

**A PERFORMANCE ASSESSMENT OF WOMEN IN  
MANAGERIAL POSITIONS IN THE LEPELLE-NKUMPI  
MUNICIPALITY, LIMPOPO PROVINCE**

**BY  
KGOMOTLOKOA LINDA THABA**

**SUBMITTED IN PARTIAL FULFILLMENT OF THE  
REQUIREMENTS FOR THE DEGREE MASTERS OF  
DEVELOPMENT**

**IN THE  
GRADUATE SCHOOL OF LEADERSHIP  
FACULTY OF MANAGEMENT AND LAW**

**UNIVERSITY OF LIMPOPO,  
SOUTH AFRICA**

**SUPERVISOR: DR RUHIIGA TM  
CO-SUPERVISOR: DR SEBOLA**

**FEBRUARY 2007**

## **ABSTRACT**

Numerous programmes addressing performance assessment in the workplace have been designed and implemented in various organizations. In South Africa, public institutions have employed various appraisal systems with mixed results. A new tool for performance assessment has been designed and implemented since 2003 (for the past three years). This tool is called Performance Management Development System (PMDS). This study is based on the performance assessment of women in managerial positions, in the Lepelle-Nkumpi Municipality, Capricorn District, Limpopo Province. It explores the views of women managers on the challenges they are faced with, the type of support they receive, the effects of PMDS on work performance and the extent of institutional intervention at workplace. The qualitative techniques were used on the population of 180 women managers. The sample size of 114 was selected using random sampling method. The findings indicate the need to improve Performance Management and Development Systems (PMDS) and Performance Instruments (PIs) in order to create an environment conducive to better performance standards of women managers.

## ACKNOWLEDGEMENTS

I would like to acknowledge the encouragement I received from my parents, Muroa Madimetje Mackson and Muroa Mashienyane Elizabeth.

I would also like to acknowledge the help and encouragement from my younger sisters, Muroa Ramaredi Juliet and Muroa Ramadimetje Virginia and my brothers, Muroa Ramoloto Bernard, Muroa Kgaapu Kenneth Mpho and Muroa Matsobane Michael.

I cannot forget the love and support my husband, Thaba Madimetje Paul, offered during the research process. “Thotlo!”

My son, Katlego, helped in typing the largest part of this manuscript. “Thank you my son”. Kamogelo and Ditebogo were also there for me, giving courage where needed.

Last but not least, I would like to acknowledge the help I received from my supervisor, Dr Ruhiiga. This is a success because he availed his time and effort for the completion of this research. I thank him very much.

## DEDICATION

This work is dedicated to all those who supported me throughout my studies especially my father, Madimetja Mackson Muroa and my mother Mashienyane Elizabeth Mphahlele-Muroa who always wanted to see me achieve the best in life. 'I salute you Mologadi-a-Napenyana-a-Moloto and Mogotladi-a-Moloto-a-Namedi'. My brothers, Ramoloto Bernard, Kgaapu Keneth, Matsobane Michael and my sisters, Ramaredi Juliet and Ramadimetje Virginia for being there for me in periods of difficulties. My late grandmother, Mauwe-a-Pebetse-a-Mogale for the love and care she has shown. Above all to my God, through the Lord Jesus Christ who is the pillar of my hope and my strength.

## DECLARATION

I declare that A PERFORMANCE ASSESSMENT OF WOMEN IN MANAGERIAL POSITIONS IN THE LEPELLE- NKUMPI MUNICIPALITY IN THE LIMPOPO PROVINCE is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references.

**SIGNATURE:**.....

**DATE:**.....

## LIST OF FIGURES

Figure	Heading / content	Page
1	The study in South Africa	38
2	The study area in Limpopo Province	39
3	Lepelle- Nkumpi Local Municipality	40
4	Age distribution	47
5	The duration the post was held	48
6	Prior managerial experience	49
7	In- service training received	50
8	Educational qualifications	51
9	Distance to work	52
10	Type of post held	53
11	Post designation	54
12	The type of placement for post held	55
13	The extent of measure of various PIs	60

## LIST OF TABLES

Table	Heading	Page
1	Variables for study	34
2	Sample size	42
3	The challenges	57
4	Managerial tasks	59
5	Impact of PMS on women managers	61
6	The problems of PIs	62
7	The most preferred PIs	64
8	Proposals on how to improve PIs	65
9	Supervision Support	66
10	Intervention measure	66
11	Proposal on intervention measure	66

## **LIST OF ABBREVIATIONS**

<b>APM</b>	-	<b>Appraisal Performance Measures</b>
<b>CBO</b>	-	<b>Community Based Organisations</b>
<b>CPA</b>	-	<b>Comprehensive Performance Assessment</b>
<b>CPI</b>	-	<b>Continuous Process Improvement</b>
<b>DOL</b>	-	<b>Department of Labour</b>
<b>EAP</b>	-	<b>Employee Assistant Program</b>
<b>EEP</b>	-	<b>Employment Equity Plan</b>
<b>ELRC</b>	-	<b>Education Labour Relation Council</b>
<b>HR</b>	-	<b>Human Resource</b>
<b>HRM</b>	-	<b>Human Resource Management</b>
<b>IDP</b>	-	<b>Integrated Development Plan</b>
<b>IPM</b>	-	<b>Institute of Personnel Management</b>
<b>IPSP</b>	-	<b>Integrated Provincial Support Programme</b>
<b>IQMS</b>	-	<b>Integrated Quality Management System</b>
<b>LRA</b>	-	<b>Labour Relations Act</b>
<b>LED</b>	-	<b>Local Economic Development</b>
<b>LMS</b>	-	<b>Learning Management Systems</b>
<b>LPPG</b>	-	<b>Limpopo Province Provincial Government</b>
<b>MEC</b>	-	<b>Member of Executive Council</b>
<b>NGO</b>	-	<b>Non-Governmental Organisations</b>
<b>NPPG</b>	-	<b>Northern Province Provincial Government</b>
<b>PAM</b>	-	<b>Personnel Administration Management</b>
<b>PI</b>	-	<b>Performance Instruments</b>
<b>RAL</b>	-	<b>Road Agency Limpopo</b>
<b>SABPP</b>	-	<b>South African Board for Personnel Practice</b>
<b>UNIN</b>	-	<b>University of the North</b>
<b>MEC</b>	-	<b>Member of Executive Council</b>

## TABLE OF CONTENTS

	PAGES
<b>Abstract</b>	I
<b>Acknowledgements</b>	li
<b>Dedication</b>	lii
<b>Declaration</b>	lv
<b>List of figures</b>	v
<b>List of tables</b>	vi
<b>List of abbreviations</b>	vii
<b>CHAPTER 1: BACKGROUND TO THE STUDY</b>	1
1.1. Introduction	1
1.2. Statement of the problem	7
1.3. Motivation of the study	8
1.4. Aim of the study	12
1.5. Objectives of the study	12
1.6. Research question	12
1.7. Significance of the study	13
1.8. Definition of concepts	13
<b>CHAPTER 2: LITERATURE REVIEW</b>	17
2.1.Introduction	17
2.1.Performance management versus performance appraisal	18
2.3.Performance measurement	20
2.4.Challenges in performance measurement	22
2.5.Conditions in South Africa	25
2.6.Development Performance Management in Limpopo Province	28



<b>CHAPTER 3: RESEARCH METHODOLOGY</b>	<b>34</b>
3.1. Research design	34
3.2. Area of study	36
3.3. Population	41
3.4. Sampling methods	41
3.5. Choice of instruments	43
3.6. Pilot survey	43
3.7. Data collection procedures	44
<b>CHAPTER 4: ANALYSIS AND INTERPRETATION OF DATA</b>	<b>46</b>
4.1. Introduction	46
4.2. Age distribution	47
4.3. Duration of post	48
4.4. Prior managerial experience	49
4.5. In- service training	50
4.6. Educational qualifications	51
4.7. Distance to work	52
4.8. Job description	53
4.8.1. Type of post	53
4.8.2. Post designation	54
4.8.3. Post placements	55
4.8.4. Challenges faced	56
4.6.5. Managerial tasks	57
<b>4.9. Performance instruments</b>	<b>60</b>
4.9.1. Usage of PIs	60
4.9.2. Impact of the PMS	61

4.9.3.Implementing PIs	62
4.9.4.Measure of control	63
4.9.5.Preferred performance instrument	64
4.9.6.Improvement of PIs	64
<b>4.10.Intervention</b>	65
4.10.1.Supervision support	66
4.10.2.Intervention measures	66
<b>4.11.Integration</b>	68
<b>CHAPTER 5: DISCUSSION</b>	69
5.1. Introduction	69
5.2.Job description	69
5.3. Performance instruments	71
5.6. The institutional support and intervention	73
<b>CHAPTER 6: CONCLUSION AND RECOMMENDATIONS</b>	75
<b>6.1. Conclusion</b>	75
<b>6.2. Recommendation</b>	76
<b>BIBLIOGRAPHY</b>	78
Book Reference	78
Electronic Reference	89
<b>APPENDIX A: AN INTERVIEW SCHEDULE</b>	93

## **CHAPTER 1: BACKGROUND TO THE STUDY**

### **1.1. Introduction**

For every organization to gain competitive advantage it must follow certain strategies and the human factor must be a critical element of this. For an organization to achieve its goals, it must be more effective than other competitors in identifying specific customer needs and focusing resources and activities on accommodating these customer requirements (Bowersox, Closs and Cooper, 2002:67). Markides and Williamson (1996: 340) argue that related diversification enhances performance only when it allows a business to obtain preferential access to strategic assets, those that are valuable, rare, imperfectly tradable, and costly to imitate. For an organization to be customer-driven, it needs to start with its employees to enjoy being customers to their own organization. The strategic plan should be well communicated to all its employees and its stakeholders. Strategic planning includes any activities that involve setting objectives and developing strategies to enable the organization to operate successfully in its environment (Bennett, 2000:138).

There is growing recognition that people's contribution to work is central to organisational effectiveness and employee well being (Fisher, Katz, Miller and Thatcher, 2003: viii). Therefore, it is a purpose of the human resource function in an organisation to maximise the contributions of employees to the goals of the organisation (Muchinsky, Kriek and Schreuder, 1998:169). As a result the Human Resource management should add value to the organisations strive towards being successful (Swanepoel, Erasmus, Van Wyk and Schenk, 2003: 760). Swanepoel et al. (2003: 760) further argued that the net result of the Human resource architecture of the organisation should be to improve organisational performance, competitiveness and success through HR- related outcomes that add value. Becker, Billings, Eleventh and Gilbert (1996: 464) reveal that internalization of supervisors' and organizations' values is associated with performance. The same study further reveals that commitment to supervisors is

positively related to performance and is more strongly associated with performance than is commitment to organizations.

Since we are living in an information age, organizations should develop learning cultures that can be encouraged through proper collection and appropriate use of information on performance (Swanepoel et al., 2003:759). Anand, Manz and Click's (1998: 796) model identifies information management challenges of the next century and they suggest that organizations can address these challenges by locating a large portion of their information- processing activities outside their formal boundaries, by adopting novel socialization tactics and by focusing on the management of soft knowledge forms like tacit knowledge, judgement and intuitive abilities. Researchers in Human Resources Management focus specifically on the pattern of planned human resource deployments and activities intended to enable the firm to achieve its goals (Wright and McMahan, 1992: 298). To achieve this, every organization needs to have performance appraisal systems in place to assess the work performance of all employees, including those in managerial positions. The Northern Province Information Handbook (2001:5) states the main aim of performance assessment as to clarify and align broader organizational, departmental, team and individual efforts and expectations. This should thereby ensure that energies are directed towards achieving the provincial strategic goals and identifying individuals' potentials, strengths, and weaknesses and align these with the provincial priorities.

As a result, the importance of performance assessment cannot be overemphasized in both private and public organizations. Kuo, Dunn and Randhawa (1999:54) and Calabrese and Zepeda (1999:6), support the view that good performance management systems make companies grow and sustain industry leaderships. Wangsatorntanakhun (2005:1) states that the purpose of performance assessment is to find out what each employee is able to do, and that performance measurement is needed as a management tool to clarify goals, document the contribution towards achieving those goals and record the benefits

received from the investment in each program. Barrett (1996:5) further adds that assessment assists in providing credible information to ensure internal control and management, planning and review of its operation and progress, and ensures consultation and constructive feedback on its activities. Swanepoel et al., (2003: 372) state that Human Resource managers conduct performance assessment and compile reports periodically depending on the nature of the organization. They further state that the overall purpose of performance appraisal is to provide information about work performance.

While, on the other side, performance management consists of performance appraisal as its sub-set to ensure individual and organisational effectiveness and to facilitate the organisation's ability to identify and meet the challenges of a changing environment (Fisher et al., 2003: viii). Northern Province Information Handbook (2001:4) states that a performance management provides the system and processes to put the strategic plan in place and to ensure that each staff member is clear about the important role it plays in the organization in achieving organizational objectives. Swanepoel et al.,(2003: 382) argue that an effective performance management system should enable and empower line management to implement the strategy and objectives of the organisation successfully.

The purpose of human resource function in an organisation is to maximise the contributions of employees to the goals of the organisation, and assessment of employee job performance can play a major role in accomplishing that function (Martin and Bartol, 1998: 211). Hence, the primary task is to measure, evaluate and monitor work performance of employees. Secondly, performance appraisal can enhance the quality of individual decisions, ranging from career choices to the development of future strengths by providing accurate performance feedback for training and work motivation (Martin and Bartol, 1998: 212). According to a study conducted by North Central Regional Educational Laboratory (2005:1), performance assessment is applicable to individuals or groups in the workplace,. Swanepoel et al., (2003: 393) argue that the effective management of individual

performance is the central requirement for the attainment of organisational goals. The study's main focus was the applicability of the performance assessment tool to women in managerial positions in the public institutions, of Lepelle-Nkumpi municipality. In South Africa, it was as a result of the introduction of the Labour Relations Act (RSA, 1995) and the Employment Equity Act (RSA, 1998: 1) that has led to the improvements in the working conditions of women in general. Billsberry (1996:31) argues that one of the most radical changes in recent years is the improved role of women. Accordingly, the dramatic increase in the number of employed women together with other changes in social behaviour and values has initiated a far-reaching revolution in the social identity of women. According to Statistics South Africa (2005), there were 2 878 833 women (55%) against 2 394 806 men (45%) counterparts employed in South African municipalities. As a result, many female managers are emerging in community-based organisations, civic organisations, private sector organisations, political parties and South Africa's parliament.

According to Fisher et al., (2003: 7), Affirmative action measures must include, identification and elimination of barriers with an adverse impact on designated groups, measures which promote diversity; making reasonable accommodation for people from designated groups; retention, development and training of designated groups and preferential treatment and numerical goals to ensure equitable representation. To support this motion, the Employment Equity Act (RSA, 1998:1) propagates equity, which is the reason for the great number of women entering management positions. Fennimore and Van Rensburg (1999:402) state that the Act strives to achieve equity of work. Under-representation of people from the previously disadvantaged groups in various occupation categories and Levels is determined and analysed for implementation of the Equity Employment Plan (EEP). Fisher et al., (2003: 7) state that a designated employer must assign one or more senior managers task to ensure implementation and monitoring of the employment equity plan and must make available resources for this purpose.

Despite the fact that employment equity has brought along many developments and transformation with regard to female leadership and management, it does not consider challenges and constraints female managers encounter. Work and family roles of women who are in managerial positions often show conflict with each other (Zedeck, 1992: 8; Greenhaus and Beutell, 1985: 76; and French, Caplan and Harrison, 1982:57). Fisher et al., (2003: 35) state that the nature of many societies results in women often taking greater responsibility for childcare and other domestic responsibilities than men, and at times this may result in role conflict when her work and child requires simultaneous attention. It is necessary to explore the impact of work on female performance because it brings forth the challenges faced by women in managerial positions. Until these issues are investigated, female management will continue to work under difficult conditions, which may eventually lead to ill health and high turnover (Adkins, Werber and Farn, 2001: 463).

A major constraint facing women in managerial positions is that they have grown up in an environment where, for the most part, they have less access to power and resources than men (De La Rey, Duncan, Shefer and Van Niekerk, 1997: 85). Often, the biased evaluation of female leaders and managers by a male dominated world is a major cause of negative perceptions and attitudes by subordinate staff and male managers. These perceptions and attitudes make female managers reluctant to climb to the top of the ladder of their careers. Only a minority of females, who are not easily discouraged, strive hard to attain prominent leadership positions. Merton and Nisbet (1976:27) state that female leaders who achieve are often perceived as masculine.

The new millennium features increasing numbers of world-class competitors, domestically and internationally, that is forcing organizations to improve their internal processes in order to stay competitive (Monczka, Trent and Handfield, 2005:4). In a study by Pitt (1999:51), the critical point is the linking of self-

assessment to business planning and performance management systems. Swanepoel et al., (2003: 760) argue that the challenge facing human resource function is to be able to generate, find and utilise information that reflects the extent to which this helps the organisation to survive, compete and be successful in general. Some years ago, it was perceived that women could not engage in economic activities but rather family activities only (Anim, 2003:36). Anim (2003: 36) further argues that the position and roles of women in land tenure reform have for a long time, been invisible. The study also indicates that women have been employed as casual workers without formal contracts and was the source of seasonal workers on commercial farms in South Africa. Women have been ignored many times in various workplaces and it was believed that their place is in the kitchen. This is a global issue, for all races. It is until recently that gender issues and women empowerment have become a global concern. Research into linkages between work and family has grown dramatically (Zedeck, 1992: 7) and it has been stimulated by fundamental changes in the substance and structure of work. Among these mentioned aspects, some may be made of family roles such as increasing prevalence of dual-earner couples, the influx of women into the workforce and the family arrangements that deviate from traditional gender-based roles (Edward and Rothbard, 2000:178). In recent years, these linkages between work and family are becoming important considerations in organizations and society at large.

Since many organisations are expanding operations globally, and require key employees to travel abroad, strategic renewal, which consists of competency, deployment and modification are necessary (Floyd and Lane, 2000: 154). Hence, many families require income from both parents to cover expenses and these dual- earner families create pressure to implement family- friendly policies ( McShulskis, 1997:26). Work – family conflict is a form of inter-role conflict in which work and family role demands are often mutually incompatible so that meeting demands in one domain makes it difficult to meet demands in the other (Greenhaus and Beutell, 1985:76). When work and family demands are in



conflict, obtaining rewards in one domain may require foregoing rewards in the other (Zedeck, 1992:8). Work family conflict is aversive because intrinsic and extrinsic rewards are often contingent upon meeting role demands (French et al., 1982: 67).

## **1.2. Statement of the Problem**

In a study by Berstein, as cited by Anim (2003:37), in most parts of South Africa, as a result of underlying assumptions about the roles of men and women within the family, men are automatically regarded as the heads of households. Women managers struggle to lead the followers who despise them and work at opposite direction to management. This behaviour causes difficulties for women in managerial positions when they have to align performance to organizational culture (Romney et al., 2002:1). The study by Romney et al (2002:1) further explores how followers' perception both enables and constrains leaders and leadership. In cases where the followers' perception is the constraint, it increases pressure on female managers and causes work-related stress. And on the other hand, Coleman (2000:13) maintains that the main challenge women in managerial positions face is having to work harder than their male counterparts in order to prove their worth as female managers. Alban, as cited by Billsberry (1996:32), maintains that the traditional gender roles and stereotypes are still pervasive in the family, the workplace and communication media, but largely women are actively producing changes in each of these areas, and in the process, consciously and unconsciously challenging traditional ways and assumptions, often with a new sense of their own purpose and need. However, Digh (1998: 63) shows that the next challenge for organizations today is holding people accountable. This is possible in organizational structures that allow the firm's divisions to share existing strategic assets and to transfer the competence to build new ones efficiently ( Markides and Williams, 1996: 367).

“To what extent does performance assessment tools measure job performance?” is the problem for this study. In order to assess the performance of women in

managerial positions, various assessment tools, namely, Performance agreement, work plans and standard framework; applicable in the work place, are explored to see if they really assess what they are really meant to assess. This is explored by letting these women in managerial positions respond to questions, that clarify how they are employed and what assistance they receive from the department to support them in executing various tasks, including performance management systems.

### **1.3. Motivation of the Study**

An organisation cannot definitively manage each member's expectations, behaviour and choices; however, it can shape its members collective tendencies by clarifying the broad priorities and expectations considered fundamental to organisational effectiveness (Floyd and Lane, 2000: 167). Successful strategic renewal overcomes the inertia forces embodied in an organization's established strategy and closes the gaps between its existing core competencies and the evolving basis of competitive advantage in the industry (Burgelman, 1994: 24; Huff, Huff and Thomas, 1992:55 and Hurst, Rush and White, 1989:87).

There is a need to adapt the appraisal system to suit the cultural characteristics of society, (Snape, Thompson, and Redman 1998: 841). The study by Martin and Bartol (1998: 223) provides guidelines in ensuring that performance appraisal systems remain effective over time, advising the organizations on how to manage the system, monitor it and provide feedback to those using the system. There were some of the distortions in performance that arise from rather common tendencies by raters, in particular the halo effect, the constant error, rating restrictions and contrast effects; and the personal characteristics of ratees, (McCormic et al., 1998:82)

In South Africa, cultural and language diversity are prevalent and, therefore, language and communication play significant roles in human resource processes (Holden, 2001: 614). Roberts (1998: 301) explores critical issues in performance

appraisal trends, namely, challenges posed by Total Quality Management, implementation problems relative to organizational commitment, rater training, performance documentation, multiple sources of appraisal information and the importance of systematic appraisal, quality control and assessment. Holden (2001:614) suggests the solutions to problems encountered in multicultural organisations, which include training, management awareness and understanding the cultural context within which the firm operates. The study by Mount, Judge, Scullen, Sytsma and Hezlett (1998: 557) on performance assessment using 360- degree performance ratings, indicates that the method variance is more strongly associated with individual assessors than with the assessor's level in the organization. This indicates problems of measurement tools and not of assessment per se.

Merton, as cited by Floyd and Lane (2000: 157), argues that every organizational position is associated with certain roles and jobs that reflect expectations regarding the position's contribution to operational tasks and objectives. Johnson (2001: 315) argues that for males and females, job value change in response to the attainment of valued reward and not in response to their family roles. The management of strategic role conflict can be approached in different ways. Firstly, organisations are encouraged to create an informal, flexible and autonomous work environment to reduce role conflict (Katz and Kahn, 1978:120) while Rizzo, House and Lirtzman 1970:150) suggest that increased formalisation is appropriate. A study by Ashforth and Saks (1996: 305) found evidence that organizations can reduce the role conflict experienced by new comers through the use of systematic socialization tactics. The current study should indicate the extent to which female managers in municipalities and provincial government departments handle role conflict in their workplace.

The managers' perceptions about the need for change create strategic role conflicts within individual managers and between managerial roles (Floyd and Lane, 2000: 154). The study by Suliman and Iles (2000: 407 ) confirms the idea

that organisational commitment is multi-faceted and concludes that all three aspects of organizational commitment; namely, work climate, organisational commitment and aspects of job performance, have impact on job performance. Employee commitment to supervisors is positively related to performance and more strongly associated with performance than is commitment to organizations (Becker et al., 1996: 464). Although overall commitment to organizations appears to be largely unrelated to job performance, it is possible that there is a relationship between commitment as a multi-dimensional phenomena and performance (Becker et al., 1996: 465). This is supported by Mathieu and Zajac's (1990: 171) argument that commitment has relatively little direct influence on performance in most instances. The current study should reveal insights into the relevance of such a position.

The primary importance of performance assessment is to enable the management to know what value is added by the organisation's human resource architecture (Swanepoel et al. 2003:760). Gerber, Nel and Van Dyk (1995:211) state that it is important that the performance assessment system measures the performance climate and that the remuneration system rewards this performance reasonably and fairly because the results of this assessment management are directly related to the intrinsic motivation of the employee, self-image and status among fellow employees. They further argue that performance appraisal and remuneration have a direct influence on the motivation of employees to achieve organisational goals. It will be necessary in this study to identify any linkage, if any between performance appraisals and whether the results of such, feed into decisions about upward changes in individual remuneration.

According to Coleman (2000:13), the majority of women managers use a collaborative and people-oriented style of management that promotes achievement and respect for all. This is supported by Manning (2002: 207), who states that women in leadership positions tend to have a more relationship-oriented style of leadership than men, who tend to show a task-oriented style of

leadership. Romney et al., (2002:01) state that woman leaders are visible because they are in the minority, which in itself creates potentially difficult dynamics for female managers. It has been noted that most female managers have many roles to execute. Hence the studies by Zedeck (1992:7), McShulskis, (1997:26), Greenhaus and Beutell, (1985: 76), and French et al., (1982: 56) support this perception. Work– family conflict as described by Greenhaus and Beutel, (1985: 76) is a form of inter-role conflict in which work and family role demands are mutually incompatible, so that meeting demands in one domain makes it difficult to meet demands in the other. A work unit with little role ambiguity, strong socio-political support to information, and a participative unit climate is found to be associated with managerial perceptions of empowerment (Spreitzer, 1996:483). In this study, the extent of inter-role conflict and how this directly impacts on performance need to be investigated.

Equal opportunity laws and principles about individual rights may lead individuals to aggressively seek new rights that can cost the organisation vast amounts of money (Robson, Wholey and Barefield, 1998: 398). Law within the organisations is composed of employees' beliefs about law, which develop from interaction with employers' law- related actions (Fuller, Edelman and Matusik, 2000: 200). In response to civil rights law, organizations have created a variety of formal legal structures, such as affirmative action offices, discriminatory grievance procedures, rules banning discrimination grievance and affirmative action plans (Eldelman, 1992:1531). Employees are more likely to leave if they are emotionally exhausted; have lower levels of intrinsic job satisfaction; and are dissatisfied with their salary and promotion opportunities (Harrington, 2000:1). The interaction of certification requirements and job duties affect early-career resignation rates (Robson et al., 1998: 397). It is necessary in this study to identify similarities and departures from these generalizations.

#### **1.4. Aim of the Study**

The main aim of study is to investigate the system of performance assessment applicable to women managers in Lepelle-Nkumpi Municipality, Limpopo Province. The study focuses largely on monitoring the system, looking at how to improve the standards used in the performance appraisal, what is the most preferred performance instrument and the extent of institutional support and intervention. To address the aim of the study, several objectives are advanced.

#### **1.5. Objectives of the Study**

1. To describe the extent of application of the following performance assessment tools; performance agreement, work plans and standard framework
2. To describe the workplace environment of women in managerial positions
3. To identify the management challenges faced by women in managerial positions
4. To enquire into the responses of women managers to performance assessment tools used in the workplace
5. To generate advice on appropriate interventions to help women managers perform better in the workplace environment

#### **1.6. The Research Questions**

This study seeks to provide answers to two comprehensive questions:

1. What is the nature, extent and relevance of performance agreements, work plans and standard framework as tools for measuring individual performance?
2. What are the characteristics of the workplace environment of women managers and their responses thereof?
3. What is the nature and extend of the in-service training undergone for implementing performance instruments.

### **1.7. Significance of the study**

De Vos, Strydom, Fouche and Delport (2004: 118) demonstrate that the research will be useful in three broad aspects. It must contribute knowledge. Secondly, relevant policy areas should find usefulness and meaning in the study and lastly the study should be useful to practitioners.

The first group of people in the Lepelle-Nkumpi local municipality to benefit from this research should be women managers. The study should suggest interventions that can help improve conditions in the workplace. Various departments in the public sector will provide assistance and support where necessary. On the other hand, the findings of the study should contribute knowledge to development as a discipline and to Gender and Development as a field of research interest in development. Policy makers, who enact laws on empowerment, equity and affirmative action, should benefit from this research by gaining insight into challenges confronting women managers. They should be able to make well-informed decisions with regard to issues surrounding female manager and their workplace responsibilities.

Various government departments, NGOs and private sector organizations will benefit from this study. There will be recommendations made from the findings, which will be made available for implementation in order to upgrade the efficiency and effectiveness of Human Resource management in their organizations. The research aims to make people aware, especially the policy makers and employers, of the challenges faced by women in managerial positions and the impact of household and office responsibilities on their total output.

### **1.8. Definition of Concepts**

Neuman (1997:134) states that a single construct can have several definitions differing according to various people. Therefore, for a clearer understanding of the research the researcher defines and explains the meanings of the terms used frequently in the research below:

## **Management**

Management is a special kind of labour that makes business decisions. Barnhard et al., (1994:1263), state that management has to do with managing a business. Swanepoel, et al., (2003:21), define management as the attainment of organisational goal in an effective and efficient manner through planning, organizing, leading and controlling organizational resources. Gerber et al., (1995:6), define management as the extent to which enterprises are controlled in an innovative, profitable and responsible manner. According to Billsberry (1996: 32), management is required to facilitate and co-ordinate the efforts of others in order to achieve organisational objectives. This study adopts Kotter's (2001:2) definition of management; it involves deciding what needs to be done, creating networks of people to accomplish whatever needs to be done and ensuring that work is done.

## **Performance**

Performance comprises of events or actions in which the participant(s) carries out tasks or duties as specified and in a particular way (<http://en.wikipedia.org>- Retrieved 16/09/2005). Swanepoel et al., (2003: 392) state that performance refers to how well members produce output, measured in terms of quality, quantity, timelines, efficiency and innovation. Muchinsky et al.,(1998: 211) define performance as what people actually do, and can be observed. They further state that performance includes those actions that are relevant to the organisation's goals and be measured in terms of each individual's proficiency. Fisher et al. (2003:2) state that performance determines what constitutes poor, adequate and good performance levels in each of those tasks and in the job as a whole. According to Amos, Ristow and Ristow (1999: 275), performance refers to employee's accomplishment of assigned tasks. In this study, performance refers to a detailed description and measurement of one's work output as described in the context of the organization's prescribed evaluation scorecard. This implies the use of specific measurement tools.



## **Assessment**

The Department of Education (2000:64) states that assessment is when a learning activity is evaluated to determine if the learning outcomes of the particular activity or experience have been achieved in relation to original objectives. There are tools within an organization, for example, that management uses for evaluating change and the readiness of the organization for change (CMLT, 1996). According to Ferreira (2003:4), assessment is concerned with passing judgement on a person through evaluation of knowledge, performance or behaviour. In this study, assessment is seen as a collection of systematic information on an individual's workplace activities, the application of measurement tools to analyze such information, the comparison of results with specific expectations of the job and the generation of decisions on interventions whenever performance is deemed to be below expectations. Assessment, therefore, becomes a comprehensive system of checking the state of workplace output for individual tasks and how these can be improved through training and development.

## **Performance assessment**

Ivancevich and Glueck define this, as cited by Gerber, Nel and Van Dyk (1995:212), as the human resource management activity that is used to establish the degree to which an individual carries out his or her work effectively. Muchinsky et al., (1998: 177) state that performance assessment provides accurate assessment of how people are performing. Northern Central Regional Educational Laboratory (2005:1) defines performance assessment as the direct, systematic observation of an actual student performance and the rating of that performance according to previously established performance criteria. Brown, as cited by Gerber et al., (1995:211), sees it as the process of evaluation and documentation of personnel performance in order to make judgement that leads to decisions. Slater (2005:1) defines performance assessment as a designed tool to judge students' abilities to use specific knowledge and research skills. According to Riley, Robinson and Conaty (1993:1), performance assessment is a

form of testing that requires students to perform a task rather than select an answer from a ready made list. Wangsatorntanakhun (2005:1) defines performance assessment as a dynamic process calling for students to be active participants, who are learning even while they are being assessed. It is regarded as a process through which the quantitative aspects of an employee's work performance are evaluated (Leap and Orino, as cited by Gerber, et al., 1995: 211). The study adopts the definition of performance assessment by Muchinsky et al., (2005: 211) that states that performance assessment is the evaluation of an individual's work performance in order to arrive at objective personnel decisions.

## **CHAPTER 2: LITERATURE REVIEW**

### **2.1. Introduction**

Kotter (2001:7) argues that the idea of getting people moving in the same direction appears to be an organizational problem. Performance appraisal (often referred to as performance evaluation, merit rating, staff assessment, performance review, performance assessment and human Resource audit) is the human resource function (Swanepoel et al., 2003: 374). Stone (2002:795) describes Human Resource audit as a systematic analysis and evaluation of the efficiency and effectiveness of the Human Resource management function and its contribution to the achievement of the organisation's strategic business objective. Performance evaluation can significantly impact on the organization, either positively or negatively due to the way the feedback is provided to the employees (HR Support Network, INC 2005:1). Murphy and Cleveland, as cited by Muchinsky et al., (2005: 211), believe that performance appraisals can help organisations in several ways, which include, the enhancement of the quality of organisational decisions ranging from pay raises to promotions to discharges, since rewards and recognition should correlate with performance ratings, (Martin and Bartol 1998:226). Andrews (1995: v) states that evaluation can establish whether employees are being effectively utilised, are promotable or whether they earned a raise in salary. These show the real need for formal performance appraisal system (Swanepoel et al., 2003: 372). The concept of formal personnel evaluation is not new, but dates back to 18<sup>th</sup> century (Andrews, 1995: v).

Phillips, as cited by Swanepoel et al., (2003:761), states that an important tenet of Continuous Process improvement (CPI) is that nothing improves until it is measured. An appraisal system with real human resource development value, (Platt, 1999: 13) need to be developed to replace the traditional systems. Amos et al., (1999: 282) state that fair performance appraisal system requires a standard against which to compare employee performance. The study by Platt, (1999: 13) describes the purpose for the overhaul of employee appraisal system,

listing the objectives of the project and the division of the process of redesigning into relevance; calibration and analysis. The issue of employee acceptability of the tool and procedures is necessary for effective performance appraisal, (Hedge and Teachout, 2000:22). It was discovered by Spangenberg (1994:55) that emotional commitment comes from true identification with the organisation, its purpose, strategy and values and from employees having the opportunity to live out these values. Sonnentag and Kleine (2000: 83) maintain that deliberate practice with the effort to improve competence through activities performed on a regular basis is postulated to be a major factor in the achievement of high performance. The study by Diefendorff (2002:1) found that job involvement, when assessed with a recently published measure, is significant predictor of supervisors rating of organizational citizenship behaviours and job performance. And the use of the measurement framework provide signal to employees accepted level of performance(Kearns, 2000: 21).

Since performance management is mostly used concept than performance appraisal nowadays, there is a need to clarify these concepts in the next discussion. Other issues that will be discussed are a performance measurement and its methods and its implementation challenges and other problems; International overview of performance appraisal; performance assessment in South Africa and Development of performance management in Limpopo Province.

## **2.2. Performance management versus performance appraisal.**

Due to criticisms levelled against performance appraisal, its systems carry greatest risk of either falling, falling into disuse or degenerating towards a meaningless, paperwork exercise (Swanepoel et al., 2003:374). The concept of performance management signifies an attempt to entrench performance appraisal as a legitimate and integral part of a manager's job of getting subordinates effectively to achieve the results and goals expected of them (Swanepoel et al., 2003: 375). Deming (1987: 5) argues that performance

appraisal as it is practised traditionally, hinders effective total quality management. Swanepoel et al., (2003: 374) supported this paradigm shift by showing emphasis on competitive business environment, criticism of traditional approaches to performance appraisal, perception of appraisal as a negative, disliked activity and the concept of total quality management have led to a shift in emphasis from performance appraisal to performance management. To break out appraisal ineffectiveness, management philosophies and traditional practices must be changed (Spangenberg, 1994: 2). The focus has shifted from performance appraisal to performance management (Swanepoel et al., 2003: 374). In performance management, the primary focus is on collection and utilization of the information for the purposes of measuring, evaluating and reporting on human resources' performance (Swanepoel et al., 2003:759).

Muchinsky et al., (2005: 73) argue that performance management comprises the management of all performance related activities within the organisation, of which performance appraisal is only one of those activities. Spangenberg (1994: vii) describes performance management as a method used for conducting a performance reviews or appraisal and to change the culture of the organisation. Swanepoel et al., (2003:375) refer to performance management as an ongoing process that involves planning, managing, rewarding and development of performance. Performance appraisal entails the measurement and ranking of performance in the organisation (Fisher et al., 2003:73). An effective performance assessment procedure is the hub of any integrated human resource management system and the information that it generates is utilized for a multitude of purposes (Swanepoel et al., 2003: 393). The formal performance appraisals provide a rational, legally defensible basis for personnel decision (Muchinsky, 2005: 212). Employee performance evaluation can be an important factor in the success of the staff and organization (Parton 2005: 15). Romney's (2005:20) appraisal systems helps in keeping track of the employees. Romney (2005:20) maintains that automated appraisal systems allow managers to go into the evaluations and more easily monitor employees' skills development, see what

training individuals need and check the due dates for training and renewal.

### **2.3. Performance measurement**

Pitt (1999:46) argues that the assessment measurement model facilitates the integration of a range of quality initiatives and progress with continuous improvements. The use of Halogen Tool as a performance measurement technique enabled the company to gather a 360-degree feedback which provided management with critical information such as a realistic view of an employee's strengths and development areas (Ronayne 2005:1). In his report on this case study, he states that the Pep Boys has managed to deal with fierce competitive advantage and investment in employees training and development. Wiggins, as cited by Wangsatorntanakhun (2005:1), states that the purpose of performance measurement is to find out what each employee is able to do. In addition, Laughlin (2000: 30) emphasized the importance of feedback in performance assessment. The identification and selection of measures is influenced by the level of accuracy of measurement required and the nature of the organization and its specific requirements (Swanepoel et al., 2003:766). To support the importance of feedback, Employment Law Store (2005:1) and Motimele (2005: 58) state that regular performance evaluation can improve employee performance and provide a framework in which employees are given feedback and the necessary counselling on how well or how poorly they are doing their jobs.

Copping (2000: 20) identifies those aspects of managerial behaviour that are claimed essential for appraisal success; namely, a thorough knowledge of subordinate's work, a belief that the individual can develop and change, the gathering of evidence about the subordinate's behaviour and performance, and making the time to conduct appropriate and meaningful appraisals and achieve appropriate development results. Monica (1999:43) identifies five main criteria by which to judge the usefulness of a 360-degree performance assessment tool. These include the extent to which it allows human resource systems to be

integrated with business strategy. Secondly, it deals with the validity of the content. Thirdly, it centres on the provision of clear and specific results. Fourthly, it is about the provision of helpful planning and development support and lastly it describes the extent to which it measures behavioural change and improvement. Wing (2000: 62) argues that to remove uncertainty that makes performance appraisal uncomfortable, clarification in several areas is necessary. Firstly, the employee objectives should not exceed five and should be measurable. And the objectives should not be too easy or too difficult. Secondly, the support needed to achieve these objectives should be clearly identified and appraisers are reminded that they should understand the employees' personal work goal and development needs. Thirdly, the appraisal should define both the minimum satisfactory performance level and the reward that can be expected from exceeding it. Lastly, it was pointed out that regular feedback between appraisals is needed to adjust the construct if necessary. Grote (1998: 52) recommends three steps in performance measurement; namely, to ask employees to set some goals for the year; to ask employees to write at least a partial self-appraisal and to hold on a core vision you would like employees to remember. Amos et al., (1999: 277) outline the key requirements for any performance appraisal system as relevance, sensitivity and acceptability and practicability.

Muchinsky et al., (1998: 169) outline four the functions of performance appraisal. Firstly, it enhances the quality of organisational decisions ranging from determining pay rises, promotions to discharges. Secondly, it enhances the quality of individual decisions, ranging from career choices to the development of future strengths. Thirdly, it affects employees' views of and attachment to their organisation. Lastly, it provides a rational, legally defensible basis for personal decisions. Swanepoel et al., (2003: 372) outline the purposes of performance appraisal. Firstly, it provides employees with feedback on strengths and weaknesses and on how to improve future performance. Secondly, it aids career planning and development, and provides inputs for personal remedial interventions, for example, referral to an Employee Assistant Program (EAP).

Thirdly, for organisational development purposes may include specification of performance levels and training needs, fourthly, it provides information for Affirmative Action programmes, job redesign efforts and multi-skilling programmes. Lastly, it promotes effective communication within the organisation through ongoing interaction between superiors and subordinates.

Spangenberg (1994:14) identifies four stages of performance management. These are, namely, performance planning; performance; review performance formally and informally and rewarding performance. The review of performance (stage 3) refers to performance appraisal Swanepoel et al. (2003: 374) hence performance assessment. While Muchinsky et al., (1998: 177) outline the major systems used in performance appraisal. These are graphic rating scales, employee comparison methods and behavioural checklists and scales and McCormick et al., (1998: 74) include Critical incident technique to the list above. Swanepoel et al., (2003: 385) identify performance appraisal methods or techniques. These include Trait-oriented method, behaviour-oriented method, results-oriented method, comparative purposes and development purposes. Assessing employees' job performance is an intricate process beset with a plethora of potential problems that have the capacity to muddle and defeat the very objectives that initiated it. These include organisational politics, gender and racial differences and goal pursued by different raters in appraisal have been reported to impact on performance appraisals Muchinsky et al., (2005:211).

#### **2.4. Challenges in performance measurement**

The study by Amaratunga (2000:258) on facilities management questions whether performance evaluation in fact does add value and enhance organizational performance. Performance appraisal (often referred to as performance evaluation, merit rating, staff assessment, performance review, performance assessment) is also a human resource function most criticised and whose systems carry the greatest risk of either failing, falling into disuse or degenerating towards a meaningless, paperwork exercise (Swanepoel et al.,



2003: 374).

Moloney (2000:43) criticizes the current approach to developing competency frameworks in UK organizations, particularly the use of behavioural event interviews. He further argues that competencies should be tailored to the individual needs of an organization by paying attention to technical and conceptual doubts about the effectiveness of the approach. On interview and validation, he finds the approach potentially discriminatory. According to him, the cost of using consultants does not represent good value for money. Finally, he challenges the practice of relying on past behaviour, as this may not help organizational change. Analoui (1999: 362) conducted a study in Ghana that involved senior managers working in organizations within the Ministry of Environment and Science. These were interviewed on the following aspects; perceptions of the qualities needed by an effective manager; the skills required; the criteria on which their effectiveness should be judged; motivators which promote effective management; the demands and constraints that prevent effective management; opportunities available for improving management effectiveness; the impact of the workplace environment; managerial effectiveness; and the influence of the dominant managerial philosophy within the organization. On the basis of the findings, it was possible to generate advice on organization-specific assessment tools for use in a public sector environment.

Surveys of professional women have identified a common complaint that the careers take much of the emotional strength and work related pressure has escalated (Billsberry, 1996: 31). He further states that many of the changes have meant that women have different opportunities for time use and a changing sense of their own identity and motives, by virtue of reduced family demands; new technical aids to domestic labour; and more flexible work schedules and demands. The problem is aggravated because of the assumption that women are not socialized to develop leadership and management characteristics during their development years. To support this, Manning (2002:208) states that women

managers may not cope with being women and effective leaders. On contrary, both management and leadership involve deciding what needs to be done, creating networks of people to accomplish the agenda and ensuring that the work is actually done (Kotter, 2001:2). It is argued that the cause of negative impact in performance assessment is the use of an imperfect tool and designed set of performance indicators (HR Support Network, INC, 2005:1). The findings by Smith, Harrington and Houghton (2000: 21) show that employees who believe that the performance appraisal is important experience more discomfort during implementation.

Deming (1987:55) identifies various problems with performance appraisal that show how enumerative management practices can be destructive. Firstly, it is assumed that a person being evaluated is responsible for results. Secondly, performance appraisal destroys teamwork, thirdly, performance appraisal fosters mediocrity and fourthly, it focuses on the short-term. Fifthly, it increases variability and lastly, it destroys self-esteem, demotivates, builds fear and lowers productivity. While McCall and De Vries, as cited by Spangenberg (1994: 1), postulate three contextual factors that reduce the effectiveness of performance appraisal. These are the nature of the managerial work, organisational characteristics and environmental demands. Muchinsky et al., (1998: 178) state that in making appraisal with rating scales, the rater may unknowingly commit errors in judgement. These errors can be placed into three major categories: halo errors, leniency errors and central tendency errors. All the above-mentioned errors stems from bias and misperception. Muchinsky et al., (2005:211) state that judgement data and evaluation in common have rating errors classed into three categories, namely, the halo errors, leniency errors and central- tendency errors and all of these stems from rater bias and misperception. To reduce the frequency and severity of the errors, raters must receive a training, Muchinsky et al., (1998:178).

## **2.5. Conditions in South Africa**

The discussion to follow is on historical perspective of HRM Development in South Africa, as outlined by Swanepoel et al., (2003: 41).

The discovery of diamond and gold, and the industrial revolution in the late 1860s and early 1870s changed the life and world of work in South Africa. This led to the outsourcing of engineering related skills, and Isobel White, the wife of professor appointed at Rhodes University College, accompanied her husband to South Africa in 1938. Isobel White pioneered work that led to the establishment of the Institute of Personnel Management in South Africa. In 1940, she conducted research and was engaged in conducting awareness for personal managers and welfare officers in various factories, as she was registered an Industrial Psychologist. She published many articles in the South African Industry and Trade Journal on human resource and labour issues. Her outstanding topics were on individualism in personnel management, and her advocacy was on collaboration of unions with management on personnel-related issues. Isobel White also succeeded in launching the Institute of Personnel Management (IPM). As a result of her work, she is known as a mother of personnel management in South Africa. In 1948, the National Party came into power and institutionalised apartheid system, which led to racial discrimination at work places. This led to cheap labour in South Africa and the majority of these were the blacks. Blacks were mostly suppressed by means of legal restrictions. They united as union and defied the restrictions and embarked on strike, and in 1973 the strikes were at the climax. The commission of inquiry in South African labour legislation, chaired by Fanie Botha in 1977 succeeded in altering South African's system of industrial relations quite significantly. The Wiehahn Commission reports on the same issues in 1979, resulted with irreversible changes taking place in personnel management in South Africa. Mr Gary Whyte, the former president of IPM Southern Africa, presented a paper on collective dimension of performance

management and Professor Langenhoven published the article on this topic, and it gained momentum.

The acceptance of Wiehahn Commission's recommendations by the South African government led to new era of personnel management in South Africa. In the early and mid 80s, emphasis on personnel was on manpower planning; selection; training; development; organisational development; job evaluation and remuneration, career planning; performance appraisal; manpower information systems; and, especially, black advancement and labour productivity. In 1983, the professionalisation of personnel field in South Africa became a reality with the inauguration of the first South African Board for Personnel Practice (SABPP). In 1990, SABPP made available a board paper called Generic Competency Model for Human Resource Practitioners, which provides framework with regard to knowledge, skills, experiential and behavioural base required to perform competently at the various levels in the HR profession in South Africa.

According to Gerber, Nel and Van Dyk (1995:34), the Institute of Personnel Management of Southern Africa –IPM (SA) is dedicated to the human resources profession and is committed to the effective management and development of human potential, in accordance with its values statement. The organisation aims to influence and assist in the development and utilisation of human resources in South Africa and to promote and develop the highest standards of competence and ethical conduct amongst the members of the institute (Gerber et al., 1995: 34). In order for the organisation to achieve these aims, it has stipulated various goals (Gerber et al., 1995: 34). Firstly, to promote the professional development of members and other interested persons. Secondly, to actively cooperate and liaise with organisations on relevant human resource issues and with professional human resources management, locally and internationally. Thirdly, to play a leading role in the field of promoting effective Affirmative Action strategies and to supply specialised, formal and professional training to members, and to see that provision is made for professional education. Fourthly, to provide and disseminate specific, applicable and current information on

development and trends in the field of human resources management and in the institute. Fifthly, to assist the human resources practitioner and profession in playing a strategic role in the areas of social investment, quality of work life, and unemployment. Lastly, to provide an appropriate infrastructure that includes a sound organisational structure and a healthy financial resource base to implement and manage the above cited goals.

The South African Board for Personnel Practice was established in 1982 and was restructured in 1993, (Gerber et al., 1995: 36). Gerber et al., (1995: 37) outline the objectives formulated by the Board. The first objective is to promote the profession of personnel practice in South Africa. Secondly, to promote the standard of education and training of persons in personnel practice and to give recognition to the education and training which is a prerequisite for registration in terms of the charter. Thirdly, to promote liaison in the fields of education and training and to advise the Minister of Manpower Information with regard to matters of public interest that have been acquired by the Board in the execution of its functions in terms of the charter. Fourthly, to communicate to the Minister of Manpower Information with regard to matters of public interest that have been acquired by the Board in the execution of its functions in terms of the charter. Lastly, to exercise control over all matters regarding the standard of the professional conduct of persons in personnel practice, who are voluntarily registered in terms of the Board's charter.

To date, in South Africa, limited sources are available, on the use of performance measurement techniques and how these have diffused in the public sector, what factors have influenced their diffusion (Mount et al., 1998: 557), how do they especially impact on the performance of women in managerial positions, particularly, on their managerial skill, and how they affect overall performance of the sector (Analoui, 1999: 362). However, in the past decade, there has been increasing trends towards acknowledging the value added by the human capital of organizations (Swanepoel et al., 2003: 760). In South Africa, the performance

measurement called Performance Management Development System (PMDS) which is fair, just and equitable is still in its infancy stage (Northern Province Information Handbook 2001:9), because it is only three years old in the public sector, while in the department of Education, the implementation of the teachers' component Integrated Quality Management System (IQMS)) is still problematic.

In the case of South Africa, a new era dawned when South Africans gained freedom from the apartheid government. SA public sector managed to implement its fair, just and equitable Performance Management tool on its employees in 2003, except in the educational sector, teachers' component. The Performance management tool, which is applicable to various government institutions, was documented as a policy framework. South Africa is still in the transitional era, and managers and leaders have to implement changes within their organizations whether they like it or not (Stark, 2004:2).

According to the Northern Province Information Handbook (2001:6), the policy framework was designed to transform the public service and it was focused on improving service. The policy framework was informed by legislations such as the Constitution Act 1996, the Public Service Act, 1994, as amended, Labour Relations Act, Skills Development Act and the Employment Equity Act; the various White Papers such as Transformation of the Public Service; Transforming Public Service Delivery (Batho Pele); Human Resource Management; Affirmative Action and Training and Education; the new Public Service Regulations and relevant Collective agreements. It was designed in consideration of two statutes, namely, the South African Constitution and the Public Administration Act.

## **2.6 Development of Performance Management in Limpopo Province**

The Integrated Development Plan of Polokwane Municipality (2003:2) states that The Batho Pele Principles affirm the imperative of implementing a performance management system as enunciated by Section 152 of the constitution. According

to policy framework provided by the Limpopo Provincial Government (LPG), the Limpopo provincial administration had appointed Simeka Management Consulting on October 2000, through the Integrated Provincial Support Programme (IPSP) to design and implement a Performance Management system for the Limpopo Provincial government. The Simeka tested its product through piloting between February 2001 and February 2002, LPG (2002:8). According to Northern Province Provincial Government (NPPG 2001:3), Performance Management is defined as a process of harnessing all available resources within an organization and ensuring that these perform to the maximum, in order to achieve the desired results. It is further indicated that Performance Management involves building processes, systems, culture and relationships that facilitate the achievement of organizational objectives.

A performance management system is necessary in the Limpopo Province to address a wide range of challenges. Several challenges are highlighted by NPIH (2001:3). These include meeting the statutory and constitutional requirements in respect of service delivery, addressing backlogs in a largely rural and under-developed province and implementing its Provincial Growth and Development Strategy. Secondly, transforming an amalgamated public service from rule-driven set of organizations into a developmental and transformative institution that promotes integration and co-operation at inter-departmental and inter-governmental levels. Thirdly, the need for re-engineering the public service to address changing requirements and ensure that government and the administration of service delivery are accessible to the people of the province.

The performance assessment system provides the system and processes to put the above elements in place and to ensure that each staff member is clear about the important role s/he plays in the organization and the achievement of organizational objectives.

The Northern Provincial Information Government (2001:4) identifies the main objectives of a Performance Management System. These include, first, clarifying

and aligning broader organizational, departmental, team and individual efforts and expectations, thereby ensuring that energies are directed at achieving the provincial strategic goals. Second, to identify individuals' potentials, strengths, weaknesses and align these with the provincial priorities. Third, to ensure that the assessment process is fair and promotes equity and accountability in managing performance and implementing remuneration, Affirmative Action, employment equity and promotion policies. Fourth, to develop a results and quality orientation culture that ensures the provincial administration operates efficiently and effectively. Fifth, to facilitate and build open communication in order to agree on the prioritization and importance of job related activities. Sixth, to recognize and reward excellent performance and address non-performance.

In the Northern Provincial Information Handbook (2001:5), several principles are clearly outlined. The most important of these include the one that Performance Management System should be practised in such a way that it is developmental and not punitive in nature, as employees will be provided with career opportunities and allowed to be creative and innovative in improving their performance. Secondly, it provides a clear and detailed framework for agreements on performance contracts, clear measures of agreed upon standards and a balance between organizational needs and employee rights. Thirdly, it allows for joint responsibility and accountability based on mutual trust and respect. Fourthly, it is cost-effective and practical as it enhances improvements in quality, it is applied consistently and documents formal and informal feedback. Fifthly, it is applied equitably and fairly and allows honesty and transparency in application. And finally, it provides clear linkage between performance and recognition system and focuses on critical work activities.

The Limpopo Provincial Government (2002:7) subscribes to several principles one of them is that the process is designed to improve departmental performance and hence render more effective service delivery to the citizens of the province. It does not assess individual performance in isolation and the approach is based on



developmental, rather than punitive or static principles. Alternatively, the approach, while not seeking to penalize employees, must have consequences for good implementation or non-implementation by employees. It must be open to improvement while being implemented. The framework sets out to create certainty about outcomes (recognition and corrective action) and to ensure transparency and equity. The system provides a tool to identify and reward good performance and also address poor performance. Non-performance will be addressed within the existing labour relations framework. The system will be applicable to all employees and the system involves changing the organizational culture and behaviour. In this regard, ownership of performance processes and instruments is very important.

The process aims at establishing a Performance Management System and at the same time it focuses on building the capacity of a core group of people in the province (LPG, 2002:8). It further designed the performance management framework to address performance at departmental level, (from both strategic to operational perspective) as well as at directorate, unit or team and individual levels. The Education Labour Relations Council (ELRC) of the Limpopo Provincial Government, as established in terms of the Labour Relation Act (LRA) of 1995, as amended, came out with Collective Agreement Number 8 of 2003, dated 27 August 2003, which outlines the Integrated Quality Management System. The purpose of agreement number 8 is to align the different Quality Management Programmes and implement an Integrated Quality Management Systems includes Appraisal Performance Measurement, the Whole School Evaluation and Personnel Administration Measures, ( Education Labour Relation Council (2003:i). Integrated Quality Management System is applicable to all employees as defined in the Employment of Educators Act, 1998 (as amended), whether or not such employees are members of trade union parties they should adhere to this agreement. The parties to council were considered according to Schedule 1 of the Employment Educators Act, 1998 as amended, Personnel Administration Measures (PAM), Education Labour Relation Council resolution

number 1 and 3 of 2003.

The performance of educators must be evaluated according to the performance standard agreed upon by the parties to the Educators Labours Relations Council, The Employment of Educators Act 76 of 1998, as cited by Education Law and Policy Handbook (2001: 3A-23). Personnel Administration Measures (PAM) form an important part of educator's conditions of service (Education Law and Policy Handbook, 2001: 3a- 23). PAM is applicable to educators at schools, technical colleges, colleges of education and education control and auxiliaries that concern themselves with all those activities aimed at educating and teaching pupils/ students, in respect of both formal and non-formal education (Education Law and Policy Handbook, 2001: 3c- 3).

For the successful implementation of the any performance assessment tool, all those who administer the tool must be trained. Employees, line managers, business level managers and corporate managers must all receive training. The Education Law and Policy Handbook (2001: 3c- 43 and 49) states that all educators should be trained in developmental appraisal prior to its implementation in order to ensure that the spirit of appraisal is observed. Training should address issues relating to how the IQMS should be implemented in schools (ELRC - Education Labour Relations Council, 2003:7). The instrument of Developmental Appraisal is composed of curriculum development; creation of a learning environment; lesson presentation and methodology; classroom management; learner assessment; recording and analyzing data; development of learning field competency; professional development in the field of work; human relations leadership; community; extra- curricular and contribution to school development for post level 1 educator.

To avoid duplication, repetition and unnecessary increase in workload, in using Development Appraisal, Performance measurement and Whole School Evaluation, an all quality management initiative known as Integrated Quality

Management System was introduced (Education Labour Relation Council, 2993: 4). The introduction of an integrated quality system that replaces three separate systems, Development Appraisal System (DAS), Performance Management and Development System (PMDS) and the Whole School Evaluation (WSE) will have implications for educators, schools and regional/ district/ area offices, (Education Labour Relation Council, 2003: 19). The Education Labour Relation Council (2003:20) outlines the purpose of Developmental Appraisal as to appraise individual educators in a transparent manner with a view to determine areas of strength and weaknesses, and to draw up programmes for individual development. The instrument is designed to evaluate the educators' performance inside and outside a class. The Limpopo Province, Member of Executive Council (MEC), the honourable Stan Motimele, in collaboration with the Road Agency Limpopo (RAL), have published an annual report 2005 in the booklet RAL Annual Report. Under the heading Performance Evaluation: Business Development and Corporate Services, the issues of human resource, including the performance management, are outlined. Mothiba (2005:58), states that a performance management system was implemented to monitor performance at all levels of staff and identify areas where there are skill shortages. It was discovered by the MEC that an approach to improve work performance in the RAL is necessary. Motimele (2005:58) states that a structured approach to training is being developed to fill gaps identified during performance evaluation. In areas where performance is poor due to factors inherent to employees or even environmental, professional assistance will be desired. Motimele (2005:58) adds that the implementation of an Employee Assistant Programme (EAP) is still in its infancy, but he hopes that by the end of 2005/ 2006 they should have mastered it and achieved the results.

## CHAPTER 3: RESEARCH METHODOLOGY

### 3.1 Research Design

Terre Blanche and Durrheim (1999:29) define research design as a strategic framework for action that serves as a bridge between research questions and the execution or the implementation of the research. Mouton et al., (1994:33), state that the aim of the research design is to plan and structure a given research project in such a manner that the eventual validity of the research finding is maximized. Terre Blanche and Durrheim (1999:30) further state that a research design should provide a plan that specifies how the research is going to be executed in such a way that it answers the research question.

This is an empirical descriptive study based on a primary data design using numerical data sources. An exploratory qualitative study approach was selected to investigate the performance assessment tools used in municipalities and how these impact on women in managerial positions. The unit of analysis is specified as individual women managers selected in the population and presented as a sample of 114. Table 1 below shows the variables of interest in this study.

**Table 1. Variables for the Study**

No	Variable	Measure	Question Type
1	Age	Number of years at the time of the interview	Descriptive
2	Duration of post	Number of years the post was held	Descriptive
3	Prior managerial experience	Number of years	Descriptive
4	On job training	Frequency	Descriptive
5	Educational	The level of education	Descriptive

	qualification		
6	Distance to work	Daily in Km to and from work	Descriptive
7	Type of post	Job specification	Descriptive
8	Rank in organisation	Position in management hierarchy of the organisation	Descriptive
9	Post placements	Classed as interviews, secondments, promotion on merit/ age / education	Descriptive
10	Challenges faced in the work place	Specific work-related challenges	Descriptive
11	Managerial tasks	The specific tasks performed	Descriptive
12	Usage of performance instruments	Classed as: 1. Measure is good 2. Measure is not good.	Descriptive
13	Impact of the PMS	The experience of implementing PMS at workplace	Descriptive
14	Implementing Performance assessment instrument	Problems encountered in implementation	Descriptive
15	Measure of control	Classed as: 1. All tools are similar 2. Only Work plans are good 3. Only Performance agreements is good 4. Only Standard framework is good	Descriptive

16	Preferred PIs	1. The ranking of PIs	Descriptive
17	Improvement of PIs	1. The proposal on how to improve PIs	Descriptive
18	Supervision support	Classed as: 1. Provide adequate support 2. Little support is provided No support is provided	Descriptive
19	Institutional intervention measure and proposals	The present status quo and the proposal on the intervention measure	Descriptive

The questionnaire was classed along the following dimensions:

- Biographical information;
- job description;
- Non- work responsibilities;
- Performance instruments; and
- Interventions

### 3.2 Area of Study

The area of study was Lepelle-Nkumpi Municipality in Capricorn District, Limpopo Province. The area was selected because it consists of many women in managerial positions. These women hold various managerial positions, ranging from operational to strategic ranks. Included in this study are women managers employed by the local municipality, those working in various provincial departments like agriculture and forestry, health and social development, safety and security.

The study area is predominantly rural in character. It includes the rural localities of Ga-Mphahlele and Ga-Ledwaba. Lebowakgomo is the only semi-urban locality in the study area. In terms of access to services and infrastructure, Lepelle-Nkumpi remains one of the poorest local municipalities in the Capricorn District.

Today quite a significant number of localities neither have access to electricity nor to piped water. Most of the rural areas that were made up of villages under the leadership of magoshi and ndunas, were characterized by poor service delivery. Due to the high unemployment rate in the province generally, the villages have many poverty stricken families. Old age pension, child support grants and disability grants are the main source of income.

Figure 1: The study in South Africa





Figure 2: The study area in Limpopo Province

Figure 3: Lepelle-Nkumpi Local municipality

### **3.3. Population**

Powers, as cited by De Vos, (2004; 15), defines population as a set of entities in which all the measurements of interest to the practitioner or researcher are represented. The population of the study comprised women in different levels of management, from operational (supervisory) to strategic management in various departments in the Lepelle-Nkumpi Municipality. All together, the population of interest comes to 180 people distributed across various organizations. These include the local municipal administration of Lepelle-Nkumpi, South African Police services, the Traffic Department, hospitals and Lepelle- Nkumpi Agricultural Services.

### **3.4. Sampling Methods**

Welman and Kruger (2000:49) argue that the representative sample is a miniature image, or likeness of the population. While Schumacker and Macmillan (1993:159) state that sampling refers to the process by which a sample is selected from the population, with the purpose of generalizing results to a large group of individuals. The sample had different proportions due to differences in the type of work and their distribution along various workplaces.

Stratified random sampling was used as a research instrument to select a sample for the study. The main purpose of using stratified sampling was to draw a sample that was close to a replica of the population as possible (De Vos, et al. 2004:207). Mudau (2002:37) supports this assertion that a stratified random sampling was preferred because it is representative, irrespective of sample size and is built into the sampling strategy right from the very beginning. This sampling method was selected because the population under study consists of sub-groups of interest (Terre Blanche & Durrheim, 1999:278). The population was divided into five strata as per various categories, namely, Local administration of Lepelle- Nkumpi, South African Police Services, the Traffic Department, hospitals and agricultural services. The list of names of people from all managers in the five institutions was used to draw a systematic random

sample equivalent to 63,3% (114) people from the population). The sample size for each of the five institutions varies depending on the population distribution of female managers. Table 2 below shows the sample size distribution of each population group.

**Table.2 Sample size distribution**

Group	Population	Sample size	Relative %
1. Municipal Administration	38	24	63,2
2. Police Services	25	16	64
3. Health & Social Development	45	29	64,4
4. Agriculture	37	23	62,2
5. Traffic & Emergency Services	35	22	62,9
TOTAL	180	114	63.3

The Lepelle-Nkumpi Municipality consists of 38 women managers. The sample size is 24, is made from 6 managers, 6 deputy managers, 7 assistant managers and 5 supervisors. It was recorded that Police Services consist of the population of 25 women managers. In the sample size of 16 women managers, 2 are colonel, 4 are captains, 5 are superintendents and 5 are inspectors. The women population size of the Department of Health and Social Development is 45 and the sample size is 29. The sample is composed of 5 executive members (Chief Executive Officer (CEO), Chief Financial Officer (CFO) and Chief Operating Officer (COO), 5 senior managers, 6 managers and 7 deputy managers and 6 assistant managers. In the Department of Agriculture with the women managers' population size of 37, 23 women managers were sampled. This consists of 3 executive officers, 6 senior managers, 4 managers and 4 deputy managers and 6 assistant managers.

### **3.5 Choice of instruments**

Terre Blanche and Durrheim (1999: 46) state that to draw valid conclusions from

the research study, it is essential that the researchers have sound data to analyze and interpret. Kruger and Casey, as cited by De Vos, et al., (2004:315), state that a good questioning route has certain qualities namely; it has easy beginning and is a process, and uses the time available wisely. According to Terre Blanche and Durrheim (1999:281), a good constructed interview schedule must adhere to principle of reliability and validity. It was designed in a manner to answer the research questions asked and the set of objectives given. The open interview schedule with open-ended questions, was provided to deal with questions that request an interviewee to give his or her opinions, feelings, attitudes and perceptions. The interview was seen as an appropriate tool to address the above stated issues.

### **3.6 Pilot Survey**

A pilot study was undertaken during the first week of April 2005 to check the validity and reliability of the instrument. Leedy (1985:136) suggests that the gathering instrument should be applied and analyzed on a small population. The Interview Schedule was tested on 5 officials of the LED office of the Lepelle-Nkumpi Municipality and five senior managers in the Department of Health & Social Development. At each of these two sites, appointments were made with the relevant senior manager, the purpose of the pilot survey was explained to the group once assembled and, each individual was provide with a schedule to respond to various questions. The researcher remained at hand to assist whenever the need arose. The responses were then scrutinized to test the understanding and comprehension of the imbedded content; to test for the occurrence of repetitions; to test for examples of ambiguity; to test for the occurrence of answers that deviated from general expectations. In the process, it was possible to isolate those questions that did not appear to elicit the required information. These were either deleted from the instrument or re-phrased to improve meaning. After revising each of the questions in the instrument, it was decided to apply a flexible approach allowing individuals to be interviewed in a face-to-face encounter. One constant in each of these cases was that the

researcher would be on site whenever the interview was conducted. This ensures that concerns about validity and reliability are taken care of long before the actual data collection in the field. According to Mudau (2000:46), piloting a questionnaire makes it possible to verify the time needed for their completion and to address issues around vagueness and ambiguity.

### **3.7 Data Collection Methods & Procedures**

During May 2005, management of institutions and departments where women managers had been identified and included in the sample was asked for permission to distribute letters to arrange for meetings with interviewees prior to the conduct of interviews. Heads of various government departments and municipal administration were informed of the research, and the purpose of the study was outlined to them. Thereafter, the researcher informed all those selected as respondents by letter about the research, the research purpose and the date of the interviews. The researcher asked for their participation to make the exercise fruitful. In the letter it was also stated clearly that the onus for permission to interview them lies with them and the information obtained will be treated with confidentiality. During the last week of May 2005, contact details of all managers selected in the sample were taken from their workplaces. Thereafter, the researcher either made telephonic appointments or, where it was feasible, paid personal visits to these people to set up appointments for the interviews. Once all individuals in the selected sample were informed and appointments made, the researcher drew up a complete data collection timetable that provided a guide as to the sequence of the exercise.

A structured interview schedule as the case may be, with open-ended questions was drawn up containing important questions that addressed the research questions and research objectives. Each of the questions would produce an answer for a particular variable. Recall that in Table 1, Section 3.1, the variables of interest for this study were specified. One type of interview schedule was

designed for all individuals in the sample, irrespective of the particular strata or job description. It was assumed that they encounter similar challenges in the workplace as managers and the performance assessment system applicable in the workplace was standard. The only difference was the variations in the specific assessment instruments used. There were three of these Performance Instruments, but they all operate on the same principles and address the same policy on performance measurement.

The actual data collection in the field took place during June and July 2005. The exercise was staggered so as not to disrupt their work commitments. While working days were used and while the majority of the managers preferred to hold meetings at their work places, others opted for weekends and arrangements were made to visit them at their residences. The researcher administered the face-to-face interviews and where respondents indicated that they would fill in the questionnaires, these were made available. The researcher would then wait until completed before collecting the schedules. This method ensured that literally everyone in the sample either completed the questionnaire or submitted to an interview.

The next chapter addresses the processing of the data, analysis using suitable descriptive statistics and interpretation.

## **CHAPTER 4: ANALYSIS AND INTERPRETATION OF DATA**

### **4.1 Introduction**

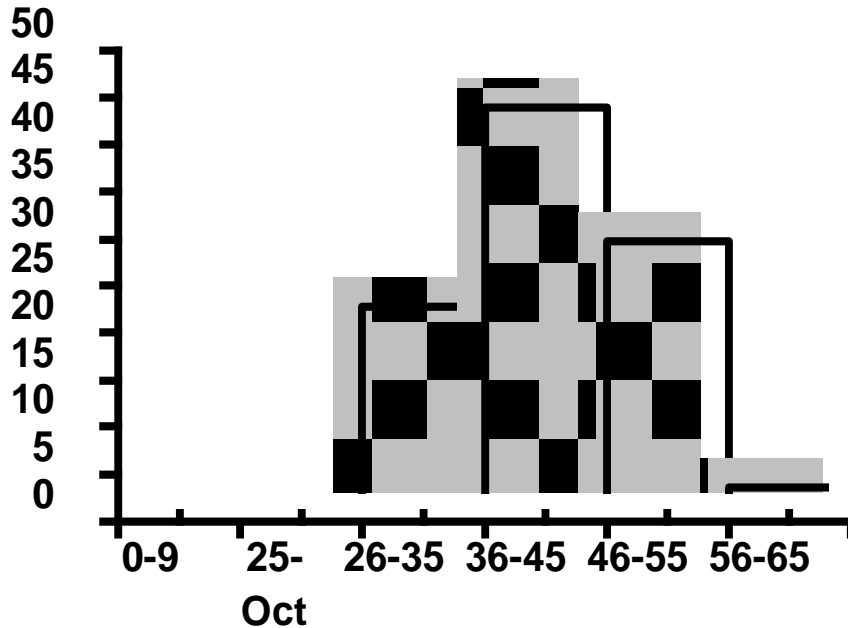
In this study, the sample size was 114 and women who are in managerial positions were randomly selected from the group of 180 women managers, who are in strategic and operational managerial levels. Lepelle-Nkumpi offices, namely, municipal offices, hospitals, clinics, traffic offices and police offices were visited, for the conduction of interviews and filling of questionnaires. The results are discussed below, under the following sub topics, biographical information, job description, non-work responsibilities, performance instruments and intervention.

The main aim of data analysis is to process responses from the field in order to answer the original research questions first and address the research problem. According to Terre Blanch and Durrheim (1999: 127), quantitative research uses statistical procedures to analyze the data and statistical analyses helps the researcher to describe the data more explicitly and to make inferences about the characteristics of the population on the basis of the sample. Qualitative research uses interpretive methods that aim at understanding the phenomenon in context. The study by Terre Blanche and Kelly, as cited by Terre Blanche and Durrheim (1999:127), asserts that interpretive researchers want to make sense of feelings, experiences, social situations or phenomena as they occur in the real world, and therefore want to study them in their natural setting. The following procedure is followed in data analysis:

The Microsoft Word and Microsoft Excel computer programmes were used as spreadsheet for data capture and for graphics. The data were coded then analyzed and interpreted. The histogram, bar diagram, pie chart and tables were used to analyze the relationship that exists between each variable, non-work task workload and work performance using coded data. The dynamics, patterns and trends of the effects of performance assessment on women in managerial positions were identified, analyzed and interpreted.



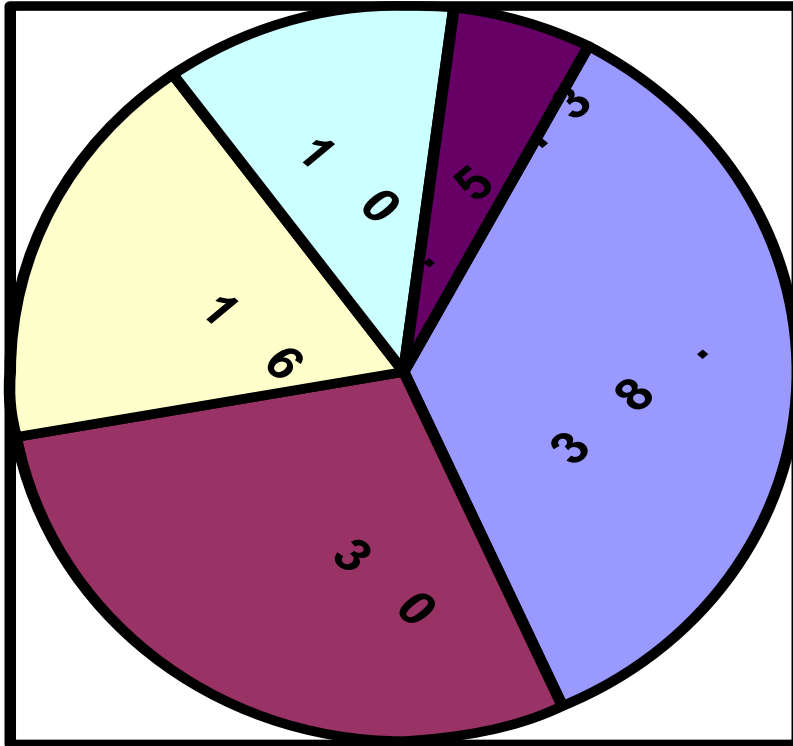
## 4.2. Age distribution



**Figure 4: Age distribution**

Figure 4 above depicts the age range of the sampled population of the women in managerial position in the Lepelle- Nkumpi Municipality. In the age range of 16 and 25, there is no representation from the sample. It starts at the age range of 26 and 35 with 22,8% of the sample. It reaches the highest level at the age range of 36 and 45 at 43,9%. At the age range of 46 and 55, there is 29,8% of the sample and only 3,6% of the sample at the age range of 56 and 65. This shows that the age range of the most of women managers in the Lepelle Nkumpi Municipality ranges between 26 and 55. This makes 96,5% of the sampled population. The middle-aged women managers form about 73,7% of the sampled population.

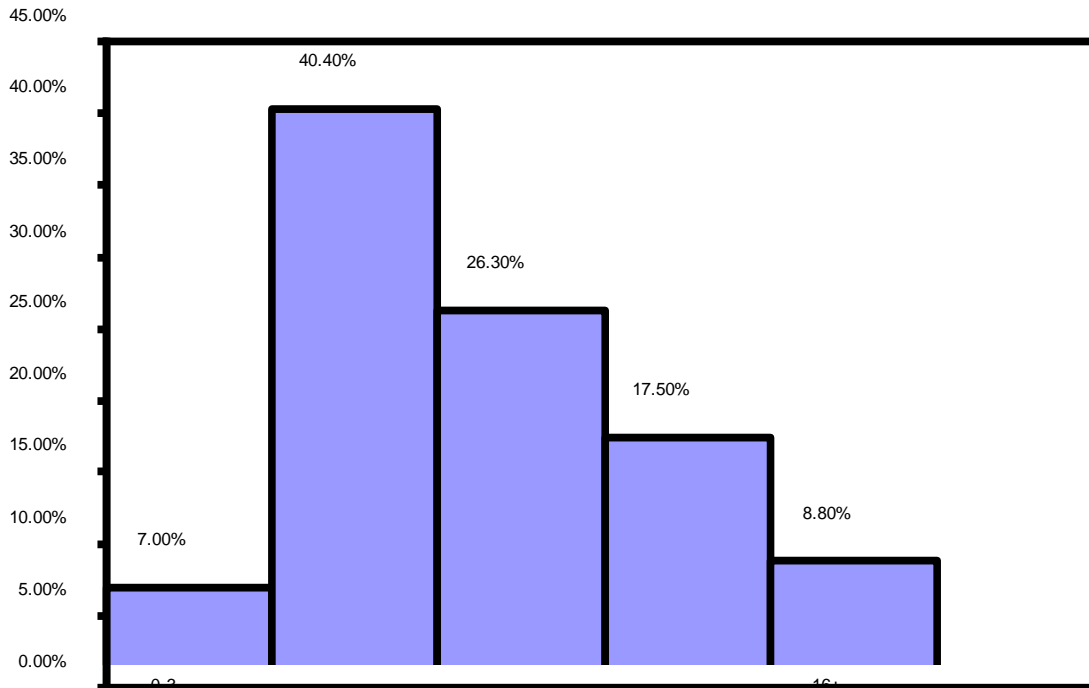
### 4.3. Duration of post



**Figure 5: The duration the post was held**

The pie chart shown above depicts that 38,6% or 138,96 degrees of the pie is made up of women managers who were appointed at the present post for 1-4 years, while for those who were at the post for 5- 8 years comprise 29,8% or 107,28 degrees of the pie diagram. Those who were at their present post for 9- 12 years make 15,8%/ 58,88 degrees of the pie chart and those who were 13-15 years comprise 10,5% or 37,8 degrees of a pie chart. Only 5,3% or 19,08 degrees of the pie chart represents a sampled population of those who were at their current post for 16 years and above. From the sampled population, one can deduce that many women managers entered the managerial positions 12 years ago, and this makes 84,2 % of the sample. Only 15,8% of women managers has been in their posts for 13 years and more.

#### 4.4. Prior managerial experience

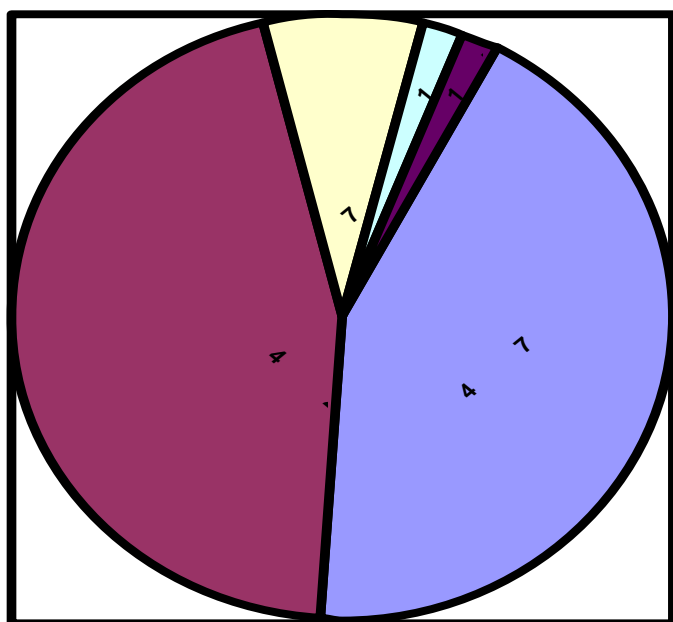


YEARS

**Figure 6: Prior managerial experience**

According to the histogram depicted on Figure 6 above, which represents a sampled population of women in managerial positions in the Lepelle- Nkumpi Municipality, only 7,1% of the sample represents women in managerial positions with managerial experience of 0-3 years before being appointed to the current post. At the range of 4-7 years, 40,4% of the sampled population is found. The figure drops as the number of years increases. Thus, at the year range of 8-11years, 12-15 years and 16 years and above, the following were found, namely, 26,3%, 17,5% and 8,8%, respectively. This indicates that the managerial experience of 4 years and more is required for most management positions that exist in the Lepelle- Nkumpi Municipality.

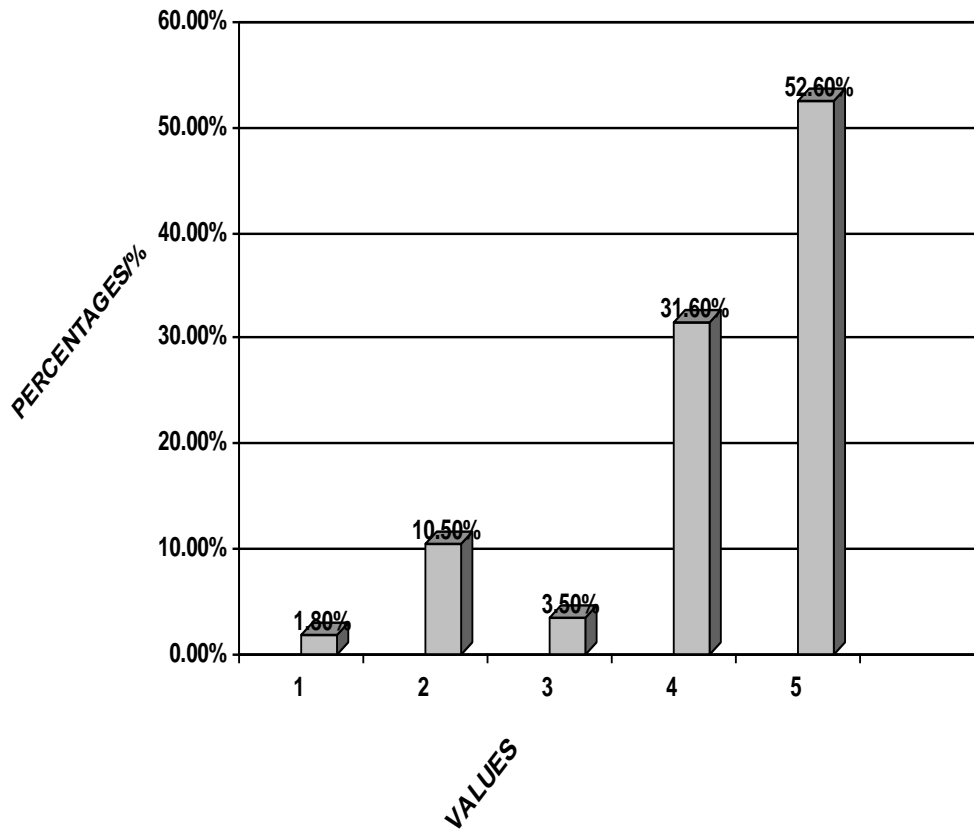
#### 4.5. In-service training



**Figure 7: In-service training received**

The figure given above indicates that the larger part of the pie, approximately half the pie, i.e., 170,28 degrees/ 47,3%, have never received any in-service training since their appointment in their current managerial positions. While 151,56 degrees or 42,1% of the sample received only 1- 3 months in-service training. Those who received 6 months in-service training make only 25,2 degrees or 3,6% of the sample. The deduction made from these data is that the Lepelle-Nkumpi Municipality provides very little in-service training.

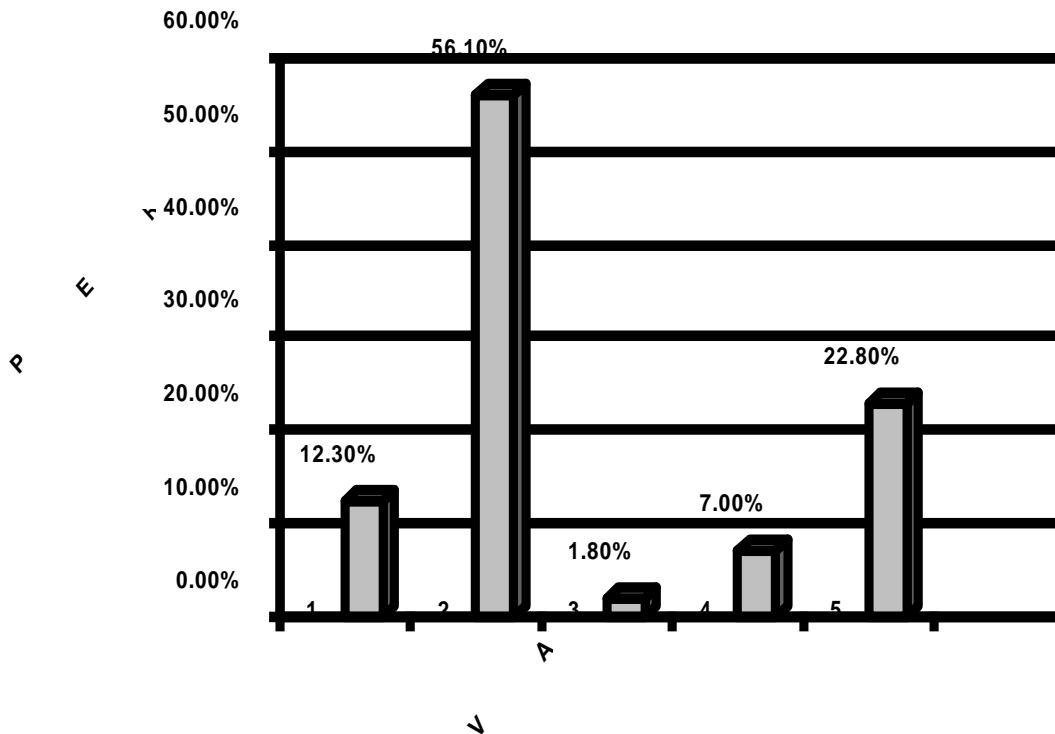
#### 4.6 Educational qualifications



**Figure 8: Educational qualifications**

The values 1-5 in Figure 7 above represent Grade 10 and certificate course, Grade 12 only, Grade 12 and certificate course, Grade 12 and 3 year diploma/degree and Grade 12 and postgraduate degree respectively. The histogram above depicts the educational qualification of the sampled population. Figure 8 indicates that more than 50% of the sample has Grade 12 and post graduate qualifications. Only 1.8% of the sample has Grade 10 and the certificate course. The bar graph shows that 15, 8% of the sample has qualifications below diploma or undergraduate degree. Most of women managers have Matriculation and diploma or higher qualifications.

#### 4.7. Distance to work

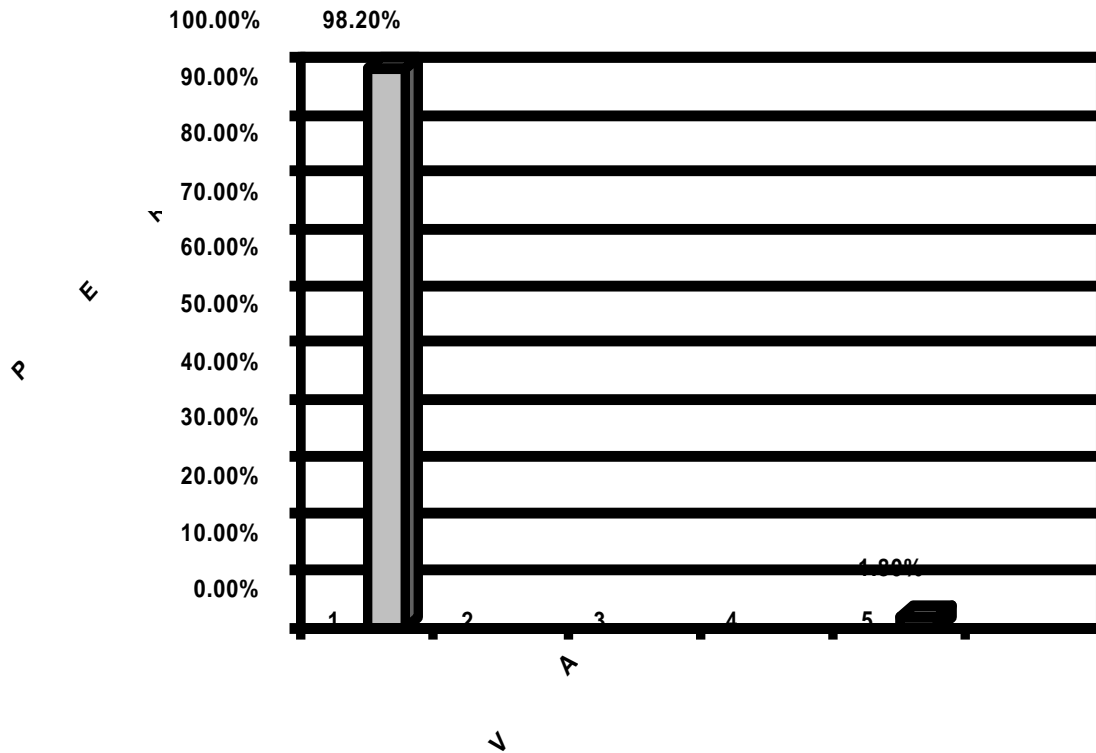


*Figure 9: Distance to work*

The values 1 to 5 in the bar graph depicted by Figure 9 represents the following, 1 - 0 to 1 km, 2 - 2 to 10 km, 3 - 11 to 20 km, 4 - 20 to 50 km and 5 - 50km and more. Only 12, 3% of the sampled population travel the distance that ranges between 0 to 1 km whereas 56, 1% of the sampled population travels the distance of 2 to 10 km to work. Only 1,8% of the sample travels the distance of 11 to 20 km, while 7,0% of the sampled population travels the distance of 20 to 50 km. 22,8% of the sampled population travels the distance of 50km and more to work. Many of the women managers stay near the workplace because they travel a distance of 0 to 10km. This group makes 68, 4% of the sample.

## 4.8 Job description

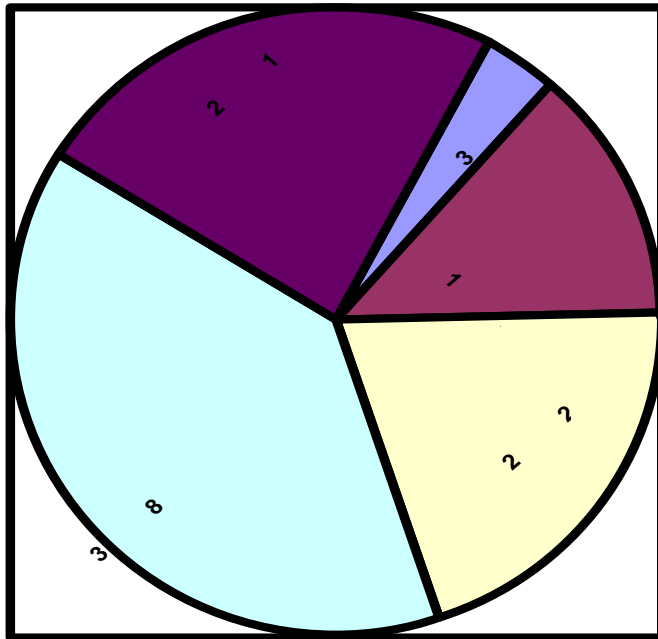
### 4.8.1. Type of post



**Figure 10: Type of post held**

The values 1 to 5 in the bar graph depicted by Figure 10 represent the following, 1. - Permanent post, 2. - temporary post., 3 - acting post, 4.- three years contract post and 5.- 5 years contract post. 98.2% of women managers is appointed on a permanent basis, whereas only 1,8% of the sample is appointed on 5-years contract. There is no one from the sample who is appointed on a temporary basis, on acting position or on a three-year contract. The conclusion reached in this case is that the majority of women in managerial positions are appointed on a permanent basis.

#### 4.8.2. Post designation

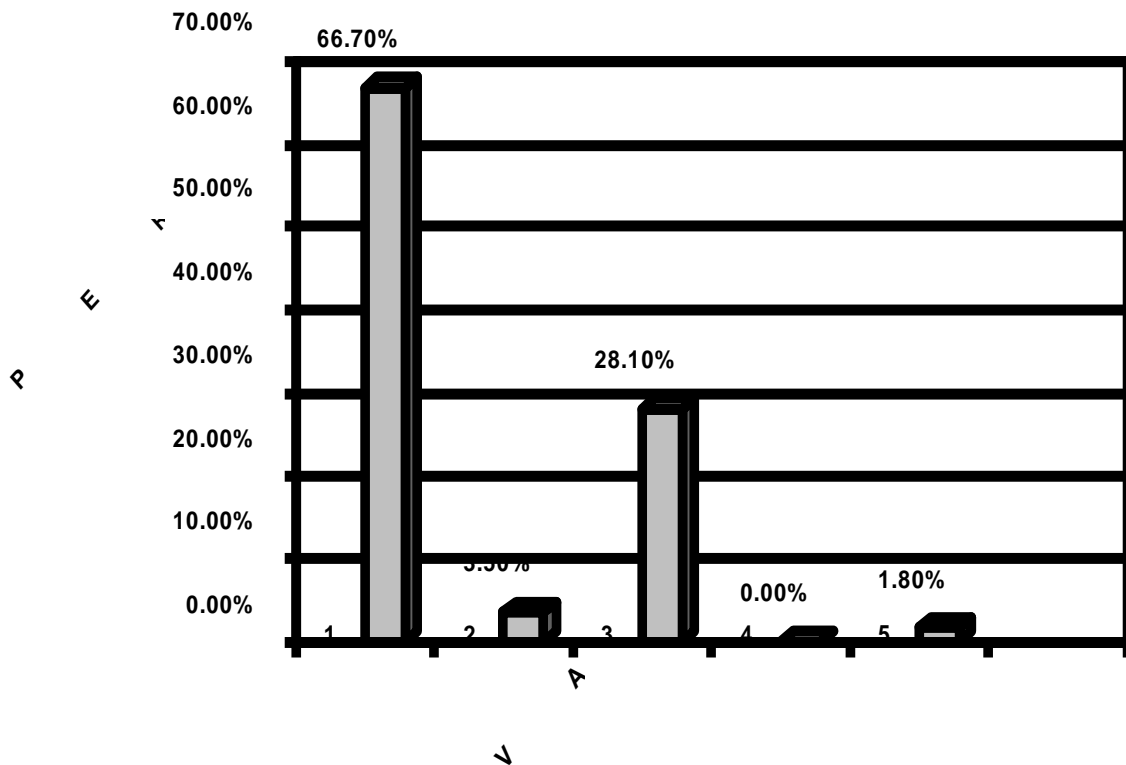


*Figure 11: Post designation*

The pie chart depicted by Figure 11 represents various post designations of women managers in the Lepelle-Nkumpi Municipality. The pie chart indicates that 12, 6 degrees of the sample represent the women holding general manager posts, whereas 50,4 degrees of the sampled population are those holding chief manager posts. The pie chart also shows that 82, 1 degrees of the sample represent women holding managers posts, whereas 139 degrees represent deputy or assistant managers. 76 degrees of the sample consist of departmental or supervisory managers. The largest part of the pie is occupied by 139 degrees (38, 6%), which indicates that the majority of women are still at the lower level of the managerial pyramid.

#### 4.8.3. Post placements





*Figure 12: The type of placement for the post held*

The values 1 to 5 of the bar graph depicted in Figure 12 represent the following, 1 - through interview, 2 – secondment /horizontal mobility, 3 - promoted on merit, 4 - promoted on age 5- promoted on education/ educational qualifications.

The bar graph above shows that 66, 7% of the sampled population was placed on the current posts through interviews, whereas 3, 6% were seconded to the managerial positions. The bar graph indicates that 28, 1% of the sample was promoted on merit, whereas 1, 8% was promoted on educational qualification. There is 0% from the sample of women managers promoted on age. From the analysis of data above, it can be concluded that many women managers were placed in their present posts through formal interviews.

#### **4.8.4. Challenges faced**

Various women in managerial positions are faced with different challenges in their workplaces when they execute their different tasks. The following are the challenges women managers outlined during data collection namely: work pressure; insubordination; inadequate human resource; inadequate finances; inadequate support; negative criticisms; lack of supervisors and subordinates commitment to work; lack of resources; negative attitude towards change; bad utilization of official time; employees need to be pushed; low morale employees; much paper work; being under looked by supervisors and supervisors negative attitude; late submission of reports; high rate of absenteeism; lack of cars; bad timing by the department; employees not adhering to target goals and failure to achieve goals; too much information provided; computer illiterate staff; lack of team work; work overload; many management meetings; political problems; employees working at their own paces; lazy staff; lack of material and physical resources; high staff turnover; lack of discipline by employees; public that claims to know too much; delays in service delivery and shortage of skilled human resource. The challenges outlined below are those that have shown high frequency according to data provided by the sampled population.

*Table 3: The challenges*

Challenge	Frequency	%
1. Insubordination	38	33.3%
2. Inadequate human resource	28	24.6%
3. Inadequate support	20	17,5%
4. Inadequate finances	16	14%
5. Low morale of employees	16	14%
6. Lack of resources	14	12,3%
7. Lack of physical resources	14	12,3%
8. Lack of commitment	14	12,3%
9. Negative criticism and attitudes by subordinates and supervisors	12	10,5%
10. Underlooked	10	8,8%
11. Computer illiteracy	8	7%
12. Resistance to change	6	5,3%

#### **4.8.5 Managerial tasks**

The following managerial tasks are performed by women managers:

managing subordinates; order and control of stock; orientation of new staff; quarterly reports; HR; financial and material management; quality improvement; occupational health; infection control; planning and implementation of training programs; development learnership programs; Abet and internship; manage patient care; manage hospital health; manage information and finances; staff motivation; budget approval and control; fleet management; HR provisioning; HR

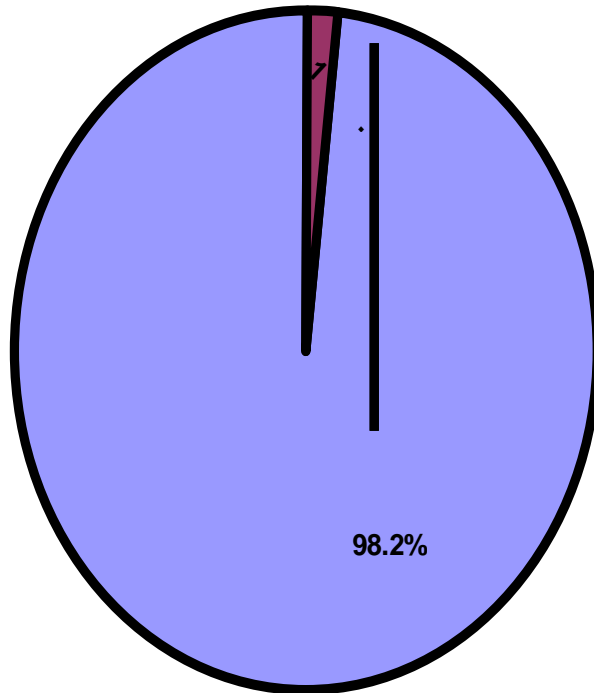
maintenance and development; keep records and stock taking; determine formats for budget; recommend accounting systems; liaising and communication of information; design strategic plans and policies; keep managers diary; manage motor vehicle subsidies; strategic planning of IDP; land planning; LED and funding; typing supervision; coordinate procurement; clerical manager; administration and logistic support; provide HR strategic direction; coordinate logistic services; coordinate public transport services; safety and security management; road safety manager; manage PFMA compliance and macro-economic resources. From the managerial tasks analyzed and the frequency of tasks, it is deduced that most women managers are found at lower and middle levels of the managerial hierarchy. These are summarized in table 4 below.

**Table4: Managerial tasks**

Managerial task	Frequency	percentage
1. Managing subordinates	100	87,7%
2. Quarterly reports	90	78,9%
3. Design strategic plans and policies	80	70,2
4.Coordinates procurement	78	68,4%
5. Administration and logistic support	74	64,9%
6.Order and control stock	70	61,4%
7. Orientation of new staff	60	52,6%
8. HR management	60	52,6%
9. Finance and material management	50	43,9%
10. Quality improvement	40	35,1%
11. Manage motor vehicle subsidies	38	33,3%
12. Budget approval and control	30	26,3%
13. Fleet management	30	26,3%
14. Occupational health	28	24,5%
15. Planning and implementation of training programmes	28	24,5%
16. Activities in HR management	28	24,5%
17. Activities in HR development	26	22,8%
18. Typing and clerical supervision	26	21,1%
19. Information and communication management	20	17,5%
20. Manage patient care and infection control	20	17,5%
21.Accounting management	16	14%
22. Road safety, public transport and transport licensing management	14	12,3%
23. Keeping manager's diary	12	10,5%
24. IDP and LED management	12	10,5%

## 4.9 Performance Instruments

### 4.9.1 Usage of PIs



*Figure 13: The extent of measure of various PIS*

The pie chart depicted by Figure 13 shows that the sample is grouped into two, namely, those who say the measure is good and those who say that the measure is not good. The largest part of the pie chart, 353,52 degrees, i.e., 98,2%, consists of the sample of women managers who say that the PIs is good, while 6,49 degrees, i.e., 1.8%, is made up of those who say it is not good.

### 4.9.2. Impact of the PMS

The sample shows that women in managerial positions have different experiences with regard to the implementation of various performance instruments. There are those who say that the PIs is a good measure of work performance. They maintain that the PMS helps to encourage good planning;

encourage self-management; helps achieve objectives; improves on performance by motivating employees; helps meet targets; reduces the level of absenteeism; reduces laziness; encourages high commitment level; helps evaluate the level of success; determines incentives; helps to manage work performance; helps in record keeping on work performance; empowers women and identifies the weaknesses; and strengths of the employees. The second group just wrote 'none', which indicates that they failed to comment on the instruments, maybe because of the reasons known to them. The third group says that the PMS has less effect on work performance. Lastly, there are those who say that the PMS impacts negatively on them. They say that it increases the level of stress, adds to the work overload and it is time consuming. The frequency table 5 is used to portray different experiences of women managers on PIs.

**Table 5: Impact of PMS on women managers**

<b>Impact of PMS on Women Managers</b>	<b>Frequency</b>	<b>Percentage</b>
1. To motivate employees	72	63%
2. Has less effect	10	8,8%
3. Time consuming	8	7,0
4. To help managers adhere to targets	6	5.3%
5. None	6	5.3%
6. Has less effect	6	5.3%
7. Increase the level of stress	6	5.3%
8. Add work overload	6	5.3%
9. Time consuming	6	5.3%

### 4.9.3. Implementing PIs

**Table 6: The problems of PIs**

The problem	Frequency	Percentage
1. Difficult to implement	2	1.8%
2. De-motivates employees	2	1.8%
3. Changes yearly and becomes difficult to master	2	1.8%
4. Women are rated poorly	2	1.8%
5. Not user friendly	2	1.8%
6. Unfair evaluation	2	1.8%
7. Other task not evaluated	4	3.6%
8. Much paper work	4	3.6%
9. Tampers with daily activities	4	3.6%
10. Add work overload	18	15.73%
11. No problem is encountered	38	33.3%
12. Rating errors	44	38.6%
13. Time consuming	46	40.4%

The arranged frequency table as depicted by Table 6 shows that the sample is divided according to the nature of the problems they encounter when using the PIs. From the sample, 66, 7%, which is in the majority, encounters different problems when using the PIs. Only 33, 3% seems not to have a problem in using the PIs. The majority of women managers from the sampled population seem to have problems. From the table above it shows that 15, 8% of the sample state that the PMS adds work overload whereas those who say the main problem with the PIs is that it has rating errors comprise 38, 6% of the sample. 48, 4% of the sample mentioned that the PIs is time consuming. It can be deduced that the PIs still need to be redesigned because many women in management positions are able to detect its inefficiencies.



#### 4.9.4. Measure of control

Figure 14 below represents the preferred performance instrument used by women managers. The largest area of the pie, 195,84 degrees (54, 4%), represents the sample of women managers who say that all the tools of the PMS are the best, whereas only 25, 2 degrees (7%) say that performance agreement is the best. Those who say work plans are good in PIs make 119, 88 degrees of the pie chart, (33,3%) whereas 19,44 degrees (5,4%) of the sample say that standard framework is the best.

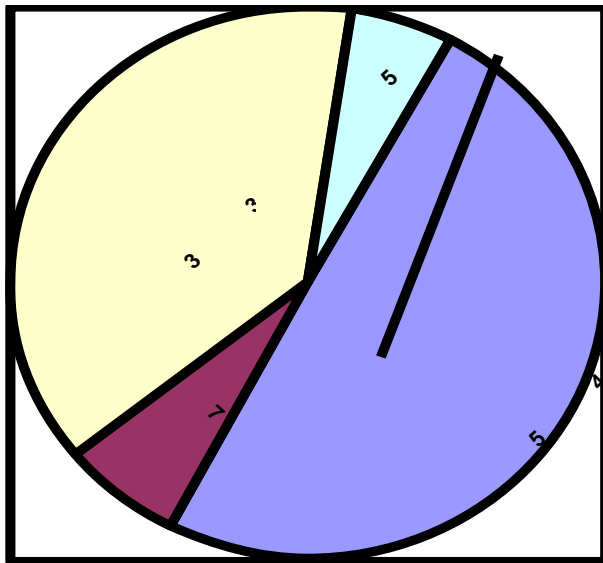


Figure 14: Measures of control

#### 4.9.5. Preferred performance instrument

**Table 7: The most preferred PIs**

<b>Preference</b>	<b>Frequency</b>	<b>Percentage</b>
1.All instruments are the same	60	52,6%
2.Work plan	40	35,1%
3. Performance agreements	8	7%
4. Standard framework	6	5,3%

The frequency table depicted by table 7 represents the preferences of the sample of women managers with regard to the Performance Instruments. More than a half of the sampled population (52,6%) indicates that the sample regards all the instruments as the same, whereas only 7% shows preference on Performance agreements. The Work Plans are preferred by 35,1% of the sample, whereas 5,3% prefer Standard framework.

#### 4.9.6. Improvement of PIs

The sampled population gave their opinions concerning the improvement of the PIs, these are namely, to provide funds for training; it has no problem and there is no need for improvement; quarterly reports should be replaced by annual reports; rating should be objective; training on PI's and rating system should be simplified and user friendly; addition of other critical aspects of work; reduction of the number of items; give rewards to good performers only; consultation during designing stage of the PIs; make it job specific; use one format review the PIs annually; and preview of forms should be phased out. The proposals that show high frequency level are outlined in Table 8 below, using a frequency table.

**Table 8: Proposals on how to improve PIs**

<b>Recommendation</b>	<b>Frequency</b>	<b>Percentage</b>
1. Training on PI and rating system	18	15.8
2. Add other critical aspects of work	18	15.8
3. Review the PI's annually	22	19.3
4. Reduce numbers of items	22	19.3
5. The report reviews be done annually	24	21.1
6. No recommendation advanced	10	8.8

#### **4.10. Intervention**

##### **4.10.1. Supervision support**

The sampled population of women in managerial positions provided the following data on the support they receive, these are, namely, the training sessions; workshops and conferences; review and discuss performance reports quarterly; provide motivational programs; provide workshops only and nothing more; provide unfruitful workshops; organize meetings; get visits from the department and MEC; provide little support and no support at all. Those from the sample who say there is no support provided makes 24,6% of the sample whereas those who are supported by training, workshops and conferences make 49,1%. Those who maintain that little support is provided make 26, 3%. The deduction that can be made is that, on average there is considerable support received by women managers. This is summarized in table 9 below.

**Table 9. Supervision support**

<b>Support provided</b>	<b>Frequency</b>	<b>Percentage</b>
1. Provide adequate support	56	49,2%
2. Little support is provided	30	26,3%
3. No support is provided	28	24,6%

#### **4.10.2. Intervention measures**

The sampled population of women in managerial positions in Lepelle- Nkumpi provided different intervention mechanisms, namely, strategic plans and training on its implementation; training workshops; discuss work places; performance is reviewed quarterly; discuss reports after compilation; follow-ups; workshop timetables; meetings on way forward; fewer training; hire more staff; organize development programs; and departmental meetings. From the data collected, 54, 4 % of the sampled women managers stated that they receive training workshops as opposed to 26, 3% of those who say the training is limited. From the data received, 19, 3% of the sample says that there is no intervention measure instituted to help the employees. This is depicted in the table 10 below:

**Table 10: Intervention measure**

<b>Intervention measure</b>	<b>Frequency</b>	<b>Percentage</b>
Adequate intervention	62	54,4%
Limited intervention	30	26,3%
No intervention	22	19,3%

The data collected from the sample of women managers provide various suggestions on how the department must intervene to support and promote good work performance. These include, namely, to provide adequate resources;

introduction of short courses; monthly reviews; problem solving meetings; encourage team work; provide training on labour relation issues; provide regular meetings; finance part time studies by bursaries; provide training and development programs; supervisors must supervise; report reviews; improve information system; organize training workshops; top management be directly involved and give support; provide trainings and workshops for grass root employees; cut long chain of reporting system to speed delivery; secondment of staff from other departments; and provision of certificated workshops. From the data received, 64,9% of the sample favours the provision of training and development of employees. Table 11 below summarizes the proposal of the sampled population on intervention by the departments.

**Table 11: Proposal on intervention measure**

Proposal on intervention measure	Frequency	Percentage
1. Training and development of women managers	72	64,9%
2. Review and discuss performance reports	62	54,4%
3. Workshops and conferences	46	40,4%
4. Motivational programmes	40	35%
5. Training and development of grass root employees	38	33,3%
6. Visitation by department and MECs	38	33,3%
7. Adequate financial and physical resources	34	29,8%
8. Cut long chain of reporting system	30	26,3%
9. Provide adequate human resource	30	26,3%
10. Provide bursaries	30	26,3%
11. Provide training on labour issues	28	24,6%
12. Problem solving meetings	26	22,8%
13. Encourage team work	24	21,1%
14. Improve information system	22	19,3%
15. Introduce short courses in computer literacy	18	15,8%

#### **4.11. Integration**

The first objective of this study was to describe the extent of application of the following performance assessment tools, namely: performance agreement, work plans and standard framework. This has been addressed in Section 4.9.1. The second objective was to describe the workplace environment of women in managerial positions. This was addressed in Section 4.8.5. The third objective was to identify the management challenges faced by women in managerial positions. This was dealt with in Section 4.8.4. The fourth objective was to enquire into the responses of women managers to performance assessment tools used in the workplace. This was dealt with in Section 4.9.2. The fifth objective was to generate advice on appropriate interventions to help women managers perform better in the workplace environment. This was addressed in Section 4.10.2.

The first research question, which sought to answer what is the nature, extent and relevance of performance agreements, work plans and standard framework as tools for measuring individual performance, was addressed in Section 4.9.2. The second research question, which sought to answer what are the characteristics of the workplace environment of women managers and their responses thereof, was addressed in Section 4.8.5. The last research question on the nature and extent of in- service training received by women managers to use PIs was addressed in section 4.5. The research problem for the study has been addressed in Section 4.9. The aim of the study was addressed in Section 4.9. The following aspects were given special attention as part of the aims of the study. Firstly, the monitoring system was addressed in Section 4.9. Secondly, the improvement of the PIs used in the performance appraisal was addressed in Section 4.9.6. Thirdly, the most preferred performance instrument has been addressed in Section 4.9.5. Lastly, the institutional support and intervention were addressed in Sections 4.10.1 and 4.10.2 respectively.

## **CHAPTER 5: DISCUSSIONS**

### **5.1 Introduction**

The study consists of a sample size of 114 that was randomly sampled from the population of 180 women in managerial positions in the Lepelle-Nkumpi Municipality. The results of the study can be generalized to the population of women managers in the area of study because the sample was representative of the population. The population area consists of municipal offices, hospitals, clinics, traffic offices and police offices in the Lepelle- Nkumpi Municipality. Interviews were used to collect data. The researcher encountered a problem in obtaining permission to visit most offices of the health department. Then the researcher opted to use home interviews for women managers who could not be reached from the workplace.

### **5.2 Job description**

From the data received from the sample of women managers, only 1.8% is appointed on a 5 year contract. There is no one who indicated to have been appointed on temporary basis, acting position or a three-year contract. This shows that 98, 2% of women managers in Lepelle-Nkumpi Municipality is appointed on a permanent basis. Women who are in managerial positions have not yet reached top managerial, since only 17, 6% of women managers hold general managers' and chief managers' posts. Women who are holding managers posts make 28, 8% of the sampled population. The majority of women managers are still at functional/ operational level, which is 59, 7% of the sample. They are mostly deputy managers/assistant managers and departmental managers. Approximately 60% of the women are still at lower level of the managerial pyramid.

Women managers were placed on their posts through formal interviews, promotion on merit and secondment to the managerial positions. From the sample, there was no woman employee who was appointed because of age. 28,1% of the women was promoted on merit whereas only 1, 8% was promoted

on educational qualification and 3. 6% was promoted by secondment. The majority of women managers attended interviews and convinced the interview panelist that they were the best candidates for the post. As a result, they were recommended and then appointed to their management posts. These women, who passed interviews, make 66, 7% of the women population in the Lepelle-Nkumpi Municipality.

While women managers enter the managerial positions, there are many challenges that they are faced with in their workplaces and in performing their work tasks. Women managers are faced mostly with the following challenges:

- Resistance to change of the employees and other supervisors;
- Computer illiterate employees;
- Work overload;
- Negative criticisms by superiors and negative attitudes of both superiors and Subordinates;
- Lack of commitment; and
- Lack of physical and material resources.

The challenges that seem to be very common in all the municipal offices in the Lepelle- Nkumpi Municipality and amongst women managers in all management levels, are, namely, insubordination; inadequate supply of the human resource; inadequate support by supervisors and the department; and inadequate supply of finance. Other women managers mentioned poor utilization of official time; frequent management meetings; bad timing by the department; too much information; failure to meet targets dates; and tasks by employees. These factors affect each other in the sense that if the meetings are not properly scheduled and well timed, then they impact negatively on the completion of tasks on target dates. Women managers who are committed to their work and who like meeting targets will encounter problems with frequent meetings and they would feel they are unfruitful and time-wasting or just poor utilization of the official time. It is important for the department to see to it that it schedules its meetings in such a



way as to give the managers time to implement what was agreed upon in the meetings. The amount of information provided must also be critically looked at. The information must be provided in manageable units if possible.

The women managers perform various types of tasks, ranging from support services to policy formulation, implementation and general planning for the efficient running of the department. These tasks are, namely, management of human resources; finances and ensuring that accounting officials and finance managers comply with PFMA; and material and physical resources. They engage in the planning and development of policies, as well as the monitoring of the implementation process. They manage various programs and projects, ranging from infrastructure development and maintenance to human resource development, such as Abet, learnerships and internships. Others are engaged in quality management and improvement; management of patient care; management of road and safety and development of roads; keeping departmental records; managing motor vehicle subsidies; IDP and land planning; logistics and supply chain management; information system management; coordinate logistics services; and provide HR with direction through strategic plans.

### **5.3. Performance instruments**

The on-job training for the advocacy and implementation of Performance Management Development System and its various performance instruments were very limited. The findings from the sampled data indicate that 87, 8% of women managers received on-job-training schedules for 1 or 2 days only. If one has to check what a tool tries to achieve from the employees in various workplaces, the conclusion made is that the objectives the tool was meant to achieve will not be met. If the managers are not well-acquainted with the tool and its implementation, how can they help train and motivate their subordinates about it. There will be many mistakes committed during the implementation of this program, since well the managers are not trained. The employees and managers

might conclude that the tool is not suitable, and many other problems might prevail.

The conclusion that can be made from the findings on the extent of measure of various performance instruments is that many women managers are feeling good about the Performance Management System that is applicable in their workplaces. They maintain that the Performance Instruments are user friendly, not sexist, good for managers at all levels, well structured, a good measure for all employees at all levels, measure work performance as described by job descriptions, assess employees performance and do not judge a person but performance. 98,2% of the sample from women managers indicated that the PMS and its PIs are efficient measures of work performance.

The findings from the impact of the PMS on women managers indicate that the PMS has more positive effects than negative effects on women managers. From the findings, 87, 7% of the sampled population of women managers indicated that PMS has positive impact while 5, 3% say it makes no difference. The reasons advanced in favour of the PMS are that it motivates employees to perform, encourages good planning and self-management; and, consequently, organizations achieve their objectives and thus meet targets. It also reduces the level of absenteeism and idleness, empowers women and identifies weaknesses and strengths. From the findings, the group that said it was impacted negatively stated the following reasons: they add to the work overload, increase the level of work stress, overload affects family life and does not motivate performance.

Women in managerial positions are faced with many challenges. From the findings, it was indicated that 56, 7% encountered problems when using the PIs whereas 33, 3% have not encountered any problems in using the PIs. The findings show that 54, 4% indicated that all the tools are best for different people in the workplace, whereas 33,3% prefers the work plans. The conclusion that can be made is that women managers see all PIs as good instruments and only 33%

shows to follow work plans. On the issue of how the PI can be improved, the following are suggestions women managers gave, namely:

- Provision of funds for training;
- Quarterly returns to be reduced to yearly reports;
- The rating should be objections training on PI's and the rating systems should be simplified and be user friendly;
- Addition of other critical aspects of work and reduction on the number of items
- Rewards to be given only to good performers;
- There should be consultation during designing stage of the PI's and it should be made job specific;
- One format should be used to review the PI's annually;
- The preview of forms should be phased out;

The findings show that most of the women managers receive support in their work environment. This support ranges from training sessions; workshops and conferences; review of performance reports quarterly; discuss the reports; provide motivational programmes to those who say that no support was provided: others state that there are only workshops provided and nothing more whereas some state that unfruitful workshop are provided. From the findings, the conclusion that can be made is that, on average, the women in managerial positions receive support. The department is seen to be providing intervention measures to help women managers execute their tasks in the workplace, hence 54,4% of the sampled population stated that they receive training workshops while 19,3% of the sample said there is no intervention measure instituted to help them. Women managers made proposals with regard to institutional interventions, these are; to introduce stress-relieving programmes, improve working condition and provide adequate resources for training the employees.

#### **5.4. The institutional support and intervention**

The findings show that 49, 2% versus 51, 8% says the support received is adequate. The inference that can be reached is that many women managers are

not satisfied with the lack or little support from their seniors and the department. Women managers further made the proposal on how the institution should intervene. Firstly, it was suggested that all human factor should be trained and developed, and that the performance reports should be reviewed and discussed. From the data received, 64, 9% of the sample favours the provision of training and development of employees. Secondly, the workshops and conferences, introduction of short courses and holding regular meetings. Lastly, the provision of physical and financial resources and the regular visitation by the head office and MEC office.

## **CHAPTER 6: CONCLUSION AND RECOMMENDATIONS**

### **6.1. Conclusion**

The conduction of this research was the most exciting but also challenging to the researcher. It became an eye-opener to the world of work, especially on the dynamics of the work environment surrounding the women in managerial position. Due to past history on the social roles of the women in their societies, the transition has many pitfalls. In other countries, it was long realized that women can also engage in economic activities. When Affirmative Action and the employment equity act came into the picture after the new dispensation, women were encouraged by the laws of the country to apply and climb to up the highest hierarchies of the management ladder. Women managers enter into these positions with expectations that they will be supported by subordinates, seniors and the department, but the reverse often happens. Consequently, they are left unfulfilled and dissatisfied.

The public sector should put in place programs and systems to help all those who are new in the system to cope without difficulties. The induction programmes should be re-enforced to yield better results. The programmes to capacitate the human factor should be tailored to assist those who are in managerial positions including women managers. And when a new program is to be implemented, there must be adequate training to prepare the employees in the managerial and support levels. But if the public sector continues as it operated with PMDS in providing only a day or two days training to its employees, there will still be numerous problems.

The PMS was employed by the public sector in order to provide measuring standards in the workplace. The findings highlight the need for the reviewing of the PMDS and its instruments since the instruments are not job-specific and the most critical aspects of work tasks are left out. It is also time consuming for most women managers to fill in bulks of forms during the assessment of subordinates.

The rating scale needs to be redesigned because it promotes rating errors by most of the evaluators. Since the performance assessment of employees is crucial to the proper functioning of every organization, it must therefore be reviewed urgently. There is no way the organization can be efficient and effective without the use of proper measuring instrument for its activities. The public sector is not an exception, what must be done is to review the PMS and its instruments involving all the stakeholders and provide adequate training to enhance proper implementation and monitoring process.

## **6.2. Recommendations**

The findings from the research conducted on women managers in the Lepelle-Nkumpi Municipality, with regard to assessment of work performance, came up with the following recommendations:

- (i) To provide in-service trainings to all employees at various ranks to enable the work force to implement the plans and policies applicable to their work environment;
- (iii) To provide financial assistance to all the employees to further their studies at various higher institutions;
- (iv) To train all employees to become computer literate;
- (v) To provide adequate training on the implementation of the performance management development system, it's various instruments and the rating system;
- (vi) To give rewards to good performers only in order to encourage high Levels of performance;
- (vii) To review the Performance Instruments yearly;
- (viii) To simplify the PI's and rating system;
- (ix) The department needs to conduct monthly reviews of progress in policy Implementation;
- (x) The department must provide adequate training on labour relations issues to women managers;

- (xi) The department must provide information management system; and
- (xii) The department must cut long chains of the reporting system in order to speed up delivery;

The findings indicate that women managers are faced with many challenges of which various departments must have knowledge about them in order to help women managers perform to the utmost levels of their abilities. These challenges are, namely, work pressure; insubordination; inadequate human resource; inadequate finances; inadequate support; negative criticisms; lack of supervisors and subordinates commitment to work; lack of resources; negative attitude towards change; bad utilization of official time; employees need to be pushed; low morale of employees; too much paper work; supervisors' negative attitudes; late submissions of reports; high rate of absenteeism; shortage of cars; bad timing by the department; employees not adhering to target and failure to achieve goals; too much information provided; computer illiterate staff; lack of team work; work overload; many management meetings; political problems; employees working at their own paces; lazy staff; lack of material and physical resources; high staff turnover; lack of discipline by employees; public that claims to know too much and delays service delivery; and shortage of skilled human resource.

## **BIBLIOGRAPHY**

### **1. Books and Journals**

Adkins, C.L., Werbel, J.D., & Farh, J.L. 2001. A field study of job insecurity during a financial crisis. *Group Organisation Management*. Vol 26(4): 463- 483.

Amos, T. A., Ristow, P. & Ristow, J. 1999. *Performance Assessment*. Tokyo: Prentice Hall.

Analoui, F. 1999. Eight parameters of managerial effectiveness a study of senior managers in Ghana. *Journal of Management Development (UK)*. Vol 18(4): 362-379.

Anand, V., Manz, C.C., & Glick, W.H. 1998. An Organisational Memory Approach to information management. *Academy of Management Review*. Vol 23(1): 796-809.

Andrews, Y. 1995. *The personnel function*. Pretoria: Kagiso tertiary.

Anim, N.T. 2003. *Evaluation of land tenure reform approaches in selected areas of the Northern Province*. Masters of Development Dissertation. University of the North (Limpopo). South Africa: UNIN publishers.

Arkkeilin, D., & Russel, V. 1995. *Environmental Psychology: An Interdisciplinary Perspective*. New Jersey: Prentice-Hall International.

Ashforth, B., & Saks, A.M. 1996. Socialisation tactics. Longitudinal behaviours. *Human Relations Journal*. Vol 4(1): 305-329.

Barnhart, C.L., & Barnhart, R.K. 1994. *The World Book Dictionary*. London: World Book, Inc.



Becker, T.E., Billing, R.S., Eleventh, D.M. ,& Gilbert, N.L.1996. Foci and Bases of Employee Commitment: Implications for Job Performance. *Academy of Management Vol 39(2): 464- 482.*

Bennett, J.A. 2000. *Managing Tourism Services. A Southern African perspective* 2nd ed. Pretoria: Van Schaik.

Billsberry, J. 1996. *The Effective Manager Perspective and Illustrations.* London: Sage publications.

Bowersox, D.J., Closs, D.J., & Cooper, M.B. 2002. *Supply Chain Logistics Management.* Boston: McGraw Hill.

Burgelman, R.A. 1994. Fading Memories: A process theory of strategic business exit in dynamic environments. *Administrative Science Quarterly. Vol39(1): 24-56.*

Calabrese, R.L. & Zepeda, S.I. 1999. Decision - making assessment: improving principal performance. *International Journal of Educational Management. 13 (1):6-13.*

Cant, M., & Machado, R. 1997. *Marketing Success Stories, 3<sup>rd</sup> Edition.* Johannesburg : International Thompson publishing.

Colemen, M. 2000. The female secondary teacher in English and Wales: leadership and management styles. *Educational Research.42 (1):13-17.*

Copping, P. 2000. Appraisals: an approach for success. *Training Journal (UK). Vol 1(1): 20- 22.*

Crote, D. 2000. Public sector organisations: today's innovative leaders in performance management. *Public Personnel Management (USA) Vol 29(1): 1-*

20.

De La Rey, C., Duncan, N., Shefer, F., & Van Niekerk, A. 1997. *Contemporary Issues in Human Development: A South African Focus*. Johannesburg: Thompson Publishing.

Department of Education. 2003. *National Curriculum Statement. Grade 10-12 (General) for Business Studies*. Pretoria: Department of Education publishers.

Department of Education. 2000. *School Based Curriculum Management and planning. Educator Development Manual: Facilitator Curriculum 2005 Pilot for General Education and Training Band Grade R to 9*. Pretoria: Department of Education publishers.

Department of Local Government. 2005. *Comprehensive Performance Assessment (CPA). Audit Commission Local Government*. London: UK Local government publishers.

De Vos, A.S.; Strydom H.; Fouche, C. B. & Delport , C.S.L. 2004. *Research at Grass Roots for the Social Sciences and Human Services Professions*. 2<sup>nd</sup> Edition. Pretoria : Van Schaik.

Diefendorff, J.M. 2002. Examining the roles of job involvement and work centrality in predicting organizational citizenship behaviours and job performance. *Journal of organizational Behaviour* (UK). Vol 23(1): 93- 108.

Digh, P. 1998. The next challenge: holding people accountable. *HR Magazine*. Vol43(11): 63.

Edelman, L.B. 1992. Legal ambiguity and symbolic structures: Organisational mediation of civil rights law. *American Journal of Sociology*. Vol 97(1): 1531-

1576.

Education Labour Relations Council. 2003. *Collective Agreement Number 8 of 2003. Integrated Quality Management System*. Limpopo Provincial Government. South Africa: Limpopo Provincial Publishers.

Edwards, R.J., & Rothbard, N.P. 2000. Mechanisms linking work and family: clarifying the relationship between work and family constructs. *Academy of Management*. Vol 25 (1): 178-199.

Fedor, D.B., Bettenhausen, K.L., & Davis, W. 1999. Peer reviews: employees, dual roles as assessors and recipients. *Group and Organization Management (USA)* Vol 24 (1): 92-120.

Ferreira, C. 2003. *Continuous Assessment*. Pretoria: Unisa

Finnemore, M. & Van Rensburg, R. 1999. *Contemporarily Labour Relations*. Durban: Butterworths.

Fisher, J., Katz, L., Miller, K., & Thatcher, A. 2003. *South Africa at work: Applying Psychology to Organisations*. South Africa: Witwatersrand University Press.

Floyd, S.W., & Lane, P.J. 2000. Strategizing throughout the organization. Management role conflict in strategic renewal. *Academy of Management Review*. Vol 25 (1): 154- 177.

French, J.R.P.Jr. Caplan, R.D., & Harrison, R.V. 1982. *The mechanisms of job stress and strain*. London: Wiley.

Fuller, S.R., Edelman, L. B., & Matusik, S.F. 2000. Legal readings: Employee interpretation and mobilization of law. *Academy of Management Review*. Vol

25(1):200-216.

Gerber, N. 1995. *Researching Social Life*. London: Sage Publications.

Gerber, P.D., Nel, P. S., & van Dyk, P. S. 1995. *Human Resources Management*. Cape Town: Southern Book Publishers.

Greenhaus, J.H. & Beuttel, N. J. 1985. Sources of conflict between work and family roles. *Academy of Management Review*. Vol10(1): 76-88.

Grote, D. 1998. Painless performance focus on results, behaviours. *HR Magazine Vol 43(1):52*.

Harrington, D. 2001. Job Satisfaction and burnout: predictors of intentions to leave a job in a military setting. *Administration in Social Work Journal*. Vol 25(3): 1-16.

Hedge, J.W. & Teachout, M.S. 2000. Exploring the concept of acceptability as a criterion for evaluating performance measures. *Group and Organization Management (USA)*. Vol 25(1): 22- 45.

Holden, R. 2001. Managing people's values and perceptions in multi-cultural organisations: the experience of a HR director. *Employee Relations Journal* Vol 23(6): 614- 626.

Horton, S. 2000. Competence man in the British civil service. *The International Journal of Public Sector Management*. Vol 13(4): 354-369.

Huff, J.O., Huff, A.S.,& Thomas, H. 1992. Strategic Renewal and the interaction of cumulative stress and inertia. *Strategic Management Journal*, Vol 13(1) :55-75.

Hurst, D.K., Rush, J.C., & White, R.E. 1989. Top Management teams and Organizational renewal. *Strategic Management Journal Vol10(1): 87-105.*

Johnson, M.K. 2001. Change in job values during the transition to adulthood. *Work and Occupations Journal. Vol 28(3): 315-345.*

Katz, D. & Kahn, R.L. 1978. *The social psychology of organizations 2<sup>nd</sup> ed.* New York: Wiley.

Kearns, P. 2000. How do we measure up? (Performance measurement). *Personnel Today UK. Vol1(1): 21- 23.*

Kivosaki, R., & Lechter, S. L. 1998. *Cash flow Quadrant* . New York: Warner Books.

Kuo, C., Dunn, K.D., & Randhawa, S.U. 1999. A case study assessment of performance measurement in distribution centres. *Industrial Management & Data Systems. 99 (2):54 - 63.*

Laughlin, C. 2000. The trials, tribulations and traumas of feedback. *Training Journal (UK). Vol 1(1): 30- 33.*

Limpopo Provincial Government. 2003. *Performance Management System: Integrated Provincial Support Programme.* South Africa: Simeka Management consulting.

Macmillan's 2004. *Macmillan's Assessment Guide for the Senior Phase.* Johannesburg: Macmillan's.

Maloney, K. 2000. History repeating (competency framework). *People Management (UK). Vol 6(14): 43-45.*

Manning, T.T. 2002. Gender, Managerial level, transformation leadership and work satisfaction. *Women in Management Review*. 17(5):207-216.

Mant, M.K., Judge, T.A., Scullen, S.E., Sytsma, M.R., & Hezlett, S.A.1998. Trait, rater and level effects in 360- degree performance ratings. *Personnel Psychology*. Vol 51(3): 557- 576.

Markides, C.C., & Williamson, P.J. 1996. Corporate Diversification and Organisational structure: A Resource- Based View. *The Academy of Management*. Vol 39 No(2): 340-367.

Martin, D.C., & Bartol, K.M. 1998. Performance appraisal: maintaining system effectiveness. *Public Personnel Management (USA)*. Vol 27(2): 223- 230.

Mathieu, J.E., & Zajac, D.M. 1990. A review of meta-analysis of the antecedents, correlates and consequences of organisational commitment. *Psychological Bulletin*, Vol 108(1): 171-194.

McCormic, E.J., & Illgen, D. 1985. *Industrial and organisational Psychology*. 8<sup>th</sup> ed. New. Jersey: Prentice Hall.

McShulskis, E. 1997. Work and family benefits are increasingly popular. *HR Magazine* Vol 42(7): 26- 29.

Merton, R.K. & Nisbet, R. 1976. *Contemporary Social Problems*. 4<sup>th</sup> Edition. New York: Harcourt Brace Jovanovich Inc.

Moloney, K. 2000. History repeating: competency frameworks). *People Management*. (UK). Vol 6(14): 43-45.

Monica, K.E. 1999. A product review: 360 Assessment. *Training and Development (USA) Vol 53 (4): 43- 47.*

Monczka, R.M., Trent, R.J., & Handfield, R.B. 2005. *Purchasing and Supply Chain Management* 3rd Edition. USA: Thompson South Western.

Motimele, S. 2005. *The manual : Department of Roads and Transport*, Limpopo Provincial Government. Government Publishers.

Mount, M.K., Judge, T.A., Scullen, S.E., Sytsma, M.R., & Hezlett, S.A. 1998. Trait, rater and level effects in 360- degree performance ratings. *Personnel Psychology. Vol 51(3): 557- 576.*

Mouton, M., & Marais, H.C. 1994. *Basic Concepts in the Methodology of the Social Sciences*. Pretoria: Human Sciences Research Council (HSRC).

Mudau, H.A. 2002. *Governance and ethical principles in local economic developments: A case study of the Greater Thohoyandou Municipality*. Dissertation. University of the North. South Africa: UNIN publishers.

Muchinsky, P.M. ; Kriek, H.J. & Schreuder, D. 1998. *Personnel Psychology*. 2<sup>rd</sup> ed. Johannesburg: International Thompson publishing Pty Ltd.

Muchinsky, P.M., Kriek, H.J., & Schreuder, D. 2005. *Personnel Psychology* 3<sup>rd</sup> ed. South Africa: Oxford University Press Southern Africa.

Nel, P.S. and Van Dyk, P.S. 1995 *Human Resources Management* 3<sup>rd</sup> Edition. Cape Town : Southern Book Publishers.

Neuman, V.L. 1997. *Social Research Methods: Qualitative and Quantitative*

*Approaches*. Boston: Allyn and Bacon .

Northern Province Information Handbook. 2001. *Performance Management System. Integrated Provincial Support Programme*. South Africa: SMC Simeka Management Consulting.

Northern Province Information on the HR contribution: *A survey of approaches. Accountability in Human Resource Management* 2001. Houston: Gulf Publishing Co.

Pfeffer, J. 1997. Pitfalls on the road measurement: The dangerous liaison of human resources with ideas of accounting and finance. *Human Resource Management*. 36: 357 - 65.

Phillips, J.J. 1996. Measuring the HR contribution: A survey of approaches. *Accountability in Human Resource Management*. 5:33-50. Houston: Gulf Publishing Co.

Pitt, D.J. 1999. Improving performance through self-assessment. *International Journal of Health Care Quality Assurance*. Volume 12: 45- 54.

Platt, G. 1999. An appraisal system with real HRD value. *Training Journal (UK)*. Vol 1(1): 13- 15.

Polokwane Municipality. 2003. *The Integrated Development Plan (IDP)*. South Africa. Limpopo Local Government publishers.

Quaglieri,, P.L. & Pacenka, J.O. 1985. Making it to the top. *Leadership and Organisational Journal*. 5(6), 24-26.

Rizzo, J.R., House R.J., & Lirtzman, S.L. 1970. Role conflict and ambiguity in



complex organizations. *Administrative Science Quarterly* Vol 15(1) 150-163.

Roberts, G.E. 1998. Perspective on enduring and emerging issues on performance appraisal. *Public Personnel Management*. Vol 27(3): 301- 320.

Robson, G.S., Wholey., D.R. & Barefield R.M. 1998. Institutional determinants of Individual Mobility: Bringing the professions Back In. *The Academy of Management journal* Vol 39(2): 397-420.

Romney, P., Krom, K., & Hampton, M.M. 2002. Unpacking leadership. Centre for Gender in Organizations. Seminar series, 2001-2002.

Schumacker, S., & Macmillan, J.M. 1993. *Research in Education: A conceptual introduction*. New York: Harper Collins College.

Smith, W.J., Harrington, K.V., & Houghton, J.D. 2000. Predictors of performance appraisal discomfort: a preliminary examination. *Public Personnel Management(USA)*. Vol 29(1): 21- 41.

Snape, E., Thompson, D., Yan, F.K., & Redman, T. 1998. Performance appraisal and culture: practice and attitudes in Hong Kong and Great Britain. *International Journal of Human Resource Management*. Vol 9(5): 841- 861.

Sonnentag, S. & Kleine, B.M. 2000. Deliberate practice at work: a study with insurance agents. *Journal of Occupational and Organisational Psychology UK*. Vol 73(1): 83- 98.

Spangenberg, H. 1994. *Understanding and implementing performance management*. South Africa: Juta Ltd.

Spreitzer, G.M. 1996. Social structural characteristics of psychological

empowerment. *The Academy of Management Journal*. Vol 39(2): 483-504.

Statistics South Africa. 2005. *South Africa by Province, Gender and Population*. Pretoria: South Africa.

Sulliman, A., & Iles, P. 2000. Is continuance commitment beneficial to organizations? Commitment- performance relationship: a new look. *Journal of managerial psychology (UK)* Vol 15(5): 407\_ 427.

Swanepoel, B., Erasmus, B., Van Wyk, M.,& Schenk, H. 2003. *South African Resource Management. Theory and Practice. 3rd Ed.* South Africa : Juta.

Terre Blanche, M., & Durrheim, L. 1999. *Research in Practice. Applied Methods for the Social Scienc0es*. Cape Town: University of Cape Town press.

Unisa. 2003. *Research Methodology. REMEIO-P only study Guide*. Pretoria: Unisa

Wright, P.M., & McMahan, G.C. 1992.Theoretical perspectives for strategic human resource management. *Journal of Management*, Vol 18(1): 295-320.

Wellman, J.C., & Kruger, S.J. 1999. *Research Methodology for the Business and Administrative Sciences*. Cape Town: Creda Communications.

Wing, K.T. 2000. Painless performance appraisal. *Strategic Finance (USA)*. Vol 82(2): 62- 64.

Zedeck, S. 1992. *Work, families and organizations*. San Francisco: Jossey-Bass.

## **2.Electronic data**

Amaratunga, D. 2000. Assessment of facilities Management performance. Property School of Construction and Property Management. 18 (4):258-266. (MCB University). [http://www.mcbup.com/research\\_registers/jpif.asp](http://www.mcbup.com/research_registers/jpif.asp)  
Retrieved on 21 October 2005.

Atlas Business Software Solutions. Employee Evaluation Basics. Performance Management - Employee Performance Evaluation - Employee Evaluation. Atlas Business Solutions, INC. <Http://www.hrsoftwaresolutions.com/employee-evaluation-basics.html> Retrieved on 2005/11/05.

Barrett, P.J. 1996. Program Evaluation in the Australian Public services Audit Report. Australian government publications.  
<http://www.anao.gov.au/website.nsf/Publications/4A256AE90015F69B4A25690500...> Retrieved on the 2005/11/04.

*Central Regional Educational Laboratory. 2005. Department of Education publishers. U.S. 12 :1-6.*  
<http://www.ed.gov/pups/OR/ConsumerGuide/perfasse.html>  
Retrieved on 2005/ 11/ 05.

Department of health. Performance Assessment Framework. UK government document. UK government publishers .London.  
<http://www.dh.gov.uk.PolicyAndGuidance/OrganisationPolicy/Social Services>

Employment Law Store. Employee Performance Evaluation.  
<http://www.employmentlawstore.com/emperev.html> Retrieved on 2005/11/05.

305 - Employee Performance Evaluation.1997.  
<http://www.nebworker.org/policies/305.html> Retrieved on 2005/11/05.

Goldworthy, A. 2003. The heart and soul of leadership. Australian Institute of

Management10(1):18-22221.Retrieved <http://www.aim.com.aci/publications/>.  
Retrieved on 2004/2/23.

HR Support Network, Inc. Sample Performance Evaluation form. Affordable Employee Hand book.com.

[http://www.affordableemployeehandbook.com/Sample Performance EvaluationForm.C...](http://www.affordableemployeehandbook.com/SamplePerformanceEvaluationForm.C...) Retrieved on 2005/11/04.

<http://aspe.os.dhhs.gov/progsus/perfoneas/> Retrieved on 2005/11/04.

Kotter, J.P. 2001. What leaders really do best of HBR. Retrieved from <http://www.rebrown.com/articles/kotter.html>. Retrieved on 24/02/2004.

Local Government Document. Seattle WA contractor Performance Evaluation Program, Municipal research and service centre for Washington.

<http://www.mrsc.org/subjects/pubworks/construct/C5-14aSeattle.aspx?r=1>

Retrieved on 2005/11/04.

North Central Regional Educational Laboratory. Performance Assessment. Learning Point Associate.

<http://www.ncrel.org/sdrs/areas/issues/methods/assment/as81k5.htm>. Retrieved on 2005/11/04.

Paton, L. 2005. Halogen appraisal.

<http://www.halogensoftware.com/products/adwords/eappraisal.php>. Retrieved on 19/10/2005.

Riley, W.R., Robinson, S.P., & Conaty, J.C. 1993. Consumer Guide. Office of Research, Office of Educational Research and Improvement(OERI) US. Department of Education publishers. U.S. 2:1-6.

<http://www.ed.gov/pubs/OR/ConsumerGuide/perfasse.html> Retrieved on the 2005/11/04.

Ronayne, D. Case study on Pep Boys Auto and Jelly Betty. Marketing and Business Development.

<http://www.halogenoffware.com/news/sept6th2005.php> Retrieved on 2005/11/04.

Slatter, T.F. Performance Assessment.

[www.flaguide.org/extra/download/cat/perfass/perfass.pelf22K-](http://www.flaguide.org/extra/download/cat/perfass/perfass.pelf22K-) View as html. Retrieved on 2005/11/04.

Stark, P.B. 2004. The quest for work place excellence. Retrieved from [http://www.pbsconsulting.com/article\\_hm.htm](http://www.pbsconsulting.com/article_hm.htm). Retrieved on 2004-08-20.

The Performance Evaluation. Opportunities for hospital Librarians.

<http://web.syr.edu/~weskinne/wtmla.html>. Retrieved on 2005/11/04.

The University of Chicago. Employee Performance Evaluation.

[http://www.mebup.com/research\\_registers/jpif.Gsp](http://www.mebup.com/research_registers/jpif.Gsp) Retrieved on 2005/11/04.

The US Department of Health and Human Sciences. Assisting performance measurement Initiatives in Health and Human Services Programs. Performance Management in <BR> Health and Human services Programs.

United States Department of Health and Human Sciences. Assisting performance measurement Initiatives in Health and Human Services Programs> He. Performance Management in <BR> Health and Human services Programs.

<http://aspe.os.dhhs.gov/progsus/perfoneas/> Retrieved on 2005/11/04.

US policy.

<http://www.dpt.state.va.us/hrpolicy/peh98.htm> Retrieved on 2005/11/04.

Wangsatorntanakhun, J.A.2005. 3 story intellect. Teaching with the Internet. Bangkok.

## **APPENDIX A**

### **RESEARCH TOPIC**

**A PERFORMANCE ASSESSMENT OF WOMEN IN MANAGERIAL POSITIONS  
IN LEPELLE- NKUMPI MUNICIPALITY, LIMPOPO PROVINCE.**

### **INTERVIEW SCHEDULE**

The interview schedule tries to gather information which will enable the researcher to come out with the findings and formulate the conclusions, on the performance assessment of women in managerial positions in the Lepelle-Nkumpi Municipality. The respondent's privacy is respected and there is no way it can be violated, unless with their due permission.

Instruction on completion of the interview schedule:

1. The interview schedule is supposed to be completed by women in managerial positions/female managers of all levels, i.e., from operational to strategic management, in Lepelle-Nkumpi Municipality.
2. For questions whereby you are provided with the alternatives, encircle the correct letter.
3. In other questions, provide answers to the questions given. Fill in the spaces provided.
4. If the space provided is inadequate, then use free pages provided at the end of this questionnaire.

**A: Biographical information**

1. In which one of these age groups do you fall?  
A. 5- 25    B. 26- 35    C. 36- 45    D. 46-55    E. 56+
2. How long have you been in this post?  
A. 0-3 years    B. 4-7 years    C. 8-11years    D. 12- 15 years  
E.16 years +
3. What experience in management did you have before you were appointed to the present post?  
A. 0 - 6 months    B. 7 - 36 months    C. 4 -6 years    D. 7-12 years    E. 13 and above
4. What type of in-service training have you undergone since you started

working?

- A. None
- B. 1 - 3 month course
- C. 6 months course
- D. A year programme
- E. More than one year programme

5. What educational qualifications have you obtained?

- A. Grade 10 + certificate
- B. Grade 12 only
- C. Grade 12 + certificate
- D. Grade 12 + 3 year diploma/ degree
- E. Grade 12 + post graduate degree

6. How long do you travel to work?

- A. 0 - 1 km
- B. 2 - 10km
- C. 11 - 20 km
- D. 20 - 50 km
- E. 50km +

**B: Job description**

1. What is the nature of the post you are holding?

- A. Permanent
- B. Temporary
- C. Acting
- D. 3-year contract
- E. 5-year contract.

2. What is the post designation you are holding?

- A. General Manager
- B. Chief Manager
- C. Manager
- D. Deputy/ assistant manager
- E. Departmental manager



3. How were you placed in this post?

- A. Interview
- B. Secondment/ horizontal mobility
- C. Promoted on merit
- D. Promoted on age
- E. Promoted on educational qualifications.

4. What management challenges are you faced with in your workplace? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5. What are the characteristics of the managerial tasks you perform in your workplace? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**C: Performance Instruments**

1. To what extent do you think the following performance management instruments in your workplace measure the performance of women in managerial positions?

1.1 Performance Agreement \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

1.2 Work Plans \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

1.3 Standard Framework \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. What is the impact of these various performance instruments to women in

managerial positions?

---

---

3. What problems do you encounter when using these instruments as a woman manager?

---

---

4. What measures are presently used in your workplace to curb the above stated problems?

---

---

5. In various performance instruments applicable in your workplace, which one do you think is the best for women in managerial positions, and why do you think it is the best one? (the most preferred instrument)?\_\_\_\_\_

---

---

6. In your opinion, how can the performance instruments be improved?

---

---

**D: Interventions**

1. What support is provided to you by your supervisors or department?\_\_\_\_\_

---

---

2. What intervention mechanisms are in place to help you execute various work tasks?\_\_\_\_\_

---

---

3. In your opinion, what interventions within institutions should be initiated to help you \_\_\_\_\_ in \_\_\_\_\_ your workplace? \_\_\_\_\_

---