

**THE IMPACT OF THE  
PERFORMANCE MANAGEMENT SYSTEM (PMS) ON SERVICE  
DELIVERY  
IN MOKOPANE REGIONAL HOSPITAL  
LIMPOPO PROVINCE**

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## DECLARATION

I declare that **The Impact of the Performance Management System (PMS) on service delivery in Mokopane Regional hospital** dissertation hereby submitted to the **University of Limpopo**, for the degree of **Masters of Public Administration** (degree & filed of research) has not previously been submitted by me for a degree at this or any other university, that it is my own work in design and in execution, and that all the materials contained herein have been duly acknowledged.

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**M.W Chauke (Mr)**



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**Date**

## **DEDICATION**

This dissertation is dedicated to my wife, Makoena Pauline, and to my three children, Thabo, Candy and Kgaugelo, whose patience, understanding and support allowed me to pursue my studies. They have been my source of inspiration.

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## **ABSTRACT**

*The study investigated the impacts of performance management system on service delivery in Mokopane Regional hospital. The study moved from the premise that Performance Management System in Mokopane Regional Hospitals is not well managed. The investigation however revealed that efforts are being made to implement performance management system although some essential improvements are inevitable required. It also probed the implementation of the performance management system within the ambit of the determined policies and procedure manual for the hospital. The challenges experienced are due to the failure of the line managers and supervisors in understanding the essence of the system. The implementation of the system often results in biasness and other performance unrelated factors. In many instances, other factors (such as subjectivity at the expense of objectivity) are unrelated to high performance rates. The study makes a recommendation on how alignment can be made to ensure that the system become more effective.*

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# **CHAPTER 1**

## **ORIENTATION TO THE STUDY**

### **1.1 Introduction**

After the attainment of democracy it became clear that the Republic of South Africa should undergo a transformation process in implementing a Performance Management Systems (PMS) to eradicate the imbalances of the past which were characterized by disparity, bias and discrimination against the majority of the government employees. According to chapter 10 of the Constitution of the Republic of South Africa, (1996), Act No. 108 of 1996, the Public Service Act of 1994, as well as the Public Regulation Act, 2001 of 01 July 1999, it is clear that all employees are required to enter into the memorandum of understanding, standard framework, work plans, and performance agreements.

Since government is committed to the eradication of all oppressive laws, it considered it necessary to implement the PMS. This was done to improve the quality of service delivery in the national, provincial and local spheres of government and also to customize the principles and framework of Performance Management System especially in public hospitals to providing measures and guidelines for the improvement of departmental and individual performance. This was done in compliance with Chapter1, part V111 of the Public Service Regulation, (2001) that requires each executing authority to determine a system for performance management and development for employees in his/her department. To rectify the imbalances and staff demoralization created by the former oppressive apartheid regime.

## **1.2 Background**

Performance Management began around sixty years ago as a source of income justification and was used to determine an employees wage based on performance. The work place organisations used performance management to drive behaviours from the employees to get specific outcomes. In practice, this worked well for certain employees who were solely driven by financial rewards. However, where employees were driven by learning and development of their skills, the system could not yield results. The gap between justification of pay and the development of skills and knowledge became a huge problem in the use of Performance Management. This became evident in the late 1980s; The realization was a more comprehensive approach to manage and reward performance was needed. This approach of managing performance was developed in the United Kingdom and the United States much earlier than it was developed in Australia not even mentioning when the system was introduced in South Africa.

In recent decades, however, the process of managing people had become more formalized and specialized. Many of the old performance appraisal methods have been absorbed into the concept of Performance Management, which aims to be a more extensive and comprehensive process of managing. Some of the developments that have shaped performance management in recent years are the differentiation of employees or talent management, management by objectives and constant monitoring and review. Its development was accelerated by the following factors: The introduction of human resource management as a strategic driver and integrated approach to the management and development of employees; and the

understanding that the process of Performance Management is something that's carried out by line managers throughout the year. It is not a once off annual event coordinated by the personnel department. Prior to 1994, the then Government was less concerned about the progress of public servants. Its focus was mainly on the procedures and systems and on the need of the public servants. There was no consultation and agreement between the employer and the employees to set the objectives, norms, standards and rewards according to performance. The achievement of tools used for Performance Appraisal focused on incidents, not performance progress. The promotion was based on seniority of individual employees and not performance based results of the employees.

After 1994, new legislations were introduced to address the imbalances and inequalities of the apartheid system. The major focus was on the Reconstruction and Development Programme (RDP) with a view to address the needs of the overwhelming South African majority, geared towards the national mandate of a "Better Life for All", through quality, accessible and affordable services in all government departments (Chauke, 1998:1-3).

Government introduced the Performance Management System in April 2004 in order to render effective, efficient, and economic service to the community. PMS is the tool that enables the employer to measure whether the pre-determined norms, set standards and desired goals are achieved which contribute towards the strategic objectives of a department. The Public Service Act. of 1994 as amended, as well as the new Public Service Regulation of 1 July 1999, make it clear that all the employees must enter into the memorandum of understanding, work plans and Performance Agreement of the organization they are

working for. The former regime and its legacy made public servants lose initiatives and commitment to become like passive passengers in the process of service delivery. The present dispensation expects the public servants to be seen in the forefront and have a meaningful contribution towards the implementation of the strategic plans of their respective departments (Kotze, 1977:179-179).

Performance management is a systematic process by which an agency involves its employees in improving organizational effectiveness in the accomplishment of the Agency's mission and strategic goals. The performance management process is used to communicate organizational goals and objectives, reinforce individual accountability for meeting those goals, and track and evaluate individual and organizational performance results. It reflects a partnership in which managers share responsibility for developing their employees in such a way that enables employees to make contributions to the organization. It is a clearly defined process for managing people that will result in success for both the individual and the organization (Kotze, 1977:179-180).

The concept of performance management has been one of the most important and positive developments in the sphere of management in recent years. It began to take shape in the 1980s, growing out of the realization that a more continuous and integrated approach was needed to manage and reward performances. It has risen like a phoenix from the old-established but somewhat discredited systems of merit rating and management by objectives. Many of the more recent developments in performance appraisal have also been absorbed into the concept of performance management, which aims to be a much

wider, more comprehensive and more natural process of management (Armstrong, 1999:430-431).

### **1.3 Statement of the Problem**

The Performance Management System in public hospitals is not well managed. This is due to the failure of the line managers and supervisors in managing the system. Their attempts to implement the system often results in biasness and other performance unrelated factors of consideration. In many instances other factors (such as subjectivity at the expense of objectivity) are unrelated to high performance rates. These, therefore, result in employees viewing performance management as a ladder towards salary increases and bonuses or financial incentives. The current performance management system is not geared towards any improvement in the public workplace, particularly, Mokopane Hospital. Some employees feel victimized by the system in that some managers take a punitive approach than a developmental approach. Public servants view it as neither equitable to the work done nor the outcome with regard to payment. The employees' perspective is that they work harder for lesser rewards due to a lack of an effective performance management system

The development of the system does not have substantial and ongoing commitment and support from everyone in the hospital. Staff and managers do not see this as an opportunity to make the necessary changes to create the conditions for ongoing performance improvement. There are no robust discussions as required to adjust to new roles or clarify about what is required to achieve these conditions.

Some frictions and conflicts over performance issues have been evident in the recent years.

Where there is no well structured performance management system that is effectively communicated, both the employee and manager enter the process without better levels of confidence as there are "rules" that clearly stipulate what is being assessed and how. Employees are not assessed on achievement of objectives that have been clearly identified and agreed to. Managers have no better framework to assess employees' performance as they are not familiar with the criteria to assess the employee. The outcome is that both individuals have not an informed discussion and focus on achievement of both personal and business objectives.

The lack of conducting frequent reviews resulted in performance objectives being not able to be adjusted and modified to suit changing hospital conditions. This dramatically increases the probability that the objectives are irrelevant and they are not able to be acted upon during the performance period. By not performing frequent performance reviews, visibility of training gap is not increased dramatically. Areas of non performance do not receive much more focus and attention and problems cannot be acted upon much quicker. Most Performance Management systems do not provide reports as to who has or has not achieved their objectives (departments and individuals). Adjustments to objectives or strategy cannot then be made to ensure that expectations are met. Alternately, expectations cannot be modified as appropriate. By not reviewing more frequently, all managers and employees do not start to plan and execute to clearly thought out objectives. This result in bad resource management and managers

therefore work in the business, but not on the business.

#### **1.4. Hypothesis**

Bless and Higson-Smith as quoted by Brynard and Hanekom (1997:19) define a hypothesis as a suggested, preliminary, yet specific answer to a problem which has to be tested empirically before it can be accepted as a concrete answer and incorporated into theory. The authors as quoted above further inform that it is not absolutely necessary to have a hypothesis in every study. Resultantly, the study is conducted without a hypothesis.

According to Behr (1983:5), hypothesis is to be tested and not proved and that researchers tend to be tempted to prove their hypotheses than to test them. The fact that no hypothesis is formulated to this study would assist in avoiding the temptation for proving what is contemplated and suggested at the preliminary stage of the study.

In addition, a hypothesis is not formulated in the study because the study is descriptive and not explorative or a hypothesis testing kind of a study. Kerlinger (1964: 18) informs that a hypothesis is a conjectural statement of the relationship between two or more variable. A statement that lacks either or both these characteristics are no hypothesis in the scientific sense of the word. The nature of the topic formulated does not show relationship establishment equations and thus no hypothesis is formulated. The closed ended type of this study neither would require a hypothesis than it would have been in an exploratory study.



## **1.5 Aims of the Study**

The aim of the study is to investigate the impact of the Performance Management System on service delivery in Mokopane Regional Hospital. The underlying assumption being that the PMS as implemented has an impact on service delivery in public hospitals. In pursuit of this aim, the objectives of the study are as below mentioned.

## **1.6 Objectives of the study**

The objectives of the study, following the aim as indicated above is among others to:

- (i) Probe into the problems and dynamics of Performance Management Systems.
- (ii) Ascertain whether a PMS's have an impact on the delivery of services in public hospitals.
- (iii) Identify possible bias in the implementation of a PMS in public hospitals.
- (iv) Determine any (possible) significant differences in the present and the past system.
- (v) Establish any possible link between the possible biasness of the implementation of a PMS and the employee's performance.

## **1.7. Motivation of Study**

General comments from public servants regarding the implementation of a PMS stimulated the researcher's interest in and raise curiosity to conduct this research. The researcher deemed it necessary to probe

into the problems and dynamics of PMS' and also to identify possible mechanisms and strategies to improve the reimplementation of the PMS in the Mokopane Provincial Hospital. In view of the foregoing, the present situation posed a challenge to investigate the impact of a PMS on service delivery in this former rural hospital in order to motivate public servants and ascertain whether it had any bearing on the quality of service delivery in the interest of the public in the hospital.

### **1.8. Significance of Study**

The study is significant to both the theory and practice of a PMS in public hospitals. It sought to fill the missing gap in knowledge on a PMSs and that application. An investigation was made into the application of the PMS (if any) that may in the long or short run show the impact positive or negative of applying such a system.

### **1.9 Significance of the Topic and the Problem**

The topic under investigation is the "Impacts of Performance management System on service delivery in Mokopane Regional Hospital is significant and relevant to the study. It is not too broad and too narrow. Treece and Treece (1986: 66) are of the view that a research topic should not be too extensive and should be limited to one specific aspect. The problem as it is in this study should cover only one segment at a time and should be reasonable be investigated. The topic under investigation is sufficiently formulated and was selected taking into account its topicality, originality and its practical feasibility.

The topic was formulated in view of the guidelines provided by

Huysamen (1994: 188) in stipulating that a mini dissertation is required to present a meaningful contribution to the field of study. In the context of the study in question, the topic and the problem statement will undoubtedly contribute to the body knowledge. Wimmer and Dommick (1987:24) advise to the effect that the study which does not further the solution to the problem, and provide answers has little value beyond the expertise the researcher acquires. This study would by all means add value in view of all the abovementioned considerations.

### **1.10 Research Questions**

The following research questions guided the progression of the study. The study also attempt to provide answers to the questions as indicated below:

- What is the impact a Performance Management System on service delivery?
- What are the perceptions and expectations of the public servants about the system?
- What are the anticipated desired outcomes of a Performance Management System?
- How does a Performance Management System motivate employees to obtain and maintain effective, efficient and economic service delivery in the Mokopane Provincial Hospital?

### **1.11 Scope of the Study**

The survey research examined the process of a Performance

Management System especially to probe into the impact it had on the quality of service delivery in Mokopane Provincial Hospital in the Waterberg District in the Limpopo Province during the past eleven years. The investigation was conducted amongst the public servants of the Department of Health and Social Development stationed in the Mokopane Provincial Hospital.

The study took into account that many black public servants in South Africa had been tremendously disadvantaged during the apartheid regime, which was neither developmental nor judgmental orientated. This study was thus deemed to ensure a direct link between individual performance, departmental vision and its strategic focus and the strategic goals of the province and how they impact positively and negatively on service delivery in the Mokopane Provincial Hospital. The focus of the research was limited to public servants from level two (2) to level thirteen (13) employers of the Department of Health and Social Development in Limpopo.

### **1.12. Chapter Layout**

The research study consists of five chapters which eventually constitute the mini-dissertation and the following is their layout:

Chapter one is an Orientation to the Study presenting a discussion on the problem statement, objectives and motivation of the study, significance of the study, research questions, ethical consideration and any other matter thereof of an orientational nature.

Chapter two focuses on literature and legislative framework review as they relate to the impact of performance system on service delivery in

Mokopane Regional Hospital.

Chapter three focuses on the research design and methodology which were applied in this research study.

Chapter four examined the data collected, data analysis and data presentation from the respondents of the questionnaires and interviews for the employees of Mokopane Regional Hospital.

Chapter five focused on a discussion of the result obtained, conclusions and recommendation.

### **1.13. Conclusion**

The work presented above is of an introductory nature focussing on the background to performance management and the problem under investigation. The aim and the objectives of the study also formed an integral part of this chapter. The motivation of the study and the significances could not have been left out of this chapter in that they served introductory purposes.

## **CHAPTER 2**

### **LITERATURE REVIEWS**

#### **2.1 Introduction**

This chapter reviews the available literature with the aim of providing an understanding of performance management system. It also sought to establish a framework understanding of the relationship between the performances of the public servants with service delivery proportions. Existing Literature will be reviewed in accordance with the topic and the aim of the study. In addition to the abovementioned, this chapter focuses on literature and legislative framework viewing the role and impact of the Performance Management System on the quality of health service delivery. The major purpose of the chapter is to briefly review some recent literature published as well as the pieces of legislation promulgated since 1995 to date and considered pertinent to the Performance Management System. Another reason for the literature review in question is to enable the researcher to determine whether the problem to be investigated had not been researched before as to avoid duplication of investigation.

Primary data was be collected from questionnaires, while secondary data were collected from available sources either in the form of books, articles, government gazettes, legislations, and acts.

#### **2.2 Definition of Concepts**

The broadening of the scope of a PMS and the growth of a large body of literature on its application and impact have resulted in a prolific

terminology on the field under investigation the same terms however, may mean different things to different authors. Consequently, it was regarded as necessary to review key terminology used in this dissertation and clarify its operational use. The following concepts that are closely related to performance management were defined.

### **2.2.1 Performance Appraisal**

Performance appraisal is defined by Baird (1992:143-144) as the process of identifying, measuring and developing human performance. A Performance appraisal system must not only accurately measure how well an employee is performing a job, but they must also contain mechanisms for reinforcing strength, identifying deficiencies and feeding such information back to employees that they can improve their future performance (Gerber, Nel, and Van Dyk, 1998:169). Furthermore Dulewicz (1989:61) defines it in a modern as a structured formal interaction between a subordinate and supervisor, that usually takes the form of a periodic interview (annual or semi-annual), in which the work performance of the subordinate is examined and discussed, with a view to identifying weaknesses and strengths as well as opportunities for improvement and skills development. Performance appraisal systems began as simple methods of income justification. That is, appraisal was used to decide whether or not the salary or wage of an individual employee was justified (Dulewicz, 1989:54). The process was firmly linked to material outcomes. If an employee's performance was found to be less than ideal, a cut in pay would follow. On the other hand, if their performance was better than the supervisor expected, a pay rise was in order (Dulewicz, 1989:55). Little consideration, if any, was given to the developmental possibilities of appraisal. If was felt that a cut in pay, or a rise, should provide the

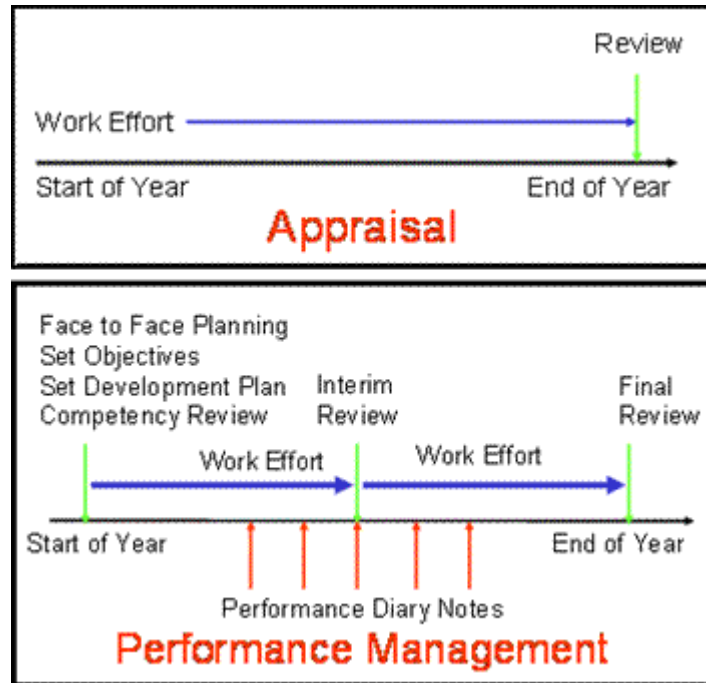
only required impetus for an employee to either improve or continue to perform well-(Dulewicz,1989:55) Sometimes this basic system succeeded in getting the results that were intended; but more often than not, it failed (Dulewicz, 1989:56).

For example, early motivational researchers were aware that different people with roughly equal work abilities could be paid the same amount of money and yet have quite different levels of motivation and performance (Dulewicz,1989:57). These observations were confirmed in empirical studies. Pay rates were affirmatively important but they were not the only element that had an impact on employee performance. It was found that other issues, such as morale and self-esteem, could also have a major influence (Dulewicz, 1989:59).

As a result, the traditional emphasis on reward outcomes was progressively rejected. In the 1950s in the United States, the potential usefulness of appraisal as tool for motivation and development was gradually recognized. The general model of performance appraisal, as it is known today, began from that time (Dulewicz, 1989:59).

Dulewicz (1989:60) states that performance appraisal properly describes a process of judging past performance and not measuring that performance against clear and agreed objectives. Performance Management shifts the focus away from just an annual event to an on-going process. Figure 2.1 is a process diagram that provides a graphical view of the major differences between the two processes.





*Figure 2.1 – Graphical view of the difference between Performance Appraisal and Management*

As a public hospital, Mokopane could benefit in the contextual application of what this model incorporate towards the delivery of service. A proper distinction between performance management and appraisal could benefit the hospital immensely. In the main, such distinction is inspirational both in the theory and practice of performance management in the hospital thus in final analysis enhancing service delivery.

### **2.2.2 Performance Scoring**

Performance scoring is the process whereby the supervisee should assess and rate him/ herself on the achievement made against the quarterly target(s) on a scale 1-5. The supervisor should also independently assess and rate the achievement made by the

supervisee on a scale of 1-5 against the quarterly targets (Simeka Management Consulting, 2004:77) Mokopane hospital could therefore adopt the scoring approach in the application and the implementation of the performance management system. Where employees are properly scored, they can contribute more on the delivery of service from the motivational point of view.

### **2.2.3 Performance Monitoring**

Simeka Management Consulting (2004:77) defines performance monitoring as quarterly progress reviews or a performance review discussion and finally, an end of the year evaluation which are key elements in monitoring an employee's performance. In view of this, line managers in charge of performances of their immediate supervisee are required to performance monitor them in accordance with the provision of this theoretical performance. The manager is required to use coaching skills to assist employees to improve, offers advice on changing behaviours and approaches, and encourage progress towards achieving goals and adding value.

Performance monitoring as indicated above will require Mokopane Regional Hospital to relate them to performance targets aimed at enhancing service delivery. In this study, it is contended that monitoring of performances outside the context of service delivery renders the entire process dysfunctional.

### **2.2.4 Performance Feedback**

Performance feedback refers to the process whereby employees are

informed as to how their performances compare with the supervisor's expectations. In this regard Line Managers of Mokopane hospital that are in charge of performance management are expected to provide feedback to their supervisees at all times to ensure that the system is effective. Lack of build in feedback mechanisms could defeat the aim and purpose of performance management (Michael, 1996:431-433). Feedback should in the same argument advanced above be linked to feedback of service delivery. Performance management feedback requires complimenting service delivery feedback.

### **2.2.5 Performance Appeals**

In a public sector environment specifically regarding performance management aspects, disputes are common when performance management results are accorded. The disputes range from the results of scoring among other things. These disputes are instigated by the fact that in the public sector performance management is carried out of context in that it is perceived as a tool for salary increments than as a developmental tool. For this reason Fred (1999:524) defines performance appeals as a mechanism where subordinate based employees appeal to the second layer of supervisory leadership within the organisation to settle and balance the performance scoring disputes from the first line supervisory leadership. Fred (1999: 524) however warned that in making these appeals, the system should not be manipulated and that threats and intimation should be prevented. At Mokopane hospital, the environment may allow such appeals to be advanced due to incorporation of the principles of transparency and openness.

### **2.2.6. Performance Benchmarking**

Fred (1999:524) views performance benchmarking as the idea to enable the organization to learn from others and then to formulate specific change goals based on procedures and work assignments that have been observed in world-class organizations. Should there be any hospital in the province even if it means in the county, Mokopane hospital could benchmark the effectiveness of its system against such and construct indicators to communicate appropriate and required meaning.

### **2.2.7. Employee Performance Management Development System (EPMDS)**

Employee Performance Management Development System (EPMDS) is aimed at planning, managing and improving employee performance. To optimise every employee's output in terms of quality and quantity, thereby improving the Department's overall performance and service delivery Fred (1999:525).

Employee Performance Management is a process for establishing a shared workforce understanding about what is to be achieved at an organisation level. It is about aligning the organisational objectives with the employees' agreed measures, skills, competency requirements, development plans and the delivery of results. The emphasis is on improvement, learning and development in order to achieve the overall business strategy and to create a high performance workforce (Fred: 1999:525).

### **2.2.8. Performance Management**

According to Armstrong (1999:429-430), performance management is a means of getting better results from the organization teams and individuals by understanding and managing performance within an agreed framework of planned goals, standards and competence requirements. It is also a process for establishing shared understanding about what is to be achieved, and an approach of managing and developing people in a way which increases the probability that it will be achieved in the short and long term. It is owned and driven by line management (Armstrong, 1999:429-430).

It is rather a management process for ensuring that employees are focusing their work efforts in ways that contribute to achieving the agency's mission. It consists of three phases: (a) setting expectations for employee performance, (b) maintaining a dialogue between supervisor and employee to keep performance on track, and (c) measuring actual performance relative to performance expectations (Armstrong, 1999:429-430). A good performance management system is vital to help organisations to achieve their aims and objectives. For it to work, there needs to be a clear vision of what the organisation is trying to achieve and realistic targets which support the achievement of these aims and objectives (Armstrong, 1999:429-430). Sebeka Management Consulting (2004:16-62) adds that it is a process of harnessing all available resources within an organization and ensuring that employees perform to the maximum, in order to achieve the desired goal. It involves the building process system and culture that will facilitate the achievement of an organization. Agreeing with both Armstrong and Sebeka, Spangenberg (1994:248) continues

to argue that performance management is a systematic process by which a public institution involves its public employees in improving effectiveness in service delivery.

In essence, performance management is a shared process between managers and the individual and the teams they manage. It is based on the principle of management by contract rather than command, although this does not exclude the need to incorporate high performance expectation in such contracts (Wayne and Cascio, 2003:331-332). In managing performances, line managers at Mokopane hospital are required to enforce a culture of contracting than of command. This could be advanced through the participative mode of managing. Performance management involves having in place systems and methods which translate the goals of strategic management into individual performance terms through human resource management. This includes appraisal of the individual, as well as planning and influencing their future performance through targets and development. A basic but comprehensive definition of performance management is that it is a systematic process by which a public institution involves its public employees in improving effectiveness in the service delivery (Armstrong, 1999:429-430).

Performance Management System should work in the background, doing its job to ensure that the members of organization know what's expected of them and how the work is expected to be carried out. The various elements of a performance management system are independent. Adjustment should be based on regular feedback and review, since the aim of any performance management system should be continuous performance improvement. While changes are likely to

be incremental and evolutionary rather than revolutionary, performance management is likely to become increasingly important in terms of assisting public institutions to achieve their strategic goals (Spangenberg, 1994:248).

An agreed framework of planned goals, standards and attribute/competence requirements the basis of performance management is an agreement between the manager and the individual on expectations in relation to each of these aspects. Performance management is largely about managing such expectations (Spangenberg, 1994:248).

According to Spangenberg (1994:248) the purposes of the performance management system are to ensure that:

- (1) The work performed by employees accomplishes the work of the agency;
- (2) Employees have an understanding of the quality and quantity of work expected from them;
- (3) Employees receive ongoing information about how effectively they are performing relative to expectations;
- (4) Awards and salary increases based on employee performance are distributed accordingly;
- (5) Opportunities for employee development are identified; and
- (6) Employee performance that does not meet expectations is addressed

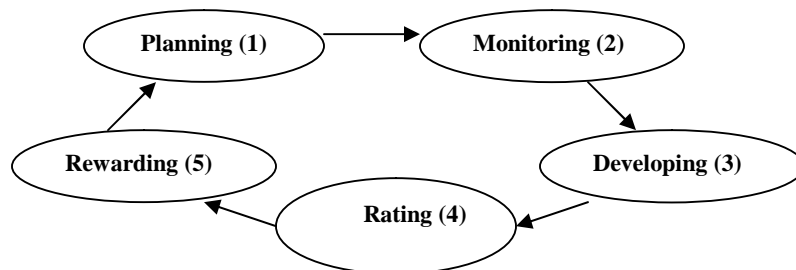
The adoption of these performance goals at Mokopane hospital could enhance performance management system to greater extent. Although there are various considerations based on the public service

requirements, these are among the goals that Mokopane hospital can adopt in refining their performance management system.

### 2.3. Performance Management Process

As a process, performance management is not just a system of forms and procedures. It is about the actions which people take to achieve the day-to-day delivery of results and manage performance improvements in themselves and others (“Handbook for Performance Management Process”: 2004: 7). The diagram below outlines the process component involved:

**Diagram 1: Employee Performance Management process**



According to the “Handbook for Performance Management Process” (2004: 7) employee performance management includes: planning work and setting expectations, continually monitoring performance, developing the capacity to perform, periodically rating performance in a summary fashion, and rewarding good performance.

#### 2.3.1. Planning

In an effective organization, work is planned in advance. Planning means setting performance expectations and goals for groups and



individuals to channel their efforts towards achieving organizational objectives. Getting employees involved in the planning process will help them understand the goals of the organization, what needs to be done, why it needs to be done, and how well it should be done (“Handbook for Performance Management Process”, 2004: 8).

The regulatory requirements for planning employees' performance include establishing the elements and standards of their performance appraisal plans. Performance elements and standards should be measurable, understandable, verifiable, equitable, and achievable. Through critical elements, employees are held accountable as individuals for work assignments or responsibilities. Employee performance plans should be flexible so that they can be adjusted for changing programme objectives and work requirements. When used effectively, these plans can be beneficial working documents that are often discussed, and not merely paperwork that is filed in a drawer and seen only when ratings of records are required (“Handbook for Performance Management Process”, 2004:8).

### **2.3.2. Monitoring**

In an effective organization, assignments and projects are continually monitored. Monitoring well means consistently measuring performance and providing ongoing feedback to employees and work groups on their progress toward reaching their goals.

Regulatory requirements for monitoring performance include conducting progress reviews with employees where their performance is compared against elements and standards. Ongoing monitoring provides the opportunity to check how well employees are meeting predetermined standards and to make changes to unrealistic or

problematic standards. By monitoring continually, unacceptable performance can be identified at any time during the appraisal period and assistance provided to address such performance rather than wait until the end of the period when summary rating levels are assigned (“Handbook for Performance Management Process”, 2004: 8).

### **2.3.3. Development**

According to the Handbook for Performance Management Process (2004: 9) in an effective organization, employee developmental needs are evaluated and addressed. Developing in this instance means increasing the capacity to perform through training, giving assignments that introduce new skills or higher levels of responsibility, improving work processes, or other methods. Providing employees with training and developmental opportunities encourages good performance, strengthens job-related skills and competencies, and helps employees keep up with changes in the workplace, such as the introduction of new technology.

Carrying out the processes of performance management provides an excellent opportunity to identify developmental needs. During planning and monitoring of work, deficiencies in performance become evident and can be addressed. Areas for improving good performance also stand out, and action can be taken to help successful employees improve even further (“Handbook for Performance Management Process”, 2004: 9).

### **2.3.4. Rating**

From time to time, organizations find it useful to summarize employee performance. This can be helpful looking at and comparing

performance over time or among various employees. Organizations need to know who their best performers are ("Handbook for Performance Management Process", 2004: 8). Within the context of formal performance appraisal requirements, rating means evaluating employee or group performance against the elements and standards in an employee's performance plan and assigning a summary rating of record. The rating of record is assigned according to procedures included in the organization's appraisal programme (See Annexure E for Work-Plan and Contracting Form). It is based on work performed during an entire appraisal period. The rating of record has a bearing on various other personnel actions, such as granting within-grade pay increases and determining additional retention service credit in a reduction in force ("Handbook for Performance Management Process", 2004:10).

### **2.3.5. Rewarding**

In an effective organization, rewards are used well. Rewarding means recognizing employees, individually and as members of groups, for their performance and acknowledging their contributions to the agency's mission. A basic principle of effective management is that all behaviour is controlled by its consequences. Those consequences can and should be both formal and informal and both positive and negative ("Handbook for Performance Management Process", 2004:10). Good performance is recognized without waiting for nominations for formal awards to be solicited. Recognition is an ongoing, natural part of the day-to-day experience. Many of the actions that reward good performance like saying "Thank you" don't require a specific regulatory authority. Nonetheless, awards regulations provide a broad range of forms that more formal rewards can take, such as cash, time off, and

many non-monetary items. The regulations also cover a variety of contributions that can be rewarded, from suggestions to group accomplishments (“Handbook for Performance Management Process”, 2004: 10).

Achievement Performance management is ultimately about the achievement of job-related success for individuals so that they can make the best use of their abilities, realize their potential and maximize their contribution to the success of the organization. It is owned and driven by line managers because performance management is a natural process of management, not a procedure forced onto line managers by top management and the personnel department. (Armstrong, 1999: 429-430).

A manager who creates a performance definition ensures that individual employees or teams know what is expected of them, and that they stay focused on effective performance. The manager should do this by paying careful attention to three key elements: goals, measures, and assessment (Armstrong, 1999: 429-430). Armstrong (1999:429-430) continue that goal setting has a proven track record of success in improving performance in a variety of settings and cultures. Studies show that goals direct attention to the specific performance in question (e.g., levels of performance, and they foster persistence for higher levels of performance. On average, studies show, you can expect to improve productivity by 10 % by using goal setting.

In defining performance, the third requirement is assessment. This is where performance appraisal comes in. Regular assessment of progress toward goals focuses the attention and efforts of an

employee or a team. If a manager takes the time to identify measurable goals but then fails to assess progress toward them, he is looking for trouble. To define performance properly, therefore, you must do three things well: Set goals, decide how to measure accomplishment, and provide regular assessments of progress. Doing this will leave no doubt in the minds of your people what is expected of them, how it will be measure, and where they stand at any given point in time. There should be no surprises in the performance management process and regular appraisals help ensure that there will not be (Wayne, 2003:331-332).

#### **2.4. Performance Management: Performance Improvement Plan**

The Performance Improvement Plan (PIP) is designed to facilitate constructive discussion between a staff member and his or her supervisor and to clarify the work performance to be improved (See Annexure F for Standard Framework). It is implemented, at the discretion of the supervisor; when it becomes necessary to assist a staff member improve his or her performance. The supervisor, with input from the affected employee, develops an improvement plan; the purpose of the activities outlined is to help the employee to attain the desired level of performance.

The PIP differs from the Performance Development Planning (PDP) process in the amount and quantity of the detail. Assuming an employee is already participating in the company-wide PDP process, the format and the expectation of the PIP should enable the supervisor

and staff member to communicate with a higher degree of clarity about specific expectations. In general, people who are performing their jobs effectively, and meeting the expectations of the PDP process, will not need to participate in a PIP.

In all cases, it is recommended that the supervisor's supervisor and the Human Resources department review the plan. This will ensure consistent and fair treatment of employees across the company. The supervisor will monitor and provide feedback to the employee regarding his or her performance on the PIP and may take additional disciplinary action, if warranted, through the organization's Progressive Discipline Process, if necessary.

The supervisor should review the following six items with the employee when using the document.

## **2.5. Communication**

Dorell (2003:6) states that managers' communication with their staff has been found to impact on staff motivation and performance. Furthermore, ongoing and authentic communication can foster trust between staff and managers. However, communication that is insincere can undermine employee motivation and be perceived as manipulative particularly in respect of performance management. In Dorell's (2003:6) views managers who use "motivating language" improve staff members' job satisfaction and performance. Motivating language consists of five principal communication practices:

- Managers explain why decisions are made.
- Communication occurs in a timely manner.

- Important information flows continuously.
- Direct managers and other leaders explain the specific implications of environmental and organisational changes to each level of staff.
- Employee responses to leader communications are validated. In other words, staff emotions and responses are accepted by managers for what they are, not what they “should be”.

The Performance Management System of the City of Tshwane Metropolitan Municipality (2003:464) adds that as an employee’s direct supervisor, one has a crucial responsibility to set and communicate clear performance expectations before an assignment. In this regard there could not be any reasons why the same could not be applied by Mokopane hospital

## **2.6. Identifying Causes**

Recognizing that a gap exists between ideal and actual employee performance brings the supervisor to another level of inquiry such as; what is the cause of the performance shortfall? Without proper analysis of the problem, any solution that is implemented will probably be ineffective, and unsatisfactory performance will likely continue. Effective management of unsatisfactory performance greatly depends on selecting the correct solution or solutions to the problem. At least four major causes can be identified: Firstly, organizations frequently place an employee in a job for which he or she is unsuited because of a lack of the necessary skills. This difficult problem for management (and for the employee) can usually be remedied in one of three basic ways: (1) train the employee and remove the skill deficiency; (2) transfer the employee to a job that utilizes the skills the employee

does possess; or (3) terminate the employee is contracted. Secondly, the existing of a lack of motivation scores of books and articles have been written on what can be done to motivate employees. A multitude of theories and approaches to employee motivation exist, but most motivational strategies boil down to one seemingly simple axiom: determine what the employee wants and offer it as a reward for good performance. Determining the needs of an employee and creating an environment in which those needs are satisfied is one of the manager's most challenging tasks. In addressing these challenges, decision makers are required to know the common techniques for motivating de-motivated employees.

## **2.7. Creation of Meaningful Goals and Objectives**

In this study, collaboration of performance management system has been carried out from similar public sector state agency. This was carried out to consolidate performance management at Mokopane Hospital. From the context of the collaborative efforts, it has been realised that according to the Performance Management System of the City of Tshwane Metropolitan Municipality (2003:464), the statement of the objectives requires a tangible, meaningful and unambiguous commitment to be made. In setting objectives the following are the prerequisites:

- Careful consideration of the wording
- Review of the process wording and intentions of the objectives
- Avoidance of overly broad results orientated statements
- Clear scope and nature of change desired and
- Insurances that objectives are outcome and impact focused



The Performance Management System of the City of Tshwane Metropolitan Municipality (2003:464), specifies that goals either be special assignments or plans for improving performance and are usually specific to each employee. Goals are an excellent vehicle for providing the general target and feedback vital to employees to continue the good work. If an employees know exactly what they need to do to perform well and that you appreciate their efforts, they are more likely to maintain or exceed their level of performance. The City of Tshwane Metropolitan Municipality is operating in an open and public environment similar to the one of Mokopane hospital and their experience could add value to the hospital. It is essential to collaborate experience from one sector to another for value adding mechanisms.

## **2.8. Discipline in Performance Management System**

The primary objective of discipline is to motivate an employee to comply with the company's performance standards. An employee is disciplined after failing to meet some obligation of the job. The failure to perform as expected could be directly related to the tasks performed by the employee or to the rules and regulations that define proper conduct at work (Norbert, 1998:500-503). A second objective of discipline is to create or maintain mutual respect and trust between the supervisor and employee. Improperly administered, discipline can create problems such as low morale, resentment and ill-will between the supervisor and the employee. In such cases, any improvement in the employee's behaviour will be relatively short-lived, and the supervisor will need to discipline the employee again in the near future. The proper administration of discipline will not only improve

employee behaviour but will also minimize future disciplinary problems through a positive supervisor-subordinate relationship. In effect, discipline is management's last resort to improve the performance of employees. Generally, discipline for poor task performance should not be applied while employees are being trained and are learning the job. Nor should employees be disciplined for problems beyond their control, for example, failure to meet output standards caused by a lack of raw materials. Discipline should be applied only when it has been determined that the employee is the cause of unsatisfactory performance (Michael, 1998:500-503).

## **2.9. Organizational Effectiveness through Performance Management**

Performance appraisal programmes hardly ever enjoy full support from employees in general. Managers who have had unsatisfactory experiences with poorly designed or inadequate appraisal programmes are often sceptical about their usefulness; some managers tend to play the role of judge, or to provide negative feedback. Few employees enjoy being tested or evaluated, few welcome criticism, and most react with suspicion or hostility to the idea of performance appraisals. The total management of employee performance, when handled properly, should thus be a welcome alternative to merely measuring an employee's actions (Schultz & Schultz, 1994:146).

Torrington and Hall (1995:327) state that performance management systems are increasingly seen as the way to manage employee

performance rather than relying on appraisal alone. When performance management systems are tied into the objectives of the organization, the resulting performance is more likely to meet the organizational needs and also represent a more holistic view of performance.

In order for performance management to be effective, it must be line-driven rather than personnel department-driven. Development of a performance management system should be a joint effort between line and human resources managers. This will offer line managers ownership of the system and ensure stronger commitment from the employees. Torrington and Hall (1995:327) point out that ownership should be taken a step further in that subordinates should play an active role in the management of their own performance, linked to organizational performance as a whole. According to Katz (1978:38) motivation is inferred from or defined by goal-directed behaviour. It is anchored in two basic concepts approaches, the needs operating within the individual; and the goals in the environment towards or away from which the individual moves. In its simplest form, the process of motivation is initiated by the conscious or unconscious recognition of an unsatisfied need. A goal is then established which, it is thought, will satisfy that need, and a course of action determined that will lead towards the attainment of the goal. But, as goals are satisfied, new needs emerge and the cycle continues.

The degree to which people are motivated depend not only upon the perceived value of the outcome of their actions - the goal or reward - but also upon their perceptions of the likelihood of achieving the reward; that is, their expectations. The more they can control the means to achieve their goals, the more likely they are to be highly

motivated (Katz, 1978:38). Higher effort and motivation, therefore, exist when employees perceive a strong link between effort, performance and rewards. The degree to which better performance is achieved depends partly on the strength of the need and the attractiveness of the goal. It also depends, to a large extent, on the expectations of employees that they will reach the goal. Additionally, they must have the necessary competence and understanding of the requirements of their job or role (Katz, 1978:38). In short, for individuals to exert effort in anticipation of rewards, they must expect worthwhile rewards to follow their efforts. This, in essence, is the expectancy theory, which must be taken into account when designing performance-related pay schemes. The basic requirements for job satisfaction may include comparatively higher pay, an equitable payment system, real opportunities for promotion, considerate, fair and participative managers, a reasonable degree of social interaction at work, pleasant working conditions; and a high degree of control over the work pace and work methods (Katz,1978:38).

The degree of satisfaction obtained by individuals, however, depends largely upon their own needs and expectations, and the environment in which they work. But there is no proof that high satisfaction produces better performance. Indeed, it can be argued that it is better performance which produces more satisfaction. So what produces better performance? Obviously, high motivation is a key factor but, when developing reward philosophies, it is vital to remember that motivation is a complex process - needs, goals and expectations vary widely between individuals, and everyone has his or her own idea on the best way to achieve goals and to satisfy expectations. Motivation, however, is not the only factor. Ability is

also important. In fact, performance can be regarded as a function of motivation multiplied by ability. The relationship is multiplicative; high motivation is useless without ability, and vice versa. This is one good reason for establishing close links between reward, resourcing and human resource development policies (Katz, 1978:38).

Finally, in considering individual needs, the importance of the distinction between intrinsic and extrinsic motivation should be recognized (Katz, 1978:39). Intrinsic motivation relates to the self-generated factors which influence people to behave in a particular way; these include responsibility, (feeling that work is important and having control over one's own resources), freedom (space) to act, scope to use skills and abilities, interesting and challenging work, and opportunities for advancement. Extrinsic motivation in turn relates to what is done to and for people to motivate them; it includes rewards such as more pay, praise or promotion, and punishments such as withholding pay, criticism or disciplinary action (Katz, 1978:39). Extrinsic motivation can have an immediate effect, but it will not necessarily last for long. Intrinsic motivation is likely to have a deeper and longer effect, because it is inherent in individuals and not imposed from the outside (Katz, 1978:39).

There are a number of reasons as to why the cause of performance deficiencies must be determined i.e. determination of cause can influence how performance is evaluated; casual determination can be an unspoken and underlying source of conflict between supervisors and their workers; casual determinations affect the type of remedy. After determining the cause of the problems, the next step is to take control of the problem. Factors that affect performance positively should be encouraged and constraining factors should be eliminated or

at least reduced. Communication must be directed at the interpersonal level and not personal level. An evaluative or judgmental approach during communication is likely to evoke a defensive reaction. What is communicated and how it is communicated can determine whether performance improves or declines. Employee performance can be measured on the basis of whether the type of judgment called for is relative or absolute (Nel, 1995:521). Over the past years, governments battling budget pressures and public perceptions of civil servants as under-worked and overpaid have been seeking ways to make the public service perform better. Alongside government re-organisation and privatisation of services such as telecommunications and water, governments have been modernising the management of their civil servants. Until about 20 years ago, nearly all civil servants in OECD countries were given pay increases based on length of service, regardless of how well they did their jobs. In the past two decades improving staff performance took on a new urgency in a context of economic difficulties and budget constraints. This does not mean that performance had not been a priority in earlier decades. However, the systematic attempt to incorporate performance objectives and indicators into human resource management and budgeting was clearly a new development (Makinson, 2000: 33).

Mostly, countries which have developed the strongest links between performance appraisals and pay as employee incentives are those which have the highest delegation of responsibility for human resources and budget management – usually position-based systems. According to Makinson (2000: 45) a key issue is whether performance payments are given as permanent additions to the recipient's basic pay (merit increments), or one-off payments which have to be re-

earned during each appraisal period (bonuses). There are many powerful arguments in favour of performance-related pay (PRP) or other types of incentive schemes. These include the following: The best way to motivate people is to offer them more money which will help to develop a performance-oriented culture in an organization, by delivering a clear message that rewards are contingent on performance. PRP and incentive schemes define expectations, focus effort and, if they are used as a basis for discussions between managers and their teams, increase commitment and also serve to retain high-quality employees and deliver messages to poor quality employees either to improve or to leave the company. They are required simply because of market pressures and employee expectations that they will be part of competitive practice (Marsden, 2004:7). It is fundamentally accepted to reward people in accordance with their contribution but there are also powerful arguments against paying for performance such as the following:

- ❖ Money is not the only motivator;
- ❖ It encourages short-term- going for the quick buck rather than the longer-term reward;
- ❖ Attention is focused on volume and speed, not quality;
- ❖ Intrinsic interest in a task - the sense that something is worth doing - declines when someone is given only external reasons for doing it; and
- ❖ Individual incentive schemes can damage teamwork.

The criteria for success in an incentive scheme are very demanding and, if they are not met, a scheme is more likely to de-motivate than motivate. It has never been proved that performance-related pay

schemes do motivate on a consistent basis (since many other factors affect performance).The cost-effectiveness of many schemes is suspect - they can be costly to install and maintain, they may cause wage drift (pay increasing without commensurate increases in productivity), and they can be a cause of endless dissatisfaction and strife (Marsden, 2004:7).

## **2.10 Approaches to Appraising Job Performance**

Three distinct approaches to appraising job performance have emerged over the years which Mokopane Hospital can substantiate its system. These approaches were postulated by Robert (1995:402-403) and they are the following:

### **2.10.1 Trait Approach**

This approach involves rating an individual's personal traits or characteristics. Commonly assessed traits are initiative, decisiveness, and dependability. Although managers often use trait approach, experts generally considers it as the weakest approach. Trait ratings are deficient because they are ambiguous relative to actual performance. For instance, rating someone low on initiative tells him or her nothing about how to improve job performance. Also, employees tend to react defensively to feedback about their personality (who or what they are) (Robert, 1995:402-403).

### **2.10.2 Behavioural Approach**

How the person actually behaves, rather than his or her personality, matters in the behavioural approach suggests that performance



appraisals is enhanced when performance ratings are supported by behavioural examples of performance (Robert, 1995:402-403).

### **2.10.3 Results Approach**

Whereas the trait approach focuses on the "person" and the behavioural approach on the "process," the results approach focuses on the "product" of one's efforts. In other words, what has the individual accomplished? Management by objectives (MBO) is the most common format for the results approach (Robert, 1995:402-403).

### **2.10.4 Contingency Approach**

A number of performance appraisal experts have called the trait-behavioural-results controversy a "pseudo issue." They contend that each approach has its appropriate use, depending on the demands of the situation. Thus, they recommend a contingency approach. Although it has widespread applicability, the results approach is limited by its failure to specify why the appraiser's objectives have not been met. Overall, the behavioural approach emerges as the strongest approach. But it too is subject to situational limitations, such as when employees with dissimilar jobs are being evaluated for promotion (Robert, 1995:402-403).

### **2.10.5 Merit Rating**

According William of the Washington Post (1983: 1 - 6), what is basically is that the performance appraisal or merit rating focuses on the end product, at the end of the stream, not on leadership to assist

people. This is a way to avoid challenges the people encounters. A manager becomes, in effect a manager of defects. The idea of a merit rating is alluring. The sound of the words captivates the imagination: pay for what you get; get what you pay for; motivate people to do their best, for their own good. The effect is exactly the opposite of what the words promise. Everyone propels him or herself forward, or tries to, for his or her own good, on his own life preserver so that organization finally becomes loser (William, 1983: 1 - 6).

William (1983: 1-6) continues that merit rating rewards people that do well in the system. It does not reward attempts to improve the system. If anyone in top management asks a plant manager what he hopes to accomplish the following year, the answer will be an echo of the policy (numerical goal) of the company. Moreover, a merit rating is meaningless as a predictor of performance, except for someone who that falls outside the limits of differences attributable to the system that the people work in (William, 1983: 1 - 6).

Traditional appraisal systems increase the variability of the performance of people. The trouble lies in the implied preciseness of rating schemes. The following may happen: somebody who is rated below average takes a look at people that are rated above average and naturally wonders why the difference exists. He tries to emulate the people above average. The result may be impairment of performance. For instance, President Reagan in the spring of 1983 came up with a seemingly wonderful idea: promotion in the Civil Service must hereafter depend on performance. The problem lies in the difficulty to define a meaningful measure of performance. The only verifiable measure is a short-term count of some kind. He

repeated later the same fallacy a few months (*Washington Post*, 1983:1, 6).

In the case of Mokopane hospital, the study does not prescribe as to which approach could best serve the performance related challenges. The study moves from the premise that a combination not only of the approaches themselves, but attributes emanating from the approaches could be of best interest in improving and making effective the performance management system.

### **3. Conclusion**

In the context of this chapter, it is concluded that performance management system brought important and positive developments in recent years. The tool would address the imbalances and inequality on service delivery for the previous disadvantaged public institutions like Mokopane Regional Hospital. From what has been collaborated above, performance management as a tool, provides a link between the individual performance, strategic plan and the vision and mission of the institutions. The challenges of performance management and the dynamics are refereed to above in relation with Mokopane Regional Hospital.

## **CHAPTER 3**

### **RESEARCH DESIGN AND METHODOLOGY**

#### **3.1. Introduction**

The chapter focuses on the research design and methodology which were applied in this research study. It begins by defining research design and draws on theories of research, by investigating quantitative and qualitative research methods. The chapter also describes the sampling, study area, population, how the data were collected, and analysed. Most importantly, it finally highlights the limitation of the research study and discusses the ethical consideration.

#### **3.2. Research Design**

Du Plooy (1996:67) defines a research design as a plan for data collection and analysis that are undertaken to evaluate a particular theoretical perspective. With the theoretical perspective, explained above, research design guides the researcher in planning and implementing the study in a way that is most likely to achieve the intended goal. The intended goal in this study is to effectualise performance management at Mokopane hospital. The control provided by the design increases the probabilities that the study results are accurate reflections of reality (Burns and Grove, 2005:211). To meet the needs of this study the triangular approach will be employed. Du Plooy (1996:67) explains triangulation approach as an approach that has both qualitative and quantitative components. Through the use of

both quantitative and qualitative methodology, Du Plooy (1996:67) elaborates that a more holistic and integrated understanding of the context become apparent.

### **3.3. Research Methodology**

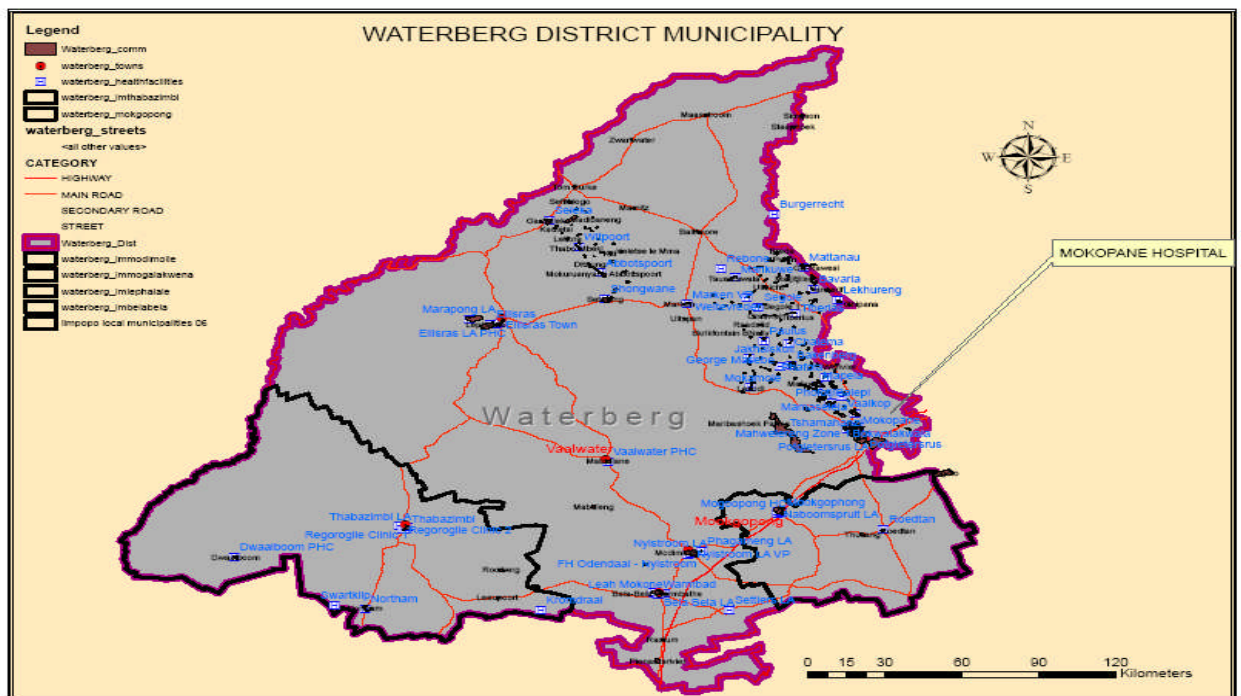
The research methodology provides an overview of the methods and instruments applied in the study. From the method point of view, permission was obtained from the Chief Executive Officer of the Mokopane Provincial Hospital and the authorities in the Department of Health and Social Development in Limpopo to carry out the research. From the instrumental perspective, the research could follow a qualitative or quantitative format. The quantitative aspect of the design has to do with quantitative data from the questionnaire, such as demographic information of the participants or quantified data. In this study, a quantitative approach was chosen. It was deemed relevant for this study because it seeks to establish a causal relationship in two or more variables (Cresswell, 1994:80). In addition, it provides and facilitates data analysis and coding to provide meaning and context. It is as well the easiest way to analyse data and convey meaning and easy to interpret and it is for these reasons that it was chosen in this study. .

As Du Plooy (2001:68) explains the objectives of a qualitative design as exploring areas where limited or no prior information exists and where there is very little research output available on the topic. Detailed data are gathered through open ended questions that provide direct quotations. In such a case of the study interviewers with the participants are an integral part of the investigation (Key, 1997:58).

This explanation is provided in that although the study was quantitative, there was few questions that were of the qualitative nature and these questions were detailed guided by the theoretical framework of Du Plooy as quoted above.

### 3.4. Study Area

Mokopane hospital is within the geographical jurisdictional area of Waterberg District. The map below serves as a depiction of the study area in question and as indicated, the hospital in question is within this geographical area.



The Hospital of Mokopane is one of the former rural hospitals situated in Waterberg district within Mogalakwena municipality, in Mahwelereng Township, which is 3 km North-West of Mokopane Town. Waterberg district has an estimated population of 614 041 and Mokopane catchment’s population is 38 431. Most people in Waterberg earn

below the minimum level of R1 100 per month, this implies that Mokopane Hospital is primarily serving a poor community. The table below indicates the income categories in Waterberg District.

**Table indicating the Income categories in Waterberg District**

<b>Income</b>	<b>No of people</b>
No income	2 814
R1 – 400	42 006
R401 – R800	32 062
R801 – R1 600	21 610
R1 601 – R3 200	20 185
R3 201 – R6 400	13 717
R6 401 – R12 800	5 530
R12 801 – R25 600	1 479
R25 601 – R51 200	514
R51 201 – R102 400	268
R102 401 – R204 800	118
R204 801 and more	50
<b>Total</b>	<b>140 353</b>

The reason for such a little income is amongst others because of the high illiteracy rate of Waterberg people and that human development in the area is equated at a lower level. The majority of people in Waterberg District are unemployed and they depend on different social grants for survival and these are the categories of the social grants they depend on.

- Old Age grant
- Disability grant
- Foster Care grant
- Child Support grant
- Care Dependency grant and

With this analysis, it becomes apparent that Mokopane Hospital is serving somewhat rural areas whose development is below average. The facilities of the hospital are within the parameters of the human development equation of the area in question.

The survey research examined the process of the Performance Management System especially to investigate the impact it had on the quality of service delivery in the Mokopane Regional Hospital (about 45 kilometres south of Polokwane City) in the Waterberg District in the Limpopo Province during the previous eleven years. The investigation was conducted amongst the public servants of the Department of Health and Social Development stationed in the Mokopane Regional Hospital. It took into account that many black public servants in South Africa had been tremendously disadvantaged during the apartheid regime which was neither developmental nor judgmental orientated this study was necessary to ensure a direct link between the individual performance, departmental vision and its strategic focus and the strategic goals of the province and how they were impacting positively and negatively on service delivery in the Mokopane Regional Hospital. The focus of the research was limited to public servants from level two (2) to level thirteen (13) of the Department of Health and Social Development in Limpopo.



### **3.5. Population and Sampling**

The staff population of Mokopane Regional Hospital is about six hundred and eighty five (685). Out of the six hundred and eighty five employees, the management component is about eighteen (18) personnel which comprises of eight (8) females and ten (10) males. From the management to the support functions (including amongst others nurses, administrative officers, state accountant, senior labour relation officers, senior work study, chief training officer, chief admin clerk, senior admin clerk, admin clerk, grounds men and cleaners etc) there are 244 males and 441 females totalling to 685 staff members.

A quantitative investigation applied in the study called for the use of a probability type of sampling, resulting in a systematic sampling being used. With this type method, only the first case is selected randomly while subsequent cases are selected according to a particular interval (Strydom and Venter, 2005:197-209). In this study every ten employee available was included to concretise the sampling method used. Through this, sampling method, a total of two hundred employees participated in the study and were interviewed accordingly the respondents of the study. Coincidentally data collection took place at the time when PMS was debated in the hospital. Some reasons cited by the participants who backed out of participating revolved around the prevailing atmosphere of mistrust between the management, the workers and their representative unions surrounding the implementation of PMS and the expected gains thereof.

### **3.6. Targeted Group**

Different sections at the Mokopane Provincial Hospitals were targeted.

These included employees who were responsible for managerial duties, such as levels nine (9) to thirteen (13) and operational employees, from level two (2) to level eight (8). Fifty employees from all levels of the employees within the areas of study were targeted, namely:

- Chief Executive Officer (CEO)
- Management Support Staff
- Unit managers: Chief professional Nurses (CPN) and Allied Professionals
- Human Resources Directorate
- Senior Professional Nurses (SPN)
- Enrolled Nurses
- Auxiliary Nurses
- General Workers

These categories were targeted at in order to concretise the theoretical framework of the study and to collect primary data from them as respondents. In practice, their involvement as targeted was sustainable to the study.

### **3.7. Questionnaire as an Instrument for Data Collection**

Parahoo (1997:46) defines a questionnaire as a method that seeks written or verbal responses from people to a written set of questions or statements. The questionnaires of about fifteen structured questions was designed and distributed accordingly to the respondents. The questionnaires were closed and open ended to ensure that adequate information to test the hypothesis was collected within the specified period of time. The questions were simply structured to ensure that they were easily understood by the participants so that relevant data

were collected. The questionnaire was divided into Sections A and Section B. Section A inquired about the participants' demographic data such as: age, gender, qualifications, professional discipline, and professional experience. The questionnaire was chosen as the instrument to collect data in that Parahoo (1997:46) informs that it is the reliable instrument for data collection and that it validates responses provided by the respondents.

### **3.8. Interviews**

According to Bynard and Hanekom (1997:32) there are various kinds of interviews that can be used depending on the envisaged results. Such kinds of interviews range from face to face interaction or mailed kinds of interview or telephonic interview. As a technique of data collection, face to face interview that has been chosen in this study allow the researcher to explain his/her questions if the respondent (interviewee) is not clear on what were asked. It also allows the researcher to probe deeper into the answers of a respondent. Interviews were conducted to supplement the data collected through the use of questionnaires. Two hundred employees were interviewed and the interviews involved participants that were responsible for the supervision of the actual services delivered daily. As envisaged, every interview took at least ten minutes. Consented participants were interviewed and given questionnaires to complete during their lunch time. The questionnaires were completed on at the spot under the supervision of the researcher whose presents during the administration of the questionnaires served three purposes: (i) to reassure the respondents, (ii) to clarify them on item of the questionnaire on which lack of clarity about and to ensure that the questionnaires were fully completed.

In making use of interviews as a research technique in this study, the following advantages advanced in the writing of (Bailey: 1987:174) were maximized:

### ***3.8.1 Flexibility***

Interviewers could probe for more specific answers and repeated the question where misunderstanding prevailed. In questionnaires, if misunderstanding of a question is observed, it would be difficult and time consuming to send back the questionnaires just for rephrasing the questions. It was therefore much easier to phrase interview questions in view of the clarification benefit.

### ***3.8.2 Nonverbal behaviour***

The presence of the interviewer facilitated observance of nonverbal behaviour and to assess the validity of the respondent's answer.

### ***3.8.3 Spontaneity***

The interviewer was able to record spontaneous answers. The respondent could not have an opportunity to retract his or her first answer and write another, as is possible with a mailed questionnaire. Spontaneous answers may be more informative and less normative than answers about which the respondent has had to think.

### **3.8.4 Completeness**

Of the most advantage is that the interviewer was able to ensure that all of the questions were answered.

### **3.9. Ethical Consideration**

As a way of maintaining and adhering to the ethical principles and considerations of conducting a research study, ethical aspects were strictly adhered to this study. Written informed consent was obtained from the participants before administering the questionnaires or conducting interviews with them. The participants were requested to give information voluntarily and without fear (**See Annexure A**). The participants were further requested not to give their true names to ensure anonymity and confidentiality of the information they gave to the field worker. No information that emerged from the investigation would be made available to any interested institutions or third party is without due consideration of ethical issues. The assurance was also mentioned in the questionnaires as an instrument to collect the data. All the participants who participated were requested to complete a consent form that they had to sign. To ensure that the rights of the participants were protected, permission to conduct the study was obtained from the Ethic Research Committee of the Department of Health and Social Development in the Limpopo Province (**See Annexure D**)

The questionnaire as indicated in **Annexure A** clearly indicates that it was for Study Purpose and that it was to be filled voluntarily. This was carried out to maximise the ethical consideration.

### **3.10. Conclusion**

In this study the researcher opted for the triangulation approach as an approach that has both qualitative and quantitative components. This approach was directly connected to the research problem statement and goals of this research while it also assisted the researcher to achieve the determined aim and objectives of the study.

## **CHAPTER 4**

### **DATA ANALYSIS AND PRESENTATION**

#### **4.1. Introduction**

This chapter examines and analyse data collected or information drawn from the respondents of the questionnaires and interviews for the employees of the Mokopane Provincial Hospital. Data is analysed as captured from the questionnaire. Since the questionnaire consisted of quantitative and qualitative method of data collection, the data is analysed in two fold i.e. quantitatively and qualitatively.

#### **4.2 Data Analysis**

Data was analysed in accordance with Brink's (2006:61) opinion that aimed at achieving completeness and accuracy before the process of data analysis was started. Incomplete and inaccurately completed questionnaires were discarded. The data were organized in an orderly, coherent fashion so that patterns and relationships could be discerned. In the process of data analysis, two methods were used. For the quantitative data, the Statistical Package for the Social Science (SPSS version 14.0, statistical computer software) was used. The descriptive statistics of the demographic data of the study were obtained using this software. The integration and synthesis of narrative non-numeric data techniques for qualitative data analysis were used.

Data was analysed using two different techniques, i.e., statistical and descriptive analysis of data (for the quantitative data) and content thematic analysis of the data (for the qualitative analysis). The first

part of the quantitative approach includes the following themes: sampling characteristics, the participants' knowledge of a PMS, signing the Performance Agreement Contract, times of appraising employees, fairness of PMS, times when employees receive cash bonuses, the reason for a PMS and why it is carried out, the reason for carrying out appraisal and lastly, the challenges presently experienced with regard to the PMS according to participants' views. The second part of the qualitative approach includes themes such as understanding a PMS, a PMS vs. service delivery and PMS application. About 427 questionnaires were distributed to the respondents, 200 were returned, seven were spoiled and 20 were not accounted for. The collected data from all the questionnaires were consolidated and the analysis of the information gathered follows hereunder:

#### **4.2.1 Demographic Variables**

The demographic variables of the participants are herein presented in accordance with the information as it appears in the questionnaire used as an instrument to collect data. This is view of the information as presented above in chapter three regarding questionnaire as an instrument for data collection. Table 1 as indicated below shows the frequency distribution of the demographic variables:

**Table 1: Frequency distribution of the demographic variables of the Participants**

Variable		Numbers	Percentages
1.	Gender		
	Male	97	45.5%
	Female	103	51.5%

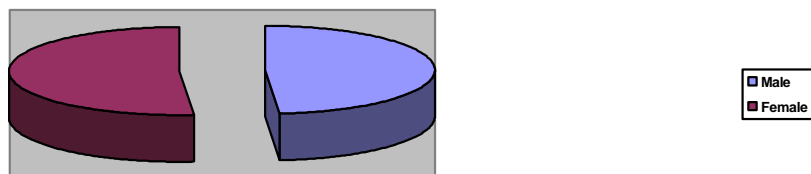


2.	Age Group	18 – 25	10	5.0%
		26 – 30	47	25.5%
		36 – 50	89	44.5%
		51 and above	54	27.0%
3.	Level of Education	Primary school	42	21.0%
		High school	52	26.0%
		Diploma/Degree	83	41.1%
		Post-graduate qualifications	21	10.5%
		Missing system	2	1.0%
4.	Professional Discipline	Doctor	2	1.0%
		Nurse	36	18.0%
		Manager	11	5.5%
		Administrator	49	24.5%
		Allied	36	18.0%
		General worker	56	27.0%
		Artisan	12	6.0%
5.	Work experience	Less than 1 year	18	9.0%
		1 – 2 years	18	9.0%
		3 – 5 years	30	15.0%
		6 – 9 years	34	17.0%
		10 +	98	49.0%
		Missing system	2	1.0%

6.	Level	2 – 5	100	50.0%
		6 – 9	73	36.5%
		10+	23	11.5%
		Missing system	4	2.0%
7.	Division	Medical	44	22.0%
		Allied	38	19.0%
		Finance	18	9.0%
		Human resource	20	10.0%
		Transport	6	3.0%
		Kitchen	10	5.0%
		Cleaning services	28	14.0%
		Laundry	4	2.0%
		Technical	20	10.0%
		Info & report	7	3.5%
		Management	1	.5%

### 1. Gender Representation of Participants:

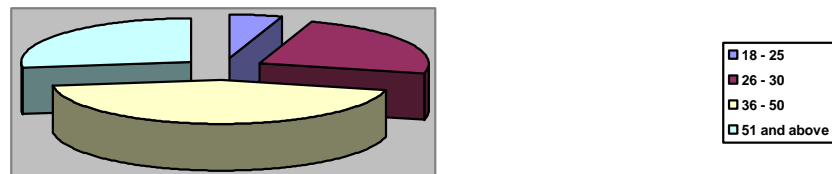
The pie chart as indicated below demonstrates male and female respondents in terms of their gender representation in view of frequency table as indicated above.



The sample included 200 participants. As Table 1(above) indicates, of the 200 participants, ninety-seven (48.5%) were males and one hundred-and-three (51.5%) were females per pie chart as indicated below and the table for frequency distribution as shown above.

## 2. Age Groups of Participants:

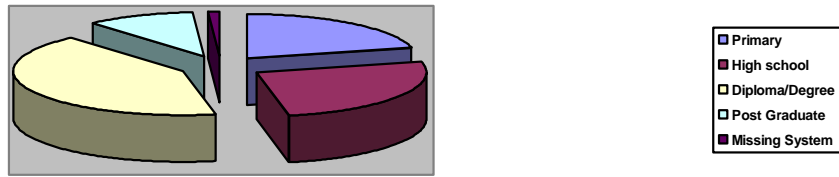
The age groups for the respondents are herein represented in the below pie chart for modelling and graphic representation:



The age groups of the respondents ranged from 18 to 52 and above years. The minority of the participants were aged 18 to 25 the majority were aged 36 to 50 namely 89 (44.5%). The age between 18-25 is due to mobilisation of the youth in the work environment. The South African public service is targeting the youth for employment and the disabled.

## 3. Levels of Education

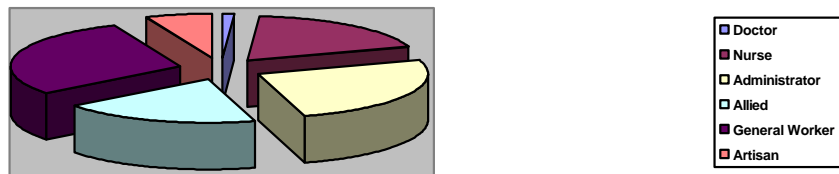
As indicated below, the educational level of participants is proportional although not so high. It is proportional from the background of the question of human development in the area and other factors thereof such as the level of economic active component of the population:



With respect to the level of education, most of the participants were literate of whom had diplomas and degrees namely eighty-three (41.5%) followed by those with senior certificates (High school) who were fifty-two (26.0%) followed by those with primary schooling who were forty-two (21.0%) while twenty-one (10.5%) of the participants had postgraduate qualifications and two (1.0%) did not indicate their level of education.

#### 4. Professional discipline of Participants:

The professional discipline of participants is herein indicated in the pie chart below:

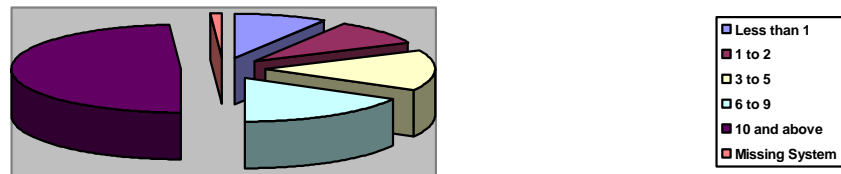


With regard to professional discipline (occupation), only two (1.0%) participant was a doctor, thirty-six (18.0%) were nurses, another thirty-six (18.0%) were allied, eleven (5.5%) were managers of various departments in the hospital, twelve (6.0%) were Artisans, forty-nine (24.5%) were Administrators and fifty-six (27.0%) were

general workers. Their division were categorized into the following: medical (nurses and doctors), with the total of forty-four (22.0%), thirty-eight (19.0%) were in the allied division, eighteen (9.0%) in finance, twenty (10.0%) in human resource, six (3.0%) in transport, ten (5.0%) in the kitchen, twenty-eight (14.0%) in cleaning services, four (2.0%) in landscaping, twenty (10.0%) in technical services, seven (3.5%) in information and records, one (.5%) was a chief executive officer and four (2.0%) did not indicate their division.

**5. Work Experience of Participants:**

The participants in the research have certain number of work experience. It is the work experience averaged in terms of the number of years of their involvement in the work place organisations:

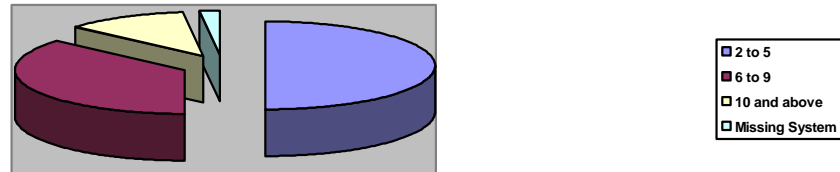


Regarding the participants’ work experience, the majority of 98 (49.0%) of them had more than 10 years of experience, followed by 38 (17.0%) who had 6 to 9 years of experience, thirty (15.0%) of them had 3 to 5 years experience. Eighteen (9%) of the participants less than 1 year and 1 to 2 years experience (9.0%) respectively and two participants (1.0%) did not indicate their work experience

**6. Grading levels of Participants:**

The grading levels of participants are as indicated below. These

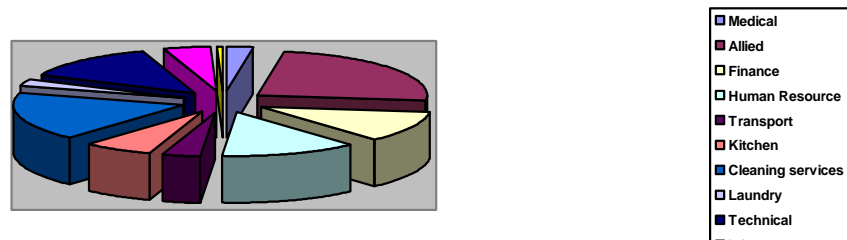
grading levels are contextual relevant to the grading system used by Mokopane hospital.



In terms of their level or grading in their sections of the department, many (n=100/ 50.0%) of the participants were classified in the lowest levels 2 of 5, seventy-three (36.5%) were in levels 6 to 9, twenty-three (11.5%) in levels 10 and above while and four (2.0%) of the participants did not indicate their levels.

### 7. Work Divisions of Participants:

Participants emanated from various divisions within the hospital as indicated below:



From the depiction, participants came from the medical component, finance, human resources, transport and other divisions as indicated above.

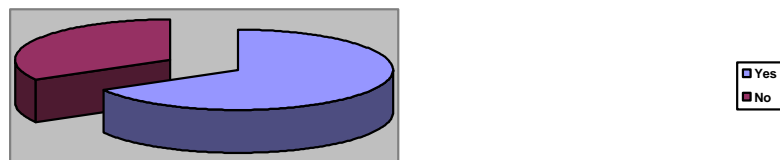
#### 4.2.1.2 Knowledge of Performance Management System

Participants' knowledge of performance management system was tested and the following table represents their responses regarding performance management system.

**Table 2: Have you heard about the PMS?**

	Frequency	Percentage
Yes	156	78.0%
No	36	18.0%
Missing system	8	4.0%

Below is a depiction of the responses of the participants as to whether they have ever heard of performance management system before.



Chapter 10 of the Constitution of the Republic of South Africa (1996), Act No. 108 of 1996. The Public Service Act of 1994, as well as the Public Regulation, 2001 of 1 July 1999, make it clear that all employees must enter into the memorandum of understanding, standard framework, work plan and performance agreements of the organisations they work for Table 1 (thus) indicates in terms of frequencies that hundred-and-fifty-six (78.0%) affirmed to have heard about the PMS, thirty-six (18.0%) however, denied having heard about PMS and eight (4.0%) did not indicate whether or not had heard about the PMS.

### 4.2.1.3 Defining Performance Management System

It was important for participants to explain of define performance management system. This was carried out to capture their understanding of the system.

**Table 2.1: Coded definitions of PMS**

	Frequency	Percent
Performance management system	46	23.0%
Measurement of performance	26	13.0%
Performance evaluation	30	15.0%
Identification of training gaps	10	5.0%
Monitor performance	14	7.0%
Recognition, reward and improvement	4	2.0%
Motivate performance for training	5	2.5%
Paying bonus	9	4.5%
I do not know	7	3.5%
Identification of working to much	7	3.5%
Agreement between employer and employee on performance	2	1.0%



Missing system	40	20.0%
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Their responses were captured accordingly and the chart below provides selection of some of their responses in view of the table provided above:

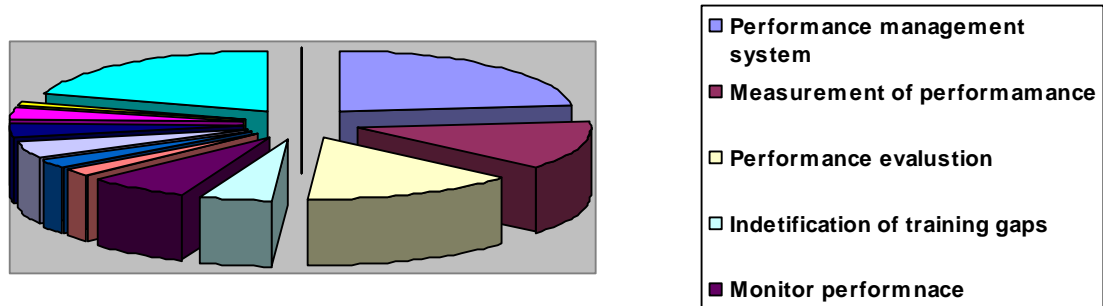


Table 2 shows the coded categories of the participants' responses to the question "What is a PMS" as asked in the questionnaire. Most of the participants had a vague idea of what a PMS is. Forty-six (23.0%) of the participants displayed a lack of knowledge about what a PMS is by responding that a Performance Management System is Performance Management System. Their responses are reinforced by the nine (4.5%) participants who related the PMS to the paying of bonuses which corresponds with the 20.0% (n=40) of participants who abstained from answering the question. Nine (4.5%) participants responded that they did not what a PMS is. Forty (20.0%) of the participants could not respond to the question.

#### 4.2.1.4 General Frequencies

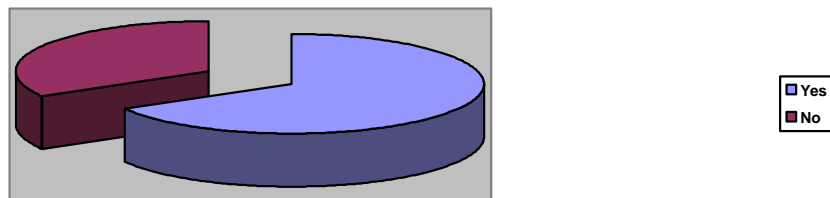
The general frequencies aimed at finding out if participants know about performance management system. Knowing about is different from hearing about the performance management system as indicated

above.

**Table 3: Do you know how a PMS motivates employees**

	Frequency	Percentage
Yes	108	54.0%
No	90	45.0%
Missing system	2	1.0%

The chart below indicates as to whether or not the participants know how a PMS motivates employees:



The majority (n=108/54.0%) of the participants agreed, ninety (45.0) denied any knowledge of knowing how a PMS motivates employees while only two (1.0) could not answer the question.

**Table 3.1: How a PMS motivates employees**

	Frequency	Percentage
Monitory gain	12	6.0%
Hard work	6	3.0%
Improve performance	19	9.5%
Recognition	2	1.0%

Staff evaluation	3	1.5%
Does not	6	3.0%
Missing system	152	76.0%

Pie Chart indicating how a PMS motivates employees according to the participants:

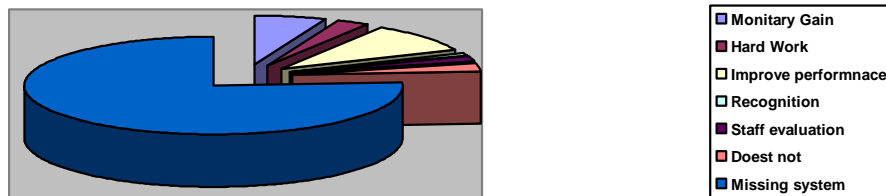


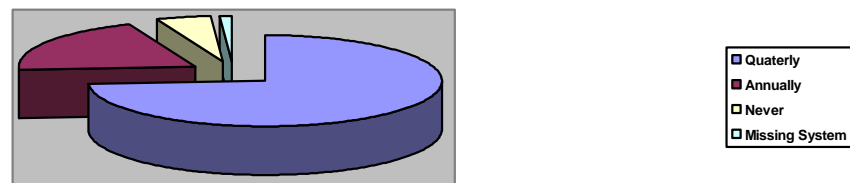
Table five contradicts the 54.0% affirmation of the majority of participants who indicated that they knew how a PMS motivates employees. As Table 5 indicates it n=152 (76.0%) of the participants could indicate how a PMS motivates employees. Nineteen (9.5%) stated that a PMS motivates employees by improving their performance, twelve (6.0%) monetary gain as, the reason six (3.0%) mentioned hard work, another six (3.0%) declined changing any knowledge of how a PMS motivates employees, three (1.5%) indicated that a PMS helps in staff evaluation, and 2 (1.0%) indicated recognition.

**Table 4: How often do you sign a Performance Agreement Contract?**

	Frequency	Percentage
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Quarterly	148	74.0%
Annually	40	20.0%
Never	10	5.0%
Missing system	2	1.0%

Pie Chart indicating how often employees sign Performance Agreement Contract:

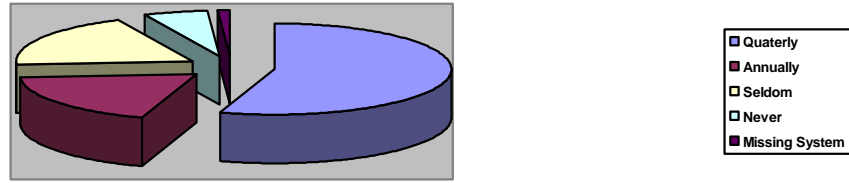


In terms of how often does a participant sign a Performance Agreement Contract, many (n=148/74.0%) of them indicated a person should sign it quarterly, forty (20.0%) that annually, ten (5.0%) which and two (1.0%) did not give their views on the question.

**Table 5: How often are you appraised?**

	Frequency	Percentage
Quarterly	110	55.0%
Annually	38	19.0%
Seldom	38	19.0%
Never	12	6.0%
Missing system	2	1.0%

Pie Chart indicating how often employees are appraised:

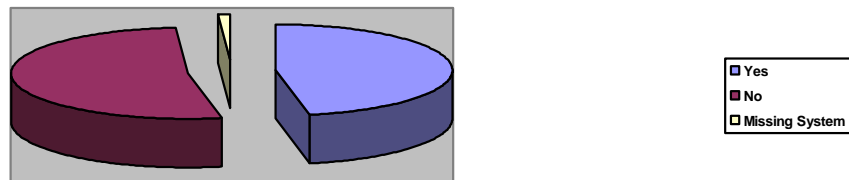


Concerning the number of times the participants are appraised, hundred and ten (55.0%) of them indicated quarterly, thirty-eight annually and seldom respectively, twelve (6.0%) that they are never appraised and two (1.0%) did not give their views.

**Table 5.1: Do you know the reason why appraisal is carried out?**

	Frequency	Percentage
Yes	94	47.0%
No	104	52.0%
Missing system	2	1.0%

Pie Chart indicating whether or not an employee knows the reason why appraisal is carried out:



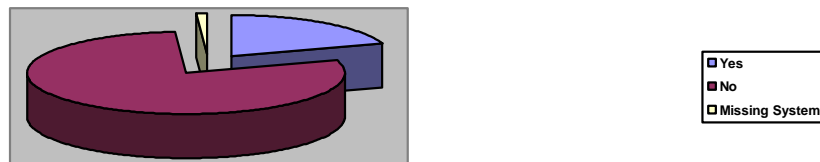
Although Table 5 indicates that the participants knew how often they were appraised, Table 5.1 however, indicates that hundred and four

(52.0%) participants did not know the reason why appraisal is carried out. Ninety-four (47.0%) reported that they knew and two (1.0%) did not answer the question.

**Table 6: Do you think your PMS is fair?**

	Frequency	Percentage
Yes	40	20.0%
No	158	79.0%
Missing system	2	1.0%

Pie Chart indicating whether or not employees think their PMS is fair:

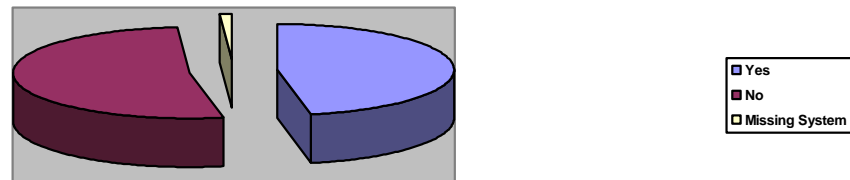


Of the two-hundred participants hundred and fifty-eight stated that their PMS was not fair, while only forty (20.0%) affirmed that was fair and two did not indicate their point of view.

**Table 7: Do you think your supervisor understands your PMS?**

	Frequency	Percentage
Yes	94	47.0%
No	104	52.0%
Missing system	2	1.0%

Pie Chart indicating weather or not employees thinks their supervisors understand their PMS:

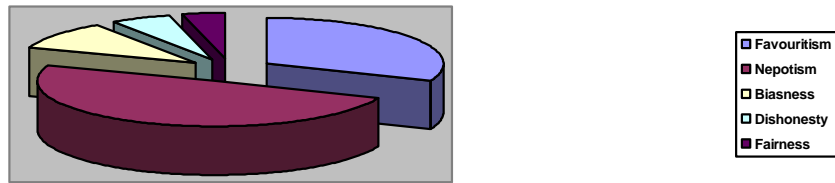


Regarding the participants' views on what they thought about their supervisors' understanding of their PMS, hundred and four (52.0%) indicated that they thought their supervisors do not understand their PMS, ninety-four (47.0%) indicated that they thought their supervisors does understand PMS while two (1.0%) of them did not answer the question.

**Table 7.1: Motivation**

	Frequency	Percentage
Favouritism	62	31.0%
Nepotism	99	49.5%
Biasness	20	10.0%
Dishonesty	11	5.5%
Fairness	8	4.0%
Total	200	100.0%

The chart indicating motivation on weather or not employees thinks their supervisors understand their PMS:



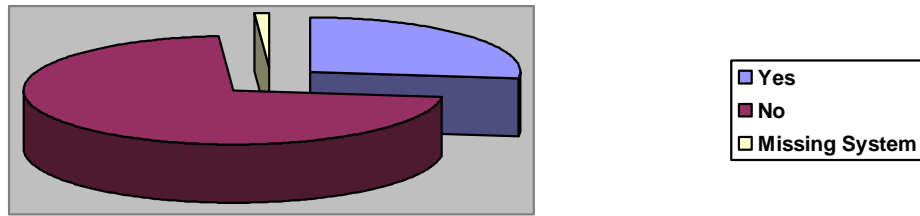
In motivating why participants thought that their supervisor did or did not their or does not understand PMS most of the respondents used words that carried negative connotations. The majority of the participants (n=99/49.5%) cited nepotism as an action that proved that the supervisors did not understand the PMS. Sixty-two (31.0%) cited favouritism, twenty (10.0%) bias and eleven (5.5%) cited dishonesty. Only eight (4.0%) of the participants thoughts were of the opinion that their supervisor do not understand the PMS and cited fairness as their motivating factor.

**Table 8: Do you receive feedback from your supervisor?**

	Frequency	Percentage
Yes	54	27.0%
No	144	72.0%
Missing system	2	1.0%

The chart indicating weather or not employees receives feedback from their supervisor:



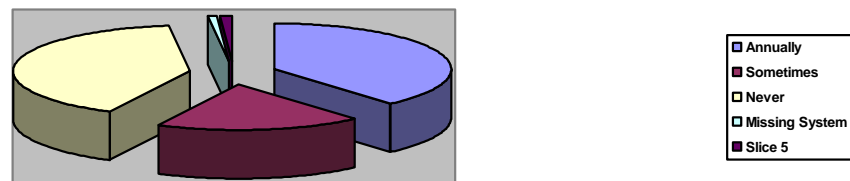


Hundred and forty-four participants denied having received any feedback from their supervisors, whilst fifty-four (27.0%) understand that they received feedback and two (1.0%) did not answer the question.

**Table 9: How often do you receive a cash bonus.**

	Frequency	Percentage
Annually	78	39.0%
Sometimes	38	19.0%
Never	82	41.0%
Missing system	2	1.0%

Pie Chart indicating how often employees receive cash bonus:



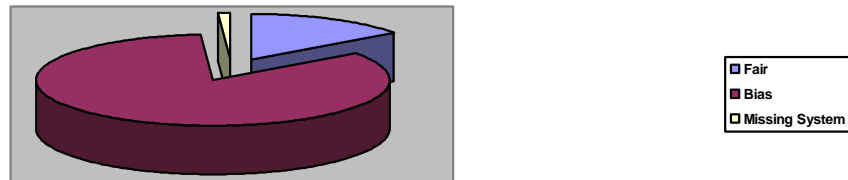
Most of the participants responded that they had never received cash bonus. Of the two-hundred participants, eighty-two (41.0%) reported not having receiving cash bonus, seventy-eight (39.0%) mentioned that they received a cash bonus annually, thirty-eight (19.0%) reported that they had sometimes receive a cash bonus and two

(1.0%) did not respond to the question.

**Table 9.1: How is your cash bonus awarded?**

	Frequency	Percentage
Fair	30	15.0%
Bias	168	84.0%
Missing system	2	1.0%

Pie Chart indicating the way in which cash bonuses are awarded to employees:

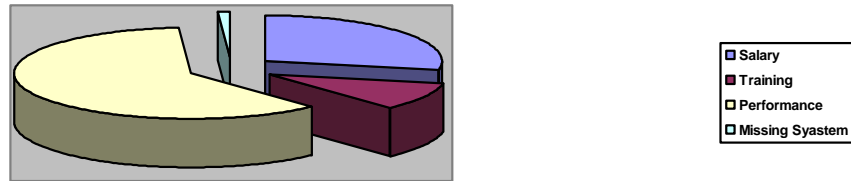


The participants reported a high level of dissatisfaction with the way cash bonuses were awarded. Hundred and sixty-eight (84.0%) reported bias in terms of the way cash bonuses were awarded, thirty (15.0%) reported fairness and two did not answer the question.

**Table 10: What do you think the existence is the reason for PMS?**

	Frequency	Percentage
Salary	56	28.0%
Training	20	10.0%
Performance	122	61.0%
Missing system	2	1.0%

Pie Chart indicating what employees think is the reason for a PMS:

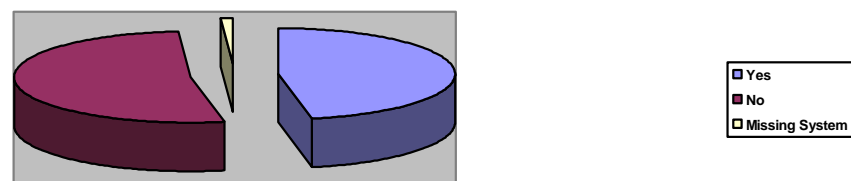


The majority of the participants (n=122/61.0%) cited performance as the reason for PMS, a relative high number of fifty-six (28.0%) indicated salary as the reason, a lower number of twenty (10.0%) referred to training and two (1.0%) did not indicate their answer.

**Table 10.1: Do you understand the reason why a PMS is carried out?**

	Frequency	Percentage
Yes	94	47.0%
No	104	52.0%
Missing system	2	1.0%

Pie Chart indicating whether or not employees understand why a PMS is carried out:

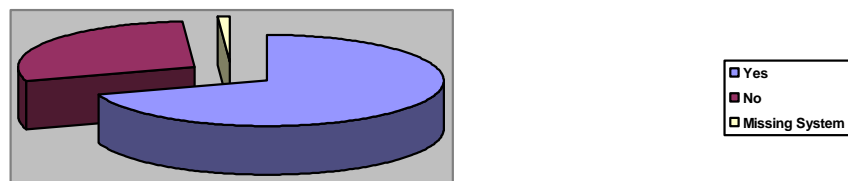


Although 78.0% percent of the participants (as indicated in Table 2) affirmed that they had heard about a PMS, Table 10.1 indicates that most of the participants, however, did not understand the reason why a PMS investigation should be carried out. Out of two hundred, hundred and four (52.0%) answered “No” to the question, ninety-four (47.0%) “Yes” and two did not responded to the question.

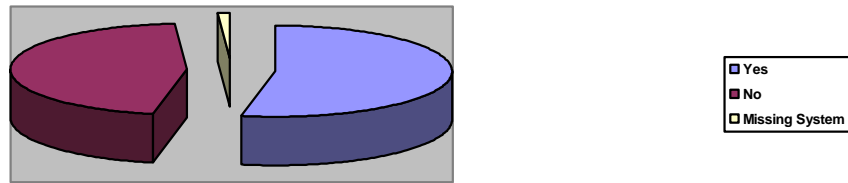
**Table 11: What are the challenges presently experienced?**

	Frequency/Percentages		
	Yes	No	Missing
Lack of proper scoring	140 (70.0%)	58 (29.0%)	2 (1.0%)
Lack of monitoring	106 (53.0%)	92 (46.0%)	2 (1.0%)
Lack of feed back	110 (55.0%)	88 (44.0%)	2 (1.0%)

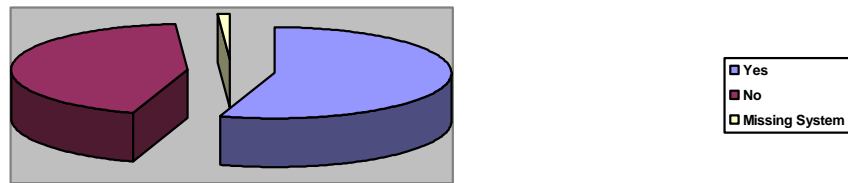
1 Chart indicating lack of proper scoring as one of the challenges presently experiencing:



2. Chart indicating lack of monitoring as one of the challenges presently experiencing:



3. Pie Chart indicating lack of feedback as one of the challenges presently experiencing:



In terms of the challenges, hundred and forty (70.0%) of the participants reported a lack of a proper scoring mechanism as the main challenge presently experienced with the system fifty-eight (29.0%) gave a lack of proper scoring as the reason. Hundred and six (53.0%) indicted lack of monitoring as they were presently experiencing challenge, ninety-two denied experiencing challenges and , hundred and ten (55.0%) ascribed the profession to a of feed back as the challenge and eighty-right denied experiencing only challenges. Two (1.0%) did not answer this question.

## 4.2.2 Qualitative approach

### 4.2.2.1 Demographic data of the interviewees

Although a total number of eight participants consented to take part in the interviews and completed the demographical section of the interview schedule they were however, hesitant to be involved the

interview sessions with the field workers. Five participants consented to the interviews.

The first participant was a female aged between 36 to 50 with a post graduate qualification and work experience of 6 to 9 years in the management division at levels 9 – 13. The second was a male of the age group of 25 to 35 with a degree/diploma level of education in the Information and Record division and work experience of 6 to 9 years at level 7 – 8. The third was a male in the Health division of the age group 36 to 50 with a postgraduate level of education at levels 9 – 13 and work experience of more than 10 years. The fourth was a female of the age group 36 to 50 with a degree/diploma level of education in the Allied division who had more than over 10 years work experience at level 7 – 8. The fifth participants were a female aged between 25 to 35 with a degree/diploma educational qualification and a work experience of 1 to 2 years in the Human Resource division, levels 2 – 5.

#### **4.2.2.1.1 Interview data**

The following questions were asked during the interviews the five-participants who had and subsequently participated in the interview. One was in management division, one in the allied division, one in human resource division, one in the information and record division and one in health division) a summary of their responses follows.

### **1. Understanding PMS**

#### **1.1 *What is the nature of your work?***

The first informant from the management level indicated that she did managerial nature of work. According to the informant elaborated this included service management, overseeing as well as accounting and governance of the hospital. The second informant just responded that he was managing the hospital's records. The third informant indicted that he was doing clinical administration. The fourth informant indicated that her work entailed working with people and the last one stated:

*"I don't want talk much about it because it causes chaos at work"*

## **1.2 How can you define/explain PMS?**

There were discrepancies in the way the five informants responded to this question. The informants' responses were varying and contrasting from the level of comprehension level. Both informants from the management level concurred that PMS is a contract (agreement) between two parties. The two were however, disagreed parties involved in the contract. Two informants made no mention of a contract. The following quotation represents the conflicting views of these two respondents:

*"Contract (in) which an employer and (an) employee assign and agree on the level of performance with (for) a period of 12 months." "Agreement between the supervisor and supervisee."*

One informant from management elaborated on the question by

stating that:

*"PMS is a tool to assist an employer and (an) employee towards achieving institutional and experimental goals."*

In contrast with the above responses, the informant considered a PMS as:

*"...the instrument to measure the performances of officers."*

Another informant expressed uncertainty in the definition of a PMS:

*"I am not sure, but I think it deals with the manner in which a worker can be given points relating to the amount of work done so that at the end of the year it is easy to know who deserves more bonuses than the other."*

The fourth informant had a pessimistic definition of a PMS by stating that:

*"Tool that discriminate against employees at work (the) lower level."*

The last informant indicated that a PMS is:

*" system to link employee's work to the departmental strategic goals."*

### **1.3. How does a PMS relate to the work that you are doing?**

The informants were also divided in their opinion on this question. Two



informants stressed the issues of gaps, planning and measurement as following quotations confirms:

*"Assist in planning, identifying gaps for strategic planning. Measure performance and the achievement of performance.*

*"It helps to measure performance and assist in identification of the leaning gaps".*

The second informant was of the opinion that a PMS relate in to the work that he was doing by assisting in the:

*"...improvement of performance within the hospital".*

One another informant made a personal contribution to the department and ultimately the nation by stating that a PMS:

*"... gives me direction in achieving the objectives of the department thus for the nation. In addition it develops my competency in line with HPCSA requirements for CPD".*

Another informant indicated that:

*"It assists the supervisors in identifying people who are working hard from those who are not"*

The last stated:

*"I don't know for sure, maybe by dividing us as to who*

*should get bonus”.*

#### **1.4. In your view, what is the impact of a PMS in motivation public servants?**

The informants varied in their responses. Two informants agreed with the statement that it servants while two informants’ responses were affirmative about the motivational impact of a PMS:

*“PMS motivates the public servants because it reflects the achievement and failures”.*

*“Pay progression motivates employees”.*

Another informant conditionally concurred with the response and mentioned that:

*“motivate the employee if (they) shall have met their target, (they) will cash bonuses (and) incentives”.*

The last informant, however, negated the two by stating that:

*“It does not motivate public servants because it is not implemented objectively. It is very difficult for people to understand (and) ... writing should be made simple”.*

## **2. PMS vs. Service delivery**

### **2.1 How would you describe the relationship between PMS and**

### ***service delivery?***

One respondent agreed that PMS does relate to service delivery whereas four of the informants provisionally concurred that PMS and service delivery are related but they are not explicit on the nature of the relationship and further diverged into relationship description. For an example one made the following statements:

*"PMS encourages service delivery in a sense that it assists an employer to identify performance deficit and address them and enables a worker (to) identify performance areas that needs to be strengthened".*

*"If PMS is implemented correctly it should be addressing performance and service delivery elements. It is paramount that during reviews elements of PMS should not be used to punish or favours employees.*

*"PMS and service delivery go hand in hand".*

### ***2.2 In what way(s) can PMS contribute the towards improvement of service delivery?***

Two informants critically point out that:

*"The concept (of PMS) is great; (the) problem is its implementation and interpretation. The supervisor and supervisee should be realistic in setting their targets. In addition it only addresses the key strategic objective and not a job description".*

*"If the supervisors come across challenges and are able to identify the gaps, they are able to amend the key performance area but some of the services cannot be quantified and some people do not understand what they should verify".*

Two informants understand the ways in which PMS contribute towards the improvement of service delivery from the supervisor and supervisee's relationship point of view however; they both could not clarify in a comprehensible way the manner in which the relationship will impact on service delivery:

*"PMS should be understood from both the supervisor and supervisee's (directions) because ... the scoring impact on service delivery"*

Another one added that:

*"Quarterly and regularly discussion between the supervisor and supervisee will improve service delivery although performance management is currently not directly linked to service delivery".*

### **3. PMS application**

#### ***3.1 In your view how should PMS be applied?***

On the application of PMS the informants are divided. Two informants cite the methodology of its application as follows:

*"PMS should be applied objectively linking it to service delivery".*

Another one added:

*"PMS is not for personal gain. It should be applied objectively".*

One another informant however, related the application of the PMS its terms of time frame:

*"It should be a continuous process linked to monthly service delivery parameters. "*

### **3.2 Tell us about your last experience of PMS**

Four of the informants expressed their deep negative feelings, frustration and disappointment as follows:

*"Misunderstanding and more personal gains".*

*"Compiling PMS for those who cannot write and read brings mistrust amongst the supervisors and supervisee".*

The last two informants discontentedly elaborated on their views:

*"Horrible in the sense that after the people realized that is no more going to be intensified, (people) they started scoring for ... and falsified the information (by) copying from others. Moderation*

*discovered that there were lots of ratings which were not commendable”.*

*“Unhappy with the 20% of the employees qualifying for performance rewards. No percentages should be set but those who have excelled should be rewarded and if there is none so be it.*

### **3.3 How satisfied were you with the application of the PMS?**

All four of the informants further expressed negative feelings:

*“Not satisfied”.*

*“Problem of misunderstanding, the underrating should be (started) from managers up to the supervisors”.*

One informant goes to the extent of offering a suggestive response:

*“The application of PMS needs to be improved and workshops (are needed). Constant changes of PMS format should be avoided”.*

### **4. Is there anything else that you want to share with the researcher about the PMS?**

Most of the informants shared further information in the form of recommendations:

*“PMS should be implemented as prescribed by DPSA without changing goal post during the course of contract. If*

*employees manage to excel they should be rewarded”.*

*“The situations need to be improved”.*

Another one remarked that:

*“Workshops on going freely”.*

The last informant recommended:

*“For PMS be properly done (implemented) there should be continues trainings. Changing of formats is confusing and people develop negative attitudes. There should be one document which entails PA and the evaluation. Peer evaluation should be established”.*

## **5. Conclusion**

Both the qualitative and quantitative collected data indicates that the participants had a limited knowledge on a PMS. Many of the participants displayed negative perception about a PMS and its implementation. Among other reasons why their hated a PMS were because they thought it was unfair and bias. All this variety of perceptions and attitudes are due to misunderstanding and mismanagement of proper performance appraisal, performance scoring, and performance monitoring and as well as performance feedback from the supervisors.

## **CHAPTER 5**

### **CONCLUSION AND RECOMMENDATION(S)**

#### **5.1 Introduction**

Chapter one dealt with the orientation of the study and all fundamental elements of the study are discussed in the chapter in question. These include the question of the aim and objectives of the study which is herein contended to have been fully satisfied. The question of the limitation of the study and the research questions which are here in contended to have assisted in the directional progression of the study form part of this chapter. The study area among other elementary questions as indicated were all part of the first chapter.

Chapter two provided the theoretical framework pertaining to performance management and the definitions of concepts closely related to performance management was carried out. The definition of concepts was followed by the nitty-gritty of performance management in the general and specific nature of the functionalization of the concept. The performance management plan is also discussed in chapter two. The different approaches that could be used to job performance also formed part of chapter two.

Chapter three addressed the question of the methodology used towards concretizing the fundamentals of the study. The question of the population and sampling that was used to advance the study formed part of this chapter. The instrument to collect data, data analysis and research techniques applied are all discussed in this



chapter.

Chapter four addressed the question of data presentation and interpretation. Data as collected was analysed and presented through charts and tables in accordance with the analytical approach used. Correlation was also carried out to further concretise analysis of data.

In this chapter five, the overall conclusion is therefore provided. It is overall in that it is different from other chapter based conclusions. Not only is this chapter conclusive, but it also presents findings and recommendation(s) hereunder presented:

## **5.2. Findings**

This study reveals that Mokopane Regional Hospital is applying performance management in accordance with the requirements of the system. Employees do sign the performance management agreement and there is generally sufficient knowledge about the system. The employees are exposed to Competence Based Individual Development Plan as attached in Annexure F. The employees do sign the Work plan and Contracting Form as design to regularise the performance management agreements. Although the system is well designed, there are certain improvements that are expected to be incorporated in the system. The improvements are from the findings that the majority of employees express dissatisfaction on how the system is being implemented and also the question of the reward system.

The detailed findings are therefore presented as follows and they closely relate to the problem statement as indicated in chapter one:

- Performance management system requires to be understood at the same level by both the supervisors and the supervisees.
- 
- Performance management should be linked to service delivery parameters and benchmarks
- The reward system should be appropriately attached to the best performers.
- The system should not be carried out for personal gain but for developmental reason in relation with the employees
- Performance management system should be objectively carried out to address the subjectivity that are involved.
- The system should be aligned with national standards of the Department of Public Service and Administration.

### **5.3. Recommendation(s)**

It is recommended that Mokopane Regional Hospital should identify areas of improvement in the implementation of performance management system and align their practice(s) with national norms and standards as determined by the Department of Public Service and Administration in order to consolidate performance management system to service delivery thereby effectively addressing subjectivities in the system.



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# ANNEXURE A

## QUESTIONNAIRE

### QUESTIONNAIRES FOR STUDY PURPOSE TO BE COMPLETED VOLUNTARILY

---

#### Section A: Biographical Information

*Instructions: Please tick with an [✓] the choice that is relevant to you.*

- 1. Gender**
- Male
  - Female
- 2. Age group**
- 18-25
  - 25-35
  - 36-50
  - 51 and above
- 3. Level of education**
- Primary school
  - High school
  - Degree/Diploma
  - Post-graduate studies
- 4. Professional Discipline**
- Doctor
  - Nurse
  - Manager
  - Administrator
  - Allied.
  - General worker
  - Artisan



- 5 Work experience**
- Less than 1year
  - 1-2
  - 3-5
  - 6-9
  - More than 10 years

- 6 Level**
- 2-5
  - 7-8
  - 9-13

- 7. Division**
- Doctors
  - Allied
  - Nursing
  - Finance
  - Human Resource
  - Transport
  - Kitchen
  - Cleaning services
  - Landscaping
  - Technical services

**Section B: Performance Management System (PMS)**

8 Have you r heard about PMS?  Yes  No

If Yes, What is PMS?

.....

.....

.....

9 Do you know how PMS motivates employees?  Yes  No

If Yes, How does PMS motivates you?

.....  
.....  
.....

10 How often did you sign Performance Agreement Contract?

- Quarterly
- Annually
- Never

11. How often are you appraised?

- Quarterly
- Annually
- Never
- Seldom

12. Do you think PMS is fair?

- Yes  No

13 Please motivate your answer

.....  
.....  
.....

14 Do you think your supervisor understand PMS?

- Yes  No

15 .Briefly explain

.....  
.....  
.....

16 Did you receive any feedback from supervisor about your performance?

- Yes  No

17 How often did you receive the cash bonus?

- Annually
- Sometime
- Never

18 How is cash bonuses awarded?

Fair

Bias

19 What do you think is the reason for PMS?

Salary

Training

Performance

20 Do you understand the reason why it is carried out?

21. How often are you appraised?

1.  Quarterly

2.  Annually

3.  Never

4.  Seldom

23 Do you know the reason why it is carried out?

Yes

No

22. What are the challenges presently experiences?

No proper scoring

No proper monitoring

No proper feedback

# ANNEXURE B:

## CORRESPONDENCES WITH THE AUTHORITIES



**LIMPOPO**  
PROVINCIAL GOVERNMENT  
REPUBLIC OF SOUTH AFRICA

### DEPARTMENT OF HEALTH & SOCIAL DEVELOPMENT

Enquiries: Malomane EL

Ref: 4/2/2

7 August, 2007

Chauke M.W  
University of Limpopo

Dear Chauke M.W

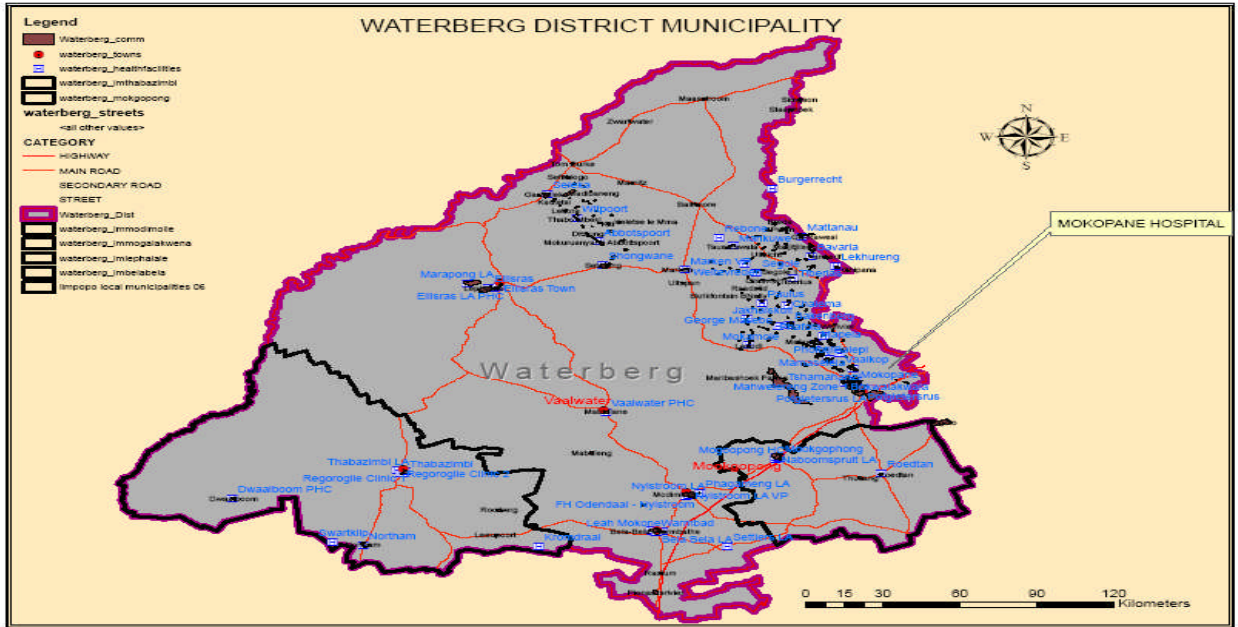
#### **The Impact of Performance Management System on service delivery in Mokopane Provincial Hospital (Waterberg district )**

- Permission is hereby granted to **Chauke M.W** to conduct the study as mentioned above in Mokopane Hospital, Limpopo Province
- The Department of Health and Social Development will expect a copy of the completed research for its own resource centre after completion of the study.
- The researcher is expected to avoid disrupting services in the course of his study
- The Researcher/s should be prepared to assist in interpretation and implementation of the recommendations where possible
- The Institution management where the study is being conducted should be made aware of this,
- A copy of the permission letter can be forwarded to Management of the Institutions concerned

HEAD OF DEPARTMENT  
HEALTH AND SOCIAL DEVELOPMENT  
LIMPOPO PROVINCE

# ANNEXURE C:

## MAP OF WATERBERG DISTRICT MUNICIPALITY



# ANNEXURE D

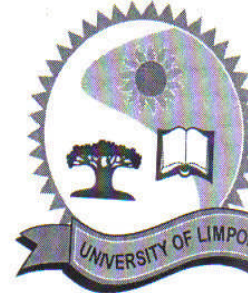
## LETTER FROM THE EDITOR

UNIVERSITY OF LIMPOPO


Private Bag X1106  
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South Africa

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Please note that the e-mail address has changed from unorth to ul



This serves to certify that I edited Mr m.w. Chauke's mini-dissertation entitled *The Impact of the Performance Management System (PMS) on Service Delivery in the Mokopane Regional Hospital in the Waterberg, Limpopo.*

  
PROF. NETTIE CLOETE  
Ph.D. (ENGLISH STUDIES)

7 January 2008

# ANNEXURE E:

## WORKPLAN AND CONTRACTING FOR

### Work plan

PLANNING AND CONTRACTING FORM (PART B)

WORKPLAN TYPE OF MEMORANDUM OF UNDERSTANDING ON PERFORMANCE FOR: FY:

.....

<i>Performance Plan weighting (as per PMS Policy e.g. 90%)</i>										
<b>List of Key Outcomes:</b>			<b>Performance Targets for Each Key Outcome Listed Opposite</b>							
<ul style="list-style-type: none"> <li>Improve in human resource management</li> </ul>			<ul style="list-style-type: none"> <li>100% of Human Resource management utilised.</li> </ul>							
Key Result Area (KRA)	From which Strategic Objective is this KRA?	Weight of KRA in %	Performance Measurement Information						Resources and Accountability	
			Key Performance Indicators (KPI) / (type of quantity, quality of inputs to be used: outputs to be delivered)	Baseline measure for each target KPI or Performance Measure (what is the state of this quantity or quality of input or output at the start of the financial year)	Targets (use a combination of at least two of the indicator types listed below which respectively show what the quantities and or qualities of:				Means of Verification for Each Target (What evidence will be produced to show that target has been reached?)	Resources required e.g. human physical and financial.
End of 1 <sup>st</sup> quarter target	End of 2 <sup>nd</sup> quarter target	End of 3 <sup>rd</sup> quarter target			End of year or 4 <sup>th</sup> quarter target					
Total		<i>E.g. 100 % (same as perspective weight)</i>								

Name of employee:

Name of Supervisor / Manager:

Signature of Employee:

Signature of Supervisor / Manager:

Date Signed:

Date Signed:

## COMPETENCY PROFILE

INDIVIDUAL COMPETENCY PROFILE		JOB RELATED COMPETENCY PROFILE	
List of own current Competencies	Current level of competency (1 – 3)	Is this competence required for the job	Level of Competency Required for the Job. (As explained etc.)
<b>1.0 Key Generic Competences</b>			
1.1 Strategic Capability and Leadership	3	Yes	<b>3</b>
1.2 Project Management	3	Yes	<b>3</b>
1.3 Financial Management	3	Yes	<b>3</b>
1.4 People Management and Empowerment	3	Yes	<b>3</b>
1.5 Knowledge Management	3	Yes	<b>3</b>
1.6 Procurement and Supply Chain Management	2	Yes	<b>3</b>
1.7 Problem solving Analysis	3	Yes	<b>3</b>
1.8 Service Delivery Innovation	2	Yes	<b>3</b>
1.9 Change Management	2	Yes	<b>3</b>
1.10 Communication	3	Yes	<b>3</b>
1.11 Team Building	3	Yes	<b>3</b>
1.12 Event Management	3	Yes	<b>3</b>
<b>Sub-Total 70%</b>			
<b>2.0 Job Specific Competences</b>			
2.1 Public Relation	2	Yes	<b>3</b>
2.2 Policy Development and Analysis	2	Yes	<b>3</b>
2.3 Monitoring and Evaluation	2	Yes	<b>3</b>
2.4 Media Relation	2	Yes	<b>3</b>
<b>Sub-Total 55%</b>			
<b>3.0 Other Competences Deemed Important / Useful for Career and Performance Enhancement</b>			
3.1 Computer Literacy Skill	2	Yes	<b>3</b>
3.2 Presentation Skill	2	Yes	<b>3</b>
<b>Sub-Total 25%</b>			
<b>Grand Total = 150%</b>			

Name of employee:

Name of Supervisor / Manager:

Signature of Employee:

Signature of Supervisor / Manager:

Date Signed:

Date Signed:



## COMPETENCE-BASED INDIVIDUAL DEVELOPMENT PLAN

<b>OVERALL WEIGHTING OF 10%</b>							
<b>Competence required (from gaps identified in the profiling process above)</b>	<b>For which KRA is this competency required</b>	<b>Weighting in %</b>	<b>Current level of competence (taken from competency profiles)</b>	<b>Target level of competence (select from level 1 - 3 from competency profiles)</b>	<b>Timetable for gaining targeted competence 2007/2008</b>	<b>Activities to close competence gaps</b>	<b>Resources Required for this development to take place</b>
<b>1.0 Generic Competences (Description as for 1. in annexure C above)</b>				<b>Weighting of the Competences= . 70%</b>			
1.1 Strategic Capability and Leadership	All	10%	3	3	N/A	.	
1.2 Project Management	All	5%	3	3	N/A		
1.3 Financial Management	All	5%	3	3	N/A		
1.4 People Management and Empowerment	All	5%	3	3	First Quarter	Attend External Workshop	
1.5 Knowledge Management	All	5%	3	3	N/A		
1.6 Procurement and Supply Chain Management	All	5%	2	3	Third Quarter		
1.7 Problem Solving and Analysis	All	10%	3	3	N/A		
1.8 Service Delivery Innovation	All	5%	2	3	Fourth Quarter		
1.9 Change Management	All	5%	2	3	Second Quarter		
1.10 Communication	All	5%	3	3	N/A		
1.11 Team Building	All	5%	3	3	N/A		
1.12 Event Management	All	5%	3	3	N/A		
<b>Sub Total</b>		<b>70%</b>				<b>Number of New Generic Competences Targeted= 12 .</b>	
<b>2.0 Job Specific Competences (as described in annexure C above).</b>				<b>Weighting of this section . 55%</b>			
2.1 Public Relation	All	15%	2	3	First Quarter	Attend External Workshop	
2.2 Policy Development and Analysis	All	10%	2	3	Second Quarter	Attend External Workshop	
2.3 Monitoring and Evaluation	All	20%	2	3	Third Quarter	Attend External Workshop	
2.4 Media Relation	All	10%	2		Fourth	Attend External	

					Quarter	Workshop	
<b>Sub Total</b>		<b>55%</b>				<b>Number of New Job Specific Competences Targeted=</b>	
<b>3.0 Other Competences (as described above in annexure C) (Here some of the development targets may be good for individual and organizational career and succession planning). Weighting of this section. 25%.</b>							
3.1 Computer Literacy Skills	All	20%		3	First Quarter	Attend External Workshop	
3.2 Presentation Skills	ALL	5%		3	Fourth Quarter	Attend External Workshop	
<b>Sub-Total</b>		25%					
<b>Grand Total</b>		<b>150%</b>				<b>Number of New Other Competences Targeted=</b>	

Name of employee

Name of Supervisor / Manager:

Signature of Employee

Signature of Supervisor / Manager:

Date Signed:

Date Signed:

# ANNEXURE F

## STANDARD FRAMEWORK

**PRE-EVALUATION INTERVIEW RECORD FORM: COMPETENCE-BASED INDIVIDUAL DEVELOPMENT PLAN**

**FOR STANDARD FRAMEWORKN TYPE OF MEMORANDUM OF UNDERSTANDING ON PERFORMANCE**

<b>COMPETENCE ACQUISITION PLANNING PART B OF P1 (PHASE 1 OF PM CYCLE)</b>								<b>COMPETENCE ACQUISITION EVALUATION (PHASE 3 OF PM CYCLE) -To be completed to prior to evaluation discussion</b>	
Required competencies	Weighting in %	For which KPA's is competence required	Current level of competence profile	Targeted Level of Competence Attainment by the end of each Quarter				End of Quarter 4 (31 <sup>st</sup> March of the final Year)	
				Quarter 1	Quarter 2	Quarter 3	Quarter 4	Self /Manager Score for each Targeted Competence	Comment /Intervention suggested
<b>1.0 GENERIC COMPETENCIES</b>									
1.1									
1.2									
1.3									
1.4									
<b>2.0 JOB SPECIFIC COMPETENCIES</b>									
2.1									
2.2									
2.3									
2.4									
<b>3.0 OTHER COMPETENCIES</b>									
3.1									
3.2									
3.3									
3.4									
TOTAL / FINAL SCORE/ RATING									

**FINAL EVALUATION DISCUSSION RECORD FORM: PERFORMANCE PLAN**

**FOR A STANDARD FRAME WORK TYPE OF MEMORANDUM OF UNDERSTANDING ON PERFORMANCE**

<b>PERFORMANCE PLANNING (PART1 PM CYCLE)</b> - To be completed at the end of the PM cycle					<b>PERFORMANCE EVALUTION (PART 3 OF PM CYCLE)</b> - To be completed during each end of year evaluation		
<b>Key result areas (KRA)</b>	<b>Management Plan Reference</b>	<b>Weighting in %</b>	<b>Outputs / Action</b>	<b>Performance Standards for each KRA</b>	<b>Final Evaluation Score on outcomes listed</b>	<b>Final points=weight of each KRA x Final Score</b>	<b>Final Evaluation Comments /Score &amp; Comment / Intervention/Decisions</b>

Name of employee:

Name of Supervisor / Manager:

Name of Overseer

(manager's Supervisor):

Signature of Employee:

Signature of Supervisor/ Manager:

Signature of Overseer:

Date Signed:

Date Signed:

Date Signed:

**FINAL EVALUATION INTERVIEW RECORD FORM: COMPETENCE-BASED INDIVIDUAL DEVELOPMENT PLAN**

**FOR STANDARD FRAMEWORK TYPE OF MEMORANDUM OF UNDERSTANDING ON PERFORMANCE**

<b>COMPETENCE ACQUISITION PLANNING PART B OF P1 (PHASE 1 OF PM CYCLE)</b>					<b>COMPETENCE ACQUISITION PERFORMANCE EVALUATION (PHASE 3 OF PM CYCLE)</b>	
Required competencies	Weighting in %	For which KPA's is competence required	Current level of competence profile	Targeted Level of Competence Attainment by the end of each Quarter	End of Quarter 4	

				Quarter 1	Quarter 2	Quarter 3	Quarter 4	Final Score/Rating (after discussion with manager)	Points (Weight x final score)	Final Comment & Decision on Performance Outcomes
<b>1.0 GENERIC COMPETENCIES</b>										
1.1										
1.2										
1.3										
1.4										
<b>2.0 JOB SPECIFIC COMPETENCIES</b>										
2.1										
2.2										
2.3										
2.4										
<b>3.0 OTHER COMPETENCIES</b>										
3.1										
3.2										
3.3										
3.4										
TOTAL / FINAL SCORE/RATING (AS APPLICABLE)										

Name of employee:  
(manager's Supervisor):

Name of Supervisor / Manager:

Name of Overseer

Signature of Employee:

Signature of Supervisor/ Manager:

Signature of Overseer:

Date Signed:

Date Signed:

Date Signed: