The implementation of a performance management system: a case study of a selected logistics company at City Deep in Johannesburg, South Africa.

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DECLARATION

I, Kenneth Dipela Kgatle, declare that this thesis is the result of my research, and has not been submitted in for any other qualification, or to any other institution of higher learning. Where the ideas of other people have been used, they have been duly acknowledged.

	November 2020
Signature	Date

ACRONYMS AND ABBREVIATIONS

BSC	Balanced Scorecard
EVP	Employee Value Proposition
HR	Human Resource
PM	Performance Management
PMS	Performance Management System
QWL	Quality of Work Life
SMART	Specific Measurable Actionable Realistic Timely

DEDICATION

This dissertation is dedicated to our mother, who previously advised me to prioritise education, and to my wife, Innocentia, our daughter Lesego, and friends for their encouragement and support throughout my studies.

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In the process of writing this thesis, several people contributed towards its successful completion, and therefore deserve recognition.

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ABSTRACT

A selected logistics company, at City Deep in Johannesburg, rolled out a balanced scorecard as a strategic performance management system (PMS) to remedy service delivery challenges since 1997. The institutionalisation of this system has become an essential aspect of its people management strategy in relation to the overall strategic objectives of the company. Numerous problems marred its implementation, with some employees citing inconsistencies in the ratings awarded, ineffective communication and favouritism, and this consequently affected service delivery performance.

The primary aim of the study was to evaluate the implementation of a PMS at the selected logistics company. Its sub-objectives guided the study. These include determining the factors influencing the participation of managers and employees in a PMS; evaluating the relationship between knowledge practices in a PMS and excellent service delivery and seeking remedies to the implementation challenges thereof.

The quantitative research methodology was utilised in this study. A standardised close-ended questionnaire on a seven-point Likert Scale was employed for data collection from study participants. Microsoft Excel was used to analyse the data collected. Inferential (z) statistic testing, factor analysis, and Cronbach's Alpha test were performed using the Statistical Package for the Social Sciences (SPSS) and the statistical tools available in Microsoft Excel.

Research findings revealed that the company's vision and mission statement were not adequately shared with subordinates concerning the company's balanced scorecard as a PMS. Additionally, performance feedback was found to be biased and ineffective, thereby severely affecting the implementation of the PMS.

In conclusion, senior management must institutionalise continuous professional development workshops to effectively disseminate the

organisation's vision and mission statements to its employees. Managers are urged to conduct regular performance evaluation sessions and provide objective written performance feedback to subordinates timeously.

GLOSSARY OF KEY CONCEPTS

- Balanced Scorecard (BSC)
- Employee Morale
- Performance Management
- Performance Management System (PMS)
- Performance Evaluation
- Performance Objectives
- Performance Measures
- Performance Targets
- Sub-objectives

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CHAPTER 1: INTRODUCTION

1.1 INTRODUCTION

This chapter focuses on the overview of the study, discusses the context of the research, and defines the research problem. The aim and the objectives of the study are also deliberated on. Scholarly literature utilised to contextualise the study is proffered, along with the research methodology. Key concepts are discussed, and an overview of the remaining dissertation chapters is provided.

In general, every organisation strives for a fair return on its investment, but more specifically from its human capital. To achieve this broad objective, a performance measuring mechanism to derive optimal performance becomes an indispensable monitoring tool in assisting companies in realising their vision, mission, and strategic goals. The implementation of a Performance Management System (PMS) backed by a policy framework becomes inevitable (Manyaka and Sebola 2015: 1). A move by the logistics company at City Deep aimed at ensuring the realisation of its underlying objective of efficient resource utilisation and achieving organisational goals is standard practice in most organisations.

A PMS is a formal system used by managers to determine the ways that will enhance employees' performance and accomplish organisational goals, through monitoring and evaluation to measure progress by using an agreed standard and the provision of feedback (Ramataboe 2015: 16). This system embraces training and development to ensure that employees' performance knowledge is enhanced. It is a system that provides optimum employee performance and contributes to enhanced productivity in the organisation (Munzhedzi 2011: 6). It is through this system that a course of action that leads to the accomplishment of the organisation's goals is described, performance enhanced, customers satisfied, and revenue generated. In the

context of this study, a PMS is the authorised approach, system-driven to align an employee's return to the goals and objectives that encompass planning; observation; on-the-job training and coaching; evaluation and feedback. Therefore, managing employees' performance is seen as the key objective of establishing a PMS in an organisation.

1.2 AN OVERVIEW OF A PERFORMANCE MANAGEMENT SYSTEM

The execution administrative framework is a standardised procedure of characterising and conveying the activity parts and duties, execution desires, goals and setting the needs between supervisors and subordinates, according to Akinbowale (2013: 122). It incorporates association, office and representative shared objectives and targets aligned to frameworks and assets. It is a channel for providing clarity about an organisation's goals and a framework to improve the business processes through various methods and mechanisms. The competencies, skills and knowledge gaps are also identified through this process, and these can be developed through training, coaching and mentoring of employees or teams at different levels and designations. It optimises the results through a proper channel and process, which reduces conflicts and grievances among employees. Since everyone is from the onset clear about their roles, efforts are made to meet performance standards. The framework can be applied to a single department or to the whole organisation. Therefore, the goal of a PMS is to continuously monitor and measure the performance standards against the desired goals and objectives.

1.2.1 Purpose of implementing a performance management system

Managing employees' performance is the key objective of establishing a PMS in an organisation (HR Help Board 2017: 1; Munzhedzi 2011: 14). As a process, it serves the following primary purposes in the company:

Strategic: Aligns the overall organisation's goals with the department's goals and individual goals. In other words, the organisational strategic goals are linked with each activity performed by every department or employee;

Administrative: Helps to set the deciding factor of an employee's promotion, demotion, salary increment, transfer and termination. It enables management and HR to identify the performers, non-performers or underperforming employees in an organisation. It merits the competency and skill levels of employees. Hence, it clearly defines the administrative role and supports management decisions;

Communication: It is the effective communication channel to inform employees about their goals, job responsibilities, key deliverables and performance standards. It provides the platform to learn and train on skills and knowledge for better performance and results;

Developmental: It is the structured method of communicating positive feedback, improvement areas, and development plans. The manager can use various techniques like training, mentoring and coaching, and help them and their team members to perform better and contribute towards an accomplishment of the organisation's goals;

Organisational Maintenance: It is the yardstick of measuring employee, department and organisational achievements and evaluating the performance gaps through various tools and techniques. Hence, it maintains the health of the organisation and its performance standards; and,

Documentation: The performance management reviews, feedback and forms should be documented and maintained by every organisation. It enables them to look forward, set new targets, assess developmental design needs, design training and learning programmes, set and monitor the career progression of employees, and set goals for and monitor the department.

Hence, it helps in driving the organisational requirements to desirable objectives.

Furthermore, the performance management system serves the purpose of planning, developing and organising operations in business organisations (Mansor *et al.* 2012: 586).

1.2.2 Benefits of successfully implementing a PMS

Studies indicate that, in today's global environment where the market is evolving at a swift pace, it is essential for an organisation to understand the benefits of a PMS (Akinbowale 2013: 26; Bagul 2014: 113; HR Help Board 2017: 1; Matlala 2011: 2). Managing an employee's performance is the ultimate need of an organisation. The employees are considered as an asset by the organisation. A PMS provides various benefits to the organisation, including providing data to find the skills and knowledge gaps of employees to improve them through training, coaching and mentoring schemes. It motivates employees to take on new challenges and innovate through the structured process; provides unique opportunities to employees for their growth and development in their professional careers; and defuses grievances and conflicts among team members by being a proper performance evaluation system. It assesses the employees' performance fairly and accurately against the performance targets and standards. Employees are enabled to provide better results because of clarity on their performance targets.

Additionally, the performance management system provides the platform to discuss, develop and design the individual and department goals through discussion among managers and their subordinates. An under-performer can be identified through performance reviews and can raise their skill levels objectively. It quantifies the learning needs through individual development plans or performance improvement plans as well. Paile (2012: 40) asserts that a useful PMS can yield many benefits to a company, including ensuring

that an organisation achieves sustainable efficiencies in its overall performance; provisioning clear channels of communication; encouraging employee participation; enhancing performance accountability, and improving motivation. Maine (2012: 26) concurs when asserting that successful implementation of a PMS can provide vital benefits to organisations. Besides, with the proper motivation, individuals are considered able to develop their abilities and achieve their full potential.

Sehoa (2015: 41) affirms that subordinates assist their superiors in achieving their performance targets if they are adequately motivated. Consequently, motivated and adaptable employees could also benefit from both recognition and reward programs, as well as succession planning exercises.

Kgantlapane (2009: 34) indicates that the successful implementation of a PMS has brought about many benefits. These include obtaining critical and relevant PM information, which contributes to well-informed organisational decisions; assistance in establishing PM solutions to address inconsistencies in employee performance. They also provide insight to ascertain the occurrence of enhanced service delivery, as per corporate expectations; and the determining of deficiencies in training and development, along with the suggestion of remedial actions to counter these.

Therefore, the need for a useful PMS to achieve organisational standards cannot be overemphasised. Akinbowale (2013: 122) asserts that it is the most critical and vital tool utilised by organisations in setting parameters for reviewing and evaluating employee performance. It is used to clarify both employee targets and organisational bottom-lines, and their accomplishments (Munzhedzi 2011: 14). Bhattacharjee and Sengupta (2011: 103) concur that a PMS combines individual job tasks, review and performance training to align an employee's performance to the organisation's vision. Therefore, managers who are inept at implementing a

PMS effectively allocate performance targets that are not practical and consequently constrain productivity (Munzhedzi and Phago 2014: 1095).

1.3 THE SELECTED LOGISTICS COMPANY'S PMS PERSPECTIVE

A PMS is one of the critical and integral human resource management functions. The company conceptualises a PMS as a process whereby superiors and their subordinates strive to contribute towards the enhancement of both individual and organisational performance. The logistics company implemented a PMS in 1997 and has used it ever since. However, the PMS administrative tool known as the balanced scorecard (BSC) was only introduced in 2013, and the PMS was only introduced to the lower levels of employees in 2008. Like all other strategic systems, the PMS requires alignment to the strategic vision of the organisation, and regular refinements to ensure that the organisation's strategic objectives are achieved in line with the BSC tool being utilised.

It is upon this BSC that the company's performance objectives are aligned to four critical key performance perspectives, namely: finance; customers; internal business processes; and learning and growth. These are further grouped into two distinct categories that can be regarded as either commercial or non-commercial. The PMS is applied on an annual basis during the performance cycle when managers and employees (non-managers) are performance contracted. Managers are contracted based on the BSC-PMS methodology designed to measure both financial and non-financial aspects of the organisation.

 At the beginning of the review period, managers sit with employees (non-managerial) and discuss their primary objectives and measures, based on safety, discipline and absenteeism. Employees sign the scorecards in confirmation of their agreement with their superiors that they will perform according to set standards.

It is during the performance cycle that certain activities take place between a manager and their subordinates. These activities relate to the on-job coaching to re-align an employee's current performance to the job measures; a one-on-one meeting where excellent performance is rewarded and performance gaps are detected, and remedies suggested to address them; performance rating and feedback.

Based on the BSC, the company's bi-annual performance ratings are conducted. According to the selected logistics company's Performance Management Policy (2012: 13), the performance evaluations are rated from zero (no performance) to five (more than exceeding requirements). Employees who perform poorly that is those who achieve a rating of a two or below are assisted by being placed on the enhancement plan for developmental purposes. This enhancement plan is tailored to increase their job knowledge and skills.

1.4 RESEARCH PROBLEM

The research problem is defined as an area of concern or a deviation in the norm that points to the need for further understanding and obtaining a solution (Paile 2012: 3). The implementation of a formal PMS has become an essential aspect of organisational strategy. As a means of persuasion, PMS application has raised the bar for employee perceptions of natural justice, about the rule against bias, and the quality of work-life (QWL), which consequently contributes significantly to the overall QWL (Rowland and Hall 2012: 280). PMS also ensures that employee's activities or outputs contribute to the organisation's goals (Bagul 2014:424). This process requires knowing the desirable actions, observing whether they occurred, and providing feedback. Managers, who are unable to implement the performance management system effectively and efficiently and set realistic performance targets, inhibit productivity (Munzhedzi and Phago 2014: 1095). Studies indicate that there are many barriers to an effective performance

management system which severely affect productivity and service delivery performances (Walia 2014: 9896).

Knowledge management barriers also influence the procedures of knowledge and information sharing within organisations and amongst individuals (Paulin and Sunesson 2012: 83). The logistics company selected for this study has a performance management system in place. However, some staff members are questioning the credibility of the system. They have no trust in their superiors and believe that the performance management system is being used as punishment for personal differences.

Beyond X's & O's (2019 cited in Armstrong 2010: 157), argue that a manager must ensure that team members understand organisational objectives, know what is expected of them, how they are doing, and how they can do a better job, to achieve high-performance levels. A PMS is well known to give recognition to employees for an excellent performance. Nevertheless, it is not only employees who should appreciate the importance of a company's PMS, but its managers also should as well, since the value of a PMS for an organisation cannot truly be understood unless the system is implemented objectively.

Although the PMS is conspicuous by its presence at the selected logistics company, there is an abuse of power by individual some managers in their implementation of the system. Numerous complaints were being received from employees emanating from the alleged unethical and unorthodox way the PMS was being utilised at the company. This has resulted in some staff members questioning the credibility of the procedures adopted, and which thus placed this entire system in jeopardy.

Numerous complaints were raised during every assessment period at the selected logistics company. Tensions consequently arose because; on one hand, managers seem to be using the PMS as a tool to control and discipline subordinates, while on the other employees were of the view that the PMS is

a means of securing additional compensation through performance bonuses when performance standards are met. This study will thus help to gain more insight into the implementation of the PMS at the selected logistics company.

1.5 WEAKNESSES WITH PREVIOUS STUDIES

Many studies have been conducted on the performance management system, but only a few are affiliated with the implementation of PMS.

Lemao (2015: 1) undertook a study with the topic "*Implementation of the Performance Management System*" for her Master of Management degree. Lemao (2015: 1) investigated the factors linked to the challenges in implementing the PMS and concluded that managers should recommit to the PMS; policies should be applied correctly; contracts should be handled appropriately; rewards for good performers should be considered, and awareness training should be conducted.

Although Lemao's (2015: 1) study contributed to the body of knowledge on the performance management system within the area of research, it did not investigate the significant factors leading to challenges when implementing a PMS. These factors included senior management's participation in the PMS by communicating the company's vision and expressing support. Performance communication was determined to be very critical, not only to inform the employees but also to re-align them to the PMS. Management also had to provide performance feedback to educate employees on whether they needed to correct performance deviations or not.

Ramataboe (2015: 1) also undertook a study on a PMS with the topic "*Challenges in the implementation of the PMS*" for the degree of Master of Administration. The research sought to establish challenges that hindered the implementation of a PMS in a selected department in Lesotho. Ramataboe (2015: 133) concluded that a PMS had to be supported by successful leadership and skills from top management to be effective.

Ramataboe's (2015: 1) study also contributed to the body of knowledge on performance management systems and the system within the selected study area. However, the study did not adequately identify all the challenges that hindered the implementation of the PMS. The study should also have covered performance planning which encapsulates goal setting and is very critical in PMS. The *Leadership in the Construction Industry Management Essay (2018: 9)* affirmed that another factor which was not identified in that study as a challenge was performance feedback which assists employees in identifying their strengths and weaknesses. Therefore, this study seeks to mitigate the difficulties of the problems of implementing a PMS and close the knowledge gap related to the subject matter.

1.6 AIM AND OBJECTIVES OF THE STUDY

This study aims to investigate and evaluate the implementation of a PMS at a selected logistics company.

The achievement of the overall aim of the study is guided by its objectives, which are to:

- Determine the factors which influence the participation of managers/ supervisors and employees in a PMS;
- Evaluate the relationship between knowledge practices in PMS and excellent service delivery;
- Determine measures which can be put in place to remedy the challenges experienced in PMS implementation to achieve the desired performance standards.

1.7 CONTRIBUTION OF THE STUDY

The current theoretical knowledge of performance management systems will be enhanced. The research will assist in empowering employees with performance management system knowledge, thus improving performance, and thereby achieving organisational goals. The study aims to contribute to theory and practice by providing essential information about the performance

management system and the usage thereof. A broader pool of knowledge will provide organisations with useful, practical information that will assist in improving their use of and implementation of performance management initiatives. This could be beneficial to the operations of the selected logistics company, in that the employees, supervisors and managers will be able to perform to their optimum levels and enhance service delivery performances thereby realising the much-needed customer satisfaction.

Therefore, the study will assist stakeholders in many ways including providing managers with a clear understanding of the employees' contribution to the attainment of individual and organisational objectives; enabling managers to measure subordinates' performance and establish good and bad performers; aligning the organisation's vision to the PMS and allowing for design strategies that will contribute immensely to the implementation of the PMS and the body of knowledge on PMS as a whole.

Besides that, it will assist the logistics company in the study to design clear performance enhancement plans that are informed by a PMS policy. These enhancement plans could assist managers and leaders in capturing performance deviations detected during performance reviews and feedback sessions. The PMS could encapsulate transparency, which can help managers in eliminating employees' complaints and grievances expressing their unhappiness.

1.8 RESEARCH METHODOLOGY

The research methodology applied for this study is descriptive in nature, which is preferred because it could facilitate in the acquisition of an in-depth understanding of what people think or feel and allows opinions to be determined (Amayah 2013: 454). Numerical data will also be collected using a quantitative approach.

The research instrument, in the form of a survey questionnaire, is developed to collect data. According to Babbie (2010: 73), survey research, in general, could provide advantages in terms of the economy because of the large amount of data that can be collected, and the improved chance of sampling a significant population. The structured and standardised questionnaire consisted of closed-ended questions, which could provide employees and managers with an opportunity to articulate their ideas in terms of PMS and their company's PMS. The information that will be gathered, in turn, could assist in understanding the perceptions of the categories of people sampled, and the number of employees with explicit knowledge of a PMS.

1.8.1 Target population

The target population is the entire group of individuals or objects that are the subject of the research (Mbonambi 2016: 13). The logistics company had 205 employees, consisting of junior employees and managers, which formed the target population for the study.

A representative sample is essential since it ensures that all relevant types of people are included in the target group. Studies indicate that a minimum sample size of more than 30 and less than 500, is appropriate to achieve a 0.95 confidence level using a seven-point Likert Scale questionnaire (Sekaran and Bougie 2010: 298). A survey study of 205 employees was conducted, which was the company's entire staff complement, so sampling was representative.

The details of all employees were retrieved from the organisation's employee database. A soft copy of the questionnaire was designed and emailed to their company email accounts. Respondents without access to company email accounts had printed copies of the survey distributed to them so that they could also respond. Participants were allowed a reasonable time to complete the questionnaires, following which the completed questionnaires were collected.

1.8.2 Questionnaire design

A structured, standardised questionnaire was used for data collection and included a seven-point Likert scale. The scale ranged from one (strongly disagree) to seven (strongly agree), with close-ended questions asked. The questionnaires and informed consent forms were sent electronically to those with access to computers, and printed copies were hand-delivered to participants without computer access.

1.8.3 Data analysis

Data analysis is a process of inspecting, cleansing, transforming, and modelling data to discover useful information which suggests conclusions and supports decision-making. Collected data were analysed, with exploration conducted using the inferential (z) statistics test, factor analysis, and Cronbach's Alpha test, undertaken using the Statistical Package for the Social Sciences (SPSS) and Microsoft Excel. The results are presented in both narrative and graphical formats.

1.8.4 Pretesting

The questionnaire was pilot tested with five purposely selected employees for review, evaluation and comments, and these responses were not included in the study's target sample. The purpose of pretesting was to ensure that the questionnaire was not ambiguous and to eliminate any issues that may have negatively affected its validity and reliability.

1.8.5 Delimitation/scope

The study focused on the implementation of a Performance Management System and was limited to a selected logistics company in City Deep in Johannesburg, South Africa. The organisation is one of the largest companies providing logistic solutions for transport in South Africa. This depot called for research because of the poor situation there, as is highlighted in this study. The study results cannot be generalised, as it is a case study.

1.8.6 Resource constraints

An attempt was made to obtain additional funds for the study, to cover its steadily rising costs and financial constraints. However, the researcher was not able to get funds and had to self-fund some aspects. The amount of time allocated for the study concerning the amount of data collected was also insufficient, and some employees on night shifts had to be accommodated. Pre-arrangements were made to ensure that all participants could participate in the study.

1.8.7 Validity

Validity is the extent to which the research findings accurately represent the real-world situation being studied, in relation to the degree to which the research measures what it's intended to (Sehoa 2015: 15; Welman, Kruger and Mitchell 2011: 142).

The validity of a study's findings is essential, as this lends support to the significance of the research results, and ensures that the study instrument used measures what is intended since the responses obtained would otherwise be invalid. The research study would consequently lack purpose.

To ensure validity, the questionnaire was peer-reviewed and pilot-tested. The services of a statistician were sought to ensure that the instrument was aligned correctly with the study and measured what was intended. Both the pilot study and peer-review inputs were used to adjust ambiguously formulated variables.

1.8.8 Reliability

Sehoa (2015: 15) defines reliability as eliminating speculation regarding the accuracy and internal consistency of a study's measuring instrument. A questionnaire or test is considered reliable when the same results can be obtained repeatedly when the questionnaire is re-administered.

Reliability, where the same results can be obtained when the research is repeated, is essential for useful research, as this tests whether the study fulfills its established aims and hypotheses, and also ensures that the results are due to the survey, and are not influenced by any possible extraneous variables.

Cronbach's Alpha test was used to test the internal consistency of each factor was used to ensure reliability. The questionnaire was the first pilot tested to be refined and assessed for face validity (Leedy and Ormrod, 2010: 66). Confirmatory factor analysis was used to ensure the construct validity of the research.

1.8.9 Anonymity and confidentiality

Anonymity is essential because it ensures that the information received from respondents remains confidential to prevent jeopardising their positions and benefits. Confidentiality is like anonymity since the researcher has an ethical responsibility to provide accurate information yet must also protect the security of participants by protecting or withholding certain information.

To ensure anonymity, the collection and storage of the data and its disclosure and destruction complied with the South African Protection of Personal Information Act No. 4 of 2013. All personal information collected was considered confidential and dealt with carefully so as not to compromise the personal dignity of the respondents or infringe on their right to privacy by revealing their identities.

To ensure confidentiality, the questionnaire did not require the provision of any personal information from participants during data collection. Participants were assured that their names or other identifying information would not be shared with the public and that any responses provided would remain anonymous.

1.9 CONCEPTUALISATION OF KEY CONCEPTS

Before delving into much discussion on the topic at hand, key concepts and their operational usage are elaborated upon.

1.9.1 Performance Management System (PMS)

The advent of performance management systems in both economically advanced and less advanced countries was inspired by a sincere desire to enhance both productivity and service delivery. As indicated earlier on, PMS is a system whereby an employee's performance is managed through the planning of objectives aligned to the organisation's vision. It involves the establishment of measures and setting realistic targets linked to the organisation's vision and individual objectives. Monitoring employee performance is undertaken. It also includes evaluating current performance against the agreed standards and timeframes; rewarding excellent performance execution; and providing feedback through one-to-one meetings to enable an organisation to accomplish its strategic goals (Ramataboe 2015: 15). Aguinis (2013: 2), concurs that the PMS is the process of putting a manager in place to continually identify, measure, and develop the performance of individuals and teams in an organisation.

It is clear from the above discussion that in operationalising PMS, the setting of objectives aligned to the organisation's goals, the configuration of measures for these objectives; coaching; measuring employees' performance; and the provision of comprehensive feedback to the employees are executed are crucial.

1.9.2 Performance appraisal

Performance appraisal is executed extensively throughout the world (Dechev 2010:11). It is described as a formal tool utilised by managers to assess the quality and quantity of the employee's current performance against clearly documented and detailed standards (Nzume 2016: 8). Also, performance

evaluation encapsulates fairness and accuracy during evaluation. Performance appraisal serves as a basis for administrative decisions such as employee development, promotion, etc. (Farrell 2013: 13). Consequently, it is important to note that the two terms, evaluation and appraisal are used interchangeably in this study.

From the above discussion, performance appraisal, if executed properly, may contribute immensely to the performance management system.

1.10 STRUCTURE OF DISSERTATION CHAPTERS

The dissertation consists of the following five chapters:

Chapter One: Provides the background for the study by introducing the topic and covers other aspects such as research problem statement, weaknesses of previous studies, aim and sub-objectives of the study, contribution to the field of study, literature review and research methodology.

Chapter Two: Explores a review of relevant literature on PMS the overview of the balanced scorecard as an implementation tool to PMS; factors influencing implementation of PMS. These factors encapsulate organisational factors such as inadequate PMS policy, performance appraisals factors affecting PMS, which includes inspirational leadership and employee attitude. Also, factors influencing participation of managers and subordinates, performance communication; and measures which can be put in place to remedy PMS implementation challenges are discussed.

Chapter Three: Explains the research methodology used, study population, data collection methods, the scope of the study, study limitations, validity, reliability and ethical considerations.

Chapter Four: Focuses on data presentation, analysis and interpretation of results.

Chapter Five: Re-states the objectives, provides a summary of the study findings, recommendations, shortfalls of the study, suggestions for future research and conclusion.

1.11 CONCLUSION

Chapter One introduced the research topic, provided an overview of the dissertation, provided the perspective of the selected logistics company's PMS. It has been seen that PMS is an integral human resource management function. The balanced scorecard has been a tool used to institutionalise PMS. This chapter further discussed the research problem experienced at the logistics company and highlighted issues based on the literature. The research problem has been identified as an area of concern or a deviation in the norm or standard that pointed to the need for further understanding and obtaining a solution. Weaknesses with previous studies were also described. Furthermore, the contribution of the study and the research methodology was outlined. Key terms utilised in this study were clarified, and an overview of the rest of every chapter's synopsis was provided. The study focuses on the aims and objectives, as previously discussed.

The next chapter reviews the literature pertinent to the PMS within the context of the study.

CHAPTER 2: LITERATURE REVIEW

2.1 INTRODUCTION

The previous chapter presented an overview of the study and explored the implementation of a PMS at a selected logistics company in Johannesburg. It also discussed the research problem, highlighted weaknesses in the previous studies, and stated the aim and objectives of the study. The contribution of the study was described, the research methodology discussed, the conceptualisation of the critical concepts executed and an overview of the remaining dissertation chapters provided.

This chapter focuses on reviewing related literature which acquaints and assists the reader by providing information about a PMS and identifies its weaknesses according to the previous studies (Munzhedzi 2011: 13). It will provide insight into the theoretical and practical perspective of the PMS and the use of the BSC, including its linkage with performance appraisal. Both factors influencing and affecting the implementation of the PMS are discussed. Factors influencing the participation of managers/supervisors and employees in the PMS at the logistics company are explored. The relationship between the PMS, knowledge practices and excellent service delivery is evaluated. The measures that can be instituted to remedy the challenges experienced in the implementation of the PMS using the BSC are established. The theoretical perspectives regarding the PMS are brought to the fore to contextualise the study.

2.2 PMS OVERVIEW AND PRACTICE

The previous section provided an introduction pertaining to the literature review. The subsequent text provides an overview of the PMS by exploring their historical background, examining PMS practices and describing PMS models and cycles**.**

2.2.1 Historical background of PMS

The origin of a PMS dates to the 1970s, according to a study conducted in Beirut on organisational performance management and measurement as an objective-setting methodology (Salem 2003: 4). A PMS was also developed as a tool to ensure the effectiveness of organisations in the pursuit of strategies that would eventually assist them in attaining their overall objectives and goals. Johnson and Kaplan (1987), in Gautam and Jain (2014: 5) saw the necessity to design a model to replace the conventional methods of controlling performance in business organisations. Although the term PMS was initially utilised in the 1970s, it was an unofficial system then. Ulrych (1997: 11) acknowledges that global economic changes redirected organisations from depending on outside inducements to enhance their performance efficiency. It was then that organisations began making more of an effort towards gaining and improving their competitive advantage with efficient and effective resource utilisation.

South African organisations, like those in all other previously colonised countries, embraced PM systems as part of management by objectives (MBO) after the establishment of the new democratic government in 1994, and a PMS had their origin in the private sector (Lemao 2015: 15). The adoption of a PMS was necessitated by performance gaps identified when investors demanded a fair return on their investments, coupled with organisations' desire to grow the economy and meet the demand and supply for goods and services in a young democratic society.

In the next section, the practice of the performance management system is explored.

2.2.2 PMS in practice

In practice, the PMS enhances both efficiency and effectiveness of the job, and it aligns all work activities to an organisation's overall goals (Mbise 2014: 9). The PMS encapsulates an organisation's principal objectives (Ricci 2016:

3). This alignment of activities depends on the successful implementation of a PMS that deals with the following aspects: objectives identification; measures of the objectives; targets of the objectives; and, individual performance appraisals (Mbonambi 2016: 23).

This assertion is also underscored by Chauke (2009: 2), who states that the PMS should perform its task of clarifying employees' roles and responsibilities, which are aligned to the organisation's overall goals. In addition, regular performance feedback and appraisals should be held, and any changes effected and documented, to support the purpose of performance enhancement. A good practice of a PMS is to provide performance information about capabilities and individual readiness, which can be utilised in succession planning (Mbise 2014: 9). However, Ricci (2016: 6) contends that in practicing PMS, companies may elect to evaluate individuals on capabilities that have the potential to enhance effectiveness.

Besides, Chauke (2009: 2) is of the view that the PMS that is properly designed and implemented has the potential to accomplish several objectives. Amongst these are to ensure that employees' job performance is aligned with the organisation's overall performance, members of staff are knowledgeable concerning the quality and quantity of their job expectations. Individuals are provided with regular feedback on their performance, and employees' performance is rewarded according to their performance ratings (Ravhura 2006: 14). In addition, promotion opportunities are also available in such a system, and enhancement plans are designed to address mediocre or below standard performance. An important communication platform is established for future employment decisions, and data collected during the appraisal interview serves as a useful source for future research or decisions and is used to provide concrete feedback to employees (Ravhura 2006: 13).

Additionally, Mbonambi's (2016: 2) viewpoint is that the PMS should ensure the attainment of strategic goals and eventually aim at the proper linkage of

employee objectives to the organisation's vision. The writer continues by describing performance management systems as different functions agreed on by both employees and their superiors to enhance employee performance, with the ultimate objective of achieving organisational effectiveness. Maine (2012: 17) argues that various companies and their top managers view performance management system as only obtaining performance ratings, with less importance assigned to staff enhancement and practice.

Odhiambo (2015: 7) opines the practice of PMS as the step-by-step method of engaging individuals regarding their job expectations, measures of their jobs, and the standards to be attained. It is therefore critical, according to Chauke (2009: 20), that both the organisation's goals and the employee's objectives are clarified. Chauke (2009: 22) and Dlamini (2010: 14) argue that a PMS can contribute to organisational performance; assists participants to acquire a mental grasp of the requirements of their jobs; provides individualised and continuous performance feedback; and links recognition and raises in pay to employee performance. It also creates training and development opportunities to equip employees with the capabilities to deal with the PMs; as well as rewarding excellent performance and discouraging and addressing mediocre employee work delivery.

Although there is a general agreement across businesses regarding a PMS, building capacity for its successful functioning can be a daunting task for many organisations (Colli 2013: 31). Therefore, communication regarding an organisation's expectations of its employees must be executed (Woyessa 2015: 28). Naturally, this communication of the organisation's goals, encapsulated in the company's PMS policy, is formulated by top management to provide direction for the organisation which, in turn, is cascaded down to the organisation's lower levels (Colli 2013: 42). It is also the company's vision which then informs the formulation of its effective PMS policy (Mbonambi 2016: 31).

Paile (2012: 12) asserts that individual job performances, linked to the organisation's objectives, clearly impact on achieving the vision of an organisation, and the job description aligned to the PMS policy of an organisation clarifies important performance accountabilities and job roles for critical job components, thus giving rise to the formulation of performance objectives, measures and targets which must be accomplished by both managers and their subordinates.

Consequently, the PMS that is appropriately designed according to the PMS policy and eventually aligned to the organisation's vision could serve as a solid foundation for properly designed performance objectives, measures and targets (Nyembe 2016: 10). Furthermore, job descriptions, personal specifications and organograms depicting clear lines of reporting are essential for successful PMS implementation. The text below provides examples of models showing the application of PM systems in the world of work.

2.2.3 Models and cycles underpinning the implementation of the PMS

The previous section dealt with the PMS in practice. This section discusses the PMS further by describing appropriate models and cycles for the implementation of the PMS. Models are defined by Ritchey (2012: 10) as the representation of a system on a smaller scale than the original that permits the exploration of the properties of the network and, in some cases, the prediction of future results. In addition, they allow for the provision of a structure for describing and clarifying discrepancies in modelling types (Richey 2012: 14). A model is also defined by Niazi (2011: 2) as the development of a simplified representation of something. The performance management system, if properly supported by a model, can assist top management in accomplishing the organisation's goals (Lemao 2015: 2). Consequently, two models which could be utilised in the implementation of a PMS are discussed below:
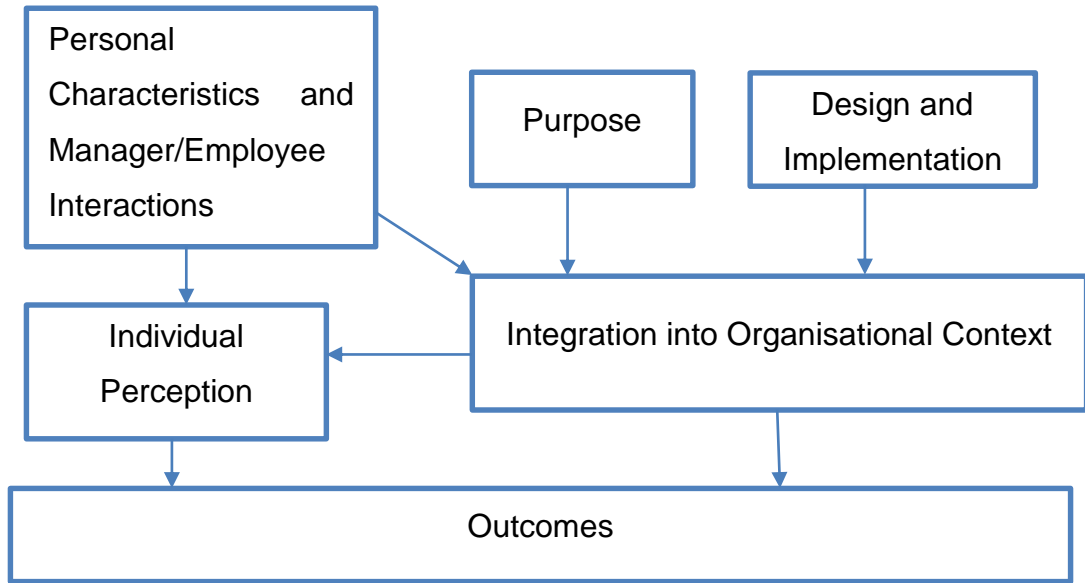
Figure 2.1: A Model of a Performance Management ~~S~~ystem
Source: Walk (2016: 9)

With regard to the performance management system model of Walk (2016: 19), personal characteristics and manager/employee interactions are critical and may lead to both individual perception and integration into an organisational context. The purpose of the performance management system which should be integrated into an organisational context must be articulated and known. It should also be designed and implemented.
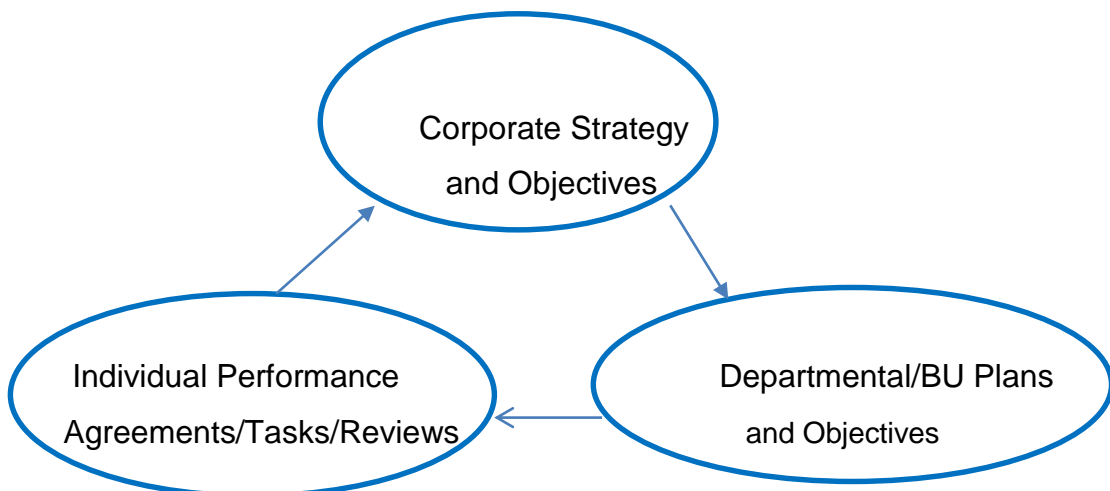
Figure 2.2: A Model of a Performance Management ~~S~~ystem

Source: Gotore (2011: 34)

The three elements highlighted by Gotore (2011: 34) in Figure 2.2 (above), demonstrate a performance management system model.

Corporate: This element involves defining corporate purpose, strategy and objectives. The organisation's strategy or vision is always re-visited, and changes are implemented due to changing customer requirements. During this phase, the organisation determines its objectives, re-defines its measurement tool and establishes its ratings.

Department or Business Unit: In this element, the departmental purpose, strategy and objectives are clarified. The re-designed organisation's objectives, measurements and ratings are cascaded down to this element.

Individual: This element involves the translation of departmental and business unit objectives into individual performance accountabilities, on-going skill development and continuous performance feedback, evaluation and rewards.

The next section describes the cycles which positively impact the performance management system.
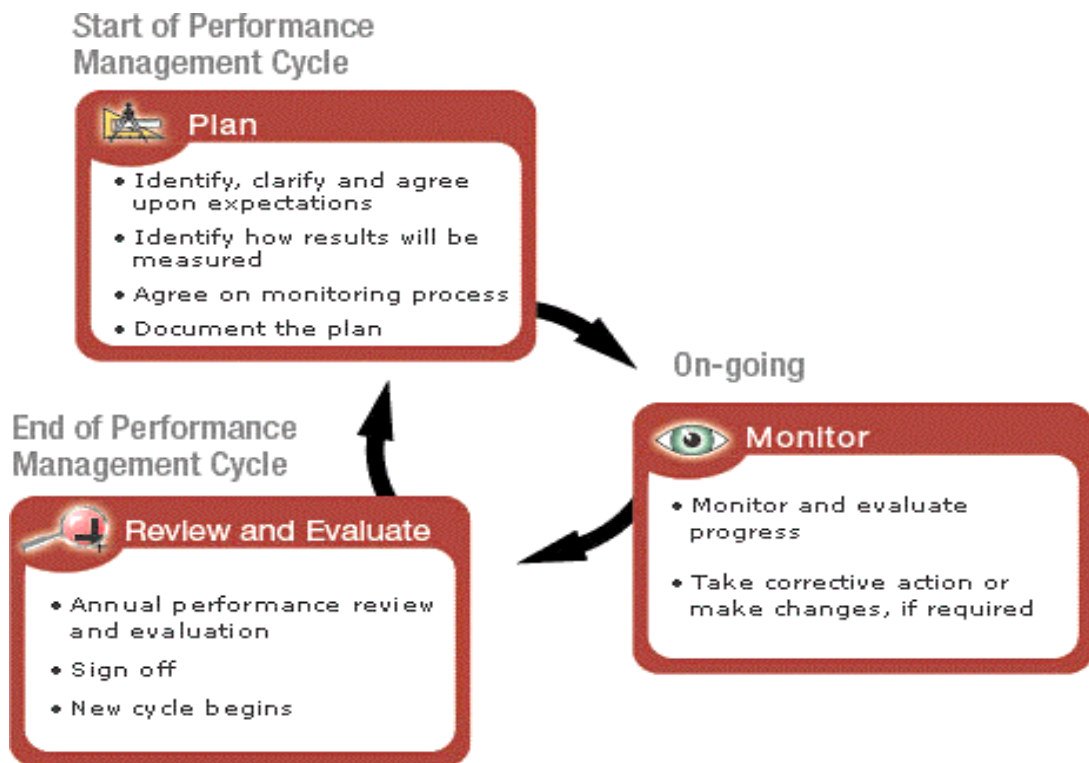
Figure 2.3: The Performance Management System Cycle

Source: HR Council for the Non-Profit Sector (2009: 16)

The diagram above depicts the PMS cycle. This cycle demonstrates three elements which lay a proper foundation in the implementation of the PMS. These include: performance planning, performance monitoring, and performance review and appraisal/evaluation (HR Council for the Non-Profit Sector 2009: 16).

Performance planning

Performance planning serves as the point of departure in the PMS (Mbonambi (2016: 23). In support of Mbonambi (2016: 23), Paile (2012: 23) reiterates that the planning of one-on-one meetings between staff and managers should feature prominently in the procedures used for devising an effective performance schedule. Further discussion on performance planning is done on factors influencing the participation of managers and subordinates in a PMS.

Performance monitoring

Monitoring, which follows planning, refers to the regular check-ups on the agreed upon project to ensure continued focus. This includes a weekly performance report; a weekly teleconferencing report; and a monthly performance meeting (Nyoni (2018: 11). In addition, it is the responsibility of the managers and supervisors to ensure that performance objectives are executed according to an organisation's PMS plan. After PMS planning, is the monitoring and evaluation of its progress. Maina (2015: 19) criticises the inconsistency with which this is applied within many businesses. The objection of Maina is premised on the fact that organisations do not regularly revisit their PMS processes to enhance them where necessary.

Performance review and appraisal/evaluation

This last phase of the PMS covers both performance review, and the appraisal/evaluation of individual performance. Performance review can be described as the observing and measuring of performance and identifying and rectifying any deficiencies (Dechev 2010: 8). In a study conducted on a PMS by Maina (2015: 19), it is argued that deficiencies in revisiting PMS processes characterise the situation within many organisations.

Paile (2012: 28) is moreover of the view that performance review is crucial, in the sense that both employees and managers can identify good and bad performances impacting on the overall performance of an organisation. Therefore, it is critical that managers review employee performance regularly so that the staff is aware of both their strengths and weaknesses. Performance review is followed by employee evaluation, and according to Kgantlapane (2009: 18), such evaluation is endorsed as being a significant characteristic of a PMS.

Kgantlapane (2009: 18) further contends that properly implemented performance evaluations can satisfy many important PMS requirements, including utilisation by managers as the main criterion in rewarding good and

correcting bad performance. According to Kelly (2012: 18), evaluations also encourage interaction between managers and subordinates, which builds strong internal relationships. According to Khan (2013: 66), positive performance feedback from a performance evaluation instils motivation in the member of staff more than negative performance feedback does.

In addition, performance evaluation can accomplish the following critical objectives, if executed properly (Khan 2013: 66).

Promotion: Performance evaluation is critical in determining promotion, particularly if excellent performance is rewarded. Performance evaluation reveals the employee's actual performance in their current job responsibilities and highlights both their strengths and weaknesses. Based on this, the decision can be reached whether to promote an individual to the next position or not.

Training and Development: Performance evaluation assists a manager in detecting both the strong and weak areas in the employee's performance of their current job. This performance information can be utilised in designing training and development interventions relevant to addressing the performance anomalies of employees.

Feedback: Performance evaluation affords an employee the opportunity to know how they are performing in their present job. This feedback is critical in that an employee is able to identify their weaknesses and find a way to address them. An employee can enhance their understanding of the relationship between their objectives and the organisation's objectives.

Pressure on Employees: Performance evaluation outcomes can exert immense pressure on the employee to enhance their performance in order to meet the required performance standards.

The performance evaluation platform allows both the manager and subordinates to design a training and developmental programme together because employees' success and their contribution towards organisational goals depend on the level of interaction with their managers and leaders Pulakos (2004 cited in Woyessa 2015: 39). The aspects discussed below briefly demonstrate the main roles and contribution of both members of staff and their managers which could ensure individual performance effectiveness.

- Members of staff are required to be conscious of their job expectations, the timelines to complete them and the standards required to meet them.
- Managers and leaders should provide subordinates with detailed and relevant performance feedback on a regular basis. Members of staff should know where their strengths are, so that they can enhance them, and weaknesses to improve them.
- Members of staff need to understand the individual and departmental objectives, the organisational goals and the vision, so that they understand the alignment between their job and the jobs of other departments.
- The interaction of members of staff in actively designing their performance objectives, the measures of such objectives and the targets is critical in staff motivation and the enhancement of their performance.
- Individuals need to know their performance demarcation and their levels of performance authority. This could assist employees in understanding which decisions to make.
- Leaders and managers should create a training and development environment for members of staff to enhance their skills and be developed.

In another study by Akinbowale (2013: 23), managers primarily focus on mediocre, or below-par, behaviour during performance feedback. For instance, an employee achieves two out of five or below in the performance rating. They do not provide direction for unacceptable behaviour or encourage excellent performance. In this regard, Akinbowale (2013: 23) categorically states that performance evaluation is the appraisal or rating of employee performance based on a six-point scale, ranging from zero (did not achieve the target or performance target not achieved (did not achieve the target or performance target not achieved, implying that the employee shows no commitment) to five (exceptional performance, implying full employee commitment).

In a study by Kelly (2012: 18), employees can self-rate (simulate their assessments), and then forward their appraisals to their managers, who then provide ratings which they feel are appropriate. This is undertaken on a six-month basis, before arranging meetings with their managers for further discussion, which include the reasons for a particular rating. If an agreement is reached regarding the ratings, then a consensus is reached, and the rating is recorded as the official rating. In addition, this consensus signals the end of the current PMS cycle and a new one commences.

Rating mistakes can, however, occur during performance appraisals. Mbonambi (2016: 47) identifies rating problems which arise during performance appraisals. These include the central tendency theory, whereby middle ratings are given to a high number of employees to avoid disciplining or awarding either very low or very high ratings overall. Another is strictness whereby all employees are awarded low ratings, leniency which is the complete opposite; and the halo effect whereby employees are more highly rated because of one or more individual attributes which they possess. These and many other aspects related to a PMS, BSC implementation and their elements and benefits are discussed.
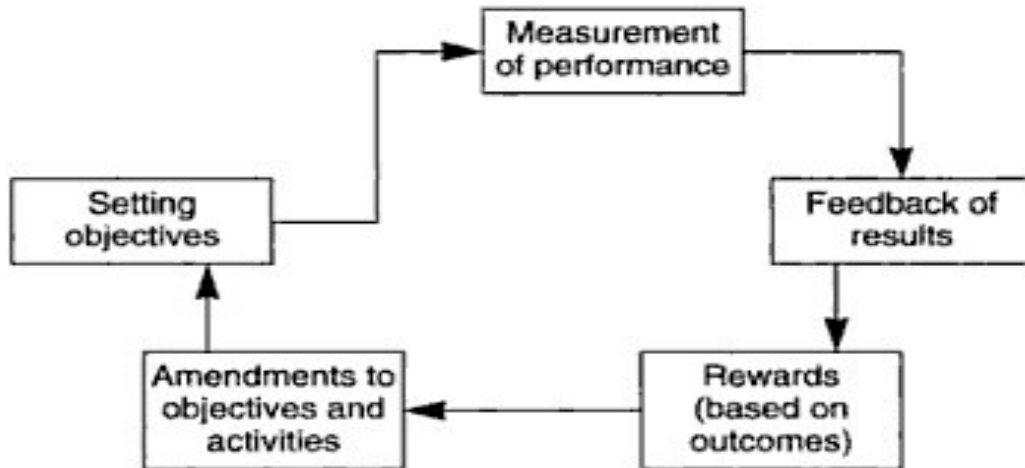
Figure 2.4: A Performance Management System Cycle
Source: Mabey,Salaman and Storey (1999: 93)

Unlike the previous PMS cycle which described three elements, this PMS cycle (Figure 2.2 above), demonstrates five vital elements of this model that suggest the proper method of successfully implementing a PMS in an organisation (Mabey, Salaman and Storey 1999: 93). The discussion of these elements is carried out below:

Setting of Performance Objectives: Managers and subordinates discuss and reach an agreement on unambiguous performance objectives that are aligned to the organisation's goals, cascaded from top management.

Measurement of Performance: Establish appropriate measures for the objectives so that later, during the performance year, they can be utilised to assess whether the performance standards are met or not.

Feedback of Results: A manager provides comprehensive feedback to the employee on their performance outcome, which indicates either the accomplishment of the objectives or not. Managers initiate one-on-one meetings with their subordinates to not only highlight their good and bad performance, but also to detect discrepancies and assist subordinates to

address them. There is also a reward system based on performance outcomes.

Rewards: Organisations that believe in pay-for-performance reward excellent performers by increasing their salaries and other forms of remuneration. However, lousy performance is confronted, and the employee concerned is required to complete an enhancement plan which contains training interventions to address poor performance (Mabey, Salaman and Storey 1999: 95).

Amendment to Objectives and Activities: Objectives and activities are amended after the end of the performance cycle to accommodate the new objectives designed according to the organisation's goals to meet the customers' changing needs.

Therefore, literature about how and why the success of PMS implementation requires a BSC tool to align the day-to-day work that everyone is doing with a strategy is explored. The BSC serves as a binding factor of managers/supervisors to an employee's performance.

The next section describes the effectiveness of the PMS.

2.2.4 PMS effectiveness

For a PMS to be successful, it must adhere to the following elements (Cascio and Aguinis 2005: 86):

- Alignment with a vision: The system should ensure that employees' objectives and performances are tailored towards the attainment of the strategic organisational goals, which employees should be familiar with;

- Evaluation: All individuals within the organisation should be appraised according to their job accountabilities, which they are aware of, on a six-month basis:

- System clarification: Managers and employees should be well-informed as to the job requirements, measurements and performance ratings;

- System differentiation: Performance indicators which represent good and bad performance should be clear.

- User-friendliness: All individuals should be willing and enthusiastic to participate in the utilisation of the system.

These elements, when brought together, demonstrate that performance appraisal is an integral part of the performance management system, and if not handled as such, the PMS is likely to be unsuccessful (Cascio and Aguinis 2005: 87).

The efficiency and effectiveness of a PMS are heavily reliant on the relationship between managers and employees. Therefore, it is incumbent upon the manager to make a concerted effort in having regular one-on-one meetings with employees in order to share job-related information, which could result in harmonious relationships. A senior manager should thus foster the articulation of the organisation's vision.

At this juncture, the implementation of a BSC as a performance management system (PMS) tool is deliberated.

2.2.5 Implementation of a balanced scorecard (BSC) as a PMS tool

The PMS models and the elements contributing to PMS effectiveness were dealt with in the previous sections. This section further discusses the BSC as a PMS tool. The application of the BSC, introduced in item 1.3 as a tool

which allows the capturing of performance objectives, measures and targets, is discussed and its benefits highlighted (Kaplan and Norton 1990: 3).

Lemao (2015: 5), makes a contribution by stating that many companies in South Africa and other parts of the world demonstrate an increasing enthusiasm for a performance management system, particularly for a balanced scorecard which is utilised to measure objectives and to ensure accurate ratings, in order to achieve efficiency and effectiveness in their performance. In addition, Kaplan and Norton (1996: 238) make an assertion that unless reward systems and discipline are aligned to all BSC objectives, measures and targets, BSC may not be utilised as a tool for a management information system.

Figure 2.5: The Balanced Scorecard Tool
Source: Kaplan and Norton (1996a: 4)

This balanced scorecard is considered balanced because it covers four perspectives: financial success, clients, internal processes and learning and growth. This is presented in Figure 2.3 (Kaplan and Norton 1996a: 4).

Financial success

In answering the question: "When we achieve our vision, how will we appear to our shareholders?" the objective is generally geared to achieving more with less, which may cause employees who are of the view that they are overworked and underpaid to become dissatisfied in their work. This financial perspective plays the critical dual role of discussing the financial performance and probability evaluation of an organisation by utilising methods such as the Economic Value Added (EVA) and the Return on Investment (ROI (Mathis and Jackson 2014: 34).

Clients

This topic can be addressed by asking the question: "When we achieve our vision, how will we appear to our customers?" The question implies that customers should always be satisfied, irrespective of the quality of work-life experienced by the company's employees. Consequently, this approach can create animosity between managers and their subordinates.

Internal processes

The adherence of the selected logistics company to systems and processes is of utmost importance to the successful operation of their business. The organisation's perspective on internal processes attempts to answer the question: "When we achieve our vision, how will our internal business processes operate most effectively?" The question presents a view which may yet need to be fully understood by employees who consider the company's position as superfluous and distorted, due to the lack of effective communication between management and subordinates.

Learning and growth

Progressive companies highly value the training and development of employees, and the selected logistics company's perspective on learning and growth attempts to answer the question: "When we achieve our vision, how will our organisation continue to learn and grow?" In this perspective, organisations spend budgets in re-training members of staff to enhance their job skills and understanding of new organisational processes and procedures (Kaplan and Norton 1996: 28).

One of the striking features of the balanced scorecard is that it provides a clear picture of an organisation's performance by integrating measures derived from the company's strategy (Kaplan and Norton 1996: 28) This balanced scorecard assists an executive management in having a complete picture of the organisation's overall performance. Management may also utilise it as a business management tool (Armstrong and Taylor (2014: 56). This is underscored by Ravhura (2006: 27) when describing the balanced scorecard as a business management tool that can be utilised by managers to achieve a mutual agreement regarding the understanding of the organisation's strategy.

The next section highlights the benefits of implementing a BSC.

2.2.6 Benefits of implementing a balanced scorecard

Within the parameters of the performance management policy at the selected logistics company (2014: 7), the company's utilisation of the BSC as a PMS tool provides several primary benefits:

- The BSC links employee performance to the attainment of business expectations. The reason is that top management's performance-related balanced scorecard, which is linked to the organisation's vision, is cascaded to the lower management, and then, in turn, is cascaded to all lower levels of management.

- The BSC serves as a motivation for both managers and their subordinates to accomplish organisational strategic goals. This is so because a PMS and a reward are interlinked; and hence, the higher the performance rating an employee achieves, the higher the reward.
- The BSC binds supervisors and managers to employee performance and ensures that excellent performance is rewarded, and poor performance addressed. In essence, managers and supervisors are expected to possess capabilities in order to clarify the roles that employees should play in implementing a PMS, thus encouraging excellent performance and rectifying poor performance.
- Finally, the BSC also clarifies the organisation's performance strategies to enable employees to accomplish organisational goals (Mbonambi 2016: 57).

Additionally, the BSC strikes a balance between short-, medium- and long-term organisational objectives which is accomplished through the execution of the following aspects:
- Communicating and aligning the organisation's vision with employee job requirements (Kaplan and Norton 1996a: 1).
- Ensures business planning through the BSC, which integrates strategic planning and budgeting, which eventually ensures that financial budgets provide support to strategic goals.
- Gives a framework for strategic feedback and review, thereby encouraging employee participation.

From the literature above, the BSC provides senior management with a broad picture of the organisation's bottom-line. Besides this, it assesses financial success and other business perspectives For example, customer perspective explains the service expected from the provider, internal systems and learning and growth (Colli 2013: 43).

In the next section, factors influencing the implementation of the PMS is discussed.

2.3 FACTORS INFLUENCING THE IMPLEMENTATION OF A PMS

The PMS and its practice have been described, including its historical background and the models illustrating PMS application. Effective and efficient PMS implementation and the use and benefits of a BSC have also been discussed. At this point, literature about several factors influencing the successful implementation of the PMS is reviewed.

2.3.1 Organisational factors

According to Cascio and Aguinis (2005: 85), factors influencing PMS implementation can be classified into either organisational or interpersonal groupings. Organisational factors include inherent shortcomings in the system, inadequate PMS policies, different action plans and poor PM decisions.

Muthoni (2017: 3) concurs that a lack of PM policies is a severe challenge to a PMS since this can impact negatively on performance reviews and employee evaluations. Employees consequently fail to perform as expected, due to an absence of established performance standards and guiding principles.

Moreover, the linking of a PMS to organisational strategies can also ensure its successful implementation. The findings of a study by Ravhura (2006: 12) on PMS concurs with this assertion and further highlights the strong relationship which exists between a useful PMS and the achievement of an organisation's vision.

Furthermore, Ravhura (2006: 12) found that changes in leadership may sometimes need to be effected in order to address challenges arising in the business world and to ensure successful PMS implementation.

2.3.2 Interpersonal factors

Mbonambi (2016: 28) identified internal factors affecting the implementation of a PMS. These include, amongst others: lack of performance communication from managers; lack of performance training; improper performance feedback provided to employees; the utilising of performance appraisals to discipline substandard performances from employees; irregular or total lack of one-on-one performance appraisal meetings between managers and subordinates; a greater focus on poor work performers, and the consequent neglecting of good work performers.

Paile (2012: 29) argues that if no encouragement or motivation is provided to good performers, they could feel underappreciated, and the standard of their work performance may deteriorate accordingly, so recognition should be made. This view is supported by Cascio and Aguinis (2005: 85) in emphasising the importance of performance information.

In a study conducted by Nwokeiwu (2013: 62) on training, development and performance at the Nigerian Railway Corporation, the findings indicate that feedback encourages employees and the organisation to recognise themselves for their excellent performance and to identify areas requiring development. If employees are not provided with performance feedback, they may repeat unacceptable behaviour, thereby negatively impacting on the PMS implementation. Nyoni (2018: 12) concurs with Nwokeiwu (2013: 62) that continuous formal and informal one-on-one feedback regarding performance must be executed.

Apart from the factors already discussed, performance training and development is deemed an essential factor in this equation which is beneficial to both organisational managers and their employees (Cascio and Aguinis 2005: 86).

Paile (2012: 37) is of the view that PM training must be provided for management and employees (subordinates). An outcome of training and development is to build organisational capacity for a state of readiness to exist within organisations for the effective dissemination of PM knowledge by managers to their staff.

Mbonambi (2016: 39) reiterates that for individuals to participate fully in the implementation of a company's PMS, they must be educated to understand the linkages between their job responsibilities and organisational goals. He added that once employees acquire the necessary knowledge and skills to take ownership of their actions, organisational levels of performance can be successfully achieved. The acquisition of these skills is beneficial to any organisation, in that its customers will then also receive satisfactory levels of service.

Organisational and interpersonal factors have a massive influence on the successful implementation of the PMS.

2.3.3 Critical elements in the implementation of a PMS

The previous section dealt with the factors influencing the successful implementation of the PMS. This section discusses several critical elements which organisations should be mindful of, that affect the implementation of the PMS. These include *inspirational leadership*, *employee attitudes; employee motivation; and effective employee recognition*, along with other reward systems instituted by management.

Inspirational leadership

In a study conducted by Mothilal (2010: 6) on the values, personal traits and characteristics of leaders who get things done, conducted at the University of Pretoria, leadership is described as on-going and includes ensuring that other people are motivated to accomplish future ideas. Leaders provide direction and create an inspiring strategic vision within organisations (Maina

2015: 16). Additionally, inspirational leadership plays a significant role in ensuring that employees' performance is consistent with the organisation's goals.

Employee attitudes

Farouk (2014: 10) describes an attitude as an inclination that a person has towards other people or material objects. Furthermore, employees behave in various ways with regard to achieving their roles within organisations. Some employees portray positive attitudes toward their work commitments, whereas others may portray negative attitudes toward them.

According to Sehoa (2015: 44), such attitudes are regarded as a critical element which contributes significantly to both employee and organisational performance. Proctor (2014: 4) contends that employees are happy in an environment where there is positivity, and they are treated with dignity and respect. This view is supported by Mbonambi (2016: 31) in stating that performance communication between managers and subordinates has the potential to instil a positive attitude towards managers.

It is clear from the literature above that employee attitudes are critical in the workplace.

Employee motivation

The organisations are striving to sustain themselves during these ever-changing times, by retaining and using their current employees, that when motivated, can be critical to the efficient and effective business operations (Mathis and Jackson 2014: 45). This motivation that should be executed by dedicated managers could enhance the performance standards of employees Clarke (2007) cited in Ndlovu (2009: 7). According to Mohamedi (2013: 8), motivated employees can demonstrate willingness, innovation, enthusiasm and determination.

Additionally, Nandanwar, Surnis and Nandanwar (2010 cited in Al Jasmi 2012: 15) make an assertion that motivated employees to possess enthusiasm and willingness to execute their job accountabilities and potentially impact upon the organisation's goals in a positive way. Individual participation in a PMS and training could enhance individual motivation (Dobre (2013: 59). However, it may present a challenge for managers and leaders to motivate their employees in the short-, medium- and long-term. With that said, it is critical for managers and leaders to understand and apply the different types of motivational theories (Mullins 2010: 259). Several of these motivational theories that were discussed in the literature section approach motivation through different viewpoints. Many of them tend to agree that motivation requires a desire for action, a capability to act and possess a set objective (Suciu, Mortan and Lazar 2013: 183). These theories are Maslow's Hierarchy of Needs, McClelland's Needs, Vroom's Expectancy, Locke and Latham's Goal-Setting and McGregor's Theory X and Y. One of the motivational theories is Maslow's theory.
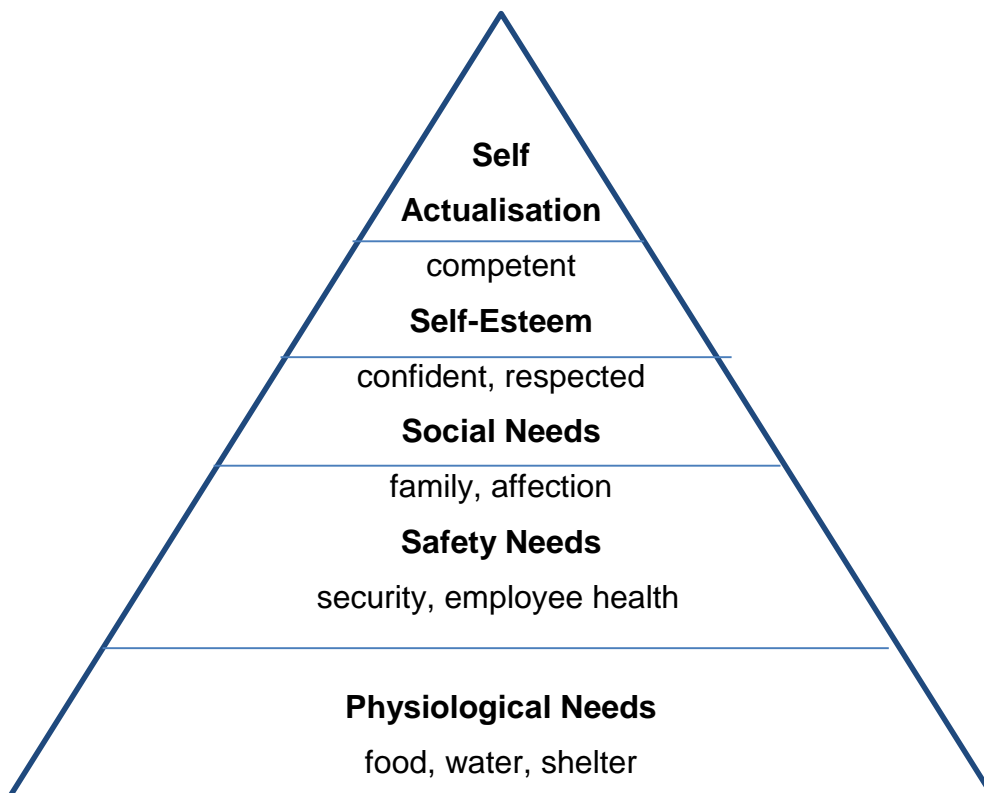
Figure 2.6: Maslow's Hierarchy of Needs Theory
Source: Robbins and Judge (2013: 34)

Maslow (1943 cited in Robbins and Judge 2013: 34) developed a motivational theory which assumes that employees are pushed to achieve self-actualisation, after having satisfied and accomplished the lower-level needs. This motivational theory encapsulates five different levels of basic human needs (Maslow 1943 cited in Linstead, Fulop and Lilley 2004: 284). The levels, as depicted in Figure 2.6, are discussed below (Robbins and Judge 2013: 34):

Physiological needs – Physiological needs are needs for survival and may include requirements such as food, water, sleep, shelter and warmth. This theory suggests that employees who don't have sufficient money to buy food or accommodation for themselves and their families will be motivated to enhance their performance in order to achieve a higher rating that will increase their salaries. This satisfies these needs because they have an impact on their behaviour. However, if their needs are satisfied, they may be motivated to attain the next level of needs which can further enhance their standard of performance.

Safety needs - The next level is known as security needs. These needs are conveyed in the employee's health and employment as well as being free from harm. The achievement of these needs will push employees to focus on the next level of needs.

Social needs – This is the third level of needs, according to this theory (Maslow 1943, cited in 2009: 164). At this level, employees are more interested in loving, intimacy, relationships, family, affection and belongingness.

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Self-Esteem – In continuing with Maslow's hierarchy of needs, there is a fourth level which is seen as self-esteem needs. This level of needs is associated with employees feeling confident, recognised and respected as well as having status.

Self-Actualisation - Self-actualisation needs include the need to realise the personal potential, and to be competent (Srivastava 2005: 69).

In summing up, Maslow (1943 cited in Robbins and Coulter 2009: 426) makes an assertion that it is only unsatisfied needs that motivate the employee.

Mc Clelland's Needs Theory

McClelland (1961 cited in Al Jasmi 2012: 21), in contrast to Maslow's hierarchy of needs, identified three different needs that all employees possess to some extent which must be satisfied and eventually motivated. These needs are:

Need for achievement: Individuals who have high needs for achievement have the enthusiasm and desire to accomplish difficult tasks, plan their activities, apply more effort in their job commitments, strive to meet deadlines, work independently and attain a high standard by excelling in their job performance. The need for achievement concludes that employees who possess a need for achievement are determined to accomplish the objectives of both the employee and the organisation.

Need for affiliation: The need for collaboration is characterised by a desire to spend more effort on building relationships. Individuals who possess the need for affiliation tend to focus more on people than on tasks.

Need for power: Individuals who have a need for power, desire to be in control by establishing and implementing policies. Such individuals occupy

leadership positions. They offer direction by providing performance instructions.

Goal –setting theory

Locke and Latham (1990: 226) define a goal as something that an employee has planned and is striving to attain. Their goal-setting theory suggests that the participation of the employees in establishing goals is critical in motivating them to perform optimally. This happens because the employees keep track of their set goals. If these goals are not accomplished, then they can be motivated to either improve their performance or amend the goals and make them more realistic. Salaman et al. (2005 cited in Mbise 2014: 11) added that should their performance improve, it could result in the accomplishment of the performance management system objectives.
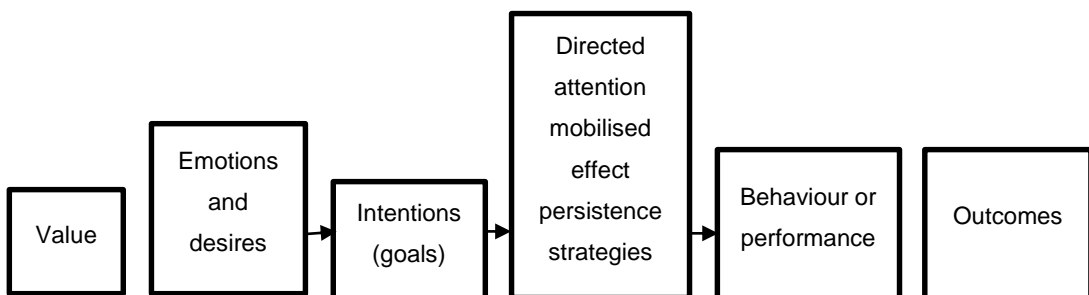
Figure 2.7 General Model of Goal-Setting Theory
Source: Mbise (2014: 12)

In Figure 2.4 (above), Locke and Latham (1990 cited in Mbise 2014: 12) mention two cognitive determinants of behaviour: values and intentions (goals). They suggest that the manner in which one experiences one's value judgements is emotional. That is, one's values form a desire to act in a consistent manner with them, as depicted above. In addition, goals also impact on work performance through other methods. For Locke and Latham (1990 cited in Mbise 2014: 12), goals, therefore, provide attention and performance. Furthermore, challenging goals create energy, instil

enthusiasm, require more effort, and increase persistence. Goals motivate people to develop a plan of action that will enable them to perform at the required goal standards. Consequently, attaining the set goal can lead to satisfaction and further motivation to achieve other performance goals, or frustration and lower motivation, if the goal is not attained.

Various writers provide definitions of goal setting. Milkovich, Newman and Gerhart (2011 as cited in Hamumokola 2013: 47), define goal setting as the implementation of challenging performance goals to encourage employees to enhance their job content and the timeline to improve individual performance. Goal setting, however, is defined differently by Davids (2015: 19), in saying that it is the process of determining specific standards of performance for employees to accomplish and strive to accomplish them. Goal setting is often employed in organisations as part of traditional performance evaluation and broader performance management system interventions (Bipp and Kleingeld 2011 cited in Hamumokola 2013: 47). In addition, the goal-setting theory can provide some insight into the question of how people respond to the assigned goals.

Latham and Locke (1990 cited in Davids 2015: 17) argue that the goal-setting theory is a cognitive theory of job motivation, departing from the premise that goals are immediate regulators of human behaviour, and that performance goals play a critical role in motivation. In addition, it makes the assumption that human behaviour is purposeful and that goals direct and maintain individuals' efforts towards performing a particular task. The key consistent finding supporting this theoretical model of goal setting is establishing specific and difficult goals which lead to enhanced levels of performance if the employees participated in designing them (Locke 1968 cited in Davids 2015: 17). This assertion is supported by Chipunza and Masiza (2004 cited in Davids 2015: 17), as it was stated that people are more likely to succeed (that is perform according to the set standards) if

these goals are specific and difficult. The proposition that they are making, however, is that goals should be clarified and properly interpreted.

Locke and Latham (1990: 213) suggested that goals have attributes:

- Goal content refers to the characteristics of the goals themselves, such as the difficulty and specificity of the goals.
- Goal intensity is the understanding that an employee possesses of the goal setting and how it is attained.

Locke and Latham (1990: 221) argue that the primary idea behind the goal-setting theory is that a goal serves as a motivating factor for several reasons:

- Firstly, the focus is placed on the set goals which have measurements, from the outset, which enables employees to measure whether their current performance is still on track in terms of the required standards.
- Secondly, the goal-setting theory also asserts that ultimately, employees internalise and accept established goals as their own personal goals and demonstrate commitment. Robbins et al. (2009, cited in Davids 2015: 19) concur in stating that goal commitment is most likely to occur when the goals are self-set rather than given. In addition, when goals are established, commitment is demonstrated.
- Finally, the goal-setting theory asserts that job performance is influenced by the beliefs of both self-efficacy and commitment.

According to Latham and Brown (2006, cited in Davids 2015: 19), the goal-setting theory states that emotions are the reasons behind an employee's performance and the result thereof. If an employee believes that their behaviour can contribute towards the goal achievement, they experience a satisfaction.

Schunk (1990 cited in Davids 2015: 20) and Zimmerman, Bandura and Martinez-Pons (1992 cited in Davids 2015: 20) assert that goal-setting has a

significant impact on social-cognitive learning models of academic achievement. According to such frameworks, successful achievement denotes that positive feedback lies between self-efficacy and goal-commitment. Latham and Yuki (1975, cited in Hamumokola 2013: 50) are in agreement with the authors above. In their studies on goal setting and participation, two field experiments were conducted on two sets of logging crews differing in levels of education. Productivity comparison between the two groups revealed that the educationally disadvantaged group demonstrated better performance when allowed to participate in establishing their job goals. On the other hand, no differences were found for the educated group with respect to the assigned and participative conditions. Based on their studies, the authors feel that the higher performance observed in the participation condition may have been due to establishing higher goals, thereby, leading to a greater level of commitment to those goals.

Consequently, challenging goals could encourage employees to apply higher effort and be innovative in their approach that could lead them to performing at a higher level and meet the required performance standard, which could result in motivation and satisfaction or lead to no motivation and the dissatisfaction if the individual did not meet the required standard (Mbise 2014: 11).

Vroom's Expectancy Theory
This theory has been proposed by Victor Vroom in 1964 and is based on the belief that individuals change their behaviour in the establishment on the basis of the anticipated fulfilment of their valued goals. A study undertaken by Mbonambi (2016: 69) describes the expectancy theory as one of the important motivation theories in which employees have a strong belief that a correlation exists between work performance and the remuneration they receive. Employees demonstrate excellent performance if they know that such performance will be rewarded which then also serves as their

motivation. This is underscored by Suciu, Morton and Lazar (2013: 183) when stating that people behave in a certain way because they anticipate an accomplishment of a specific outcome.

Vroom's theory states that the choices made by an individual among alternative courses of action are related to psychological events occurring simultaneously with their behaviour (Vroom 1964: 15). Thus, individuals choose alternatives in a conscious manner and the choices are systematically related to a psychological process, particularly perception and the creation of beliefs and attitudes (Pinder 1987: 2).

Furthermore, Vroom (1964 cited in Mbonambi 2016: 69) argues that the strength of a tendency to act in a specific way depends on the strength of an expectation that the act will be followed by a given result and the attractiveness of that result to the person. This expectancy theory argues that a member of staff can be motivated to perform better when they believe that the better performance will lead to a better performance appraisal and that the outcome could result in the attainment of a personal goal in the form of a reward. The goal-setting theory, however, seems to contradict Vrooms.

Vroom's Expectancy Theory (1964, cited in Lunenburg 2011: 1) is based on four assumptions. One assumption is that people join organisations with the anticipation to fulfil their needs, motivations and previous experiences. These have an impact on how employees participate in the activities within the organisation. A second assumption is that an employee's behaviour is the outcome of a conscious choice. That is, people are free to choose those behaviours suggested by their own expectancies. A third assumption is that individuals expect different things from the organisation. A fourth assumption is that people will choose certain options to optimise their individual outcomes.

Valence

Figure 2.8: Basic Expectancy Model
Source: Mullins (2010: 23)

The expectancy theory, which is based on the assumptions of these, has three aspects, as depicted in Figure 2.5 above, namely, expectancy, instrumentality and valence. A person is motivated to the degree that he/she believes that (a) effort will lead to acceptable performance (expectancy), (b) good performance will be rewarded (instrumentality) and (c) the value of the rewards is highly positive (valence).

Expectancy

Expectancy is a person's estimate of the probability that job-related effort will result in higher-level performance. Expectancy is based on probabilities and ranges from zero to one. If an employee sees no chance that effort will lead to the required performance level, the expectancy is zero. On the other hand, if the employee is absolutely certain that the task will be accomplished, the expectancy has a value of one. These employee estimates of expectancy lie somewhere between these two extremes.

Consequently, managers should make an attempt to enhance the belief that individuals are capable of accomplishing their tasks, as this could potentially make the required performance attainable (Lunenburg 2011: 2).

Instrumentality

Instrumentality is an individual's estimate of the probability that a required standard of accomplished task performance will lead to various job results. As with expectancy, instrumentality ranges from zero to one. For an example, if an individual believes that a good performance rating will more

often result in a salary increase, the instrumentality has a value of one. If there is no perceived correlation between a good performance rating and a salary increase, the instrumentality is zero.

Consequently, managers should make an attempt to enhance the belief that good job performance could result in valued rewards. The means of doing so could include the proper measuring of job performance, clarifying the rewards that could result from effective job performance and providing a description of what the employee's rewards were based on (Lunenburg 2011: 2).

Valence

Valence is the intensity that an individual is showing regarding their preference for a specific reward. Thus, salary increases, promotions, peer reviews, recognition by supervisors or any other rewards may have more or less value to different employees. In contrast to expectancy and instrumentality, valences can be either positive or negative. If an individual possesses a strong preference for achieving a reward, the valence is positive, but if an employee is demonstrating indifference to a reward, the valence is zero. The total range is from -1 to +1. Valence, therefore, provides a connection to the need theories of motivation.

Consequently, managers should make an attempt to enhance the anticipated value of rewards resulting from the required performance. The means of doing so include providing rewards that employees attach value to as well as individualising rewards (Lunenburg 2011: 3).

Mc Gregor's Theory X and Y

Mc Gregor's Theory X and Y underscore the importance of examining the underlying assumptions that managers hold about their subordinates. McGregor (1960, as cited in Hamumokola 2013: 54), states that Theory X assumes that people by nature, are lazy. They dislike work to the extent that

they would avoid it, they have no enthusiasm to work, they possess no ambition; they take no initiative and avoid taking any responsibility. They must be rewarded, coerced, intimidated and punished for them to execute their job accountabilities. Theory X is, however, contrasted by Theory Y, which argues that individuals have the willingness to learn and possess the enthusiasm to work to the extent that they take initiatives, develop self-discipline and exercise self-development. They perceive their reward as challenging tasks.

Hanson (2003: 194) underscores Theory X by making assumptions that employees are lazy and contribute very little to their work. The theory further assumes that workers lack ambition, dislike responsibility and prefer to be led. In addition, employees tend to be resistant to change and have no interest in the needs of the organisation. Furthermore, Hanson (2003: 195) states that because of the above-mentioned assumptions, workers must be coerced, controlled or threatened with punishment in order to achieve the desired goals. Robbins (2000: 72) concurs by stating that Theory X is basically negative in view. In addition, the managers and supervisors who practise the Theory X approach have preconceived ideas about employees and base their ideas on those assumptions.

Theory Y assumes that people are, by nature, active. They support every change initiative that seeks to accomplish organisational needs (Hanson 2003: 195). The theory is basically positive. Furthermore, it makes an inference that employees possess the potential for personal growth, demonstrate a willingness to take responsibility and possess the abilities to channel behaviour towards the attainment of goals of both the individual and organisation.

According to Rue and Byars (2000: 311), a leader's attitude towards people has a great impact on their behaviour as leaders. In addition, the assumption is made that a leader who perceives employees on the basis of Theory X, is

more likely to utilise an authoritarian style of management than a leader who believes in Theory Y.

It is clear from the above motivation theories that individuals are motivated in various ways. Stredwick (2014 in Mbonambi 2016: 73) asserted that communication and comprehensive performance feedback are critical in motivating individuals, as these have the potential to instil enthusiasm and excitement in the performance of duties. Furthermore, some organisations have expressed support of the expectancy and goal-setting practice with the intention to motivate their members of staff through remuneration for performance based on the accomplishment of goals (Stredwick 2014 in Mbonambi 2016: 74). Individual involvement and training interventions enhance individual motivation and trust in the organisation (Dobre 2013: 59). In addition, motivated employees contribute immensely by improving productivity and increasing profits in organisations (Dobre 2013: 58). Furthermore, Zakeri et al. (1996, as cited in Al Jasmi 2012: 27) added that implementing the open-door policy for employees to share their ideas and discuss issues has the potential to ensure that the leaders and supervisors understand the challenges that their subordinates are faced with, and could strengthen the relationship between management and the employees which could assist immensely with the motivation process.

The next section discusses the critical factors that influence participation in a PMS.

2.4 FACTORS INFLUENCING PARTICIPATION OF MANAGERS/EMPLOYEES IN PMS

The previous section described the critical factors impacting the implementation of the PMS. This section discusses several critical factors that influence the participation of managers and subordinates/employees in the implementation of a PMS, as one of the objectives of this study.

2.4.1 Performance communication

Continuous communication is a process by which a line manager and direct reports interact with one another to disseminate information regarding job responsibilities, in order: to identify any challenges and rectify them as well as to enhance any accomplishments (Boninelli and Meyer 2004: 222). In addition, Chauke (2009: 29) argues that consistent communication by managers with their subordinates can positively impact on both employee and organisational performance. Differently put, Proctor (2014: 1) asserts that communication has been discovered to be a catalyst in establishing a robust association between leadership information sharing and excellent individual performance. Besides, Chauke (2009: 29) also argues that for performance communication to achieve the desired result, it should encapsulate several guidelines, which include that performance communication takes place regularly between managers and subordinates.

This view is supported by Ravhura (2006: 13) when describing performance communication as one-on-one dialogue enshrined in the PMS policy which occurs between managers and their subordinates. In addition, this one-on-one dialogue is a critical principle of the PMS.

Mbonambi (2016: 30-31) affirms that managers should support aspects which include: upholding companies' PMS policies, which are the backbone of the PMS, and following guidelines which manage employee performance and ensure staff compliance.

Similar sentiments are shared by Paile (2012: 23); that continuous information sharing between superiors and subordinates concerning performance objectives, measures and targets, is crucial. Effective communication will ensure that any challenges can be timeously detected and addressed. Maina (2015: 20) concurs, and suggests that this practice should also assist in bringing about positive changes in the work

environment, thereby demonstrating the importance of communication in encouraging excellent work performance.

From the above literature, it is clear that on-going performance information-sharing between a manager and subordinates is critical.

The next section discusses senior management and line management's commitment as a factor that influences participation in PMS.

2.4.2 Management commitment

A study conducted by Mbonambi (2016: 31) at the University of South Africa, to evaluate the Performance Management System in a Freight Rail Organisation, states that the success of a PMS is dependent on the commitment of both senior and line management. This view is supported by Risher (2013: 65) who further states that management's support of the PMS is indispensable. Furthermore, support from senior management is essential for the successful implementation of a PMS because the vision and strategies of the organisation should be shared with the employees. The absence of a linkage between an organisation's vision and its performance management system was discovered to be one of the primary reasons for failure (Woyessa 2015: 28).

Sehoa (2015: 54) adds that management has to have leadership capabilities and be accountable for the PMS in an organisation. Paile (2012: 32) states that managers should play the following vital roles in PM: as initiators of one-on-one meetings with employees; as mentors; as coaches; and as appraisers. Besides, Paile (2012: 32) further states that the attributes managers should possess to effectively perform their responsibilities include, amongst other things, excellent communication and listening skills.

Colli (2013: 58) concurs with Paile's (2012: 32) assertion by highlighting the following managerial expectations: managers must ensure that one-on-one

performance meetings occur; they should engage employees, and assist them in establishing measures and targets, and should provide for employee training and development. Stated differently, Sehoa (2015: 41) argues that managers must clarify tasks which employees are expected to perform, and also provide relevant training to ensure that such tasks are accomplished effectively.

Additionally, Swanepoel, Erasmus and Schenk (2008: 372) contend that a useful PMS, delivered by competent managers, should enable and empower line-management to successfully implement the strategies and objectives of an organisation. If an organisation changes its strategy, the objectives and measures of their PMS and their criteria should also be changed, with management's guidance, so that the PMS remains aligned to the organisation's overall strategic vision. Managers thus have a critical role to play in the attainment of a productive and successful PMS.

Based on the above, it is clear that both levels of management are involved: top management is responsible for the articulation of the company's vision, whereas line management shares job expectations with their subordinates.

2.4.3 Performance training of employees
Training is referred to as learning is undertaken for the acquisition of knowledge and skills, which could take place either on-job or off-job, to enable effective performance in a job or position and contributes to job satisfaction and goal commitment (Bibb and Kleingeld 2011: 16). According to a study undertaken by Munzhedzi (2011: 17) regarding PMS, performance training and development activities are seen as those planned interventions aimed at organisational improvement, undertaken to bring about a transformation in employee knowledge, skills, and attitudes. This statement is underscored by Tshikovhi (2012: 16) when stating that training plays a critical role in enhancing employees' knowledge and skills.

In a study conducted by Nwokeiwu (2013: 2) on training, development and performance in a public corporation, a case study of the Nigerian Railway Corporation for the Degree of Doctor of Commerce, employee training and development is indispensable to enhancing both efficiency and effectiveness of the organisation. Kelly (2012: 32) argues that performance training equips both managers and their subordinates with competencies in order to achieve both individual and organisational goals. Also, HR should provide a tool that can assist managers in determining any skills deficiencies which may exist in employees' performance and suggest ways to address them.

Employee performance training as an intervention equips an employee with knowledge and skills and assists an organisation in reaching its goals and objectives (Munzhedzi 2011: 17). This training should be informed by a needs analysis, which can equip managers with reality to compile a training plan that will require top management's approval (Nwokeiwu 2013:48). In addition, training sessions on PMS should be categorised into groups and should include: performance contracting; measurement; evaluation and organisation's computer system capabilities on PMS (Gotore 2011: 76). Furthermore, performance training and development can be achieved in various ways, such as one-on-one training; classroom-based training; or external service training.

Additionally, Kapoor and Sherif (2012: 1632) are of the view that the training of managers, who in turn capacitate their subordinates, is critical to ensure that they all remain well-informed, and are hence able to inculcate cultures of high performance within their organisations. Sehoa (2015) supports this assertion when expressing his views regarding the performance empowerment of employees, and adds that it is incumbent upon managers/supervisors to explain the objectives, measures and targets agreed upon to subordinates before appraisal if they are to successfully instil such high-performance cultures within their organisations.

Mbonambi (2016: 33) concurs with the preceding in stating that the capabilities of individuals can be enhanced by training performed as an on-going intervention, and further states that performance training and development is critical in enhancing both employee and organisational performance.

Maina (2015: 20), likewise, asserts that training can contribute positively towards the effective execution of an organisation's PMS. Ratshili (2012: 17), however, feels that performance training can also afford both superiors and their subordinates an opportunity to discard old knowledge and assimilate new and relevant information. In addition, Ratshili (2012: 17) feels that performance training should not only be applied to employees but that managers should also be enabled with the knowledge to ensure the successful implementation of the PMS.

Radebe (2013: 34) highlights the opposite of this by indicating that a deficiency of PMS knowledge and skills, or their effective application, contribute to unsuccessful execution of a PMS. Mbonambi (2016: 32) also cautions that any performance training provided may also contribute significantly and negatively to the unsuccessful implementation of a company's PMS if the training is not adequate.

From the above discussion on performance training of employees, it is clear that the acquisition of knowledge and skills is indispensable to them in discharging their tasks and responsibilities. In addition, training assists employees in understanding the existence of a PMS. Furthermore, employees learn the formulation of performance objectives, measures and targets.

2.4.4 Performance planning

Sefali (2010: 17) views performance planning as the setting up of performance objectives, measures and targets. It is during this planning

process that employees and their superiors identify expectations, and also timelines for their completion, in keeping with the vision of the organisation. In a telephonic conversation on 10 October 2016, at 9h00, the selected logistics company's Assessment Specialist, Dr Stan Smith contended that performance planning comprises the setting up of goals and targets, and involves communication between employees and their managers.

A study by Nyoni (2018: 10), on the effective implementation of a performance management and development system in the public service, for the Degree of Master of Development at the University of Limpopo, showcased that performance planning assists in creating understanding and willingness by forming a connection between employees' and organisation's objectives.

In Mbonambi's (2016: 39) the University of South Africa study evaluating the Performance Management System in a freight rail organisation, performance planning is seen to be crucial for the successful implementation of an organisation's PMS. In addition, such planning involves the institution of performance objectives, measures and targets for employees to accomplish within the space of any given year.

Performance objectives

Performance objectives are set within each of the four BSC perspectives and should reflect how employee positions/roles align and contribute to the strategic priorities of an organisation. Performance objectives should, therefore, also be set in keeping with the (SMART) principle. Smart (Sisa 2014: 92) is an acronym which consists of:

- Specific: The objectives should be clear and understood.
- Measurable: The set objectives should record a directly observable value or performance or be measurable.

- Achievable: There should be an agreement between a manager and the subordinates regarding the set objectives to ascertain ownership and commitment.
- Realistic: The set objectives should not be very difficult to accomplish.
- Timely: The set objectives should have timeframes.

Performance measures

Performance measures are the standards set for the measuring of employee performance against quantitative or qualitative targets. Measures are the mechanisms, indicators and procedural tools used to measure the performance of SMART objectives.

Targets

Targets refer to outputs which employees must attain for each measure set by their organisations in order to be awarded a particular score.

It is clear from the literature utilised above that performance planning is viewed as the setting of objectives, measures for these objectives, and targets for the current performance cycle.

2.4.5 Performance feedback

In the study conducted in the Department of Transport in Pietermaritzburg, on the challenges of a performance management development system in a learning organisation, Dlamini (2010: 15) indicates that performance feedback should allow employees to express their views and challenges, and proof or evidence should form the basis of the feedback.

Performance feedback, according to Ravhura (2006: 14), involves superiors' comments on individuals' performance, which is either good or bad. This assertion is supported in the study undertaken by Chauke (2009: 17) who describes performance feedback as on-going performance discussion

between a manager and subordinates where excellent performance, which is consistent with both the job description and contract of employment, is encouraged and deviations are detected and addressed.

This importance of employee feedback is stressed in the study by Mbonambi (2016: 43), who asserts that managers should be required to provide staff members with feedback which is both well-informed and goal-orientated. The author adds that the feedback should highlight and encourage employees' strengths in comparison with the superior's expectations and address weaknesses that are detected. Ricci (2016: 7) concurs when asserting that performance feedback should focus its attention on feeding members of staff with knowledge regarding their past performance so that excellent performance can be encouraged and lousy performance be addressed.

Akinbowale (2013: 39), however, emphasises the importance of feedback by saying that an employee's performance feedback, which involves discussion, should not only occur during their performance appraisal because such performance is on-going. The author continues by saying that managers should acquire capabilities to lead employees in their quest to perform optimally.

Ravhura (2006: 14) asserts that performance feedback meetings should take place according to pre-set time frames. At the selected logistics company where this study was undertaken, managers conduct performance reviews, which also include ratings, two times a year, and provide feedback to their subordinates. The feedback provided makes employees aware of whether they are still focussed on functioning effectively within the workplace or not.

According to Blanchard and Johnson (2015: 13), employees who believe in themselves provide maximum performance, which leads to enhanced overall organisational performance, and they are the ones that receive good performance outcomes.

In an attempt to create a supportive atmosphere in an employee feedback meeting, Maina's (2015: 16) view is that employee feedback should encapsulate both fairness and assurance. Ratshili (2012: 41) adds that evaluators should remove distractions, ensure that participants are not disturbed, and allow sufficient time for the meeting to take place.

Some evaluators experience problems in adhering to these requirements. Subjects which should be highlighted in a feedback meeting include recognition of special efforts; both employee and supervisor performance; and the identification and explanation of any remedial action needed to address ineffective performance. According to Mbonambi (2016: 43), performance feedback should focus on the performance of individuals, and not on the individuals themselves. Furthermore, supervisors and managers should apply the problem-solving approach during performance feedback sessions.

Mbonambi (2016: 43) highlights several practical guidelines which should be followed when providing employee performance feedback:

- Empathy with employees during performance feedback, in order for them to freely and openly articulate their feelings;
- Discussion by both employees and managers of agreed and pertinent goals, in order to realign an employee focus to achieving these; and
- Brief discussions of specific matters which involve employee tasks and responsibilities.

In his study on the relationship between employer satisfaction and optimising business results, Dechev (2010: 15) contends that performance feedback is capable of causing opposite responses. A constructive response to performance feedback is manifested by improved employee performance, whereas a negative response is characterised by staying away from work

without a good reason/s, mediocre performance or maybe ending the employment contract.

2.5 PERFORMANCE MANAGEMENT OUTCOMES

Factors that influence the participation of managers and their subordinates in the implementation of a PMS were evaluated. This section describes the two key PM outcomes, namely, excellent performance and sub-standard performance, which both need to be adequately managed.

2.5.1 Managing good performance

Masekwameng (2016: 13) asserts that rewarding an employee's excellent performance contributes to the enhancement of the organisation's overall performance. In a study conducted by Paile (2012: 29), two essential ways of rewarding excellent employee performance are identified, which include the awarding of either financial or non-financial incentives. Financial rewards comprise performance salary progression and performance incentive bonuses. Performance salary progression results from decisions taken by management to increase employee salaries for meeting or exceeding the company's performance expectations set.

Additionally, should an employee attain a specific rating, as pre-determined in the company's performance targets or PMS policy, they then qualify for performance salary progression to the next highest salary scale which exists in the organisation's salary schedule.

Performance incentive bonuses are explained as once-off financial rewards to those employees who qualify to receive them. Employees qualify for performance incentive bonuses should they meet or exceed performance expectations, according to pre-determined PMS policy performance targets (Paile 2012. 30).
Employees also receive non-financial rewards for having met or exceeded set performance targets. These include promotions, mentorship programmes

and paid training. Others include a flexible working schedule, paid personal days, telecommuting options; rewards and recognition, and many more. Ricci (2016: 7) identifies several ways used to appreciate good performers, for example, placing a note on the notice board; announcing and recognising an individual in a formal work-related gathering; and personalised gifts.

2.5.2 Managing poor performance

Poor performance is detected through the use of a balanced scorecard whereby a rating of two and below on scorecards represent poor employee performance (selected logistics company's Performance Management System Policy 2014: 15). Masekwameng (2016: 13) concurs and adds that underperformance should be confronted. When dealing with an individual's poor performance, and enhancement plan detailing clear corrective measures should be designed and implemented.

It is clear from the above literature that the outcomes of performance management can be either good or bad. A manager should reward good performers should get so that their performance can be enhanced. For bad performers, a manager should apply the appropriate corrective measures such as performance training and on-the-job coaching for achieving the required standard (Paile 2012: 31).

2.6 THE RELATIONSHIP BETWEEN KNOWLEDGE PRACTICES AND EXCELLENT SERVICE DELIVERY

The preceding section focussed on managing both good and poor performance. This section focuses on highlighting the relationship between knowledge practices in a PMS and excellent service delivery, by providing an introduction to and definitions of knowledge.

The notion of knowledge is encapsulated in the managerial plans and processes of progressive institutions (Sawe and Rotich 2017: 890).

However, the gap between knowledge and excellent service delivery is a cause for concern in the implementation of a PMS in a company. At the logistics company selected for this study, it appears that employee morale is extremely low, due to the manner in which the appraisal process is conducted. It also appears that tensions that arise are partly due to the perception that managers appear to be ignorant about utilising a PMS as a tool, whilst subordinates are of the view that PM is a means of securing additional compensation in the form of performance bonuses; hence, the need for this study to investigate and evaluate the implementation of the PMS at said logistics company.

Badimo and Buckley (2014: 1) indicate that many scholars in the field of knowledge management have formulated important definitions for the sharing of information. Kangogo (2015: 7) provides a definition of information-sharing as being the transfer of insight, with the intention of informing or educating. The author adds that the acquisition of information which involves assimilation of knowledge, from either internal or external sources, can occur during classroom lectures, brainstorming, and safety and performance enhancement meetings. Ahmad and Khan (2008: 20) provide a different definition in that knowledge is defined as a combination of experiences, contextual information and insight that provides a basis for assessment and bringing in new experiences and information. According to Sawe and Rotich (2017: 6), information acquisition concerns the way of understanding a phenomenon.

2.6.1 Operationalising knowledge
Knowledge management is extremely important, because it can assist organisations in attaining their targets, and improve their service delivery, thereby complying with the requirements of contractual agreements held with customers (Kangogo (2015: 7). The importance of knowledge is underscored by Mukwevho (2015: 1), who also makes an assertion that individuals in

organisations face unfamiliar circumstances that require satisfactory answers from customers.

According to Mphahlele (2010: 21), the reasons why knowledge is required in promoting effective work performance are to: improve efficiency; sustain performances; and adequately address unexpected challenges. The successful usage of knowledge has the potential to enhance both employees' and organisations' performances (Badimo and Buckley 2014:3470). The importance and acquisition of knowledge are furthermore emphasised by de Almeida (2018: 11) in stating its objectives which are: to empower individuals with competencies to carry out their job responsibilities effectively; to advance their organisation's culture; and, enhance their organisation's overall effective performance.

Mavodza and Ngulube (2012: 2) state that knowledge has to be controlled to ensure that information is disseminated to all intended stakeholders within organisations. In addition, knowledge control assists organisations in terms of creating effective environments for data capturing and safekeeping purposes.

Payal and Debnath (2015: 59) stress the importance of the relationship between knowledge and service delivery in stating that knowledge management has become critical in the contemporary business environment, which mandates continuous adaptation and change by organisations, and requires employees to acquire knowledge and strive to improve their company's work processes. The authors add that improving this relationship can assist organisations to gain a greater competitive advantage, and advance overall organisational performance. This view is underscored by Rasula, Vuksic and Stemberger (2012:148) in stating that one of the key benefits of introducing knowledge practices in organisations is the productive outcome on both the employees' and organisational performance.

2.6.2 Service delivery

According to Crous (2002: 19), the delivery of service is involved with the supply of either manufactured goods or the rendering of a service, and is the result of excellent performance displayed by employees. These employees' individual performances are aligned by the balanced scorecard (BSC) (Mbonambi 2016: 54) in terms of the four perspectives discussed in 2.3.2, which are: financial success which deals with the ways of attracting shareholders, e.g. cost-saving; learning and growth which is preoccupied with training and development to acquire knowledge that will enhance an individual's performance; client perspective which is focussed on the customers' satisfaction; and internal processes which relate to operations. The reasoning behind this is to ensure that systems e.g. computers and processes e.g. standard operating procedures, are regularly maintained and updated (Murithi 2015: 9).

The BSC gives clarification on an organisation's aims and objectives (Mbonambi 2016: 54). In addition, it assists managers to obtain a clear comprehension of the impact that performance has on all four perspectives, and whether there is room for enhancement or not (Mikalsen 2003: 11).

Performance enhancement and learning plans serve as some methods which can lead to improved service delivery and client satisfaction (Murithi (2015: 9). The provision of service to customers is a crucial responsibility in an association between service provider and customer (Sawe and Rotich 2017: 6). The collective outcome in a logistics performance environment demonstrates the existence of a strong correlation between knowledge practices and employees', departmental and organisational performances, that leads to the successful implementation of PMS, which eventually provides enhanced service delivery (Rasula, Vuksic and Stemberger 2012: 148). Excellent service delivery in the work environment is, moreover, encouraged by legislation. The Constitution of the Republic of South Africa (1996) is the supreme law of the country, and provides guidelines for

logistics companies to follow. The most relevant Sections in this regard are 195 (b), which states that "efficient, economical and effective use of resources must be promoted", and Section 195 (h), which states that "good HR management and career-development practices, to maximise human potential, must be cultivated". Logistics companies are thereby required to: ensure the maximum utilisation of resources; implement systems such as a PMS to improve their service delivery; and provide opportunities for employees to develop knowledge, skills and abilities.

It is clear from the prior discussion on knowledge and service delivery that assimilation of information can empower employees in the achievement of their performance obligations, which will lead to enhanced departmental performance and the accomplishment of an organisation's strategic objectives and goals, which eventually contribute immensely to the effective implementation of a performance management system (Crous 2002: 6; Rasula, Vuksic and Stemberger 2012: 148).

2.7 MEASURES TO REMEDY THE CHALLENGES EXPERIENCED IN PMS IMPLEMENTATION

The previous section highlighted the relationship between knowledge practices and excellent service delivery. This section discusses the PMS impact on employee morale and will, later on, describe performance appraisal.

2.7.1 Impact of a PMS on employee morale

Morale is defined by Sinkeet (2016: 17) as an idea that expresses the positivity, such as reliance and dedication that an individual has towards an organisation which they form part of. Morale is defined differently by Ratshili (2012: 45) as the individual's attitude towards their work commitments.

Employee morale can be described as the dedication, contentment and participation demonstrated by employees pertaining to their work responsibilities and the organization (Bowles and Cooper 2009: 3).

The link between PMS and employee morale

It is absolutely critical for employees and supervisors to have a clear understanding of PMS practices (Zhang 2012: 5). Employees may not participate in PMS activities because of their lack of understanding of the system, and thus not feel obligated to partake. This lack of understanding can lead to underperformance which, if not dealt with, may bring about a significant negative impact on employee morale (Xipu 2010:4). Consequently, the organisation will experience mediocre performance and low productivity levels.

According to Ratshili (2012: 45), employee morale involves the relationship between members of staff and work commitments which are clarified in the PMS, and as such, high employee morale is an indication that employees are happy, and this is visible in their provision of service. On the other hand, low employee morale is an indication of unhappiness among employees and is evidenced by low-performance levels.

In a study by Mokoena (2013: 14), the majority of employees had very little trust in the performance management system and experienced the system as being unfair. A study showed that South Africa has one of the highest percentages (45%) of actively disengaged employees in the world (Gallup Inc. 2013: 7). Nelson and Cooper (2012: 121) explain that disengaged employees are uncommitted, marginally productive, frequently absent and may even work actively against the interests of the organisation, whereas engaged employees are dedicated to successful performance, and this leads to positive employee and organisational outcomes.

2.7.2 Performance appraisal

The central linchpin of contemporary performance evaluation literature is the assessment of an individual according to their success in accomplishing the agreed-upon standards for objectives (Nzume 2016: 8). This evaluation of an employee remains the fundamental duty of any person responsible for controlling or administering an organisation or group of staff.

The previous section discussed the PMS' impact on employee morale. This section describes performance appraisal, which assesses the balanced scorecard perspectives such as clients, money, training and development, and processes and systems. These can serve as a remedial measure to the challenges experienced in the successful implementation of a PMS, and its methods such as an assessment centre, a behaviourally-anchored rating scale, 360-degree evaluation, management-by-objectives, critical incidents and self-appraisal. Later on, the performance appraisal process will be highlighted, and its positives and negatives explored.

Performance appraisal methods
Assessment centre

Assessment centre refers to an assessment method that consists of standardised multiple raters and multiple measures such as in-basket exercises, paper and pencil ability tests, leaderless group discussions, simulation exercises and personality questionnaires (Paile 2012: 17). This is also described as such by Lithakong (2014: 25), who stresses the criticality of employing the expertise of assessment observers.

Aggarwal and Thakur (2013: 620) state the following as the pitfalls of using the assessment centre as a performance appraisal method:

- The assessment centre method requires a large number of candidates to manage, which is a challenge.
- It is costly and time-consuming to administer.

Behaviourally-anchored rating scale (BARS)

The behaviourally-anchored rating scale is a useful assessment tool that addresses potential rating errors such as the halo effect and central tendency, and ensures exact outcomes (Cascio and Aguinis 2005: 106). Besides, the BARS method is administered by analysing an employee's behaviour and performance when evaluating overall performance.

Lithakong (2014: 11) highlights the following as pitfalls of using the behaviourally-anchored rating scale as a performance appraisal method:

- It requires much time to develop the behaviourally-anchored rating scale.
- The behaviours are tailored to activities and not focused on results.

360-degree evaluation

Different authors state their views regarding the 360-degree evaluation method. According to Paile (2012: 18), 360-degree appraisals refer to several rating approaches to the evaluation of an employee's work performance. This is underscored by Maina (2015: 22) when arguing that the 360-degree evaluation method is about appraisal feedback received from several individuals expressing their opinions that are appropriate and assist regarding customer satisfaction, which is one of the perspectives in the balanced scorecard.

Furthermore, the performance feedback should include the details of the staff member whose performance is being assessed: Job holder; Name of the job; Objectives; Performance Measures; and Ratings.

Kelly (2012: 20) outlines 360-degree evaluation feedback as a collection of data on performance regarding an individual in terms of execution of their duties. Besides, this method is used to discover the ways that individuals use to accomplish their capabilities.

This method presents the following pitfalls:

- The 360-degree evaluation method suggests that employees implement the feedback they received by engaging with their line managers so that enhancement plans can be completed and appropriate training interventions applied. Employees may not, however, be willing to share the results with their managers (Dechev 2010: 17).
- Lithakong's (2014: 21) view is that the 360-degree evaluation method is lengthy and tedious.

It is suggested that, since the implementation of a 360-degree appraisal method is time-consuming, the method's success should be assessed before execution (Lithakong 2014: 22). Besides, coaching should be considered in order to complement and enhance 360-degree effectiveness.

Management by objectives (MBO)

Various authors have made their contributions to the concept of Management by Objectives. Paile (2012: 17), refers to MBO as management belief that focuses on empowering employees and appraising an individual's performance. In addition, a manager set up specific goals and measures that the subordinates and manager agree on, and appraisal is based on the individual performance of the subordinates in achieving the goals (Colli 2013: 40). MBO should not be used as a tool to impose objectives and measures on individuals without any discussion.
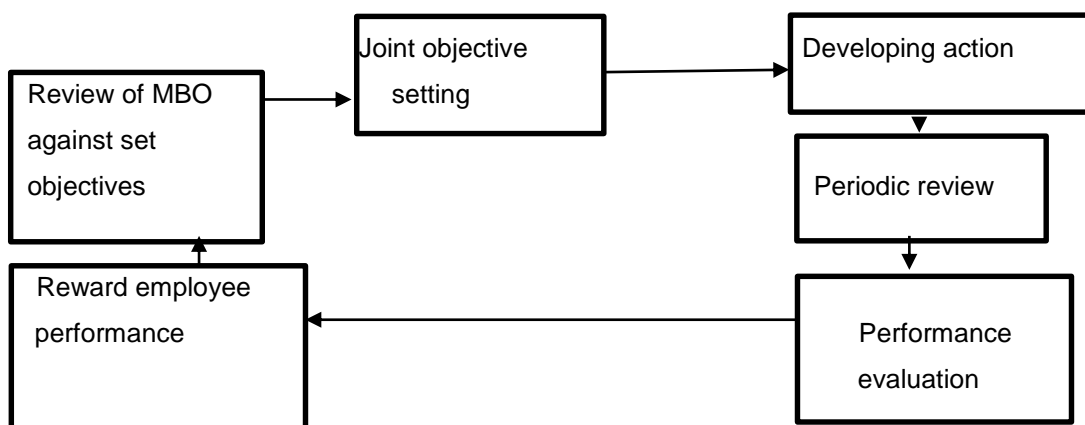
Figure 2.9: Management by Objectives Cycle (MBO)
Source: Mullins (1996: 449)

Mullins (1996 cited in Robins and Cenzo 2008: 77) views MBO as a process whereby leaders and their subordinates establish performance objectives on a joint sitting as well as strategies on how to carry out the objectives designed. The reviewing of the milestones achieved or the challenges experienced in an objective performance, the evaluation of performance and the rewarding of excellent performance and the discouraging of mediocre performance also take place.

This is underscored by Smit et al. (2011: 155) in stating that MBO is based on the belief that the joint participation of subordinates and managers in the translation of broad organisational goals into more specific individual goals could have a direct influence on employee motivation. In addition, for an MBO to succeed, it should have the utmost support of executive management, who should articulate the concept of MBO and its benefits to the organisation to the employees.

According to Huang et al. (2011: 273), an individual has authority in the areas being evaluated. Therefore, the excellence or mediocrity of other individuals has no impact on the particular individual's performance outcomes.

Lithakong (2014: 25) identifies the following as pitfalls in using management by objectives (MBO) as a performance appraisal method:

- Management by objectives as an appraisal method is expensive to apply;
- It takes much time to be finalised;
- It is complicated and lengthy; and

- It is difficult for employees to agree on the goals.

As it is expensive to implement a management-by-objectives method when evaluating performance, the organisation's achievable objectives should be clearly articulated and the measures formulated (Nyoni 2018: 28).

Critical incidents

According to Cascio and Aguinis (2005: 103), critical incidents can be explained as reports by managers and supervisors of an individual's performed tasks, whether good or bad. It is a performance appraisal method in which a manager keeps a written record of the positive and negative performance of employees throughout the performance period (Maina 2015: 23). Maina (2015: 23), however, contends that many managers do not keep a record of critical incidents which leads to the problems of accurate measuring during the formal review meeting.

Cascio and Aguinis (2005: 104) state the following as pitfalls in using critical incidents as a performance appraisal method:

➢ The usage of the critical incidents method takes much time and it is cumbersome for managers and supervisors to keep a record of all the performance incidents for all of their subordinates; and

➢ The delaying of feedback may occur which, may raise differences among the ratees.

Self-appraisal

Self-appraisal is a method of performance evaluation that is scarcely used (Nzume 2016: 27). The self-evaluation method is applied when employees evaluate and rate their own recorded job performance. Dlamini (2010: 25) concurs and states that employees can comment on their performance. The inclusion of the employee in the performance evaluation process allows the employee to freely articulate challenges experienced and also participate in suggesting recommendations to enhance their performance.

Nzume (2016: 28) states the following as the pitfalls of using the self-appraisal method:

- 'Self-raters' focus on their behaviour in terms of competencies rather than performance; and
- 'Self-raters' tend to make a comparison between their performance and that of other individuals, rather than comparing their performance to the set standard.

The next section describes the performance appraisal process.

Performance appraisal process

According to Maine (2012: 19), the performance evaluation process gives the following to managers and employees:

- Performance planning for managers;
- Employee coaching and motivation, and an increase in productivity;
- They can compare employee performance to the required standards;
- Employee feedback is obtained;
- It provides a proper basis for compensation; and
- It allows for Action Plan Development (Performance Enhancement Plan)

According to Dechev (2010: 9), the implementation of the performance evaluation process provides both positives and negatives. These are:

Positives of the Performance Appraisal Process

- The performance appraisal process could serve as a useful source of management information.
- The outcomes of performance appraisal can lead to improved work performance.

- Performance appraisal allows managers to formally recognise excellent performance.

Negatives of the Performance Appraisal Process include:

- Unclear standards.
- Halo effect.
- Recency.
- Bias.
- Leniency.
- Central tendency.

These negatives emanating from the implementation of performance appraisal can be eliminated by subjecting both managers and supervisors to the following interventions in Linkedin's (2015: 1) *Biases in Performance Management: how to overcome them*:

Performance management training for managers and supervisors, with greater emphasis on performance appraisal, should be implemented, and team-building exercises focussing on performance appraisal, should be designed and launched; and,

An assessment questionnaire designed to elicit responses from managers and supervisors on the negatives of the performance appraisal process should be applied, and include questions capable of determining whether a supervisor is applying any of the above negatives or not.

From the preceding it is critical that an employee's performance, which is based on the objectives which are linked to the balanced scorecard perspectives, is evaluated regularly, using an appropriate method. This can only be executed by trained managers.

2.8 CONCLUSION

This chapter put the literature on the subject matter into perspective. The scope of a PMS was furnished, where a PMS was described as the authoritative, systematic approach that managers utilise to ensure that both the employee and the organisation's performances are adequately controlled. A PMS utilises the balanced scorecard tool which is linked to the company's vision and ensures that objectives, measures and targets are clarified and balanced.

The models of the PMS are explored, and a PMS is considered as a cycle which involves planning or set of objectives, monitoring where progress is appraised, and corrective actions are taken. It also includes review and evaluation, which involves an annual performance assessment, followed by the commencement of the performance cycle. The individual performance is assessed using various methods such as an assessment centre, a behaviourally-anchored rating scale, 360-degree assessment, management-by-objectives, critical incidents and self-appraisal. The outcome of a performance appraisal can be either good or bad. The implementation of a PMS is affected and influenced by various factors.

These factors influencing the implementation of a PMS such as organisational and interpersonal factors, and factors affecting a PMS, which include inspirational leadership and employee attitudes, among others, were explored. Factors influencing the participation of managers and subordinates in a PMS were discussed. Furthermore, the relationship between knowledge and excellent service delivery was evaluated, and measures that could remedy PMS challenges, which included the impact of a PMS on employee morale, and methods of appraising performance were described.

The capacitation of employees is critical in the execution of their duties, and it remains the accountability of managers to ensure that training is provided to the employees and individual development plans encapsulating

appropriate performance activities, are properly completed and signed off by top management. This has a potential to ensure that relevant training intervention is designed for the employees.

Chapter Three focuses on the research methodology utilised in the execution of this study.

CHAPTER 3: RESEARCH METHODOLOGY

3.1 INTRODUCTION

In Chapter Two, literature relating to factors that influence the implementation of a PMS, in support of the objectives of the study, was discussed. The selected logistics company's current practices concerning the PMS policy framework were examined. The literature reviewed indicated that employees' trust could be instilled where interactive one-on-one meetings between managers and employees are conducted.

Participation is an enabling mechanism to drive the passion in employees to believe in what, how and why they act in a particular manner as they strive to attain the company's vision, mission and its overall strategic goals. Performance training for managers and employees was identified as another mechanism which can be utilised to create ownership and generate enthusiasm in the implementation of the PMS in a company workplace. Additionally, performance feedback was seen as inadequate motivation if performance was not tied to rewards, because the objective of raising employee performance levels thus becomes unachievable.

This chapter focuses on the research methodology utilised to execute the study. Nyembe (2016: 48) regards research methodology as those strategies and proficiencies utilised in laying the foundation for conducting a study. This chapter also focuses on the study's research design, the target population, the data collection and analysis methods used, including the scope of the study, limitations, validity and reliability. Additionally, ethical considerations of participants and issues around anonymity and confidentiality about the study are discussed.

3.2 RESEARCH DESIGN

Research design is the establishment of an environment conducive to the successful collection of data (Paile 2012: 44). A quantitative data collection method, encapsulated in a written survey, was used for this study. The study's research design is descriptive, which is preferred because it facilitates the discovery of in-depth understanding concerning what people think or feel in order to determine their opinions (Amayah 2013: 454).

3.3 STUDY POPULATION

The population for a study includes an investigation of the entire set of units from which the data under analysis is used to draw a conclusion (Levrakas 2008: 186). Paile (2012: 45) views a study population as people or things under research, either singularly or in the plural. The target population used for this study was the 205 employees from the selected logistics company, consisting of both junior employees and managers.

Literature indicates that a minimum sample size – more than 30, and less than 500 – is appropriate to achieve a 0.95 confidence level using (z) statistic testing (Sekaran and Bougie 2010: 298). A survey study of all 205 of the target population selected was conducted, and the study was, therefore, not negatively impacted by any limitations of the sample size. Contact details for the respondents in the study were retrieved from the selected logistics company's employee database.

3.4 DATA COLLECTION METHODS

Both primary and secondary data were utilised for the study. Primary data refers to data collected directly from sources, whereas secondary data is obtained from published material (Ravhura 2006: 35). The following procedures were adopted in operationalising this study:

3.4.1 Questionnaire design and structure

A questionnaire is a data collection instrument consisting of structured and/or open-ended questions that require respondents to provide either short or long responses (Sisa 2014: 311). The questionnaire was developed based on the literature reviewed, and guided by the aims and objectives of the study, which were to investigate and evaluate the implementation of the PMS within the selected logistics company.

The standardised questionnaire was divided into two sections. Section A consisted of biographical information from respondents, such as gender, age and professional designation. Section B consisted of statements formulated from the study's objectives.

This standardised questionnaire with seven-point Likert Scale responses was used for data collection, and the responses ranged from one (strongly disagree) to seven (strongly agree). Closed-ended questions requiring responses based on a pre-determined set of options were therefore used.

The use of questionnaires for data collection presents both advantages and disadvantages. The advantages, according to Smith (2004: 99), are that the use of closed-ended questions in questionnaires allows for the speedy statistical analysis and interpretation of data. Babbie (2010: 73) adds that survey questionnaires generally provide advantages in terms of managing both available resources, and a large amount of data collected, because questionnaires can be completed by numerous research participants, and are easy to administer. The disadvantage of closed-ended questions in questionnaires, however, is that they do not allow respondents to answer beyond the questionnaire response-format provided (Ross 2005: 29)

The questions were formulated using simple language in order for study participants to understand them, and to avoid any ambiguity. The questionnaire was sent for completion electronically to participants with

company e-mail accounts, and hard copies were hand-delivered to those without such e-mail accounts. The participants were requested to respond to the statements honestly, and the contents of the questionnaire were fully explained to them. Respondents were also given a deadline by which the questionnaires had to be submitted for collection.

3.4.2 Pilot study

A pilot study involving a small group of five purposely selected employees was undertaken to test the questionnaire. The purpose was to ensure that the questionnaire was not ambiguous and to eliminate any issues that may have negatively affected its validity and reliability. To do this, the participants were asked to discover limitations such as:

- The incorrectness of the wording in the questionnaire;
- The improper design of the questionnaire;
- The relevancy of the questions; and
- The lack of clarity in the questions.

The services of a statistician were also elicited to check the questionnaire. The statistician was referred by Dr A. Mugari (supervisor) to execute statistical analysis on the research data as required. There was only one statistician used in this study. The statistician, Mr M.E. Hoque, requested to see the questionnaire before statistical analysis. Mr Hoque obtained his MSC in Statistics from the University of Kwa-Zulu Natal and has over five years lecturing experience in the field of statistics at the University of Kwazulu-Natal and the Mangosuthu University of Technology. Mr Hoque has extensive experience as a statistician. Mr Hoque is currently a lecturer in the Department of Epidemiology and Biostatistics in the School of Health Care Sciences at the University of Limpopo (Medunsa Campus).

Comments from both the participants and statistician were considered and recommendations were made. Consequently, minor pitfalls were identified, and corrections on the questionnaire (attached as an Appendix 1) were effected before distribution.

3.4.3 Data analysis

Data analysis refers to the process of inspecting, cleaning, transforming and modelling data to discover useful information and suggested conclusions, and to lend support in decision-making. For this study, responses were captured in a pre-coded Microsoft Excel spreadsheet for analysis. Exploratory of inferential (z) statistic testing, factor analysis and the Cronbach's Alpha test were performed using the Statistical Package for the Social Sciences (SPSS), and the statistical tools available in Microsoft Excel. Data analysis results will be presented in both narrative and graphical formats in Chapter Four of this study.

3.5 SCOPE OF THE STUDY

The study was undertaken at a selected logistics company's depot in City Deep, Johannesburg. The organisation is amongst the most significant companies providing logistical solutions for transport in South Africa. The call for the research came about as a result of dissenting voices within the company. The study was confined to the selected logistics company in City Deep in Johannesburg. The study cannot be further generalised because it is a case study.

3.6 STUDY LIMITATIONS

Continually rising costs exerted financial constraints and the attempts to secure additional funding did not achieve all of the study's desired results. The researcher's own resources thus had to be utilised to ensure the successful completion of the study. The amount of time allocated for the study was insufficient due to the difficulties experienced in the fieldwork for data collection, given that the employees worked various shifts. Prior

arrangements had to be made with the employees to ensure maximum participation.

In an attempt to resolve the issue of shift workers, a clearly marked box was placed at the selected logistics company's building entrance wall where employees gathered for daily safety-briefings. This was useful in collecting questionnaires from employees who did not have company email accounts. For those with company email accounts, an email reminder was sent to the respective employees' computer terminal calendars to prompt participants to submit their responses.

3.7 VALIDITY

According to Welman, Kruger and Mitchell (2011: 142), validity is defined as the extent to which research findings accurately represent what occurs in real-world situations. This is echoed by Sehoa (2015: 15), who refers to validity as the degree to which research measures what it claims to measure. In addition to this discourse, Zhang (2012: 25) describes it as the capacity to achieve similarly established conclusions.

The importance of validity for a study is that it supports the meaningfulness of the research results and ensures that the questionnaires used to measure what is intended. Otherwise, responses are invalid, and the resulting study becomes futile.

In order to ensure validity, the questionnaire was peer-reviewed and pilot-tested. External experts were sought to ensure that the instrument was aligned correctly and to ensure that it would measure what was intended (Leedy and Ormrod 2010: 66). Input from the consultative processes was further refined before administering it to participants. Both the pilot study and peer-review inputs were therefore used to adjust ambiguously formulated questionnaire variables.

3.8 RELIABILITY

Sehoa (2015: 15) defines reliability as the removal of any speculation regarding the accuracy and internal consistency of study results obtained using a measuring instrument. A questionnaire or test is considered reliable if the same results are obtained when they are re-administered or repeated.

Reliability is an essential concept in research because, in terms of it, a researcher must be able to obtain the same results with the same data collection instrument, should a study need to be repeated. Reliability, therefore, tests whether a study fulfils its predicted aims and hypotheses and ensures that the results obtained are due to the study, and not unduly influenced by any possible extraneous variables.

In order to ensure reliability, Cronbach's Alpha was used to test the internal consistency of each factor using the results from the pilot study. Confirmatory factor analysis was used to ensure the construct validity of the research.

3.9 ETHICAL CONSIDERATIONS

The following ethical considerations were addressed in performing this study: voluntary participation; anonymity and confidentiality.

3.9.1 Voluntary participation

Voluntary participation in a study occurs when individuals in the target population become fully involved in the research process, without any form of coercion, after being fully apprised of the study's objectives (Nyembe 2016: 45). A covering letter printed on questionnaire covers provided respondents with an introduction to the study, including the name of the researcher, the course being completed, and assurance of participant confidentiality and anonymity. A request was extended to respondents to participate in the study, with no coercion whatsoever exercised.

3.9.2 Anonymity

Anonymity in a study is essential because it ensures that personal information received from respondents remains confidential, in order to avoid jeopardising their positions and benefits.

To ensure anonymity, the collection of data and storing thereof, as well as its disclosure and destruction by the researcher, complied with the Protection of Personal Information Act No. 4 of 2013. All personal information collected was considered confidential and dealt with in a manner of high care in order not to compromise the personal dignity of the respondents or infringe on their right to privacy.

3.9.3 Confidentiality

Confidentiality in a study is like anonymity because any researcher conducting a study has the ethical responsibility of providing accurate information and protecting the security of all the respondents.

In order to ensure participant confidentiality, the questionnaire did not require them to provide any personal information amongst the data collected. Participants were assured that their names and any other identifying information would never be publicly distributed. Responses would be aggregated before publishing.

3.10 CONCLUSION

In this chapter, the research methodology and design of the survey conducted for the study were discussed. The quantitative research design, which focused on the implementation of a PMS at the selected logistics company, was also explained. The population of the study, comprising both managers and non-managers from the selected logistics company in City Deep, Johannesburg, was hence examined.

Reliability and validity, concerning the procedures implemented for the study, were discussed, and processes for the formulation and distribution of the study's structured questionnaire elaborated upon. The procedures for undertaking the study were discussed. Issues around voluntary participation, confidentiality and anonymity for the respondents in respect of ethical considerations were also addressed.

Chapter Four covers the presentation, analysis and interpretation of the research results.

CHAPTER 4:
DATA PRESENTATION, ANALYSIS AND
INTERPRETATION OF RESULTS

4.1 INTRODUCTION

Chapter Three presented the research methodology used to operationalise the study and examined the study population. Reliability and validity, in relation to the procedures followed for the study, were discussed. Procedures for the formulation and administration of the study questionnaire were also elaborated upon, and the scope and limitations of the study were explained.

Chapter Four focuses on data presentation, analysis of the respondents' feedback and interpretation of the research findings to address the aim of the study, which was to investigate and evaluate the implementation of a PMS at a selected logistics company in City Deep in Johannesburg.

A survey was conducted using a standardised questionnaire administered to 205 target population members (employees) at the selected logistics company, and only 64 completed questionnaires were received from the employees. These formed the general profile for the respondents of the study. The results of the study, which are divided into two sections, A (Demographic data) and B (Descriptive statistics), are shown in tables, figures and words.

4.2 SECTION A: DEMOGRAPHIC DATA

This section portrays the biographical information of the respondents, including gender, age group, and job title.

Table 4.1: Reliability test output

Reliability Statistics	
Cronbach's Alpha	Number of Items
.961	19

A total of 205 questionnaires were distributed to the employees, and 64 were returned, with a reliability analysis showing that the data collected was reliable, having a Cronbach's Alpha value of 0.961 (Table 4.1).

Results for the data analysis of the demographic data in relation job title, ages and genders are presented, analysed and interpreted below.
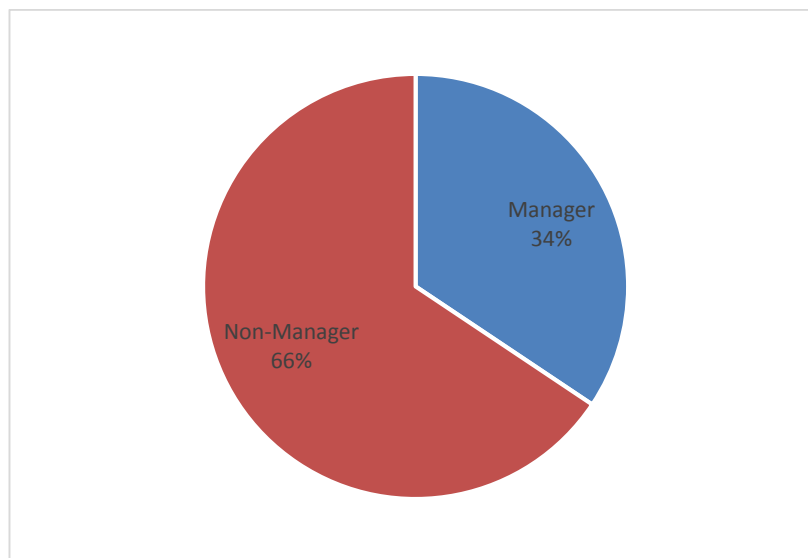
Figure 4.1: Job titles of the participants

4.2.1 Job titles of the participants

Work positions denoted jobholder designations, as described in the selected logistics company's HR policies. It was found that the total number of managers and non-managers who participated in this PMS research was 64, with 53 participants being non-managers, and 11 participants being managers. The results, therefore, showed that two-thirds (83%) of the participants were non-managers and 17 per cent were managers (Figure 4.1 above). Consequently, this is considered a true reflection of both manager

and non-manager numbers at the selected logistics company, since their staff complement consists of more non-managerial staff than managers.
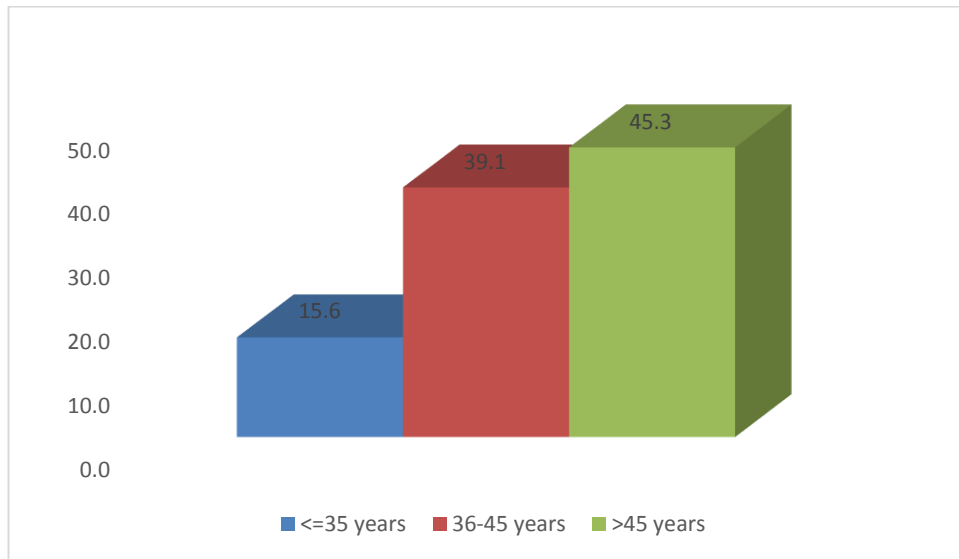
Figure 4.2: Age group of the participants

4.2.2 Age group of the participants

The ages of the participants were critical in determining the contributions that age groups made to the selected logistics company's PMS. The results demonstrated that most of the participants (84%) were older than 35 years (Figure 4.2 above). Most of the respondents fell within the age groups: 25-35; 36-45, and 46+ years.
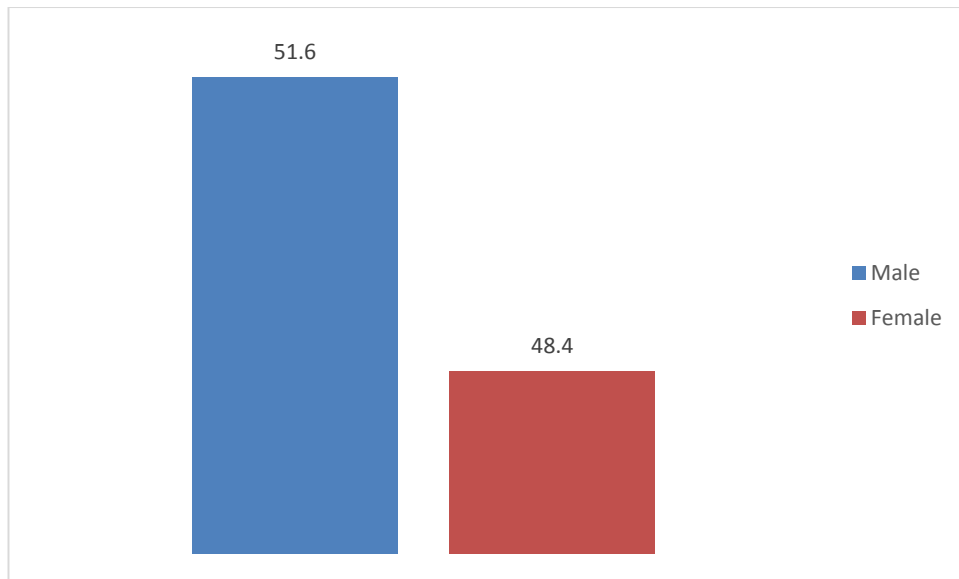
Figure 4.3: Gender of the participants

4.2.3 Gender of the participants

The study findings showed that 52 percent of the participants were male, and 48 percent were female, which indicated that more male than female employees participated in the study (Figure 4.3 above).

4.3 SECTION B: DESCRIPTIVE STATISTICS

Section B presents the study results for the responses of the participants concerning the implementation of the company's PMS, and its effect on employee morale. In this regard, supposition statements were made and subjected to experimentation. Visual aids, such as graphs and tables, are provided below to enhance the data presentation, and reveal more in-depth insights. Data collected was analysed statistically utilising the SPSS. According to Akinbowale (2013: 76), descriptive statistics are most frequently utilised to summarise data for conclusions to be drawn.

4.4 FACTORS INFLUENCING PARTICIPATION OF MANAGERS AND EMPLOYEES IN A PMS

The following factors influenced the participation of managers and subordinates in the implementation of the PMS: the company's vision; performance planning; performance training; performance communication;

performance review; performance appraisal/evaluation; and performance feedback. A standardised questionnaire with a seven-point Likert scale was used for data collection. Respondents were expected to rate statements relating to them from 1 (strongly disagree) to 7 (strongly agree).
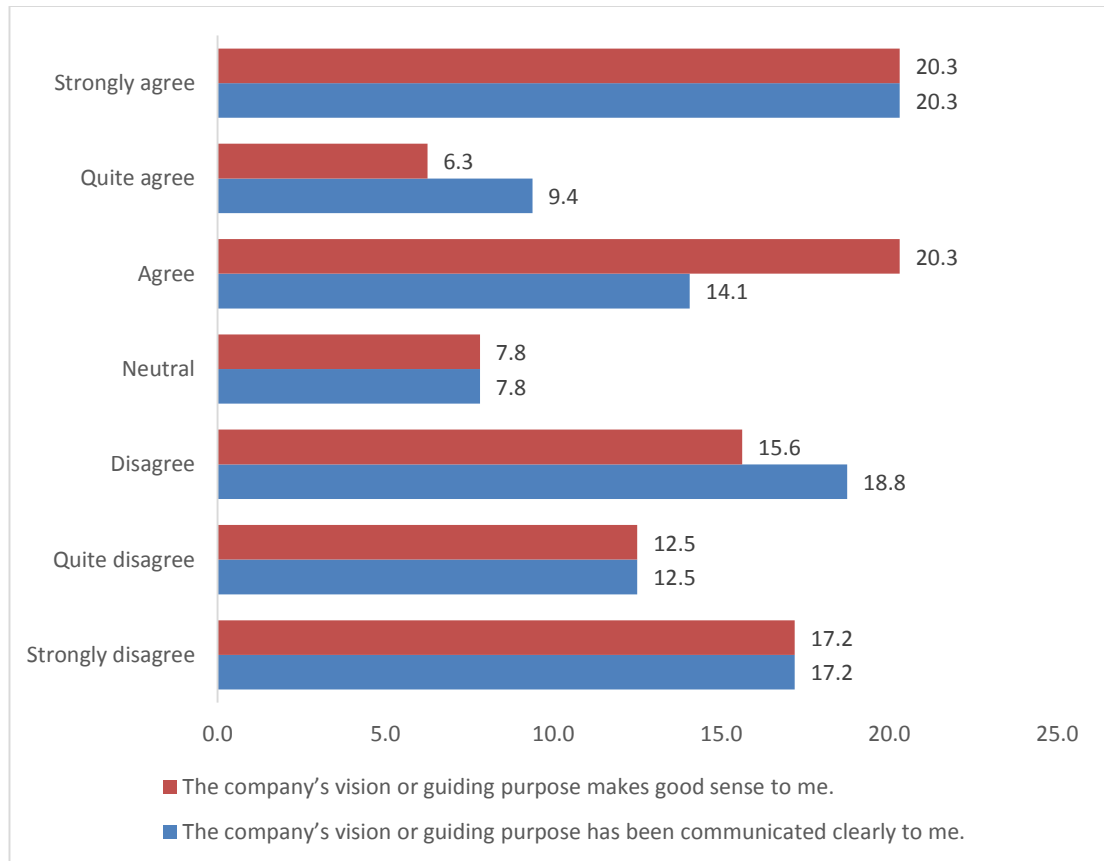
Figure 4.4: Company's vision

4.4.1 Company's vision

Communicating a company's vision to its employees, so that they can understand the relationship between the company's bottom-line and their existence within that company, is one of the factors that influence the participation of managers, supervisors and employees in a performance management system, and also the accountability of senior management. This communication of a company's vision by senior management is critical to managers, supervisors and employees in the clarification and successful implementation of the PMS (Mbonambi (2016: 31). The articulation of the vision should be clear so that employees can understand and make sense of

it. The aim of designing two statements in the questionnaire regarding the company's vision was to establish whether the following aspects regarding performance planning do take place in the company or not.

- whether the company's communicated vision by the senior manager made good sense to the managers, supervisors and employees to enable them to embrace the PMS or not; and
- whether the senior manager had clearly communicated the company's vision to the employees so that managers, supervisors and employees can fully participate in its implementation.

In the results demonstrated in figure 4.4 above, a significant number (47%) of respondents agreed that the company's vision or guiding principles made good sense to them, with the highest number (20.3%) on both "Strongly agree" and "Agree". However, 45.3 percent of the respondents disagreed with this statement. In response to the statement "The company's vision or guiding purpose has been communicated clearly to me", a substantial number (43.8%) of the respondents agreed, with the highest number (20.3%) being "Strongly Agree" responses, whereas 48.5 percent of the respondents disagreed. The results also showed the number of employees (7.8%) who remained neutral on both statements.

Demonstrated by these results was the fact that a substantial number of employees required knowledge of the strategic vision at the selected logistics company. The literature reviewed in the study supported the importance of sharing the company vision with the employees, with Risher (2013: 65) highlighting the need for senior management to communicate the vision and goals of organisations to their employees.

It was clear from this analysis that communication of the organisation's strategic vision to employees was lacking, and top management had to make

every effort to ensure that employees understood the organisation's vision and it had to make sense to them. This was underscored by Maina (2015: 17) when asserting that studies indicated that senior management should communicate the vision of organisations to subordinates, so that enthusiasm and allegiance could be instilled in them to ensure successful participation in PMS implementation.
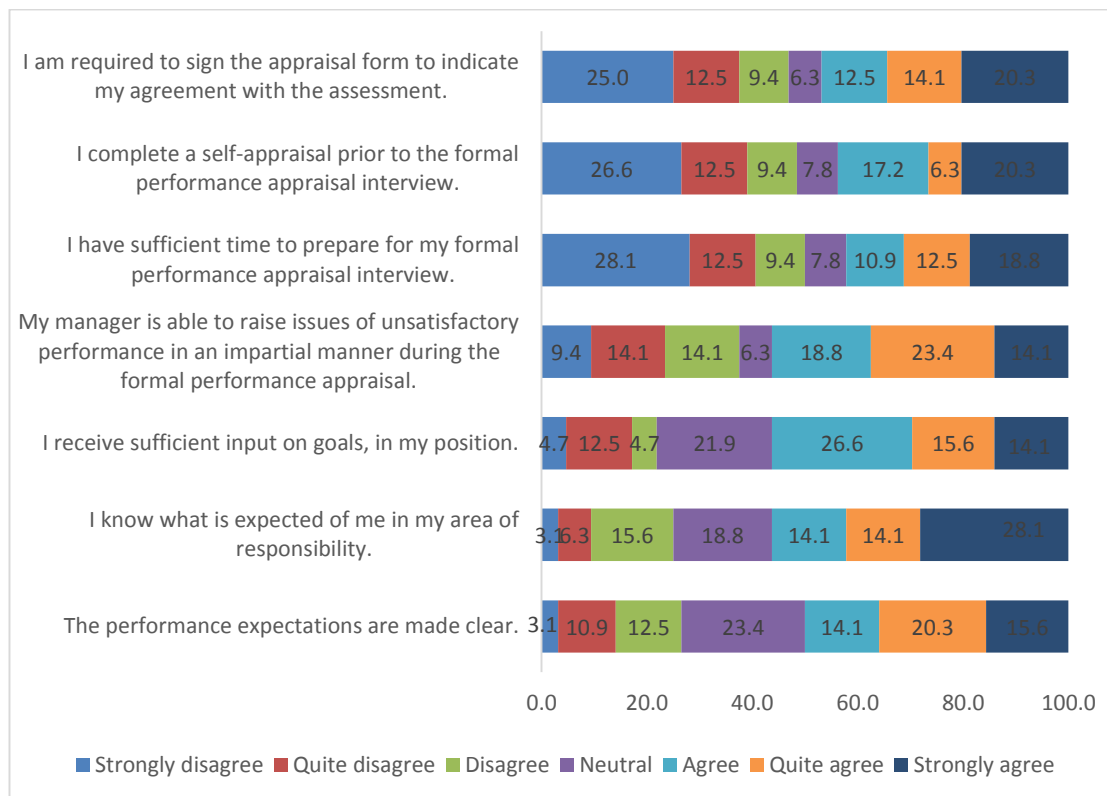
Figure 4.5: Performance planning

4.4.2 Performance planning

Performance planning is one of the factors that influence the participation of managers, supervisors and employees in performance management system practices. Nyoni (2018: 10) showcased that performance planning assists in creating understanding and willingness by forming a connection between employees' and organisation's objectives in order to enhance both employees' and organisation's performance. It is the accountability of managers and supervisors in ensuring: the one-on-one execution of performance planning, where a manager sits with an employee to formulate

and clarify objectives, measures of the objectives and targets feature prominently in the procedures used for devising an effective performance schedule to be achieved Paile (2012: 23). It is critical that during the performance planning session, an employee can articulate their views or concerns and their understanding of job expectations. The aim of the two statements in the questionnaire regarding performance planning was to establish whether the following aspects do take place during performance planning session or not.

- The manager clarifies employee performance expectations.
- The employee is knowledgeable about their job expectations.

In the results shown in Figure 4.5 above, a significant number (50%) of the respondents agreed with the statement: "The performance expectations are made clear", with the highest number (20%) of respondents indicating that they "Quite Agree". However, a substantial number (23%) of the respondents disagreed with this statement. The results also showed that a few employees (23.4%) remained neutral on the matter. In response to the statement: "I know what is expected of me in my area of responsibility", a significant number (56%) of the respondents agreed that they did. However, 25 percent of the respondents disagreed. The results also demonstrated the number (20%) of the respondents who remained neutral.

It is clear from the analysis above that although a significant number of employees indicated that they knew their job expectations because they had been given clarity on them, there were a substantial number of employees who lacked performance knowledge and clarification of their responsibilities. Consequently, managers should ensure that performance planning with employees is done, as it is crucial in the successful implementation of an organisation's PMS (Mbonambi 2016: 39).

4.4.3 Performance training

Performance training is one of the factors that influence the participation of managers, supervisors and employees in performance management system practices. In executing performance training, the manager provides enough input on the goals of an employee's position. This is supported by Kelly (2012: 32) in arguing that performance training equips both managers and their subordinates with competencies that could enable them to achieve the goals of both the individual and organisation. Tshikovhi (2012: 16) underscores Kelly's (2012: 32) assertion when stating that training plays a critical role in enhancing employees' knowledge and skills. The aim of the statement in the questionnaire regarding performance training was to establish whether the following aspect regarding performance training does take place during the performance training session:

- The employees do receive training from their manager or supervisor in their job responsibilities.

In figure 4.5 above, a significant number (56.3%) of the respondents agreed with the statement: "I receive sufficient input on goals, in my position". However, there were a significant number of respondents (21.9%) who disagreed. These results also showed the number of employees (21.9%) who remained neutral.

It is clear from the analysis above, that although most of the respondents (56.3%) responded positively, there was still room for improvement. The provision of knowledge and skills through appropriate training interventions was required. Kangogo (2015: 7) concurred by stating the transfer of performance knowledge is critical in providing information to the employees because they become well-informed and able to inculcate cultures of high performance within their organisations. Consequently, this high performance can contribute immensely to PMS implementation.
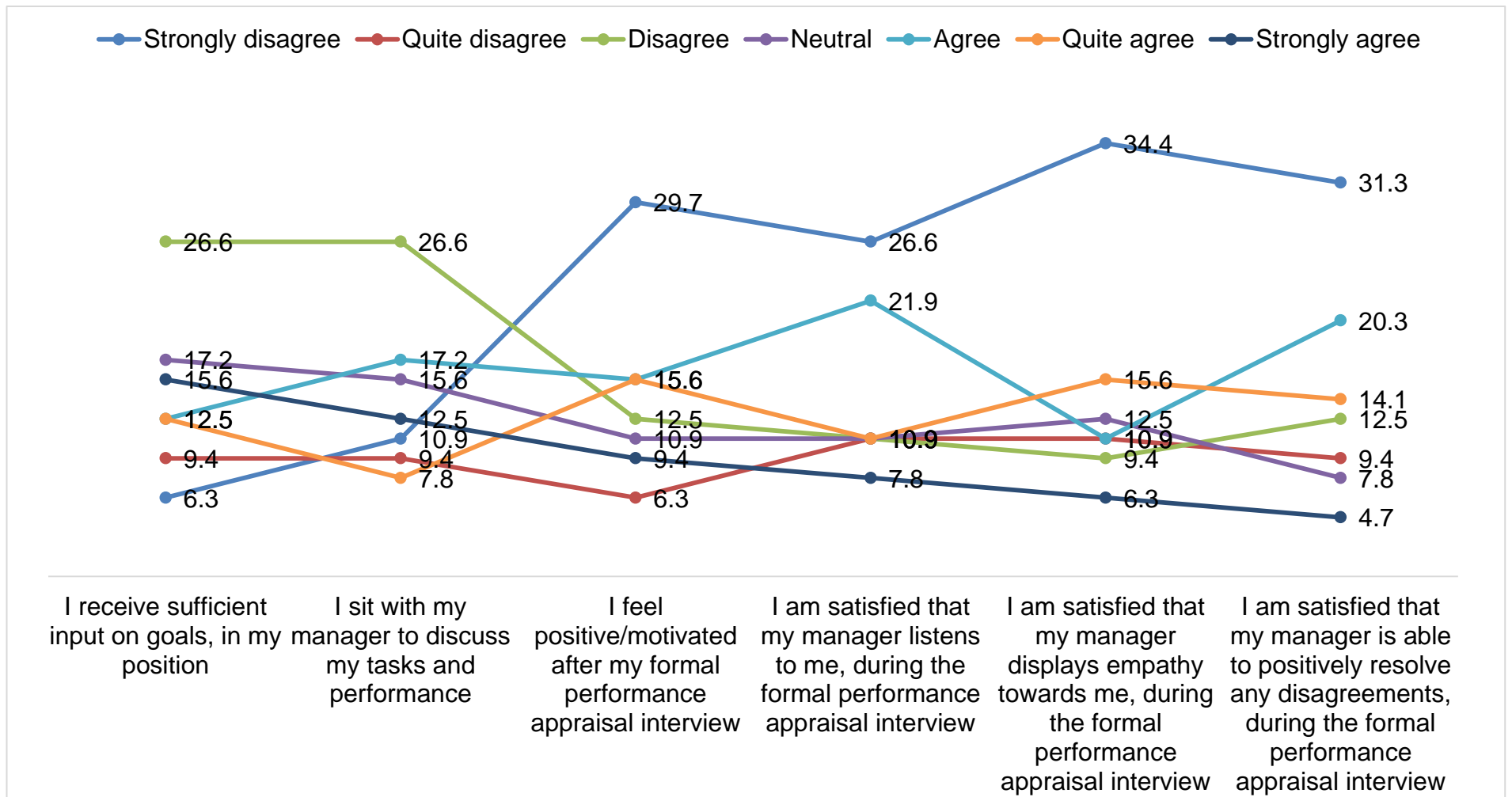
Figure 4.6: Performance communication, review and appraisal/evaluation

4.4.4 Performance communication

Performance communication is one of the factors that influence the participation of managers, supervisors and employees in performance management practices. Ravhura (2006: 13) describes performance communication as one-on-one dialogue enshrined in the PMS policy, which occurs between managers and their subordinates. In addition, managers are accountable for ensuring on-going performance discussions with individual employees, around the table and behind closed doors. By doing that, managers can detect challenges and address them. Chauke (2009: 29) argues that communication by managers with their subordinates which takes place regularly, can positively impact on both employee and organisational performance. The aim of designing the statement in the questionnaire regarding performance communication was to establish whether the following aspect do take place during the performance communication session:

- The manager sits with the employee on a one-on-one basis and discusses the tasks and the responsibilities that the employee is expected to perform and the actual performance of the employee.

In the study results demonstrated in Figure 4.6 above, a fair number (37.5%) of the respondents agreed with the statement: "I sit with my manager to discuss my tasks and performance". However, a significant number (46.9%) of the respondents disagreed that these discussions took place. There were also a few employees (15.6%) who remained neutral on the matter.

From the analysis above, communication around performance was not being practised regularly. It is essential that regular effective performance communication is practised to ensure that any challenges are timeously detected and addressed. Maina (2015: 20) concurs and suggests that this practice could also assist in bringing about positive changes in the work environment, thereby demonstrating the importance of communication in

encouraging excellent work performance. Effectively, this can contribute positively to the understanding of the PMS.

4.4.5 Performance review and appraisal/evaluation

Performance review and appraisal, as discussed in detail in 2.3.4, also influences the participation of managers, supervisors and employees in performance management practices. This activity takes place when an employee rates their own performance and then their manager responds by either accepting or rejecting the rating, which should be explained to the employee, based on their view of the employee's performance. Akinbowale (2013) categorically added that performance evaluation is the appraisal or rating of employee performance based on a six-point scale, ranging from zero (did not achieve the target or performance target not achieved, implying that the employee shows no commitment) to five (exceptional performance, implying full employee commitment). During the session, the manager should listen to the employee and positively resolve any disagreements that may arise. The aim of designing four statements in the questionnaire regarding performance review and appraisal/evaluation was to establish whether the following aspects do happen during the performance evaluation session:

- The feeling/motivation that the employee had after a formal performance appraisal interview with their manager; and,
- The manager listened to the employee during their formal performance appraisal interview;
- The manager showed empathy towards the employee during the formal performance appraisal review; and
- The manager resolved any disagreements during the formal performance appraisal interview.

The study results in figure 4.6 above show that participants responded negatively to three of the statements regarding performance review and

appraisal/evaluation. A significant number (48.5%) of the respondents disagreed with the statement: "I feel positive/motivated after my formal performance appraisal interview", whereas 25 percent of the respondents agreed that this was the case. The results also showed the number (10.9%) of employees who felt neither positive nor negative following the review. A significant number (40.6%) of the respondents agreed with the statement: "I am satisfied that my manager listens to me during the formal performance appraisal interview", yet 26.6 percent strongly disagreed that they were listened to. A significant number (32.8%) of the respondents agreed with the statement: "I am satisfied that my manager displays empathy towards me during the formal performance appraisal interview". A very significant number (43.8%) of respondents disagreed with the statement, with the highest number (34.4%) on strongly disagree. The results also showed that a number (10.9%) of employees were neutral on the issue. A significant number (39.1 %) of respondents agreed with the statement: "I am satisfied that my manager can resolve any disagreements during the formal performance appraisal interview". At the same time, a very significant number (53.2%) disagreed. The results also showed the number (7.8%) of employees who remained neutral on the matter.

The analysis above demonstrates that performance appraisal/evaluation was not regularly practised in the selected logistics company. Scholars express their views on performance appraisal/evaluation, with Kgantlapane (2009: 18) further arguing that properly implemented performance evaluations can satisfy many essential PM requirements, including utilisation by managers as the main criterion in rewarding good and correcting sub-standard performance. According to Kelly (2012: 18), evaluations also encourage interaction between managers and subordinates, which builds strong internal relationships.
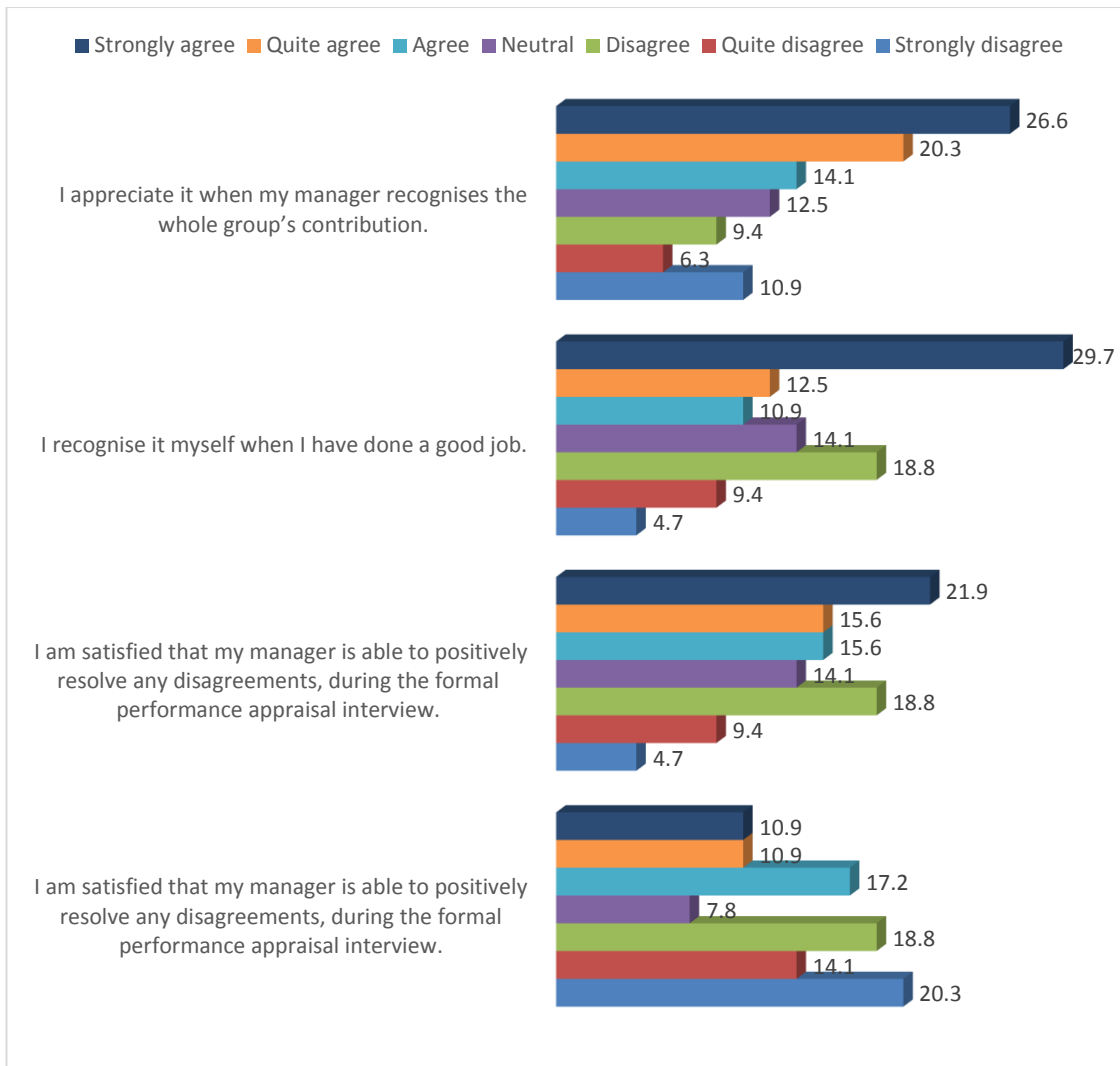
Figure 4.7: Performance feedback

4.4.6 Performance feedback

Performance feedback is also one of the factors that influence the participation of managers, supervisors and employees in performance management practices. During the performance appraisal interview, a manager sits with an employee and rates the employee's performance outcome. This is underscored by Chauke (2009: 17) who describes performance feedback as on-going performance discussion between a manager and subordinates where excellent performance, which is consistent with both the job description and contract of employment, is encouraged and deviations are detected and addressed.

The employee can express gratitude or raise concerns. Recognition is given to good performers during the appraisal interview and any issues detected are addressed. The aim of the three statements regarding performance feedback on the questionnaire were to establish whether the following aspects do take place during a feedback session:

- Employees are expressing appreciation when their manager gives recognition to the entire group for their contribution, during the formal performance appraisal interview.
- Employees recognising themselves after receiving feedback from their manager on excellent performance during the formal performance appraisal interview.
- Employees become satisfied when their manager positively resolves any disagreements during the formal performance appraisal interview.

In the study results demonstrated in figure 4.7 above, it is shown that participants responded positively to the three statements regarding performance feedback. A significant total number (61%) of respondents agreed with the statement: "I appreciate it when my manager recognises the whole group's contribution", and of those 26.6 percent strongly agreed with the statement. However, a further 26.6 percent of the respondents disagreed with the statement, while 12.5 percent of the employees remained neutral. A significant number (53%) of the respondents agreed with the statement: "I recognise it myself when I have done a good job", and of those 29.7 percent strongly agreed. Another 32.9 per cent of the respondents disagreed with this statement, while 14.1 per cent of employees chose to remain neutral. A significant number of respondents (53.1%) agreed with the statement: "I am satisfied that my manager can positively resolve any disagreements during the formal performance appraisal", and most of those indicated that they strongly agreed with it. However, an equally significant

number (53.2%) disagreed, and 14.1 percent of the employees remained neutral.

From the analysis above, many employees agreed that they were provided with critical performance feedback during their performance appraisal interviews. However, others felt excluded from the process. It is vital that employees know how they have performed and receive recognition for excellent performance. This is underscored by Bagul (2014: 113) in arguing that a PMS requires knowledge of what activities are required, observing whether they are performed, and providing feedback to employees. Mbonambi (2016: 43) adds that supervisors and managers should apply the problem-solving approach during the performance feedback session, and according to Ratshili (2012: 41), the manager should remove distractions, ensure that they are not disturbed, and allow sufficient time for a feedback meeting.

Table 4.2: Pearson's correlations amongst the sections of the performance management system questionnaire

		Section 1	Section 2	Section 3	Section 4
Section 1	Pearson Correlation	1	.770**	.567**	.732**
	Sig. (2-tailed)		0.000	0.000	0.000
Section 2	Pearson Correlation	.770**	1	.789**	.739**
	Sig. (2-tailed)	0.000		0.000	0.000
Section 3	Pearson Correlation	.567**	.789**	1	.666**
	Sig. (2-tailed)	0.000	0.000		0.000
Section 4	Pearson Correlation	.732**	.739**	.666**	1
	Sig. (2-tailed)	0.000	0.000	0.000	
** Correlation is significant at the 0.01 level (2-tailed).					

4.4.7 Pearson's correlations amongst the sections of the performance management system questionnaire

Pearson's correlation test was performed to determine the correlations amongst the sections of the PMS questionnaire for the selected logistics company's study group. A significantly strong positive correlation was found to exist amongst the sections ($p < 0.01$), as reflected in Table 4.2. For example, a strong positive correlation was found between Section 1 and Section 2 ($r = 0.77$. $p < 0.01$) of the questionnaire, signifying that a relationship existed between managers recognising the whole group's contribution and self-recognition.

Table 4.3: Group Statistics for Participant Work Positions

Position		N	Mean	Standard Deviation
Section 1	Manager	22	9.2727	4.10785
	Non-Manager	42	7.3333	4.22343
Section 2	Manager	22	34.9545	11.62295
	Non-Manager	42	27.1429	10.81681
Section 3	Manager	22	27.5455	9.65464
	Non-Manager	42	18.9762	9.66888
Section 4	Manager	22	21.0455	5.58465
	Non-Manager	42	16.0714	6.25629

4.4.8 Group statistics for participant work positions

A comparison was made between the mean values obtained for each of the constructs about the demographic variables of the participants. The descriptive analysis shows that managers demonstrated a higher mean value for all of the questionnaire sections, compared to non-managers (Table 4.3).

Table 4.4: Independent Samples Test for Participant Work Positions

	t-test for Equality of Means			
	t	Df	Sig. (2-tailed)	Mean Difference
Section 1	1.761	62	0.083	1.93939
Section 2	2.675	62	0.010	7.81169
Section 3	3.369	62	0.001	8.56926
Section 4	3.131	62	0.003	4.97403

4.4.9 Independent samples test for participant work positions

The independent sample t-test determined that managers had significantly higher mean values for Sections 2, 3 and 4 ($p < 0.05$) (Table 4.4) than non-managers, which indicates that managers provided more positive responses to these questionnaire statements than non-managers.

Table 4.5: Group Statistics for Participant Genders

Gender		N	Mean	Standard Deviation
Section 1	Male	33	7.4242	4.33035
	Female	31	8.6129	4.15273
Section 2	Male	33	28.5758	11.52722
	Female	31	31.1613	11.77029
Section 3	Male	33	21.4848	10.54787
	Female	31	22.3871	10.45204
Section 4	Male	33	16.8788	6.46509
	Female	31	18.7419	6.38732

4.4.10 Group statistics regarding participant genders

The study results showed that female participants scored higher mean values than their male counterparts for all questionnaire sections (Table 4.5). However, the differences were not significantly different ($p > 0.05$) (Table 4.6).

Table 4.6: Independent Samples Test for Mean Gender Correlations

	Levene's Test for Equality of Variances		t-test for Equality of Means			
	F	p-value	T	Df	p-value	Mean Difference
Section 1	0.180	0.673	-1.119	62	0.267	-1.18866
Section 2	0.198	0.658	-0.888	62	0.378	-2.58553
Section 3	0.000	0.992	-0.343	62	0.732	-0.90225
Section 4	0.084	0.772	-1.159	62	0.251	-1.86315

4.4.11 Independent samples test for mean gender correlations

The independent sample t-test was utilised to correlate the mean value of continuous level. In the independent sample t-test, two means were compared. The study was conducted to compare the mean value between male and female participants, using independent samples.

Although the study results showed that female participants scored higher mean values than their male counterparts for all the questionnaire sections (Table 4.5), the differences were not significant ($p>0.05$) (Table 4.6).

Table 4.7: Participant Age Descriptive Statistics per Questionnaire Section

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean	
						Lower Bound	Upper Bound
Section 1	<=35 years	10	8.8000	4.63801	1.46667	5.4822	12.1178
	36-45 years	25	7.8000	4.36845	0.87369	5.9968	9.6032
	>45 years	29	7.8966	4.14337	0.76940	6.3205	9.4726
Section 2	<=35 years	10	31.2000	14.64240	4.63033	20.7255	41.6745
	36-45 years	25	30.8800	11.13673	2.22735	26.2830	35.4770
	>45 years	29	28.4483	11.19179	2.07826	24.1911	32.7054
Section 3	<=35 years	10	26.7000	13.09835	4.14206	17.3300	36.0700
	36-45 years	25	22.1600	10.12291	2.02458	17.9815	26.3385
	>45 years	29	20.0690	9.48281	1.76091	16.4619	23.6760
Section 4	<=35 years	10	20.9000	5.95259	1.88237	16.6418	25.1582
	36-45 years	25	18.1600	6.15549	1.23110	15.6191	20.7009
	>45 years	29	16.3793	6.63009	1.23118	13.8574	18.9013

4.4.12 Descriptive statistics about participant ages for the four questionnaire sections.

The analysis of the data collected for the study established that younger participants (<35 years) had higher mean values for their responses to all four sections of the questionnaire (Table 4.7), but that their mean value was not significantly higher than for other age groups ($p > 0.05$) (Table 4.7).

Table 4.8: ANOVA Test Output Concerning Sections of the PMS

		Sum of Squares	df	Mean Square	Sig.
Section 1	Between Groups	7.710	2	3.855	0.813
	Within Groups	1132.290	61	18.562	
	Total	1140.000	63		
Section 2	Between Groups	101.697	2	50.848	0.69e3
	Within Groups	8413.412	61	137.925	
	Total	8515.109	63		
Section 3	Between Groups	329.287	2	164.644	0.223
	Within Groups	6521.322	61	106.907	
	Total	6850.609	63		
Section 4	Between Groups	157.850	2	78.925	0.150
	Within Groups	2459.088	61	40.313	
	Total	2616.938	63		

4.4.13 Descriptive statistics concerning groups for the four questionnaire sections.

The mean value for the younger (<35 years) participants' responses was not significantly higher than the other age groups (Table 8).

4.5 AN EVALUATION OF THE RELATIONSHIP BETWEEN KNOWLEDGE PRACTICES IN A PMS AND EXCELLENT SERVICE DELIVERY

The purpose of this sub-objective was to investigate the relationship between performance knowledge and the impact this had on service delivery. Knowledge can be defined as information-sharing with the intention of informing or educating (Kangogo 2015: 7). In addition, Mphahlele (2010: 21) argues that the reasons why knowledge is required in promoting effective work performance are to: improve efficiency; sustain performances; and adequately address unexpected challenges. To determine this relationship, a standardised questionnaire with a seven-point Likert scale was used for data collection. The respondents were required to rate the statement relating to this sub-objective on the seven-point Likert scale, with one being "strongly disagree", and seven being "strongly agree". The aim of the statement regarding the relationship between knowledge practices in a PMS and excellent service delivery on the questionnaire as stated below, was to establish whether the statement below does happen during performance knowledge-sharing. The questionnaire statement to be analysed is "I receive sufficient input on goals in my position".

In figure 4.5 above, a significant number (56.3%) of the respondents agreed with the statement "I receive sufficient input on goals in my position". The result was thus positive. However, there was a significant number of respondents (21.9%) who disagreed. These results also showed the number of employees (21.9%) who remained neutral.

In the analysis above, it is clear that although the respondents (56.3%) reported positively, there is still room for improvement. The provision of knowledge and skills through appropriate training interventions is required. Regular one-on-one performance meetings between managers and employees should, therefore, take place to ensure that performance shortcomings and issues are addressed, and that excellent performance is reinforced for the enhancement of service delivery. Paile (2012: 28) asserts

that one-on-one performance meetings, if conducted regularly, can enable both employees and managers to identify both good and bad performances from employees who impact on the overall performance of the organisation. Consequently, this can be enhanced.

4.6 CONCLUSION

This chapter focused on the outcomes of the investigation carried out on the implementation of the PMS at a selected logistics company in City Deep, Johannesburg. A summary of the findings, together with an analysis and an interpretation of the results for each study objective were provided.

The study's findings indicated that many employees at the selected logistics company felt excluded and were not made knowledgeable about the strategic vision or guiding principles of the organisation. It was also evident that a lack of information regarding the company's direction was prevalent at the selected logistics company, although being aware of the organisation's vision was shown to be critical in setting the tone for the successful implementation of its PMS.

A further study finding revealed that many employees had received performance training, but this result was not overwhelmingly positive, as it indicated that not all employees understood the PMS process. However, employees that responded negatively indicated that there was still room for improvement, and it is consequently imperative that performance training intervention is implemented at the selected logistics company for performance planning to be executed.

Additionally, the study findings regarding performance communication, review and evaluation revealed an overwhelmingly negative response from employees, which demonstrated a lack of empathy on the part of managers. This signifies a lack of excellent communication and the corresponding lack

of performance reviews and appraisal meetings poses a severe challenge to the operationalisation of the PMS at the selected logistics company.

Concerning performance feedback, the study revealed that most participants reported positively, with fewer participants expressing negative responses. The results indicated that many employees received regular performance feedback from managers but were not in agreement with the feedback. This result is not overwhelmingly positive since it is clear that feedback had not regularly been provided to employees to address performance gaps.

Therefore, it can be seen that although the selected logistics company has attempted to address some of the challenges which influence the PMS at their City Deep depot, a substantial paradigm shift and political will on the part of management could effectively alleviate or eliminate these and many other challenges, thereby making the work achieved more meaningful by positively contributing to the overall strategic objectives of the company.

The next chapter provides both conclusions from the study findings and recommendations drawn from the conclusions.

CHAPTER 5: CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

The previous chapter presented the results obtained from the study participants, derived from the structured questionnaires, and analysed these and provided interpretations.

This chapter re-states the study's aim and objectives, briefly re-states the key findings and provide a concluding statement for each of the objectives study items. It will, later on, provide recommendations drawn from the conclusions based on the study findings. The shortfalls of the study and recommendations for future research are also covered in this chapter.

5.1.1 Re-stating the study aim and objectives

This study aimed to investigate and evaluate the implementation of a PMS. The achievement of the overall aim of the study, which was to investigate and evaluate the implementation of a PMS at a selected logistics company, was guided by its objectives, as represented herein.

Determine factors influencing the participation of anagers/supervisors and employees in a PMS

The purpose of this sub-objective was to examine employee knowledge and understanding of the following factors that influence the participation of managers and their subordinates in the implementation of PM systems: the company's vision; performance planning; performance training; performance communication; performance review; performance appraisal/evaluation; and performance feedback. Relevant literature was reviewed, and a questionnaire was utilised to collect data, which was then analysed.

Company's vision

The findings revealed that 47 percent of the respondents agreed that the company's vision or guiding principles made good sense to them. However, 45.3 percent of the respondents disagreed. In response to the statement regarding whether the company's vision or guiding purpose had been communicated clearly to them by the senior manager, 43.8 percent of the respondents agreed, whereas 48.5 respondents disagreed. These findings showed that a substantial number of employees in the selected logistics company still required knowledge of the company's strategic vision.

It could thus be concluded that communication of the organisation's strategic vision to employees was lacking, and Risher (2013: 65) has emphasised the need for senior management to communicate the vision and goals of organisations to their employees.

Performance planning

The findings demonstrated that 50 percent of the respondents agreed with the statement: "The performance expectations are made clear" for performance planning. However, 23 percent of the respondents disagreed with it. In response to the statement: "I know what is expected of me in my area of responsibility", 56 percent of the respondents agreed. However, 25 percent of the respondents disagreed. These findings revealed that although a significant number of employees indicated that they knew what their job expectations were because they had been clarified for them, there were a substantial number of employees in the logistics company who still lacked performance knowledge and clarification on their responsibilities.

It could thus be concluded that managers had to ensure that performance planning was done with their employees. This was supported by Mbonambi (2016: 39) who stated that performance planning was crucial for the successful implementation of an organisation's PMS.

Performance training

The findings indicated that 56.3 percent of the respondents agreed with the statement: "I receive sufficient input on goals, in my position", whereas 21.9 percent disagreed. These findings revealed that although a significant number of employees indicated that they had received training on their performance expectations, a substantial number of the company's employees still required training.

It was thus concluded that managers had to ensure that all employees received the appropriate training interventions to acquire the knowledge and skills necessary to perform their jobs well. This concurred with Kangogo (2015: 7) who stated that the transfer of performance knowledge was critical in providing information to employees because they became well-informed and able to inculcate cultures of high performance within their organisations.

Performance communication

The findings showed that 37.5 percent of the respondents agreed with the statement: "I sit with my manager to discuss my tasks and performance". However, a significant number (46.9%) of the respondents disagreed. It was thus clear that a significant number of employees in the logistics company did not receive regular communication about their performance.

It could be concluded that regular effective performance communication had to be practised to ensure that any challenges were timeously detected and addressed. Maina (2015: 20) also suggested this, and added that this practice could also assist in bringing about positive changes in the work environment, thereby demonstrating the importance of communication in encouraging excellent work performance.

Performance review and appraisal/evaluation

The findings revealed that participants responded negatively to three statements and positively to one statement regarding performance review

and appraisal/evaluation. Those statements were: "The feeling/motivation that an employee has after a formal performance appraisal interview"; "The manager listens to an employee during a formal performance appraisal interview"; Manager showing empathy towards the employee during the formal performance appraisal review"; and "Manager resolving any disagreements during the formal performance appraisal interview".

It could therefore be concluded that performance appraisals were not regularly carried out in the logistics company. Kgantlapane (2009: 18) stressed the importance of conducting performance appraisals by arguing that properly implemented performance evaluations could satisfy many essential PM requirements, including utilisation by managers as the main criterion for rewarding good and correcting poor performance.

Performance feedback

The findings have shown that a significant number of participants responded positively to all three statements regarding performance feedback. Those statements were: "Employees are expressing appreciation when their manager gives recognition to the entire group for their contribution, during the formal performance appraisal interview", "Employees recognising themselves after receiving feedback from their manager on excellent performance during the formal performance appraisal interview", "Employees become satisfied when their manager positively resolves any disagreements during the formal performance appraisal interview". Although a significant number of employees indicated that they received feedback on their performance, a substantial number of employees in the logistics company did not receive performance feedback.

It was thus concluded that It was vital that employees know how they performed and receive recognition for excellent performance. This was underscored by Bagul (2014: 113) in arguing that the PMS required

knowledge of what activities were required, observing whether or not they were performed, and providing feedback to employees.

The relationship between knowledge practices in a PMS and excellent service delivery

The purpose of this objective was to investigate the relationship between performance knowledge and the impact this had on service delivery. A study using a questionnaire was conducted to determine the relationship between performance and service delivery.

The findings demonstrated that 56.3 percent of the respondents agreed with the statement: "I receive sufficient input on goals, in my position" and the result was positive. However, there was a significant number of respondents (21.9%) who disagreed. Although a significant number of employees responded positively, there was still room for improvement.

It could be concluded that regular one-on-one performance meetings between managers and employees in the logistics company were important to ensure that performance shortcomings and issues were addressed and that excellent performance was reinforced for the enhancement of service delivery. This was underscored by Paile (2012: 28) when asserting that one-on-one performance meetings if conducted regularly, could enable both employees and managers to identify both good and bad performances from employees who impacted on the overall performance of the organisation.

Measures to remedy challenges in PMS

The focus of this objective was to discover measures that could remedy the challenges encountered in the implementation of the PMS. Those measures are discussed below:

5.2 RECOMMENDATIONS

Recommendations drawn from the conclusions based on the study findings are discussed below:

- It is the responsibility of senior management to ensure that all employees are knowledgeable about the vision or guiding principles of their organisation (Woyessa 2015: 28). Therefore, it is recommended that senior management devise a communication strategy to disseminate the organisation's vision successfully to employees. In doing this, reasons for the existence of the vision should also be provided. In this way, employees may feel valued and understand the relationship between this vision and the company's PMS (Risher 2013: 65).

- Managers should engage regularly with their subordinates to discuss performance-related matters, as this may not only address performance deficiencies, but also create relationships which could enable them to empathise with their subordinates (Paile 2012: 32). This is underscored by Colli (2013: 58) who emphasises manager-employee engagement as critical in the fulfilment of both employee and organisational obligations. Maina (2015: 20) concurs and suggests that this practice could also assist in bringing about positive changes in the work environment, thereby demonstrating the importance of communication in encouraging excellent work performance. Managers should also be evaluated continuously on their engagements with their employees and records kept of their evaluations.

- An intensive performance management train-the-trainer course, designed in line with the organisation's vision, should be provided to line management (Munzhedzi 2011: 17). This training should be informed by a 'needs' analysis, which will equip managers with the

ability to compile a training plan that will require top management's approval (Nwokeiwu 2013:48). In addition, managers should ensure that their subordinates are also trained and capable of carrying out every task of their job responsibilities successfully, so that an effective implementation of a PMS can be accomplished. To achieve this, the PMS policy should be elucidated, and a step-by-step training methodology provided in line with the policy. This training should be designed according to the needs analysis in order to ensure that managers are equipped with the relevant competencies. A training plan that will require top management's approval should also be compiled (Nwokeiwu 2013:48). Consequently, managers and their subordinates will possess the capabilities to implement the PMS successfully at the selected logistics company.

- Both managers and their subordinates should be involved in planning their performance objectives and measures as well as the targets for those objectives (Mbonambi 2016: 39). This planning should take place at the beginning of the organisation's fiscal year. During this planning, work expectations and targets should be identified, clarified and agreed upon before being captured on the balanced scorecard as a PMS tool by employees. Managers and their subordinates must sign their performance plans which detail their duties and work expectations.

- A significant number (48.5%) of the respondents disagreed with the statement that they feel positive/motivated after their formal performance review interview. It is therefore recommended that proper performance reviews should take place on a monthly basis, through one-on-one sessions initiated by managers. Effective communication plays an integral part in these sessions. During these sessions, both parties should discuss all the tasks of the job and the

systems utilised when carrying out their duties. This also provides managers with an opportunity to remind their subordinates about the PMS policy. Excellent performance should be encouraged and rewarded, but poor performance should be discouraged, and inefficiencies addressed. In this sense, employees may feel motivated and perform optimally. The discussion should be documented using one-on-one forms and individual records kept in files.

- Employee performance should be evaluated on a six-month basis and based on the performance objectives, measures and targets that are agreed upon. According to Kelly (2012: 18), regular evaluations encourage interaction between managers and subordinates, which builds strong internal relationships. Any changes effected on the job should be taken into consideration. A timeframe for this evaluation should be set up-front. During evaluation sessions, employees should be evaluated individually and should be allowed to voice their opinions. Reasons should be provided for any rating given, and the concerns raised should be addressed. A consensus should be reached and an enhancement plan containing the developmental areas designed, applied and then monitored for employees having achieved a rating of two or lower.

- Both parties at the performance assessment sessions should subsequently be required to sign the PMS forms to indicate their understanding of the evaluation process, that all misconceptions have been resolved and that there is an agreement on the performance ratings.

- Although the findings revealed that 61 percent of the employees did receive performance management feedback, it was also reported that 32 percent of the employees were not provided with such feedback.

This feedback is integral to performance evaluation, so it is recommended that managers provide positive performance feedback to their subordinates during performance evaluation sessions. In providing feedback, individual employees should be encouraged and informed of their strengths as well as advised on addressing their weaknesses. Effectively, this can bring about motivated employees who will perform at a maximum level and thereby enhance overall organisational performance. This is underscored by Bagul (2014: 113) in arguing that a PMS requires knowledge of what activities are required, observing whether or not they are actually performed and providing feedback to employees.

5.3 THE SHORTFALLS OF THE STUDY

Several shortfalls, which were identified in the study during my research, are highlighted and elaborated below:

5.3.1 The study was only undertaken in one of the largest operating divisions in the Logistics Company in City Deep, Johannesburg, South Africa.

5.3.2 The finance and time constraints were also some of the main factors faced by the researcher to make use of this research. In some instances, the researcher was required to finance some activities of this research.

5.3.3 Some responses were submitted to the author after the deadline date. This is so because the author found it difficult to reach some participants, as they were fulfilling nightshift duties.

5.3.4 Some participants might have a tendency to answer in a manner that they feel is pleasing for the organisation. Therefore, they may not submit a true answer. This could be done because they might want to always be viewed in a positive light.

5.3.5 Therefore, the findings can only be generalised for this particular sample and not for the wider population within the logistics sector in order to produce an informative study that is able to add value.

Despite the limitations, the current research could contribute to theoretical knowledge, in that the findings for this study may be utilised as a basis in understanding the best practices to apply in the implementation of the performance management system processes on improving individual performance as well as accomplishing the organisational goals, including the BSC and its reward.

5.4 RECOMMENDATIONS FOR FUTURE RESEARCH

- Research conducted at the selected logistics company in City Deep has created a need for future research in the following areas:

- The effect of culture on implementing a Performance Management System
- The impact of the Performance Management System on the employees' attitudes
- A similar study should be undertaken in the other logistics companies in South Africa

5.5 CONCLUSION

This chapter discussed the purpose of the study and also outlined the conclusion and recommendations made from the study findings. Finally, it highlighted the limitations and recommendations for future research. It is clear from the study findings above that managers have a mammoth task to accomplish. Therefore, a detailed plan that ensures the implementation of an effective and efficient performance management system aligned to the organisation's vision should be designed.

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APPENDICES

Appendix I: Research Questionnaire

RESEARCH TOPIC: THE IMPLEMENTATION OF A PERFORMANCE MANAGEMENT SYSTEM: A CASE STUDY OF A SELECTED LOGISTICS COMPANY AT CITY DEEP AREA, JOHANNESBURG, SOUTH AFRICA

My name is Kenneth Kgatle, currently writing a dissertation on the implementation of a performance management system. My course of study is Master's degree in Human Resources at Durban University of Technology. I request your participation in this research by answering each of the following questions by making a tick in the appropriate box and return the questionnaires to me either electronically or manually. There are no right or wrong answers. Ensure anonymity when completing the questionnaire. Confidentiality will be ensured.

A QUESTIONNAIRE ON PERFORMANCE MANAGEMENT SYSTEM

The data gathered through this interview schedule would be used exclusively for academic research only.

The objectives of the study are to:

- Determine the factors which influence the participation of managers/supervisors and employees in performance management system.

- Evaluate the relationship between knowledge practices in a PMS and excellent service delivery.

- Determine the measures which can be put in place to remedy the challenges experienced in performance management system implementation to achieve the desired performance standards.

Section A: General Profile of Respondents

Gender: ☐ Male ☐ Female

Age group: ☐ 25-35 ☐ 36-45 ☐ 46+

Designation: _____

01. Factors that influence the participation of managers/supervisors and employees in the performance management system.

Rating		1	2	3	4	5	6	7	
1.1 The company's vision or guiding purpose has been communicated clearly to me	Strongly disagree								Strongly agree
1.2 The company's vision or guiding purpose makes good sense to me	Strongly disagree								Strongly agree

02. Evaluate the relationship between knowledge practices in a PMS and excellent service delivery.

Rating		1	2	3	4	5	6	7	
2.1 The performance expectations are made clear	Strong disagree								Strongly agree
2.2 I know what is expected of me in my area of responsibilit y	Strongly disagree								Strongly agree
2.3 I receive sufficient input on goals, in my position	Strongly disagree								Strongly agree
2.4 My manager can raise issues of unsatisfactor y performance impartially during the formal performance appraisal	Strongly disagree								Strongly agree
2.5 I have sufficient time to prepare for my formal performance appraisal interview	Strongly disagree								Strongly agree
2.6 I complete a self-	Strongly disagree								Strongly agree

		1	2	3	4	5	6	7	
appraisal before the formal performance appraisal interview									
2.7 I am required to sign the appraisal form to indicate my agreement with the assessment	Strongly disagree								Strongly agree

3. Freedom and direction in performance.

Rating		1	2	3	4	5	6	7	
3.1 I receive sufficient input on goals in my position	Strongly disagree								Strongly agree
3.2 I sit with my manager to discuss my tasks and performance	Strongly disagree								Strongly agree
3.3 I feel positive/ motivated after my formal performance appraisal interview	Strongly disagree								Strongly agree
3.4 I am satisfied that my manager listens to me during the formal performance appraisal interview	Strongly disagree								Strongly agree
3.5 I am	Strongly								Strongly

		1	2	3	4	5	6	7	
satisfied that my manager displays empathy towards me during the formal performance appraisal interview	disagree								agree
3.6 I am satisfied that my manager is able to positively resolve any disagreements, during the formal performance appraisal interview	Strongly agree								Strongly agree

4. Factors that influence my ability to perform.

Rate		1	2	3	4	5	6	7	
4.1 I am satisfied that my manager is able to positively resolve any disagreements, during the formal performance appraisal interview	Strongly disagree								Strongly agree
4.2 I understand the performance management system	Strongly disagree								Strongly agree
4.3 I recognise it myself when I have done a good job	Strongly disagree								Strongly agree

4.4 I appreciate it when my manager recognises the whole group's appreciation	Strongly disagree			142					Strongly agree

Appendix II: Letter of Information and Consent

LETTER OF INFORMATION

Title of the Research Study: The implementation of a performance management system within a Selected Logistics Company at City Deep area, Johannesburg, South Africa.

Principal Investigator/s: Kenneth Kgatle, BA (Honours) Degree

Supervisor/s: Dr Alpha Mugari

Brief Introduction and Purpose of the Study:

The study seeks to investigate and evaluate the challenges affecting the implementation of performance management systems impacting on the employee morale which is detrimental to service delivery and service level agreements entered into by a selected Logistics company in City Deep, Johannesburg with its customers.

Outline of the Procedures:

The participant is expected to read and understand the questions, spend time to complete them and ensure that they are returned to the researcher as requested.

Risks or Discomforts to the Participant:

The researcher foresees neither risks nor discomforts to the participants.

Reason/s why the Participant May Be Withdrawn from the Study:

There will be no adverse effects, and no participant's life will be in danger.

Remuneration: Participants will not receive any remuneration.

Costs of the Study: Participants will not be required to cover any costs of the study.

Confidentiality:

Participants are to rest assured that their names or identifying information and any responses they provide will never be shared with the public. The responses received will be treated as confidential as possible, and access to this information will not be granted to anyone. Only the researcher will have access to it.

Research-related Injury: Participation is voluntary; therefore there will be no compensation to research-related injury.

Persons to Contact in the Event of Any Problems or Queries: Please contact the researcher (Tel No.: 2711 584 4633), his supervisor (Tel No.: +2731 304 9340, or the Institutional Research Ethics Administrator on 031 373 2900. Complaints can be reported to the DVC: TIP, Prof. F. Otieno on 031 373 2382 or via dvctip@dut.ac.za.

General:

Potential participants are assured that participation is voluntary and the approximate number of participants to be included should be disclosed. A copy of the information letter should be issued to participants. The information letter and consent form must be translated and provided in the primary spoken language of the research population; e.g. isiZulu.

CONSENT

Statement of Agreement to Participate in the Research Study:

- I hereby confirm that I have been informed by the researcher, _____ (name of researcher), about the nature, conduct, benefits and risks of this study - Research Ethics Clearance Number: _____,

- I have also received, read and understood the above-stated information (Participant Letter of Information) regarding the study.

- I am aware that the results of the study, including personal details regarding my sex, age, date of birth, initials and diagnosis will be anonymously processed into a study report.

- In view of the requirements of research, I agree that the data collected during this study can be processed in a computerised system by the researcher.

- I may, at any stage, without prejudice, withdraw my consent and participation in the study.

- I have had sufficient opportunity to ask questions and (of my own free will) declare myself prepared to participate in the study.

- I understand that significant new findings developed during the course of this research which may relate to my participation will be made available to me.

_____ _____ _____
   _____

Full Name of Participant Date   Time   Signature/

                                                 Right Thumbprint

I, _____ (name of the researcher) herewith confirm that the above participant has been fully informed about the nature, conduct and risks of the abovementioned study.

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_____ _____

_____

Full Name of Researcher   **Date**   **Signature**

_____ _____

_____

Full Name of Witness (If applicable)   Date   **Signature**

_____ _____

_____

Full Name of Legal Guardian   **Date**   **Signature**
(If applicable)

Appendix III: Approved Request to Conduct a Research at a Selected Logistics Company

TRANSNET

freight rail

12 February 2016

Ithuteng Shai   Kenneth Kgatle
Senior Manager (HC)   HC Consultant
5th floor   5th floor
Admin building   Admin building
City Deep   City Deep

Dear Sir

I hereby request a permission to conduct a research that will be published through accredited Human Resources journals on " **Challenges impacting on performance management encountered by employees that seems to affect service delivery performances and service level agreements with the customers in one of the Logistical companies".**

The purpose of the study is to evaluate the challenges affecting the implementation of Performance Management System to enhance performance" The employees that are requested to participate in the research are mostly First Line, Middle and Senior Management levels. Some junior officials will also be asked to participate.

The questionnaires will not ask for names and contact details of participants. The final findings and recommendations will be made available on request.

Yours faithfully

Kenneth Kgatle
Human Capital Consultant

Ithuteng Shai
Senior Manager
Human Capital
Containers and Automotive Business

Date: 12/02/2016