The influence of a performance management programme on the achievement of organisational and individual goals: a case study

H van Huyssteen
The influence of a performance management programme on
the achievement of organisational and individual goals:
a case study

BY

Hannes van Huyssteen

This paper is presented in partial fulfilment of the requirements for the
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PROMOTOR: Mrs H.B. Schultz
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PORT ELIZABETH

DECLARATION
I the undersigned hereby declare that the work contained in this thesis is my own original work and has not previously in its entirety or in part been submitted at any university for a degree.

Acknowledgements

H. Van Huyssteen    Date
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ABSTRACT
Many organisations are continuously searching for methods which can be used to improve performance. One such method is by means of implementing a performance management programme. This research study addresses the influence that a performance management programme has on the achievement of organisational and individual performance. To achieve this objective a comprehensive literature study was performed to determine the views on performance, and on performance management programmes. The study also included an investigation into the extent to which a performance management programme should be aligned with organisational and individual goals.

Questionnaires, developed from the literature study, were distributed amongst randomly selected respondents, in order to determine the extent to which a specific organisation manages performance, in line with the guidelines provided by the literature study.

The information obtained from the questionnaires were compared with the guidelines provided by the literature study in order to identify shortcomings in the influence that the performance management programme has on the achievement of organisational and individual goals at the selected organisation.

The final step of this study entailed the formulation of recommendations. Three of these recommendations are regarded as critical to ensure the
successful improvement of performance by means of a performance management programme:

Firstly, it is of utmost importance that training and development, and the necessary resources to achieve objectives is provided.

Secondly, feedback forms an integral part of a performance management programme. Those who provide feedback, need to acquire the necessary skills, so as to ensure that both positive and negative feedback is given to employees, which could ultimately enhance performance.

Thirdly, the success of a performance management programme resides with both management and employees. Management need to be committed to the programme, and the well-being of their employees. Management also needs to be able to eliminate problems that negatively influence performance. On the other hand, employees need to realise that a performance management programme is not only linked to pay, but also the development of each individual, and the improvement of performance.
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CHAPTER 1
INTRODUCTION

1.1 Problem definition

According to Dessler (1997:372) performance management is a systematic approach to managing people, goals, measurement, feedback, and recognition as a way of motivating employees to achieve their full potential in line with the organisation’s objectives. Performance management is a continuous process and is concerned with improving both results and quality of working relationships. O’Doherty (1997:167) believes that strategic performance management is based on the organisation’s mission, strategy, and the supporting performance and remuneration system. Sloman, in Tyson (1997:167), adds that performance management systems are believed to be operating when the following conditions are met: a vision of objectives is communicated to employees; departmental and individual performance targets, related to wider objectives, are set; a formal review of progress towards targets is conducted; and the whole process is evaluated to improve effectiveness.

Hartle (1995:13) recognises that performance management schemes are becoming more popular in many companies around the world, are highly effective when managed properly, and will ensure significant performance improvement in any organisation if a continuous management support process is established.
According to Whetten and Cameron (1991:379-383) as cited by Ivancevich and Matteson (1996:230-232), managers often become frustrated because they do not understand the causes of observed problems. They continue to measure performance without diagnosis and management of the entire spectrum of performance issues. Positive performance management contributes to the development of the employee and to the productivity of the company. It is a process which cannot be ignored, yet it is often neglected because it is regarded as time-consuming, costly and irrelevant. A comprehensive survey of nine leading South African organisations undertaken by the University of Stellenbosch Business School recently revealed a bleak picture of the way employee performance is managed and rewarded in South Africa (Carrell, Elbert, Hatfield, Grobler, Marx and van der Schyf, 1997:258).

The above statements indicate that an investigation is required to clarify the extent to which a performance management programme is aligned with organisational strategy and individual goals. The aim of this research will be to investigate this and related issues at the South African Revenue Services (SARS), and this leads to the main problem addressed by this research:

Does the selected company manage performance in line with organisational strategy and employee goals?
1.1.1 Sub-problems

An analysis of the main problem allows identification of the following sub-problems:

(a) What guidelines does the literature reveal that will assist the organisation in managing employee performance?

(b) What strategies does the organisation use to align employee performance with organisational and individual goals?

(c) To what extent does the process of managing employee performance in the selected company compare with the guidelines offered in (a)?

1.2 Delimitation of research

Delimiting the research serves the purpose of making the research topic manageable from a research point of view. The omission of certain topics does not imply that there is no need to research them.

1.2.1 Organisational level

The study looks at the organisation as a whole, and more specifically, how performance management has influenced the achievement of strategic goals.

1.2.2 Management level

The study is limited to middle management, as this level of management is closely involved in the performance of ground-level employees.
1.2.3 Individual level

Employees from different departments within the organisation, and from different salary grades are included in this research.

1.2.4 Geographical demarcation

The empirical component of this study is limited to the Port Elizabeth area. The company on which the research is based, consists of 42 branch offices throughout South Africa. SARS also has two components, being Revenue and Customs. This research is limited to the Revenue component of SARS, and all future reference made in this study to SARS refers to only the Revenue component of SARS. In making the research topic manageable, the research concentrates on the SARS Port Elizabeth branch office, being an average sized office compared to others. This implies that the results of this research could apply to the other offices.

1.2.5 Theoretical delimitation

The theoretical part of this study was limited to more recent studies, by using existing relevant theory.

1.3 Definitions of selected concepts

For the purpose of this study the following are associated with the concepts in the title and the problem statement of this document.
1.3.1 Influence
Influence can be defined as “…the capacity or power of persons or things to be a compelling force on or produce effects on the actions, behaviour, (and) opinion of others.” (www.infoplease.com)
Drawing from the above definition, influence, as pertaining to this research, means the capacity of performance management to influence the achievement of organisational and individual goals.

1.3.2 Performance Management
In order to define the concept performance management, the researcher will firstly define performance and management, after which these definitions will be matched to definitions of performance management.

The dictionary definition of performance reads “…the manner in which or the efficiency with which something reacts or fulfills its intended purpose” (www.infoplease.com).
Relating to this research, performance would mean the manner in which and the efficiency with which an employee reaches his/her targets.

Management can be seen as a process of planning, organising, leading, and controlling the people who work in an organisation, involving the setting of tasks and activities the people perform, to
ensure the achievement of organisational and individual goals (Hellriegel, Jackson, Slocum, 1999:8).

According to Beer and Ruh (1990:219) performance management comprises (1) recognition of a manager’s role in dealing with subordinates, (2) emphasis on development and evaluation, (3) the identification of an individual’s strengths and development needs, and (4) an integration of the results achieved and how they were achieved.

In terms of the management of an organisation, performance management “…involves…tracking actual performance along the measurement dimensions established in goals, feeding back information to relevant subsystems, taking corrective action if performance is off target, and resetting goals so that the organisation is continually adapting to external and internal reality.” (Rummler & Brache, 1995:21)

For the purpose of this study, performance management will be defined as follows, encompassing all the aspects covered by the aforementioned definitions:

“(A) process for establishing a shared understanding about what is to be achieved, and how it is to be achieved, and an approach to managing people which increases the probability of achieving job-related success.” (Hartle, 1995:12)
1.3.3 Programme

The term programme can be defined as “…a planned, coordinated
group of activities, procedures, etc. often for a specific purpose…” or in
a more simplistic manner “…a plan of action to accomplish a specified
end” (www.infoplease.com).

1.3.4 Achievement

An achievement is defined as “…something accomplished, especially
by…special effort”, in other words the manner in which actions are
directed towards the achievement of a specified end.
(www.infoplease.com)

1.3.5 Goals

Goals are established when an unsatisfied need is recognised. A goal
can therefore be seen as a course of action expected to lead towards
the satisfying of the need (Armstrong & Murlis, 1994:33).

For the purpose of this study, the concept of goals has been divided
into organisational goals and individual goals.

An organisation exists to achieve goals, and at organisational level,
goals are part of the business strategy (Rummler & Brache, 1995:20).

Individuals also have needs that need to be satisfied, and in order to do
this they strive for the achievement of individual goals through the
achievement of goals set by the organisation (Armstrong & Murlis, 1994:33).

1.3.6 Organisational strategy

Rummler & Brache (1995:79-80) recognise organisational strategy as being made up of two parts: strategy development and strategy implementation. The development of organisational strategy starts by asking questions such as (1) what is the organisation going to do, (2) whom will the organisation do it for, (3) why will customers buy from the organisation, and (4) where will the organisation place its emphasis. The answering of these questions is then followed by how, in other words what systems and structures will be used to bring about the what, whom, why, and where.

1.4 The significance of the research

The concept of performance management has emerged as a key business process and a method of achieving change, in the early 1990s (Armstrong & Murlis, 1994:205). However, Armstrong and Murlis (1994:220) contend that it is a process that takes time, effort, and determination to introduce.

While performance management appears to be a logical term, the assumptions that relate it to organisational effectiveness are somewhat flawed. Performance management is supposed to achieve the following:
• Increased managerial control over work and results
• Increased managerial ability to identify problem areas
• Link individual objectives to organisational objectives
• Provide a system where more objective feedback can be given to employees
• Ensure a clear understanding of management expectations, through enhanced communication

The focus of performance management is on the achievement of goals, but the problem is that this approach could neglect the organisation and the systems necessary for results to happen. (www.work911.com)

The research to be conducted, will be significant, if it can be proven that a performance management programme is achieving above-mentioned factors.

As there are negative and positive attitudes towards a performance management process, this study of the newly implemented performance management system at the chosen company, is regarded as very significant, in determining whether this system will enhance the achievement of organisational and individual goals. The findings of the study could also be used as an evaluation instrument in assessing the success of the performance management programme at the chosen organisation. Furthermore, the research could be significant relating to other organisations attempting to implement a performance
management programme, as they could learn from the successes/failures that this study reveals.

1.5 Research design

In this section the broad methodology that was followed in the study is described.

1.5.1 Research methodology

The following procedures were adopted to solve the main and sub-problems:

1.5.1.1 Literature survey

The literature survey covered the following:

(a) a literature survey to determine the influence of a strategic performance management programme; and

(b) a literature survey to provide a theoretical framework of guidelines, which can serve as a framework for an effective performance management programme.

1.5.1.2 Empirical study

The empirical study consisted of:

(a) Measuring instrument

The researcher developed a questionnaire, according to the principles and guidelines identified in the literature survey.
(b) Obtaining empirical data
Empirical data was obtained by means of an organisational survey, by making use of the questionnaire developed by the researcher.

(c) Sample
Respondents included in the survey were chosen randomly, and the structure of each section within the departments was scrutinised, so as to ensure that all salary grades within the organisation were covered.

(d) Analysis of results
The results of the organisational survey were analysed, and integrated with the literature findings

1.6 Key assumptions
Most of the literature used originates from outside South Africa. It was assumed that the findings from other countries will be applicable in South Africa.

It is also assumed that a performance management programme is aligned with, and positively influences organisational strategy and individual goals.

1.7 Organisation of the remainder of the study
The study was conducted under the following Chapters:

Chapter 2
The role of strategic performance management in achieving organisational and individual goals
Chapter 3
Guidelines for establishing an effective performance management programme in an organisation

Chapter 4
Research methodology for empirical study

Chapter 5
Analysis and interpretation of results

Chapter 6
Conclusions and recommendations
CHAPTER 2

THE ROLE OF STRATEGIC PERFORMANCE MANAGEMENT IN

ACHIEVING ORGANISATIONAL AND INDIVIDUAL GOALS

2.1 Introduction

In Chapter 1 the aim of this thesis was set out, being an attempt to determine whether a performance management programme influences the achievement of organisational and individual goals, and the extent of this influence.

The purpose of this chapter is to address the above-mentioned question, by looking at the role of strategic performance management in achieving organisational and individual goals. In order for the reader to understand where performance management fits into an organisation, the researcher will firstly discuss the influence of the changing shape of organisations on the management of performance. Thereafter, the strategic aspects of performance will be discussed, by looking at the factors influencing performance, as well as organisational and individual performance. An overview of performance management systems will conclude the chapter.
2.2 The changing shape of organisations as an influencing factor in managing performance.

Decentralisation, delayering, rightsizing and restructuring are words that are very commonly used in organisations, and as organisational structures change, so too must behaviours which make the structures work, change. During the 1980’s there was an increased focus on the outputs of jobs, and on linking job performance to the objectives of an organisation. During this era the words ‘management by objectives’ were heard often. Out of this, performance management began to grow, being a way of planning for performance (Hartle, 1995:46).

According to Ivancevich and Matteson (1999:608-613) change is inevitable in the 21st century. The combination of global competition, computer-assisted manufacturing methods, and instant communications has far reaching implications on organisations, and organisations’ futures depend upon their ability to master change. There are several forces for change, both internally, and externally:

- External forces for change
  - Markets
  - Technology
  - Social and political change
- Internal forces for change
  - Behaviour
  - Processes.
These forces that result in the changing of organisations, could have significant effects on the overall performance outcomes at both organisational and individual levels of organisations. Performance management systems that were developed years ago, are being found to be ineffective in emerging flexible organisations. In response to constant pressures for enhanced competitiveness, “...the cornerstone of strategic success lies in focusing attention at all levels on key business imperatives, which can be achieved through effective performance management” (Bennett and Minty, 1999:58-63).

True organisational change is only possible if all employees are clear on what is expected of them, and are recognised and rewarded for their achievements. “As a matter of survival in today’s unrelenting competitive environment, (organisations) must continually search for opportunities to improve both individual and organisational productivity and quality.” (www.hrdstrategies.com)

Performance management is one measure to be used, that can assist organisations in improving performance, during periods of change. Within organisational life performance management is concerned with:

- Human Resource Management (HRM)

Performance management can satisfy a number of HRM goals, such as (1) achieving sustained high levels of performance; (2) developing people to their full capacity; and (3) establishing an environment in which the potential of employees can be realised.
• Continuous development

Performance management emphasises individual and career development, thus assisting organisations to create an environment in which learning can take place.

• Teamworking

Performance management does not revolve around just the manager and the individual, but can also enhance teamwork (Armstrong, 1994:26).

Hartle (1995:57-59) supports this view, by mentioning that the process of performance management, being to plan for performance, to manage performance, and to review performance, should not be isolated from the rest of an organisation. It should be linked to the key processes such as business strategy, employee development, and total quality management, and to the changes in these processes occurring as a result of organisational change.

2.3 Strategic aspects of performance

The evolution of performance management reflects a change in emphasis in organisations, away from command-and control towards a leadership model based on facilitation. This change in emphasis is a result of recognising that relating work performance to the strategic mission of an organisation is critical for success. Goals and objectives are derived from the departments within which employees work, which
in turn support the mission and goals of the organisation (www-hr.ucsd.edu).

Armstrong (1994:13) believes that performance management assists in this integration of corporate and individual objectives, by means of communicating these objectives, and underpinning the core values of an organisation. Performance management specifically aims at improving the following aspects of performance:

- Achievement of objectives;
- Knowledge, skill and overall competence; and
- Day-to-day effectiveness.

Armstrong (1994:25) furthermore identifies specific aims of performance management to be:

- The achievement of sustainable improvement in organisational performance;
- A lever for change in developing a more performance-orientated culture;
- A tool to increase the motivation and commitment of employees;
- A tool to assist in the development of a constructive and open relationship between individuals and their managers, ensuring continuous communication regarding work actually done throughout the year;
A means of focussing attention on the attributes and competences required to perform effectively and on what should be done to develop them.

Likewise, Hartle (1995:63-64) regards a performance management programme to exhibit the following features:

- There is a shared vision of organisational objectives, communicated to all employees;
- Individual performance targets are related to both business and wider organisational objectives;
- Regular reviews of progress towards objectives set, are conducted;
- From the reviews, training, development and reward outcomes are identified; and
- It allows for changes and improvement to overall performance.

Fay, in Spangenberg (1994:14) supports the above-mentioned views, by mentioning that performance management comprises ‘...a set of techniques used...to plan, direct and improve the performance of (individuals) in line with achieving the overall objectives of the organisation.’

According to Torrington & Hall (1995:291) performance is used to describe various aspects within organisations, such as:

- Bottom-line profits;
- Doing better than competitors; and
• Achieving specified organisational objectives.

The question that can be asked then is, why measure performance? There are two key reasons to invest in performance measurement programmes:

• *Strategic Alignment*
  
  Performance measurement programmes can be used to communicate and reinforce that which is important in an organisation, and to align people to objectives.

• *Strategic Learning*
  
  Performance measurement programmes can promote learning as managers scrutinise performance data and discover areas of excellence or weakness (www.ceoreview.com).

Armstrong (1994:60-61) argues that measurement is a key aspect of performance management. It makes no sense to define objectives or performance standards, while there is no agreement on how the performance will be measured. Furthermore, performance measures provide evidence of whether the intended result has been achieved, and the extent to which the results have been achieved.

### 2.3.1 Factors influencing performance outcomes

Torrington & Hall (1995:293-296) have identified a range of variables recognised as having a positive impact on performance. These can be summarised as follows:
• **Commitment**
  Commitment can result in higher performance, better quality, lower turnover, greater innovation and more flexibility, which in turn enhances the ability of an organisation to achieve a competitive advantage.

• **Empowerment**
  Through empowerment, employees will be held accountable for results, and they will have a high level of ownership of what they do.

• **Leadership**
  Leadership is seen as the power to inspire and motivate, and as a key to a high performance organisation, leadership can instil a desire to change an organisation and to be the best, in employees.

• **Culture**
  Culture-awareness is important in facilitating strategic decision, as it is suggested that there is a strong link between culture and organisational effectiveness.

• **Flexibility**
  Flexibility of a job has the potential to improve performance, as it provides an employee with a wide range of skills that could ultimately reduce waiting time.

• **Learning**
  Organisational and individual learning are directly associated with organisational performance.
On the other hand, Walters, Gammie and Lawson (1995:19-62) identify the following factors that could have a negative impact on performance:

- If measures are set that are inappropriate to organisational needs or objectives, inappropriate behaviour will be encouraged.
- Employees do not know where they fit into an organisation, because little or no effort is made to understand organisational priorities and dilemmas.
- The non-achievement of performance due to problems at other points of the supply chain, or unsatisfactory equipment that hinders the achievement of objectives.
- Non-alignment of performance outcomes with payment, reward and recognition.

According to Jones, Palmer, Osterweil and Whitehead (1996:63-65) low performance can be seen as the corporate equivalent of a virus. This could be the result of:

- People being confused about who is doing what and why;
- People seeming unwilling to co-operate, and wanting to apportion blame;
- Continuous complaining or pleas for an end to confusion;
- Emotional outburst due to insecure, frightened and worried employees; and
- No faith in strategy, policy, plans and those driving an organisation.
2.3.2 Organisational Performance

An organisation exists because of a number of productive assets that come together to obtain economic advantages. These assets include labour, management, entrepreneurial skills, capital, and individuals. To measure the performance of an organisation, one should compare the value creation of the organisation, with the value that the owners of the productive assets expect to obtain. In addition to the productive assets, strategy also determines performance. Most definitions of strategy focus on the formulation of organisational objectives, and what decisions should be made to achieve them, but in general, all strategies focus on the impact of the strategy on performance (Barney, 1998).

Previously, performance was only seen in terms of individual motivation and individual performance. There has, however, been a change of emphasis, because the performance of individuals is the result of systems that are implemented and controlled by factors outside the control of the individual. As a means of clarifying the concept of organisational performance, Torrington & Hall (1995:300-315) review three aspects of organisational performance, which are:

- Total quality management

  Total Quality Management (TQM) is a holistic approach affecting every aspect of an organisation. TQM applies to all in an organisation, and not just a selected few who work in production. The central focus is on identifying and meeting customer needs,
both external customers, the purchaser of the product or service, and internal customers, the organisational departments and individual employees. Dale and Cooper, in Torrington & Hall (1995: 301) mention that many organisations claim that TQM is their primary business strategy in influencing competitive performance, and those organisations who adopted TQM, have experienced overall better performance in terms of employee relations, productivity, customer satisfaction, market share and improved production.

- **Learning organisations**
  Poor organisational performance is defined by Torrington and Hall (1995:307) as:
  
  “…sluggishness, an excess of bureaucracy and over-control, of organisations as straitjackets frustrating the self-development efforts of individual members and failing to capitalise upon their potential.”

  Becoming a learning organisation can be seen as a way of gaining the competitive advantage, and keeping ahead of competitors. A learning organisation is seen as a response to poor organisational performance, from the problem of skill shortages, to the problem of poor application of training, to the problem of poor performance, leading to learning organisations.

- **Organisational Development**
  A key to developing performance in organisations is organisational development. Learning organisations are seen as an umbrella for
organisational development, and ultimately improved organisational performance.

In determining organisational performance, one needs to measure organisational effectiveness. Performance management is influenced by organisational effectiveness through:

- **The need for clarity about strategy and values**

  An effective performance management programme can develop the understanding of employees, of what needs to be achieved, and help them to improve organisational performance. Through the provision of a means of integrating objectives downwards, upwards and laterally throughout the organisation, performance management supports the achievement of corporate and business strategy.

- **The importance of providing for two-way communication**

  A basis for the communication of an organisation’s mission, values and objectives to all employees, is provided by effective performance management.

- **The benefits derived from operating as a learning organisation**

  The concept of a ‘learning organisation’ has already been discussed, and mention must be made that it facilitates the learning of all employees, and results in the continuous transformation of the organisation. Performance management is as much about developing people, as rewarding them. Through the continuous process of feedback, review and assessment, performance
management is seen as a means of providing learning opportunities (Armstrong, 1994:30-32).

Furthermore, Spangenberg (1994:130-131) mentions that, once organisational goals, process goals, and structures have been established, organisational performance needs to be managed. There are four elements of managing organisational performance, being goal management, performance management, resource management, and interface management.

Organisational performance can be depicted as a pyramid, containing the objectives and measures that connect an organisation's vision, values and objectives to its daily operations (see Figure 2.1). Each function, department or section within an organisation must understand, manage and improve those aspects of performance that enable the organisation to achieve its aims, goals and objectives (Lawson, 1995:8)

The right-hand half of the pyramid is dominated by traditional financial and other productivity performance concerns and measures. At the top of the pyramid is the organisation's vision and values, expressing its spirit, life and soul. The second level comprises the key result areas, objectives and measures, while the business processes at the third level provide a bridge between the top-level traditional performance indicators and the day-to-day operational measures. In this way a link
is established between departmental performance and organisational strategy and performance. This link is achieved by measuring not only the efficiency of a single department, but also the effectiveness of all the business processes involved. Finally, at the base of the pyramid are the specific measures of performance, which are used to monitor and control performance on a daily basis (Lawson, 1995:9-11).

**Figure 2.1:** Lawson’s organisational performance pyramid

(Source: Lawson, 1995: 9)

From this model, it can be seen that each level of performance is linked to those above and below. Efforts to improve performance often only emphasise one aspect of performance, at the expense of another. This model provides a basis where the objectives of any function,
department or section is to manage performance with the broad picture in mind. This form of integrated and coherent business performance management is a powerful tool in delivering successful business strategies, ultimately enhancing overall organisational performance (Walters, 1995:11-13).

2.3.3 Individual Performance

According to Torrington & Hall (1995:316-318) a critical aspect of performance is the planning and enabling thereof. Central to this are, for example, clarity of performance goals and standards, appropriate resources, and guidance and support from the individual’s manager. The fundamental steps for managing individual performance comprise the following:

- **Planning Performance**

  A shared view of expected performance between a manager and his/her subordinate is of utmost importance. A variety of ways exist for this shared view to be expressed, including job descriptions, key accountabilities, performance standards, specific objectives or targets and essential competencies. Critical to all of these is the fact that, handing out a job description or a list of objectives to an individual is not enough. In addition, performance expectations also need to be understood. Furthermore, training, development and the required resources necessary for an individual to achieve his/her objectives, is also imperative.
• **Supporting Performance**

While an individual is working towards the achievement of agreed-upon performance levels, the manager fulfils a key enabling role. Unforeseen barriers may exist, which the manager would have to address, and even sometimes revise the expected performance. Despite the fact that it is the employee’s responsibility to achieve the agreed performance, the manager has a continuous role in providing support and guidance.

• **Ongoing Review**

To enable the individual to plan his/her work and priorities, ongoing review is an important activity. Furthermore, the manager also needs to be kept up to date on the individual's progress, while the individual needs to be kept up to date on organisational change which may impact on agreed objectives.

Torrington & Hall (1995:317) refer to the above-mentioned as the three key aspects of effective performance, and call it the performance cycle. Figure 2.2 provides the reader with an illustration of the performance cycle, which describes effective day-to-day management of performance. The aim of this performance cycle is to enhance individual performance and to support any Performance Management System.
Appraisal Systems

Appraisal systems formalise the review part of the performance cycle. Appraisals can be used to improve performance, provide feedback, increase motivation, and let individuals know what is expected of them. Torrington & Hall (1995:327) mention that appraisals can only be effective if performance criteria are appropriate for the jobs for which they are used, and if the appraisal system used, fits into the needs and culture of the organisation.

Figure 2.2: Torrington & Hall’s performance cycle
(Source: Torrington & Hall, 1995: 317)

Likewise, Hartle (1995:134) regards the management of individual performance as consisting of the following steps:

• Planning

The process whereby individual job objectives are linked to the business plan.
• Managing
  Regular reviews of performance on an ongoing basis.

• Reviewing
  Determining the achievement of individual objectives.

• Rewarding
  Rewarding individual performance with related rewards, such as incentives or merit increases.

Individual objectives define the results to be achieved as well the basis upon which performance can be measured. These objectives can take the form of targets, standing objectives or project-related objectives. Atkinson, in Armstrong (1994:80-81) estimates that, on average, 10 to 25 percent of all employees under perform. Performance improvement is a continuous process of performance management, which needs to be tackled at both organisational and individual level. The improvement of performance at individual level can be achieved through the following strategies:

• Selecting the goal and establishing priority areas for action.

• Defining expectations, targets and standards.

• Defining performance measures, upon which progress towards achieving the goal can be monitored.

• Reviewing progress and analysing feedback to ensure that targets or standards are achieved.

• Extending the process into other problem areas.
2.4 Performance Management Systems

Torrington and Hall (1995:328) see performance management systems as the way to manage employee performance, because these systems are closely tied to the objectives of the organisation. Therefore, the resulting performance is also more likely to meet organisational needs. Appraisal is a key part of a performance management system, but it is integrated with:

- Ensuring that individual efforts are directed towards organisational goals;
- Appropriate training and development to enable individual effort to be successful; and
- The rewarding and reinforcement of successful performance.

Torrington & Hall (1995:328-329) identify four stages of a typical performance management system. These four stages are:

Stage 1 - written and agreed job descriptions, reviewed regularly
Stage 2 - individual objectives derived from the first stage
Stage 3 - development plans detailing development goals to enable individuals to meet the objectives
Stage 4 - assessment of objectives.

Figure 2.3 provides a depiction of these four stages.
Spangenberg (1995:37), on the other hand, adopts a systems approach towards performance management, and regards the main elements of a Performance Management System to be:

- **Inputs**, referring to strategic drivers such as strategy and leadership, and stakeholders, for example management, employees and trade unions.
- **Processes**, comprising five phases, being:
  - developing organisational mission, goals, and strategic capabilities;
  - creating alignment of goals at individual level;
  - designing or redesigning structures;
  - managing performance; and
  - reviewing performance.

Figure 2.3: Torrington & Hall’s four stages of a typical performance management system

(Source: Torrington & Hall, 1995: 329)
• Outputs, which can be divided into short-term criteria, including production, efficiency, and satisfaction, and medium-term criteria, referring to adaptability and development.

• Linkages, referring to the link between Performance Management and other Human Resource Systems.

In support of the above-mentioned views, Wright and Brading, in Armstrong (1994:40-41) regard performance management to be a system which:

• focuses less on performance assessment and concentrates more on future performance planning and improvement;

• identifies and recognises the skills and competencies required for improved performance;

• identifies and recognises outputs, defined in qualitative terms;

• supports upward management, rather than top-down;

• supports a more coaching and counselling style of appraisal, with less emphasis on criticism;

• focuses more on the contribution of the individual; and

• is concerned with improving performance, rather than assessing it.

Traditional performance appraisal systems present the following pitfalls:

• Too much paper work;

• Excessively complicated procedures;

• Unclear objectives;
• Lack of supervisory skills in performance report writing;
• Perception of unfairness of performance measurement; and
• Resistance from managers and employees
  (www.voddanconsulting.on.ca).

A performance management system has the following characteristics, compared to performance appraisal systems:
• Objective feedback as part of the process of learning and improving performance;
• Objective measurement, which can help an organisation’s managers identify what they are doing well, so that they can build on success; and
• A system which offers:
  • Guidelines for outstanding performance
  • Quality measurement
  • Competency design and measurement
  • Process measurement (www.psych-PCS.co.uk).

A number of different types of Performance Management Systems are available nowadays. Some examples are:
• Business Excellence Benchmarking, involving the identification of current strengths and areas for improvement by comparison with world class corporate excellence standards
• Quality Assessment, involving designing systems to measure the quality of processes and contributions to the business
- Competency Development, involving the identification and measuring of competencies
- Process Measurement, involving the provision of regular data on which day-to-day practices are being used to achieve business objectives
- Attitude Surveys, involving the design of surveys to evaluate, for example, culture and employee attitude (www.psych-pcs.co.uk).

Despite the choices available to organisations, it is however imperative that the Performance Management System chosen, be aligned with the organisation’s strategy and culture. Bennett and Minty (1999:60) developed a model (see Figure 2.4) which could assist organisations in answering the following questions:
- How do we create an organisation in order to accomplish business objectives?
- How does one translate business strategy into action?
- Which levers need to be pulled, and how?
- What are the implications for the performance management system?

By making use of the model in answering above questions, an effective performance management system can be designed.
A critical tool for ensuring business success, an effective performance management system needs to focus on what is important. A strong correlation exists between performance management and improved performance, and a good performance management system should communicate strategy through an accountability process that ensures focus (Evans, 2000: 22).

2.5 Concluding remarks

This chapter has attempted to provide the reader with a broad picture of how strategic performance management influences the achievement of organisational and individual goals. Interesting findings from this chapter are the following:

- The changing shape of organisations require a move away from traditional performance measures, to a method whereby the
performance of individuals is linked to the strategic aim of the organisation

• Strategic performance, including organisational and individual performance, involves not only the achievement of organisational and individual objectives, but also affects the development and growth of the organisation and the individual.

• Performance Management can be seen as a ‘management tool’, that links organisational performance to individual performance, and provides opportunities for growth and development.

In conclusion of this chapter, the researcher is of the opinion that, if strategic performance management remains focussed, it will enhance the achievement of organisational and individual goals. The following chapter will therefor provide the reader with guidelines to be used for establishing an effective performance management programme, so as to ensure that organisational and individual goals are achieved.
CHAPTER 3

GUIDELINES FOR ESTABLISHING AN EFFECTIVE
PERFORMANCE MANAGEMENT PROGRAMME IN AN
ORGANISATION

3.1 Introduction

In Chapter 2 the researcher discussed the role that strategic performance management plays in achieving organisational and individual goals. All aspects of performance were discussed, and a clear link was found between the strategic performance of an organisation and its individuals, and performance management.

Chapter 3 will provide the reader with guidelines to be used, when establishing a performance management programme in an organisation. Firstly, the researcher will discuss the issue of improving performance through performance management. Secondly, key elements for an effective performance management programme will be discussed, followed by a discussion on performance management as an ongoing process. Issues covered in this section will include performance planning, managing performance and reviewing performance. The researcher will conclude the chapter with some thoughts on how to implement a performance management programme.
3.2 Performance improvement through performance management

According to Cascio (1998:300-302) “...performance management requires a willingness and a commitment to focus on improving performance (of) the individual … every day.” In an attempt to improve performance, performance management requires managers to do the following:

- **Define performance**
  
  Well defined performance ensures that individual employees know what is expected of them, ensuring that they remain focussed on effective performance. One measure of defining performance, is goal setting. Goal setting is effective in improving performance, because goals direct attention to the specific performance in question, more effort is shown to accomplish higher levels of performance, and higher levels of performance are then a persistent occurrence. In addition, the extent to which these goals have been accomplished, also needs to be measured, and regular assessment of the progress must be provided, to ensure that the attention and efforts of the organisation and the individuals remain focussed.

- **Facilitate performance**
  
  One of the major concerns of managing for maximum performance, is to eliminate the effect of those factors that hinder successful performance. Once this has been done, the organisation needs to provide the individual with the necessary resources, required to successfully achieve the goals set. Furthermore, a careful selection
of the individuals is important, so as to ensure that individuals are well-suited to their jobs.

- **Encourage performance**
  To encourage performance, rewards that employees really value, need to be provided. Such rewards must be provided in a timely manner, soon after the accomplishment of goals, and it is important that individuals consider the provision of rewards to be fair.

A study conducted by Van Biema and Greenwald (1997:87-95) on the productivity levels of the service sector in the U.S., revealed that managerial effectiveness is the primary reason why productivity in the service sector has stagnated. They have suggested that managers in the service sector should take the following steps, in an attempt to improve performance:

- Identify the distinct activities performed in the organisation.
- Pay careful attention to what employees actually do and how their activities could be streamlined. This could improve organisational performance.
- Maximise capacity utilisation, and determine just what the capacity needs to be. For this, workforce planning is important to improve performance.

Goba (1998:14-16) takes this a step further, by mentioning that any attempt to improve performance, depends largely on top
management’s understanding, acceptance and involvement. All top managers need to be involved in performance improvement, and this involvement has to filter down through the hierarchy, to include all employees in leadership positions. Performance requires measurement, and managers need to acquire the necessary skills, in order to measure performance effectively. In addition, everyone in the organisation has to understand the performance concepts as well as the basic economics involved in operating a business.

To perform their tasks optimally, individuals need to have the necessary knowledge and skills. Performance standards for each job must be understood and agreed upon, and actual performance should be measured against these standards. As a performance management tool, performance appraisals need to be conducted on an ongoing basis, so that corrective actions can be taken in time (Goba, 1998:16).

Performance management has the potential to change an organisation. Increased motivation and management capabilities, open communication, changed attitudes and behaviour and a more performance-orientated culture, can be created by means of effective performance management. Hartle (1995:18) depicts the theory of performance improvement through performance management as follows:
From Figure 3.1 it is clear that the findings of Hartle compare favourably to those of Cascio (1998:300-302), in that (1) performance is defined in terms of objectives set by the organisation and the different departments, (2) performance is facilitated by means of clarity, support and feedback, and (3) performance is encouraged through appropriate recognition.

### 3.3 Key elements for an effective performance management programme

According to Joubert and Noah (2000:18-19) the following factors are critical for a performance management programme to be, and remain, effective:
• **Focus**
  The core strategic objectives and values of the organisation, must be understood by every employee.

• **Balance**
  To ensure balanced performance, performance must be planned and measured.

• **Stretch**
  The setting of demanding objectives and targets that require more than ordinary effort, is critical to ensure increased/sustained performance.

• **Mobilisation**
  Through challenges found in objectives, targets and standards, individuals are mobilised and momentum is sustained by continuous reviewing of personal results.

• **Latitude**
  More value will be realised by the individual, if space is provided for self-direction and prioritisation in the context of the overall mission of the organisation.

• **Contracting**
  Contracts must be entered into between the individual and his/her manager, to access resources and compensation.

• **Motivation**
  To remain inspired and content with a job, individuals need a continuous stream of recognition and support.
• **Measurement**  
The value contribution by the individual is better, when targets and measures are more specific and accurate.

• **Appraisal**  
It is essential to put a score or value to the achievement of the individual.

• **Feedback**  
Feedback is the lifeblood of excellent performance, as it induces change of behaviour, irrespective of whether it is positive or negative feedback.

• **Money**  
The hallmark of excellence is paying for performance, and reward can be seen as tangible proof that an individual’s contribution was appreciated.

• **Caring**  
Caring refers to the invisible compensation for loyalty and commitment.

Likewise, Lawson (1995:12-13) views the elements of an effective performance management programme as:

• Clarifying the organisation’s vision;

• Establishing key results, objectives and measures;

• Identifying business process objectives, as well as the key performance indicators for those processes;

• Identifying and implementing effective measures;
• Monitoring and controlling performance measures;
• Managing the continuous improvement of performance; and
• Altering performance measures as necessary, when performance improvement is required.

The views of the authors mentioned above, are reiterated in Figure 3.2, wherein Hartle (1995:64) sets out the elements that a performance management programme should contain.

**Figure 3.2: Hartle’s elements of a performance management programme**

(Source: Hartle, 1995: 64)
3.4 Performance management as an ongoing process

The key phases of the performance management process (see Figure 3.3), consist of planning, coaching and reviewing/rewarding. These phases each have significant impact on the dimensions of standards, clarity, responsibility and reward (Hartle, 1995:154)

Figure 3.3: Hartle’s key phases of a performance management process

(Source: Hartle, 1995:155)

Armstrong (1994:76-77) argues that performance management is an ongoing process, which reflects good management practices of direction setting, monitoring and measuring of performance, and taking
action accordingly. Performance management can be regarded as an integral part of the continuous process of management, based on a philosophy emphasising:

- The achievement of continuous improvement in performance,
- Continuous development of skills and competencies, and
- That an organisation becomes a learning organisation.

Armstrong (1994:43–45) furthermore says that performance management can be regarded as a continuous self-renewing cycle. The fact that there is scope for feedback during the year, provides managers with the opportunities to revise or produce new performance agreements.

On the other hand, Spangenberg (1994:45-46) regards managing performance as an ongoing twelve-month activity, which comprises three parts:

- Managing performance at three levels
  At the organisational and process level, performance management includes ensuring that goals are set and measured, feedback is provided, necessary solutions are available, and resources are optimally utilised. At the employee level, performance management entails managing those factors in the human performance system, including input, output, consequences, feedback and knowledge, skills and individual capacity.
• *Understanding the employee's work motivation*

  Within any performance management programme, it is important to understand and know what it is that motivates employees. If these needs are satisfied, performance will improve.

• *The leader’s role in enhancing employee performance*


### 3.4.1 Performance planning

Performance planning can be viewed as part of the whole process of forming an agreement, which ultimately expresses a number of actions to be taken by an individual, and by his/her manager. The agreement and performance planning discussion between an individual and his/her manager should provide clarity and focus, as well as a set of key objectives. Complete agreement and understanding on these issues is also necessary. Furthermore, as part of performance planning, periodic discussion throughout the year is necessary, in order to check progress against objectives, and possibly even revise priorities (Armstrong, 1994:46; Hartle, 1995:157).

In addition to these views, Spangenberg (1994:52) regards business strategy as a key input into performance planning. The phrase ‘*contracting*’ is used to describe performance planning, which comprises mission, performance goals and plans, and work-related competencies and supportive behaviour.
Hartle (1995:65-71) provides a more detailed explanation of the phrase ‘performance planning’, by distinguishing between four key processes within the planning phase:

- **Establishing individual objectives**

  While a specific business unit’s objectives are set through the business strategy, individual objectives may be set through;
  - Establishing improvement over previous years;
  - Targets and standards set by external bodies; and
  - Targets and standards set by internal bodies – “benchmarking”.

  The definition of individual objectives is an important element in performance management, as these objectives set priorities.

- **Describing the job roles of individuals**

  For good performance planning, defining individual roles and performance expectations is the key. A mechanism that can be used for this, is ‘key accountabilities’, which refers to an area of responsibility for which the job holder is expected to produce results. A new trend nowadays, is to define jobs, not only in terms of key accountabilities, but also in terms of skills and competencies necessary for success.

- **Objective setting**

  For employees to know what is required from them, and on what basis their performance will be assessed, the setting of individual objectives is a key part of performance management. These objectives highlight the clarity of understanding of the job, and provide focus to an individual’s actions and behaviour. Williams, in
Hartle (1995:70) mentions that objectives should satisfy the following criteria:

- Objectives should be appropriate to improving performance;
- Objectives should involve some degree of stretch, because if too easy, objectives will not motivate individual performance;
- Objectives should be capable of ongoing monitoring as well as year-end assessment; and
- Objectives should support the overall strategy of the organisation.

**Development planning**

Included in the performance planning process, should also be personal performance improvement objectives. It is important to realise that each individual can achieve better results, and by means of personal performance improvement objectives, individual and organisational performance can be improved.

In support of Hartle’s view of planning performance, the requirements for planning an employee’s performance includes establishing the elements and standards of their performance appraisal plans. These elements and standards should be measurable, understandable, verifiable and achievable, and the performance plans should be flexible so that they can be adjusted, when changing of objectives and work requirements is necessary (www.opm.gov).
3.4.2 Managing performance

According to Hartle (1995:72-75) the managing phase of a performance management programme consists of discussion taking place between a manager and an individual, aimed at motivating employees to strive towards high standards and stretching objectives. Any performance gaps identified, must be followed by action plans to rectify these gaps. This is an ongoing process, aimed at achieving the performance expectations established in the planning phase. Activities included in this phase are:

- **Coaching**
  Coaching is a learning process, where the individual is responsible for planning and achieving objectives set, but is supported by his/her manager. The manager also provides feedback, both on positive aspects, as well as those areas that need improvement.

- **Counselling**
  When performance targets are not reached, managers need to take a formal and planned approach in order to help individuals overcome obstacles. The aim of counselling is to agree on specific action plans which could bring about performance improvement.

- **Ongoing progress review**
  Performance management should be integrated with normal business planning or work activities, placing more emphasis on the links between an individual's capabilities, objectives and output, and the overall success of the organisation. If the achievement of the organisation's goals is dependent on the individual's objectives,
then monitoring of the individual’s objectives on a regular basis is critical.

- **Self-Monitoring**

  The individual job holder should be encouraged to manage and take responsibility for his or her own performance. This encouragement should aim at:
  - Seeking guidance from colleagues;
  - Participation in discussions about their performance; and
  - Reviewing their performance, and judging how well they have done.

In addition Armstrong (1994:77–87) identifies four issues, some of them very similar to those mentioned above, which may arise in the course of managing performance throughout the year. These are:

- **Updating objectives and work plans**

  Performance planning results in performance agreements and plans, and as demands and priorities change, so too, does provision need to be made for updating or amending objectives. This could involve:
  - Discussing what the job holder has achieved;
  - Identifying any shortfalls in performance;
  - Establishing the reasons for any shortfalls; and
  - Agreeing to any changes required, in order to overcome the shortfalls.
• **Managing continuous learning**
  Learning from problems, challenges and successes in day-to-day activities is one of the aims of performance management. Agreements, instructions and reviews between a manager and an individual can provide for training as well as learning opportunities.

• **Improving performance**
  Performance management aims at improving performance, both at organisational and individual levels, as previously discussed in this chapter.

• **Managing under-performers**
  The managing of under-performers is regarded as a positive process, based on feedback throughout the year. Five basic steps to manage under-performers are:
  • Identify and agree on the problem;
  • Establish the reason for the shortfall;
  • Decide and agree on the action required;
  • Resource the action; and
  • Monitor and provide feedback.

The author is of the opinion that the management of performance does however not only rest with management, but also with the individual. According to Kemp and Hilliard (1999:25-27) management refers to accepting and taking responsibility in order to cope with different kinds of demands. Demands, in this case demands for performance, need to be managed, and the individual needs certain skills, for example time
management and self management skills, to enable himself/herself to cope with these demands effectively

3.4.3 Reviewing performance

According to Hartle (1995:75–82) performance reviews provide an opportunity to assess performance trends and plan for the future, and he distinguishes between three types of reviews:

- **The formal review**
  A formal review is an annual event, both at the beginning and the end of the annual performance management process, which provides a basis for planning the following year’s expectations, and forms an agreed view on the job holder’s performance in the preceding year.

- **Individual self-review**
  The individual job holder should be a partner in the performance management programme, and usually he/she will have an accurate picture of his/her own performance. Each individual should be encouraged to take part in the reviewing phase of performance management, ensuring an understanding of the factors that led to successful performance, and those factors that contributed to under-performance.

- **Peer group and upward appraisal**
  Traditional performance appraisal led to dissatisfied individuals, as it was regarded as an ‘top down’ approach. Performance appraisals were often regarded as being one-sided, leaving individuals
despondent and de-motivated. The emergence of 360 degree feedback, has overcome this problem, whereby feedback is given between a manager, subordinates and peers (see Figure 3.4).

**Figure 3.4: Hartle’s model of 360 degree feedback**

(Source: Hartle, 1995: 79)

Spangenberg (1994:46) also regards performance review as a critical step in the performance management process. Performance review outcomes are fed directly into three major human resource systems, namely reward, training and development, and career management. Similar to the findings of Hartle, Spangenberg (1994:198) mentions that the traditional management culture of imposing controls over employee behaviour, has become less effective, and the use of self-review, managers and peer review, could ensure that an organisation remains competitive, through the involvement and commitment of all individuals.
Likewise, Armstrong (1994:88-102) sees the performance review meeting to be a basis for assessing the three key elements of performance, namely: contribution, competence and continuous development. He furthermore identifies the following main issues concerning performance reviews:

- A formal review provides a focus point for the consideration of key motivational, performance and development issues.
- The objectives of reviewing performance are:
  - Motivation, to encourage improvement of performance;
  - Development, to provide a basis for developing and broadening competences and attributes; and
  - Communication, to provide the necessary communication channels about roles, responsibilities and work problems.
- Performance review processes can help to achieve cultural change, assisting an organisation in moving away from a culture of management by command, to one of management by consent.
- Performance review systems should not just focus on the upper and lower extremes of performance, but also on employees who are average or middle-of-the-road performers.
- Performance review meetings should focus on:
  - Performance improvement issues; and
  - The degree to which the meeting should be forward rather than backward looking.
• The criteria for assessing performance should be balanced between:
  • Achievements in relation to objectives;
  • Behaviour that affects performance; and
  • Daily effectiveness.
• Managers with a highly directive style, need to adjust, in order to ensure a participative, two-way review meeting.
• Guidance and training is required for managers to conduct both formal and informal reviews, with a role of counsellor and coach.
• The outputs of the review meeting have to be relevant and put into action, and there needs to be commitment and agreement by the individual to these outputs.
• Both positive and negative elements of performance need to be addressed at the review meeting.
• The performance review meeting should provide a communication channel, whereby organisational and departmental objectives, as well as how and where the individual fits into the big picture, is discussed.
• The criteria for evaluating performance should cover agreed objectives.
• Performance should be evaluated throughout the year.
• Both managers and subordinates must understand the positive nature of the review process.
3.5 Implementing performance management

Hartle (1995:212-217) identifies seven critical success factors, which will ensure the successful implementation of a performance management programme:

- Performance management should be owned by all staff,
- The performance management process should not be driven by “pay”, and a stronger emphasis should be on other issues that motivate people, such as job satisfaction, job challenge, career opportunities and training and development,
- Performance management should be used as a link between overall strategy and individual contribution, by means of setting clear objectives for individuals, in line with key strategic goals,
- Top management should use the performance management process themselves, and show a genuine commitment to it,
- It might be beneficial to first have a pilot run of the process in a part of the organisation, as this could result in better support for performance management from the bottom up,
- A programme should be set in place, whereby all involved are trained in the setting of objectives, monitoring and tracking of performance, and the assessment of performance, and
- The implementation of a performance management programme should be seen as a learning process, as it will not work perfectly within the first year.
Spangenberg (1994:266-270) supports the above-mentioned critical success factors of implementation of a performance management programme, adding to this the importance of linking the performance management programme to an organisation’s human resource management system. Information obtained from the performance management system, is essential for a human resource section to function effectively, in terms of reward systems and providing for development facilities. Performance management should be linked, along with the total human resource function, to the strategies of the organisation, in order to ensure that it is strategic.

3.6 Concluding remarks

Chapter 3 provided the reader with guidelines for the establishment of an effective performance management programme. Key elements for such a programme were highlighted as a means to improving performance, while the importance of each phase within a performance management programme was emphasised.

Taking the above into account, Chapter 4 will revolve around an analysis of SARS’ performance management programme, in an attempt to determine whether the programme influences the achievement of organisational and individual goals.
CHAPTER 4

RESEARCH METHODOLOGY FOR EMPIRICAL STUDY

4.1 Introduction

In Chapter 2 the role of strategic performance management, in the achievement of organisational and individual goals, was discussed. In Chapter 3 the researcher provided guidelines for the establishment of an effective performance management programme.

The purpose of this chapter is to describe the research methodology employed by the researcher to solve the following two sub-problems:

- Are the strategies of the organisation linked to the goals of the individual?
- To what extent does the process of managing employee performance in the organisation compare with the guidelines offered in Chapters 2 and 3?

The solving of the two sub-problems will result in the main problem being resolved.

4.2 Research methodology

Leedy (1997:5-10) describes research as a process by which the researcher attempts to find systematically, with the support of demonstrable fact, the answer to a question or the resolution of a problem. Research is seen as a cycle, starting when a researcher has an unanswered question in his/her mind. This unanswered question is then developed into a clear problem statement, subdivided even
further, into sub-problems. Thereafter possible solutions to the problem are reached through appropriate hypotheses. The researcher then seeks fact, directed by the hypotheses, within the environment that gave rise to the problem. To complete the research cycle, the collected data is then organised, analysed and interpreted, which leads to the solving of the problem.

According to Leedy (1997:172-229), depending on the research objective, a specific research methodology can be selected from various methodologies available:

- **The experimental method**
  This method attempts to account for the influences that condition a specific situation.

- **The historical method**
  This method can be applied to data that are in a literary form or documentary of nature, and is concerned with the retrieval and analysis thereof.

- **The descriptive survey method**
  This method is also called the normative survey method, and concentrates on data that are derived from observational situations. The descriptive survey measures the characteristics of a sample at a specific point in time, and describes these observations in words.

- **The analytical survey method**
  This method is appropriate for analysing quantitative data that needs statistical measures to extract meaning.
4.2.1 Applicable survey method

The researcher has chosen the descriptive survey method, as the desired tool to conduct the research. The descriptive method implies the assumption that what is observed at any one time is normal and, should the same conditions be present in the future, it could be observed again (Leedy, 1997:190).

Leedy (1997:191) outlines the following characteristics of the descriptive survey method:

- The method deals with a situation which demands the technique of observation as the principle means of collecting data;
- In order to ensure discreteness, the population for the study should be chosen carefully, be clearly defined, and specifically delimited;
- Attention should be given to safeguard the data collected from the influence of bias; and
- The data gathered needs to be organised and presented systematically, in order to produce valid and accurate conclusions.

The discussion that follows will lead the reader to an understanding of the use and applicability of the descriptive survey method in this research.
4.3 Technique of observation

According to Melville and Goddard (1996:41-45), the most common techniques used to collect data from people are tests, interviews and questionnaires. In an attempt to obtain the most reliable data, the researcher chose to compile a questionnaire, being a list of printed questions, which respondents are asked to answer. It is possible to use either, or both, open and closed questions. For the purpose of this research, closed questions were used to simplify the communication of the information, and the ease of answering the questions, as the respondents merely needed to choose from a collection of alternatives.

Melville and Goddard (1996:43-44) provide the following guidelines for constructing a questionnaire:

- A questionnaire is complete if it gets all the data one needs.
- A questionnaire should be short, and not abuse the time and concentration of the respondent.
- Only relevant questions are asked.
- Clear instructions are given.
- The questions are precise, unambiguous and understandable.
- The questions should be objective, and not suggest answers.
- The questionnaire should start with general questions.
- A good questionnaire uses mostly closed questions, often with a 4-point scale.
Leedy (1997:192) suggests that, to ensure that a questionnaire complies with above-mentioned, it should be pre-tested on a small population. This would determine whether any questions might be misunderstood, and could assist the researcher in enhancing the quality, and ultimately, the results, of the questionnaire.

In this study, the questionnaire was tested by a senior manager, a middle manager, and four ‘general staff’ employees. The aim of the pilot study was to determine whether there were any weaknesses in the questionnaire, and whether the questions were understandable and not ambiguous. From the results of the pre-test, it was evident that the questionnaire contained no significant flaws, and that it was ready for the final research.

4.4 Questionnaire cover letter

In the covering letter, the selfish interest of the researcher should be set aside. The correspondence should be persuasive, and courtesy, understanding and respect for others should ensure co-operation (Leedy, 1997:196).

In the covering letter (Appendix A) accompanying the questionnaire (Appendix B), the aim of the research was briefly explained, and the respondent was also assured that the content of the questionnaire would be regarded as strictly confidential. The covering letter was sent out under cover of the Port Elizabeth Technikon letter-head and was
signed by both the researcher and the research supervisor. The covering letter also identified a specific individual who could be contacted should additional information be required, and a specific return date for the completed questionnaire was given.

4.5 Selection of research sample

Where there is a large and irregular variation in the population, and the time or means to measure the whole population is not available, it is necessary to look at a method of sampling to overcome the problems mentioned. Ehrenberg (1989:91-107) identifies the following forms of sampling:

- **Simple random sampling**
  
  There is no systematic selection bias, and each element of the population has the same probability of being selected.

- **Multi-stage sampling**
  
  This would require sampling, for example, firstly towns or districts, and secondly, individuals within the sampled towns or districts.

- **Clustering**
  
  This method involves selecting more than one unit at a given stage, and reduces data collection costs, but may increase the size of sampling errors.

- **Stratified sampling**
  
  By using simple random sampling on each strata, the population can be divided into sub-populations or strata.
Ehrenberg (1989:98) mentions that the examples of sampling methods above, form part of probability sampling, which refers to a controlled procedure that ensures that the population researched, is all given unequal, but known probabilities of selection.

Leedy (1997:204-205) explains the opposite of probability sampling, to be non-probability sampling. In terms of non-probability sampling, a researcher has no way of forecasting or estimating that each element in a population will be represented in the sample. Non-probability sampling can be divided into two types:

- **Convenience or accidental sampling**
  Bias is not controlled, and sample units are selected from a population as they are presented to the researcher, whether or not the sample is representative of the whole population.

- **Quota sampling**
  An unregulated type of sampling, the reasoning behind this kind of sampling is that the researcher, for example, requires the opinion of, lets say 20 individuals, and will only conduct his/her research, until the quota of 20 individuals has been reached.

For the purposes of this research, the method used to select the sample, was the simple random sampling method. Due to the fact that SARS Port Elizabeth is accommodated in various buildings, and to eliminate the possibility of the researcher only selecting those employees with whom he is familiar, the researcher decided to
randomly select respondents per each salary grade. In this way, the data collected was a better reflection of the average opinion of SARS Port Elizabeth as a whole.

4.6 The influence of bias

According to Leedy (1997:219) questionnaires are often subject to bias, but it is also mentioned that data containing bias, can not always be avoided. By using simple random sampling a great deal of bias has been eliminated, however, bias could have influenced some conclusions made about the data collected.

4.7 Treatment of data

The questionnaire is divided into two parts:

- Section A, the biographical questions, was designed to ensure that the respondents covered a fair representation of the organisation as a whole.

- Section B, the questions aimed at determining the respondents’ opinions on the performance management programme in SARS, was sub-divided into four parts. Parts 1 to 3 relate to the main objectives of an effective performance management programme, and part 4 relates to questions aimed specifically at respondents in management positions.

The results of the questionnaires have been tabulated, and the responses to, firstly each question, and secondly, each part within
Section B, are presented as a percentage. Both the tabulation, and the percentages, enabled the researcher to interpret the data more effectively.

4.8 Response rate

By the closing date of 27 October 2000, 41 questionnaires were collected, which represented a response rate of seventy-five percent. Tables 4.1, 4.2, 4.3, 4.4 and 4.5 respectively indicate the responses in terms of the specific department within SARS, how long the respondents have been employed by the organisation, the position held by the respondent, the gender, and the marital status of the respondents.

Table 4.1
RESPONSES ACCORDING TO DEPARTMENT EMPLOYED

<table>
<thead>
<tr>
<th>Department</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income Tax</td>
<td>20</td>
<td>48.8</td>
</tr>
<tr>
<td>VAT</td>
<td>5</td>
<td>12.2</td>
</tr>
<tr>
<td>PAYE</td>
<td>6</td>
<td>14.6</td>
</tr>
<tr>
<td>Other (Support Services)</td>
<td>10</td>
<td>24.4</td>
</tr>
<tr>
<td><strong>Total Respondents</strong></td>
<td><strong>41</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Source: Survey Questionnaire, Section A1

Table 4.2
RESPONSES ACCORDING TO PERIOD EMPLOYED IN ORGANISATION

<table>
<thead>
<tr>
<th>Number of years</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 5 years</td>
<td>9</td>
<td>22</td>
</tr>
<tr>
<td>5 to 10 years</td>
<td>6</td>
<td>14.6</td>
</tr>
<tr>
<td>More than 10 years</td>
<td>26</td>
<td>63.4</td>
</tr>
<tr>
<td><strong>Total Respondents</strong></td>
<td><strong>41</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Source: Survey Questionnaire, Section A2
Table 4.3

RESPONSES ACCORDING TO POSITION HELD

<table>
<thead>
<tr>
<th>Position held</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Senior Management</td>
<td>1</td>
<td>2.4</td>
</tr>
<tr>
<td>Management</td>
<td>8</td>
<td>19.5</td>
</tr>
<tr>
<td>Middle Management</td>
<td>6</td>
<td>14.7</td>
</tr>
<tr>
<td>General Staff</td>
<td>26</td>
<td>63.4</td>
</tr>
<tr>
<td>Total Respondents</td>
<td>41</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Survey Questionnaire, Section A3

As can be seen from Table 4.3 a distinction has been made between three levels of management. Middle Management represents line managers, also known as supervisors. Middle Management report to Management, representing the second level of management, while Management report to Senior Management, the top level of management.

Table 4.4

RESPONSES ACCORDING TO GENDER

<table>
<thead>
<tr>
<th>Gender</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>10</td>
<td>24.4</td>
</tr>
<tr>
<td>Female</td>
<td>31</td>
<td>75.6</td>
</tr>
<tr>
<td>Total Respondents</td>
<td>41</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Survey Questionnaire, Section A4
Table 4.5
RESPONSES ACCORDING TO MARITAL STATUS

<table>
<thead>
<tr>
<th>Marital status</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Married</td>
<td>24</td>
<td>58.5</td>
</tr>
<tr>
<td>Single</td>
<td>17</td>
<td>41.5</td>
</tr>
<tr>
<td>Total Respondents</td>
<td>41</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Survey Questionnaire, Section A5

From Table 4.1 it can be seen that a fair spread of response was received from the different departments, with the majority being from the Income Tax Department. An important point is that the majority of the respondents have been in the employ of SARS for more than 10 years (Table 4.2), of which sixty-one percent of the respondents hold General Staff positions (Table 4.3). It is also interesting to note that the majority of respondents are female (Table 4.4), while approximately fifty-eight percent are married (Table 4.5).

4.9 Concluding remarks

This chapter has attempted to provide the reader with an overview of the methodology that was used, to conduct the research. In Chapter 5 the researcher will use the results of the empirical study (Annexure C) to solve the main and sub problems. This will be done by relating the data collected, to the theoretical requirements presented in Chapters 2 and 3.
5.1 Introduction

In Chapter 4 the research methodology which was used during the study was described. The results of this study will be presented in this Chapter, and the author will undertake a critical evaluation of the organisation’s Performance Management Programme.

The data will be analysed and interpreted in terms of Section B of the Questionnaire, viz:

- Part 1, referring to providing clarity of the organisation’s goals;
- Part 2, referring to the establishment of key results, objectives and measures;
- Part 3, referring to the issue of continuous performance improvement; and
- Part 4, aimed specifically at managers’ perceptions in the organisation.

A summary of the study’s research findings has been organised and presented in tabular form in the same order as the questionnaire, in Appendix C. These tables were compiled by the researcher, and for ease of reference, these tables will be duplicated throughout this Chapter.
5.2 Analysis and interpretation of the evaluation of the Performance Management Programme's influence on the achievement of organisational and individual goals.

The analysis and interpretation of the data relate to the sub-problems identified, namely:

- Are the strategies of the organisation linked to the goals of the individual?
- To what extent does the process of managing employee performance in the organisation compare with the guidelines offered in Chapters 2 and 3?

To solve the sub-problems, the objective is to determine whether organisational and individual performance at SARS is line with the discussion dealt with in Chapter 2, and whether the Performance Management Programme at SARS is based on the three main goals of a performance management programme, as identified in Chapter 3.

5.2.1 Clarity of organisational goals

An effective performance management programme should provide clarity of the organisation’s goals, thus ensuring that performance is focussed on meeting organisational and individual needs. In Part 1 of the questionnaire, the aim is to determine to what extent individual performance is linked to organisational goals, and the achievement thereof.
Table 5.1 shows the respondents’ opinion of the extent to which organisational goals are clear, and the extent to which individual and organisational goals are achieved through the current performance management programme.

Legend:
1 = Strongly Disagree
2 = Disagree
3 = Agree
4 = Strongly Agree
T = Total

<table>
<thead>
<tr>
<th></th>
<th>CLARITY OF GOALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I know what the strategic objectives of the organisation are.</td>
</tr>
<tr>
<td>No.</td>
<td>6</td>
</tr>
<tr>
<td>%</td>
<td>14.60%</td>
</tr>
<tr>
<td>2</td>
<td>The goals set for myself support the strategic objectives of the organisation.</td>
</tr>
<tr>
<td>No.</td>
<td>3</td>
</tr>
<tr>
<td>%</td>
<td>7.30%</td>
</tr>
<tr>
<td>3</td>
<td>I am committed to the organisation, and to the achievement of my goals.</td>
</tr>
<tr>
<td>No.</td>
<td>4</td>
</tr>
<tr>
<td>%</td>
<td>9.70%</td>
</tr>
<tr>
<td>4</td>
<td>The current performance management programme in place at the organisation, makes me more accountable for my own results.</td>
</tr>
<tr>
<td>No.</td>
<td>9</td>
</tr>
<tr>
<td>%</td>
<td>2.40%</td>
</tr>
<tr>
<td>5</td>
<td>I have a higher level of ownership of what I do.</td>
</tr>
<tr>
<td>No.</td>
<td>1</td>
</tr>
<tr>
<td>%</td>
<td>2.40%</td>
</tr>
<tr>
<td>6</td>
<td>I regard management to be more motivational and inspirational now, than before.</td>
</tr>
<tr>
<td>No.</td>
<td>6</td>
</tr>
<tr>
<td>%</td>
<td>14.60%</td>
</tr>
<tr>
<td>7</td>
<td>I am clear about how my role fits into the organisation’s plan.</td>
</tr>
<tr>
<td>No.</td>
<td>3</td>
</tr>
<tr>
<td>%</td>
<td>7.30%</td>
</tr>
<tr>
<td>8</td>
<td>The current link between pay and performance is fair.</td>
</tr>
<tr>
<td>No.</td>
<td>21</td>
</tr>
<tr>
<td>%</td>
<td>51.30%</td>
</tr>
<tr>
<td>9</td>
<td>I am kept up to date with organisational change.</td>
</tr>
<tr>
<td>No.</td>
<td>1</td>
</tr>
<tr>
<td>%</td>
<td>2.40%</td>
</tr>
</tbody>
</table>

An analysis of Table 5.1 indicates the following:

- 97.6% of the respondents agree or strongly agree that they know what the strategic objectives of the organisation are.
- 90% of the respondents agree or strongly agree that the goals set for themselves support the strategic objectives of the organisation.
• All the respondents agree or strongly agree that they are committed to the organisation.

• 90% of the respondents agree or strongly agree that the current performance management programme makes them more accountable for their own results.

• 87.6% of the respondents agree or strongly agree that they have a higher level of ownership of what they do.

• It is interesting to note that there is a fairly equal division between responses as to where the individuals’ roles fit into the organisation.

To summarise Table 5.1, and in order to provide the reader with a visual picture of the responses relating to the clarity of goals within the organisation, the total number of responses to all the questions where added together, and are presented in Graph 5.1.

GRAPH 5.1

From Graph 5.1 it is evident that goals are clear to most of the respondents.
Relating the results of the analysis of Part 1 of the questionnaire to the theory previously discussed, the findings are as follows:

- The strategic objectives of the organisation are clear, and more importantly, linked to the goals set for each individual. This is indicative of the theory, where Armstrong (1994:13) mentions that performance management assists in the integration of corporate and individual goals.

- Torrington & Hall (1995:293-296) identified commitment as one variable that has a positive impact on performance. The analysis of the questionnaire reveals that individuals are very committed to the organisation, which could result in higher performance and enhance the performance of the organisation as a whole.

- Supported once again by Torrington & Hall (1995:293-296), as a variable that has a positive impact on performance, it is found that there is a very strong feeling that the Performance Management Programme has empowered each and every individual.

- The analysis showed that there is a presence of negative factors that could impact on performance, as identified by Walters (1995:26), in that not all employees know where they fit into the organisation.
5.2.2 Establishing key results, objectives and measures

An effective performance management programme should assist in the establishment of key results, objectives and measures. Part 2 of the questionnaire is aimed at determining whether the performance management programme at SARS has in actual fact established key results, objectives and measures, according to which individuals can enhance their own, and the organisation’s performance.

Table 5.2 shows the respondents’ opinion of the extent to which clear results, objectives and measures have been established.

Legend:
1 = Strongly Disagree
2 = Disagree
3 = Agree
4 = Strongly Agree
T = Total

Table 5.2

<table>
<thead>
<tr>
<th>10</th>
<th>I am clear on what my job responsibilities are.</th>
<th>No.</th>
<th>1</th>
<th>3</th>
<th>26</th>
<th>11</th>
<th>41</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>%</td>
<td>2.40%</td>
<td>15.00%</td>
<td>63.50%</td>
<td>26.80%</td>
<td>100%</td>
</tr>
<tr>
<td>11</td>
<td>I am clear on how the standards of my work will be judged.</td>
<td>No.</td>
<td>1</td>
<td>15</td>
<td>22</td>
<td>3</td>
<td>41</td>
</tr>
<tr>
<td></td>
<td></td>
<td>%</td>
<td>2.40%</td>
<td>36.60%</td>
<td>53.70%</td>
<td>7.30%</td>
<td>100%</td>
</tr>
<tr>
<td>12</td>
<td>Training and development, and the necessary resources were provided, in order for me to achieve my objectives.</td>
<td>No.</td>
<td>4</td>
<td>18</td>
<td>20</td>
<td>0</td>
<td>41</td>
</tr>
<tr>
<td></td>
<td></td>
<td>%</td>
<td>9.70%</td>
<td>44%</td>
<td>48.70%</td>
<td>0.00%</td>
<td>100%</td>
</tr>
<tr>
<td>13</td>
<td>There is continuous review between myself and my manager, regarding my performance.</td>
<td>No.</td>
<td>2</td>
<td>12</td>
<td>26</td>
<td>1</td>
<td>41</td>
</tr>
<tr>
<td></td>
<td></td>
<td>%</td>
<td>4.90%</td>
<td>29.20%</td>
<td>63.50%</td>
<td>2.40%</td>
<td>100%</td>
</tr>
<tr>
<td>14</td>
<td>I know what competencies are essential for me to have, in my job.</td>
<td>No.</td>
<td>0</td>
<td>6</td>
<td>30</td>
<td>5</td>
<td>41</td>
</tr>
<tr>
<td></td>
<td></td>
<td>%</td>
<td>0%</td>
<td>14.60%</td>
<td>73.20%</td>
<td>12.20%</td>
<td>100%</td>
</tr>
<tr>
<td>15</td>
<td>My manager reached an agreement on how my performance will be measured.</td>
<td>No.</td>
<td>2</td>
<td>5</td>
<td>30</td>
<td>4</td>
<td>41</td>
</tr>
<tr>
<td></td>
<td></td>
<td>%</td>
<td>4.90%</td>
<td>12%</td>
<td>73.20%</td>
<td>9.70%</td>
<td>100%</td>
</tr>
<tr>
<td>16</td>
<td>My performance review covered those issues which were very important in performing my job.</td>
<td>No.</td>
<td>1</td>
<td>8</td>
<td>29</td>
<td>3</td>
<td>41</td>
</tr>
<tr>
<td></td>
<td></td>
<td>%</td>
<td>2.40%</td>
<td>19.60%</td>
<td>70.70%</td>
<td>7.30%</td>
<td>100%</td>
</tr>
<tr>
<td>17</td>
<td>My performance was measured against the agreement reached with my manager.</td>
<td>No.</td>
<td>1</td>
<td>7</td>
<td>29</td>
<td>4</td>
<td>41</td>
</tr>
<tr>
<td></td>
<td></td>
<td>%</td>
<td>2.40%</td>
<td>17.20%</td>
<td>70.70%</td>
<td>9.70%</td>
<td>100%</td>
</tr>
</tbody>
</table>
An analysis of Table 5.2 indicates the following:

- 90.3% of the respondents agree or strongly agree that they are clear on what their job responsibilities are, while only 61% of the respondents are clear on how the standard of their work will be judged.
- It appears that more than half of the respondents are not provided with training and development, and the necessary resources to achieve their objectives.
- 85.4% of the respondents know what competencies are essential in their jobs.
- 82.9% of the respondents reached agreements on how their performance will be measured.
- 78% of the respondents agree or strongly agree that their reviews covered those issues that were very important in performing their jobs.
- 80.4% of the respondents agree that their performance was measured against the agreements reached with their managers.

To summarise Table 5.2, and in order to provide the reader with a visual picture of the responses relating to the establishment of key results, objectives and measures within the organisation, the total number of responses to all the questions where added together, and are presented in Graph 5.2.
From Graph 5.2 it is clear that most respondents agree that key results, objectives and measures have been established.

From the questions analysed in Table 5.2, the findings are as follows:

- Torrington & Hall (1995:316-318) mention that clarity of goals and standards, and the appropriate resources, are critical to performance. From the analysis, it is evident that individuals are clear on what their job responsibilities are, but it is concerning that, firstly, it is not clear to all, how the standards of their work will be judged, and secondly, the necessary training and resources were not provided in all cases.

- A large majority of employees agree that performance agreements were concluded with their managers, which set out how performance will be measured, which is indicative of the theory where Armstrong (1994:80-81) mentions that the improvement of performance can be achieved through defining performance measures.
5.2.3 Continuous improvement of performance

An effective performance management programme should lead to the continuous improvement of performance. Part 3 of the questionnaire is aimed at determining whether the performance management programme at SARS has resulted in improved performance. Table 5.3 shows the respondents' opinions of the extent to which performance has improved.

Legend:
1 = Strongly Disagree
2 = Disagree
3 = Agree
4 = Strongly Agree
T = Total

Table 5.3
CONTINUOUS IMPROVEMENT OF PERFORMANCE

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>T</th>
</tr>
</thead>
<tbody>
<tr>
<td>18</td>
<td>I was given feedback on the positive aspects of my performance.</td>
<td>No.</td>
<td>3</td>
<td>14</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td></td>
<td>%</td>
<td>7.30%</td>
<td>34.10%</td>
<td>48.80%</td>
</tr>
<tr>
<td>19</td>
<td>I was given feedback on those aspects of performance which could be improved.</td>
<td>No.</td>
<td>3</td>
<td>19</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td></td>
<td>%</td>
<td>7.30%</td>
<td>46.30%</td>
<td>41.50%</td>
</tr>
<tr>
<td>20</td>
<td>A plan is in place for my future development.</td>
<td>No.</td>
<td>9</td>
<td>25</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td></td>
<td>%</td>
<td>22%</td>
<td>61%</td>
<td>17.00%</td>
</tr>
<tr>
<td>21</td>
<td>The problems influencing my performance have been identified.</td>
<td>No.</td>
<td>4</td>
<td>22</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td></td>
<td>%</td>
<td>9.80%</td>
<td>53.70%</td>
<td>34.10%</td>
</tr>
<tr>
<td>22</td>
<td>The problems influencing my performance have been eliminated.</td>
<td>No.</td>
<td>6</td>
<td>24</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>%</td>
<td>14.80%</td>
<td>58.50%</td>
<td>24.30%</td>
</tr>
<tr>
<td>23</td>
<td>The objectives set for myself, are flexible, in that they assist in improving my performance.</td>
<td>No.</td>
<td>1</td>
<td>17</td>
<td>23</td>
</tr>
<tr>
<td></td>
<td></td>
<td>%</td>
<td>2.40%</td>
<td>41.50%</td>
<td>56.10%</td>
</tr>
<tr>
<td>24</td>
<td>The most important reward for good performance, is an increase in pay.</td>
<td>No.</td>
<td>4</td>
<td>4</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td></td>
<td>%</td>
<td>9.80%</td>
<td>9.80%</td>
<td>39.00%</td>
</tr>
<tr>
<td>25</td>
<td>I was given training on how to set my own objectives, and monitor and track my performance.</td>
<td>No.</td>
<td>8</td>
<td>19</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td></td>
<td>%</td>
<td>19.60%</td>
<td>46.30%</td>
<td>34.10%</td>
</tr>
<tr>
<td>26</td>
<td>I believe that the performance management programme has assisted me in achieving my goals.</td>
<td>No.</td>
<td>4</td>
<td>24</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td></td>
<td>%</td>
<td>9.80%</td>
<td>58.50%</td>
<td>31.70%</td>
</tr>
<tr>
<td>27</td>
<td>I believe that my performance has improved.</td>
<td>No.</td>
<td>2</td>
<td>19</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td></td>
<td>%</td>
<td>4.90%</td>
<td>46.30%</td>
<td>48.80%</td>
</tr>
<tr>
<td>28</td>
<td>I believe that organisational performance as a whole has improved.</td>
<td>No.</td>
<td>2</td>
<td>22</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td></td>
<td>%</td>
<td>4.90%</td>
<td>53.70%</td>
<td>34.10%</td>
</tr>
</tbody>
</table>
An analysis of Table 5.3 indicates the following:

- There is an equal division between responses relating to feedback provided on performance, both positive and negative.
- More than 61% of the respondents do not have plans in place for their future development.
- Problems influencing performance have not been identified for 63.5% of the respondents.
- For 73.3% of the respondents, the problems influencing their performance, have not been eliminated.
- More than 80% of the respondents agree or strongly agree that an increase in pay is the most important reward for good performance.
- The improvement of individual and organisational performance reflects an equal division of responses.

To summarise Table 5.3, and in order to provide the reader with a visual picture of the responses relating to the continuous improvement of performance within the organisation, the total number of responses to all the questions where added together, and are presented in Graph 5.3.
From Graph 5.3 it can be seen that more than half of the respondents are not in agreement that performance has improved.

From the questions analysed in Table 5.3, it can be seen that:

- It is evident that feedback provided to individuals, regarding both positive and negative aspects of their performance is not being applied consistently. It is interesting to note that this is contrary to what the theory shows, where Joubert and Noah (2000:18-19) regard feedback as the lifeblood of excellent performance.

- Hartle (1995:65-71) mentions that personal performance improvement objectives, as part of a development plan for each individual, is a key process in performance planning, which appears, from the analysis, to be lacking, as 61% of respondents do not have plans in place for future development.

- The continuous management of performance, according to Armstrong (1994:77-87), includes the updating of objectives. This involves the identification of shortfalls in performance, the
establishment of reasons for any shortfalls, and attempts to overcome the problems influencing performance. It is interesting to note that the majority of respondents disagree with the statements regarding the problems that influence their performance.

- In contrast to the theory of Hartle (1995:212-217), performance is driven by pay, rather than job satisfaction, job challenge, career opportunities and training and development.

### 5.2.4 Management’s opinion

Performance management can be regarded as an integral part of the continuous process of management, seen as an ongoing process of direction setting, monitoring and measuring performance, and taking action accordingly. Part 4 of the questionnaire is aimed at determining the extent to which managers are able to successfully use the Performance Management Programme as a management tool, in order to improve performance. Table 5.4 shows the respondents opinions of the extent to which performance has been managed successfully.

Legend:
1 = Strongly Disagree
2 = Disagree
3 = Agree
4 = Strongly Agree
T = Total
Table 5.4
MANAGEMENT’S OPINION

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>T</th>
</tr>
</thead>
<tbody>
<tr>
<td>29</td>
<td>I have set clear goals for my staff.</td>
<td>No.</td>
<td>0</td>
<td>0</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>0%</td>
<td>0%</td>
<td>66.70%</td>
<td>33.30%</td>
</tr>
<tr>
<td>30</td>
<td>I provide my staff with continuous guidance and support.</td>
<td>No.</td>
<td>0</td>
<td>0</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>0%</td>
<td>0%</td>
<td>80.00%</td>
<td>20.00%</td>
</tr>
<tr>
<td>31</td>
<td>I reward my staff for good performance (not financial reward).</td>
<td>No.</td>
<td>1</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>6.70%</td>
<td>13%</td>
<td>66.70%</td>
<td>13.30%</td>
</tr>
<tr>
<td>32</td>
<td>I have acquired the necessary skills, to measure the performance of my staff.</td>
<td>No.</td>
<td>0</td>
<td>5</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>0%</td>
<td>33.30%</td>
<td>66.00%</td>
<td>6.70%</td>
</tr>
</tbody>
</table>

An analysis of Table 5.4 indicates the following:

- All respondents who are in management positions agree or strongly agree that they have set clear goals for their staff.
- All respondents who are in management positions agree or strongly agree that they provide continuous guidance and support to their staff.
- 80% of the respondents reward their staff with non-financial reward.
- 66.7% of the respondents have acquired the necessary skills to measure performance.

To summarise Table 5.4, and in order to provide the reader with a visual picture of the responses relating to the opinions of managers regarding the Performance Management Programme at the organisation, the total number of responses to all the questions were added together, and are presented in Graph 5.4.
From Graph 5.4 it is very clear that management is positive about the current performance management programme.

From the questions analysed in Table 5.4, the findings are as follows:

- Indicative of the theory of Hartle (1995:212-217), management appears to show a real commitment to the performance management programme.

- Clear goals are being set for staff. This is in line with what performance management requires managers to do, according to Cascio (1998:300-302), and is supported by the findings of question 10 in Table 5.2.

- Non-financial reward appears to be used consistently, however, Cascio (1998:300-302) mentions that rewards really valued by individuals, need to be provided. It is clear from the response to question 24 in Table 5.3, that an increase in pay is most valued by individuals.
5.3 Concluding remarks

The purpose of this Chapter was to analyse and interpret the data obtained through the research questionnaire. The analysis and interpretation was undertaken in terms of the aim of the research stated in Chapter 1. The evaluation done by the researcher indicates that some of the guidelines discussed in Chapters 2 and 3 were adhered to, but also that certain aspects of performance management were not being applied.

Chapter 6 will focus on various recommendations, based on the above-mentioned findings. Problems and limitations encountered during the research, as well as opportunities for further research will be highlighted.
6.1 Introduction

This Chapter will attempt to solve the main and sub-problems of this research, by means of recommendations made based on the findings of Chapter 5. The problems and limitations encountered during the research, will be described, and lastly, recommendations for further research will be suggested.

6.2 Main findings

The main problem identified in this research project was:

*Does the South African Revenue Services manage performance in line with organisational strategy and employee goals?*

The following sub-problems were identified, in order to make the main problem more reseachable and manageable:

- *What guidelines does the literature reveal that will assist the organisation in managing employee performance?*
- *Are the strategies of the organisation linked to the goals of the individual?*
- *To what extent does the process of managing employee performance in the organisation compare with the guidelines*
offered by literature?

The main and sub-problems were identified in order to determine the influence of a performance management programme on the achievement of organisational and individual goals. The sub-problems have been dealt with in previous chapters. Although SARS’s Performance Management Programme meets some requirements for such a system to be successful, a number of recommendations need to be made for the Programme to enhance the achievement of organisational and individual goals. The main findings from the research conducted, can be summarised as follows:

- The strategies of the organisation are linked to the goals set for each individual (90%).
- Individuals are clear on what their job responsibilities are (90.3%).
- Training and development is lacking (more than 50%).
- Continuous review of performance takes place (more than 63.50%).
- Feedback on performance, and more specifically, feedback on problems influencing performance have not been discussed and eliminated (more than 63.50%).
- Management are committed to the performance management programme (100%).
6.3 Problems encountered

No major problems were encountered. Certain events within SARS however, could have possibly influenced the outcome of the research. These are as follows:

- The research was conducted shortly after a period of turmoil regarding yearly wage negotiations. This could have resulted in negative attitudes, and low morale amongst employees.
- SARS is going through a phase of restructuring, which leaves employees with feelings of uncertainty, regarding future employment security.

6.4 Recommendations

The objective of this study was to determine the influence of a performance management programme on the achievement of organisational and individual goals. To achieve this objective, various literature was consulted, in order to identify guidelines according to which SARS should manage individual performance.

From the respondents’ opinions, it can be concluded that the greatest shortcomings of the current programme are the lack of training and development, and the necessary resources to achieve objectives. Furthermore, there is no overwhelming agreement that feedback, both positive and negative, takes
place as the literature suggests. In addition to this, problems influencing performance have not been addressed and eliminated.

The mere fact that goals have been linked to the strategic objectives of the organisation, does not imply that the current programme will result in an increase in performance. This has been proven, by means of the opinions of the respondents regarding the increase in performance of the organisation and the individual. Performance management revolves around more than just goals and strategic objectives, and regards performance as a process, of which the goals and strategic objectives represent the inputs into the process, while continuous attention needs to be given to the means and resources required, in order to deliver outputs.

In order to ensure the continuous improvement of performance, as a means of remaining competitive in a changing business environment, it is of utmost importance that an effective performance management programme should ensure that the goals of the individual support the strategic objectives of the organisation, and that the organisation supports the individual in achieving these goals. It is therefore believed that, keeping in mind the fact that a performance management programme will
not work perfectly right in the first year, the following recommendations should be implemented:

- Firstly, formalised training and development plans should be in place for each individual. These plans should concentrate on what is important for the individual in his/her current position, and should also assist the individual in his/her development, as a means of achieving greater performance and progression within the organisation.

- Secondly, management should undergo training on how to improve performance, rather than merely assessing performance.

- Thirdly, management should undergo training in the process of performance review and feedback. Feedback is essential, in that the individual’s shortcomings can be identified, and these shortcomings can be addressed through adjustments to the formalised training and development plans mentioned previously.

- Fourthly, management also needs training on how to identify problems influencing performance, and how to eliminate these problems. Management needs to be able to make decisions that could eliminate problems and improve performance.

- Fifthly, besides being committed to the current programme, management also needs to show commitment to the success and well-being of the individuals. By implementing the
recommendations mentioned previously, individuals will start believing that they mean something to the organisation, and that the organisation is committed to them.

- Sixthly, a cultural change amongst individuals is necessary, whereby they should realise that the success and improved performance of the organisation lies within themselves. With the necessary support provided, individuals can contribute greatly towards improved performance of the organisation.

- Seventhly, individuals need to change their perception that the current performance management programme will lead to an increase in pay. However important an increase in pay may seem, non-financial rewards could be just as important and rewarding for an individual. Rather than an increase in pay, the current programme can assist in the development and growth of the individual.

6.5 Opportunities for further research

Lastly, the study can also provide a basis for further research. Considering that the current programme is newly implemented, it is inevitable that some flaws will be present. Taking cognisance of the recommendations could result in a different outcome, if this study is done again at a later stage.

The findings of this study can prove to be a useful resource to those responsible for managing performance, as well as other
organisations wishing to evaluate their performance management programmes.

6.6 Concluding remarks

The aim of this research was to determine whether SARS manages performance in line with organisational strategy and employee goals, through resolving the sub-problems identified. In attempting to resolve above-mentioned, it was necessary to determine whether the current performance management programme at SARS achieves increased managerial control over work and results, increased managerial ability to identify problem areas of performance, links performance objectives to organisational objectives, and provides objective feedback.

This study has succeeded in recognising that there is a link between individual and organisational goals, but also that the ability to provide feedback and identify problem areas of performance, is lacking. It can safely be said that the organisation has, for many years, been able to link individual and organisational goals, but that it is now necessary to realise that performance does not only rely on this link. To improve performance, the organisation needs to identify those areas that have a negative impact on performance, and eliminate these. The focus needs to shift from merely the achievement of objectives, to exceeding the achievement of objectives.
Change is inevitable, and one cannot succeed by doing the same thing that was done twenty years ago. By implementing the current performance management programme, SARS has recognised that a change is required. Performance management can be used to improve current performance, and assist the organisation in achieving greater success. Performance management is also a tool that can be used to increase motivation, identify training needs, and focus on career development. If implemented correctly, and after considering the recommendations provided, the researcher is of the opinion that the current programme will definitely lead to an increase in organisational and individual performance.
Reference list


www.infoplease.com/search.php.3?query=achievement&in=all

www.infoplease.com/search.php.3?query=influence&in=dictionary&go. x=12&go.y=8)

www.infoplease.com/search.php.3?query=performance&in=all

www.infoplease.com/search.php.3?query=programme&in=all


www.work911.com/free/pmch1.htm
16 October 2000

Dear colleague

Performance Management Programme Survey

You are invited to participate in a survey aimed at investigating the influence of the Performance Management Programme at SARS, in achieving organisational and individual goals. The survey is being conducted by Mr Hannes van Huyssteen, in order for him to obtain a Master’s Degree in Business Administration.

It will be greatly appreciated if the attached questionnaire can be completed by yourself. The questionnaire has been designed in such a way, that minimum time is required for the completion thereof.

It is important to note that you need not reflect your name on the questionnaire, and that your response will be treated as strictly confidential. The aim of the questionnaire is not to investigate your opinion as individual, but to assess the opinion of SARS Port Elizabeth in general, regarding the influence of Performance Management, on the achievement of organisational and individual goals.

Should further information be required, you are welcome to contact Mr Hannes van Huyssteen at telephone (041) 5823540 extension 189.

Thank you for your co-operation.

Kindly return the completed questionnaire, or contact Mr Hannes van Huyssteen to collect the completed questionnaire, before 27 October 2000.

HANNES VAN HUYSSTEEN
RESEARCHER

HELEN SCHULTZ
SUPERVISOR
### Section A

**Biographical information**

Please provide the following information regarding your position in the organisation, by placing an X in the appropriate block

1. **In which department of the organisation are you employed?**

<table>
<thead>
<tr>
<th>Department</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income Tax</td>
<td>20</td>
</tr>
<tr>
<td>VAT</td>
<td>5</td>
</tr>
<tr>
<td>PAYE</td>
<td>6</td>
</tr>
<tr>
<td>Other (Support Services)</td>
<td>10</td>
</tr>
</tbody>
</table>

2. **How long have you been in the employment of the organisation?**

<table>
<thead>
<tr>
<th>Time Period</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 5 years</td>
</tr>
<tr>
<td>5 to 10 years</td>
</tr>
<tr>
<td>More than 10 years</td>
</tr>
</tbody>
</table>

3. **What position do you hold in the organisation?**

<table>
<thead>
<tr>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Senior Management</td>
</tr>
<tr>
<td>Management</td>
</tr>
<tr>
<td>Middle Management</td>
</tr>
<tr>
<td>General Staff</td>
</tr>
</tbody>
</table>

4. **Gender**

<table>
<thead>
<tr>
<th>Gender</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
</tr>
<tr>
<td>Female</td>
</tr>
</tbody>
</table>

5. **Marital status**

<table>
<thead>
<tr>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Married</td>
</tr>
<tr>
<td>Single</td>
</tr>
</tbody>
</table>
Section B

Performance management recognises that relating work performance to the strategic mission of an organisation is critical for success. An effective performance management programme should provide clarity of the organisation’s goals, establish key results, objectives and measures, and lead to the continuous improvement of performance.

Please answer the following questions, by encircling the appropriate number.

Part 4 need only be completed, if you are in a management position.

<table>
<thead>
<tr>
<th>Part 1</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 I know what the strategic objectives of the organisation are.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>2 The goals set for myself support the strategic objectives of the organisation.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>3 I am committed to the organisation, and to the achievement of my goals.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>4 The current performance management programme in place at the organisation, makes me more accountable for my own results.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>5 I have a higher level of ownership of what I do.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>6 I regard management to be more motivational and inspirational now, than before.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>7 I am clear about how my role fits into the organisation’s plan.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>8 The current link between pay and performance is fair.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>9 I am kept up to date with organisational change.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part 2</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 I am clear on what my job responsibilities are.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>11 I am clear on how the standards of my work will be judged.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>12 Training and development, and the necessary resources were provided, in order for me to achieve my objectives.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>13 There is continuous review between myself and my manager, regarding my performance.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>14 I know what competencies are essential for me to have, in my job.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>15 My manager reached an agreement on how my performance will be measured.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>16 My performance review covered those issues which were very important in performing my job.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>17 My performance was measured against the agreement reached with my manager.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>
### Part 3

<table>
<thead>
<tr>
<th>Statement</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>18 I was given feedback on the positive aspects of my performance</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19 I was given feedback on those aspects of performance which</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>could be improved.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20 A plan is in place for my future development.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21 The problems influencing my performance have been identified.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>22 The problems influencing my performance have been eliminated.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>23 The objectives set for myself, are flexible, in that they assist in</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>improving my performance.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>24 The most important reward for good performance, is an increase in pay.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>25 I was given training on how to set my own objectives, and monitor and</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>track my performance.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>26 I believe that the performance management programme has assisted me in</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>achieving my goals.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>27 I believe that my performance has improved.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>28 I believe that organisational performance as a whole has improved.</td>
<td></td>
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</table>

### Part 4

<table>
<thead>
<tr>
<th>Statement</th>
<th>1</th>
<th>2</th>
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<th>4</th>
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<tbody>
<tr>
<td>29 I have set clear goals for my staff.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>30 I provide my staff with continuous guidance and support.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>31 I reward my staff for good performance (not financial reward).</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>32 I have acquired the necessary skills, to measure the performance of</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>my staff.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Section A

Biographical information

Please provide the following information regarding your position in the organisation, by placing an X in the appropriate block.

6. In which department of the organisation are you employed?

<table>
<thead>
<tr>
<th>Department</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income Tax</td>
<td>20</td>
<td>48.8</td>
</tr>
<tr>
<td>VAT</td>
<td>5</td>
<td>12.2</td>
</tr>
<tr>
<td>PAYE</td>
<td>6</td>
<td>14.6</td>
</tr>
<tr>
<td>Other (Support Services)</td>
<td>10</td>
<td>24.4</td>
</tr>
<tr>
<td><strong>Total Respondents</strong></td>
<td>41</td>
<td>100</td>
</tr>
</tbody>
</table>

7. How long have you been in the employment of the organisation?

<table>
<thead>
<tr>
<th>Number of years</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 5 years</td>
<td>9</td>
<td>22</td>
</tr>
<tr>
<td>5 to 10 years</td>
<td>6</td>
<td>14.6</td>
</tr>
<tr>
<td>More than 10 years</td>
<td>26</td>
<td>63.4</td>
</tr>
<tr>
<td><strong>Total Respondents</strong></td>
<td>41</td>
<td>100</td>
</tr>
</tbody>
</table>

8. What position do you hold in the organisation?

<table>
<thead>
<tr>
<th>Position held</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Senior Management</td>
<td>1</td>
<td>2.4</td>
</tr>
<tr>
<td>Management</td>
<td>8</td>
<td>19.5</td>
</tr>
<tr>
<td>Middle Management</td>
<td>6</td>
<td>14.7</td>
</tr>
<tr>
<td>General Staff</td>
<td>26</td>
<td>63.4</td>
</tr>
<tr>
<td><strong>Total Respondents</strong></td>
<td>41</td>
<td>100</td>
</tr>
</tbody>
</table>

9. Gender

<table>
<thead>
<tr>
<th>Gender</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>10</td>
<td>24.4</td>
</tr>
<tr>
<td>Female</td>
<td>31</td>
<td>75.6</td>
</tr>
<tr>
<td><strong>Total Respondents</strong></td>
<td>41</td>
<td>100</td>
</tr>
</tbody>
</table>

10. Marital status

<table>
<thead>
<tr>
<th>Marital status</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Married</td>
<td>24</td>
<td>58.5</td>
</tr>
<tr>
<td>Single</td>
<td>17</td>
<td>41.5</td>
</tr>
<tr>
<td><strong>Total Respondents</strong></td>
<td>41</td>
<td>100</td>
</tr>
</tbody>
</table>
Section B

Performance management recognises that relating work performance to the strategic mission of an organisation is critical for success. An effective performance management programme should provide clarity of the organisation’s goals, establish key results, objectives and measures, and lead to the continuous improvement of performance.

Please answer the following questions, by encircling the appropriate number.
Part 4 need only be completed, if you are in a management position.

Legend:
1 = Strongly Disagree
2 = Disagree
3 = Agree
4 = Strongly Agree
T = Total

<table>
<thead>
<tr>
<th>Part 1</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>T</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 I know what the strategic objectives of the organisation are. No.</td>
<td>0</td>
<td>1</td>
<td>30</td>
<td>10</td>
<td>41</td>
</tr>
<tr>
<td>%</td>
<td>0%</td>
<td>2.40%</td>
<td>73.20%</td>
<td>24.40%</td>
<td>100%</td>
</tr>
<tr>
<td>2 The goals set for myself support the strategic objectives of the organisation. No.</td>
<td>0</td>
<td>4</td>
<td>28</td>
<td>9</td>
<td>41</td>
</tr>
<tr>
<td>%</td>
<td>0%</td>
<td>9.70%</td>
<td>68.30%</td>
<td>22.00%</td>
<td>100%</td>
</tr>
<tr>
<td>3 I am committed to the organisation, and to the achievement of my goals. No.</td>
<td>0</td>
<td>0</td>
<td>19</td>
<td>22</td>
<td>41</td>
</tr>
<tr>
<td>%</td>
<td>0%</td>
<td>46.30%</td>
<td>53.70%</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>4 The current performance management programme in place at the organisation, makes me more accountable for my own results. No.</td>
<td>0</td>
<td>4</td>
<td>24</td>
<td>13</td>
<td>41</td>
</tr>
<tr>
<td>%</td>
<td>0%</td>
<td>9.70%</td>
<td>58.50%</td>
<td>31.80%</td>
<td>100%</td>
</tr>
<tr>
<td>5 I have a higher level of ownership of what I do. No.</td>
<td>1</td>
<td>4</td>
<td>28</td>
<td>8</td>
<td>41</td>
</tr>
<tr>
<td>%</td>
<td>2.40%</td>
<td>9.70%</td>
<td>68.30%</td>
<td>19.60%</td>
<td>100%</td>
</tr>
<tr>
<td>6 I regard management to be more motivational and inspirational now, than before. No.</td>
<td>6</td>
<td>18</td>
<td>14</td>
<td>3</td>
<td>41</td>
</tr>
<tr>
<td>%</td>
<td>14.60%</td>
<td>44%</td>
<td>34.10%</td>
<td>7.30%</td>
<td>100%</td>
</tr>
<tr>
<td>7 I am clear about how my role fits into the organisation’s plan. No.</td>
<td>3</td>
<td>12</td>
<td>20</td>
<td>6</td>
<td>41</td>
</tr>
<tr>
<td>%</td>
<td>7.30%</td>
<td>29.20%</td>
<td>48.70%</td>
<td>14.80%</td>
<td>100%</td>
</tr>
<tr>
<td>8 The current link between pay and performance is fair. No.</td>
<td>4</td>
<td>21</td>
<td>15</td>
<td>1</td>
<td>41</td>
</tr>
<tr>
<td>%</td>
<td>9.70%</td>
<td>51.30%</td>
<td>36.60%</td>
<td>2.40%</td>
<td>100%</td>
</tr>
<tr>
<td>9 I am kept up to date with organisational change. No.</td>
<td>1</td>
<td>16</td>
<td>21</td>
<td>3</td>
<td>41</td>
</tr>
<tr>
<td>%</td>
<td>2.40%</td>
<td>39%</td>
<td>51.30%</td>
<td>7.30%</td>
<td>100%</td>
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</table>
### Part 2

<table>
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<th>2</th>
<th>3</th>
<th>4</th>
<th>T</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>I am clear on what my job responsibilities are.</td>
<td>No.</td>
<td>1</td>
<td>3</td>
<td>26</td>
<td>11</td>
</tr>
<tr>
<td>11</td>
<td>I am clear on how the standards of my work will be judged.</td>
<td>No.</td>
<td>1</td>
<td>15</td>
<td>22</td>
<td>3</td>
</tr>
<tr>
<td>12</td>
<td>Training and development, and the necessary resources were provided, in order for me to achieve my objectives.</td>
<td>No.</td>
<td>4</td>
<td>18</td>
<td>20</td>
<td>0</td>
</tr>
<tr>
<td>13</td>
<td>There is continuous review between myself and my manager, regarding my performance.</td>
<td>No.</td>
<td>2</td>
<td>12</td>
<td>26</td>
<td>1</td>
</tr>
<tr>
<td>14</td>
<td>I know what competencies are essential for me to have, in my job.</td>
<td>No.</td>
<td>0</td>
<td>6</td>
<td>30</td>
<td>5</td>
</tr>
<tr>
<td>15</td>
<td>My manager reached an agreement on how my performance will be measured.</td>
<td>No.</td>
<td>2</td>
<td>5</td>
<td>30</td>
<td>4</td>
</tr>
<tr>
<td>16</td>
<td>My performance review covered those issues which were very important in performing my job.</td>
<td>No.</td>
<td>1</td>
<td>8</td>
<td>29</td>
<td>3</td>
</tr>
<tr>
<td>17</td>
<td>My performance was measured against the agreement reached with my manager.</td>
<td>No.</td>
<td>1</td>
<td>7</td>
<td>29</td>
<td>4</td>
</tr>
</tbody>
</table>

### Part 3

<table>
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<th>2</th>
<th>3</th>
<th>4</th>
<th>T</th>
</tr>
</thead>
<tbody>
<tr>
<td>18</td>
<td>I was given feedback on the positive aspects of my performance.</td>
<td>No.</td>
<td>3</td>
<td>14</td>
<td>20</td>
<td>4</td>
</tr>
<tr>
<td>19</td>
<td>I was given feedback on those aspects of performance which could be improved.</td>
<td>No.</td>
<td>3</td>
<td>19</td>
<td>17</td>
<td>2</td>
</tr>
<tr>
<td>20</td>
<td>A plan is in place for my future development.</td>
<td>No.</td>
<td>9</td>
<td>25</td>
<td>7</td>
<td>0</td>
</tr>
<tr>
<td>21</td>
<td>The problems influencing my performance have been identified.</td>
<td>No.</td>
<td>4</td>
<td>22</td>
<td>14</td>
<td>1</td>
</tr>
<tr>
<td>22</td>
<td>The problems influencing my performance have been eliminated.</td>
<td>No.</td>
<td>6</td>
<td>24</td>
<td>10</td>
<td>1</td>
</tr>
<tr>
<td>23</td>
<td>The objectives set for myself, are flexible, in that they assist in improving my performance.</td>
<td>No.</td>
<td>1</td>
<td>17</td>
<td>23</td>
<td>0</td>
</tr>
<tr>
<td>24</td>
<td>The most important reward for good performance, is an increase in pay.</td>
<td>No.</td>
<td>4</td>
<td>4</td>
<td>16</td>
<td>17</td>
</tr>
<tr>
<td>25</td>
<td>I was given training on how to set my own objectives, and monitor and track my performance.</td>
<td>No.</td>
<td>8</td>
<td>19</td>
<td>14</td>
<td>0</td>
</tr>
<tr>
<td>26</td>
<td>I believe that the performance management programme has assisted me in achieving my goals.</td>
<td>No.</td>
<td>4</td>
<td>24</td>
<td>13</td>
<td>0</td>
</tr>
<tr>
<td>27</td>
<td>I believe that my performance has improved.</td>
<td>No.</td>
<td>2</td>
<td>19</td>
<td>20</td>
<td>0</td>
</tr>
<tr>
<td>28</td>
<td>I believe that organisational performance as a whole has improved.</td>
<td>No.</td>
<td>2</td>
<td>22</td>
<td>14</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1</td>
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<td>4</td>
<td>T</td>
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<td>-------</td>
<td>-------</td>
<td>-------</td>
<td>-------</td>
</tr>
<tr>
<td>29</td>
<td>I have set clear goals for my staff.</td>
<td>No.</td>
<td>0</td>
<td>0</td>
<td>10</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>%</td>
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<td>0%</td>
<td>66.70%</td>
<td>33.30%</td>
</tr>
<tr>
<td>30</td>
<td>I provide my staff with continuous guidance and support.</td>
<td>No.</td>
<td>0</td>
<td>0</td>
<td>12</td>
<td>3</td>
</tr>
<tr>
<td></td>
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<td>0%</td>
<td>80.00%</td>
<td>20.00%</td>
</tr>
<tr>
<td>31</td>
<td>I reward my staff for good performance (not financial reward).</td>
<td>No.</td>
<td>1</td>
<td>2</td>
<td>10</td>
<td>2</td>
</tr>
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<td></td>
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<td>%</td>
<td>6.70%</td>
<td>13%</td>
<td>66.70%</td>
<td>13.30%</td>
</tr>
<tr>
<td>32</td>
<td>I have acquired the necessary skills, to measure the performance of my staff.</td>
<td>No.</td>
<td>0</td>
<td>5</td>
<td>9</td>
<td>1</td>
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<td></td>
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