The effective implementation of Performance Management and Development System in the Public Service: a case study of the Department of Public Works, Roads and Transport at Ehlanzeni District Municipality in Mpumalanga Province

By

Nyoni Ntombifuthi Eunice

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SUPERVISOR: DR. K.S. MILONDZO

CO-SUPERVISOR: PROF. M.X. LETHOKO

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DECLARATION

I Ntombifuthi Eunice Nyoni, hereby declare that this mini-dissertation to the University of Limpopo for the Master of Development degree is the result of my own investigation and research. The study has not been submitted in part or full for any other degree to any other University. I further declare that all the sources that I have used or quoted have been indicated and acknowledged by way of a comprehensive list of references.

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N.E. Nyoni   Date

DEDICATION

The dissertation is dedicated to my family. Special thank you to my son, Tshepo Litswele, his patience, understanding and support allowed me to pursue my studies. He allowed me to set a good academic example for him and in turn to pave a brighter future for him.

My heartfelt thank you goes to my mother, Pauline Nyoni and my late father Ben Nyoni for their moral support and always encouraging me to succeed.

ACKNOWLEDGEMENT

ABSTRACT

Recent changes in the public sector which also included the Department of Public Works, Roads and Transport have placed new pressure on managers to change their ways of managing Performance Management and Development Systems in its implementation. The above challenge necessitated the researcher to investigate the effective implementation of Performance Management System in the Department of Public Works, Roads and Transport in Ehlanzeni District Municipality.

The study is concerned with the development of effective implementation of Performance Management System on employees and production in the Department of Public Works, Roads and Transport. This study used the context of the Department of Public Works, Roads and Transport as its spring board in engaging the subject of performance management system. With all changes that are involved towards the implementation of performance management system, there is a need to review the way performance management system should be implemented, hence this study.

In this study, a mixed research design approach was used in the investigation of the effective implementation of performance management system in the Department of Public Works, Roads and Transport. Questionnaires and semi-structured interviews were employed to collect data from the target population.

The main findings of the study, confirmed that there are challenges associated with the implementation of performance management system in the Department of Public Works, Roads and Transport. Apart from these challenges, the study also revealed the factors that contribute towards the implementation of performance management system in the area of the study. Furthermore, the study also led to the suggestions and recommendations that may assist Ehlanzeni District Municipality to accelerate effective implementation of performance management system in the department.

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ABBEVIATIONS AND ACRONYMS

MBO-Management by Objectives

PMDS- Performance Management and Development System

PMS- Performance Management System

PROMES- Productivity Measured and Evaluation System

PSCBC- Public Service Coordinating Bargaining Council

PWRT-Public Works, Roads and Transport

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CHAPTER 1
BACKGROUND AND CONTEXTUALISATION OF THE STUDY

1.1. Introduction

There are several hardworking officials who believed that they would be upgraded to better positions after their performance appraisal process. Sadly, their hopes and anticipations of their career advancement and better incentives were not met. These professionals sometimes end up losing interest and resign from their positions, due to unfair labor practice and inconsistency of the outcome of the Performance Management and Development System in the public service.

Due to the recurring nature of the above problem, there was a need for this study. This study seeks to unravel the factors that hinder effective implementation of PMDS in the area of the study. The research background, statement of the problem, purpose of the study, research questions and the significance of the study has been discussed in this chapter.

1.2. Backgroundof the Study

Before 1994, the work performance and the standard of public servants were governed by the public service commission in the central government created by the apartheid regime. The work ethics and standards were assessed by the public commission in both Homelands and Independent states (Nyathi, 2016:8). After 1994 the new democratic government has introduced PMDS to assess all the employees in the public service. The provincial department of Public Works, Roads and Transport in Ehlanzeni District Municipality was not excluded from the above performance appraisal system.

The inconsistency and challenges caused by the assessment instrument calls for the above mentioned department to develop a new assessment instrument which will achieve the intended objective of the department. The current instrument seems to be failing to meet the expectations of the employees in the area of the study.

It seems as if the instrument is used by the supervisors and managers to achieve their own unknown objective and their interest, hence, the researcher was motivated to embark on the study of the effectiveness of the implementation of PMDS in the public service in Ehlanzeni District Municipality.

1.3. Problem statement

Nyathi (2015:6) attests that there seems to be failure on the part of the government in the provincial department of Public Works, Roads and Transport in Mpumalanga to implement Performance Management and Development System policy. Ehlanzeni District Municipality is not excluded from the above challenge. Challenges such as lack of accountability, inadequate resources, lack of managerial skills, inconsistency of outcome of PMDS, lack of delegation and other related factors are regarded as the main problems that hamper the implementation of PMDS in the area of the study.

The above challenges therefore call for the policy makers to resolve the above mentioned problems, so as to enhance the effective implementation of PMDS in the area of the study.

This problem has been left unattended for a very long period of time, hence, the investigation of the effectiveness of the implementation of Performance Management and Development System in the public service.

1.4. Aim of the study

The aim of this study was to investigate the effectiveness of the implementation of the Performance Management and Development System in the public service.

1.5. Research Objectives

In order to achieve the above aim, the following objectives were pursued:

- ✓ To determine the effectiveness of the implementation of PMDS in Ehlanzeni District Municipality.
- ✓ To identify factors that hinders the implementation of PMDS in the area of the study.

✓ To suggest strategies that can be used by the senior managers to enhance the implementation of PMDS in Ehlanzeni District Municipality.

1.6. Research Questions

The envisaged study was guided by the following questions:

✓ How effective is the implementation of Performance Management and Development System in Ehlanzeni District Municipality?
✓ Which factors hinder the implementation of PMDS in the area of the study?
✓ Which strategies can be used by the senior managers to enhance the implementation of Performance Management and Development System in Ehlanzeni District Municipality?

1.7. Significance of the study

The study on the effectiveness of the implementation of Performance Management and Development System in the public service will assist the stakeholders in the following ways:

✓ The study will assist the stakeholders to check the effectiveness of the implementation of Performance Management and Development System in Ehlanzeni District Municipality.
✓ It will also assist the District Municipality to identify factors that hinder the implementation of PMDS in the area of the study.
✓ The study will also assist the senior managers to develop strategies that will enhance the implementation of PMDS.
✓ The study will also add value to the body of knowledge and narrow the gap between Performance Management and Development System and Human Resource Management as a field of study.

1.8. Chapter Outline

Chapter 1

Introduction and Background

This chapter presents the background of the study, starting with the presentation of the performance management system in South Africa. It goes on to present the statement of the research problem, the research objectives and questions, significance of the study and definition of concepts.

Chapter 2

Literature review

Literature such as journal articles, acts of parliament, policy documents and other related literature have been reviewed in this chapter.

Chapter 3

Research Design and Methodology

This chapter presents the research design and methodology that will be used in collecting and analyzing data in this study. Other aspects covered in this chapter are the identification of the population of the study, sampling method used in selecting samples and ethical procedures that are followed before the interviews were conducted.

Chapter 4

Data collection, Analysis and Discussion of results

The fourth chapter presents the findings of the study. Interpretation and critical analysis of the findings form part of the chapter.

Chapter 5

Conclusion and Recommendations

This chapter summarizes the findings of the study. The first part of the chapter presented a summary of the findings of the study, followed by recommendations to policy makers on the best method of implementation of the performance management system in the public sector and other institutions.

1.9. Conclusion

This chapter provided the background whereby a need to develop and maintain a performance management system in the public service was first identified during the drafting and approval of The Constitution of the Republic of South Africa. It goes further and elaborate that performance management is thus critical to ensure that plans are being implemented, that they have the desired developmental impact and that resources are being used efficiently to establish and maintain a service-orientated culture of operation.

The main objectives of the system are to assist employees to improve their current performance and productivity as well as to assess the training and development needs of employees and use these to inform the work-place skills plan. The system also aimed to provide a link between the legislative framework and the operational institutionalization, but how to implement it becomes a problem to most of the supervisors and managers in Ehlanzeni District Municipality. This chapter outlined the problem statement, aims and objectives, and research questions.

Since this chapter has outlined the problem that led to the study, the next chapter will then review relevant literature on the implementation of Performance Management and Development System in the public service.

CHAPTER 2

LITERATURE REVIEW

2.1. Introduction

The new democratic South Africa provides opportunities for employees to be assessed and appraised in their sphere of operation. In this chapter, a review of literature related to the implementation of PMDS is presented. The main purpose of reviewing literature is to locate the present study within the existing body of knowledge.

Mcmillan and Schumacher (2006:474) attest that literature review is "an outline and analysis of related literature that is conducted to provide insights into a study". To support this definition, Matiwane (2010:57) describes literature review as "a narrative essay that integrates, synthesizes, and analyzes the important thinking and research on a particular topic".

Recent challenges in the South African public organizations have brought challenges to managers to enhance the performance of their subordinates, but how to do it becomes a problem to most of these officials. Challenges such as inconsistency of the outcome of PMS, lack of participation, inadequate management training, lack of motivation, transparency, delegation and other related problems have a negative impact on the implementation of PMDS (Chauke, 2010:5).

In order to resolve the above problem, the public managers in Ehlanzeni District Municipality need to develop relevant strategies to enhance the implementation of PMDS.

For the managers to implement PMDS successfully, they need to understand the concepts, processes, factors and its implication to the performance and evaluation of employees in Ehlanzeni District Municipality.

2.2. Performance Management as a concept

Performance management has been defined by various scholars from different perspectives. Nyathi (2014:8) defines Performance management "as the process through which managers ensure that employees' activities and outputs are congruent with the organization's goals". This definition emphasizes the need for the performance management to be aligned to the strategy of the organization.

To support the above definition Mavundza (2009:12) defines Performance Management as a process of harnessing all available resources (human and material) within an organization and ensuring that these perform to the maximum, in order to achieve the desired results. Performance Management involves building processes, system, culture and relationship that facilitate the achievement of organizational objectives.

Performance Management is known as part of a continuous process of improvement of employees in the organization (Mawila, 2014:7).

Mavundza (2009:12) emphasizes on the need for individual outputs to be in line with the organizational objectives and strategic goals. He also further stated that the process of developing performance plans can be motivating and empowering if they can be done properly. Ehlanzeni Public Works, Roads and Transport is not excluded from the above process.

From the above definitions and processes, it is clear that Performance Management System focuses on equal participation in performance management by the supervisors and the employees. According to Mawila (2014:16) Performance Management ensures that the activities of each individual employee and team are congruent with the output of the organization, as agreed upon and contained in the strategic plan of the organization for operational reasons, while managers plan, organize, control and lead for the purpose of achieving the objectives.

For the public managers to understand the above concept they need to relate it into certain processes and practices.

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2.3. Performance Management as a Process

The Performance Management Process is essentially initiated with the formulation of the organization's mission and strategy. The mission usually provides the organization with its future direction; the strategies specify the manner in which the organization is to behave in order to achieve the mission. Objectives are formulated from the strategies and specify the performance goals of the organization (Nyathi, 2014:15).

As indicated, it is important for an organization to align its Performance Management System to the overall strategy of the public sector.

Figure 2.1.Diagramatically depicts how the organization's Performance Management Process may be aligned to the enterprise's organizational strategy.

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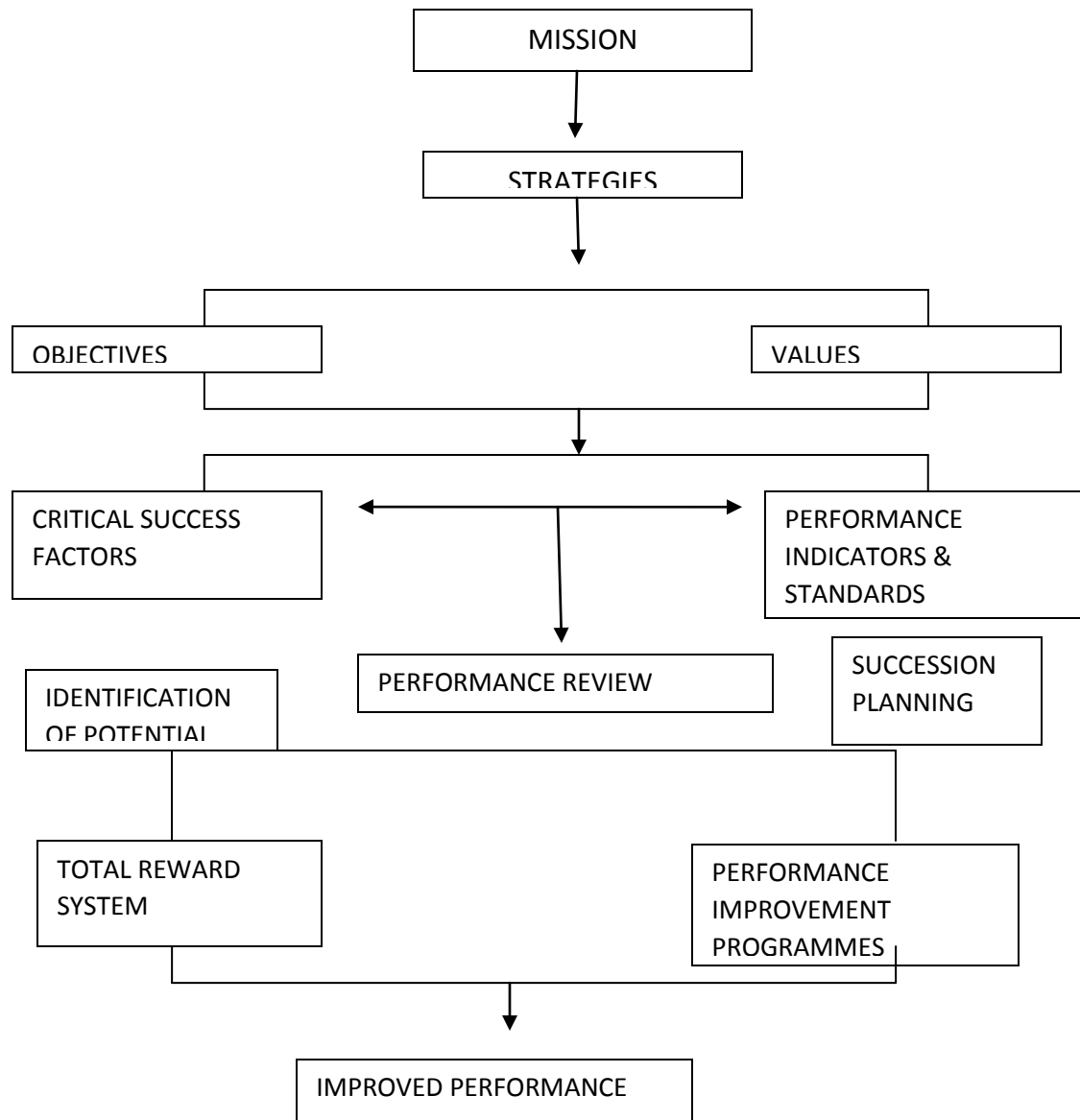
2.4. Performance Management cycle

Figure 2.2 Performance Management cycle
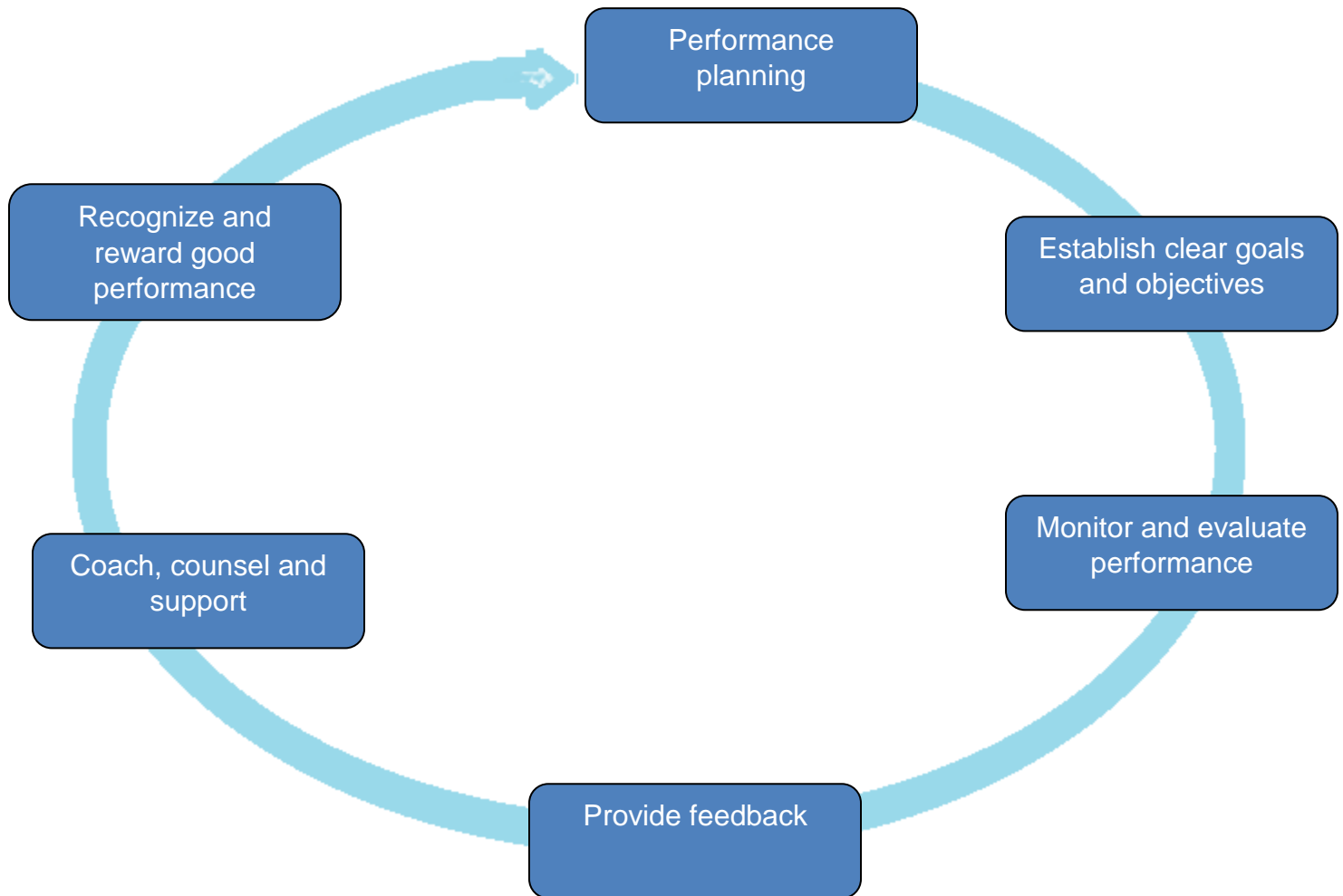
The performance management cycle is a process not an event, and it operates as a continuous (Pelusa, 2012:19). To support the above statement, Zhang (2012:35) alludes that performance management is a natural process of management.

As defined by the total quality expert William Deming (2000:1) in Mullins (2011:35), performance management consists of the following basic activities, namely: plan, act, monitor and review.

- ✓ Plan-involves deciding what to do and how to do it.

- ✓ Act-carry out the work needed to implement the plan.

- ✓ Monitor-carry out continuous checks on what is being done and measure outcomes in order to assess progress in implementing the plan.

- ✓ Review-consider what has been achieved and, in the light of this, establish what more needs to be done and any corrective action required if performance is not in line with the plan.

2.4.1. Performance planning

Planning is the first stage in performance management system cycle and offers the foundation of an effective process (Zhang, 2012:11). To support the statement above, Coetzee and Schreuder (2010:155) attest that performance management planning is jointly done by the appraiser and also the reviewer in the beginning of a performance session. Armstrong and Baron (2005:24) agree that performance planning is concerned with setting the direction, concluding performance agreements and agreeing on personal development plans. The planning phase is crucial in every organization (Shepards, 2005:48). Planning helps to encourage commitment and understanding by linking the employee's work with the organization's goals and objectives (Nyathi, 2014:40)

Hendrickse (2008:18) refers to planning phase "as the most important phase on which all the other phases depend on to succeed". In the planning phase, the supervisors and their subordinates are involved in a joint participative process and set organizational goals, as well as specific goals for individual employee (Mawila, 2013:21). Mavundza (2009:19) attests that performance elements and standards should be measurable, understandable, verifiable, equitable and achievable. Through elements, employees are held accountable as individuals for the work assignments or responsibilities.

Employees' performance plans should be flexible so that they can be adjusted for changing programme activities and work requirements.

Nel et al. (2008:516) state that in order for performance management to be effective, it must be line-driven rather than personnel (or human resources) department-driven. Costelio (2014:3) adds that an effective performance management system should serve as the cornerstone and driving force behind all organizational decisions, work efforts and resource allocation. Organizations should make sure that the goals of individual employees coincide with the goals of the institution.

2.4.2. Goals and Objectives

Minaar (2010:22) is of the view that desired results or performance expectations are limited only by the imagination of the people involved and the environment in which they work. Set standards on the quantity and quality of the work to be done.

2.4.3. Monitoring and Evaluation

Monitoring means to track of and check all project activities systematically (Ireland, 2007:322). In other words it is the systematic collection and analysis of information as a performance management process (Meyer, 2004:15). Thus, performance monitoring is about collecting sufficient data to be able to make sure that the line managers implement the performance plans correctly in as far as deliverable outcomes are concerned. From time to time project data is collected to compare data with the physical structure. Monitoring should be in line with other management principles such as organizing, directing and motivating.

Evaluation is the comparison of actual project impacts against the agreed strategic plans (Minaar, 2010:157). It is an integral phase of control measures and is conducted after performance monitoring. Performance management is an integrated and a continuous monitoring and control process that can be used to gauge and communicate progress in accomplishing mission, goals and objectives (Reynecke and Fourie, 2001:114). To support the statement above, Makamu (2013:14) assets that monitoring is necessary to keep performance on track, to facilitate progress reviews and other communication during the performance period, and to accumulate information for the appraisal. If both planning and follow-up monitoring are done well, then appraisal can be relatively straight forward (Ghebreegziabher, 2008:26).

Performance appraisal is the phase during which the observation or evaluation of the performance takes place and feedback to the employee is crucial.

2.4.4. Feedback

Mlambo (2010:60) attests that feedback is the primary means of recognizing good performance and for redirecting behavior that needs to be improved. To support the above statement, Van Der Merwe (2007:7) echoed that periodic performance feedback is required to enable employees to evaluate how well they are performing, and make any necessary adjustments to their behavior.

Performance management as a continuing process, as well as when carried out by means of formal or semi-formal reviews, is about recognition (Chauke, 2009:61). Individuals can be informed through feedback of how well they are performing by reference to achievements and behaviors. Performance feedback should be given to employees promptly in order to improve their performance. Performance feedback ensures that employees know what their performance shortcomings are, and therefore they can play attention to those areas in which they need to improve their performance (Mlambo, 2010:29).

An effective appraisal process requires employee feedback. In order for an appraisal system to be maximally effective, there must be an on-going formal and informal performance feedback. Whereas effective performance feedback is timely specific, behavioral in nature, and presented by a credible source (Roberts, 2008:337). Robbin and Collins (2012:14) states that both formal and informal performance compares with some previous developed standard. In managing performance of employees, coaching and support to individuals or groups is essential.

2.4.5. Coaching and Support

Coaching is a continuous process in which a manager and an employee engage in a constructive dialogue about past and future performance appraisal (Paile, 2012:35). To support the statement above Roberts (2008:331) eludes that "coaching should be provided or organized by managers whenever appropriate during the year".

A comprehensive performance management system includes competency models, leadership development, performance plans, goal-setting, performance appraisals, recognition and coaching (Rollo, 2009:1). It is an on-going learning process, not a lecture that takes place at designated time throughout the year.

The employee is clearly apprised of the areas in which the employees must show performance improvement (Costello, 2014:46). The idea is not to get rid of an employee who is underperforming but rather to train and develop such an employee to be able to reach the set goals, objectives and standards in the future (Hendrickse, 2008:181). The final phase in the performance management cycle is to recognize and reward performance.

2.4.6. Recognition and Reward

Performance management requires reward and remuneration to be flexible so that performance can be recognized (Makamu, 2013:14). Recognition comes in many forms, financial or no-financial including oral and written praise, awards and rewards plaques, pins, T-shirts, public acknowledgement in front of co-workers, or a simple thank-you (Gerson and Gerson, 2006:107). The recognition aspect of performance management can create a workplace that encourages employees to excel (Coetzee and Schreuder, 2010:163).

Public service Coordinating Bargaining Council (PSCBC) Resolution No.3 of 1999 stated that, "the Resolution determines, on merit bonuses and other forms of recognition of outstanding performance, innovations or achievements shall remain in force until a new agreement , which is in line with the requirements of the Labor Relations Act, 1995, is negotiated". To support the above, Schneier et al., (2007:119) view job performance as the culmination of three elements working together: skill, effort and the nature of the external conditions. Managers often assume that a performance problem stems from some characteristic of the employee, when infact it is frequently due to conditions that are beyond the employee's control.

Managing performance is therefore a key human resource tool to ensure that:

- ✓ Employee know what is expected of them;

- ✓ Managers know whether the employee's performance is delivering the required objectives;

- ✓ Poor performance is identified and improved; and

- ✓ Good performance is recognized and rewarded (Coetzee and Schreuder, 2010:159).

Good performance management means that each person will have goals and measures that are linked directly to the organization's strategy. The goal of a performance management system is to help boost employee performance and ultimately, the production of the organization (Chauke, 2009:38). Performance appraisal is one of the most important management functions and tools used by management to evaluate individual employee's performance to determine whether they have achieved their individual or organizational goals.

Kanyane and Mabalane (2009:59) indicate that good performance consists of three parts, namely: performance planning (which involves goal-setting), day-to-day coaching (to assist employee members to accomplish their goals) and performance evaluation (which examines each individual's performance goals during a specific period). In order to implement the above cycle the manager needs to understand different approaches and challenges involved in the Performance Management System

2.5. Approaches of Performance Management

In this section performance management approaches were explored. Many governmental bodies use different performance management approaches without losing sight of the basics (Mavuso, 2011:12). Performance management is a continuous process of identifying, measuring, and developing the performance of individuals and teams and aligning performance with the strategic goals of the organization (Van Rooyen, 2006:15).

To support the statement above, Aguinis (2009:34), further asserts that Performance Management Systems can be based on a consideration of behaviors (i.e. how work is completed), results (i.e. outcomes produced), or both. For example, management by objectives (MBO) can be part of a PMS that is based on measuring results.

Byars and Rue (2011:225) state that whatever performance rating method any organization chooses to use should be work related. There are various approaches used to evaluate employees' performance. Noe, Werner, Haasbroek, Poisat, Sono, and Schultz, (2006:340) outlined approaches to performance management namely: the comparative approach, the attribute approach, the results approach, and the quality approach.

2.5.1. The Comparative Approach

The comparative approach measures an individual's performance by comparing his/her performance to the performance of others. Noe et al., (2006:341) outlines different methods and techniques used to evaluate employee's performance as follows:

- ✓ **Ranking**--Supervisors rank his subordinates from the best performer to the worst performer;

- ✓ **Forced distribution**—Employees are ranked in groups;

- ✓ **Paired comparison**—The supervisor compares every employee with every other employee in the work group, giving an employee a score of 1 every time she is considered to be the higher performer (Noe et al, 2003:338).

The main strength of comparative approach is that it is useful when employee performance needs to be differentiated. This approach also eliminates the problems of leniency, strictness and central tendency, which is valuable in making administrative decisions.

However, weaknesses of the comparative approach include:

- ✓ The techniques that are not linked to the overall strategy of the organization;

- ✓ The ratings are subjective and therefore the validity and reliability of the assessment is dependent on the rater himself;

- ✓ The technique do not provide the specific information necessary for feedback purposes,

- ✓ The techniques do not measure performance against absolute standards of performance

2.5.2. The attribute Approach

The attribute approach focuses on the identification of the employee attributes necessary for the organization's success. The employee is measured against these attributes.

This approach includes techniques such as:

- ✓ **Graphic Rating Scales**—The supervisor rates the subordinate on a particular traits and characteristics; and

- ✓ **Mixed Standard Scales**— the supervisor rates the subordinate against relevant performance dimensions.

The strengths of the attribute –based techniques include:

- ✓ They are commonly used by the organizations as they are easy to develop and can be generalized across a range of jobs; and

- ✓ If designed properly, they can be reliable and valid.

The weaknesses of the attribute approach to performance management include:

- ✓ The techniques provide for little strategic congruency;

- ✓ Performance standards are usually vague and may be interpreted differently by different raters (providing for low validity and reliability);

✓ The techniques do not provide specific and relevant performance feedback information; and

✓ The techniques may bring about defensiveness in employees.

2.5.3. The Behavioral Approach

The behavioral approach defines behaviors necessary for effective performance in a particular job. In assessing performance, managers identify the extent to which a subordinate has exhibited the required behaviors.

Behavioral—based techniques include:

✓ **Critical Incidents**

✓ **Behavioral Anchored Rating Scales**

✓ **Behavioral Observation Scales**

✓ **Organizational Behavior Modification**

✓ **Assessment Centers**

The strengths of behavioral approach include:

✓ providing for the linking of the organizational strategy and goals to the behavior required of the employee necessary for strategy implementation;

✓ providing employees with specific feedback about their performance;

✓ The techniques used rely on thorough job analysis which in turn ensures reliability and validity; and

✓ Acceptability of this approach by employees and managers is usually high.

The weaknesses of the behavioral approach include:

✓ Behaviors and behavior measured need to be monitored and revised to ensure that they are linked to the organizational strategy (which regularly changes);

✓ It assumes that there is 'one best way' to do the job; and

✓ It is least suited to complex jobs.

2.5.4. The Results Approach

This approach is based on the premise that results are the one best indicator of how a subordinate's performance has contributed to organizational success.

Results- based techniques include:

✓ **Management By Objectives (MBO)--**goal-setting is cascaded down throughout the organization and the goals become the standard against which an employee's performance is measured; and

✓ **Productivity Measurement and Evaluation Systems (PROMES)—**which involves a process of motivating employees to higher productivity.

The strengths of the results approach include:

✓ Subjectivity is minimized as objective and quantifiable indicators or performance are used;

✓ Usually highly acceptable to both supervisors and subordinates; and

✓ An employee's results (performance) are linked to organizational strategy.

The weaknesses of the result—based techniques include:

✓ Objective measurements may be deficient in that they may be influenced by factors beyond the employee's control (such as an economic recession); and

✓ Employees may only focus on the performance criteria against which they are to be measured.

2.5.5. The Quality Approach

The focus of the quality approach is on improving customer satisfaction through a customer orientation and prevention of errors. The design of a quality-based performance management system should focus on:

- ✓ The assessment of employee and system factors;

- ✓ The relationship between managers and employees in solving performance problems;

- ✓ Internal and external customers in setting standards and measuring performance; and

- ✓ Using a number of sources to evaluate employee and system factors.

The strengths of the quality approach include:

- ✓ incorporation and capitalizing on the strengths of both the attribute and results approaches to performance measurement; and

- ✓ Adoption on a systems approach to performance measurement.

However, a possible weakness of the quality approach would be that organizations may be hesitant to adopt it as a result of their long established use of more traditional approaches.

Kaplan and Norton (1996) and Milliman et al. (1994) present approaches to performance management which differ from the traditional approaches.

Milliman et al. (1994) describe a 360-degree feedback approach to performance measurement where information on an employee's performance is not only provided by the employee's immediate supervisor, but by those people who he/she deals with on a day to day basis (e.g. customers, subordinates, coworkers, suppliers, consultants,). This approach overcomes what Milliman et al. (1994) describe as the "subjective, simplistic and political nature of traditional approaches".

The 360-degree feedback approach not only provides broader view of an employee's performance, but increases the credibility of the performance appraisal, facilitates greater employee self - development and increases the employee's accountability towards his/her internal and external customers (Milliman et al., 1994). While Milliman et al focus on including both internal and external customers in the appraisal of an employee's performance, Kaplan and Norton's (1996) balanced scorecard approach provides for considerable integration of the employee's performance.

Cascio (2006:309) highlights that rating formats that focus on employee behaviors and others that place emphasis on what the employee produces (so-called results-oriented systems). Management by objectives and work planning and review use this results-oriented approach. These rating formats are regarded as alternative methods of appraising performance. However, Noe, et al. (2006:358) assert that, there is no best approach to be recommended, however, the most effective ways of measuring performance is to rely on two or more alternatives

2.6. Perceptual errors in Performance Management

Performance Management is: the process of 'directing and supporting employees to work as effectively and efficiently as possible in line with the needs of the organization' (Walters, 2005:3). According to Robbins, DeCenzo and Coulter (2013:244) performance management systems and performance evaluation are associated with challenges emanating from the human errors committed by raters during assessment or evaluation of employee performance. Mdluli (2015:21) explained errors associated with performance management assessments and evaluation as follows:

2.6.1. Halo effect

The halo effect is the tendency to rate someone high or low in all categories because he/she is high or low in one or two areas. Results in appraisal that do not help develop employees, because they are too general or inaccurate as to specifics. Evaluating someone lower is sometimes called the "devil effect".

2.6.2. Standards of evaluation

If you are using categories such as fair, good, excellent, etc. be aware that meanings of these words will differ from person to person. In any event, the use of these categories is not recommended because they do not provide sufficient information to help employees develop.

2.6.3. Central Tendency

Supervisors feel that it is better to give all the scores at the middle points, they are not sure to give more or less than that (Byars and Rue, 2011:223).

2.6.4. Leniency Bias

Supervisors have the tendency to rate higher than is warranted, usually accompanied by some rationalization as to why this is appropriate.

2.6.5. Opportunity Bias

Supervisors tend to ignore the notion that opportunity (factors beyond the control of the employee) may either restrict or facilitate performance, and assign credit or blame to the employee when the true cause of the performance was opportunity.

2.6.6. Recency Bias

Supervisors have the tendency to assess people based on most recent behavior and ignoring behavior that is "older".

2.6.7. False attribution Errors

Supervisors have the tendency to attribute success or failure to individual effort and ability. So when someone does well, they give them credit and when someone does less well, they suggest it is somehow a fault. While there is some truth in this, the reality is that performance is a function of both the individual and the system he/she works in. Often, they misattribute success and failure and assume they are both under the complete control of the employee. If they do, they will never improve performance.

The minimization of errors in performance management depends on the kind of objectives which managers are geared to in the organization.

2.7. Factors that contribute to Performance Management

2.7.1. Leadership

2.7.2. Motivation

Motivation is described by Mathebula (2015:21) as the force that energizes human beings to behave in a certain manner and persists to do so even in the face of one or more obstacles, with the ultimate aim of achieving organizational objectives. Motivation is therefore the driving force behind performance. Steyn van Niekerk (2005:141) adds that motivation has more to do with incentives, needs, tensions and other forces within (internal motivation) human beings that energize, channel and sustain human behavior.

2.7.2.1 Motivation process

Figure 2.3

Unsatisfied needs	Tension arises	Drives	Search behavior	Satisfied needs	Reduction of tension

Motivation recedes

Feedback loop
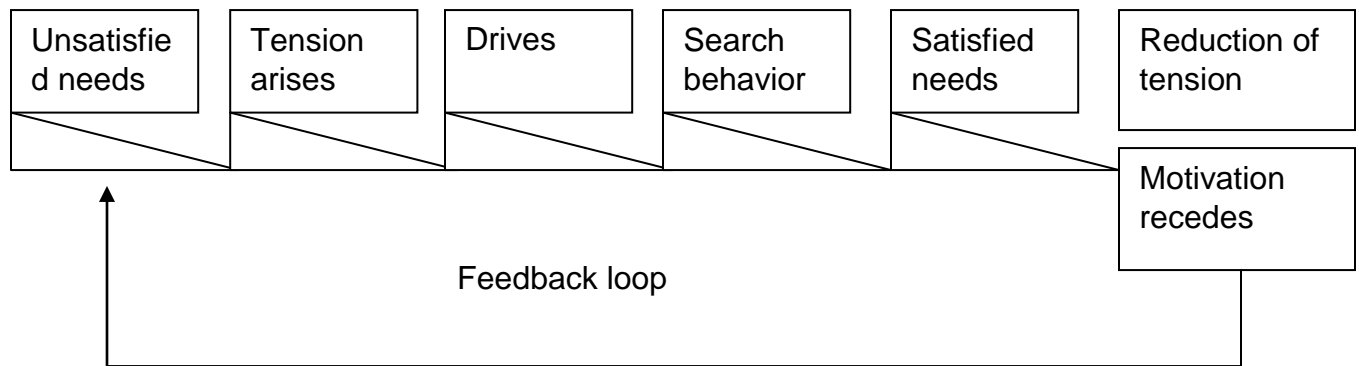
Source: Adapted from Robbins and Coulter (2013:425)

Figure 2.7 above depicts a motivation process. According to Robbins and Coulter (2013:425), the figure illustrates that what triggers motivation is the need that arises, either within or outside the individual, tension is then created. The individual's eagerness to satisfy this need creates motivation which drives the behavior of the individual concerned to behave in a particular manner. Once the need is satisfied, tension is reduced and motivation recedes.

In a work situation, this need should be related to work objectives, so that the search for the satisfaction of it leads to the search for the attainment of work objectives. A feedback is created where dissatisfaction is the outcome of motivation and where another need arises from a satisfied process.

2.7.2.2 Motivation Theories

There are two types of motivation theories, namely: content and process theories. For the purpose of this study, content theories will be outlined below.

❖ **Content Theories**

Content theories are described by Mullins (2011:426) as those theories that concerned with identifying people's needs and their relative strengths, and the goals they pursue in order to satisfy the needs. According to Mullins (in Luthans, 2011:260) content theories emphasizes the nature of needs and what motivates them. The examples of content theories are:

- ✓ Maslow's hierarchy of needs;

- ✓ McGregor's theory;

- ✓ Alderfer's need hierarchy;

- ✓ Herzberg's two-factor theory; and

- ✓ McClelland's achievement motivation.

For the purpose of this study, Maslow;s hierarchy of needs model will be outlined in brief below.

❖ **Maslow;s Hierarchy of needs Model**

❖ Maslow (in Steyn& Van Niekerk, 2005:144) identified a five step of hierarchy of needs model as follows:

- ✓ Physiological needs: these include food, air, sleep etc. as appearing on the figure below. These are necessary for the normal functioning of the body;

- ✓ Safety needs: these include protection from attacks, emotional harm, and other needs;

- ✓ Love or social belonging needs: these include affection, sense of belonging, etc.

- ✓ Esteem needs: such as self-respect and esteem for others;

- ✓ Self-actualization needs: such as growth, achieving one's potential, and others.

According to Maslow (in Robbins & Coulter, 2013:426) only an unsatisfied need motivates the worker, and satisfied need does not motivate managers. Once the need on the lower level is satisfied, the need on the next level of hierarchy becomes dominant. Maslow (in Robbins & Coulter, 2013:427) himself did indicate that the satisfaction of needs on these levels should not follow each other in the order as they are labeled on the hierarchy, (Refer to figure 2.7 below).

Figure 2.4 Illustration of Maslow's hierarchy of needs

Self-Actualization — morality, creativity, spontaneity, problem solving, lack of prejudice, acceptance of facts

Esteem

Social — friendship, family, sexual intimacy

Safety — ...ody, employment, resources, morality, the family, health, p property

Physiological — breathing, food, water, sex, sleep, homeostasis, excretion
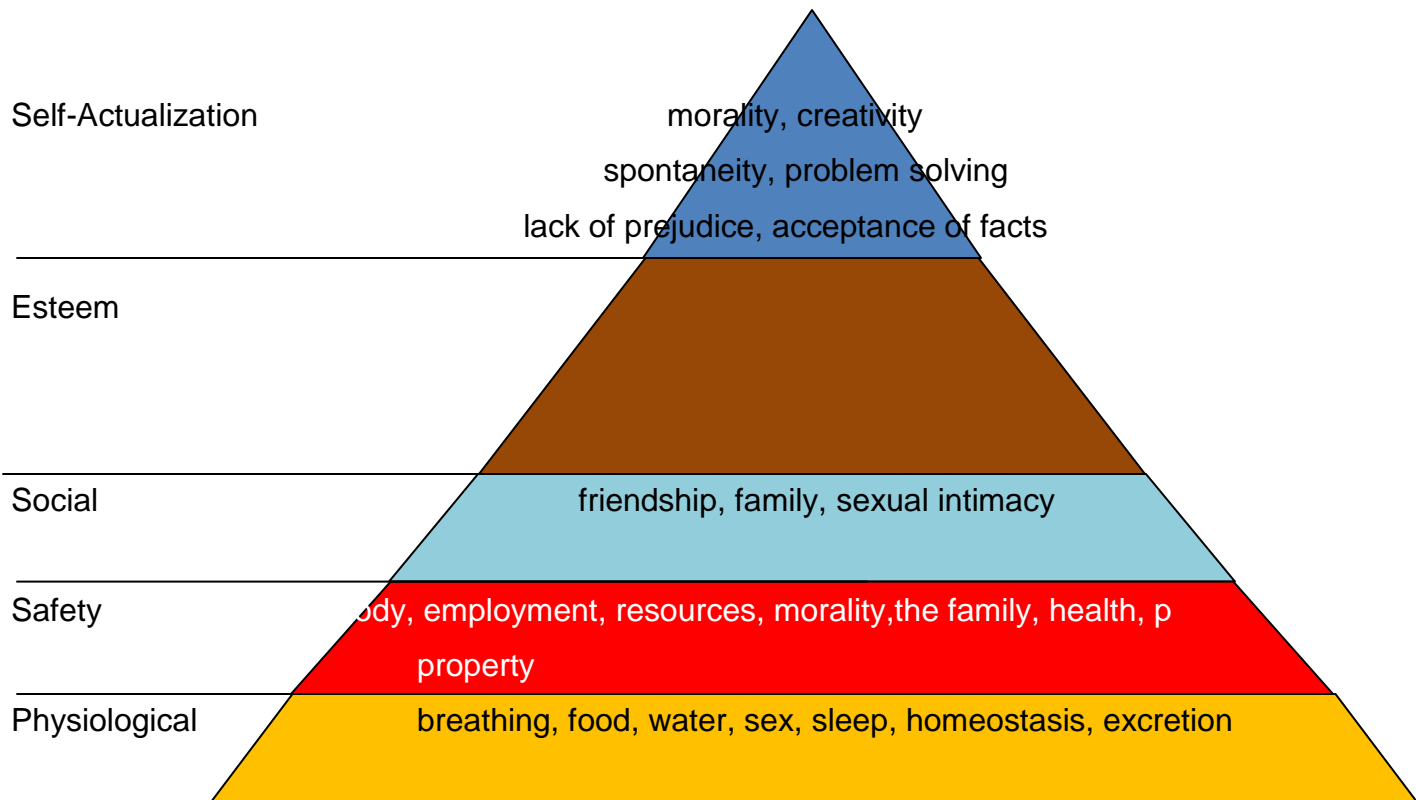
Source: Seema (2014:50)

2.7.3. Management by Objectives (MBO)

A participative approach to managerial function of planning, organizing, leading and controlling, is a process called Management by Objectives (MBO). It has been introduced by Peter Druker (in Mullins, 2011:468) in 1954 and adopted by McGregor (in Mullins, 2011:468) as a means of goal-setting, appraisal of managerial performance and self-assessment. Robbins and DeCenzo (2008:77) stated that "instead of using goals to control, MBO uses them to motivate". To attain the above intended objectives, officials need to be aware about the principles of MBO.

2.7.3.1 What is Management by Objectives? (MBO)

Robins and Cenzo (2008:77) describe MBO as "a system in which specific performance objectives are jointly determined by subordinates and their supervisors, progress toward objectives is periodically reviewed, and rewards allocated on the basis of progress". MBO programmes are widely used in private and public organizational settings. Cassidy and Kreitner (2008:242) believes that what makes these programmes so popular, is that they lay emphasis on the objectives that are specific, measurable and that they are jointly set.

Objectives are jointly set by lower-unit managers and highest unit managers, therefore the (objectives) work from bottom up as well as from top down. For Robins and Cenzo (2008:77), the assumption drawn is that since each individual within the organization has identified his/her specific contribution to make, the unit's objectives will be met. If all units' objectives are met, the organization's objectives will be met.

2.7.3.2 The cycle of Management by Objectives (MBO)

Figure 2.5
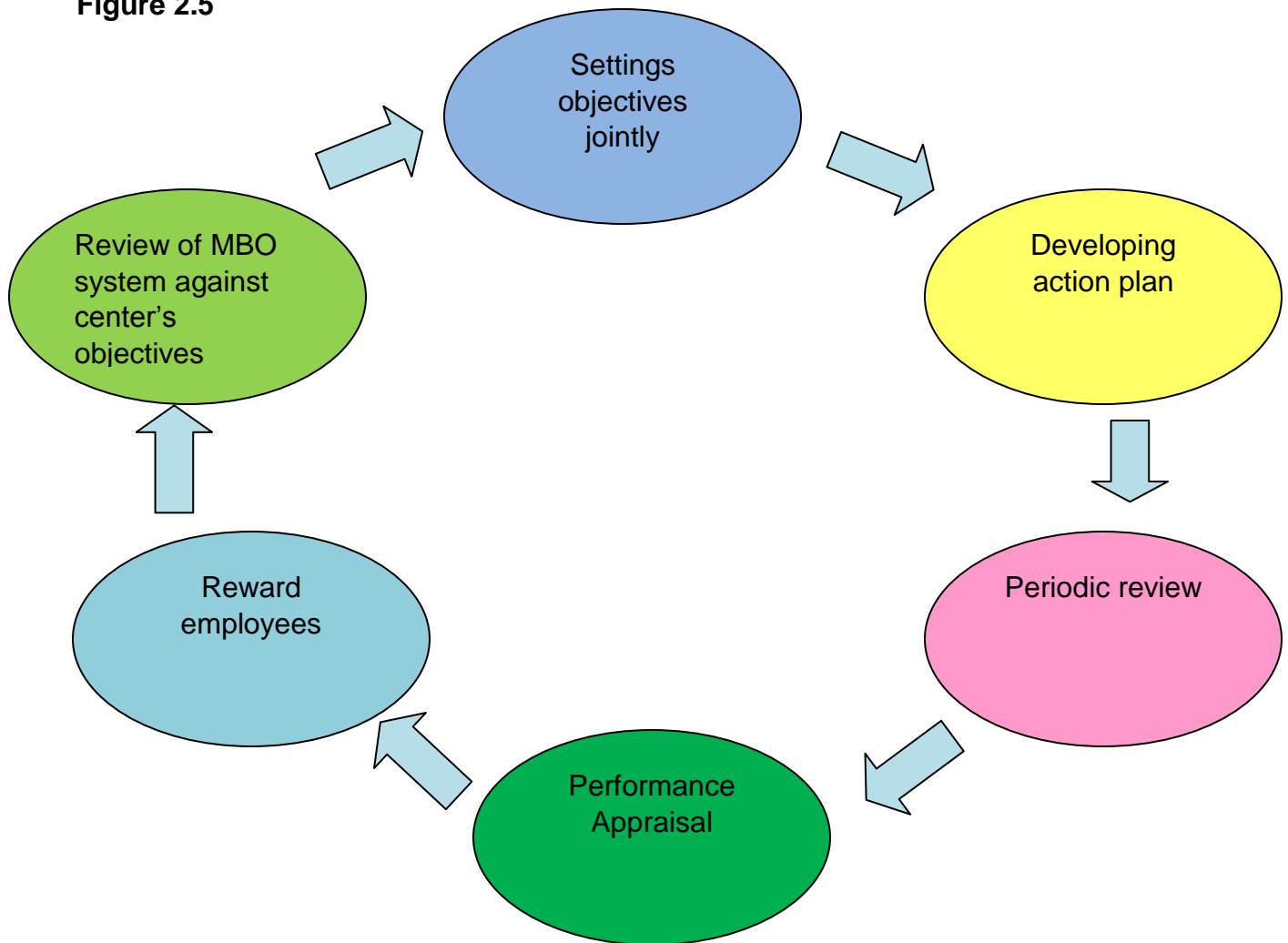
Source: Mullins (1996:449)

In order for an MBO programme to be successful, the process should start at the top of the organization and should have the active support of the top managers of the organization. Top management should create an organizational culture that is supportive of a goal-oriented approach. Smit et al. (2011:155) maintain that "before the process of MBO is implemented in an organization, top management should explain to subordinates why it has adopted the process".

Top management should inform subordinates what MBO will do or the organization, for each unit and section, as well as each individual in the organization (Smit et al., 2011:155)

2.7.3.3 The advantages of MBO

The advantages of MBO are outlined below (Smit et al.; 2011:156)

i. Concentrates attention on main areas where it is important for the organization to be effective;

ii. Identifies problem area in progress towards achievement of objective;

iii. Improves management control information and performance standards;

iv. Leads to a sound organization and structure, clarifies responsibilities; and aids delegation and co-ordination;

v. Identifies where changes are needed and seeks continual improvement in result;

vi. Aids management succession plan;

vii. Identifies training needs, and provides in environment which encourages personal growth and self-discipline;

viii. Improves appraisal systems, and provides a more equitable procedure for determining rewards promotion plans;

ix. Improves communication and interpersonal relationships; and

x. Encourages motivation to improve individual performance.

MBO is based on the belief that the joint participation of subordinates and superiors in translation or converting broad organizational goals into more specific individual goals has an impact on employee motivation (Smit et al.; 2011:155). The principle of MBO is to make sure that everybody within the organization has a clear understanding of the strategic goals of the organization, as well as their own roles and responsibilities in achieving those goals

2.7.3.4. Requirements of a successful MBO

The requirements of a successful MBO are outlined below (Smit et al.; 2011:156)

i.   The commitment and active support top management ;

ii.   Specialist advice on implementation of the system and a thorough understanding by all the staff concerned;

iii. Careful attention to the setting of key tasks, target figures and performance standards;

iv.   Objectives which are profitable to the organization clearly defined, realistically attainable, and capable of measurement;

v.   Genuine participation of staff in agreeing objective and targets;

vi.   The right spirit and interest from staff concerned and effective teamwork;

vii. Avoidance of excessive paperwork forms which lead to a mechanistic approach; and

viii. Maintaining the impetus of the system.

In order for the management system to function effectively, the key components must operative as they are interdependent. Research and experience have led to the identification of five needs, in the form of operational responses, which, if catered for satisfactorily, could do much towards ensuring the achievement of the objectives set by the department of public works and those of their employees.

Table 2.1 Organizational responses

Staff Needs	Organizational Needs
1. What do you expect from me?	✓ Clarification of departmental and unit objectives. ✓ Establishing priority areas and tasks. ✓ Developing improvement plan
2. Give an opportunity to perform	✓ Organizational planning. ✓ Resource allocation. ✓ Delegation of authority.
3. Am I on the right direction?	✓ Control information. ✓ Performance review. ✓ Staff inspection. ✓ Management services.
4. Provide help and guidance where and when needed	✓ Career development. ✓ Performance review. ✓ Training.
5. Reward me according to my contribution	✓ Salary. ✓ Potential review. ✓ Succession planning. ✓ Training

2.7.4. Decision making

2.7.4.1. What is Decision making?

Fred Luthans (2011:259) defined decision making as "choosing between alternatives" Cassidy and Kreither (2008:286) describe this further as a "process of identifying and choosing among alternative causes of action in a manner appropriate to the demands of the situation." Luthans (2011:259) does not indicate whether decision making is an act or a process and demands of the situation according to Robbins and Decenzo (2008:101).

Decision making is a process, not an act. It consists of steps (owens, 2001:270; Cassidy and Kreither (2008:298); Robbins and coulter, 2008:135, Robbins and Decenzo (2008:101) or phases Luthans; (2011:260) beginning with the identification of a problem, develop an alternative, end up with the evaluation discrepancy between an existing and a desired state of affairs.

The demands of the situation require that the decision maker should try to isolate a solution out of a number of alternatives, to fit the demands of the situation within which the state of affairs prevails. Every problem is unique, the solution to it should be appropriate to the context within which it is made.

✓ **2.7.4.2. Figure 2.6 Decision making process**

PHASE 1 IDENTIFICATION	PHASE 2 DEVELOPMENT	PHASE 3 SELECTION
✓ Recognition ✓ Diagnosis	✓ Search ✓ Design	✓ Judgment ✓ Analysis ✓ Bargaining ✓ Authorization

Feedback loop

Source: Adapted from Seema (2014:66)
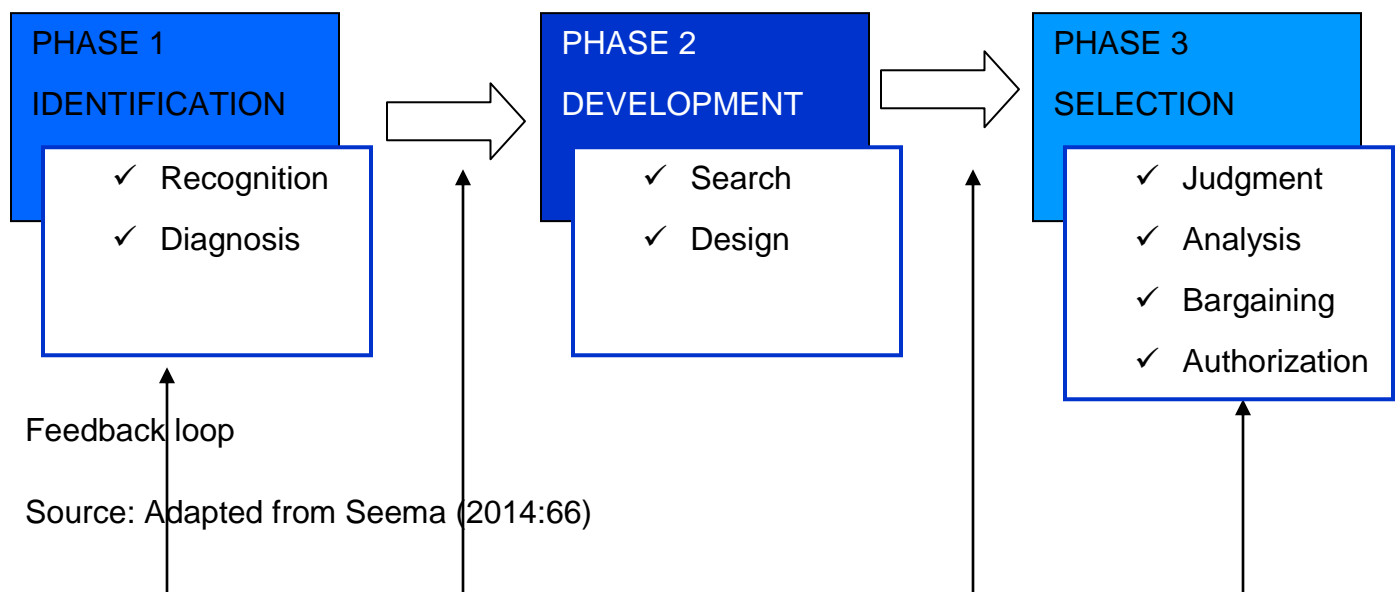
Figure 2.8 above illustrates a linear representation of decision making model with three phases. A feedback loop indicates that a decision making process is interative and ongoing, whereby the results of one decision provide new information in which to base other decisions (Owens, 2001:270-271). A feedback loop is caused by timing, disagreements among unit managers, management turnover, and abrupt appearance of a new alternative, among others. To indicate that decision making process is ongoing, it is sometimes represented in cyclic models. Each blog in figure 2.8 represent a phase. The following discussion is based on the phases of the decision making process, as developed by Mintzberg and his colleagues (Luthans, 2011:260).

Phase 1: Identification of a problem

The decision making process starts with the identification of a problem. A problem is a discrepancy between an existing and a desired state of affairs. The following hints are important to unit managers, as observed by (Robbins & Coulter, 2008:135):

- ✓ Identification or a problem is subjective: what one unit manager may view as a problem may not be viewed as a problem by another.

- ✓ A problem should not be confused with symptoms: a drop in performance by one unit manager in a cost centre is an example of a symptom. The problem to such a symptom might be lack of resources, facilities, poor management skills, etc.

- ✓ A unit manager, who mistakenly resolves a wrong problem perfectly, is likely to perform as poorly as the unit manager who fails to identify the correct problem and does nothing.

Robbins & Coulter (2013:136) have shown that the following characteristics of problems are interrelated, and unit managers should consider them in identifying a problem:

- ✓ Be aware of a problem. If things are not where they should be, a discrepancy exists; if in a cost centre, content coverage of a particular session is backward of what a pace setter prescribes, then there is a discrepancy. But that fact alone is not enough for the unit manager to act, the following characteristics should be considered also;

- ✓ Be under pressure to act. The unit manager may be empowered to act by PMS policy, among others.

- ✓ Have resources needed to take action. If unit managers do not have authority, information, and resources to act, they may not recognize a discrepancy as a problem, instead they may regard the situation as the one in which unrealistic expectations are placed on them.

Phase 2: Development

During this phase, there is a search for existing procedure or solutions already in place or the design of a new solution. The following decisions are important for unit managers:

- ✓ Robbins and DeCenzo (2008:109) have indicated that where there is a standardized procedure for handling a problem, the decision is programmed. Such decisions are already stipulated in disciplinary procedures and codes, departmental policies and rules, among others.

- ✓ There are also non-programmed decisions that unit managers have to arrive at. Luthans (2011:259) has indicated that designing a new solution is challenging because the decision maker has a "vague idea of the ideal solution". Such decisions are unique to particular situations and they do not occur often.

Phase 3: Selection

There are three ways of selecting a decision during this phase, as mentioned by Luthans (2011:260), namely: judgment, analysis and bargaining.

- ✓ Judgment is used where the decision maker relies on experience and intuition rather than logical analysis.

- ✓ Analysis is used where the decision maker makes an analysis of the alternatives on a logical systematic basis.

- ✓ Bargaining is used when the selection of alternatives involves a group of decision makers. Trade unions and political groups use it to support. When the decision is accepted formally, authorization is made.

2.7.4.3. Decision making styles

Robbins and DeCenzo (2008:112-113), together with Luthans (2011:262-263) agreed that decision making styles differ along two lines, namely;

- ✓ The way of thinking – some unit managers are more rational and logical in the way they make decisions, i.e. they verify that information is logical, orderly and consistent before they make a decision.

- ✓ Others are creative and intuitive, i.e. they do not process information in a logical and orderly manner, but look at information as a whole before they make a decision.

- ✓ Tolerance for ambiguity – unit managers who are creative and comfortable with uncertainty (high level of tolerance) cannot develop and evaluate alternative decisions the same way as unit managers who are conservative and less likely to accept risk (low level of tolerance).

Robbins and DeCenzo (2008:113) and Luthans (2011:263) further agreed that there are four decision making styles, namely: analytical, conceptual, directive and behavioral. The following discussion is based on figure 2.9 below and will help to clarify what each of these styles entails:

Figure 2.7 Decision making styles

High

ANALYTICAL	**CONCEPTUAL**
DIRECTIVE	**BEHAVIORAL**

Low

Rational ⟶ Intuitive
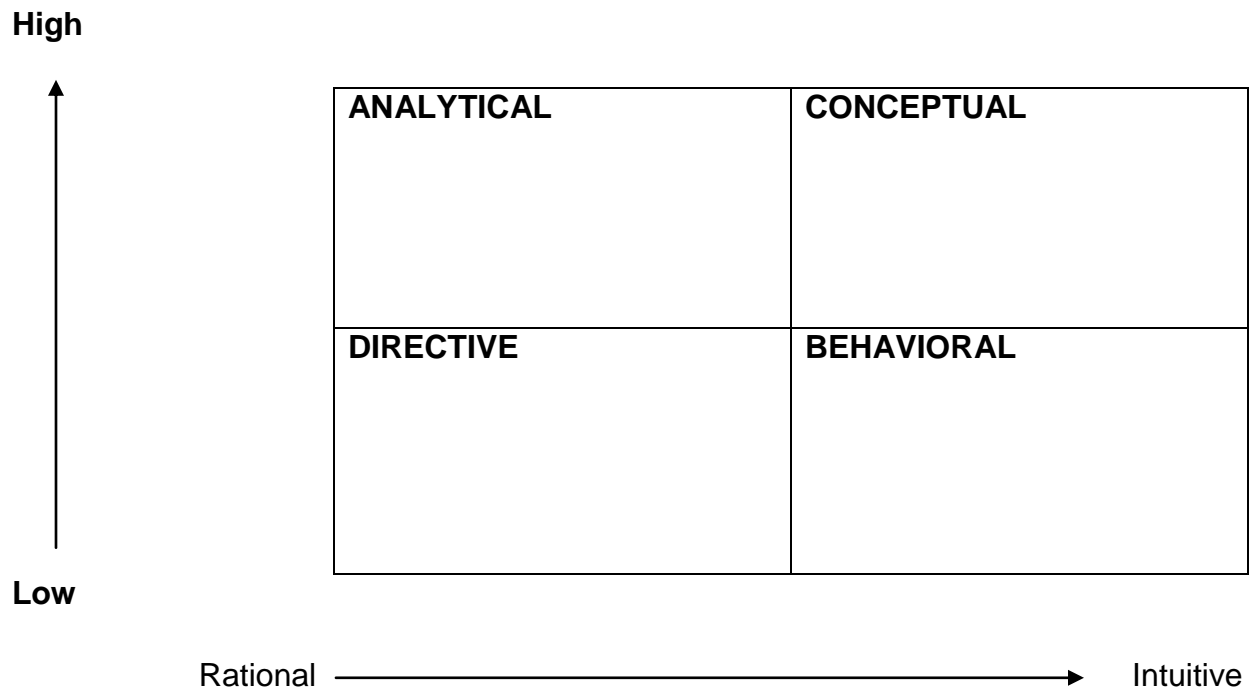
Source: Seema (2014:72)

Directive Style

- ✓ Unit managers using this style of decision making have a low tolerance to ambiguity and are rational in their way of thinking. They are also efficient, logical, fast decision makers and focus on the short run. Due to their speed in processing information, they usually take decisions with sufficient information and a few alternatives.

Conceptual Style

- ✓ Decision makers are broad in their outlook, consider many alternatives, focus on the long term decisions and are good in finding creative solutions to problems.

Analytical Style

- ✓ Decision makers have high tolerance to ambiguity, need more information and would consider more alternatives before they make decisions. They are more careful in taking decisions and can adapt and cope with unique situations.

Behavioral Style

- ✓ Decision makers are working well with others, more concerned with the achievements of others, consider suggestions of meetings to communicate with others and try to avoid conflict. They like to be accepted by others and try to avoid conflict. They like to be accepted by others, and they do not like to take decisions, especially when this will upset others.

Unit managers can use a combination of these styles in decision making, depending on the situation at hand. There are situations where decision maker has to act with speed and little information, e.g. rushing an employee who collapsed to the clinic, hospital or doctor, or requesting an officer to fax part of an incomplete document. The said examples need speedy attention and a directive decision making will be most appropriate. In disciplinary proceedings, a conceptual style decision making is most suitable since grievance procedures had to be followed to the latter, especially where employees are faced with serious misconducts and may lead to employee's dismissal.

Unit managers sometimes take tough decisions, without necessarily upsetting employees affected by the decisions. Indicating to employees how important the decision is to them and the attainment of the department's objectives, the unit manager will be supported (behavioral style). Involving employees in decision making process reduces possibilities of conflict, leads to effective functioning of the department, the employee' expertise and knowledge are made available (Robbins and DeCenzo, 2008:113).

Apart from this styles explained above, the unit manager should also take the following types of decisions into consideration:

- ✓ **Adaptive decision** – the unit manager should use this type of decision when he/she use directive as a style of decision making. To accomplish this process, the unit manager, the supervisor and his/her management team can take speedy and hasty decisions due to the urgency of the matter, e.g. when the unit manager suddenly gets ill, the supervisor should allow other managers to be taken for medical consultation, and only fill in sick leave forms thereafter.

- ✓ **Innovative decision** – the unit manager takes this type of decision when he/she allows for technology to supplement the conventional way of doing things. The unit manager should allow staff to supplement the filling practice with computer system of storing information, he/she should also allow for the downloading of information from internet, to supplement the one that is readily available from the policy book, or even getting information from internet to train their managers.

- ✓ **Routine decision** – manager uses this decision when he/she is basing his/her decision on stated rules, resolutions, and policies, among others. Unit managers may not allow an employee to leave the centre merely because the centre has one additional employee in excess of the centre established, without following a stated procedure.

The effectiveness of decision making depends on how unit managers delegate others in the implementation of PMS.

2.7.5. Participation

Participation is regarded as the key element in managing organizations as it encourages members to holistically participate in decision making to ensure that no one is left out in decision making and participation makes members to feel that they own the organization thereby becoming active participants rather than reactive to the organization.

To support the above statement Torado and Smith (2003:716) attest that participation means including stakeholders in decision making, implementation, benefits and evaluation of the organization.

Brohman (2005:252) defines participation as an active process by which beneficiaries influence the direction and its execution of a task with a view to enhancing their wellbeing in terms of income, personal growth, self- reliance or other values they cherish. To support the statement above Vander Waldt and Knipe (2010:142) define participation as a process in which those who will benefit influence the direction and implementation of development aimed at improving the welfare of people in terms of income, personal growth, independence and other values regarded as valuable.

The purpose of involving managers and members in decision making is to encourage them, so as to identify their own priorities based on available resources within the organization. Participation involves four different activities or stages, namely; implementation, benefits, decision-making and evaluation, with reference to the definition by Torado and Smith (2003:716).

Figure 2.8 Four stages of Participation

Source: Shai (2010:135)

37
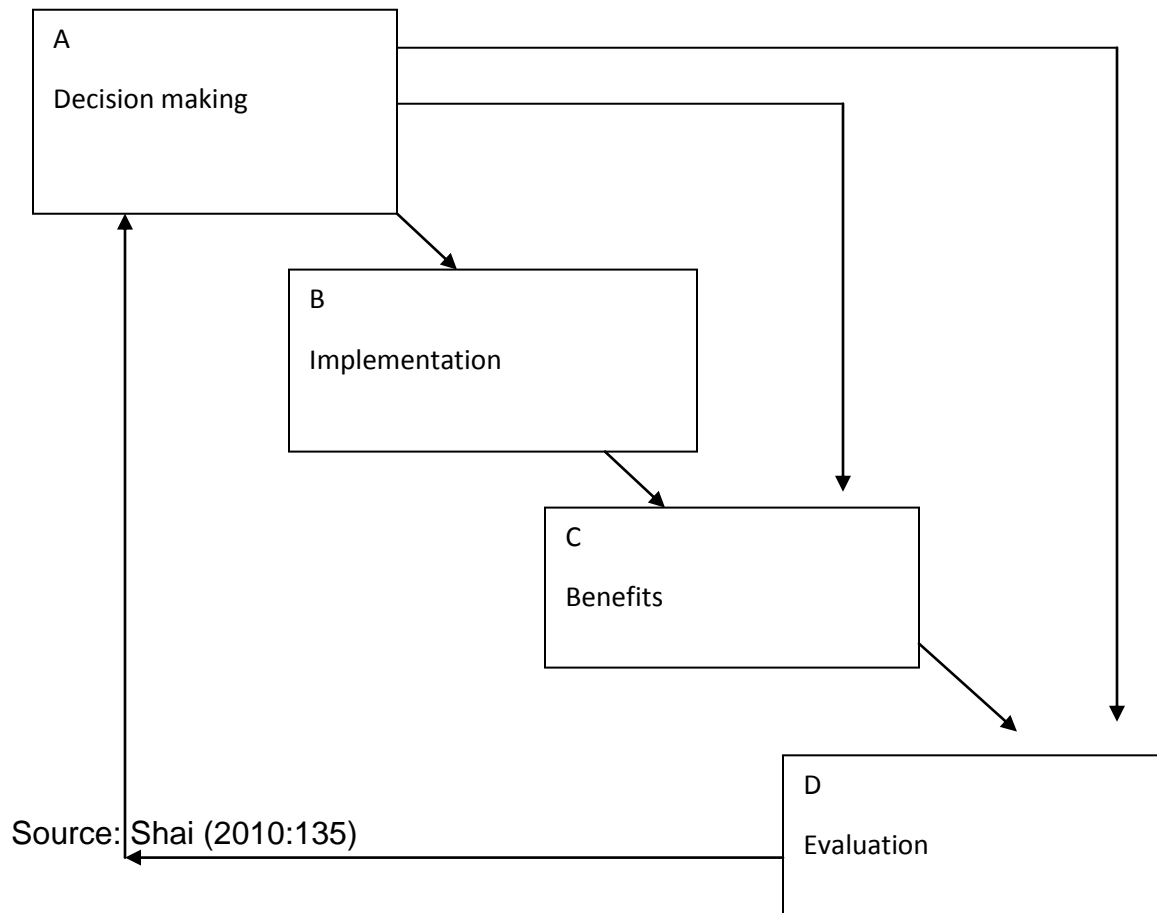
The above diagram indicates that managers should be involved in decision making, implementation and evaluation since they are beneficiaries of the participatory management in the organization. It calls for active involvement of managers in as early as in the initiation stage so that they can be able to understand and interpret the plan, organizing, implementation and controlling activities.

Shai (2010:136) argues that participatory management does not mean that all involved in an activity have equal powers and authorities over the activity, thereby suggesting those elected and appointed to lead and manage the task or activity must be allowed to do so without disturbance or unnecessary conduct.

Some years back inthe traditional system, managers were expected to make decision without involving the participation of management teams. They will decide who should do what randomly and even bypass supervisors and go directly to staff members and change their roles, functions and time without supervisors' knowledge. In the area, the government officials will come to the cost centre anytime and start changing schedules while others will even start reaping benefits right in front of other members of staff.

A good and coherent management principle requires that unit managers be oriented to manage based on the governance principle such as democratic rule and rules of law which enhance openness in members to participate fully in the management of the organization wherein decisions are made by means of voluntary and spontaneous communication and management play an active role in the process.Human relations skills such as interpersonal relations, multi-skills, good communication and known edge of multiple languages are essential to enhance communication in the task given.

There are development forums that play an important role in promoting participation and therefore managers must familiarize themselves with such forums in order to ensure that important structures and members are not left out and thereby later becoming an obstacle to the management of the organization. Vander Waldt and Knipe (2010:147) identify features of participation forum as follows:

- ✓ They originate from (RDP) Reconstruction Development Programme.

- ✓ They are driven by members.

- ✓ They are representatives of all Community Development forums in the particular area.

- ✓ They are bodies intended for negotiation and for the taking of non-binding decisions.

Like any other development element, participation as well has advantages which are summarized as follows:

- ✓ Participation in the identification of basic needs.

- ✓ Moreeffective development and management of resources to meet needs.

- ✓ Distribution and increased access to essential services.

- ✓ Accurate facts are obtained about local conditions.

- ✓ Promote independence of the community.

- ✓ Promote sustainability of the relevant development (Vander Waldt and Knipe 2010:143-144).

It is evident that from the above information that indeed participation is a key to management and therefore success of participation and decision making also depends on trust and authority that is delegated to the management teams and members of staff. This process can only be achieved if unit managers delegate their authority to other stakeholders.

Delegation by unit managers should also involve the process of communication and ethical management, so as to reinforce joint decision making and accountability.

Management should also be involved in the process of delegation, communication and ethical management.

2.7.6. Negotiation

Apart from the above mentioned participation in decision making, the success of every organization also depends on the unit managers' negotiation skills. According to Vander Waldt (2002:196) there are six common skills that can improve the negotiation of the managers, namely:

- ✓ A position approach to negotiate and a positive attitude;

- ✓ Communication skills;

- ✓ Commitment to the point of review of the team;

- ✓ Ability to analyze the negotiation situation and choose the right time for negotiation;

- ✓ Ability to ensure that the information is credible (information based on hearsay and not supported by facts will seriously damage the credibility of the team); and

- ✓ Ability to ensure that the team trusts in them as negotiators, ability to guard against false perception.

Negotiation skills help the managers at various levels of development such as during planning. In many cases, negotiations establish working relations in the tasks/activities. The negotiation process can be used to develop mutual respect and to learn the most effective way to communicate, as well as how best to work together (Motaung, 2009:7). To support this statement, Letsoalo (2008:9) attests that "activities which have been effectively negotiated results in for fewer incidences of misunderstanding leading to claims and litigation, which in itself is time consuming, frustrating and expensive.

 As a result, the process of negotiation must be treated with same level of respect as preparation and execution of the task". For this process to unfold, the unit manager should know various steps on how negotiation should be prepared and conducted.

2.7.6.1 Preparing for Negotiations

- ✓ Establish a scope to be negotiated;

- ✓ Determine the bottom line;

- ✓ Justify your scope;

- ✓ Determine who will negotiate and their level of authority;

- ✓ Discuss and agree upon scope before negotiating fee;

- ✓ Determine which areas of scope are flexible and can be modified; determine why the other party is negotiating with you and how to maximize those benefits;

- ✓ Brainstorming the "what ifs" and develop creative options; and

- ✓ Practice internal rehearsals and role playing the negotiations.

According to Mawila (2014:8) there are ten steps that can assist the manager to conduct negotiations in the day to day management, namely:

- ✓ Develop rapport first;

- ✓ Focus on the issue and the scope, not on the people;

- ✓ Offer justification for the scope;

- ✓ Establish your credibility;

- ✓ Listen to the other party, understand the needs and interests underlying their demand;

- ✓ Use creative options to use with deadlock;

- ✓ Make the other party's decisions as easy as possible;

- ✓ Keep a tally of the concessions' get reciprocal concession;

- ✓ Say no without breaking down the negotiations; and

- ✓ Close the negotiations successfully.

2.7.6.2 Negotiation model and its implication

Every employee in the department should have negotiation skills. Furthermore, the steps of conducting negotiations should be clarified and clearly stipulated. One of the key responsibilities of unit managers is to empower their subordinates with negotiation skills. These will help them to build confidence as they will be able to negotiate and seal some deal for themselves and other members of the department rather than to get somebody to do that for them at the unaffordable prize.

From the above, it is clear that effective negotiation depends on the proper and clear communication. To support this statement Vander Waldt and Knipe (2002:196) argue that, "the success of the organization depends on people who can communicate effectively". Effective communication has taken place if the receiver understands the message completely.

2.7.7. Delegation

Delegation is described as an instruction by the manager to an employee to decide and take action on tasks and to let them know on progress made. Smit et al. (2013:223) describe "delegation as the process of assigning responsibility and accountability for attaining goals". According to Berkun (in Mawila 2014:5) delegation is used to describe the set of handling off specific tasks or responsibilities. Clements and Gido (2009:351) reinforce that delegation involves empowering and developing people's skill and motivates them to work more effectively.

Figure 2.9. The Delegation process
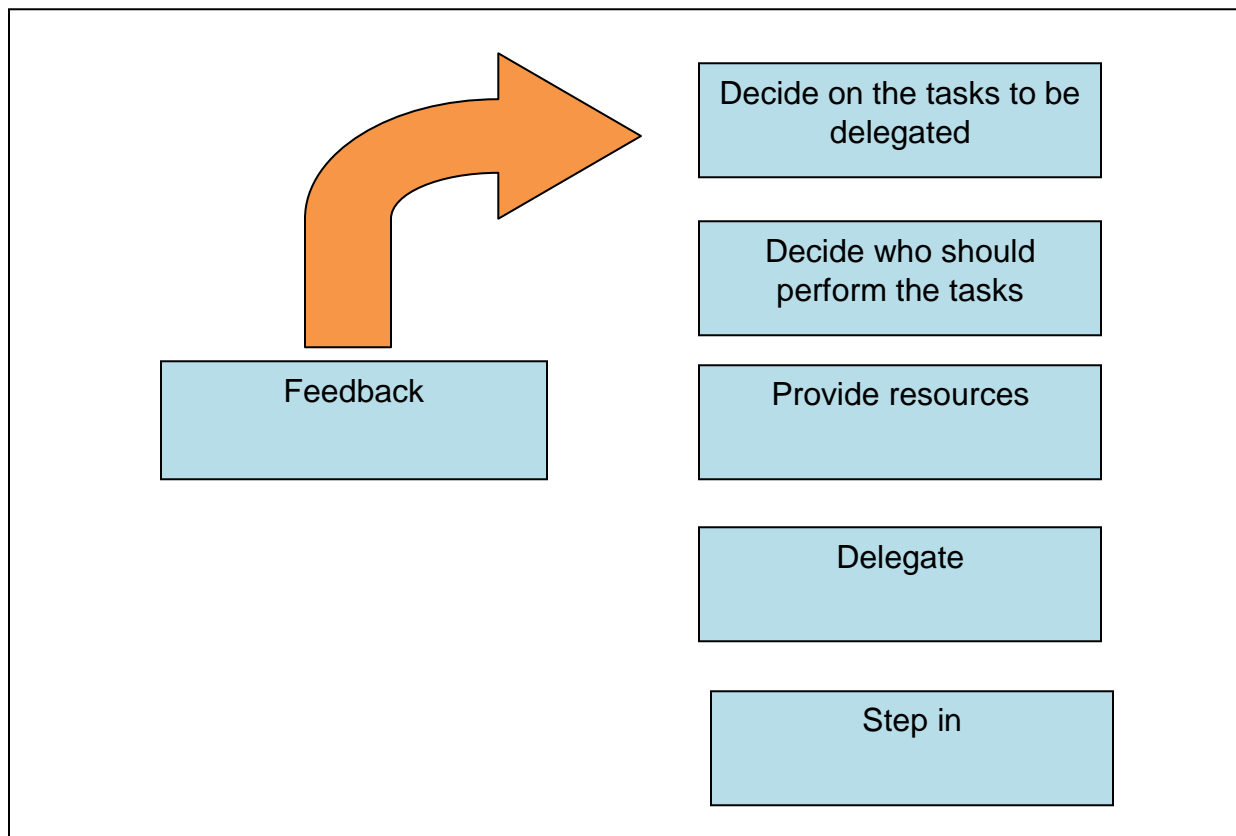
Source: Smit et al (2013:240)

2.7.7.1. Benefits of delegation

The numerous benefits of delegation are outlined below:

✓ Higher quality of work-employees who have direct knowledge of an area can complete tasks;

✓ Quality increases as does employee motivation;

✓ Well-developed staff members through increased responsibilities and accountability;

✓ More job enrichment and motivation;

✓ Managers have more time on their hands and can focus on their priorities; and

✓ Managers are respected by their staff and the can work in harmony (Smit et al. 2013:241).

Dockel, Basson and Coetzee (2006:27) argue that "managers should relinquish close control in favor of greater empowerment of employees, therefore giving members of staff a sense of personal power and control over their work and responsibility for making their own decision". To support the above statement, Cassidy et al. (2008:186) warned managers that what should be delegated is authority, and not responsibility. Therefore, delegation is the sharing of authority, and it should not be confused with abdication of responsibility.

The main question pertaining to delegation is: If authority is delegated, can power, responsibility and accountability also be delegated? In order to respond to this question, differences between authority, power, responsibility and accountability have to be drawn. The following discussion focuses on these terms:

2.7.7.2. Differences between Authority, Power, Responsibility and Accountability

❖ Authority is described by Mullins (2011:691) as the legitimate right to instruct, command, give orders and take action against those delegated with tasks if they do not perform (action includes not to recommend payments, promotions, among others).

These are some of the legitimate rights of the unit manager, while the Department of Public Works, Roads and Transport has the right to appoint supervisors and give them authority to manage the cost centers on their behalf.

❖ Power, according to Daft (2012:327) refers to the ability to influence the behavior of others to do what they may not do without it. It may or may not be based on a formal position in a centre. Unlike authority, power resides in a person. If a person with this ability to influence behavior of others resigns, he/she resigns with it. Some people however, have both positional authority and power. Such people are more likely to succeed on their relationship than those without personal power. Power can either be negative or positive.

Thus, people who possess the ability can use it either to destroy or benefit the organization. It is therefore important to channel this ability to accomplishment of the organization's objectives.

❖ Responsibility refers to the obligation and duty to perform a delegated task or function in an organization. The manager has the responsibility to manage the centre's activities and subordinates have the responsibility to perform the tasks delegated to them. Therefore, the responsibility of the manager cannot be delegated to another employee who is a subordinate. According to Mullins (2011:691), delegation increases the manager's responsibility because there is additional responsibility for him/her to ensure that the delegated task is completed by his/her subordinates.

❖ Accountability, for Mullins (2011:692), refers to the employees' obligation to give an account of progress to the person who delegated him/her with tasks to perform. Therefore, every employee has his/her scope of accountability.

❖ The manager is accountable to his supervisor, while subordinates are accountable to him/her as a person who delegated them the tasks. The manager cannot expect his subordinate to account to those who delegated authority to him/her. Thus, accountability cannot be delegated to someone else, instead it is created someone delegates authority to another.

A response to the question raised above is that authority can be delegated, because it does not reside in a person, whereas power cannot be delegated, because it is a personal possession and cannot be relinquished when a possessor of it leaves the position. Accountability and responsibility cannot be delegated either. They are instead, created and increased respectively. In order to understand this process, the manager should understand the stages in delegation process.

2.7.8. Delegation and its implication towards the implementation of PMDS

There are normally two ways of delegating tasks with the accompanying responsibility and authority which can be employed by senior managers, namely:

❖ Linearly in which delegating takes place according to seniority and hierarchical structure.

❖ Linearly Concentric, which means that the senior manager delegates tasks directly to various staff members.

Milondzo (2003:117) reinforces the view that every person who delegates tasks must bear the following in mind in order to be able to delegate effectively:

❖ Authority and responsibility should be delegated with specific tasks;

❖ The correct unit manager should be selected and the delegator must have confidence in the other person's ability to execute the tasks;

❖ The tasks must be clearly outlined, sufficient information be given and guidance and assistance provided if necessary.

The most important value of delegating lies in the fact that managers are freed from most routine tasks. They are able to spend their time on management tasks, which are their most important part of their functions as managers of their programmes. Every manager in the department should have objectives, as should every unit, section and so on. Furthermore, objectives should be clearly stated so that they will be of some practical values to cost centre participation programme.

2.8. Conclusion

The South African society of which our provinces and districts form a part is undergoing rapid social and economic changes, despite the resistance of some of the government officials in their sphere of operation. Districts and Municipalities are becoming more and more complex. Thepublic managers within the above institutions must be aware of the processes such as performance management system, MBO, participation, negotiation, delegation, motivation and decision making.

Public managers are expected to change from being administrators to leaders if they want to implement PMDS effectively. Good leaders are those who delegate and motivate their subordinates democratically in their organizations.

For them to have a positive impact on the implementation of PMDS they should be aware of powers that they exercise, have good style of leadership, manage their unit focusing on organizational objectives and allow their subordinates to participate freely in the implementation of PMDS in the district.

In chapter 3, different research philosophies, approaches, methods and techniques are discussed in full. The intention was to establish and identify relevant research instrument that have assisted the researcher to collect, analyze and interpreted data in chapter 4.

CHAPTER 3

RESEARCH METHODOLOGY

3.1. Introduction

The previous chapter reviewed relevant literature on the effective implementation of PMDS in the public service. This chapter focuses on the rationale for research methodology, research design, research philosophies, research methods and ethical considerations. Malatji (2015:34) defines research as "a systematic process of collecting and logically analyzing information for some purpose". From the above definition, it is clear that the collection and analysis of data are determined by the research methodology, research design and research philosophies that the researcher has employed.

3.2. Rationale for the methodology

Leedy and Ormond (2005:12) define research methodology as the general approach the researcher takes in carrying out the research project, to some extent, this approach dictates the particular tools the researcher selects.

To support this definition, Nyathi (2015:5) attests that research methodology is "an overall approach evident in the research process from theoretical foundation to the strategies that are used in the collection and analysis of data. Mawila (2013:9) argues that there is no single, perfect method of obtaining data.

From the above information, it is clear that all the research methods are good as long as they are based on the appropriate research.

3.3. Research Design

Research may be looked at as a systematic process of collecting and analyzing information to improve understanding of the issues being investigated. Research is said to be significant when a solution for the investigated problem is obtained (Creswell, 2009:27).

To support this definition Nyathi (2010:21) described a research design as a strategy to conduct the research and incorporates a specific methodology, to address the question of how the research was performed in relation to the primary problem statement by specifying amongst other things the selection of perfect approach and technique for collecting data.

In order to achieve the above process, the researcher has used both qualitative and quantitative namely, mixed research design. This process has helped the researcher to achieve the intended objectives of the study. These two research designs have been described in full in the next section.

3.3.1 Qualitative Research Design

According to Andres(2013:44) qualitative design refers to the "design where data is collected in the form of words and observations as opposed to numbers, and analysis is based on the interpretation to data collected as opposed to statistical analysis". According to Mavuso(2014:7), the qualitative design, is a design of data collection in which the procedures are not strictly formalized, the scope is likely to be undefined and more philosophy made of operational is adapted.

This kind of design gives an investigation a definite shape during the research process since this study involved the research process. Since this study involved the researcher analyzing and interpreting data by the use of statistics, the quantitative design was also employed in this study.

3.3.2 Quantitative Research Design

Quantitative design is defined as a formal, objective and systematic process where data is used to obtain instruction about studies phenomena (Leedy&Ormard, 2005:96). Quantitative design may rely on descriptive and inferential statistics which "entails the ordering and summarizing of the data by means of tabulations and graphical representations and the calculation descriptive measures, (inferential refer to) drawing of conclusion about populations from which a sample was drawn by using descriptive measures that have been calculated" (Steyn, Smit,DuToit and Strasheim 2003:5)

According to Nsimbini (2014:77) quantitative research involves the use of questionnaires to collect, assess and to quantify statistical analysis from a sample of fifty (50) respondents in order to adhere to the principles of quantitative design as stated in this chapter.

3.4 Research Philosophy

To enhance the above process, the researcher has also employed different types of research philosophies; those are positivism, phenomenology and hermeneutics. These philosophies have assisted the researcher to collect, analyze and interpret data in a scientific logical manner.

3.4.1 Positivist research philosophy

This philosophy is associated with the idea of objectivism and is based upon the highly structured methodology and it is used to generalize and quantify the collected data and evaluate it using statistical methods (Saunders etal., 2007:73). This paradigm is based on the truth, arising from the validity and the reliability of the research method which must be independent. For qualitative data, the researcher has used phenomenological philosophy to collect and analyze data.

3.4.2 Phenomenological research philosophy

Houser (2009:72) attests that "phenomenological philosophy is a process undertaken to understand the perceptions and realities of the participants from their point of view which means participants play an important role in the research, the view from the phenomenology is from what the research observed, which not reality is as such, but an interpreted reality.

Furthermore, phenomenology is described as a philosophic perspective that underlies all qualitative design traditions but when used to examine the meaning of something (an event, a role, a process, a status or a context) from the vantage point of someone who actually experiences that phenomenon. In this definition the people need to understand that the people may view and see things differently from what other view and see it". (Lock, Silverman, and Spirdure, 2010:187). Start here

Since the researcher has used mixed research design, hermeneutics paradigms has been also used to consolidate the work of the two philosophies described above.

3.4.3 Hermeneutics research philosophy

To conduct interviews, and administer questionnaires, the researcher sought to understand the phenomenon from the point of view of the respondents, communication between the researcher and the respondents feature predominantly. Communicationand expression of views and feelings is embedded within the doctrine of hermeneutics in that the researcher sought for all forms of human expression in this philosophy, researchers become humble listeners to the human spirit reaching out across the barriers of time and cultural differences (Mavuso, 2014:6).

From the above information, it is clear that hermeneutics idea reconcile both positivism and phenomenological philosophy to interpreted meanings about the research problem. Both aspect of the qualitative and quantitative are taken into consideration in this philosophy hence, the researcher found it appropriate to be used in this mixed research design. From the above process, it is clear that the quality of data can only be collected if the target population is clearly defined.

3.5 Population

According to khoza (2014:55) population is described as "the identifiable total set of elements of interest being investigated by a researcher, how the elements in a particular population respond to certain stimuli can be used to make inference regarding that population "To support this definition, Steyn (2008:23) indicates that "a population comprises the total collection of all the elements or units of analysis about which a researcher aims to reach distinct conclusion'

The target population under consideration in this study was Enhlazeni District municipality in Mpumalanga province. The population of the study was officials and unit managers who were familiar with the implementation of PDMS in the district.

The total population of the study was hundred (100) officials. Due to the large number of officials in the area of the study, the researcher has opted to select appropriate sample derived from the target population.

3.6 Sampling

Researcher sampling is the selecting of a relatively small number of elements from a larger defined group where the selected element is assumed to give a true representative the total population (Shields&Rangarajan, 2013,:142), according to Fox &Bayat(2007:54) sampling is referred as " the process by which elements are drawn from the population under study" , (the two broad categories of sampling are probability and non-probability sampling) . The sample of this study is 70 that is 50 quantitative and 20 in qualitative research data. The research has used both officials and managers who were familiar with the implementation of PMS.

3.6.1 Probability sampling

Cooper and Schindler (2006:166) maintain that probability is a sampling based on the concept of random selection in which each sampling unit in the defined target population has a known, non-zero probability of being selected for the sample.

To support the above statement,Saunders,Lewis, Phillip and Thornhill (2003:152) indicate that every element in probability sampling has at least some chance of being part of the sample. Neither of these conditions generally holds for non-probability sampling. Probability sampling allows the researcher to estimate approximately what they will find if they had considered the total population. The following techniques of probability sampling are described:

- ✓ **Simple random sampling**
  Masoga (2013:51) refers to simple random sampling as a sample drawn from a population in such a way that each element of that population has the same chance of being drawn during the first and each successive draw.
- ✓ **Systematic sampling**
  Systematic sampling is this approach; every zth element in the population is sampled in the range of 1 to z.

The zth element is determined by dividing the population by the same sample size to obtain a sip pattern applied to the sampling frame (Cooper and Schindler, 2006:415).

- ✓ **Stratified sampling**

Masoga (2013:51) defines stratified sampling as a process by which sampling is divided into subgroups (strata), after dividing the sampling frame, the researcher draws a random sample from each sub-population. He can sample randomly within each strata using simple random or systematic random sampling.

- ✓ **Cluster sampling**

Leedy and Ormord (2005:203) define cluster sampling by explaining how it is conducted when the population of interest is spread out over a large area, wherein it may not be feasible to make up a list of every person living within the area from the list, a sample of study is selected through normal randomization procedures.

3.6.2 Non-Probability Sampling

In non-probability, sampling selection of the sample is not made at random. Partington (2003:58) states that "in non-probability sampling, each element of analysis in the population has an equal chance of being included in the sample". A few of the sub-types of non-probability sampling are outlined below:

- ✓ **Haphazard sampling**

Gray and Airasian 2000 (cited in Mashangoane, 2013:65) stated that "haphazard samples are cheap and quick". An example of such is an interview with people on the street.

- ✓ **Accidental sampling**

This is the most convenient type of sampling as any members of the population that are readily available for research purpose can become participants, Masoga (2012:52). Furthermore it is noted that if the research is not about learners in general for example, then the sample will be comprised of those learners who happened to show up in class.

- ✓ **Snowball sampling**

  The method is based on the analogy of a snowball that starts small but becomes larger as it rolls and picks up additional snow. Gray and Airasian (2002:597) attest that "snowball sampling refers to when individuals acts as information and identify people from the same population for inclusion in the sample".

- ✓ **Purposive sampling**

  Masoga (2012:52) believes that "this sampling method is used when the researcher relies on their experience or previous research findings to deliberately obtain units of analysis in such a manner regarded as being representative of the relevant population".

  In the above sections, the researcher described different types of sampling and its functions; however, purposive sampling is the only one which is more appropriate to the study.

  In this study, the researcher has used purposive sampling to achieve the intended objectives of the study. This sampling method has been realized through case studies and semi-structured interviews.

3.7 Research instruments

Koul (2007:146) defines a questionnaire as "a devise containing questions dealing with psychological, social and educational topics sent or given to individuals with an intention of soliciting data regarding some problems under investigation". The questionnaire ensures that the same questions are given to respondents. In support of the definitions above, Nkatini (2012:53) argues that "data may be gathered by a variety of data collection methods which corresponds with data sources". The researcher used the questionnaire to collect data in this study due to the large number of participants in the area of the study. Following hereunder is a discussion of some of the research instruments relevant to the study.

3.7.1 Questionnaires

A questionnaire is a research tool prepared and distributed to secure responses to certain questions. It is a device for securing answers to questions by using a form which the respondent usually fills in by him/herself. It is the systematic completion of questions that are submitted to the population sample from which information is derived.

A questionnaire is an important instrument in normative-survey research and it is useful for gathering information from widely scattered sources. The questionnaire procedure normally comes into use where one cannot conduct meetings with all people in the population (Sidhu, 1995, 131). The desirability for use of a meaningful questionnaire for this study is supported by evidence from different sources in the literature. Nkatini (2012:71) argues that "if we want to know how people feel, what they experience and what they do, why we can't ask them".

3.7.2 Interviews

Since qualitative research design deals with the lives,attitude and values of the respondent, the researcher used interview research technique to collect and analyse data. According to Brake (2004:8), the reliability of an interview is influenced by four variables namely, the researcher (interviewer), the respondents (interviewee), the measuring instruments and the research context. The reliability was enhanced by interviewer.

3.8 Administration of Research instrument

The questionnaires for this study were physically distributed to the respondents. Before the respondents were given the questionnaire, they were first explained the intention of the research and also assured that anonymity will be maintained. The respondents were given ample time to fill the questionnaire though many preferred to fill on the same day as they envisioned that they will forget about it

3.9 Data collection

The information discussed in the literature review was applied to the area of the study. The data collected was assessed and analyzed.

The accuracy of the information depended on the research instrument that was used. Data was collected from fifty (50) respondents through structured questionnaires, that is, twenty five (25) male and twenty five (25) female respondents. This was augmented by data collected from 50 unit managers in the area of the study. The total number of respondents was hundred (100).

3.10 Data analysis

Cooper and Schindler (2013:204) put it that, a research study is assumed complete when the set research questions are answered and that this can only be achieved if results are thoroughly analyzed. They recommended that, a general analytic strategy is needed in order to identify what to analyze, how to analyze and why it should be analyzed.

Hence, this calls for systematic techniques that need to be applied so as to examine, group, tabulate and where possible recombine the facts in order to arrive at meaningful conclusions.

3.11 Validity

Mack (2005:9) indicates that validity is a component of the research design that consists of the strategies used to identify and attempt to rule out alternative explanations, like validity threats. It is therefore important to think of specific validity threats and to try to think of what strategies are best to deal with these. Heppner 2004 (cited in Mabuza, 2011:3), stated that the instruments used in the collection of data must be constructed in such a way that they collect valid data required in order to answer the research questions as closely as possible.

3.12 Reliability

According to Thomas (2009:105) reliability refers to the extent to which a research instrument will give the same results on different occasions. This means that for a research tool to be reliable, it should give the same results when testing is done all the time, or in all occasions.

The researcher eliminated biasness in the interviewing process by concentrating on the research questions and eliminating posing personal views, to establish credibility of the information collected.

The researcher relied on "trustworthiness" of the participants since their responses cannot be based on being reliable or valid.

3.13 Trustworthiness

Baruth (2003:201) attest that the notion "trustworthiness" has replaced more conventional view of reliability and validity in quantitative research. Trustworthiness of data is linked to authenticity, neutrality, conformability, consistency, applicability, credibility, transferability and dependability and is equated to external validity, internal validity, reliability and objectivity in quantitative research design.

To achieve the above process, the researcher has used reliable researcher instruments that were employed to collect valid data from the participants. To maintain validity, same questions were asked to all participants who were requested to participate in the study.

3.14 Elimination of biasness

In order to eliminate biasness, the study insured that, data is collected from an every balanced gender population size. To achieve this, the researcher collected empirical data from 25 female and 25 male officials. Aspects such as cultural identity, race, religious, political affiliation and other related issues did not influence the researcher in the study.

3.15 Ethical consideration

Ethics is a set of moral principles that are suggested by an individual or group. Ethics principles are widely accepted and offer rules and expectations about the most correct conduct, assistants and students (Mavuso, 2015:6).

3.15.1 Ensuring voluntary participation

Before collection of data, participants" work of operation were visited and a discussion held with them.

During the discussion, the participants were informed about the purpose of the study and the voluntariness of their participation. They were informed that, in case they feel not interested before or after starting answering the questionnaire they were free to discard it. The discussion ensured that a mutual understanding is reached and that the participants were in agreement with the discussion and that agreeing to fill the questionnaire constitutes their consent.

3.15.2 Ensuring permission

Permission was requested and granted from the Head of Department to conduct the research in Ehlanzeni District municipality where the study was conducted.

3.15.3 Ensuring confidentiality and anonymity

The information obtained from the participants was treated confidentially and all the respondents were treated with respect. Their identity would be protected and all particular shall not appear anywhere in the study.

3.15.4 Ensuring safety and no harm

An assurance was given to the participants about their safety during the research study. During discussion prior to the collection of data, participants were also informed that, there were no foreseeable emotional discomforts or inconvenience to them, their family or employees.

3.16 Conclusion

In this chapter, different research, philosophic, designs, methods, and techniques used to collect and analyze data for the study were discussed in full. The population of the study and sampling method employed by the researcher were also applied.

The choice of research designs and their applicability to the study were also discussed.

From the above discussion, it is evident that all the research philosophies, approaches, methods and techniques are relevant as long as they are used appropriately.

The next chapter focuses on data collection, analysis and interpretation of data (discussion of results).

CHAPTER 4

PRESENTATION OF RESULTS

4.1. Introduction

In this chapter, the results obtained through empirical research, empirical investigation and structured interviews were analyzed and interpreted. The discussion of results has been discussed against the objectives stated in chapter one. The objectives of data analysis were to identify and examine the factors that might hamper the effective implementation of PDMS in Ehlanzeni District Municipality.

Data analysis and discussion of results enabled the researcher to arrive at the suitable conclusion and recommendations that answers the research questions presented in chapter one. The total number of seventy (70) participants were identified, that is fifty (50) number of officials and twenty (20) number of unit managers. Fifty (50) officials were randomly selected to collect a quantitative data in the study, while stratified random sampling was used to collect qualitative data from the twenty (20) unit managers. There was 100% response rate from the target population.

4.2. Data analysis and discussion of results

Table 4.1

ITEM	FREQUENCY (F)	PERCENTAGE (%)
Q.1What is your gender?		
Female	25	50
Male	25	50
TOTAL FREQUENCY	FX=50	100

Q.1 indicates that twenty five (50%) male and twenty five (50%) female officials in the department of Public Works Roads and Transport responded well to the questionnaires. An equal distribution of gender was done to minimize the scope of biasness in the study. This was done to adhere to the policy of gender equality and equity in South Africa.

Table 4.2 PMDS and Managerial skills

ITEM	F	%
Q.2Does lack of managerial skills hinders the implementation of PMDS?		
Agree	20	40
Strongly agree	22	44
Uncertain	3	6
Disagree	3	6
Strongly disagree	2	4
TOTAL	FX=50	100

In Q.2, forty two (84%) of the respondents agreed with the statementand Five (10%) of the respondents disagreed with the statement. Only three (6%) of the respondents were recorded uncertain.

From the above findings, it is clear that the majority of the respondents confirmed that lack of managerial skills hinder effective implementation of PMDS in Ehlanzeni District Municipality. Lack of managerial skills amongst the supervisors always causes inaccuracy in the outcomes of PMDS of the employees in the area of the study.

Table 4.3 PMDS, Training and Development

ITEM	F	%
Q.3 Does inadequate training hinder effective implementation of PMDS?		
Agree	30	60
Strongly agree	10	20
Uncertain	2	4

Disagree	5	10
Strongly disagree	3	6
TOTAL	FX=50	100

In Q.3,forty (80%) of the respondents agreed with the statement. Eight (16%) of the respondents disagreed with the statement, while two (4%) of the respondents were recorded uncertain.

From the above analysis, it is clear that most of the respondents believed that lack training and development hinder the effective implementation of PMDS. Inadequate training programs in the area of the study make the unit managers not to implement the PMDS assessment instrument in a correct way.

Table 4.4 PMDS and Delegation

ITEM	F	%
Q.4 Does lack of delegation hamper the effective implementation of PMDS in the area of the study?		
Agree	24	48
Strongly agree	20	40
Uncertain	3	6
Disagree	1	2
Strongly disagree	2	4
TOTAL	FX=50	100

In Q.4, forty four (88%) of the respondents agreed with the statement and only three (6%) of the respondents disagreed with the statement. Three (6%) of the respondents were recorded uncertain.

From the above information, it is clear that the majority of the respondents believed that lack of delegation hinder the effective implementation of PMDS. Lack of delegation can sometimes limit the responsibility of sub-ordinates, hence, reluctance and ineffective implementation in the area of the study.

Table 4.5 PMDS and clinical supervision

ITEM	F	%
Q.5Does ineffective clinical supervision impact negatively on the implementation of PMDS?		
Agree	31	62
Strongly agree	12	24
Uncertain	2	4
Disagree	2	4
Strongly disagree	3	6
TOTAL	FX=50	100

Q.5 reveals that forty three (86%) of the respondents agreed with the statement. Five (10%) of the respondents acted against the statement, while two (4%) of the respondents were recorded uncertain.

From the above analysis, it is evident that the majority of the respondents confirmed that lack of proper clinical supervision impact negatively on the implementation of PMDS. Minimal clinical supervision can always cause misunderstanding between unit managers and their sub-ordinates, hence, wrong implementation of PMDS in the area of the study.

Table 4.6 PMDS and participation

ITEM	F	%
Q.6Lack of participation does not hamper the implementation of PMDS.		
Agree	4	8
Strongly agree	2	4

|		
Uncertain	3	6
Disagree	21	42
Strongly disagree	20	40
TOTAL	FX=50	100

In Q.6, forty one (82%) of the respondents disagreed with the statement. Six (12%) of the respondents agreed with the statement, while three (6%) of the respondents were recorded uncertain.

From the above findings, it is clear that the majority of the respondents claimed that participation of employees in assessment process can enhance the implementation of PMDS. Lack of participation by other stakeholders can always create animosity between employees and their supervisors in the area of the study.

**Figure 4.1 PMDS and Management by Objective**

Q7

pie

- 70% YES
- 20% NO
- 10% UNSURE
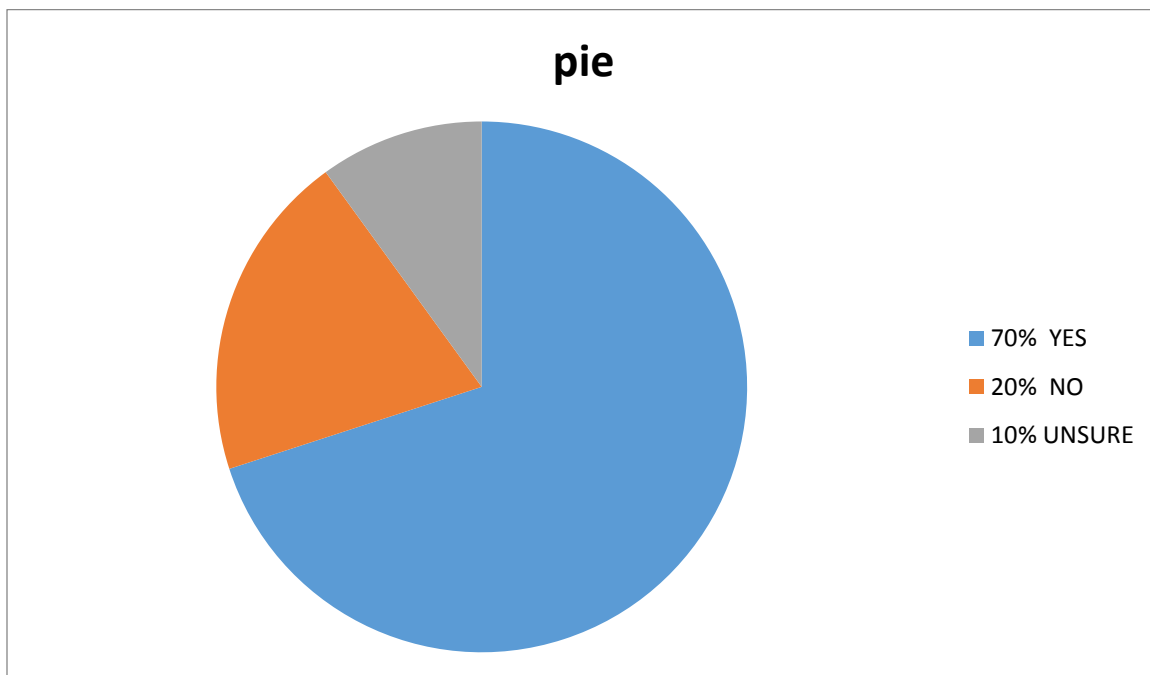
Table 4.7 PMDS, clarity and policies

ITEM	F	%
Q.8Does lack of clarity of policies hampers the effective implementation of PMDS?		
Agree	10	20
Strongly agree	26	52
Uncertain	4	8
Disagree	4	8
Strongly disagree	6	12
TOTAL	FX=50	100

In Q.8, thirty six (72%) of the respondents agreed with the statement. Ten (20%) of the respondents acted against the statement. Only four (8%) of the respondents were recorded uncertain.

From the above analysis, it is clear that most of the respondents believed that lack of clarity on policies hamper the effective implementation of PMDS. Lack of clarity on policies can always lead into distortion of information during the implementation of PMDS in the area of the study.

Figure 4.2 PMDS, Monitoring and Evaluation.

Q.9

BAR GRAPH

AGREE 70 %
DISAGREE 20 %
UNCERTAIN 10 %
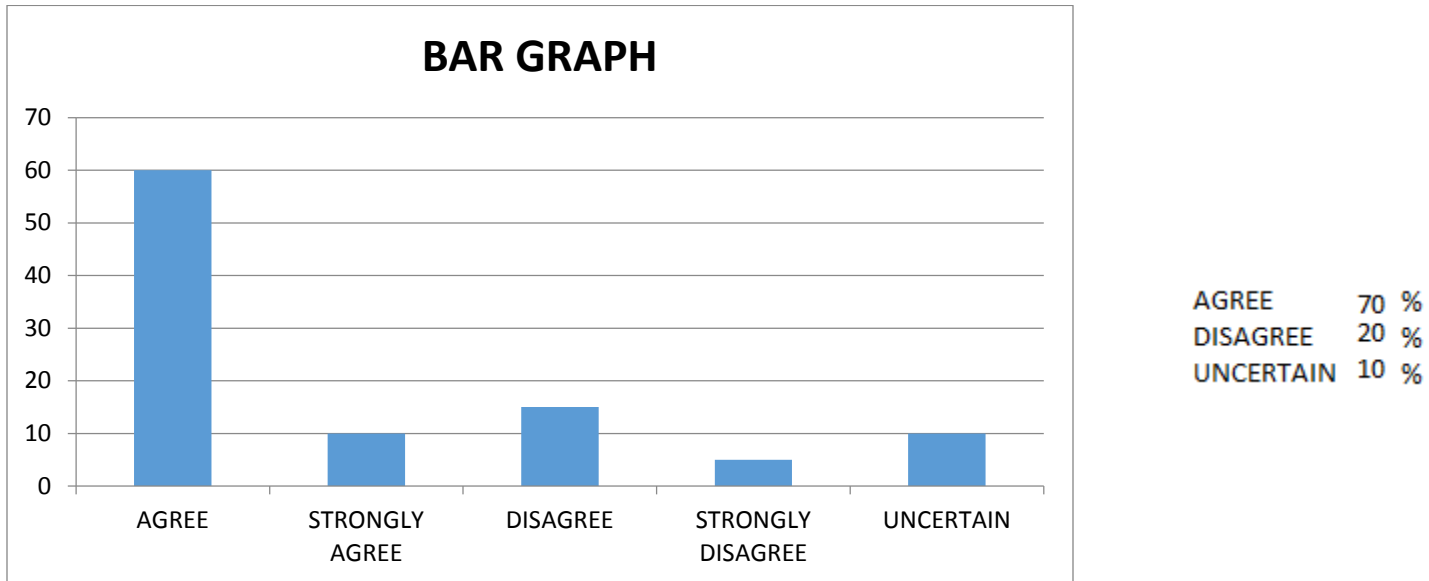
Table 4.8 PMDS and alternative strategy

ITEM	F	%
Q.10 Does lack of an alternative strategy impact negatively on the implementation of PMDS in Ehlanzeni District Municipality?		
Agree	30	60
Strongly agree	10	20
Uncertain	5	10
Disagree	2	4
Strongly disagree	3	6
TOTAL	FX=50	100

In Q.10, forty (80%) of the respondents agreed with the statement. Five (10%) of the respondents disagreed with the statement, while five (10%) were recorded uncertain.

From the above information, it is evident that lack of an alternative strategy negatively impacts the effective implementation of PMDS.

To avoid the above observation, the senior managers need to develop relevant alternative strategy which can enhance the effective implementation in Ehlanzeni District Municipality.

4.3. Data obtained through semi-structured interviews

In this section, the researcher has used semi-structured interview to collect qualitative data from twenty (20) unit managers who had an experience on the implementation of PMDS. The interviewees were asked questions related to their experiences on the implementation of PMDS in Ehlanzeni District Municipality. The researcher has also used stratified random sampling to select twenty (20) interviewees. The main aim of the interview was to obtain the views of the respondents on the implementation of PMDS in the public sector in Ehlanzeni District Municipality.

The following responses were obtained by the researcher from the interviewees:

✓ **Lack of appropriate leadership style**

Out of twenty officials who were interviewed, sixteen of them agreed that lack of appropriate leadership style hinder the effective implementation of PMDS in the area of the study.

Some of the responses from the interview were:

'*How can you expect me to conduct good assessment, whereas there is no appropriate leadership style amongst our managers'?*

'*I think lack of appropriate leadership style impact negatively on the implementation of PMDS in our district'.*

From the above responses it is clear that lack of appropriate leadership style hinder effective implementation of PMDS in the area of the study.

✓ **Inadequate staff development**

Out of twenty participants eighteen of them claimed that in adequate programs on staff development impact negatively on the implementation of PMDS in the area of the study.

These are some of the comments made by interviewees:

'We did not get enough training during our sessions on staff development'.

'I cannot perform the way I am expected because of lack of staff development programs in our organization'.

From the above comment it is evident that lack of staff development programs impact negatively on the assessment of employees towards the implementation of PMDS in the area of the study.

✓ **Lack of motivation**

Out of twenty managers interviewed, fifteen of them confirmed that lack of motivation discouraged employees to participate effectively on the implementation of PMDS in the area of the study.

Some of the comments made included:

'How can you expect employees to take part in the process whereas they are not motivated for the task'?

'I feel very disillusioned because my sub-ordinates are always demotivated to participate in decision-making concerning the implementation of PMDS'.

From the above responses it is clear that lack of motivation has discouraged employees to participate effectively on the implementation of PMDS in the area of the study.

✓ **Lack of appropriate strategy**

Out of twenty managers interviewed, seventeen of them claimed that lack of appropriate and relevant strategy impact negatively on the implementation of PMDS in the area of the study.

These were some of the responses made by some of managers and supervisors:

'Lack of appropriate strategy affects us in the implementation of PMDS'.

'You cannot expect us to assess the employees well, if we do not have an appropriate strategy for implementation of PMDS'.

From the above information it is evident that lack of appropriate and relevant strategy impact negatively on the implementation of PMDS in Ehlanzeni.

4.4. CONCLUSION

This chapter analyzed the data obtained through empirical investigation and responses from interviews of certain experienced managers on the implementation of PMDS in Ehlanzeni,

The implementation of PMDS depends on the relevant managerial skills, delegation, training, effective supervision, participation, relevant objectives, clarity of policies, monitoring, evaluation, appropriate leadership style, motivation, adequate staff development and relevance of strategy in the area of the study.

The chapter revealed some of the challenges that hinder the implementation of PMDS in the area of the study. The above challenges call for the government and interested stakeholders to provide resources and other strategies that would enhance effective implementation of PMDS in Ehlanzeni District Municipality. Data collected was presented, analyzed and discussed in full in this chapter.

In the next chapter, an overview of the study, findings, recommendations and conclusion would be presented.

CHAPTER 5
CONCLUSIONS AND RECOMENDTIONS

5.1 Introduction

In the previous chapter the researcher presented data collection; data analysis and discussion of results derived from the structured questionnaires and structured interviews. The results were related to the conceptual framework discussed in chapter two. Both the results and the findings were discussed against the objectives and research questions stated in chapter one.

This chapter includes the overview of the study, findings, recommendations and conclusion. The limitations and the recommendations of further research have been also briefly outlined in this chapter.

5.2. Overview of the study

Current transformation in the provincial department of Public works, Roads and Transport require managers and supervisors to implement PMDS in their sphere of operation. Ehlanzeni District Municipality is not excluded from the above process. Managers are required to implement PMDS, so as to enhance the performance of the employees in the district. The above process has assisted the researcher to identify the challenges faced by managers during the implementation of PMDS in the area of the study.

The above challenges were discussed against the objectives and research questions stated in chapter one. Relevant literature on the implementtation of PMDS was reviewed in chapter 2.The research methodology, research designs, approaches and techniques that were used to collect data in chapter four were discussed in chapter three.

The findings and recommendations outlined in this chapter were discussed against the statement of the problem stated in chapter one.

5.3. Findings of the study

The findings from the literature, empirical investigation and structured interviews have revealed significant ideas and strategies that can be employed by the managers to implement PMDS in Ehlanzeni District Municipality.

5.3.1. Findings from the literature review

- ✓ The term "Performance Management" is not static but dynamic and situational.
- ✓ It needs clarification and analysis.
  This term can be defined and interpreted by various authors from different perspectives.
- ✓ Performance Management involves performance appraisal, evaluation instrument, assessment and other related concepts.
  It also involves other sub-managerial tasks such as: planning, organizing, control, delegation, participation and other related leadership traits.
- ✓ The application of the above principles can also assist the unit managers to implement PMDS effectively. This process will also assist them to achieve the intended objectives of the Performance Management System in the area of the study.

5.3.2. Findings from the empirical study

- ✓ **Managerial skills**

Forty two (84%) of the respondents confirmed that lack of managerial skills hinder effective implementation of PMDS in Ehlanzeni District Municipality.

- ✓ **Training and Development**

Forty (80%) of the respondents believed that lack of training and development hinder effective implementation of PMDS in the area of the study.

- ✓ **Delegation**

Forty four (88%) of the respondents believed that lack of delegation hinder effective implementation of PMDS in the area of the study.

✓ **Clinical Supervision**

Forty three (86%) of the respondents agreed that lack of proper supervision impact negatively on the implementation of PMDS in the area of the study.

✓ **Participation**

Forty one (82%) of the respondents claimed that lack of participation does not hamper the effective and implementation of PMDS in the area of the study.

✓ **Management By Objectives (MBO)**

Thirty five (70%) of the respondents confirmed that managers do not align with the organizational objectives when they conduct PMDS in the area of the study.

✓ **Policies**

Thirty six (72%) of the respondents believed that lack of clarity on policies hamper the effective implementation of PMDS in the area of the study.

✓ **Monitoring and evaluation**

Thirty (60%) of the respondents confirmed that lack of monitoring and evaluation always hinder effective implementation of PMDS in the area of the study.

✓ **Alternative Strategy**

Forty (80%) of the respondents believed that lack of an alternative strategy negatively impact the effective implementation of PMDS in the area of the study.

5.3.3. Findings from the Structured Interviews

The researcher has conducted interviews amongst the managers and employees to get their general feelings on the effective implementations of PMDS in the area of the study. An interview related to leadership styles, staff development, motivation and strategies that can have an impact on implementation of PMDS in Ehlanzeni District Municipality was also conducted. The following responses imaged from the twenty (20) respondents:

✓ **Leadership styles**

Lack of appropriate leadership style hinder the effective and implementation of PMDS in the area of the study.

- ✓ **Staff Development**

  Lack of staff development on management and implementation of PMDS impact negatively on the assessment of employees in the area of the study

- ✓ **Motivation**

  Lack of motivation has discouraged employees to participate effectively on the implementation of PMDS in the area of the study

- ✓ **Strategy**

  Lack of appropriate and relevant strategy impact negatively on the implementation of PMDS in Ehlanzeni District Municipality

5.4. Recommendations

On the basis of the findings from the empirical investigations and interviews, the following recommendations are made:

- ✓ The managers should be encouraged to attend courses related to the implementation of PMDS in Ehlanzeni District Municipality.
- ✓ The senior managers should be encouraged to train and develop their middle managers on the implementation of PMDS in the area of the study.
- ✓ The managers should be encouraged to delegate their sub-ordinates to coordinate the implementation of PMDS in the area of the study.
- ✓ The policy makers should be advised to enhance clinical supervision on the implementation of the PMDS in the area of the study.
- ✓ Employers should be encouraged to participate on the management and implementation of PMDS in the area of the study.
- ✓ Managers should be encouraged to implement PMDS based on the organizational implementation of the PMDS in the area of the study.
- ✓ Senior managers should be encouraged to clarify policies before the implementation of PMDS in the area of the study
- ✓ The managers should be encouraged to employ an appropriate leadership style, so as to enhance effective implementation of PMDS in the area of the study.

✓ The managers should be encouraged to motivate their sub-ordinates to adhere to performances standard and the professional ethics which they are conducting PMDS in the area of the study.

✓ The senior managers should be encouraged to organize staff development, so as to enhance effective implementation of PMDS in the area of the study.

✓ The senior managers should be encouraged to develop relevant strategy, so as to improve effective implementation of PMDS in Ehlanzeni District Municipality.

5.5. Recommendations for further research

Every study is intended to propose another research; hence no study is complete in itself. The following topics are suggested for further research:

✓ The Impact of managerial skills on the implementation of Performance Management and Development System.

✓ The employees' perception on the implementation of Performance Management System.

✓ The role of senior managers towards the implementation of Performance Management System.

✓ The impact of Monitoring and Evaluation towards the effective implementation of PMDS.

✓ The impact of change of policies towards the management of Performance appraisal in the public service.

5.6. Limitation of the study

The study cannot claim to have revealed all the challenges that hinder the effective implementation of PMDS in Ehlanzeni District Municipality. These will be unreasonable since challenges are not static but dynamic and situational. The researcher has focused only on one district in Mpumalanga due to the vastness of the province and financial constraints. The time constraints and the negative attitude of some of the participants have limited some useful information on the implementation of PMDS in the area of the study. The researcher however has employed stratified random sampling to reach the intended target participants in the area of the study.

5.7. Conclusion

The purpose of the study was to investigate effective implementation of Performance Management and Development System in the public service. The factors that hinder the effective implementation of PMDS in the area of the study were discussed in chapter four (4). The suggested solutions of the problem stated in chapter one (1) has been briefly outlined in this chapter.

The study was meant to be the eye-opener of the policy makers, managers, supervisors and employees. It is now their responsibility to consider the recommendations of the study as a possible way to improve effective implementation of Performance Management System in Ehlanzeni District Municipality.

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