supervisors need to monitor employees' performance.

7.3.2 Phase 2: Monitoring

The act of monitoring is very important. This phase has to start immediately during the second month of the start of the PMDS cycle and must continue throughout the cycle. When supervisors monitor employees' performance, they must explain to employees that the purpose is not appraisal but to guide employees on how to achieve the objectives of the organisation and to check whether an employee is still on track towards achieving agreed upon objectives. When supervisors observe how their employees are performing, they should look for trends in their performance e.g. is the performance steadily improving or declining? Is good performance followed by sub-standard performance? There are two steps to be followed when monitoring the performance of employees. These are feedback and either coaching/mentoring or counselling depending on the employees' needs.

Step 1: Feedback

As supervisors monitor the performance of employees, they need to give employees feedback on how they are performing. Feedback is communication between supervisors and employees on how employees are performing. It is meant to give objective information, positive or negative, to employees about their performance. Feedback should be given to employees throughout the PMDS cycle and not only during the rating process. Ongoing feedback

279

enhances performance, ensures that performance is in line with job expectations, changes employees' behaviour and eliminates an element of surprise from employees at the time of appraisal (cf. 2.2.1.2). Waiting until the end of the PMDS cycle to give feedback, may result in conflict situations surfacing especially when feedback is negative.

When a supervisor has given an employee feedback on their performance on numerous occasions and can notice that the performance of the employee is not changing, the supervisor should issue a notice of unsatisfactory performance to the employee. An example of such a notice is as follows:

NOTICE OF UNSATISFACTORY PERFORMANCE

MEMORANDUM TO: Employee:

Title   :

FROM: Supervisor:

Title   :

SUBJECT: Notice of Unsatisfactory Performance

During the past months, you have been unable to observe due dates given to you on your work assignments. On (date) _____ you were requested to communicate with your supervisor regarding problems you encounter when executing your tasks, as there seems to be some misunderstandings. You have failed to demonstrate a satisfactory level of performance as required by the performance policy of the organisation.

On (date) _____ you were made aware that your performance problems may result in you receiving a rating of 1 (below expectations). Your continued lack of progress will lead your supervisor to develop a Performance

280

Development Plan for yourself. Your inputs in this plan will be highly appreciated.

Such a plan may then include:

Expectation: Job performance

Acceptable performance for this expectation includes using work time effectively, planning and prioritising work and meeting deadlines.

In an effort to improve your performance in this area, your supervisor will put you in a 60-day Performance Improvement Plan (PIP). During this period, the following will be agreed upon to assist you to improve your performance to a satisfactory level:

- You will work under the direct supervision of your supervisor who will continue to monitor and evaluate your performance.

- Your supervisor will discuss every evaluation with you and you will be afforded the opportunity to ask questions on any matter you do not understand.

- During this period your supervisor will continue to coach you and also give you feedback on how you are performing so that you are able to realise the objectives set in your PDP.

Failure to improve your performance to a satisfactory level at the end of the 60-day period will result in a recommendation that you be placed on a training and development programme for a period that will be determined by the employer. Failure to improve after the training and development process will result in a recommendation that you be dismissed.

You are, therefore, requested to attend a meeting to discuss the contents of this letter that has been scheduled as follows:

Date   :

Venue :

Time   :

Acknowledge Receipt:

_____   _____
Employee's signature   Date

Step 2: Coaching

Coaching involves assisting employees on a one-to-one basis through the use of a coach. It is an ongoing process and it assists employees to maximise their performance (cf. 3.4.3.1). During coaching, supervisors give advice on how the job is supposed to be done. Mentoring on the other hand, involves assigning a knowledgeable employee to assist a colleague who is less knowledgeable about the job. During mentoring the mentor supports the employee in performing his or her duties (cf. 3.4.3.1). Figure 7.3 shows the actions to be followed during the coaching session.

Figure 7.3:   Steps during the coaching session

Problem Identification		
		Employee Response
Identify Competencies to be developed		
		State Expectations
Get Agreement		
		Improvement Plan
Gain Commitment		
		Schedule Next Meeting
Monitoring and Feedback		
		Evaluation
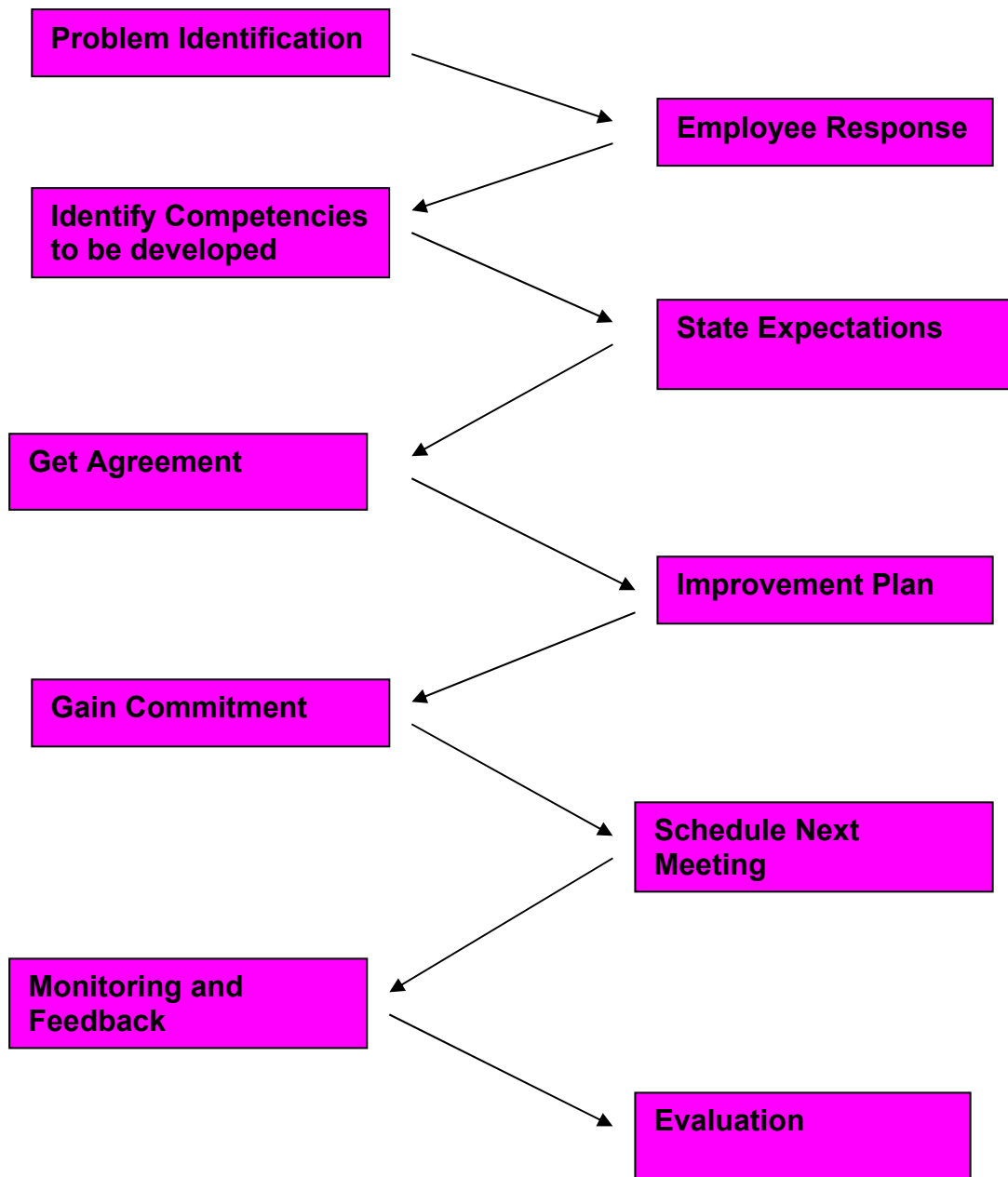
Source: Hasan (2007); University of Virginia s.a.

Action 1: Problem identification

284

During this step the supervisors must identify performance-related behaviour that

prevents employees from performing according to expected standards. This behaviour must be observable, measurable and can be changed. An example is the employee who does not observe due dates for submission. In describing this unacceptable behaviour, the supervisor must quote dates on which he or she has observed the poor performance. The supervisor should always try to be specific and must have proof of what he or she says. When the problem has been identified, he or she should ask the employee's response.

Action 2: Employee response

During this step, the supervisor must prepare a list of open-ended questions that he or she will ask to uncover any underlying problems of poor performance. An example is "What prevents you from submitting on time?" The supervisor should probe for more clarification when the answer is given. This calls for the supervisor to be a good listener and to always be alert and objective to the employee's answers. When this step has been completed, the supervisor and the employee must together identify competencies to be developed.

Action 3: Identify competencies

This step focuses on how the employee performs job tasks i.e. competency development. Competency refers to the ability or the skill that the employee needs to perform job tasks to a high level. Examples of competencies are leadership, teamwork, planning, organising etc. Competencies relate to how employees deliver goals than what goals are. For example while schools have enrolled learners, they need to focus on increasing the number of learners passing Grade 12 so that more learners may need to be registered at such schools. Identification of competencies is done in collaboration with the employee. In the example mention in step 1, the employee might be lacking time management skills as he or she did not observe due dates. The supervisor must assist the employee to manage his or her time. The following

285

checklist may assist the supervisor to document and communicate observations.

What did the supervisor observe?	
Date when it occurred?	
Who was involved?	
How many times did this happen?	
What impact did it bring to the organisation?	
Ask the employee why did it happen?	
What the circumstances were?	
Ask if the employee sought assistance?	
Which competencies require development?	
Notes :	

When competencies to be developed have been identified, the supervisor must state expectations.

Action 4: State clear expectations

The supervisor as a coach must state clearly and specifically what he or she expects the employee to do. When stating his or her expectations, the supervisor must avoid using threats but show empathy. Use statements such as: "I understand that it must be difficult for you to manage your time. However, you are expected to observe due dates and you have not been doing so". When expectations have been stated, the supervisor must get an agreement from the employee that he or she will observe due dates.

Action 5: Get the agreement

286

At this step, the supervisor through two-way communication, must show how negatively the unacceptable behaviour of the employee impacts on the realisation of the organisation's or district's objectives. The supervisor must indicate to the employee that his or her late submission result in the organisation or district not submitting the required information to head office on time. The employee must eventually accept that his or her behaviour is causing the whole organisation to be dysfunctional. When the employee has accepted, develop together an improvement plan.

Action 6: Improvement plan

During this step, the supervisor must clearly communicate the reasons why the employee's performance is of concern and how it negatively impacts on the realisation of the organisation's objectives. It is during this step that the supervisor and the employee must set coaching objectives. These are objectives that the coaching session must achieve. The objectives to be set must aim at correcting the unacceptable behaviour of the employee. These objectives should be "SMART" (cf. 2.3.1.1). When the process of setting objectives has been completed, the supervisor and the employee must together identify learning opportunities that will lead to competency development. Ask open-ended questions such as "What do you think you can do to observe due dates?" Allow the employee to state his or her plans of solving the late submissions. In this way the supervisor will be allowing the employee to take ownership of the plan. Always try to ask questions that will make the employee commit him- or herself. A reasonable timeline for achieving these objectives must be communicated.

Action 7: Gain commitment

The supervisor should try by all means to have an employee commits himself or herself to observing due dates communicated to all employees. Once the supervisor has gained this commitment from the employee, the supervisor should ask the employee to give a synopsis of the deliberations. Together they then agree on the time and date to meet to discuss progress. This will allow

the supervisor time to monitor progress and be prepared to give the employee feedback when they meet.

Action 8: Monitoring and feedback

It is important that the supervisor should monitor whether employees are changing the unacceptable behaviour or not. The monitoring process requires that the supervisor should have regular meetings with employees to give them feedback on how they are performing. In these meetings, both parties should express their views freely. This calls for the supervisor to create a conducive climate for employees to talk freely without any fear of victimisation. The monitoring and feedback step is followed by the evaluation step.

Action 9: Evaluation

During the evaluation step of the coaching process, the supervisor and the employee assess firstly whether coaching has achieved the set objectives. If the set objectives were achieved, they then evaluate the proficiency of the competencies. When it appears that objectives and competency development were not achieved, they need to review their plan and make some changes if the need arises before the supervisor can resort to implement progressive discipline against the employee.

7.3.3 Phase 3: Performance review

Performance review must be an ongoing activity between the supervisor and the employee. It should not be done at the end of the PMDS cycle because it will be too late for the employee to correct behaviour that leads to poor performance. It is during this phase that the supervisor and the employee meet to review progress. During the review meeting the supervisor and the employee discuss solutions to problems that have cropped up during the monitoring phase. This is done to eliminate the element of surprise when the time of rating arrives. This also intensify the primary objective of performance

288

appraisal – that of communicating expectations. Performance review is actually a session of recapping what took place from the start of the PMDS cycle up to and until the review meeting.

The number of performance reviews will differ from employee to employee depending on the guidance and support required by the employee. Anything discussed during the review meetings has to be documented by both the supervisor and the employee and both should append their signatures and keep copies of the documentation. The following Figure 7.4 depicts steps of the performance review:

Figure 7.4: Performance review steps

289

FEEDBACK AND PROBLEM IDENTIFICATION

CORECTIVE ACTION

SELECT INTERVENTION

IMPLEMENTATION

EVALUATE STRATEGIES
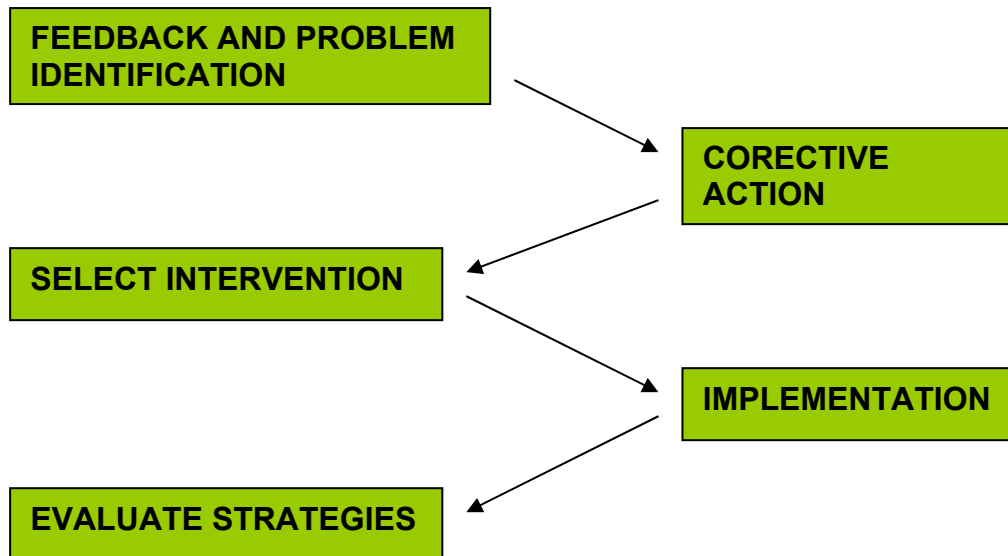
Step 1: Feedback and problem identification

During this step of performance review, the supervisor must inform the employee whether goals or objectives of the organisation have been achieved or not. Giving employees feedback on how they are performing is supposed to be a two-way communication process. This type of feedback becomes developmental in nature because employees are afforded the opportunity to ask for clarification where they do not understand (cf. 2.2.1.2). Feedback that is developmental spurs employees on to perform better than before. Supervisors, therefore, need to be trained on how to give feedback so that they are able to give employees feedback that would be acceptable to them.

After providing feedback to employees on their continued substandard performance, supervisors must dig deep to find out the real source of poor performance. This could be done by gaining trust from employees so that they are able to open up. Supervisors must also indicate to employees that the purpose of the whole exercise is not punitive but to correct behaviour leading to poor performance. To get to the bottom of the source, supervisors must first do some research to find out if the organisation's reward package or employee benefits is not the cause of the poor performance (cf. 2.3.3.4). If the reward

290

package is the source, this must be corrected otherwise the organisation will not achieve its goals. If the reward package is not the cause of poor performance, supervisors need to prepare a number of open-ended questions to ask to employees and be prepared to probe for more clarification (cf. 7.3.2). The literature reviewed indicated that there are many causes that lead to poor performance (cf. 3.4.2). Each employee is unique and will therefore have different causes that affect his or her performance. When the causes of poor performance have been identified, corrective action must start.

Step 2: Corrective action

The aim of this step is to correct the behaviour that leads to poor performance. By identifying and correcting problems, supervisors improve employees' performance. Since the coaching session did not yield expected results, a more formal corrective action that concentrate on the real source of poor performance and that intends to adjust behaviour permanently must be followed (cf. 2.3.4.3). Corrective action must be done well before the annual rating time of employees in order to give them the opportunity to improve their performance. This will minimise the chances of employees registering grievances when ratings are being done. It is during this meeting of performance review that planning for the correct intervention strategy must be done.

Step 3: Intervention selection

After it has been decided by both the supervisor and the employee that there is a need to improve performance formally, they need to select the correct intervention strategy that will eradicate the poor performance completely (cf. 3.4.3). Since interventions cannot be undertaken simultaneously, it will be better to prioritize the selected interventions. The following criteria may be used to prioritize interventions:

- **Appropriateness:** This refers to whether the intervention selected will close the gap between desired performance and the poor performance.
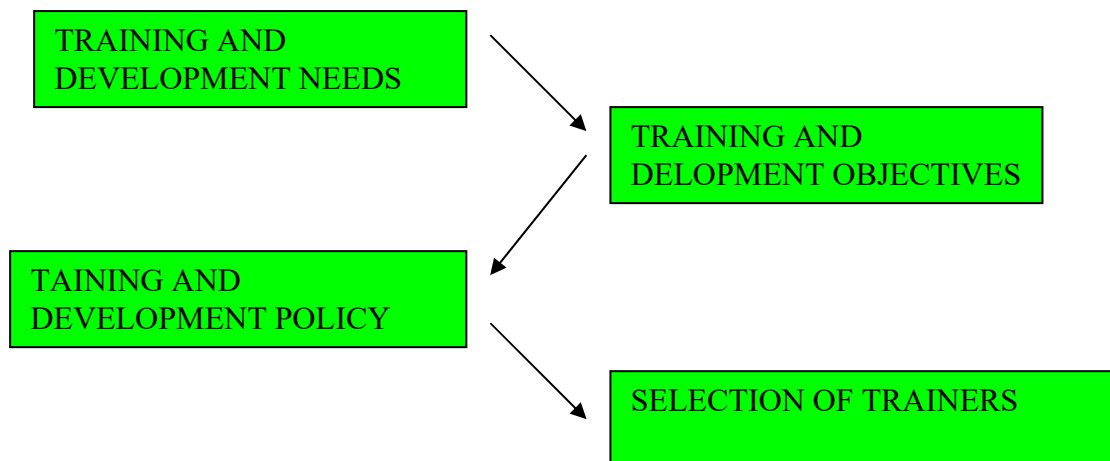
291

- **Economical:** This refers to the affordability of the intervention strategy i.e. is the selected intervention strategy not too expensive to implement. Also, this refers to whether the selected intervention is sustainable i.e. can it be used over a long period and produce the desired results.

- **Acceptability:** This refers to whether the supervisor and the employee will support the intervention strategy. If any one of them does not support the intervention strategy, he or she must state this by giving reasons why he or she is not supporting the strategy chosen.

- **Practicability:** This refers to whether the resources required to support the selected intervention will be made available or are available.

When the intervention to be used has been selected, the supervisor and the employee must develop a performance development plan (PDP) (cf. 3.4.3). According to Moloi (2010:163-164) the PDP must include the following:

- Goals to be achieved.
- Specific training and developmental objectives and activities to address the goals.
- Sequence of activities for (a) training and development and (b) putting the desired changes into practice.
- A list of resources – personal and material – that can be used to implement training and development activities.
- A budget to support the programme.
- A plan for assessment standards.

Figure 7.5 depicts the steps of the selected intervention.

Figure 7.5:   Steps of the selected intervention

292

```
┌─────────────────────────┐
│ TRAINING AND            │ ─────────┐
│ DEVELOPMENT NEEDS       │          │
└─────────────────────────┘          ▼
                            ┌──────────────────────────────┐
                            │ TRAINING AND                 │
                            │ DELOPMENT OBJECTIVES          │
                            └──────────────────────────────┘
┌─────────────────────────┐          │
│ TAINING AND             │ ◄────────┘
│ DEVELOPMENT POLICY      │ ─────────┐
└─────────────────────────┘          ▼
                            ┌──────────────────────────────┐
                            │ SELECTION OF TRAINERS        │
                            │                              │
                            └──────────────────────────────┘
```

Source: Chatterjee (2009)

Training and development needs: Before the commencement of the programme, the supervisor must first identify and assess the needs of employees. There are various ways in which the needs of employees could be ascertained i.e. through the use of checklists, interviews, questionnaires and/or surveys. The needs should therefore be carefully analysed in order to meet the objectives of the programme. After needs have been analysed they then need to be prioritise. This has to be done in consultation with the employee. Needs could be prioritised as follows:

- Priority 1: Consist of training and development needs that ensure that employees have the necessary skills to perform competently in their jobs.

- Priority 2: Consist of training and development needs that assist employees to perform to their full potential. This training and development is good for those employees who will benefit from further training and development.

- Priority 3: Consist of training and development skills that are acquired through delegation.

The needs assessment process will provide the supervisor with an idea regarding the information needed by the training and development programme. These needs should be carefully analysed in order to meet the objectives of the programme.

Training and development objectives: The objectives of the training and development programme should be developed before the programme starts. Objectives are intentions for implementing the programme. The objectives need to be formulated carefully and clearly because they are going to assist in the selection of relevant activities for the programme so that the needs of employees are met. These needs have to be identified and assessed. It must be remembered, however, that employees have different needs. The activities of a programme, therefore, need to be adjusted to the needs of the specific employee. The objectives must be clearly defined. The objectives of the programme should be formulated prior to the start of the programme.

Training and development policy: It is imperative that a policy for the training and development of employees is drawn. This policy must be used as a point of departure during the planning of the training and development programme of employees who perform poorly. This policy should be brief, clear and must include everything needed for planning, implementation and evaluation of the programme. The supervisor must be responsible for the drawing of this policy.

Selection of trainers: When choosing trainers, supervisors should ascertain that the trainer is knowledgeable, skilled and has the experience of the job employees are doing. Correct selection of trainers may enhance the performance of employees because they will be in a position to gain new knowledge and skills from trainers.

When the intervention has been selected, it must be implemented.

Step 4: Implementation

294

The training and development programme should be implemented properly so that the objectives of the programme are achieved. The implementation stage is a very important stage as this is where the programme is executed. This stage involves the actual execution of activities, the facilities, the resources, the presentation methods and trainers. During this stage supervisors should create a conducive environment for learning to take place and to ensure that facilities and resources are available and ready. The step of implementing the selected intervention requires the commitment of both the supervisor and the employee. The employee will be committed only if he or she was involved in the selection of the intervention. To enhance this commitment, the selected intervention must be planned such that when employees leave the training and development, they have a detailed plan of how to implement their learning. This must happen as soon after the conclusion of the training (Moloi 2010:164).

The implementation step aims at bringing a change in the performance of employees. To increase the likelihood that change will occur, supervisors should, according to Prosci (2014) and Moloi (2010:165), take note of the following:

- Change is a process and not an event. It needs sufficient time to unfold. It is rare to get meaningful change through instructional practices brought about through memos, directives or laws.
- Change is a personal experience. It is personal and it involves feelings, attitudes and frustrations. The effective supervisor attends to the personal dimensions of change.

- The employee has to be a focal point in change. Although individuals are part of a group, each is unique and his or her needs must be addressed.

- Change entails growth and development.

295

According to Fixsen, Blasé, Harner and Sugai (2007), implementation passes through exploration, installation, innovation and sustainability stages:

- **Exploration** – the needs for change are being identified during this stage and the possible intervention strategies are applied.
- **Installation** – the resources needed for the implementation of a programme are established.
- **Innovation** – knowledge and skills that come from the programme are implemented.
- **Sustainability** – there must be continuous and skilful support for employees as they perform their duties.

The supervisor is responsible for the execution and implementation of the programme. When the programme is implemented, it needs to be monitored and evaluated.

Step 5: Monitoring and Evaluation of the programme

The literature studied indicates that during this step, interventions are set in motion and monitoring tools are established (cf. 3.4.4). The training and development programme of employees must be monitored on a regular basis to verify whether it is properly implemented. The monitoring process should start immediately on the first day of implementing the programme. The supervisor should plan to spend more time at the training. The supervisor should write daily reports regarding the progress of employees. Copies of these reports should be made available to employees. This should be done in daily meetings where employees should be given feedback. This will also afford employees time to share and reflect on their progress. It is in these meetings where problems will be corrected and measures taken to assist the employee where there is a need to do so.

Any training and development programme must realise its objectives. To check whether the programme has realised the objectives set, it must be evaluated.

296

The evaluation of the programme must be obtained by using different methods of data collection. These include: interviews, questionnaires and checklists. This information is critical in determining whether the programme has realised its objectives and how employees reacted to the programme. According to Finch and Maddux (2006:92), evaluation is done to ascertain whether the programme is effective i.e. the programme has realised its goals and/or objectives. To check whether the programme has realised its objectives, Finch and Maddux (op cit) say that this can be done by observing whether employees' performance has improved after the training.

The following aspects regarding the evaluation of training and development programme are important: Firstly, the evaluation of training and development programme is a continuous process and not something that occurs at the end of the programme. Secondly, evaluation of training and development must be well planned and objectives must be clearly indicated. Thirdly, accurate and applicable measuring instruments must be used to obtain information for purposes of decision-making. Fourthly, evaluation of a training and development programme is a form of quality control. Lastly, evaluation is not directed at testing employees but at testing the entire training system.

One or two months after completion of the training and development programme, the performance of employees must be appraised to ascertain whether the gap between the desired performance and poor performance has been closed or not.
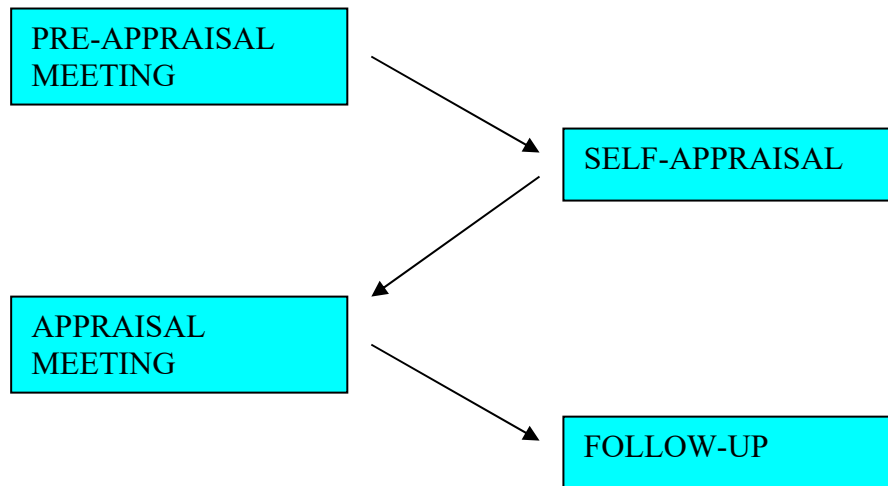
7.3.4   Phase 4: Developmental Appraisal

Developmental appraisals involve giving feedback to employees on how they are performing. Its aim is to determine the strengths and weaknesses and to come up with a plan of eradicating weaknesses. It involves telling employees whether they are performing towards the realisation of the organisation's goals or not. These goals were set at the start of the PMDS cycle by the supervisor together with his or her employees (cf. 2.3.4.2). According to Mooney (2009:21), performance appraisal is a measurement of what we do and how. It

297

is intended to provide an accurate picture of the employee's actual task performance. Billikopf (2010:35) contributes the following suggestions that would lead to a more effective developmental appraisal:

- Employ separate appraisals to make pay decisions from those used to develop goals and provide feedback.
- Objectives and standards should be transparent to employees.
- Objectives and standards ought to be communicated to employees long before they are evaluated.
- Employees need to have a hand in developing objectives and standards.
- Supervisors should be able to provide sincere feedback or constructive criticism.
- Employees should not become defensive when receiving constructive criticism, nor complacent when hearing commendations, but rather see the appraisal as an opportunity to discuss future improvement.
- Supervisors would benefit from coaching on how to provide effective praise and speak of needed improvement.
- Supervisors ought to understand issues revolving around rater-reliability.
- Supervisor-employee dialogue ought to be fostered.
- Supervisors need to be well acquainted with the performance of subordinates.

The cycle of the PMDS start at the beginning of April each year. It would be wise that the actual developmental appraisal should be done at the end of September each year to allow time for the appraisees to correct their poor performance. Developmental appraisal should not be done simultaneously with Performance Measurement because the latter involves rewarding of employees for the good work done during the cycle. If these appraisals are done simultaneously, employees would have no time to correct their poor performance and this may lead to many disputes lodged. However, the same forms could be used for these two processes (cf. 7.3.1 Job expectations). The developmental appraisal process should pass through a number of stages. These stages are represented by Figure 7.6.

298

Figure 7.6: Stages of the Performance Appraisal process

```
┌─────────────────┐
│ PRE-APPRAISAL   │
│ MEETING         │──────────┐
└─────────────────┘          │
                             ▼
                    ┌─────────────────┐
                    │ SELF-APPRAISAL  │
                    └─────────────────┘
┌─────────────────┐          ▲
│ APPRAISAL       │──────────┘
│ MEETING         │──────────┐
└─────────────────┘          │
                             ▼
                    ┌─────────────────┐
                    │ FOLLOW-UP       │
                    └─────────────────┘
```

Step 1: Pre-appraisal meeting – Before the pre-appraisal meeting takes place, the appraiser should formally invite the appraisee to attend the pre-appraisal meeting. The agenda, date, time and venue of the meeting should be well specified. This must be done at least seven days in advance so that the appraisee come to the meeting well prepared. At the meeting the appraiser must clearly define the roles each will play. Two-way communication must be emphasised. This meeting is of utmost importance because it is where the appraiser and the appraisee are going to plan for the actual developmental appraisal. It is at this meeting where the appraisee will be told what is to be appraised and which performance standards the appraiser will use. Also, documents that will be needed on the day of the appraisal will be discussed at this meeting. The appraisee will be told at this meeting to come at the developmental appraisal meeting having done self-appraisal and to bring all necessary documents like a portfolio of evidence with him or her. During the pre-appraisal meeting the following issues must be clarified:

- Whether the appraisee understands what is expected of him or her.

299

- The appraisee is given the opportunity to raise concerns that he or she may have.

- The appraiser informs the appraisee about the procedure and processes that will be followed throughout the developmental appraisal.

- The appraiser explains to the appraisee that the appraisal will be based on general ongoing observation by the appraiser and on documentary evidence and other information that the appraisee may provide to the appraiser.

Step 2: Self-appraisal – Self-appraisal takes place when appraisees appraise their performance. It is done using a designated form before appraisees attend the actual performance appraisal by the appraiser (cf. 2.3.4.2.1). The self-appraisal form must be returned to the appraiser so that he or she could have time to go through it before the actual performance appraisal. The main aim of doing self-appraisal is to make sure that the appraisees and the appraiser are on the same frames of reference. The appraisees must be honest, objective, co-operative and be well prepared when doing self-appraisal. Self-appraisal also requires self-reflection on the part of the appraisees so that problems are exposed early before they become too difficult to eradicate. The appraisees should be able to check all the activities that must be done during the performance appraisal period. The purposes of self-appraisal are the following:

- The appraisees become familiar with the appraisal instrument.
- The appraisees are compelled to honestly and critically appraise their own performance.
- The appraisees are able to make inputs during the appraisal and this process becomes more participatory.
- The appraisees are able to measure their successes and to build on these without depending on the PMDS cycle.

The following checklist could be of assistance to appraisees.

The Appraisees' Checklist:

Before the Appraisal Meeting	
1. Have you been notified of the appraisal meeting with your appraiser and have you been given the time and venue of the meeting?	
2. Have you done self-appraisal and returned the form to your appraiser before the appraisal meeting?	
3. Do you have a copy of your current job description?	
4. Do you have a copy of your work plan completed and with your portfolio of evidence?	
During Appraisal Meeting	
5. Did you have the opportunity to discuss the objectives of your section?	
6. Have you reviewed your achievement of objectives agreed at the start of the PMDS cycle?	
7. Have you discussed the training and development activities you undertook and what the impact of these has been?	
8. Have you discussed all other activities you were involved with during the cycle and how these have contributed to the performance of schools?	
9. Have you accurately highlighted your areas of good performance and the positive contribution you have made in your schools?	
10. Have you asked for clarification of what is required where performance was unacceptable and have you drawn an action plan to rectify the situation?	
11. Have you discussed any career development you would like to pursue in the future and discussed this with your appraiser on how you may be assisted?	
After the Appraisal Meeting	
12. Have you seen the completed appraisal form and signed it?	
13. Were you satisfied with everything written on the form or have you discussed the issues with your appraiser you were not satisfied about?	
14. If you could not resolve the queries, have you lodged a dispute following the correct channels?	

301

Adapted from: Udwin & Hancock (2011)

When doing self-appraisal, employees must rate themselves on the Work Plan. An example of the Self-appraisal form is portrayed in Table 7.2:

Table 7.2: Self-Appraisal form – Work Plan rating

Name: ……………………..

Work Area/Section: …………………

 Period: ………………………

Key Objectives	Target (No. of schools)	Comments on performance	Rating
			1 2 3 4 5
			1 2 3 4 5
			1 2 3 4 5
			1 2 3 4 5
			1 2 3 4 5
			1 2 3 4 5
Overall Work Plan Rating			1 2 3 4 5

Adapted from: ELRC 2002

Key objectives are the objectives that employees must achieve. The target is the number of schools where employees have achieved the objective. In the comments column employees write what activities they have been doing in order to achieve the objective. In the last column employees rate themselves

302

on the scale 1 to 5 where 1 represent poor performance and 5 excellent performance.

Step 3: The appraisal meeting – By this time the appraisees will have completed their self-appraisal. They will have determined their strengths and areas that need development if they are honest with the appraisal. During the appraisal meeting, the appraiser performs numerous activities concerning the appraisees' actual job performance. These activities are to collect data about the appraisees' actual performance, analyse data collected and to evaluate that data.

- Collection of data – The appraiser should gather data about how well the appraisees are performing. The data collected must assist the appraiser to build on the strengths of the appraisees and to overcome weaknesses of the appraisees that seem to inhibit acceptable performance. There are three sources of information that the appraiser could use to draw information when appraising the performance of office-based educators, namely:

  o Interviews with relevant stakeholders at schools: Conducting brief, semi-structured interviews with such stakeholders may provide valuable information about appraisees as they are servicing those schools. To provide such information, interviewees need to be truthful towards the appraiser, the Department of Basic Education and the whole performance appraisal process.
  o The performance of schools: The performance of schools may also offer the necessary information about the performance of office-based educators. If schools are well managed and learners are performing to the expected level, they may reflect to the expected performance of office-based educators.
  o Portfolio of evidence: The portfolio of evidence contains valuable information about what appraisees have been doing during the current PMDS cycle. The appraiser needs to have time to study the portfolio of evidence.

303

Information or data collected should be sufficient to enable the appraiser to award a rating and should cover the whole PMDS cycle. This will assist the appraiser not to rely on one incident when allocating a rate.

- Evaluate data: When evaluating data the appraisers should try to be positive and objective. They should appraise when they have collected enough information. The purpose of appraisal would be:

  o To confirm the appraisees' perception about their own performance as reflected in their self-appraisals. The focus should be on areas which the appraisers regard as the most important.

  o To discuss appraisees' strengths and weaknesses and how they can improve on their weaknesses. The appraisers should assist appraisees to come up with solutions to problems that shall have emanated.

  o To resolve any differences of opinion that may arise during the rating and to reach a consensus on the scores.

  o To provide positive feedback where appraisees have performed to expectation. This type of feedback is aimed at reinforcing accepted performance.

  o To provide developmental feedback where appraisees did not perform well. The aim is to highlight where performance did not meet expectations.

  o To enable the appraiser and the appraisees to develop an action plan that includes targets and time frames for improving weaknesses. This is done well before the Performance Measurement appraisal that is done at the end of the PMDS cycle.

Step 4: Follow up – Immediately after the appraisal meeting the appraiser must write a report about what was agreed upon: objectives for the last six months of the PMDS cycle indicating the time frames, the necessary support that the appraisees require and when follow ups will be conducted. A copy of the report must also be given to the appraisee.

304

During follow ups, the appraiser should make sure that commitments made during the appraisal meeting are followed realistically. If it is found that the appraisees are still lacking some skills, the appraisers need to redouble their support otherwise appraisees will not achieve the objectives agreed on during the appraisal meeting.

7.3.5 Phase 5: Performance Measurement

The process of Performance Measurement (PM) should take place at the end of the PMDS cycle. It should not be coupled with Developmental appraisal because one approach might weaken the effectiveness of the other. To be effective, PM should be done when all avenues to develop employees were done during the cycle i.e. couching or mentoring or counselling and training and development have been done. The purpose of PM is to appraise employees for salary progression, grade progression, rewards and incentives.

Rewarding performance in the Department of Basic Education (DBE) is done to retain and to motivate good office-based educators. It also assumes three things: Firstly, it assumes that office-based educators affect the academic achievements of schools. Secondly, that individual educators at schools gain professional knowledge, skills in their subjects and effective teaching methods from office-based educators. Thirdly, those learners with learning barriers are able to progress to the next grade because of the assistance they receive from office-based educators. Lastly, that learning without play makes schools places where learners become bored. To circumvent boredom, SYRAC officials organise different sports codes for learners to participate in.

Rewarding performance means providing employees some incentives with the aim of motivating them to perform better than before. It can be in the form of financial or non-financial incentives (cf. 2.3.3.4). Financial incentives that may be given to office-based educators are a salary progression (salary increment) or a once off bonus or both. Non-financial incentives include awards and certificates. The system of rewarding performance must be fair, transparent,

305

consistently followed, well controlled and must be reviewed when the need arise.

7.4 CHAPTER SUMMARY

This chapter sets out a proposal for a model that can be used by the Department of Basic Education when appraising the performance of office-based educators in the Free State Province. The nature and scope of the concept model was discussed. The concept model was defined and also its characteristics were given. The advantages and disadvantages of using a model were also highlighted.

A proposed model for appraising office-based educators was discussed. This proposed model runs through five phases. Phase one involves planning and all its concomitant activities were discussed. Phase two deals with monitoring the performance of employees and also giving them feedback on how they are performing. Couching and mentoring were also discussed in this phase.

The review of performance was then discussed step by step. How to conduct developmental appraisal was then discussed together with the steps that need to be followed. Lastly, the performance measurement was discussed. How to reward performance and the different incentives that may be used were also outlined.

REFERENCES

Abadi, F.E., Jalivand, M.R., Sharif, M., Salimi, G.A. & Khanzadeh, S.A. 2011. A Study of Influential Factors on Employees' Motivation for Participating in the In-Service Training Courses Based on Modified Expectancy Theory. *International Business and Management,* 2(1):157-169.

Acton, T. & Golden, W. 2002. *Training: The Way to Retain Valuable IT Employees?* From: www.opm.gov/policy-data-oversight/...Development training.pdf (Retrieved: 29 April 2013).

Aguinis, H. & Kraiger, K. 2009. Benefits of Training and Development for Individuals and Teams, Organizationsand Society. *Annual Review of Psychology,* 60:451-474.

Akrani, G. 2010. *Delegation of authority and the importance of delegation.* From: www.kalyan-city.blogspot.com/2010/07/delegation-of-authority (Retrieved 21 June 2014).

Alavi, S.B, Moteabbed, S & Arasti, M.R. 2012. A qualitative investigation of career orientations of a sample of Iranian software engineers. *Scientia Iranica,* 19(3):662–673.

Alga Khan Development Network (AKDN). 2004. *Organisational Structure and Systems: Governing and Managing Organisations.* From: www.akdn.org/ publications/civil_society_booklets5.pdf (Retrieved 17 February 2013).

Algera, J.A., Kleingeld, A. & Van Tuijl, H. 2002. Enhancing Performance through Goal-setting and Feedback Interventions In: Sonnentag, S. *Psychological Management of Individual Performance.* Chichester: John Wiley & Sons Ltd, 194-236.

Al-Zawahreh, A & Al-Madi, F. 2012. The Utility of Equity Theory in Enhancing Organizational Effectiveness. *European Journal of Economics, Finance and Administrative Sciences,* 46:158-167.

Antic, L. & Sekulic, V. 2005. *Organising As The Phase of Management Accounting.* From: www.facta.junis.ni.ac.rs/eao2005/eao2005-06.pdf (Retrieved: 05 February 2013).

Agarwal, A. 2011. Models and theories of performance management system. From: www.projectguru.in/.../publications-models-and-theories-of-performance-management-system.pdf (Retrieved: 05 February 2013).

Atkinson, C. & Shaw, S. 2006. *Managing performance.* From: www.cipd.co.uk/NR/rdon/yres/D328Ei51.../184398109zsc.pdf (Retrieved: 13 February 2013).

Atwater, L.E. 1998. The advantages and Pitfalls of self-Assessment in Organisations In: Smither, J.W. (ed.). *Performance Appraisal.* New York: John Willey & Sons Inc., 190-215.

Austin, N. & Churches, R. 2010. Rapport: the essential ingredient. *School Leadership Today,* 1(4):53-55.

Babbie, E. 2007. *The practice of social research.* Belmont: Wadsworth

Bacal, R. 2011. *Is there a difference Between Training and Development?* From: http://performance-appraisal.org/faq/trainingdevelopment.htm (Retrieved: 10 October 2011).

Bagraim, J. 2007. Motivating the South African workforce In: Werner, A. (ed.). *Organisational behaviour: a contemporary South African perspective.* Pretoria: Van Schaik, 68-98.

Baker, J. 2013. *An introduction to Coaching in the Workplace.* From: www.jenniferbakercoach.co.uk/../pdfs/Coaching_in_the_Workplace.pdf (Retrieved: 07 May 2013).

Ball. J. 2006. *What's your problem?* From: www.accaglobal.com/pdfs/studentaccountant/ballsep06.pdf (Retrieved: 26 July 2012).

Barnett, M. 2009. *Coaching in the Workplace.* From: www.hrweb.cos.uk/pdfs/coaching.pdf (Retrieved: 07 May 2013).

Batool, A. & Batool, B. 2012. Effects of employees training on the organizational competitive advantage: Empirical study of Private Sector of Islamabad, Pakistan. *Far East Journal of Psychology & Business,* 6(1):59-72.

Bell, J. 2005. *Doing Your Research Project: A guide for first-time researchers in education, health and social sciences.* Berkshire: Open University Press*.*

Bejar, I.I. 2008. *Standard Setting: What Is It? Why Is It Important?* From: www.ets.org/Media/Research/pdf/RD_connections7.pdf (Retrieved: 18 February 2013).

Best, J.W. & Kahn, J.V. 2003. *Research in education.* Boston: Allyn & Bacon.

Billikopf, G. 2003. *Empowerment and Delegation.* Fom: www.nature.berkeley.edu/ucce50/ag-labor/7labor/10.pdf (Retrieved: 13 May 2013)

Billikopf, G. 2010. The Negotiated Performance Appraisal Model: Enhancing Supervisor-Subordinate Communication and Conflict Resolution. *Group Facilitation: A Research and Applications Journal,* 10:32-42.

Binder Riha Associates. 2001. *Performance Analysis: Laying a Foundation for*

Performance Improvement. From: www.binder-riha.com/what_is_perf_analysis.pdf (Retrieved: 25 March 2013).

Blanchard, K. 2005. Effective leadership: developing a people's first, performance driven culture. *Management Today,* 21(3):6-8.

309

Blenkiron, R. 2012. *A good practice guide to providing quality feedback*. From: www.unisa.edu.au/…/good_practice_guide_to_providing_quality_feedback (Retrieved: 11 February 2013).

Bless, C., Higson-Smith, C. & Kagee, A. 2006. *Fundamentals of social research methods: An African perspective.* Cape Town: Juta & Co. Ltd.

Bolino, M.C. & Turnley, W.H. 2008. Old faces, new places: equity theory in cross-cultural contexts. *Journal of Organizational Behavior,* 29(1):29-50.

Bolton, P., Brunnermeier, M.K. & Veldkamp, L. 2008. *Leadership, Coordination and Mission-Driven Management.* From: web.law.columbia.edu/… /Leadership% 20Coordination.p…/United States (Retrieved: 09 March 2013).

Bowen, G.A. 2005. Preparing a Qualitative Research-Based Dissertation: Lessons Learned. *The Qualitative Report*, 10(2):208-222.

Brewerton, P. & Millward, L. 2001. *Organizational research methods*. London: SAGE Publications Ltd.

Brikci, N. & Green, J. 2007. *A Guide to Using Qualitative Research Methodology.* From: fieldresearch.msf.org/msf/…/Qualitative%20research %20methodolo gy . p (Retrieved: 10 June 2013).

Briggs, A.R.J. & Coleman, M. 2007. *Research methods in educational leadership and management.* London: Sage publications.

Bunker, B.B. & Alban, B.T. 2006. *Large group interventions: Engaging the whole system for rapid change.* San Francisco: Jossey-Bass.

Burton, D. & Bartlett, S. 2005. *Practitioner research for educators.* London: Paul Chapman Publishing.

Bush, T. & Middlewood, D. 2005. *Leading and Managing People in Education*. London: SAGE Publications.

Butt, G. 2009. *Heart of Motivation*. From: www.mgthr.blogsport.com/2009/03/heart-of-motivation.hmtl (Retrieved: 10 June 2013).

Buyon, T. 2005. *Employee counseling and performance management*. From: www.buon.net/files/acwsummer05.pdf (Retrieved: 27 March 2013).

Campbell, J. 2007. *Lecture 5, Part 2: Modelling requirements*. From: www.cdf.toronto.edu/~csc340/winter/lectures/w5/L5-part2-4up.pdf (Retrieved: 29 January 2014).

Cant, M. 2005. *Marketing Research*. Claremont: New Africa Education.

Callier, V. 2010. Developing Leadership Through Delegation. *American Jails* 24(2):21-24.

Cardiff University. s.a. *Leadership – Managing Performance: How To Guide Academic and Support Staff with Leadership/Management Roles*. From: www.cf.ac.uk/humrs/staffinfo/...Managing%20Performance.pdf (Retrieved: 26 May 2013).

Cascio, W.F. 2003. *Managing Human Resources: Productivity, Quality of Work Life, Profits*. New York: McGraw-Hill Companies.

Cascio, W.F. 2006. *Managing Human Resources*. USA: Irwin/McGraw-Hill.

Cengage. s.a. *Managing, Leading, Controlling, Effectiveness, Efficiency, Performance, Conceptual skills. Human skills and Technical skills.* From: cws.cengage.co.uk/dkv/students/flashcards/MGMT%20Part%201.pdf (Retrieved: 13 February 2013).

Chan, J.C.Y. & Lam, S. 2008. *Effect of different evaluative feedback on students' self-efficacy in learning.* From: jamiesmithportfolio.com/EDTE800/wp…/Self-Efficacy/Cham.pdf (Retrieved: 05 February 2013).

Charlton, G. 2009. *Human Habits of Highly Effective Organisations*. Pretoria: Van Schaik Publishers.

Chatterjee, B. 2009. *Human Resource Management: A Contemporary Text*. New Delhi: Sterling Publishers Private Limited.

Cizek, G.J., Bunch, M.B. & Koons, H. 2004. *Setting performance Standards: Contemporary Methods.* From: www.uiowa.edu.~counsy/...05/.../ GJCizek _w2004_pp31_50.pdf (Retrieved: 18 February 2013).

Cleary, S. (ed.) 2003. *The Communication Handbook: a student guide to effective communication*. Lansdowne: Juta & Co. Ltd.

Crafford, A. 2009. Communication. In: Robbins S.P., Judge, T.A, Odendaal, A. & Roodt, G. (ed). *Organisational Behaviour. Global and African Perspectives.* Cape Town: Pearson Education South Africa (Pty) Ltd., 268-280.

Creswell, J.W. 2009. *Research Design: Qualitative and Quantitative Approaches*. California: SAGE Publications Ltd.

Cunningham, P. 2007. Communication in the information age. In Werner, A. (ed.). *Organisational behaviour: a contemporary South African perspective*. Pretoria: Van Schaik, 162-196.

Danks, S. 2011. *The ADDIE Model: Designing, Evaluating Instructional Coach Effectiveness.* From: asq.org/…/the-addie-model/designing-evaluating-instructional-coach… (Retrieved: 19 February 2013).

Daresh, J.C. 2001. *Leaders helping leaders. A practical guide to administrative mentoring*. California: Corwin Press, Inc.

312

Dartmouth College. 2008. *Employee Evaluation of Performance and Development Plan.* From: www.dartmouth.edu/~manager/toolkit/.../ performance development_workbook.pdf (Retrieved: 29 June 2012).

De Coning, C; Cloete, F & Wissink, HF. 2011. Theory & models for analysing public policy. In Cloete, F, & De Coning, C (eds). *Improving public policy: Theory, Practice and Results.* Pretoria: Van Schaik, 32-65.

DeNisi, A.S. & Kluger, A.N. 2011. *Feedback Effectiveness: Can 360-Degree Appraisal Be Improved?* From: greatmanager.ucsf/edu/.../Feedback Effectiveness_Improve360apprai... (Retrieved: 19 February 2013].

Dermol, V. 2012. *Relationship Between Mission Statement and Company Performance.* From: www.issbs.si/press/ISBN/978-761-6813-10-5/papers/ ML12_171.pdf (Retrieved: 26 May 2013).

De Vos, A.S. 2006. Qualitative data analysis and interpretation. In: De Vos, A.S., Strydom, H., Fouche, C.B. & Delport, C.S.L. *Research at grass roots: for the social sciences and human service professions.* Pretoria: Van Schaik, 339-355.

De Vries, M.K. 2005. Characteristics of effective leaders. *Management Today,* 20(10):14-16.

DPSA (Department of Public Service and Administration) 1997. *White Paper on Human Resource Management in the Public Service.* Pretoria: Government Printers.

DPSA (Department of Public Service and Administration). 1999. *Public Service Regulations.* Pretoria: Government Printers.

DuBrin, A. J. 2012. *Essentials of management.* Mason: Cengage South-Western.

Du Plessis, P., Conley, L. & Du Plessis, E. 2007. *Teaching and Learning in South African Schools.* Pretoria: Van Schaik.

Du Plooy, G.M. 2002. *Communication Research. Techniques, methods and applications.* Lansdowne: Juta & Co. Ltd.

Du Toit, G.S., Erasmus, B.J., Strydom, J.W. 2007. *Introduction to Business Management.* Cape Town: Oxford University Press Southern Africa (Pty) Ltd.

Easterby-Smith, M., Thorpe, R. & Lowe, A. 2002. *Management research: An introduction.* London: SAGE Publications.

Eastern Illinois University (EIU). 2000*. Performance Appraisal Training for Civil Service Employees.* From: www.eiu.edu/~humanres/forms/appraisal _handbook.pdf (Retrieved: 18 February 2013).

Education Law & Policy Handbook. 1999. Kenwyn: Juta & Co. Ltd.

Education Labour Relations Council (ELRC). 2002. *Performance Management and Development Scheme for Office-Based Educators.* Republic of South Africa. Pretoria: Universal Print Group

Education Labour Relations Council (ELRC). 2003. *Policy Handbook for Educators.* Republic of South Africa. Pretoria: Universal Print Group.

Ellis-Christensen, T. 2010. *What is Performance Management?* From: http://www.wisegeek.com/what-is-performance-management.htm (Retrieved: 26 May 2011).

Enlisted Professional Military Education (E-PME). s.a. *Leadership Defined.* From: www.uscg.mil/petaluma/e-pmc/apprentice/E.../3-E-01.pdf (Retrieved: 18 February 2013).

314

Estes, B. & Polnick, B. 2012. Examining Motivation Theory in Higher Education: An Expectancy Theory Analysis of Tenured Faculty Productivity. *International Journal of Management, Business and Administration,* 15(1):1-10.

Evans, L. 2003. Managing morale, job satisfaction and motivation. In: Davies, B. & West-Burnham, J. *Handbook of Educational Leadership and Management.* Edinburgh Gate: Pearson Education Limited, 606-612.

Everard, K.B., Morris, G. & Wilson, I. 2004. *Effective school management.* London: Thousand Oaks.

Exforsys Inc. 2010. *What is Performance Development?* From: http://www.exforsys.com/career-center/performance-development/what-is-performance (Retrieved: 23 June 2012).

Feltz, D.L. & Lirgg, C.D. 2001. *Self-efficacy Beliefs of Athletes, Teams and Coaches.* From: www.upo.es/psicologiadeldeporte/doc.articulo_deborah_feltz.pdf (Retrieved: 05 February 2013).

Fields, M.R.A. 2001. *Indispensable Employees.* Franklin Lakes: Career Press.

Fielden, S. 2005. *Literature review: coaching effectiveness – a summary.* From: Literacy.kent.edu/coaching/…/NHS_CDWPCoachingEffectiveness.pdf (Retrieved: 07 May 2013).

Finch, L. & Maddux, R.B. 2006. *Delegation Skills for Leaders: An Action Plan for Success as a Manager.* Boston: Thomson Learning.

Fixsen, D., Blasé, K., Harner, M. & Sugai, G. *Stages of implementation.* From: miblsi.cenmi.org/…/StagesofImplementatioDefinition.aspx (Retrieved: 07 May 2013).

Flanagan, N. & Finger, J. 2007. *The Management BIBLE.* Cape Town: Zebra Press.

315

Flaniken, F. 2009. *Performance Appraisal System in Higher Education: An Exploration of Christian Institutions*. Unpublished Dissertation. Orlando: University of Central Florida.

Fletcher, C. 2002. Appraisal: An Industrial Psychological perspective. In: Sonnentag, S. *Psychological Management of Individual Performance.* Chichester: John Wiley & Sons Ltd., 211-246.

Flex Study. s.a. *Defining The Performance Appraisal Process.* From: www.flexstudy.com/catalog/schpdf.cfm?coursenum=94060 (Retrieved: 18 February 2013).

Fouche, C.B. & Delport, C.S.L. 2006. In-depth review of literature. In: De Vos,

A.S., Strydom, A., Fouche, C.B. & Delport, C.S.L. (eds.). *Research at Grassroots.* Pretoria: Van Schaik, 48-61.

Fracaro, K. 2006. *The Real Meaning of Empowerment.* From: www.ncmahq.org/files/articles/18ed7_cm_mar06p4.pdf (Retrieved: 13 May 2013).

Fraenkel, J.R. & Wallen, N.E. 2010. *How to Design and Evaluate Research in Education.* New York: MacGraw-Hill Companies.

Free State Department of Basic Education (F.S. DBE). 2010/11. *Annual Performance Plan.* Boemfontein: Government Press.

Gay, L.R. & Airasian, P. 2003. *Education Research: Competencies for Analysis and Applications.* Upper Saddle River: Pearson Education Inc.

Gay, L.R., Mills, G.E. & Airasian, P. 2009. *Education research: Competencies for Analysis and Applications.* Upper Saddle River: Pearson Education Inc.

Gill, J. & Johnson, P. 2002. *Research methods for managers*. London: SAGE Publications.

Gittel, J.H., Weinberg, D., Pfefferle, S. & Bishop, C. 2008. Impact of relational coordination on job satisfaction and quality outcomes: a study of nursing homes. *Human Resource Management Journal,* 18(2):154-170.

Goldsworthy, J. 2008. Motivation. *Managing School Today,* 17(4): 53-56.

Gomez-Mejia, L.R., Balkin, D.B & Cardy, R.L. 2008. *Management: People, Performance, Change*. New York: McGraw Hill/Irwin.

Goodwin, C. & Griffith, D.B. 2006. *Supervisors' Survival Kit.* New Jersey: Pearson Education, Inc.

Government Gazette 401 (19420). *Skills Development Act No. 97 of 1998*. Cape Town: Government Printers.

Grant, A.M. & Shin, J. 2011. *Work motivation: Directing, Energizingand Maintaining Effort (and research).* From: https://mgmt.wharton.upenn.edu /files/?whdmsactio=public:main... (Retrieved: 19 February 2013).

Gray, D.E. 2004. *Doing research in the real world.* London: Sage Publications.

Greef, M. 2006. Information collection: Interviewing. In: De Vos, A.S., Strydom, H., Fouche, C.B. & Delport, C.S.L. *Research at Grass Roots for Social Sciences and Human Service Professions*. Pretoria: Van Schaik, 291-320.

Griffiths, E. 2012. *What is a Model?* From: www.emily-griffiths.postgrad. shef.ac.uk/models.pdf (Retrieved: 29 January 2014).

Grimes, R. 2011. *Delegation and Empowerment: What, Why, When and How.* From: www.cedengineering.com/.../Delegation%20and%20Empowerment.pdf (Retrieved: 14 May 2013).

317

Grobler, P.A., Warnich, S., Carrel, M.R., Elbert, N.F. & Hatfield, R.D. 2006. *Human Resource Management in South Afric*a. London: Thomson Learning.

Grundy, T & Brown, L. 2004. *The Ultimate Book of Business Skills: The 100 Most Important Techniques for Being Successful in Business*. Chichester: Capstone Publishing.

Hameed, A. & Waheed, A. 2011. Employee development and Its Effect on Employee Performance: A Conceptual Framework. *International Journal of Business and Social Science,* 2(13):224-229.

Hancock, B. 2002. *Trend Focus for Research development in Primary Healthcare: An Introduction to qualitative Research*. From: www.Hancock-faculty.cbu.ca/pmacintyre/course_pages/.../IntroQualitativeResearch.pdf (Retrieved: 10 June 2013).

HandsOn Network. 2010. *Developing a Work Plan.* From: www.handsonnetwork.org (Retrieved: 06 June 2011).

Harrison, D.A., Newman, D.A. & Roth, P.L. 2006. How Important Are Job Attitudes? Meta-Analytical Comparisons Of Integrative Behavioural Outcomes And Time Sequences. *Academy of Management Journal,* 49(2):305-325.

Harvard School of Engineering and Applied Sciences. 2012. *Performance Development.* From: https://intranet.seas.harvard.edu/human-resources/performancedevelopemnt-plan (Retrieved: 23 June 2012).

Hawkes, D.J. 1999. *Counselling for better work performance*. From: http://www.nt.gov.au/ocpe (Retrieved: 17 August 2011).

Heathfield, S.M. 2011. *Tips for Effective Coaching: 6 Essential Coaching Tips for Managers and HR Professionals.* From: http://humanresources.about.com/ad/ coachingmentoring/a/coaching.htm (Retrieved: 21 August 2011).

318

Henning, E., Van Rensburg, W. & Smit, B. 2007. *Finding your way in qualitative research.* Pretoria: Van Schaik.

Hellriegel, D., Jackson, S.E., Slocum, J., Staude, G., Amos, T., Klopper, H.B., Louw, L. & Oosthuizen, T. 2006. *Management.* Cape Town: Oxford University Press.

Heystek, J., Roos, C. & Middlewood, D. 2005. *Human Resource Management in Education*. Maitland: Clysen Printers.

Hockfield, S. 2012. *Performance Development*. From: http://hrweb.mit.edu/performance/ (Retrieved: 30 June 2012).

Holtzhausen, M. 2009. Human resources management. In: Strydom, J. *Principles of Business Management*. Cape Town: Oxford University Press, 231-243.

Hopkins, K.M. 2009. Supervision, Developmentand Training Staff and Volunteers. In: Patti, R.J. (ed.). *The Handbook of Human Services Management*. California: SAGE Publications, 283-294.

Hunt, J.M. & Weintraub, J.R. 2011. *The Coaching manager: Developing Top Talent in Business*. California: SAGE Publications.

Ijaiya, Y. s.a. Delegation of Authority. In: Durosaro, F. & Ogunsaju, S. *The Craft of Educational Management*. From: www.unilorin.edu.ng/…/... (Retrieved: 04 March 2013), 93-105.

Ile, I.U., Eresta-Eke, C. & Allen-Ile, C. 2012. *Monitoring and Evaluation of Policies, Programmes and Projects*. Pretoria: Van Schaik.

319

Illuminations. 2008. *Expectancy Theory: Motivate Your Team by Linking Effort with Outcome.* From: www.lacpa.org.lb/Includes/Images/Docs/TC/TC341.pdf (Retrieved: 30 January 2013).

Incorporated Labour Solutions (ILS). 2007. *Performance Management.* Pietermarizburg: s.n.

Institute of Directors (IOD). 2007. *Performance appraisals.* From: www.iod.com/intershoproof/ eCS/.../hr10perf.pdf-UnitedKingdom (Retrieved: 05 March 2013).

Institute of Training and development (ITD). s.a. *Human Performance Improvement.* From: www.itd.com.ny/itdphp/competency/PDF/ITD.HPI.pdf (Retrieved: 27 March 2013).

International Development Research Centre (IDRC). 2011. *Module 15: Work Plan.* From: http://reports.idrc.ca/ecohealth.ev-56625-201-1-DO_TOPIC.html (Retrieved: 26 May 2012).

Isaac, R.G., Zerbe, W.J. & Pitt, D.C. 2001. *Leadership and Motivation: The Effective Application of Expectancy Theory.* From: www.cs.unca.edu/ ~manns/MotivationExpectancyTheory.pdf (Retrieved: 01 February 2013).

Ivankova, N.V., Creswell, J.W. & Clark, V.L.P. 2007. Foundations and approaches to mixed methods research. In: Maree, K. (ed.) *First Steps in Research.* Pretoria: Van Schaik, 253-273.

Jansen, J.D. 2007. The language of research. In: Maree, K. (ed.). *First Steps in Research.* Pretoria: Van Schaik, 15-20.

Jehanzeb, K. & Bashir, N.A. 2013. Training and Development Program and its benefits to Employee and Organization: A Conceptual study. *European Journal of Business and Management,* 5(2):243-252.

Joana, A. 2012. *Benefits of Conducting Annual Performance Appraisals*. From: www.insidebusiness360.com>HumanResources (Retrieved: 24 June 2012).

Johns Hopkins University/Center for Communication Programs, Population Services International (JHPIEGO). 2012. *Performance Improvement*. From: www.jhpiego.org/files/usingPQI.pdf-UnitedStates (Retrieved: 26 June 2012).

Johnson, B. & Christensen, L. 2008. *Education Research.* London: SAGE Publications.

Jones, J. 2006. Motivation. *Managing Schools Today,* 15(3):46-49.

Joo, H., Lee, S. & Jung, S. 2010. *Performance-based reward for teachers: teachers' perceptions of their motivation.* From: www.aabri.com/manuscripts/11980.pdf (Retrieved: 05 February 2013).

Khumalo, B. 2009. *A message to the Z-team*. City Press 12 July.

Kiley, J. 2009. Motivating. In: Strydom, J. *Principles of Business Management*. Cape Town: Oxford University Press, 115-129.

Kleynhans, R., Markham, L., Meyer, W., Van Aswegen, S. & Pilbeam, E. 2007. *Human Resource Management: fresh perspectives*. Cape Town: Pearson Education South Africa (Pty) Ltd.

Koekemoer, L. (ed). 2004. *Marketing Communications*. Lansdowne: Juta & Co. Ltd.

Kuhne, T 2012. *What is a Model?* From: homepages.ecs.vuw.ac.nz/~tk/…/pages/what-is-a-model-dagstuhl.pdf (Retrieved: 29 January 2014).

Lankshear, C. & Knobel, M. 2004. *A handbook for education research: From design to implementation*. London: Open University Press.

Labour Relations Agency (LRA). 2012. *Advice on managing poor performance*. From: www.lra.org.uk/advisory_guide_managing_poor_performance_._au... (Retrieved: 26 March 2013).

Law, D.R. 2007. Appraising Performance Appraisals: A Critical Look at an External Control Management Technique. *International Journal of Reality Therapy,* 26(2):18-24.

Laws, S. 2003. *Research for Development: A Practical Guide*. London: SAGE Publications Ltd.

Lawson, K. 2007. *Coaching for Improved Performance*. From: www.growinggreatness.com/.../coaching_for_Improved_Performance... (Retrieved: 27 March 2013).

Latham, G. P. 2003. Goal setting: A five-step approach to behavior change. O*rganizational Dynamics,* 32(3):309-318.

Lee, C. s.a. *Learning from Employee Development Schemes*. From: www.employment-studies.co.uk/pdflibrary/mpz.pdf (Retrieved: 20 April 2013].

Lee, C.H. & Bruvold, N.T. 2003. Creating value for employees: investment in employee development. *International Journal of Human Resource Management,* 14(6):981-1000.

Leedy, P.D. & Ormrod, J.E. 2010. *Practical Research*: *Planning and design*. New York: Pearson Education Inc.

Lehigh. 2009. *Setting Goals: Key Accountability or Goal… What's the Difference?* From: www.lehigh.edu/~inhro/documents/GPS_Goal Setting _Handout.pdf (Retrieved: 26 May 2013).

Lehman, B.L. 2007. *A.D.DI.E.: A Proactive Approach to Employee Training & Development.* From:

www.risingsunconsultants.com/images/white_papers/PDFs/ addie.pdf (Retrieved: 19 February 2013).

Le Roux, A.S. 2002. *Human Resource Management in Education: Theory and Practice.* Pretoria: Intuthuko Investments (Publishing).

Letsoalo, S. 2002. *Manpower Management MPA 101A.* Pretoria: Van Schaik.

Leon County Personnel Policies and Procedures Manual. 2012. *Employee Performance Appraisal.* From: www.leoncountyfl.gov/hr/pdf/Policies/ Evaluation.pdf (Retrieved: 26 July 2012).

Lichiello, P. & Turnock, B.J. 2012. *Guidebook for Performance Measurement.* From: www.turningpoitprogram.org/Pages/pdfs/perform.../pmc_guide.pdf (Retrieved: 05 February 2013).

Loock, C., Grobler, B. & Mestry, R. 2006. *Human Resource Management in Education: Rebalancing the Scales.* Pretoria: Van Schaik.

Lumby, J. 2003. Identifying and Meeting Development Needs. In: Lumby, J., Middlewood, D. & Kaabwe, E. *Managing Human Resources in South African Schools.* London: The Commonwealth Secretariat, 137-154.

Lunenburg, F.C. 2011. Self-Efficacy in the Workplace: Implications for Motivation and performance. *International Journal of Management, Businessand Administration,* 14(1):1-6.

Lyman, A. 2003. *Building trust in the workplace.* From: thepeoplegroup.com/ wp…/04/article-building-trust-in-the-workplace.pdf (Retrieved: 14 May 2013).

Mabey, C., Salaman, G. & Storey, J. 1999. Human Resource Management: A Strategic Introduction. From: www.amazon.com/Human-Resources-Management-A-Strategic-Introduction.pdf (Retrieved: 05 February 2013).

Mabuza, Y. s.a. *Build Trust and Confidence*. From: finance.mpu.gov.za/documents/ia.Build.Trust.and.Confidence.pdf (Retrieved: 14 May 2013].

Manning, T. 2004. *Management Toolkit.* Cape Town: Zebra Press.

Manu, J.S. 2004. *Training and Development Techniques for Improving Organisational Performance for Ghanaian Firms. University of Wisconsin-Stout.* From: www.uwstout.edu/content/lib/thesis/2004/2004manuj.pdf (Retrieved: 23 June 2012).

Maree, M. & Pietersen, J. 2008. Sampling. In: Maree, K. (ed.). *First Steps in Research.* Pretoria: Van Schaik, 172-180.

Maree, K. & Pietersen, J. 2008. Surveys and the use of questionnaires. In: Maree, K. (ed.). *First Steps in Research.* Pretoria: Van Schaik, 155-169.

Maree, K. & Van der Westhuizen, C. 2008. Planning a research proposal. In: Maree, K. (ed.). *First Steps in Research.* Pretoria: Van Schaik, 24-44.

Marx, A.E. 2009. Human Resource Management. In: Nieman, G. & Bennet, A. (eds). *Business Management for Accounting Students.* Pretoria: Van Schaik, 257-274.

Mawoli, M.A. & Babandako, A.Y. 2011. An Evaluation of Staff Motivation, Dissatifaction and Job Performance in an Academic Setting. *Australian Journal of Business and Management Research,* 1(9):1-3.

May, T. 2001. *Social research: Issues, methods and process.* Buckingham: Open
University Press.

McMillan, J.H. 2012. *Education Research: Fundamentals for Consumers.* Boston: Pearson.

McMillan, J.H. & Schumacher, S. 2001. *Research in Education: A conceptual introduction.* New York: Harper Collins College Publishers.

McMillan, J.H. & Schumacher, S. 2010. *Research in Education: Evidence-based inquiry*. New Jersey: Pearson Education, Inc.

McMillan J.H. & Wergin, J.F. 2006. *Understanding and Evaluating Educational Research*. Upper Saddle River: Merrill Prentice Hall.

McClelland, S.D. 2002. *A Training Needs Assessment for the United Way of Dunn County Wisconsin.* From: www.uwstout.edu/content/lib/thesis/2002/2002mcclellands.pdf (Retrieved: 29 April 2013).

McNamara, C. 2011. *Performance Management.* From: http://www.cherniak software.com (Retrieved: 05 August 2011).

Meadows, K.A. 2003. So you want to do research? An introduction to qualitative methods. *British Journal of Community Nursing*, 8(10):464-469.

Mertler, C.A. & Charles, C.M. 2008. *Introduction to Educational Research*. Boston: Pearson Education, Inc.

Middlewood, D. 2003. Managing Teacher Performance and its Appraisal. In: Lumby, J. Middlewood, D & Kaabwe, E. (eds). *Mananaging Human Resource in South African Schools.* London: The Commonwealth Secretariat, 110-134.

Miller, A. 2002. *Mentoring students and young people: A handbook of effective practice*. London: Kogan Page Limited.

Minnaar, F. 2010. *Strategic and Performance Management in the Public Sector.* Pretoria: Van Schaik.

MIT Human Resources. 2012. *What In It for Me?* From: http://hrweb.mit.edu/node/234 (Retrieved: 23 June 2012).

Mlotshwa, S.G. 2007. *The Impact of Organisational Structures on Service Delivery: A Case Study of the uMgungundlovu District Municipality.* From: scholar.sun.ac.za/bitstream/handle/…/Mlotshwa,%20s%20G.pdf (Retrieved: 06 February 2013).

Molenda, M. 2003. *The ADDIE Model.* From: www.indiana.edu/~molpage/The%20ADDIE%20Model_Encyclo.pdf (Retrieved: 23 June 2012).

Moloi, S.W.F. 2010. *Exploring the Role School management developers (SMDs) as providers of in-service education and training (INSET) to SSE.* PhD thesis. Vanderbijlpark: North-West University.

Montego Data Limited. 2010. *How to plan, organise and control.* From: http://www.montegodata.co.uk/Leading/planning.htm (Retrieved: 04 June 2012).

Moodley, A. 2001. *The role of the principal in the provision of school-focused in-service Education and Training.* PhD Thesis. Qwaqwa: University of the North (Qwaqwa Campus) – now part of University of the Free State.

Mooney, J. 2009. *A Case Study of Performance Appraisal in a Small Public sector Organisation: The Gaps Between expectations and Experience.* Chester:
University of Chester.

Moore & Associates, Inc. s.a. *Goals, Objectives and Performance Criteria.* From: campus.greenmtn.edu/faculty/grgbrown/…/Lecture—GoalsObjectives.pdf (Retrieved: 26 July 2014).

Morse, J.M., Barrett, M., Mayan, M., Olson, K. & Spiers, J. 2002. Verification Strategies for Establishing Reliability and Validity in Qualitative Research. *International Journal of Qualitative Methods*, 1(2):13-22.

Mote, D. 2014. *Performance Appraisal and Standards.* From: www.referenceforbusiness.com>Per-Pro (Retrieved: 26 July 2014).

Mullins, R. 2008. *Ongoing training keeps staff competent and confident.* Sowetan, 27 May.

Murdoch University. 2005. *Guidelines for Managing Unsatisfactory Performance.* From: http://www.murdoch.edu.au/hr2/information/guide-unsatisfactory.html (Retrieved: 06 June 2011).

Nadler, Z. & Nadler, L. 2012. *Designing Training Programs: the critical events model.* Houston: Gulf Publishing.

Naidu, A., Joubert, R. Mestry, R., Mosoge, J. & Ngcobo, T. 2008. *Educational Management and Leadership: A South African perspective.* Cape Town: Oxford University Press, Southern Africa (Pty) Ltd.

Nair, J. 2011. *What are the steps in the training and development?* From: http://wiki.answers.com/Q/What_are_the_steps_in_training_and-development (Retrieved: 10 October 2011).

Navare, S. 2008. Counselling at work place: A proactive human resource initiative. *Indian Journal of Occupational & Environmental Medicine,* 12(1):1-2.

Nasri, W & Charfeddine, L. 2012. Motivating Salespeople to Contribute to Marketing Intelligence Activities: An expectancy Theory approach. *International Journal of Marketing Studies,* 4(1):168-182.

Nel, P.S., Werner, A., Haasbroek, G.B., Poisat, P. Sono, T. & Schultz, H.B. 2008. *Human resource Management.* Cape Town: Oxford University Press.

Nel, P.S. 2010. Training and Development. In: Nel, P.S., Gerber, P.D., Van Dyk, P.S., Haasbroek, G.D., Schultz, H.B. Sono, T. & Werner, A. *Human Resource Management.* Cape Town: Oxford University Press, 467-513.

327

Nelson, D.L. & Quick, J.C. 2008. *Understanding Organizational Behavior.* Canada: Thomson Higher Education.

Newaz, M.T. 2012. The Role of Performance Management System In Shaping Psychological Contract: A Case Study Approach. *International Journal of Business and Management Tomorrow,* 2(3):1-10.

New Mexico State University. 2011. *The Difference Between a Goal and an Objective.* From: academics.georgiasouthern.edu/vpie/OAA/GoalObjective.pdf (Retrieved: 26 May 2013).

Nieuwenhuis, J. 2008. Qualitative research designs and data gathering techniques In: Maree, K. (ed.). *First Steps in Research.* Pretoria: Van Schaik, 70-92.

Nor. 2009. *Two Cost Effective Ways of Training and Developing Employees.* From: http://www.hrmbusiness.com/2009/01/two-cost-effective-ways-of-training-and.html (Retrieved: 22 August 2011).

National Park Service TEL Training (NPSTEL). 2007. *Resolving Employee Performance Issues.* From: www.nps.gov/training/tel/.../resolving_perf_issues_pg-12162009.pd... (Retrieved: 26 June 2012).

North South Wales Government (NSW). 2010. *What is Performance Management?* From: www.industrialrelations.nsw.gov.au/biz.../managing_performance.pd... (Retrieved: 19 February 2013).

North South Wales Government (NSW). 2011. *Measuring Performance and Capability.* From: www.pscapabilities.nsw.gov.au/assets/Documents/Binp-Measuring.pdf (Retrieved: 05 February 2013).

Obisi, C. 2011. Employee training and Development in Nigerian organisations: Some Observations and Agenda for Research. *Australian Journal of Business and Management Research, 1(9):82-91.*

328

Odendaal, A. & Roodt, G. 2009. Basic Motivation Concepts. In: Robins, S.P., Judge, T.A., Odendaal, A. & Roodt, G. (ed.). *Organisational Behaviour: Global and African perspectives*. Cape Town: Pearson Education, 144-161.

Oettingen, G. & Gollwitzer, P.M. 2010. Strategies of Setting and Implementing Goals. In: Maddux, J.E. & Tangney, J.P. (Eds.). *Social psychological foundations of clinical psychology.* New York: The Guilford Press, 114-135.

Olivia. 2011. *Difference between Training and Development*. From: http://www.differncebetwee.com/difference-between-training-and-vs-development/ (Retrieved: 10/10/2011).

Olusola, O. 2011. Intrinsic Motivation, Job satisfaction and Self-Efficacy As predictors Of Job Performance of Industrial Workers in Ijebu Zone Of Ogun State. *The Journal of International Social Research,* 4(17):569-577.

Oosthuizen, T.F.J. 2002. General Management and Leadership. In: Nieman, G. & Bennet, A. (eds.). *Business Management: A value chain approach*. Pretoria: Van Schaik, 99-123.

Oosthuzen, T.F.J. (ed.). 2004. *Management tasks for managerial success.* Roodepoort: Future Vision Business Consultants 9FVBC).

Ordonez, L.D., Schweitzer, M.E., Galinsky, A.D. & Bazerman, M.H. 2009. *Goals Gone Wild: The Systematic Side Effects of Over-Prescribing Goal Setting.* From: www.hbs.edu/faculty/Pages/download.aspx?name=09-083.pdf (Retrieved: 04 March 2013).

Parsloe, E. 2008. *What is Mentoring?* From: http://www.mentorset.org.uk/pages/ mentoring.htm (Retrieved: 22 August 2011).

Partington, D. (ed.) 2002. *Essential skills for management research*. London: SAGE Publications.

Parvin, M.M. & Kabir, M.M.N. 2011. Factors Affecting Employee Job Satisfaction of Pharmaceutical Sector. *Australian Journal of Business Management Research,* 1(9):113-123.

Patricia. 2009. *What are Advantages and Disadvantages of Performance Management?* From: http://thethrivingsmallbusiness.com (Retrieved: 05 August 2011).

Pfeifer, H.U. 2008. *Working Paper No. 37. Train to gain - the benefits of employee-financed training in Germany.* From: www.isu.uzh.ch/headinghouse/ WorkingPapers/0037_lhwpaper.pdf (Retrieved: 29 April 2013).

Phillips, A.C. 2010. *Bringing out the Best: Utilizing Bandura's Model of Self-Efficacy to Expand Current Concepts of Coaching Efficacy.* From: http://digitalcommons.macalester.edu/psychology_honors (Retrieved: 05 February 2013).

Pietersen, C. 2005. Job Satisfaction of Hospital Nursing Staff. *South African Journal of Human Resource Management,* 3(2):19-25.

Portland State University. 2011. *Qualitative Research: Determining the Quality of Data.* From: www.pdx.edu/sites/www.pdx.edu. studentaffairs/ QualRshRel &Val.pdf (Retrieved: 14 July 2013).

Prinsloo, J. & Roos, M. 2006. *Performance Auditing: A step-by-step approach.* Pretoria: Van Schaik.

Prosci. 2014. *Change is a process.* From: www.change-management.com/tutorial-7-principles-mod8.htm (Retrieved: 07 May 2013).

The Public Service Commission (PSC). 2007. *Report on the Management of Poor Performance in the Public Service.* Pretoria: Creda Communications.

Pulakos, E.D. 2004. *Performance Management: A roadmap for developing, implementing and evaluating performance management systems.* From: www.shrm.brg/about/foundation/research/.../1104pulakos.pdf (Retrieved: 30 January 2013).

Qikker Solutions. 2011. *The Missing Link: Improving your organisation, by linking reward to performance.* From: www.wayshrconsulting.com/...qikker-and-ways-hr-...-UnitedKingdom (Retrieved: 05 February 2013).

Queensland Government. 2012. *Best Practice Guide. Planning and Developing Employee Performance.* From: education.qld.gov.au/staff/development/…/ppm_ best_practice_guide (Retrieved: 29 June 2012).

Quine, T. 2004. *What are Performance Objectives?* From: www.documen.com/... (Retrieved: 26 May 2010).

Radtke, J.M. 1998. *How to Write a Mission Statement.* From: www.tgci.com/ .../How%20to%20Write%20a20Mission%20Statement.p... (Retrieved: 26 May 2013).

Rafferty, M. 2007. Building positive workplace relationships and teams. *Irish Veterinary Journal,* 60(12):748-749.

Ragins, B.R. & Dutton, J.E. s.a. *Positive Relationships at Work: An introduction and Invitation.* From: webuser.bus.umich.edu/janedut/…/dutton_01.pdf (Retrieved: 18 February 2013).

Reh, F.J. 2011. *Mentors and Mentoring: What is a mentor?* From: http://management.about.com/cs/people/a/mentoring.htm (Retrieved: 22 August 2011).

Renko, M., Kroeck, K.G. & Bullough, A. 2010. *Expectancy theory and nascent entrepreneurship.* From: https.datapro.fiu.edu/campusedge/files/…/kroekko 62712001992.p... (Retrieved: 11 February 2013).

Ritchie, J. & Lewis, J. 2003. Generalising from Qualitative Research. In: Ritchie, J. & Lewis, J. *Qualitative Research Practice: A Guide for Social Science Students and Researchers.* London: SAGE Publications, 263-286.

Ritchie, J., Lewis, J. & Elam, G. 2003. Designing and selecting samples. In: Ritchie, J. & Lewis, J. *Qualitative Research Practice: A Guide for Social Science Students and Researchers.* London: SAGE Publications, 77-108.

Ritchie, J., Spencer, L. & O' Connor, W. 2003. Carrying out qualitative analysis. In: Ritchie, J. & Lewis, J. *Qualitative Research Practice: A Guide for Social Science Students and Researchers.* London: SAGE Publications, 219-262.

Ridley, A. 2012. *Work Plans.* From: www.aphis.usda.gov/mrpbs/fmd/.../2012/ Work_Plan_Presentation.pdf (Retrieved: 10 June 2013).

Robbins, S.P. 2000. *Managing Today!* New Jersey: Prentice-Hall.

Robbins, S.P. & Barnwell, N. 2002. *Organisational Theory.* Sydney: Pearson Education (Pty) Ltd.

Robbins, S.P. & DeCenzo, D.A. 2007. *Supervision Today.* New Jersey: Pearson Prentice-Hall.

Rogers, R.W. & Riddle, S. s.a. *Trust in the Workplace.* From: www.wip.ddiworl.com/pdf/ddi_trustmonograph_mg.pdf (Retrieved: 14 May 2013).

Rose-Hulman Institute of Technology. 2008. *Supervisors' Guide to Improved Employee Performance.* From: www.rose-hulman.edu/.../... (Retrieved: 27 March 2013).

332

Royal Essays. s.a. *Keyspan: A case study in motivation.* From: www.royalessays.co.uk/sample4.pdf (Retrieved: 27 May 2013).

Rundansky-Kloppers, S. 2009. Planning In: Strydom, J. (ed). *Principles of Business Management.* Cape Town: Oxford University Press, 62-73.

Ryan, G.W. s.a. *What Are Standards Of Rigor For Qualitative Research?* From: www.wjh.harvard.edu/nsfqual/Ryan%20Paper.pdf (Retrieved: 14 July 2013).

Salaman, G., Storey, J. & Billsberry, J. 2005. *Strategic Human Resource Management: Theory and Practice (2nd ed.).* London: Sage Publications Ltd.

Saleem, Q., M. & Naseem, A. 2011. "Degree of Influence of Training and Development on Employees Behavior". *International Journal of Computing and Business research ISSN* (online): 2229-6166. From: www.researchmanuscripts.com/PaperVol12N3/4.pdf (Retrieved: 29 April 2013).

Sasson, R. 2014. *Lack of Motivation and Enthusiasm.* From: www.successconsciousness.com/lack-motivation-enthusiasm.htm (Retrieved: 02 July 2014)

Saunders, M., Lewis, P. & Thornhill, A. 2000. *Research Methods for Business Students.* London: Prentice Hall.

South Eastern Sydney Illawara Health (SESIH). 2007. *Performance development.* From: www.sesiahs.health.nsw.gov.au/…PD-131-Performance Development… (Retrieved: 29 June 2012).

Shared Action. 2011. *Self-Efficacy Theory.* From: www.sharedaction.org/contentOnly/.../Self_Efficacy_Theory.pdf (Retrieved: 01 January 2013).

Shelton, K. & Saltsman, G. 2008. *Applying the ADDIE Model to Online Instruction.* From: e-learning.bahcesehir.edu.tr/…/… (Retrieved: 19 February 2013).

Shenton, A.K. 2004. Strategies for ensuring trustworthiness in qualitative projects. *Education for Information,* 22: 63-75.

Sikosana, S.D. 2001. *An Investigation into the Performance Appraisal of Secondary School educators in the Reitz District.* M.Ed Dissertation. Bloemfontein: University of the Free State.

Simon, M. K. 2011. *Conducting Pilot Studies.* From: dissertationrecipes.com/…/2011/04/Conducting-Pilot-Studies.pdf (Retrieved: 06 May 2014).

Sinkovics, R.R., Penz, E. & Ghauri, P.N. 2007. Enhancing the Trustworthiness of Qualitative Research in International Business. *Management International Review,* 48(6):689-714.

Sirota, D., Mischkind, L.A. & Meltzer, M.I. 2006. The Enthusiastic Employee: How Companies Profit by Giving Workers What They Want? *Business Book Review,* 23(31):1-11.

Sloof, R. & Praag, M. 2005. *Performance Measurement, Expectancy and Agency Theory.* From: www.tinbergen.nl/discussionpapers/05026.pdf (Retrieved: 11 February 2013).

Smith, A.E. 2010. *Tips on relationship building in the workplace.* From: www.yourgreatestself.com/files/WorkRelationships.pdf (Retrieved: 05 March 2013).

Smit, P.J. & De J. Cronje, G.J. 2003. *Management Principles: A contemporary edition for Africa.* Lansdowne: Juta & Co. Ltd.

Snape, D. & Spencer, L. 2003. The foundations of qualitative research. In: Ritchie, J., & Lewis, J. *Qualitative research practice: A guide for social science students and researchers*. London: Sage Publications, 1-14.

Steenkamp, R. & Van Schoor, A. 2002. *The Quest for Quality of Work Life: a TQM approach.* Lansdowne: Juta Education.

Steyn G.M. 2002. Effective Communucation In: Steyn G.M. & Van Niekerk, E.J. *Human Resource Management in Education.* Pretoria: Unisa, 27-65.

Steyn, G.M. & Van Niekerk, E.J. 2002. *Human Resource Management in Education.* Pretoria: Unisa.

Stewart, J. 2008. *Developing Skills Through talent Management.* From: www.leedsmet.ac.uk/fbl/ssda_Catalyst_6_talent_management_pdf (Retrieved: 29 April 2013).

Stratus Consulting. s.a. *Creating a High Performance Culture: The Importance of Performance Management.* From: www.stratusconsulting.co.nz/.../... (Retrieved: 15 February 2013).

Strydom, H. 2006. Ethical aspects of of research in the social sciences and human service professions. In: De Vos, A.S., Strydom, H., Fouche, C. B. & Delport, C.S.L. (eds.). *Research at Grassroots Level: For social sciences and human services professions.* Pretoria: Van Schaik, 62-76.

Strydom, H. & Delport, C.S.L. 2006. Sampling and pilot study in qualitative research In: De Vos, A.S., Strydom, H., Fouche, C. B. & Delport, C.S.L. (eds.). *Research at Grassroots Level: For social sciences and human services professions.* Pretoria: Van Schaik, 333-338.

Strydom, H. & Venter, L. 2006. Sampling and sampling methods In: De Vos, A.S., Strydom, H., Fouche, C.B. & Delport, C.S.L. (eds.) *Research at Grassroots Level: For social sciences and human services professionals.* Pretoria: Van Schaik, 197-209.

Swanepoel, B.J. (ed.), Erasmus, B.J. & Schenk, H.W. 2008. *South African Human Resource: Theory and Practice.* Cape Town: Juta & Co. Ltd.

Swanson, R.A. s.a. *Analysis for Improving Performance.* From: www.bkconnection.com/.../Analysis-for-Improving-Performance_E (Retrieved: 27 March 2013).

Thomson, R. 2002. *Managing people.* Oxford: Butterworth-Heinemann.

Tatum, M. 2011. *What Are the Benefits of Performance Management?* From: http://www.wisegeek.com/what-are-the-benefits-of-performance-management.htm (Retrieved: 05 August 2011).

Tella, A., Ayeni, C.O. & Popoola, S.O. 2007. *Work Motivation, Job Satisfactionand Organisational Commitment of Library Personnel in Academic and Research Libraries in Oyo State, Nigeria.* From: www.webpages.uidaho.edu/ ~mbolin/tella2.pdf (Retrieved: 14 July 2013).

The Business Dictionary. 2010. *What is an objective? Definition and meaning.* From: http://www.businessdictionary.com/definition/objective.html (Retrieved: 04 June 2011).

The Chartered Institute of Management Accountants CIMA. 2002. *Mentoring and Coaching – An Overview.* From: www.leadershipfirst.com/pdf/ Coaching%20 _%20Mentoring%20Research.pdf (Retrieved: 07 May 2013).

The Family Health International. s.a. *Qualitative Research Methods: A Data Collector's Field Guide Module 1.* From: www.ccs.neu.edu/course/ is4800sp12/resources/qualmethods.pdf (Retrieved: 10 June 2013).

The Universal Teacher.com. 2014. *The importance of delegation.* www.universalteacher.com/1/importance-of-delegation (Retrieved: 21 June 2014).

336

Thobi, L.D. 2010. *Developing an Induction and Mentoring Programme to Assist Newly Appointed Principals in Selected Education Districts in the Free State Province.* PhD Thesis. Welkom: Central University of Technology.

Thomson, R. 2002. *Managing people.* Oxford: Butterworth-Heinemann.

UCL Human Resource. 2011. *Managing under performance – a capability policy.* From: http://www.ucl.ac.uk (Retrieved: 06 June 2011).

Udwin, M. & Hancock, C. 2011. *How to get the best out of the Annual Appraisal process: A guide for Appraisees.* From: http://wwwcardiff.ac.uk/humrs/ training/pcutl/index.html (Retrieved: 25 March 2014).

United Nations International Strategy for Disaster Reduction (UNISDR). 2009. *Planning Framework.* From: unisdr-apps.net/confluence/…/ISDRAP-PlanningFramework_Final.pdf (Retrieved: 10 June 2013).

University of Technology, Sydney (UTS). 2008*. Performance and Development – Principles and Procedures.* From: www.hru.uts.edu.au/manual/6_5.pdf (Retrieved: 29 June 2012).

United States of America Department of Energy (USADE). 2012. *Guidelines for Performance Measurement.* From: www.orau.gov/pbm/documents/g1201-5.pdf (Retrieved: 05 February 2013).

University of Virginia (UVa). "s.a". *Managing Performance for Success: A Resource Guide to Performance Management.* http://www.hr.virginia. edu/uploads/documents/media/Resource_Guide_to_Performance_Management.pdf (Retrieved: 05 February 2013).

University of Western Australia (UWA). 2010. *Procedure for Managing Unsatisfactory Performance and Workplace behaviour: professional and*

337

General Staff. From: http://www.hr.uwa.edu.au/policy.toc/performance management_of__staff/guidelines_f... (Retrieved: 06 June 2011).

Van Deventer, I. & Kruger, A.G. 2003. *An educator's guide to school management skills*. Pretoria: Van Schaik.

Van der Merwe, H. 2010. Mentoring as a response to merit demands on account of equity. *Acta Academica,* 42(2):145-168.

Van der Waldt, G. 2004. *Managing Performance in the Public Sector: Concepts, Considerations and Challenges*. Lansdowne: Juta & Co. Ltd.

Van der Valk, T., Van Driel, J.H. & De Vos, W. 2007. Common Characteristics of Models in Present-day Scientific Practice. *Research in Science Education,* 37(4):469-488.

Vejvodova, J. 2009. *The ADDIE Model: Dead or Alive?* From: www.virtuni.eas.uk/rocnik/2009/pdf/paper_127.pdf (Retrieved: 19 February 2013).

Viedge, C. 2007. Performance management for knowledge workers. In: Werner, A (ed.). Bargraim, J., Cunnigham, P., Potgieter, T. & Viedge, C. *Organisational Behaviour: a contemporary South African perspective*. Pretoria: Van Schaik, 101-122.

Virtusio, P.G. 2014. Performance Appraisal. From: www.slideshare.net/pamelagonzales3363/performance-appraisal-29791461 (Retrieved: 26 July 2014).

Vitez, O. 2003. *What is Employee Performance management?* From: http://www.wisegeek.com (Retrieved: 26 May 2010).

Weihrich, H. & Koontz, H. 2008. *Major Principles or Guides for the Managerial Functions of Planning, organising, Staffing, Leadingand Controlling*. From:

www.ufsca.edu/.../PrinciplesofMgt12.13e3-3-08website11-15-09.pdf (Retrieved: 13 February 2013).

Welman, J.C. & Kruger, S.J. 2002. *Research Methodology*. Cape Town: Oxford University Press.

Welty, G. 2008. Strategy and Tactics for Pilot Implementation in the ADDIE Model. *Journal of GXP Compliance,* 12(2):12-19.

Werner, A. 2007. Contemporary developments in leadership and followership In: Werner, A. (ed.). *Organisational Behaviour: A contemporary South African perspective*. Pretoria: Van Schaik, 286-311.

White, C., Woodfield, K. & Ritchie, J. 2003. Reporting and Presenting Qualitative Data. In: Ritchie, J & Lewis, J. *Qualitative Research Practice: A Guide for Social Students and Researchers.* London: SAGE Publications, 287-321.

Williams, H. & Swails, N. 2000. *Counselling for better work performance.* From: http://www.apsc.gov.au/publications00/counselling.htm (Retrieved: 25 May 2011).

Williams, R.S. 2003. *Managing Employee Performance: Design and implementation in organizations*. London: Thomson Learning.

Woken, M.D. 2013. *Advantages of a Pilot Study*. From: www.uis.edu/ctl/wp-content/uploads/sites/76/2013/03/ctlths7.pdf (Retrieved: 06 May 2014).

Wolak, B. 2010. *How Do I Choose the Most Effective Performance Management?* From: http://www.wisegeek.com (Retrieved: 26 May 2010).

Yeoh, T.E.S. 2007. *The Facet Satisfaction Scale: Enhancing the Measurement of Job Satisfaction.* Master of Science. Texas: University of North Texas.

Young, S.H. 2009. *Honest Self-evaluation*. From: http://www.csotthyoung.com (Retrieved: 24 July 2011).

Zelik, D., Patterson, E.S. & Woods, D.D. 2007. *Understanding Rigor in Information Analysis*. From: csel.eng.ohio-state.edu/…/research/Rigor…/ ZelikPattersonWoods_Unders… (Retrieved: 14 July 2013).

Zhang, Y. & Wildemuth, B.M. s.a. *Qualitative Analysis of Content*. From: www.ischool.utexas.edu/~yanz/Content_Analysis.pdf (Retrieved: 14 July 2013).

Web sites

Module-3 Business Management. *Planning and organising*. From: www.nios.ac.in/srsec319new/319EL11.pdf (Retrieved: 04 June 2012].

APPENDIX A

Enquiries: S.D. Sikosana

7 Rooibekkie Street

Ref.: Research

Bergsig

Bethlehem

Fax: 058 303 5189

9701

09 March 2012

The Director
Policy Development & Research
Free State Department of Basic Education
Room 318 Old CAN Building
Bloemfontein
9300

Dear Sir

REQUEST FOR PERMISSION TO CONDUCT RESEARCH

1. I am one of the School Management and Governance Developers (SMGDs) in the Thabo Mofutsanyana Education District and stationed at the Bethlehem sub-district office.

2. I am currently busy with a PhD degree with the Central University of Technology in the field of Educational Management. My student number is 210096195.

3. The full title of my thesis is: **An investigation into the Performance Management and Development Scheme of office-based educators in the Free State.**

4. My supervisor is Prof. G. Schlebush who is stationed at the Welkom campus.

5. I shall be using interviews to collect data. This will be done outside office hours and will, therefore, not tamper with office hours of officials.

6. Both male and female office-based educators will be respondents. An equal number from SMGDs, Subject Advisors, Learning Support

341

Advisors and School Youth Recreation, Arts and Culture officials will be included in the sample.

7. I hereby give the undertaking that:-

    7.1 No official will be pressured to take part in interviews.

    7.2 Information will be treated as absolutely confidential and no official will be identifiable or be identifiable in the thesis writing or any subsequent writing I should undertake.

    7.3 A summary of the findings and recommendations will be made available to the department.

8. I, therefore, request to be permitted to conduct such a research in the Education Districts of Thabo Mofutsanyana and Fezile Dabi during the second quarter of the 2012 academic year.

Because there is an urgency to complete the thesis and research, I would appreciate an early reply to this request.

Thank you for your assistance in this matter.

Yours faithfully

_____
S.D. Sikosana (Mr.)

APPENDIX B

education

Department of
Education
FREE STATE PROVINCE

2012 – 06 – 08

Mr. S. D. Sikosana
7 Rooibekkie Street
Bergsig
BETHLEHEM
9701

Dear Mr. Sikosana

REGISTRATION OF RESEARCH PROJECT

1.   This letter is in reply to your application for the registration of your research project.

2.   Research topic: **An investigation into the performance management and Development scheme for Office – Based Educators in the Free State.**

3.   Your research project has been registered with the Free State Education Department.

4.   Approval is granted under the following conditions:-

4.1 The name of participants involved remains confidential.

4.2 The questionnaires are completed and the **interviews are conducted outside normal tuition time**.

4.3 This letter is shown to all participating persons.

4.4 A bound copy of the report and a summary on a computer disc on this study is donated to the Free State Department of Education.

4.5 Findings and recommendations are presented to relevant officials in the Department.

5.   The costs relating to all the conditions mentioned above are your own responsibility.

6.   **You are requested to confirm acceptance of the above conditions in writing to:**

**DIRECTOR: STRATEGIC PLANNING, POLICY AND RESEARCH,
Old CNA Building, Maitland Street OR Private Bag X20565, BLOEMFONTEIN, 9301**

We wish you every success with your research.

Yours sincerely

MJ MOTHEBE
DIRECTOR: STRATEGIC PLANNING, POLICY AND RESEARCH

APPENDIX C

WORK PLAN

343

NAME: WORK AREA: PERIOD:

KEY OBJECTIVES	ACTION STRATEGIES	PERFORMANCE INDICATORS	TARGET	NOTES ON PROGRESSION. CHANGED CIRCUMSTANCES PRIORITIES, RESOURCES ETC. DURING PERIOD
6. To ensure sound financial management practices in terms of relevant regulations and Legislations.	6.1 Ensure development and implementation of policies and regulations in line with policies and relevant acts.	• Financial policies in place and implemented. • Functional finance committees existing. • Audited financial statements available and submitted.		
	6.2 Intensive training of all SGB's and SMT's (including Section 21 schools) in financial matters.	• Schools compiling and submitting budgets on time.(Budget approved by majority of parents)		
	6.3 Monitor all schools' budgets (Advising principals and school management teams on the planning, utilization and monitoring of budgets).	• Orders placed on time. • Monthly financial reports available and presented to the SGB's and Parents.		
	6.4 Monitor all financial records, receipt books, financial statements, petty cash, analysis book, cheque book.	• Compliance with Section 21 functions (Utilize allocation of funds as required) • Deposits done on regular basis and Petty Cash register kept. • Learners exempted from paying school fees. (No learners chased away from school or denied access or report withheld due to non-payment of school fees)		
	6.5 Ensure compliance to the norms and standards for school funding.			

344

8. To improve risk management and internal control	8.1. Ensure availability and efficient control of : • Leave registers • Assets registers • Time/Attendance registers • Telephone registers • Stock registers • LSM retrieval	• All registers are kept and records are up to date. • Time/Attendance register leave register and leave forms should correspond. • Leave not abused by educators and non-educators • Stock register up-to-date. • LSM retrieved and controlled quarterly		
11. To foster a culture of effective learning and teaching	11.1 Ensure deployment of staff is equitable and done in line with the provisions of the PAM and the qualifications of staff. 11.2 Ensure that the Timetable is in line with the RNCS and NCS requirements. 11.3 Ensure that SMT's do supervision and control of educators' performance. 11.4 Ensure that Learner Assessment is managed and implemented in accordance with the prescribed departmental policies. 11.5 Ensure that principals do manage and organize examinations properly. 11.6 Discuss strategies to sustain and improve results. • Motivational	• Subject Allocation is done correctly: PL3 60% and PL2 85% In line with qualifications. • Timetable is developed and functional. • Reports and record/control books are available. • Educators' portfolios regularly Controlled (Functional Mark Book) • Learner performance discussed and analyzed. • Intervention strategies developed to address the barriers to learning. • Examinations plans and timetables are readily available. • Results improved both the pass % and endorsement rate. (June and November) • Programmes/Plans		

345

	Sessions • Twinning/Out reach – programs • Winter/Spring Classes • Camping sessions 11.7 Discuss reports from Learning Facilitators on matters relating to teaching and learning. 11.8 Discuss reports from WSE with SMT's	available. • Feedback provided by the principal on action taken to remedy the situation. • SIP in place with recommendations implemented.		
13. To ensure that the flow of learners through the public primary/secondary school is optimal	13.1 Ensure the analysis of resultsis done quarterly 13.2 Ensure the admission of learners is done according to policy. 13.3 Ensure learners attain highest possible educational outcomes.	• Analysis of results available. • Admission register available and up to date. • Systemic evaluation report		
16. To render support to education institutions/schools that enhances management, governance and teaching and learning	16.1 Ensure all schools have policies on the management of : • HIV/AIDS and substance abuse. • Admission • Religion • Safety & Security • Language • Discipline • Extra-curricular • Management of physical resources • LSM retrieval 16.2 Give extra support to failing schools	• Policies in place and implemented. • Decreased number of failing schools		
18. To improve access to and quality of formal education at learning institutions in terms of school effectiveness and	18.1 Train and develop SGB's 18.2 Train and develop SMT's	• Functional SGB's • Effective and efficient SMT's		

346

educator professionalism	18.3 Induct newly appointed SMT members	• Effective and efficient SMT member		

	18.4 Ensure beautification of schools 18.5 Ensure recognition of excellence 18.6 Ensure cooperation between platooning schools. 18.7 Merging of non-viable schools	• Premises clean • Participation in excellent awards • Signing of agreements. • Non-viable schools merged		

19. To provide departmental services for the professional and further development of educators and non-educators.	19.1 Train all principals on IQMS
	         and PMDS for non teaching
	         staff
	
	19.2 Monitor and ensure correct
	        implementation of IQMS and
	        PMDS.
	
	19.3 Ensure that whole school
	        development takes place and
	        recommendations are implemented to improve effectiveness.
	
	19.4 Manage the performance of
	        the principal and school
		• All principals are trained(Invitation, Program and Attendance Register submitted)
		
		• IQMS and PMDS implemented according to the relevant prescripts.
		
		• SDP/SIP developed and recommendations implemented
		
		• Base-line evaluation done
		• Summative evaluation done
		• PMDS in place according to policy.
		• SIP submitted
		• All documents signed by appropriate officials.		

347

	management team to ensure SMT's perform their duties and fulfill their roles.			

APPENDIX E

education

Department of
Education
FREE STATE PROVINCE

Tel: 051 404 9275
Fax: 051 404 9274

Enquiries: LV Alexander
Reference no. : 16/4/1/19 - 2012

2012 - 06 - 08

Mr WRM Mokuena
Director: Thabo Mofutsanyana Education District
Private Bag X817
WITSIESHOEK
9870

Dear Mr Mokuena

NOTIFICATION OF A RESEARCH PROJECT IN YOUR DISTRICT

Please find attached copy of the letter giving **Mr Sikosana** permission to conduct research in
Thabo Mofutsanyana Education District.

Mr Sikosana is the SMGD in Thabo Mofutsanyana Education District and is studying for Doctor of
Philosophy (PhD) degree in Management with the Central University of Technology - Welkom
Campus

Yours sincerely

MJ MOTHEBE
DIRECTOR: STRATEGIC PLANNING, POLICY AND RESEARCH

Directorate: Strategic Planning, Policy & Research; Old CNA Building, Maitland Street, Private Bag X20565, Bloemfontein, 9300
- Tel: 051 404 9287 / 9275; Fax: 051 404 9274 - E-mail: research@edu.fs.gov.za

www.fs.gov.za

APPENDIX E

349

INTERVIEW QUESTIONS FOR OFFICE-BASED EDUCATORS

QUESTIONS ON PERFORMANCE MANAGEMENT

1.1   What is your input (if any) in the setting of the objectives you are to achieve at the start of the Performance Management and Development (PMDS) cycle?

1.2   What is your input (if any) in the development of your Work Plan?

1.3   Can you comment on the implementation of the Work Plan?

1.4   Comment on whether your supervisor delegate work and if so, how is this done?

1.5   How would you describe your supervisor as a leader?

1.6   Please elaborate on the building of healthy relations by your supervisor with all employees in the section.

1.7   Explain how communication occurs between you and your supervisor.

1.8   How would you describe the motivating skills of your supervisor?

1.9   Explain in detail how your individual appraisal is done?

1.10   What is your opinion regarding the fairness and accuracy of the performance ratings (scores) during your appraisal?

1.11   Do you receive any feedback during the PMDS cycle from your supervisor on how you are performing?

QUESTIONS ON PERFORMANCE DEVELOPMENT

1.12   In your view what are the causes of poor performance in the job you are doing? Please elaborate.

350

1.13   Which intervention strategy or strategies were used by your supervisor to improve your performance after having identified the causes of your possible poor performance? Please expatiate.

1.14   What is your opinion regarding the success of the strategies used to improve your performance?

1.15   Does your supervisor identify training and development needs with the aim of improving your performance? Please elaborate.

1.16   Which type of training and development have you been subjected to in order to improve your performance during the last couple of years? Please give a detailed explanation.

1.17   What would you say are the benefits of the training and development that you received (if any)?

1.18   What is your opinion regarding the rewards you receive at the end of the PMDS cycle as result of your performance?

351