

**MANAGEMENT ACCOUNTING AS A TOOL TO MEASURE
THE VIABILITY OF PERFORMANCE MANAGEMENT FOR
THE ACEDEMIA IN HIGHER EDUCATION IN SOUTH
AFRICA.**

By

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Research submitted in accordance with the requirements for the degree
Philosophiae Doctor

In

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(Vaal Triangle Campus)

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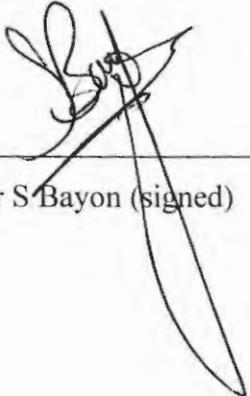
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I Hereby confirm that Mrs A.C.G. Weyers's PhD thesis titled '*MANAGEMENT ACCOUNTING AS A TOOL TO MEASURE THE VIABILITY OF PERFORMANCE MANAGEMENT FOR THE ACEDEmia IN HIGHER EDUCATION IN SOUTH AFRICA*' has been professionally edited.

The editing process included the content of Chapters 1 – 7.

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Dear Sir or Madam:

This is to confirm that I provided Cristina Weyers with advice on the construction of the questionnaires used in her PhD study, and assisted her with the statistical analysis of the data gathered with said questionnaires.

Yours faithfully

A handwritten signature in black ink, appearing to be 'JR', enclosed within a hand-drawn oval. A horizontal line extends from the bottom of the oval to the right.

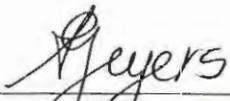
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I declare that:

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is my own work, that all sources used or quoted have been indicated and acknowledged by means of complete references and that this dissertation has not previously been submitted by myself for a degree at any other higher education institution.



Mrs. A.C.G. Weyers (neè Cunha)

Richards Bay

August 2009

ACKNOWLEDGEMENTS

I would like to express my gratitude to the under-mentioned, without whose assistance this dissertation would not have been possible:

- To God for giving me the power and strength to undertake and complete this dissertation.
- To my husband, Steve, for his patience, support and understanding during my study period.
- To my family and friends for their continued assistance, support and encouragement during the completion of this study.
- To Prof. P. Lucouw for his professional guidance, expert advice and his motivation to ensure that I complete this dissertation.
- To Dr. Jacques Raubenheimer, Research consultant in Bloemfontein for his professional assistance in respect of the statistical analysis of this study.
- To Dr. Sam Bayon for his professional editing of the entire dissertation.
- To all Higher Education Institutions that responded to my questionnaire and enquiries.
- To the staff and colleagues at the Central University of Technology, Bloemfontein for their support and assistance.
- To the staff and colleagues at the University of Zululand, Richards Bay, for their support and assistance.

Mrs. A.C.G. Weyers

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August 2009

ABSTRACT

MANAGEMENT ACCOUNTING AS A TOOL TO MEASURE THE VIABILITY OF PERFORMANCE MANAGEMENT FOR THE ACEDEMIA IN HIGHER EDUCATION IN SOUTH AFRICA.

The primary aim of a Performance Management System is the development of a process where goals are set based on the needs of the organisation, while taking the development needs of the individual into account. These goals are negotiated and finalised through a continuous process of communication between all interested parties. In Higher Education, students, other internal clients, managers/supervisors and functional experts evaluate performances against these set goals.

A well-designed system, if applied correctly, will benefit employees at various levels. Individuals become involved in setting goals or objectives; this in turn becomes the basis of a performance agreement. Performance feedback is regularly given and in terms of specific scoreboards, these scoreboards, in turn, indicated to which extent the performance goals were met or not. Over-achievers are rewarded accordingly while individuals, who do not meet their performance goals, are assisted and development programmes are suggested to improve relevant performance.

Higher Education Institutions, particularly in South Africa, have been very unenthusiastic in adopting and implementing Performance Management Systems, especially when it involves management and appraisal of academic staff at institutions of higher learning. A possible reason for this reluctance may be found with the high opinion placed on the concept of '*academic freedom*', and specifically, the difficulties associated with '*measuring*' excellence in academic outputs and pursuits, and '*measuring intellectual property*'.

The goal of this study is to address and solve the stated problem and to evaluate Performance Management Systems currently used in Higher Education, in an attempt to measure their contribution to the Human Resource Management process.

This research study was undertaken with the aim of investigating current levels of satisfaction with Performance Management as applied to Higher Education Institutions. The Balanced Scorecard, a Management Accounting tool, was also examined with the idea of serving as a tool to measure the viability of Performance Management of academia in Higher Education Institutions.

This research study formulated one main objective, and four secondary objectives. The main objective of this study was to determine, with Management Accounting as a tool, the viability of Performance Management for the academia in Higher Education in South Africa.

The secondary objectives were summarised as follows:

- A review of Performance Management Systems,
- A comprehensive study of Performance Management Systems for academia in South Africa,
- The impact of Performance Management on academic staff performance, and staff development,
- An investigation into the Balanced Scorecard as a Management Accounting tool.

A comprehensive literature review was conducted, and from the literature it became evident that Performance Management of academia in Higher Education Institutions is problematic. A questionnaire circulated to the academia of four Higher Education Institutions served as basis for the empirical section of this study.

The empirical evidence gathered through the responses captured from the questionnaires suggested first hand that there is great dissatisfaction amongst academia regarding the Performance Management as applied to them. In this case the findings gathered from the empirical study corresponded with the findings from the literature review conducted for this study.

Evidence gathered through the responses from the questionnaires suggested great dissatisfaction with the current Performance Management System and that academia is eager to investigate alternative methods of implementing Performance Management.

The findings also suggested that the Balanced Scorecard, a Management Accounting tool, should be investigated further in an attempt to find an alternative method of Performance Management. The findings of this study also identified areas for future possible research; there is a need for more extensive research studies to validate the use of the Balanced Scoreboard, a Management Accounting tool, as an alternative to the Performance Management Systems currently applied.

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1.

CHAPTER ONE

INTRODUCTION AND SCOPE OF THE RESEARCH PROJECT

1.1. INTRODUCTION

The main aim of any Performance Management System is to measure an individual's performance. Performance is measured against a set of predetermined goals and objectives, these goals and objectives include individual goals and objectives, as well as goals and objectives applicable to the organisation. Frequently these goals and objectives are set when a supervisor/manager and the individual meet to discuss what is expected from the individual, and how it fits into the goals and objectives of the organisation, how these achievements will be measured is also discussed in detail.

In the Performance Management Manual of the Central University of Technology (CUT) (2006:1), the main aim of Performance Management Systems is summarised as the development of a process whereby individual goals are set based on the needs of the organisation, as well as the development needs of the individual. These goals are negotiated and finalised through continuous communication between the individual and their immediate manager/supervisor. In Higher Education, students, other internal clients, managers/supervisors and functional experts evaluate performances against these set goals

If the Performance Management process is correctly applied, all sectors within the organisation should benefit from this system. The Performance Management Manual of the CUT (2006:1) confirms that a well-designed system, if applied correctly, will benefit employees at various levels. Individuals will become involved in setting well-defined goals or objectives; this in turn will become the basis of a performance agreement.

Performance should be measured against the goals and objectives as achieved by the individual while using a scoreboard to keep score. Feedback on performance should be given regularly in terms of the specific scoreboards. These scoreboards, in turn, indicated to which extent the performance goals were met or not. Over-achievers are rewarded accordingly while individuals, who do not meet their performance goals, are assisted and development programmes are suggested to improve relevant performance

Over the past few years many changes have taken place within Higher Education Institutions within South Africa. Pressures from government and society have forced these institutions to re-examine the way they do things, all in an effort to meet these demands and pressures as set to for them.

Davis (1995:13) states that the changes that have taken place in Higher Education Institutions over the past number of years include; demographic changes, increased enrolment pressures in terms of the number of

students admitted, competition for faculties, pressure to curb administrative costs, regulatory and policy procedures, higher transaction volumes and service expectations, and greater influence of customer and constituents have all played a great part in changing the way higher institutions operate.

Furthermore, Arnolds and Boshoff (2004:2) continue that tertiary education institutions in South Africa have historically been fairly protected institutions, where very few structural changes took place. Apart from the normal staff turnover, few educational institutions have ever been called upon to merge with other educational institutions.

In an effort to make Higher Education Institutions more cost effective, government expected and forced different Higher Education Institutions to merge with each other. Traditional Universities were forced to merge with other traditional Universities, former Technikons were forced to merge with other Technikons or traditional Universities, and other Further Education Institutions were forced to merge with either traditional Universities or Technikons.

As was to be expected, this restructuring process resulted in feelings of uncertainty and anxiety thereby lowering levels of job performance, Arnolds and Boshoff (2004:2) maintained that this restructuring would be accompanied by higher employee turnover rate and absenteeism in the changing tertiary education institutional environment.

In conclusion, a well planned and thought-out Performance Management System should help supervisors/managers to observe their sub-ordinates more closely and better develop their coaching and mentor skills, while motivating employees by providing feedback on how their performance rates. Higher Education Institutions have been a protected environment until recent changes have forced these institutions to re-think their strategies.

1.2. PROBLEM STATEMENT

Measuring individual performance in itself is problematic; it is often time-consuming, subjective in nature, incorrectly applied and often flawed in principle. Franzsen (2003:132) maintains that while feedback from supervisors/managers regarding individual performance is vital for individual growth and development, this seldom takes place, with the result that individuals have no idea of what is expected of them, how they perform, how they will be rated , and in the end no developmental needs for the individual are identified.

In the Performance Management manual of the CUT (2006:1), this system is described as; inconsistent at times, biased, time consuming or irrelevant. Feedback is seldom forthcoming, after completing complicated and lengthy appraisal forms, the consequences (pay linked to performance and/or development plans), are often negligible.

Higher Education Institutions, particularly in South Africa, although involved in a continuous process of extensive transformation at various levels, have been very unenthusiastic in adopting and implementing Performance Management Systems, practices and procedures. Franzsen (2003:132) believes this to be true, especially when it involves management and appraisal of academic staff at institutions of higher learning.

Within the ranks of academic staff in Higher Education Institutions are; Professors, Doctors, Senior lecturers, lecturers, Junior lecturers, all well qualified staff members, these members are often also members of Professional bodies or institutions, often having published articles in accredited national and international journals, even authored books in the past. In this light, Performance Management becomes quite problematic. Franzsen (2003:132) suggests that a possible reason for this reluctance may be rooted with the high opinion placed on the concept of '*academic freedom*', and more specifically, the difficulties associated with '*measuring*' excellence in academic outputs and pursuits, and '*measuring intellectual property*'.

Van der Bank (2000:7) maintains that Performance Management is a very sensitive issue; when considering whether Performance Management is '*the carrot or the stick*', it can easily be interpreted as the latter of the two, leading to unfortunate consequences. In a development model (where strengths are recognised, and areas where the individual may be able to improve are identified), appraisal will be a genuine process between the appraiser and appraisee set in an atmosphere of trust and confidentiality. An accountability model (where focus may be placed on incompetence and assessment of performance) would create and foster an air of defensiveness and an attempt to hide weaknesses.

In conclusion, Performance Management of academic staff in any Higher Education institution is problematic, especially in the light that Performance Management will be dealing with academic *knowledge* and *academic freedom*. Performance measurement of these two 'properties' is sure to raise many issues and problems.

1.3. GOALS AND OBJECTIVES OF THE RESEARCH PROJECT

The goal of this study is to address and solve the stated problem and to evaluate Performance Management Systems currently used in Higher Education, in an attempt to measure their contribution to the human resource management process.

The objectives of the study are as follows:

1.3.1. MAIN OBJECTIVE:

The main objective of this study will be to determine, with Management Accounting as a tool, the viability of Performance Management for the academia in Higher Education in South Africa.

1.3.2. SECONDARY OBJECTIVES:

Attaining the following four (4) secondary objectives is important to support the achievement of the primary objective:

- A review of Performance Management Systems,
- A comprehensive study of Performance Management Systems for academia in South Africa,
- The impact of Performance Management on academic staff performance, and staff development, and
- An investigation into the Balanced Scorecard as a Management Accounting tool.

Results and recommendations, based on the outcome of the questionnaires that will be sent out, will be put forward in the study.

1.4. THE SIGNIFICANCE OF THE RESEARCH PROJECT

Performance Management, if applied correctly and consistently and in a thoughtful manner, can benefit people at more than one level. Individuals become involved in setting well-defined goals (key performance indicators) and in turn, these become the basis for a performance agreement. Performance feedback should be given at regular intervals and in terms of a specific scorecard, with the accompanied financial gains for staff members, as well as the institution being highlighted.

Quinn and McKellar (2002:73) believe that the success of a Performance Management System depends largely on the way the system is managed. A well oiled Performance Management System will focus on the following factors; consistency of application, objectivity of the process, valuing the process as much as the outcome, recognising that appraisal involves particular skills, allows the process to be driven by the appraisee's needs, maintaining a balance between confidentiality and sharing, and evaluating and reviewing effectively.

1.5. DELIMITATION AND LIMITATION OF THE RESEARCH PROJECT

In order to ensure that the research project is manageable, it is necessary to demarcate the research. For the purpose of this study, the areas demarcated for the study will include Higher Education Institutions from the Free State and North-West Province of South Africa.

Four Higher Education Institutions within the demarcated research field will be included; these institutions are identified as follows:

- Central University of the Free State (CUT), Bloemfontein, Free State (previous Technikon),
- University of the Free State, Bloemfontein, Free State (traditional University),
- Vaal University of Technology, Vanderbijlpark, Southern Gauteng (previous Technikon), and
- North-West University, Vanderbijlpark, Southern Gauteng (traditional University).

After obtaining the necessary permission for the administration of the questionnaires from the Deans of the Faculty of Management Sciences of the institutions, the questionnaire were administered to the academic staff members.

1.6. RESEARCH METHODOLOGY

Two research methods were used to achieve the objectives set forward. A major factor in undertaking post-graduate academic research is a thorough review of the literature relevant to the area of study. The second part of the research project included an empirical study that investigated Performance Management in Higher Education. The survey research was for the purpose of achieving the primary objective developed in this study. The survey research was implemented by means of a questionnaire survey.

1.6.1. LITERATURE STUDY

In this study, as much as possible available and relevant literature, which included books as well as relevant journals articles, was collected and used. The Harvard method of source referencing and acknowledgement was used.

Various published and unpublished internal documents in the form of policy statements, memoranda and reports from the Central University of Technology (CUT), Free State, and other Higher Education Institutions [with the necessary permission being obtained for their use] were studied.

Franzsen (2003:131) is of the opinion that the shift from a manufacturing industry to a service industry in the late 1970's, where post war burgeoning consumer demand for manufactured goods typical of the industrial era gradually started making way for a changed business environment where 'knowledge generation' and 'service delivery' became of primary importance, resulted in an increased emphasis on quality management and continuous improvement.

In the past, job evaluations have formed an integral part of compensation systems. Gupta and Douglas Jenkins (1991:133) agree that combined with wage surveys, job evaluations over the years have formed the core basis for pay in organisations. Continued support for the sustained use of job evaluations is that they provide a systematic basis for addressing the relative worth of jobs in an organization.

Higher Education Institutions are tasked with the further education of youth and adults and take up a very important part within society. Arnolds and Boshoff (2004:2) place emphasis on the fact that an educational institution is one of the most important organisations within a specific society. Its vision and mission and the activities the institution performs should be consistent with the direction of social expectations. These institutions should contribute toward the social, economic, and scientific needs of the people.

While the vision, mission and goals of tertiary institutions cannot be achieved without the co-operation of their academic and support staff, educators and supporting staff need to be committed to their tasks, as well as their institution, if quality output is to be achieved.

Parsons and Slabbert (2001:74) are of the opinion that there is tremendous pressure on Higher Education Institutions to ensure that their constituents are getting value for money, that the staff (academic staff in particular) are working more productively, and that the institutions are responsive to the changing demands placed on them. One major pressure on HE is the demand for greater productivity in the wake of budget constraints, increased enrolments and the more explicit social demands placed on them.

Performance Management is essential for quality purposes. Any discussion on Performance Management in Higher Education must include the suspicions and fears of academic staff who find themselves under increasing pressure from all sides to be more productive, more accountable and more responsive to the demands of a technologically advanced society.

In an effort to dispel fears from academic staff, and at the same time provide the necessary information about what academic staff actually do, Parsons and Slabbert (2001:74) suggest that staff and management should negotiate an acceptable method of describing all the activities that academic staff are called on to perform and then to quantify these activities in terms of the time required to perform them to an acceptable standard.

The information gained from these negotiations can then be used as a starting point for a Performance Management System where acknowledgement is given to the range of activities required of the academic staff. This will equip academic staff with the necessary tools to perform their duties while attaining the goals as set out by their respective departments or institutions.

Performance Management is a concept that is relatively unfamiliar to education; it has its origins in industry and the business environment, and is therefore essentially viewed with a high degree of suspicion by academics, particularly in Higher Education. Parsons and Slabbert (2001:76) maintain that these suspicious views are reinforced by the fact that there have been attempts to import management systems from industry into Higher Education without making the necessary adjustments for the difference in contexts.

Furthermore Parsons and Slabbert (2001:76) maintain that applying aspects of management systems to Higher Education becomes even more definite when the results of their application are applied to aspects such as remuneration, tenure (term) and promotion. If Performance Management is to become a driving force in Higher Education in the immediate and foreseeable future, it will have to be based on fixed principles that will, in turn, form the foundation of any Performance Management System.

The foundation of any Performance Management System should be built on the following principles:

- Validity,
- Reliability,
- Transparency,
- Adaptability,
- Acknowledgement of performance, and
- Negotiation of mutually accepted and agreed upon tasks and outcomes.

There is a great deal of certainty and consensus with regards to the key areas of academic performance, but Franzsen (2003:135) maintains that the next troublesome issue is, however, how these key areas complement each other and how they ought to be balanced to achieve excellence.

Key performance areas (KPA's) in academic work have been identified and described in conjunction with tasks and functions associated with three main areas. Franzsen (2003:135), describes them as; Teaching and learning, Research, and Academic citizenship.

Balancing involvement in these three areas is a major cause for concern, as in the vision of various Higher Education Institutions the threefold mission is underscored and pertinent to defining strategic objectives envisioned by the institution. Franzsen (2003:136) maintains that in many instances, documentation surrounding Performance Management in Higher Education Institutions indicates a preference for a system that is developmental and formative rather than judgmental and summative. Performance Management Systems should include personal development plans and these should be linked to organisational skills development initiatives.

The outcomes of performance appraisals, based on teaching and learning, research, and academic citizenship are used as a basis for career decisions such as appointment and promotion, and as a basis for performance bonus allocations and salary increases. Franzsen (2003:136) maintains that this dual application of a single process disproves the formative purpose of the process, as individuals tend not to focus on and acknowledge areas where development is necessary especially when financial consequences are linked to the outcome of an appraisal process.

The Balanced Scorecard is a technique developed by Kaplan and Norton (1996:25) as an instrument to measure both financial control and non-financial control measures. The authors present the Balanced Scorecard as a technique for implementing the mission and objectives of the organisation in such a way that will bring action and enable effective monitoring and control mechanisms.

In conclusion, the Balanced Scorecard translates mission and strategy into objectives and measures four different perspectives and provides a framework (language) to communicate mission and strategy; it uses measurement to inform employees about drivers of current and future success. By aligning the outcomes the organization desires and the drivers of those outcomes, management hopes to channel the energies, the abilities and specific knowledge of people throughout the organisation toward achieving long-term goals. The Balanced Scorecard should be used as a communication, information, and learning system and not a controlling system.

Higher Education should be able to apply a business orientated Management Accounting tool, the Balanced Scorecard, to measure the performance of academic staff. Should these ideals be realised, Higher Education can claim its share and boast its competitiveness and accountability to society, while the demand for its services increase and not decrease.

1.6.2. EMPIRICAL RESEARCH

The literature study is followed by an empirical study.

A structured and comprehensive questionnaire was developed by the researcher based on the information gained from the literature study and from other similar questionnaires to determine from all relevant stakeholders what their Performance Management System entails. In order to carry out the empirical section of this study, close co-operation with the Higher Education Institutions was essential.

A structured questionnaire was administered. It was made up of a set of questions that were designed to generate information necessary to achieve the objectives. Close-ended questions were used to ensure fixed responses to choices that are equally favourable or unfavourable. The use of this technique of 'forced choice' scale will attempt to smooth out interpretation difficulties that may be experienced by institutions operating at different levels.

1.6.2.1. PILOT STUDY OF THE QUESTIONNAIRE

In an effort to eliminate ambiguous questions and to improve the lucidness of unclear questions, a pilot study in reference to the questionnaire was done so as to carefully select and adjust the questions. Every precaution possible was taken to ensure that the questions were fully understood, that no biased questions were included and that good quality answers could be obtained.

1.6.2.2. TARGET POPULATION AND SAMPLE

The population selected for this study was the academic staff from the Faculties of Management Sciences from institutions. The number of questionnaires administered to each of the institutions can be summarised as follows:

- Central University of the Free State (CUT), Bloemfontein, Free State – 80
- University of the Free State, Bloemfontein, Free State – 15
- Vaal University of Technology, Vanderbijlpark, Southern Gauteng – 30
- North-West University, Vanderbijlpark, Southern Gauteng – 8

The questionnaires were administered to the respondents by means of Internet facilities – the questionnaires were sent via e-mail. Unfortunately not all the questionnaires were delivered successfully as some respondent's mail addresses were incorrect, several efforts were made to obtain the correct addresses, but these attempts failed.

The questionnaires were sent out to the respondents and they were given three (3) weeks to return the answered questionnaires. After the cut off date, a second reminder was sent out to all the respondents, and after a further two (2) weeks, this was followed up by a final call that gave respondents one (1) week to return the questionnaire.

The statistical procedure used to interpret and analyse the data was determined in consultation with the researcher's Promoter and a statistician from a Higher Education Institution, as part of the questionnaire compilation process.

1.7. PROPOSED CHAPTER LAYOUT

This study has been divided into **seven (7)** chapters. The chapter layout and brief content is summarised as follows:

CHAPTER 1: INTRODUCTION AND SCOPE OF THE STUDY

In **Chapter 1** the reader is introduced to the study. It highlights the problem statement, research objectives and demarcation of the study. In addition, the significance of the study and the research methodology is developed and described.

CHAPTER 2: FUNDAMENTALS OF PERFORMANCE MANAGEMENT

Within the pages of **Chapter 2** the concept of Performance Management is described. The evolution and development of Performance Management, and the prerequisites, objectives and truths and perceptions are discussed in detail. The process that needs to be followed when designing and developing a Performance Management System is also outlined clearly.

CHAPTER 3: PERFORMANCE MANAGEMENT OF ACADEMIC STAFF IN HIGHER EDUCATION INSTITUTIONS IN SOUTH AFRICA

Transformation in Higher Education and the policies guiding Performance Management in South Africa are discussed in **Chapter 3**. Human resource management and the need for Performance Management for the

academia of Higher Education Institutions are also highlighted. Finally, the nature of academic work and Performance Management at a specific institution will be discussed.

CHAPTER 4: THE BALANCED SCORECARD – A MANAGEMENT ACCOUNTING TOOL

In **Chapter 4** traditional Management Accounting is introduced to the reader. The Balanced Scorecard encompassing the origins and four perspectives is outlined, and the advantages and disadvantages of the Balanced Scorecard are put forward. The link between Performance Management and the Balanced Scorecard in Higher Education is also illustrated.

CHAPTER 5: RESEARCH METHODOLOGY

The purpose of **Chapter 5** is to outline the research methodology employed in this research study. The logic of the research process and the design of the research methodology are outlined. Quantitative and qualitative research methods are discussed, and the development and distribution of the questionnaire is summarised. The chapter also aims to prove the reliability and validity of the research study, and the importance thereof.

CHAPTER 6: RESEARCH FINDINGS

In **Chapter 6** the results of the questionnaire survey will be analyzed, interpreted and evaluated. A description of the statistical tests used to analyze the research data and the findings of the study will be presented.

CHAPTER 7: CONCLUSIONS AND RECOMMENDATIONS

The findings from the analysis of the questionnaire are summarised in Chapter 7. Conclusions reached from the analysis of the questionnaire are also presented. Recommendations regarding the application of Management Accounting as a tool to measure the viability of Performance Management for the academia in Higher Education in South Africa will be presented.

1.8. REFERENCE TECHNIQUE

The Harvard method of reference is used throughout the study to indicate the sources consulted. A detailed list of all sources used and consulted in this thesis is attached at the end of this study.

1.9. LIST OF ACRONYMS

ABC	:	Activity Based Costing
BSC	:	Balanced Scorecard
CHE	:	Council of Higher Education (in South Africa)
CTP	:	Committee of Technikon Principals (in South Africa)
CUT	:	Central University of Technology, Bloemfontein, Free State
DoE	:	Department of Education (in South Africa)
DoL	:	Department of Labour (in South Africa)
HE	:	Higher Education
HEI	:	Higher Education Institutions
HEQC	:	Higher Education Quality Committee (in South Africa)
MBO	:	Management by Objectives
NCHE	:	National Commission on Higher Education (in South Africa)
NWU	:	North West University
PM	:	Performance Management
PMS	:	Performance Management System
RSA	:	Republic of South Africa
RSA DoE	:	Republic of South Africa Department of Education (in South Africa)
RSA DoL	:	Republic of South Africa Department of Labour (in South Africa)
RSA DoPSA	:	Republic of South Africa Department of Public Service and Administration (In South Africa)
SADC	:	Southern African Development Community
SAQA	:	South African Qualifications Authority
UFS	:	University of the Free State, Bloemfontein
VUT	:	Vaal University of Technology.

1.10. TERMINOLOGY

Academic Department	A department that focuses on the core business of teaching, learning and research within a Higher Education Institution
Balanced Scorecard	The Balanced Scorecard is a Management Accounting technique developed as an instrument to measure both financial control and non-financial control measures
Decision-Making	This is the process of choosing amongst alternative solutions available to a course of action
Financial Information	This represents the information in currency values
Financial Management	This is the management of all processes associated with the efficient acquisition and deployment of both long- and short-term financial resources
Higher Education	This relates to education beyond school grades 12 [standard ten (10)] in South Africa
Management Accounting	A division of accounting that provides information for management decision-making
Objective	This is a desired quantifiable achievement for a period of time
Performance Evaluation	This represents the assessment of proficiency between planned and actual outcomes
Performance Management	The process whereby individual goals are set based on the needs of the organisation, as well as the development needs of the individual. These goals are negotiated and finalized through continuous communication between the individual and their immediate manager/supervisor.
Technikons	A Higher Education Institution in South Africa offering qualifications beyond secondary school levels
Tertiary Institutions	These are Higher Education Institutions in South Africa that comprise mainly Universities, Technikons and Colleges of Education
Universities	A Higher Education Institution offering qualifications beyond secondary levels
Universities of Technology (UoT)	A Higher Education Institution offering qualifications beyond secondary levels, formerly known as Technikons

1.11. GENERAL

The following items, which appear within this research study, are clarified as follows:

- Annexure are appended at the end of this research study,
- Tables and figures are illustrated within the text of this research study,
- Where no sources are indicated, the specific instance relates to own research,
- Tables and figures are placed in, or immediately following, the relevant pages, and
- A copy of the questionnaire is provided.

1.12. SUMMARY

The reader is introduced to the study in this chapter. It highlights the problem statement, research objectives and demarcation of the study. In addition, the significance of the study and the research methodology is developed and described.

Within the pages of **Chapter 2** the concept of **Performance Management** will be described. The evolution and development of Performance Management, and the prerequisites, objectives and truths and perceptions are discussed in detail. The process that needs to be followed when designing and developing a Performance Management System is also outlined clearly.

2.

CHAPTER TWO

FUNDAMENTALS OF PERFORMANCE MANAGEMENT

2.1. INTRODUCTION AND BACKGROUND

'... there exists a basic human tendency to make judgments about those one is working with, as well as about oneself' Dulewicz (1989:645).

Within the business environment work is done by individuals. The work done must somehow and at some point in time be assessed in an attempt to ensure that the work done is of a good quality and that the work meets the standards and requirements as set by management. Performance Management within a business is crucial to its success, individuals and the organisation as a whole should be subjected to a system where performance is measured.

The human tendency to judge each other can create serious motivational, ethical and legal problems in the workplace, Archer (2006:1) maintains that without a structured Performance Management and Appraisal System, there is little chance of ensuring that the judgments made will be lawful, fair and defensible and accurate.

All organisations face the challenge of evaluating their employees and develop their skills and abilities. This is done to ensure that the organisation's goals are achieved; the individual should also gain as much satisfaction as possible from their jobs while effectively making contributions to the organisation.

2.2. EVOLUTION AND DEVELOPMENT OF PERFORMANCE MANAGEMENT

Performance Management and Appraisal systems are most debated, talked about, written about, and confused about research area in human resources management in the history of the discipline. According to Wright (2002:184) this phenomenon has its roots in the '*Han Dynasty*' (206 BC – 220 AD), and in all its existence appraisals, appraising and appraisal systems have not yet been fully understood and appreciated. Employees are still resentful and express unhappy feelings toward these systems. Organisations are paying more attention to employee performance and productivity than ever before in an attempt not only to remain competitive, but more importantly, as a survival tool.

Pratt (1991:29) also believes that Performance Management is a concept far from new. References to Performance Management were found by researchers in the '*Wei Dynasty*' in China, this dynasty flourished during the third century A.D. Performance Management theory and practice started in the United States of America during the Industrial Revolution, in the late 18th century, where workers were evaluated and paid

primarily on the basis of quantity output (the number of pieces satisfactorily turned out) but Pratt maintains that the use of performance appraisal techniques on blue-collar employees didn't start until after World War 1, and appraisal systems for measuring managerial and employee performance weren't used extensively until the 1950's.

Franzsen (2003:132) indicates that the history of Performance Management is not too dated; it has been part of a formal management process used to evaluate work performance since roughly the Second World War, while performance appraisal is as dated as the human race. In the late 1970's, the demand for manufactured goods from the industrial period started making way for a change in the business environment: the focus was now on knowledge generation and service delivery. The move from manufacturing to service organisations was characterized by an increased emphasis on quality management and continuous quality improvement.

During this period two important features were identified that resulted from this quality management approach; on the one hand the customer focus was identified, while on the other hand the prevention of error was identified as important features resulting from this approach. The quality approach meant that the needs of the customer overshadowed the importance of line managers in determining service, and necessitated a move away from rigid hierarchical structures that emphasise vertical reporting.

Organisations adopting a customer orientation found that serving the customer was best achieved by streamlined horizontal processes designed to satisfy customer needs with maximum flexibility and speed. Franzsen (2003:132) continues that the quality movement's emphasis on prevention of errors led to improved organisational systems and processes. The assumption was made, from this movement that errors were largely due to system factors rather than worker characteristics.

Performance Management is an idea that is far from new. Williams (1998:1) believes that it has long been recognised that performance, whether at organisational, individual or any level in between, must be managed. Many practices, techniques, tools, systems and philosophies aimed at managing performance have been developed as the years progressed.

The evolution of the concept of Performance Management, as a new human resource management tool, reflects a change of emphasis in an organisation away from a '*command-and-control*' system, to a '*facilitation model of leadership*'. Davis (1995:1) maintains that this change is accompanied by the recognition of the importance to the employee and the institution of relating work performance to the strategic or long-term mission of the organisation as a whole.

When summarizing the evolution and development of Performance Management, Thomas (2005:15) reminds researchers that the ordinary performance principles, techniques, and improvement tips taken for granted in the modern day, have their roots firmly embedded in history. Vintage contributors include, amongst others: Aristotle (350 BC), Thomas Hobbes (1651), Hermann Ebbinghaus (1885), Edward Thorndike (1898), and Wolfgang Köhler (1917). The research archives are more than yesterday's dusty journals; this heritage formed the foundation for the models, tools, theories and practices in existence and use today.

In conclusion, it can clearly be seen that Performance Management is a tool that originated many years ago, and since its primitive origins in 206 BC has evolved through the centuries into a management tool used to manage performance.

2.3. THE NEED FOR PERFORMANCE MANAGEMENT

In today's highly competitive global market, it is not enough for an organisation to have excellent business strategies that are executed with precision, neither is it enough for a business to have top management structures in place. Businesses need some sort of Performance Management System, not simply to expand performance appraisal systems and create more work, but because it is a powerful business process tool used to implement the larger goals and strategies of the organisation, and through its interactive nature, to create a participative culture within the organisation.

Performance Management is normally introduced to bring some sort of change (by either improving organisation performance, creating a culture of quality, or improved staff utilization).

2.4. PERFORMANCE MANAGEMENT AS A SYSTEM FOR MANAGING ORGANISATIONAL PERFORMANCE

Performance Management, simplified, is described as an ongoing communication process that involves both the performance manager and the employee. Davis (1995:13) maintains that during the Performance Management process, the opportunity is provided for the employee and performance manager to discuss development goals and together they create a plan on achieving these goals.

Performance Management Systems provide management with a practical system to measure the productivity of human capital. Fontannaz (2005:10) is of the opinion that management converts the organisations strategy into a daily action plan where this human capital is employed effectively and efficiently in an attempt to achieve the organisational goals.

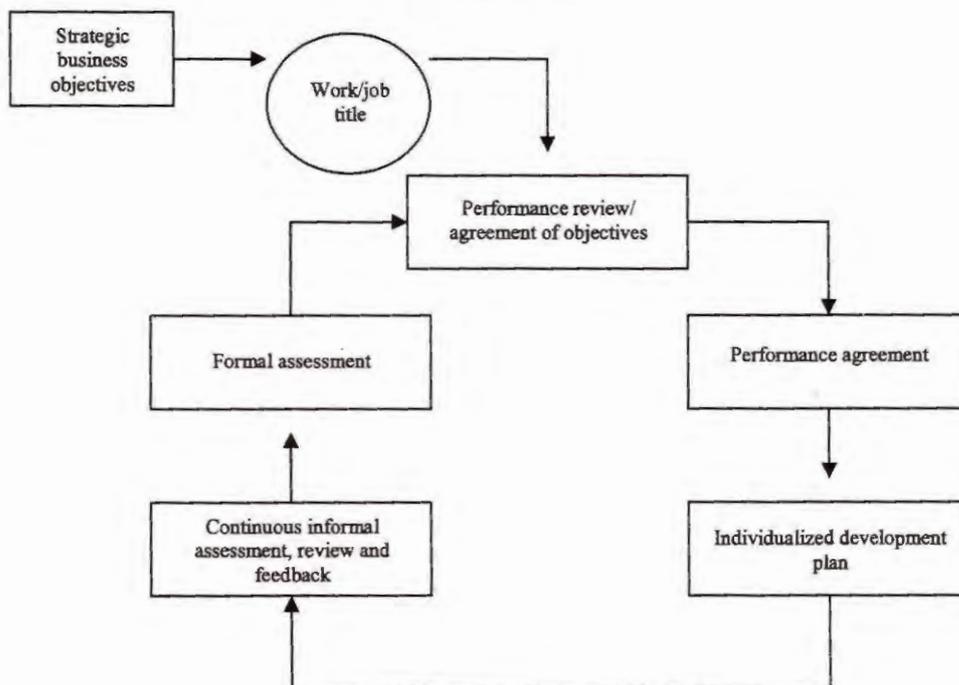
Mone and London (2002:xi) explain Performance Management as an ongoing process requiring constant attention. It includes formal programmes and informal interpersonal processes. Often the formal programme will include goal setting and performance appraisal, while the informal processes will include the giving of feedback and coaching for learning and development. It involves a continuous cycle of activities, goal setting and performance appraisals are the formal starting and ending points, and the informal activities take their place in the middle of the process.

Amos, Ristow and Ristow (2004:64) agrees that Performance Management as a process begins with the translation of the strategic objectives of the organisation into clear objectives for each individual employee. It is based on well-established psychological principles maintaining that people are more productive when they:

- Know the results of how they are performing through feedback,
- Have clear, attainable objectives /goals to achieve, and
- Are involved in setting tasks and objectives.

Amos *et al.* (2004:65) describes the Performance Management process by illustrating the process through the use of a flowing diagram. Figure 2.1. (page 18) illustrates the process:

Figure 2.1: The Performance Management process

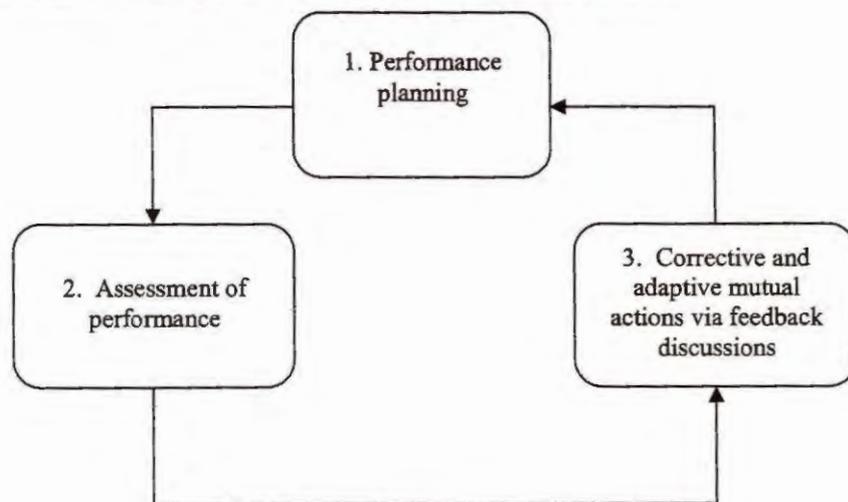


Source: Amos *et al.* (2004:65)

Performance Management should be applied to all levels of employees; from the board of directors down to the level of cleaners. The success of a Performance Management System depends largely on the way the system is managed. Quinn and McKellar (2002:73) agree that a well oiled system will focus on; consistency of application, objectivity of the process, valuing the process as much as the outcome, recognising that appraisal involves particular skills, allows the process to be driven by the appraisee's needs, maintaining a balance between confidentiality and sharing, and evaluating and reviewing effectively.

Managers and management should have a shared view of what is expected of the employee; direct involvement and participation is encouraged as a means by which this shared view may be arrived at. Supporting performance is regarded as a duty placed in the hands of the line manager who also has a particular part to play in reviewing performance. Williams (2003: 13) agrees that an activity can often be seen as being shared between the managers and managed – performance review is a joint activity in which the responsibility rests with the jobholder as much as with the manager. Review is seen as an ongoing activity rather than something that happens just once or twice a year. The shared views can be illustrated by Figure 2.2. (page 19):

Figure 2.2: Performance Management – planning assessment and feedback



Note:

1. Performance planning – Establishment of, agreed upon and commitment to objectives or similar performance targets.
2. Assessment of performance – Actual versus intended performance measured objectively where possible or subjectively assessed.
3. Corrective and adaptive mutual actions via feedback discussions – Commitment to desired and acceptance of developed objectives

Source: Adapted from Williams (2003:13)

In conclusion, Performance Management also has an influence on Financial Management. The main objectives of Financial Management are; Profit maximization and wealth maximization. By effectively managing the staff component of an organisation the objectives of Financial Management can be achieved. Performance Management is a means of managing people, it comprises a set of practices and procedures set up by management to plan, direct, and improve the performance of individuals with the aim of achieving the overall strategic objectives of the organisation. The determining of an academic staff member's workload and establishment of indicators to measure the performance quality should form part of the basis for any comprehensive and logical Performance Management System for Higher Education.

2.5. PREREQUISITES FOR PERFORMANCE MANAGEMENT

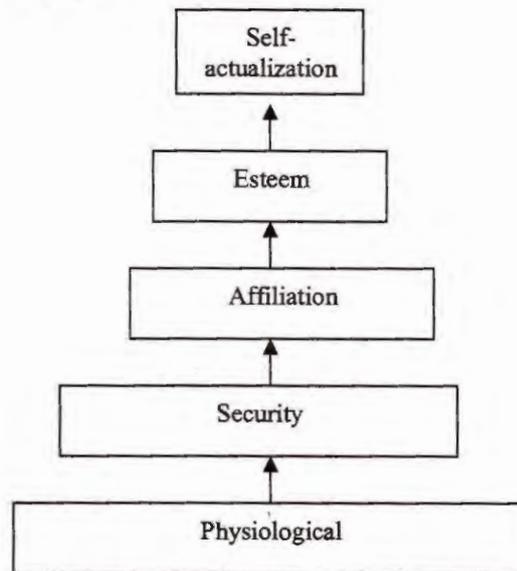
2.5.1. MOTIVATION

Motivation is a key prerequisite for Performance Management; poorly motivated staff will not carry out the tasks as set out to them and will perform below average when Performance Management is applied. There should be set criterion when Performance Management is applied.

Blackburn and Pitney (1988:1) states that an individual's performance is a function of his/her level of ability and motivation. While performance and the measurement thereof have increased in importance, so too have the level of knowledge and research into work motivation increased. Motivation can be explained as; that which energises, directs and sustains behaviour.

In order to understand the concept of 'motivation', Blackburn and Pitney (1988:1) believe that Maslow's (1954) arousal theory of motivation is important. Maslow argued that individuals are '*wanting*' beings, motivated by a desire to satisfy certain specific needs. Maslow's theory can be summarised by the following diagram, Figure 2.3. (page 21):

Figure 2.3: Maslow's hierarchy of needs



Source: Blackburn and Pitney (1988:2)

Blackburn and Pitney (1988:2) continue that two other theories related to motivation can be mentioned. Alderfer (1969), proposed a modified 'needs' hierarchy that saw Maslow's five level hierarchies reduced to a three level hierarchy – existence, relatedness, and growth needs. Herzeneberg (1959) added his theory; he developed the idea that there are intrinsic motivators, including achievement recognition, the work itself, responsibility, advancement and growth, and extrinsic motivators including salary, co-worker relations and supervisory styles that lead or motivate people.

Blackburn and Pitney (1988:7) concludes that it is important for managers to recognize the beliefs individuals hold about motivation, especially as these beliefs hold strong implications for their attitudes and behaviour. Personal characteristics also have significant impact on their work behaviour. There is no universal way of motivating humans; managers need to recognize variations in employee's needs, abilities and traits. Managers must also realize that different employee's have different preferences for Performance Management and rewards available for good performance.

Several conditions must be met before a Performance Management System is to serve as a motivator. Williams (1998:178) maintains that these conditions can be summarised as follows:

- Performance must be accurately measured – if it cannot be accurately measured, an individual will not be able to see the perceived link between effort and performance and performance and reward,
- Increased pay must be a valued outcome – for employees to be motivated into producing high levels of performance, the end result of this improved performance must be attractive,

- The relationship between pay and performance must be clearly defined – the relationship between the two must be clearly spelled out by the organisation to ensure that employees perceive performance as instrumental in attaining a pay increase.

Opportunities to improve performance must exist – if the opportunity for improvement does not exist, both expectancy and resultant motivation will not be present. Employees must have the time, equipment, ability and supervision required to perform a task – translating into an opportunity, before performance is expected.

All levels of staff must be aware and know what the vision, mission and goals of the organisation are, and they must be aware of the importance of what each employee contributes to the organisation. This will also help each employee understand the Performance Management System.

Blackburn and Pitney (1988:6) summarise the approaches to motivation by illustrating Table 2.1. (page 22) as follows:

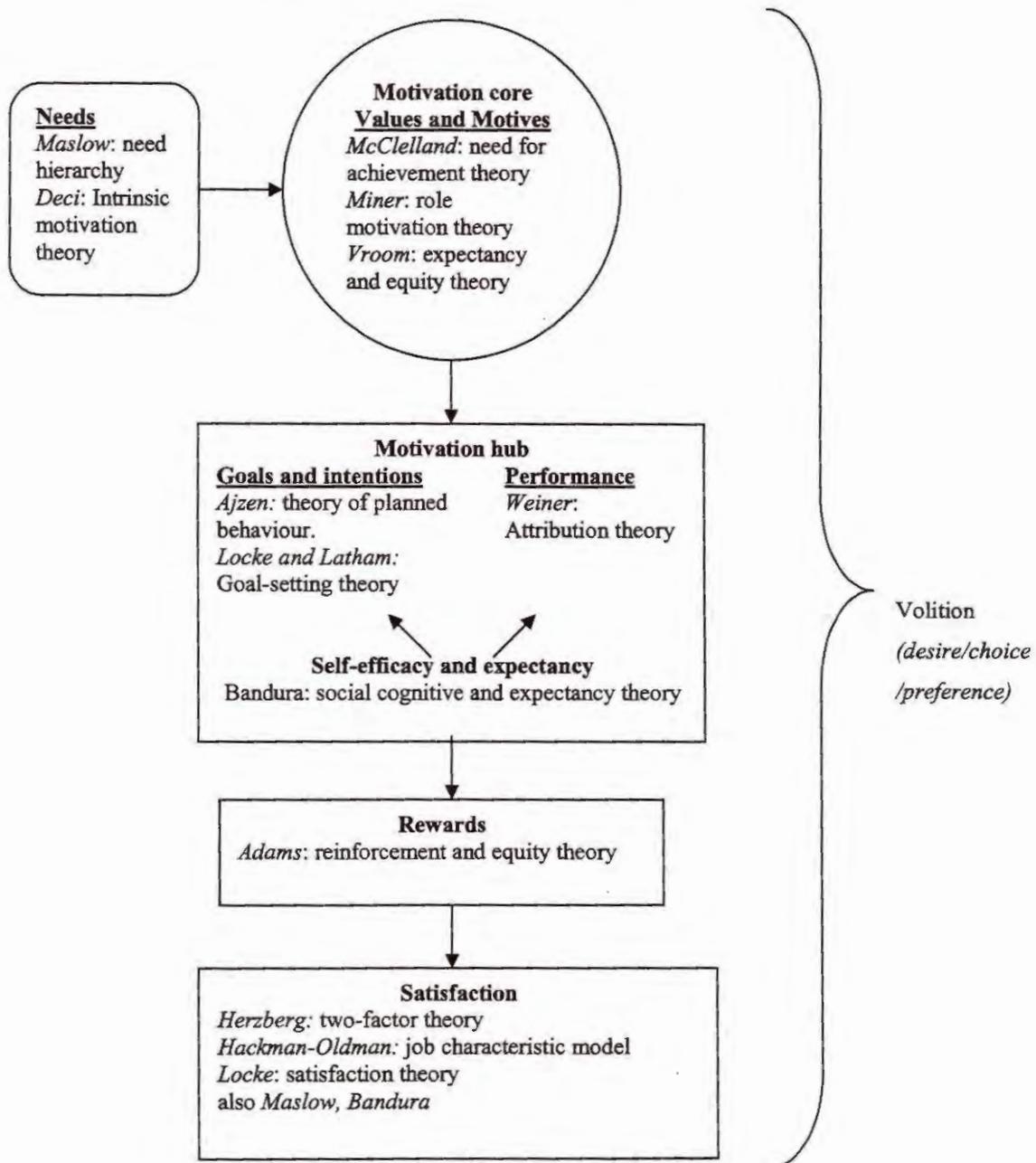
Table 2.1: Approaches to motivation

Approach	Characteristic	Theory	How it works
Arousal	Concerned with factors that start or arouse motivated behaviour.	<ul style="list-style-type: none"> ● Needs theory (Maslow, Alderfer) ● Achievement motivation (McClland, Atkinson) ● Two factor (Herzberg) 	Motivation is started and sustained by satisfying individual needs (money, status, achievement and working conditions)
Choice	Concerned not only with things that start behaviour but also with the choice of behaviour and factors that increase the likelihood that desired behaviour will be repeated.	<ul style="list-style-type: none"> ● Expectancy (Vroom) ● Reinforcement/Operant conditioning (Skinner) ● Equity (Goodman) ● Goal-setting (Locke) 	Motivation is started and sustained by clarifying individual's perception of work inputs by rewarding desired behaviour.

Source: Blackburn and Pitney (1988:6)

Locke (1991:290) constructed a sequential framework of motivation. While this model is not the final word on motivation, nor fully proven, it presents his best judgment based on twenty-five years of research and thinking on the topic, especially in the work situation. This model is summarised and presented in Figure 2.4. (page 23) as:

Figure 2.4: The motivation sequence



Source: Adapted from Locke (1991:291)

In conclusion, motivation is an important factor in initiating, guiding, sustaining, and stopping behaviour. It holds important implications for managers aiming to achieve the strategic objectives of an organisation through individual performance. To influence individual performance, a manager needs to understand and know how to motivate staff to achieve high performance. In motivating staff, managers need to consider the role of compensation and ensure that a compensation policy exists that motivates individuals to perform at their best.

2.5.2. GOAL SETTING

Spangenberg (1994:152) believes that initial research focused on the hypothesis that if the person has the required ability, then goals serve as a motivating action. The applicability of the findings was further investigated by determining whether goal setting worked with different tasks and in different situations. This involved connecting goal-setting with related concepts such as feedback, participation, incentives, self-efficacy, and satisfaction. Attempts were finally made to identify factors that influence or constrain goal setting.

Latham and Locke (1991:230) discuss key issues in goal setting as follows:

- Goal attributes:
 - Difficulty and specificity – research has found that there exists a direct relationship between goal difficulty and performance: the more difficult the attaining of the goal, the higher the performance (given adequate ability and commitment to the goal),
 - Commitment – this refers to the degree to which a person: is attached to the goal, considers it significant or important, is determined to reach it, and keeps it in the face of setbacks and obstacles. A feeling of commitment does not routinely lead an employee to act in accordance to it, the eventual proof of commitment is the action taken.
- Goal choice – Choice is affected by many of the same factors that affect commitment. If the employee thinks that the goal can be attained, the probability of choosing a given goal will automatically increase.
- Goals, self-efficacy, and performance – Self-efficacy means task-specific self-confidence, it includes all related factors that could aid a person in performing a task well, and include; adaptability, creativity, and resourcefulness.
- Goals, and instrumentalities – a person with low goals will be satisfied with attaining low levels of performance, and will even be satisfied with achieving only slightly more than what is minimally

required, and visa versa. Employees consider not just what they want when setting goals, but what they think they can attain.

- Goals and feedback – the role of feedback is to provide information to the individual as to the level to which the standard was met, although positive feedback normally increases self-efficacy, it does not follow that such feedback always enhances performance. A person must be dissatisfied with his/her level of performance but confident that performance can be improved, thus leading to goal setting above the previous level of performance.
- Goal mechanisms: direction, effort and persistence – a goal directs activity towards actions which are relevant to it, a goal regulates effort or energy so that people adjust their effort to the level of difficulty of the goal, and goal affects persistence in situations where there are time limits.
- Goals and effect (satisfaction with performance) – The degree of satisfaction experienced by people is affected by factors including the importance of the goal, the more important the goal – the stronger the positive feelings experienced after success, and the stronger the negative feelings experienced after failure.
- Goal setting and self-regulation – Self-regulation is important in goal setting, as the concept of goal setting and converting the goals into action is a conscious decision process. Self-set goals are as effective in improving performance as goals that are assigned; a basis for training people in effective self-regulation skills is laid.
- The high-performance cycle – The basic premise behind the cycle maintains that, if high challenges [in the form of specific, difficult tasks] are assigned, and the commitment to these goals, adequate feedback, high self-esteem and ability, and suitable task strategies are in place, then high performance will result.

Goal setting is an effective motivational tool with important implications for managing performance. Managers should set specific performance goals in collaboration with each individual employee, these goals need to be understood and accepted by all parties, and direct work behaviour. The goals should be measurable, challenging yet realistic, have time frames and feedback should be provided on goal accomplishment, while goals can be revised if necessary. These attributes can also be drawn back to the attributes of a Performance Management System, where the system must be; transparent, communicated to all affected and involved, clinical in the execution, documentation and feedback, and related to job description.

2.6. PERFORMANCE APPRAISAL

While Performance Management is the process, performance appraisal can be viewed as the 'tool' to measure and manage the process. Mone and London (2002:135) describe performance appraisal as the formal evaluation conducted at the end of the performance period, and usually on an annual basis. Davids (1995:15) maintains that performance appraisal is the process of summarizing, assessing and developing the work performance of an employee.

Performance appraisal began as a simple method of income justification; it was used to decide whether the salary paid to an individual employee was justified or not. This process was linked to material outcomes; if an employee's performance was less than ideal, a pay cut would follow, while if the employee's performance was better than expected, a pay rise was justified. Modern performance appraisal is defined by Archer (2006:2) as a structured formal interaction between subordinate and supervisor, taking the form of a periodic (annual or semi-annual) interview, where the work of the subordinate is examined and discussed, with the view of identifying weaknesses and strengths, as well as opportunities for improvement and skills development.

The results obtained from Performance appraisal are used, either directly or indirectly, to help determine reward outcomes. Appraisal results are used to identify employees who performed exceptionally well and should be rewarded with merit pay increases, bonuses, and promotions.

Performance appraisal is '*the process of evaluating or judging the way in which someone is functioning*'. Coens and Jenkins (2000) define the word 'performance appraisal' as generally interchangeable with the terms 'performance evaluation, performance review, annual review, personal rating, appraisal schemes, Performance Management, 360 degree feedback or competency modelling'. The term 'appraisal' can be seen as a cauldron for all the names and variations of performance appraisal.

In conclusion, Performance appraisal is seen as the tool to measure and manage performance. It influences employee motivation and development, provides documentary support for rewards and recognition, and links the activities of individuals to organisational effectiveness.

2.7. OBJECTIVES AND PURPOSES OF PERFORMANCE MANAGEMENT

In order to ensure that an organisation's strategy is effectively executed and that the objectives have been achieved, an effective system must be in place to manage individual performance. Often organisations focus on strategy formulation at the expense of strategy implementation. Amos *et al.* (2004:63) believe

that organisations fail to acknowledge the human role in the strategy execution, while managers often ignore the fact that their own performance is dependent on the performance of the subordinates.

Van Sliedregt, Voskuijl and Thierry (2001:1313) believe that through systems of job evaluation and Performance Management, the value of a job relative to one another is measured, and the main objective of assessing the total value of jobs in an organisation is to determine the pay grades. This information may be used for other purposes as well, these include; performance appraisal, employee training and development programmes, and the redesign of poor quality jobs. Data obtained from these exercises are mostly used as a framework for the setting of basic wage or salary levels for jobs. The assumption is that total job value 'matches' pay grade structures.

Job evaluation and Performance Management have been a vital part of compensation systems for more than fifty years, and Weiner (1991:119) is of the opinion that its purpose has been to ensure internal equity. This concern for internal equity has made job evaluation and Performance Management a concern for both '*equal pay for equal work*' and '*equal pay for work of equal value*'. The latter is also referred to as pay equity or comparable worth.

McGregor (1960:13) summarises the objectives of a Performance Management and Appraisal system as follows:

- Administrative – provides an orderly way of determining promotions, transfers and salary increases,
- Informative – supplies management with a pool of data on the performance of subordinates, while individuals are made aware of their strengths and weaknesses,
- Motivational – a learning experience is created that motivates staff to develop themselves and improve their performance.

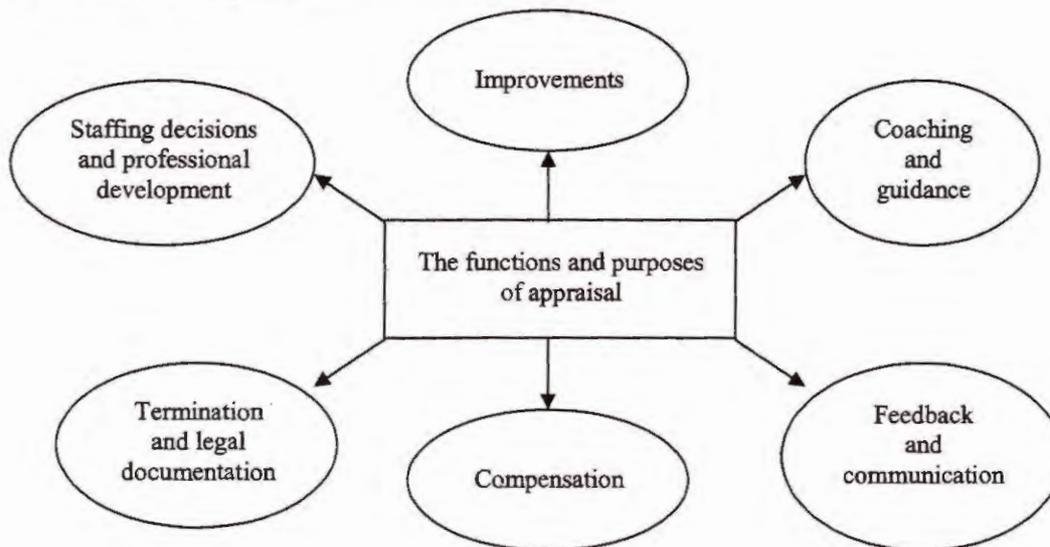
Cummings and Schwab (1973:42) maintain that an organisation can view Performance Management and Appraisal as having two broad purposes, namely:

- The evaluative function – this function reviews past performance in the light of what has been achieved; actual performance is measured up against desired performance. Information is also generated, gathered and used as a basis for making decisions on promotions, transfers and salary increases of personnel,
- The development function – emphasis is placed on the areas that require improvement, setting performance targets for the future and agreeing plans for follow-up actions. It involves developing the capacity of people through the formulation of plans to develop their skills and careers, helping

individuals reconcile their job and career aspirations with opportunities available within the organisation.

Coens and Jenkins (2000:16) identified and allocated the purposes and functions of appraisal systems and allocated them to six broadly defined functional categories. These categories are summarised by Figure 2.5. (page 28) below:

Figure 2.5: The purposes and functions of appraisal

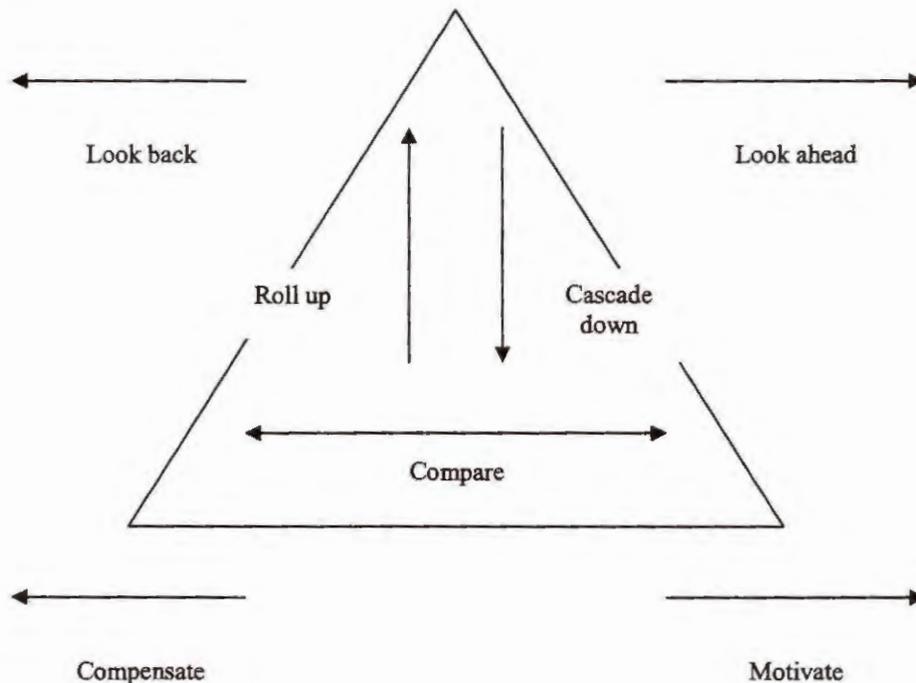


Source: Coens and Jenkins (2000:17)

Meyer (2002:30) believes that in large and complicated organisations, much more will be expected from a performance measurement system, while in smaller and simpler organisations, these measures need only to look ahead, look back, and motivate and compensate people. In larger and complicated organisations, performance measures are expected to roll up from the bottom to the top of the organisation, to cascade down from the top, and to facilitate performance comparisons across business and functional units as illustrated by Figure 2.6. (page 29). The seven purposes or objectives of performance measures are summarised as follows:

- Look ahead,
- Look back,
- Motivate,
- Compensate purposes,
- Roll-up,
- Cascade-down, and
- Compare purposes.

Figure 2.6: The seven purposes of performance measures



Source: Meyer (2002:31)

Finally, Coens and Jenkins (2000:3) summarised the objectives of Performance Management and Appraisal systems by putting the following questions to an organisation's management:

- Why do you use Performance Management and Appraisal systems?
- Do they accomplish your intended goal?
- What are their real effects?
- Do you really need any kind of performance appraisal system?
- If not, are there alternative ways to accomplish your intended goal?

If human resource management is seen to be effective, a number of elements need to come together. Anderson (1993:65) maintains that a central element of human resource management is Performance Appraisal – by generating valid information on the present state of human resources of the organisation, elements within performance appraisal can be improved. These elements can be seen as the 'uses of performance appraisal systems' and are summarized as follows:

- Recruitment and selection – performance appraisal can provide a sound basis for validating selection methods,
- Training – a good appraisal system should encourage an enquiry into why objectives have or have not been achieved, leading to conclusions about the competencies of the individual, and identifying areas where training and development are required,
- Career development and the evaluation of employee potential – performance appraisal systems often incorporate objectives and documentation that can produce information on a range of issues relating to career development and the future potential of individuals,
- Succession planning – succession planning usually involves the identification of individuals as possible or likely successors to holders of certain jobs.
- Pay and reward decisions – this information assists management in making relevant decisions on pay and reward structures,
- Clarifying objectives – the importance of formulating and agreeing on objectives for the performance appraisal system becomes apparent when the performance appraisal system gets underway, otherwise incomplete or irrelevant information can be accumulated in the appraisal process, and
- Retention of appraisal data – decisions about previous appraisals need to be made, appraisal documents can be helpful in the management of people and can be a useful tool for the planning and development of future appraisal systems.

In conclusion, a Performance Management process provides employees and performance managers with the opportunity to discuss development goals and jointly create a plan for achieving these goals. Development plans should contribute to organisational goals and the professional growth of the employee. Employees must be able to '*learn work*', develop effective technical and people skills in order to adapt to the changing environment and assume new responsibilities, and keep pace with and anticipate the changing nature of work and the workplace.

2.8. TRUTHS AND PERCEPTIONS UNDERLYING PERFORMANCE MANAGEMENT

In order to grasp the full potential a Performance Management System can offer, it is important to discuss the truths and perceptions underlying Performance Management. In the following section these positive and negative perceptions are discussed.

2.8.1. POSITIVE PERCEPTIONS UNDERLYING PERFORMANCE MANAGEMENT

Franzsen, (2003:138) highlights the fact that the advantages of a well thought-out and designed Performance Management System, greatly outweigh any difficulties and negative publicity experiences, if it;

- Complies with labour legislation and requirements,
- Provides role definitions and clarifies mutual expectations (individual and organisation),
- Aligns individual performance with organisational goals,
- Documents performance systematically and provides input for related human resource practices, and
- Identifies developmental needs as a basis for professional growth.

Lawson (1995:12) states that the components of an effective, well-thought out and executed Performance Management System can be summarised as follows:

- Articulation of an organisation's vision,
- Establishing key results, objectives and measures at key business unit levels,
- Identify business process objectives and the key indicators of performance for those processes,
- Identifying and installing effective departmental measures,
- Monitor and control four key performance measures
 - Quality,
 - Delivery,
 - Cycle time, and
 - Waste.
- Managing the continuous improvement of performance in those key areas, and benchmarking the organisation against the best,
- Being prepared to aim for 'breakthrough' improvements in performance when required by shortfalls in current performance when measured against the performance of an organisation's competitors.

The truths about Performance Management are summarized by Spangenberg (1994:32) as follows:

- Goal setting and self-regulation – employees work more effectively when they work towards reasonably difficult but acceptable goals than when they work towards ‘do your best goals’, or no goals at all. Goal setting is, described by the author, as the first cornerstone of Performance Management.
- Organisational development – organisational development is seen as the second cornerstone of Performance Management, it is wide in scope and influences, amongst others: diagnosing organisational readiness, designing organisational elements to achieve the desired strategy, creates a supportive but improvement orientated culture. The implementation of a Performance Management System should be planned carefully, taking note of organisational development and change principles.
- Systems approach – the Performance Management process is plagued by problems across its entirety – with regards to *inputs* into the system, changes in strategy do not seem to be reflected by changes in behaviour; *processes* are hampered by inefficiencies, while the linkage of *pay to performance* is critical to the success of the system. As many variables can impact the Performance Management System (and its interdependent processes), it is crucial that a systems approach is followed.
- Holistic approach towards performance assessment – any improvement on the Performance Management System requires *results*-orientated objectives and measures as well as *behavioural* guidelines and measures.

Based on the four cornerstones described above, an integrated Performance Management System can be developed, but the following must be present to ensure success:

- Top management involvement,
- Formulating a corporate vision and mission,
- Corporate objectives and strategies communicated downwards and work objectives set for all employees,
- A systems view of the organisation,
- Conscious efforts to improve core organisational skills, competencies, and strategic capabilities,
- Optimizing the role of natural teams in determining departmental and smaller unit goals, and,
- A holistic approach towards assessing performance.

In conclusion, for Performance Management to add value and be worth the time and costs involved, it must essentially have open dialogue between evaluators and those being evaluated as its core process. The advantages of this system must be communicated to all involved on a continuous basis and, all levels of management must be involved in order to ensure success.

2.8.2. NEGATIVE PERCEPTIONS UNDERLYING PERFORMANCE MANAGEMENT

Performance Management and Appraisal has the potential of creating negative effects on employee's attitudes and behaviour. It is perceived that performance appraisal creates a situation where the supervisors must act in a threatening, authoritarian, and ego-inflated manner with the employee that has performed below standard. Blackburn and Pitney (1988:12) maintain that even if the process is deemed as fair, negative feedback can threaten employee's perceived freedom of choice and may result in defiant opposition to the supervisor, while employees given a 'below average' performance rating become alienated and demoralized.

A system that provides data, implicit or explicit, on how one employee ranks in comparison to another employee is likely to be dysfunctional, and can generate negative feelings amongst those employees not featuring in the upper part of the distribution. Blackburn and Pitney (1988:14) continue that the effects of performance appraisal systems on employee's attitudes and commitment include issues such as stress, trust, anxiety and turnover. Moderate amounts of stress and moderate amounts of task difficulty have positive performance effects.

Spangenberg (1994:8) highlights problems with Performance Management and Appraisal and how enumerative management practices can be destructive, as follows:

- Performance appraisal confuses people with the system – the performance system assumes that the employee being evaluated is largely responsible for the results; the problem in measuring performance of individuals is that their performance is inseparable from the system and its processes. The systems are subject to change; much of the functioning of the system is beyond the control of the individual while variability is always present. Any attempt to measure performance under these conditions based on output of the system seems unfair.
- Performance appraisal destroys teamwork – the structure of most appraisal systems focus on individual performance and denies the reality of the team. When performance appraisal is tied to individual rewards and bonuses, the concept of teamwork is more actively undermined. This individual reward system puts employees directly in competition with each other.
- Performance appraisal fosters mediocrity – employees rely on well-proven ways of achieving performance standards and become reluctant to try new things that might not work, thereby threatening their ratings and salary increases or bonuses. Mediocrity can be overcome by:

- Setting goals that call for continuous improvement and measuring aspects that indicate ways in which the system can be improved,
 - Managing by goal setting rather than by goal attainment,
 - Using criteria based on customer needs and the mission of the organisation or system, rather than standards based on the job as predefined.
- Performance appraisal increases variability – often appraisal systems measure performance of individuals using rating scales that demand impossible distinctions, the number of grading creates variations that are not there. Variations may be caused by supervisory differences with regard to rating skills and biases.
 - Performance appraisal destroys self-esteem, de-motivates, builds fear, and lowers productivity – whenever an employee receives performance feedback that falls short of expectation, or is punished for not meeting goals, the result can be de-motivation, lowered self-esteem, and other associated negative consequences.

While most parties endorse the use of performance appraisal, there are many different opinions on how and when to apply it. Some critics acknowledge the process as being important to employee development issues, but in turn, scorn any attempt to link it to reward outcomes. Archer (2006:3) maintains that this linkage to reward outcomes reduces or completely eliminates developmental value of appraisals. Instead, opportunities for constructive reviews and encouragement should be created.

Often the appraisers know their appraisee's well; they work together on a daily basis, and often mix socially. A casual suggestion that the subordinate needs to brush up on certain work skills can be taken up lightly, but giving a subordinate an appraisal result that has a direct effect of negating a promotion can result in feelings of resentment towards the appraiser, and serious morale damage, leading to workplace disruptions, soured relationships and productivity declines.

If the whole Performance Management System is not communicated to all interested parties, Anderson (1993:20) maintains that the danger exists that the following will happen:

- Employees/appraisee's will feel apprehensive about the process, and will behave defensively, or
- Employer/appraisers will devote little time and effort to Performance Management thus reducing it to a meaningless ritualistic exercise, or
- Top management in the organisation will fail to show enthusiasm for the process, and to give it their wholehearted support.

In conclusion, if any of the abovementioned problems materialize, it will be unlikely that the many benefits and objectives of a Performance Management System will be realised. The benefits of a well-oiled Performance Management System are so wide and to the advantage to all employees, that when the negative perceptions overwhelm the positive, the chances of achieving success with the system are seriously affected.

2.9. BENEFITS OF PERFORMANCE MANAGEMENT AND APPRAISAL

After having considered the negative perceptions of Performance Management, it is now important to discuss the benefits of Performance Management and Appraisal.

2.9.1. EMPLOYEE/APPRAISEE BENEFITS

It is only if staff understands that the benefits of an evaluation system outweigh their natural apprehension, can they be expected to participate in the process fully and without feelings of defensiveness. Anderson (1993:18) summarises the benefits of a well-planned and properly executed Performance Management and Appraisal system to the employee or appraisee as follows:

- Obtain greater clarity of the results/standards expected of them,
- Receive clear, accurate and constructive feedback on past performance,
- Receive insight and obtain greater knowledge of own strengths and weaknesses,
- The development of plans to improve performance by building on strengths and minimizing as far as possible identified weaknesses,
- An opportunity to communicate upwards views, thoughts and feelings about the job and the utilization of the employee's skill in the specific job being done,

- A clearer view of the context of the job by learning about the manager's objectives and priorities for the section, division or department,
- Comprehensive discussion of career prospects.

Given the natural anxieties that most people experience at the prospect of performance evaluation, where their work is being appraised, and their competence being examined, it is critical for managers who conduct these evaluations to recognize the need and accept the responsibility to communicate the benefits of performance evaluation as clearly as possible to their staff.

2.9.2. EMPLOYER/APPRaiser BENEFITS

The workforce of a business is often the biggest asset. Although not recognized as an asset in terms of accounting practice, the employees who collectively contain the biggest part of intellectual capital, contribute more than any other asset group to earning returns. Employees, if seen as an asset should be well maintained and managed for optimum benefits. Performance Management and Appraisal should therefore be seen as a very important management tool. Anderson (1993:19) summarizes the benefits of a well-planned and properly executed Performance Management and Appraisal system to the employer or appraiser, if they carry out the evaluation in a thorough and conscientious manner, as follows:

- The opportunity to measure and identify trends in staff performance,
- A better understanding of their staff, their fears, anxieties, hopes and aspirations,
- The opportunity to clarify the appraiser or employer's own objectives and priorities, with a view to give staff a better perspective on how their contributions fit in with the work of others,
- Enhanced motivation of staff by focusing attention on them as individuals,
- Developing staff performance,
- Identifying opportunities for rotating or changing staff duties and responsibilities.

Given the natural anxieties that most people experience at the prospect of performance evaluation, where their work is being appraised, and their competence being examined, it is critical for managers who conduct these evaluations to recognize the need and accept the responsibility to communicate the benefits of performance evaluation as clearly as possible to their staff.

2.9.3. ORGANISATIONAL BENEFITS

Finally, it is important to recognize the organisation as a whole, and not just individuals or their benefits from a carefully implemented performance evaluation plan. Anderson (1993:19) summarises the benefits of a well-planned and properly executed Performance Management and Appraisal system to the organisation as follows:

- Improved communication,
- Generally enhanced motivation of staff,
- The greater harmonization of staff,
- And, most importantly, improved corporate performance.

In conclusion, the simple, but fundamentally important issue of talking to all the stakeholders about Performance Management to take place, helping them in clarifying the benefits they can expect to derive from the system, is one of the most essential foundations upon which this system can be built. If carried out effectively, this process is likely to assist in resolving possible conflict between parties, and gaining the commitment of all parties to this system.

2.10. DEVELOPING AND DESIGNING A PERFORMANCE MANAGEMENT SYSTEM

An organisation's Performance Management and Appraisal system has a key role to play in promoting positive attitudes and practices that contribute to employee effectiveness. Anderson (1993:56) maintains that this system should form a central element of an organisation's human resource system since, to ensure an integrated approach to human resource management, it should interlink with recruitment and selection, organisational design, compensation, career development, training and development, and succession planning.

2.10.1. FACTORS INFLUENCING THE INTRODUCTION OF A PERFORMANCE MANAGEMENT SYSTEM

When management introduces a Performance Management System within an organisation it is important to take note of the fact that there are several factors that will have an influence on the success of the system. Some factors will be external and often outside the influence of management, while other factors will be internal in nature and within the organisation power to bring about the necessary changes to ensure success.

Five major factors are identified by Williams (2003:2) as influencing the introduction of Performance Management. These factors can be summarised as follows:

- Market conditions – the increasingly competitive business environment of the 1980's and 1990's that was characterized by many businesses entering the global market while facing pervasive changes had a significant influence on Performance Management Systems followed by these businesses. Competitiveness had forced businesses to search even more earnestly for greater productivity while attempting cost-cutting strategies at all angles.
- Management theories and movements: excellence and quality – there have also been radical changes in the thinking patterns of management concerning the nature of the organisation and about performance. Two examples of this change can be seen in the 'search for excellence movement' and the 'concern for quality movement'. Both these movements have been influential as it changed the way businesses viewed performance, and the changes that took place in the manufacturing and service delivery process.
- Technological developments – over the past few years many technological developments have led to organisations changing their management systems. These changes include, amongst others: automation, advancements in the information technology (computer) industry, and business process reengineering.
- Organisational restructuring and changes – changes in the business environment lead to restructuring within organisations, these include: de-layering, down sizing, flexibility, team-working, service level agreements, high performance work systems, strategic business units, tele-working, and franchising. Although this type of restructuring may be deemed as essential for the survival of the organisation, it may be viewed very differently by the employees who remain in the organisation thus affecting Performance Management.
- Government policies – changes in government policies may affect Performance Management processes, industrial relations changes will force management to review and change (if necessary) Performance Management practices.

It is important that prior to the design and implementation of a Performance Management System, management spent sufficient time in the analysis of the factors influencing the introduction of the system, solutions need to be presented that will positively impact the Performance Management System.

2.10.2. THE PERFORMANCE CYCLE (PROCESS)

When management has decided on the route to follow in the development of a Performance Management System, it is important to note that it is a *process* of implementation. After the necessary research has been conducted into which steps should be followed, the process should be divided up into appropriate steps. It must be remembered that the successful implementation of a Performance Management System will require the co-operation of all levels of management (including both staff and management).

Rogers (1990:29) maintains that the characteristics of a Performance Management System, as part of an annual integrated cycle of management, will include the following:

- Setting corporate policy and resource aims and guidelines,
- Specifying a detailed set of plans, budgets, objectives, targets and standards of performance, and
- Regularly and systematically reviewing the performance of all systems.

Spangenberg (1994:29) maintains that in order to construct an integrated model of overall performance, it is necessary to examine the annual performance cycle. The annual performance cycle will include the following steps:

- Performance planning,
- Design,
- Managing performance and improvement,
- Reviewing performance and rewarding performance,

Spangenberg (1994) sets out an integrated performance model in Table 2.2. (page 40): this model is a useful and complete model as it portrays the levels and phases of performance through the annual performance cycle. The author maintains that this model could serve as a basis on which future Performance Management Systems can be built.

Table 2.2: Integrated model of performance

Organisation	Process / function	Team / individual
1. Performance planning		
<ul style="list-style-type: none"> • Vision, • Mission, • Strategy, • Organisational goals set and communicated. 	<ul style="list-style-type: none"> • Goals for key processes linked to organisational and customer needs. 	<ul style="list-style-type: none"> • Team mission, goals, values and performance strategies defined, • Individual goals, responsibilities, and work-planning aligned with processes/function goals.
2. Design		
<ul style="list-style-type: none"> • Organisation design ensures structure supports strategy. 	<ul style="list-style-type: none"> • Process design facilitates efficient goal achievement. 	<ul style="list-style-type: none"> • Teams are formed to achieve process/function goals, • Job design ensures process requirements reflected in jobs; jobs logically constructed in ergonomically sound environment.
3. Managing performance (and improvement)		
<ul style="list-style-type: none"> • Continuous organisational development and change efforts, • Functional goals (in support of organisational goals) managed, reviewed and adapted quarterly, • Sufficient resources allocated, • Interfaces between functions managed. 	<ul style="list-style-type: none"> • Appropriate sub-goal set; process performance managed and regularly reviewed, • Sufficient resources allocated, • Interface between process steps managed. 	<ul style="list-style-type: none"> • Active team building efforts, feedback, co-ordination and adjustment, • Developing individual understanding and skills; providing feedback, • Sufficient resources allocated.
4. Reviewing performance		
<ul style="list-style-type: none"> • Annual review, input into strategic planning. 	<ul style="list-style-type: none"> • Annual review. 	<ul style="list-style-type: none"> • Annual review.
5. Rewarding performance		
<ul style="list-style-type: none"> • Financial performance of organisation. 	<ul style="list-style-type: none"> • Function rewards matched with value of organisational performance and function contribution. 	<ul style="list-style-type: none"> • Reward matched with value of organisation performance, and for team function and team contribution; for individual function/team performance and individual contributions.

Source: Spangenberg (1994:30)

2.10.2.1. PLANNING

As with any recourse under the control of management, a definite strategy to obtain specific outcomes should be established. Proper planning is the logical starting point in order to ensure a management framework and policy with specific goals in mind will be established.

Spangenberg (1994:35) states that the first phase of the Performance Management process, performance planning, entails developing a vision, mission, strategy and goals at organisational, process, and team/individual levels. During the formulation of performance goals, a desired route to follow is to develop a sense of mission in the organisation whereby the values and beliefs of employees are aligned with the values of the organisation.

Defining and establishing goals is the first step in the Performance Management process. Mone and London (2002:9) agree that goals provide the foundation for performance and establish a working contract between the individual, the manager and the organisation. The authors continue that goals define performance expectations: the clearer the goals, the clearer the expectation.

The need for vision, mission and strategy in an organisation is not limited to Performance Management: it is a topic that is used throughout the organisation (its uses include management and quality management). Williams (2003:33) maintain that the terms vision, mission and strategy are a series of statements about the direction in which the organisation wishes to head in the future and the means by which it wishes to get there.

Vision

'A vision indicates what the company is aiming at in the future. It serves as the long-term road map for the company' Bredrup (1995:92).

'A vision statement outlines what purpose managers want the organisation to serve over the long term and what the organisation should become' Bounds, Adams and Ranney (1994:218).

'Vision is the term used to describe a picture of a relative remote future in which business has developed under the best possible conditions and in accordance with the hopes and dreams of the owner or chief executive. A vision provides a benchmark for what one hopes to achieve in a business, and can be a guide to the level of ambition of strategic planning' Karlöf (1993:151).

Mission

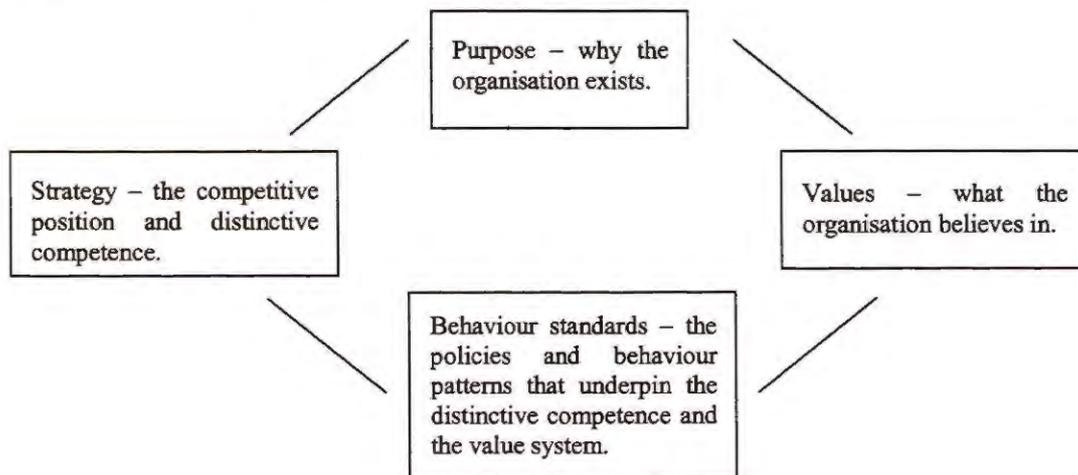
'A mission defines the scope of the business activities the company pursues. A mission answers the question: "What business should the company be in?"' Bredrup (1995:95).

'The vision should describe the organisation's current purpose in terms of what the organisation will do over the near term. This statement should set the organisation apart from those serving the same customer need.' Bounds *et al.* (1994:218).

'Mission is an organisation's character, identity and reason for existence.' Campbell and Young (1991:145).

Campbell and Young (1991:145) maintain that a strong mission can be seen as having the following four linked elements working together in a mutually reinforcing way. Figure 2.7. (page 42) represents these linked elements.

Figure 2.7: The Ashridge mission model



Source: Adapted from Campbell and Young (1991:145)

Strategy

Once the vision and mission of the organisation has been established, it is now important for the organisation to identify its strategy. Spangenberg (1994:59) maintains that strategy formulation is multi-faceted and basically spells out *how* the organisation is going to bring about *what* [products and services the organisation will offer], *who* [customers and markets the organisation will serve], *why* [competitive advantage on why customers will buy from the organisation] and *where* [product and market priorities].

Brown (1995:167) maintains that: *'Strategy refers to a plan for interacting with the competitive environment in order to achieve organisational goals. Such plans are generally characterized as formal, explicit, devised by senior executives, long-termist, and have a significant effect on how the organisation behaves in its environment. Alternatively, strategy is a set of principles or heuristics for management that are encoded in a system of management and which allow for considerable flexibility and adaptability in dealing with the exigencies of a changing environment'*.

Terms vision, mission and strategy collectively form a series of statements about the direction in which an organisation wishes to head in the future, and Williams (2003:35) maintains that this should also include the means by which it wishes to get there.

Defining and establishing goals should be included in the first step in the Performance Management process. While providing the basis for performance, goals establish a working contract between all relevant parties. Mone and London (2002:9) point out that goal define performance expectation – the clearer the goal, the clearer the expectation.

Goals provide purpose, direction and motivation, and can be explained as follows:

- Purpose – goals give reason to why an employee's job exists and what is expected of him/her in the context of the organisation,
- Direction – goals focus the employee on what is expected of them to do, and what not to do. It assists with time management, and assists management in the effective planning in the use of scarce company resources,
- Alignment – if clearly defined, goals can align employee performance so that not only the individual goal is achieved, but the organisational goals are also achieved,
- Motivation – employees deliver higher levels of performance when goals are clear rather than non-specific, and when goals are seen as having an element of challenge attached. Setting clear and challenging goals are the easiest and best way to motivate employees.

Once the necessary competencies and job descriptions are in place, the Performance Management process can begin. This process should be viewed as a year-round cycle that includes performance and development planning, feedback through out the year about performance, and annual performance reviews. Identifying performance goals are often problematic and challenging to staff members. They are used to doing what they are told and may not have had the opportunity to set and accomplish goals of their own.

To assist them in the formation of performance and learning goals, a '*SMART goal*' concept can be introduced Lonabocker (2000:20). These are goals that are:

- Specific,
- Measurable,
- Attainable,
- Relevant,
- Time specific.

In conclusion goals can be summarized as providing a standard of performance; they focus attention on the activities of the organisation and the direction of the efforts of its members, goals provide a basis for planning and management control related to the activities of the organisation. They provide guidelines for decision-making and justification for actions taken, and they reduce uncertainty in decision-making and give defence against possible criticism,

Goals also influence the structure of the organisation and help determine the nature of the technology employed, they help to develop commitment, and focus attention on purposeful behaviour and provide a basis for motivation and reward systems. And finally, goals give an indication of what the organisation is really like, its true nature and character both for its members and for the people outside the organisation, while serving as a basis for the evaluation of change and organisational development, and become the basis for objectives and policies of the organisation.

2.10.2.2. DESIGN

The design of a Performance Management and Appraisal system is applicable at organisation, process and employee level, while it has as its main function the facilitation of the achievement of goals and objectives. Spangenberg (1994:119) maintains that it is important that management find out whether the existing organisation supports the achievement of the goals and take corrective action if necessary.

The design stage of Performance Management follows the planning stage, and summarizes the three levels within an organisation where the design or re-design needs to take place in order to achieve the goals and objectives as follows:

- Organisational design – this should be seen as a continuous process aimed at maximizing the organisation's mission by aligning strategy and values, in the end the organisational systems and structures as well as the main purpose of Performance Management should support the organisation's mission.

- Organisational process – once the organisation’s goals have been established, it is important that managers ensure that the processes within the organisation are designed to achieve the goals efficiently.
- Employee level (job design) – jobs should be designed to facilitate the organisation’s processes. Once the goals for the organisation have been established, it is important to ensure that goals are also established for individual employees, and that a structure is in place to enable the employee to achieve stated goals.

Designing a Performance Management System is an important step within the process and is a structured process where conditions within the organisation are reviewed; the design of this system also follows the planning process.

2.10.2.3. MANAGING PERFORMANCE AND IMPROVEMENT

Managing performance covers a major part of the annual performance cycle; it comprises managing organisational, process and employee goals. Spangenberg (1994:130) states that this phase can be seen as a twelve-month activity that runs through all the phases of the annual performance cycle. It is the golden thread of Performance Management.

Once the organisational goal, process goals and structures have been established at organisational level, the organisation must now be managed. Managing the organisation and its processes entails four elements:

- Goal management – goal management at the organisational level requires that each function needs to have its own goals: these goals should, in turn, support the achievement of the organisational goals. For a specific function to contribute significantly, it needs to be measured at regular levels against these goals, and in terms of its contribution to the goal achievement by other departments. Rummler and Brache (1990:56) maintain that it therefore means that the organisation has to be managed *horizontally*. At the process level, overall process goals lead the way for the establishment of sub-goals throughout the process. Process sub-goals need to be established for each step that is important to the goal achievement.

It is therefore important that goals are created within the organisation and within the different levels of the organisation. Each level within the organisation should have their own set of goals and these goals should be revisited and revised regularly in an attempt to make necessary changes wherever necessary.

- Performance Management – for strategic goals to be achieved, performance needs to be managed. Rummler and Brache (1990:56) agrees that activities at this stage include: obtaining regular feedback on product performance in the market place, relaying this information back to the relevant departments facilitating cross-functional problem solving, and adjusting goals when required.

It is of great importance for the success of a Performance Management System that regular feedback is given from supervisors/managers to the lower level individuals. This enables the identification of problem areas to occur as soon as the problem surfaces and any necessary adjustment can thus be made with minimal negative effects on staff.

- Resource management – in order to effectively manage resources at organisational level, the resources need to be allocated across the entire horizontal organisation. Rummler and Brache (1990:56) state that at a process level, the people and money requirements are determined at each function; thereafter each function is allocated its share of the resources according to its contribution to the process.

Another important section of the Performance Management process is resource management. The necessary human, technical and other resources necessary within the organisation to enable personnel to achieve the goals set out to them must be available.

- Interface management – it is critical at this stage that all the departments within an organisation work well together. Top management must be clear about the input – output flow amongst the functions of the organisation, and must spend enough time ensuring that the flow (set of interfaces) is smooth. A process- and performance orientated manager should monitor interface and immediately remove barriers and obstacles to effectiveness and efficiency.

Communication is the key component of interface management. A breakdown of communication between top levels of management and lower levels of management will result in a total collapse of the Performance Management System.

In conclusion, managing Performance Management and identifying areas for improvement becomes an essential part of any Performance Management System. It is vital that goals are clearly set, regular feedback on progress is given, while the availability of the necessary resources will definitely contribute to the success of this system. Communication will also be a determining factor and will ultimately determine the success of this system.

2.10.2.4. REVIEWING PERFORMANCE

Once the objectives of the organisation and, more specifically, personal objectives of each employee have been established and set, management needs to assess continuously, reviewing the job performance of individuals on an informal and formal basis and to provide performance feedback. Continuous assessment allows management the opportunity to identify performance problems immediately, enter into discussion with the relevant parties and decide on corrective action. This system ensures that employees are able to achieve agreed upon objectives within the allotted time, thereby contributing towards the business achieving its objectives and to fulfil its purpose.

Amos *et al.* (2004:69) maintain that in order to achieve effective Performance Management, performance must also be assessed and reviewed more formally and systematically on a regular basis – once or twice within the Performance Management cycle. Performance information should be gathered on the basis of the relevant criterion set, and recorded for these review sessions.

The major issues concerning the measurement and evaluation of performance relates to the issue of: who appraises performance, what types of measures are used, and when the process will take place. Agreements on performance measures should be reached at the beginning of the Performance Management and Appraisal cycle, when the appraiser and appraisee meet to define performance requirements. Anderson (1993:61) is of the opinion that the most effective measurement of performance will take place when it is two-way – involving the appraisee who accepts some responsibility for monitoring their own performance, as opposed to a purely ‘top-down’ situation where the appraiser applies measures to the work of staff.

Another useful component to a ‘effective review of performance’ stage, is that there should be a supportive climate within the organisation where employees and employers feel at ease in expressing their views on measures, and their interpretations and perceptions of measures relating to performance. Anderson (1993:62) continues that there are a number of methods available to gather information to review the performance, these include: Observation, diaries, critical incident methods, and grids.

These are discussed as follows:

- Direct observation – here the appraiser can obtain information directly, without the possibility of distortion that may result in gathering information from indirect sources,
- Self-completion diaries – these diaries may assist in providing the appraiser with information regarding the mix of activities performed, and time prioritization,

- Critical incident method – this can be used on a self-assessment basis by employees and managers, and can be useful in highlighting the strengths and limitations of individual employees,
- Repertory grid – this method can be useful to appraisers for develop their insight into the determinants of effective performance, and to sharpen their awareness of the appropriate measures to employ in monitoring employee performance.

Maier (1958:81) wrote a book dedicated to the topic of interviewing; these findings can still be applied today. Maier proposed the interview as a method of collecting the necessary information about performance. Three approaches to interviews were proposed. These include:

- ‘*Tell and sell*’ interview – the manager presents the appraisal to the employee as accurately as possible, and persuades the employee to follow a plan outlining details for improvement. The success of this method depends on the ability of the employer (appraisee) to motivate and influence the employee into accepting the recommendations for improvement. This approach follows the thinking that the employer knows best about how the employee should do his/her job.
- ‘*Tell-and-listen*’ interview – using this approach managers present the employee with his/her performance assessment, while allowing the employee to respond. The employee’s feelings about the assessment are discussed, the employee is encouraged to disagree and express personal feelings in order to work through the emotions caused by the assessment. The employee, however, remains the judge to the assessment.
- ‘*Problem-solving*’ interview – here the employee is treated as a partner, the interview is used as an open forum where the employee and employer have the opportunity to solve barriers and speak freely about the measures that need to be followed for employee development is at the heart of this interview – where the employer takes on the role of the helper who will use his/her influence to stimulate the employer’s thinking rather than merely providing solutions for effective performance.

Culture within an organisation has changed in such a way that in an effort to remain competitive an organisation must obtain the commitment of employees at all levels. Spangenberg (1994:198) maintains that employees need respect, want to have the relevant knowledge, to be involved and want to be treated as important individuals rather than mere ‘hands’. Within this new culture, traditional manager-driven appraisal is old-fashioned and obsolete.

The use of self-review, the elimination of ratings, and the use of a group of peer managers for making administrative decisions are methods advocated by Meyer (1991:70). These are explained as follows:

- Self-review – discussions between managers and subordinates based on the subordinate’s self-review are much more constructive and satisfying to all parties. These discussions also lead to great improvements in work performance. The advantages of self-review can be summarised as:
 - Enhancement of the subordinate’s sense of dignity and self respect,
 - Manager assumes the role of counsellor and not judge,
 - More likely to generate commitment to goals and the formulation of plans for development during review. Employee ownership is achieved through participation.

Once the annual performance review is based on self-review, manager will be provided with the subordinate’s view of work, goals, problems and responsibilities. Meyer (1991:71) believes that discussions during this time may include: overall progress (including shortcomings and accomplishments), problems encountered, opportunities for improved performance, long-term plans and opportunities for the job and individual’s careers, and general discussions of goals and plans for the future.

- Peer manager group assessment of performance – often important decisions concerning merit pay increases and promotions are left to managers or supervisors alone, they are often confronted and influenced by their own failings, biases and situations where they may act unfairly towards employees. By using peer-level managers to conduct the performance review these problems can be eliminated or minimized. Peer-level managers meet with superiors to discuss performance and the potential of all employees who report to them.

This team approach has the following advantages:

- A more comprehensive and objective evaluation of employee performance, potential and development needs are identified. The effect of individual biases and prejudice is minimized.
- This type of evaluation system is more acceptable to employees; it is more difficult to argue against an assessment if it was formulated by group consensus.
- Each participating manager or ‘peer-leader’ will become familiar with the responsibilities and performance characteristics of each employee that falls under his influence. According to Meyer (1991:72), strategy and action plans to use human resources more effectively in an attempt to achieve departmental goals and objectives can be formulated.

When choosing performance appraisal methods, the logical way will be to choose methods that: are most likely to achieve a particular objective, and least vulnerable to obstacles and barriers placed in their way. Oberg (2004:3) identifies the following performance appraisal methods:

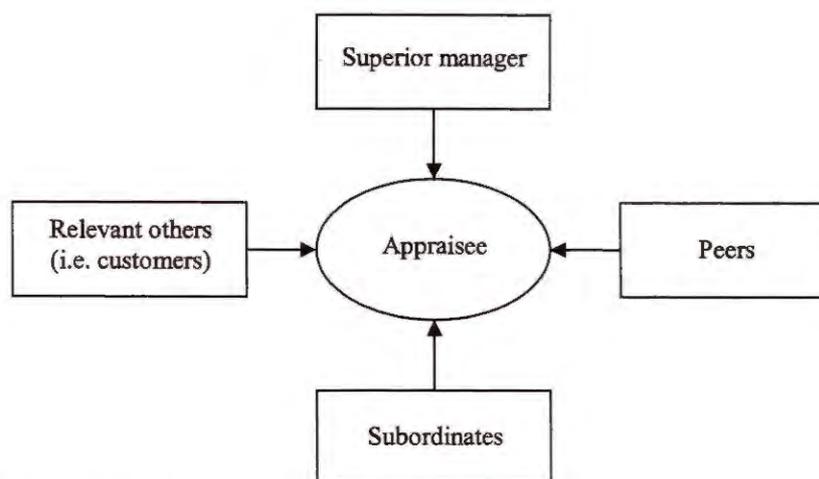
- Essay appraisal – the appraiser is asked to write a paragraph or more about the individual’s strengths, weaknesses and potentials. The assumption is made that an honest and informed statement is taken from someone who knows the employee well.
- Graphic rating scale – a graphic scale assesses the employee on the quality and quantity of his/her work (i.e. outstanding, above average, average or unsatisfactory), and on a variety of other factors that vary with the job but may include personal characteristics like reliability and co-operation. It is often cheaper to develop and more acceptable to appraisers than the forced-choice form, there is often no need to use anything more complicated than a graphic scale except for a few essay style questions.
- Field review – where appraiser bias is suspected, or assessors appear to be using higher standards than others, or when comparability is required, a systematic field review can be used. A high ranking person from administration or human resources will meet with the assessors and discuss rating tools and techniques with them, hereby: identifying areas of inter-assessor disagreement, helping the group arrive at consensus, and to determine that each assessor envision the standards similarly.
- Forced-choice rating – this method was formulated to reduce bias and establish objective standards of comparison between individuals and does not involve the involvement of a third party. The assessor is asked to choose from amongst groups of statements those that best *fit*, and those that *least* fit the individual being assessed. These statements are scored and by definition, those with high scores are the better employees, while those with the lower scores are the poorer employees. The assessor doesn’t know what the scoring weights for each statement are so biasness, prejudice or unfair treatment is eliminated.
- Critical incident appraisal – this method gives the supervisor actual and factual incidents to discuss with employees: supervisors are asked to record all such incidents, a ‘little black book’, on each employee and to record actual incidents of positive or negative behaviour.
- Management by objectives – to avoid negative perceptions by employees, management meets with employees and encourages them to set – or help set- their own performance goals and objectives.
- Work-standards approach – instead of asking employees to set their own performance goals, management sets measured daily work standards. This establishes work and staffing targets aimed at improving productivity. The standards set are fair, visible and achievable.
- Ranking methods – in order to compare employees who work for different supervisors, it will be necessary to obtain additional facts in order to make an objective and fair comparison. A ranking technique that pools judgements seems to be the best possible alternative, two ranking techniques are identified as: alternation ranking and paired-comparison ranking.

- Assessment centres – individuals from different departments are brought together to spend time on individual or group assignments similar to those they will be handling if they are promoted. A pool of observers is given the task to rate the individuals for possible promotion.

A last performance measurement technique as the '360-degree feedback' approach. This is a multiple-rater method, where performance assessment information is collected from a variety of sources, these include: colleagues, peers, subordinates, superiors, customers and suppliers. Amos *et al.* (2004:73) states that the information from the various sources is analysed and presented to the manager in an interpretable form, the manager is encouraged to consider the feedback from others as compared to his/her self-assessment as well as his/her overall assessment, and thereby identifying developmental areas.

Figure 2.8. (page 51) illustrates the 360-degree feedback approach as follows:

Figure 2.8: 360-degree feedback to an employee



Source: Amos *et al.* (2004:73)

Effective training of the appraiser or employer, in an effort to improve their performance reviews, and to guard against rater errors and bias is very costly as there are great numbers of raters that need to be trained. Coens and Jenkins (2000:58) maintain that rating errors include:

- Leniency errors – this represents the appraiser giving a very generous rating in a desire to preserve a good working relationship,
- Severity error – this is the opposite of 'leniency' errors. Severity may reflect a cultural view towards appraisal or may be a product of a supervisor who has received a poor rating,

- Central Tendency and Range restriction errors – central tendency reflects a ‘predisposition to cluster most people near the middle, while Range restriction error refers to a rater’s tendency to place people within a specific range (i.e. on a scale of 1 – 5, where 5 is high and 1 is low, everyone will be rated between 3 and 4),
- Halo and Horn errors – this results when the rater carries over their perception of strength (halo) or a weakness (horn) in one dimension of rating to another dimension.
- Recency error – also known as the ‘*what-have-you-done-for-me-lately*’ syndrome. While rating in theory reflects the preceding 12-month period, the shortcomings of selective and poor memory tend to cause high focus on events immediately before the appraisal.
- Fundamental attribution errors – this is the tendency to attribute a favourable outcome to internal qualities, while unfavourable outcomes can be attributed to external causes beyond the individual’s control. When viewing other people’s outcomes, fundamental attributions cause individuals to see other’s success as a product of luck and their failures as a reflection of their incompetency, laziness, or something within their control,
- Self-serving bias – this occurs when raters inflate their ratings in an attempt to make themselves look good,
- Political problems – while rating errors and bias can be subconscious and unintended, there are cases where both the appraiser (rater) and appraisee (ratee) deliberately distort, abuse or misuse the process with political motives. The term ‘*political*’ refers to the fact that people play games with appraisal to arrive at a pre-determined or desired result connected to the outcome.

This stage of the performance measurement cycle is filled with many challenges: these challenges include the choosing the correct performance appraisal methods and techniques, appointing qualified appraisers and avoiding the pitfalls attached to the rating system.

2.10.2.5. REWARDING PERFORMANCE

Rewarding individuals for a job well done is an important part of Performance Management. If employees get the necessary feedback together with the accompanying praises motivation levels will improve drastically. Rewards for a job well done can include a pay rise or some sort of incentive or bonus scheme.

Lawler (1998:3-137 – 3-145) defines seven objectives of a pay system. These can be summarised as follows:

- o Attraction and retention,
- o Motivation to perform,
- o Motivation for self development,
- o Definition of an organisational structure,
- o Contribution to culture,
- o Cost effectiveness, and
- o Facilitating the implementation of strategy.

Through systems of job evaluation and Performance Management, the value of a job relative to one another is measured, and Slidregt *et al.* (2001:1313) believe that the main objective of assessing the total value of jobs in an organisation is to determine the pay grades. This information may be used for other purposes as well, these include: performance appraisal, employee training and development programmes, and the redesign of poor quality jobs. Data obtained from these exercises are mostly used as a framework for the setting of basic wage or salary levels for jobs. The assumption is that total job value 'matches' pay grade structures.

Job evaluation and Performance Management have been a vital part of compensation systems for more than fifty years, and Weiner (1991:119) is of the opinion that its purpose has been to ensure internal equity. This concern for internal equity has made job evaluation and Performance Management a concern for both 'equal pay for equal work' and 'equal pay for work of equal value'. The latter is also referred to as pay equity or comparable worth.

Previously, job evaluations have formed an integral part of compensation systems, and combined with wage surveys, job evaluations over the years have formed the core basis for pay in organisations. Gupta and Douglas Jenkins (1991:133) maintain that continued support for the sustained use of job evaluations is that they provide a systematic basis for addressing the relative worth of jobs in an organisation. The basic premise behind the approach to compensation is that certain jobs contribute more to organisational effectiveness and success than others, and that they are worth more than others, therefore these jobs should be paid more than others.

Unfortunately beyond this basic premise, however, problems arise. The way job evaluations are conceived and carried out, lead to difficulties in the extent to which they actually provide information about the relative worth of jobs. Gupta and Douglas Jenkins (1991:134) identify three main problems with this approach. These are as follows:

- The factors considered important in evaluation of jobs,
- The biases of the job evaluators themselves, and
- The procedures for determining the reliability and validity of job evaluation information.

Linking performance to pay is, according to Spangenberg (1994:201), the most essential element in the Performance Management cycle. It will either strengthen the positive elements of the Performance Management process, or it will break down the fragile system. When performance and pay are linked, the individual employee will be motivated to perform more effectively, and the organisation will develop effective performance-orientated cultures and attract and retain high performers.

Performance appraisal systems linked to pay decisions will only work under certain organisational conditions. The process is two-way, and not only can performance appraisal drive pay decisions, but also pay can also affect performance appraisal, in both positive and negative ways.

The positive and negative considerations if performance appraisal and pay are linked are summarised by Anderson (1993:120) as follows:

Positive:

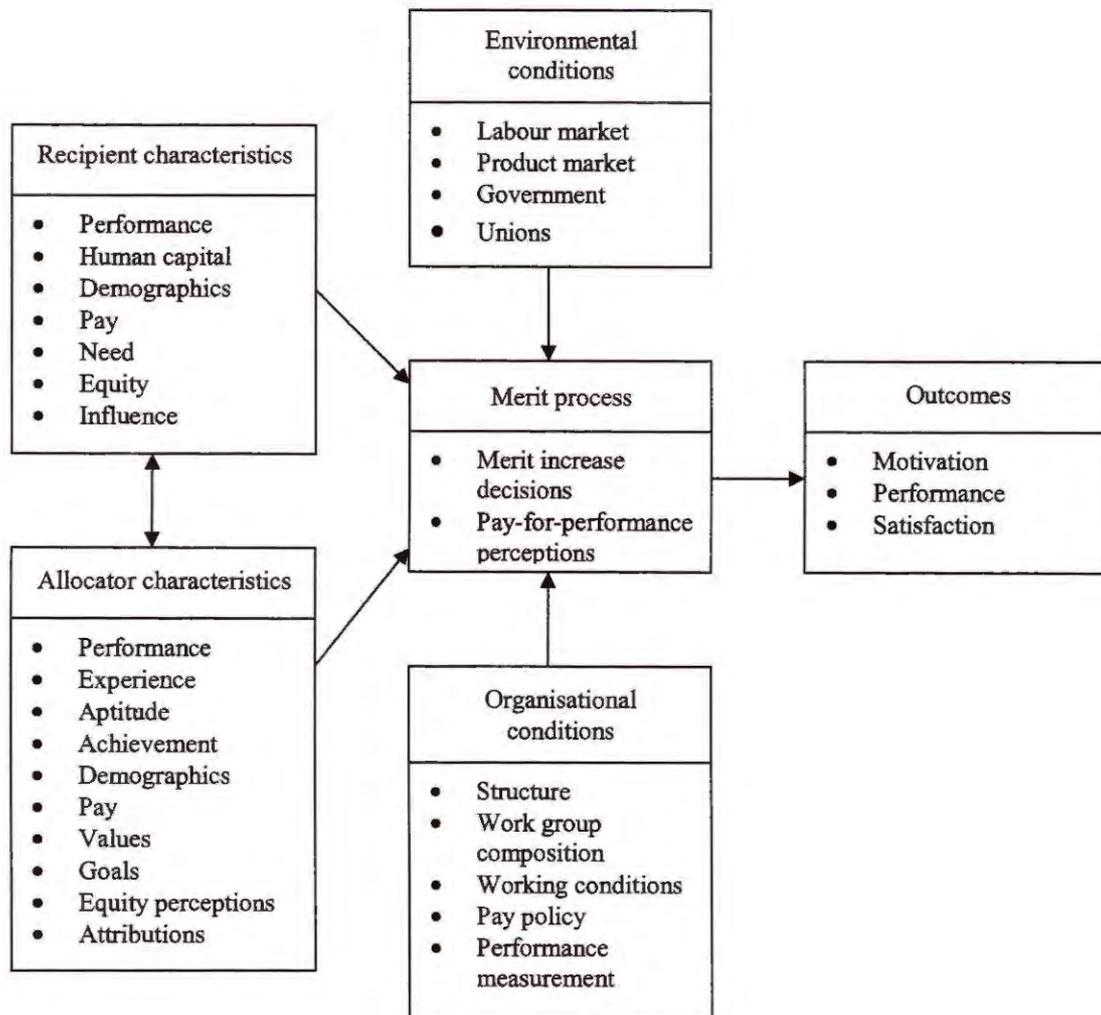
- All parties concerned will take performance appraisal more seriously,
- Individuals will view the system as the fairest basis for pay rewards,
- A performance-orientated culture will develop where it is acceptable that high performance be rewarded with high pay, and low performers receive poorer rewards.

Negative:

- The pay issue may cast a shadow on other performance appraisal issues (i.e. training and development),
- Individuals may be tempted to set lower goals than they are capable of achieving,
- Appraisers may feel pressurized to give higher and better ratings,
- While appraisal decisions may become less open and honest.

There are various factors that influence merit pay: the author advocates a merit pay framework to investigate the implementation and operational difficulties associated with merit pay. The following diagram, Figure 2.9. (page 55) illustrates this framework:

Figure 2.9: Merit pay framework



Source: Heneman (1990:52)

Certain conditions need to be met before performance related pay can be seen as acting as a motivator to employees and related personnel. Heneman (1992:27) maintains that these conditions are as follows:

- Performance must be accurately measured – if this is not the situation, employees will not be able to see the link between effort and performance (expectancy), and performance and reward (instrumentality),

- Increased pay must be a valued outcome – pay increases must have greater valence than the alternative outcomes such as leisure. If a pay increase is less attractive than leisure, an employee will feel less motivated to perform than when promised a pay increase rather than additional time off the job,
- The relationship between pay and performance must be clearly defined – this relationship must be clearly spelled out by the organisation to ensure that performance is perceived by employees as instrumental in attaining pay increase,
- Opportunities to improve performance must exist – it will be futile for an employee to improve at a task if he/she does not have the opportunity to increase or improve performance. If opportunity is not present, both expectancy and resultant motivation will not be present.

Several conditions must be met for effective appraisal and pay linkages to take place. Anderson (1993:120) adds that the feasibility and desirability to link appraisal systems to pay decisions will be affected by the following factors:

- Job design – jobs must be designed in such a way that allows individual performance to be clearly assessed otherwise it will become difficult to create an effective linkage to pay decisions,
- Open effective communication – the channels of communication between all relevant parties must be open, if this is not the situation it will be highly unlikely that the performance appraisal scheme will lead to valid conclusions about the staff's performance,
- High level of interpersonal and appraisal skills – the appraisers must have the necessary skills and confidence to carry out honest, unbiased, effective and constructive appraisals,
- Sound appraisal design – the appraisal system must be carefully designed (with pay linkages in mind),
- Supporting organisational culture – a culture must be created or exist within the organisation where performance appraisal is well valued, and where the linkage between merit and pay is legitimate.

Often the linkage between pay and a newly designed Performance Management review system takes place too quickly, the review process needs to settle down, employees and managers need to develop the trust needed to conduct participative performance discussions. Mohrman, Resnick-West and Lawler, (1989:179) maintain that if the review system is not allowed a period of time to settle down, the pay system will be ineffective and the performance review process will collapse under the stress of supporting the pay system.

Rewards may be categorized into two main groups, namely intrinsic and extrinsic reward systems. Extrinsic – this includes pay and other rewards that may have remunerative consequences, such as

promotions and enhanced status. Intrinsic – this reward system is generated by the individual as a reward for the completion of a task. Williams (2003:196) maintains that feelings of accomplishment and pride accompany other ‘feel good’ symptoms at the successful completion of a job.

In conclusion it is evident that many organisations structure their performance systems so that they link up to the pay system. Linking performance appraisal helps the credibility and sustainability of performance appraisal, as well as providing a sound basis for pay decisions and a performance-orientated culture. It makes good business sense and the positive outcomes for the business in terms of employee commitment, performance of altruistic behaviour, positive job attitudes, and the acceptance of decisions and procedures outweigh the negative aspects of this linkage.

2.10.2.6. FEEDBACK

Feedback is seen by many organisations as the central and most important part of the performance appraisal process. This importance is explained because the exchange of feedback between the appraiser and appraisee represents the culmination of the earlier stages of performance appraisal concerned with defining and measuring performance, and Anderson (1993:63) maintains that this generates decisions and actions that will impact the individuals involved, usually the appraisee.

In order to counterbalance possible negative connotations often associated with feedback, Mullen (1990:95) suggests that the feedback should be given within a team context; specific details of what was observed and the impact thereof on the overall team effort should be detailed. In addition, team members should be given the chance to give their perceptions and to discuss changes that should occur.

By giving feedback to the whole team, the occurrence of mistrust and misunderstanding commonly associated with traditional feedback can be avoided. This leads towards an open system of sharing information rather than just giving feedback. Mullen (1990:95) continues that if managers follow a few easy guidelines, the negative connotations associated with feedback will be counterbalanced. Managers should be able to:

- Observe the employees,
- Pay attention to his/her own self-talk about observation,
- Sort out self-talk to work towards a positive effect,
- Give feedback to the employee in a manner that incorporates listening as well as talking.

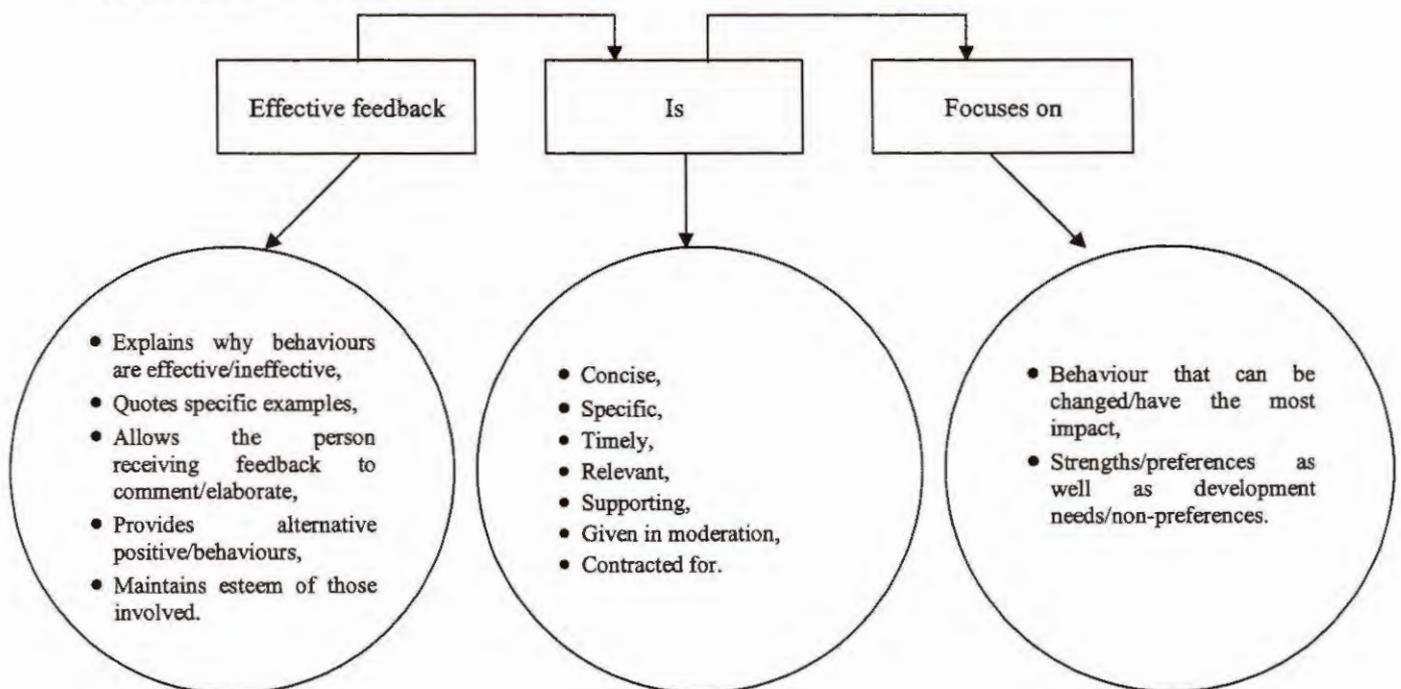
The appraisal interview is seen as one of the most difficult interviews any manager is expected to undertake. Anderson (1993:63) maintains that issues of great importance to individual employees, that can

have major influences on their future, are discussed. The role of feedback should be seen as the central element of the communication process where the sender (the appraiser) conveys a message to the receiver (the appraisee). Feedback will not be a one-way process if the organisation follows a well-managed and democratic manner of interview.

As far as feedback is concerned, it is important that it be given timely. 'Informal' or 'day-to-day' feedback is more important and of more significance in terms of its influence on work performance and attitudes, than feedback that occurs at the end of the performance review cycle or process. Farr (1993:178) states that feedback serves as a source of information, and in order to be effective, feedback should possess qualities other than timeliness and irrespective of whether the feedback is positive or negative. More so, if feedback is negative – the poor performance should be tackled as soon as possible rather than wait for the annual appraisal or not dealt with at all.

In conclusion, Latham and Marchbank (1994:85) illustrates through Figure 2.10. (page 58), that feedback possesses characteristics other than timeliness in order to be an effective tool to be used by management in the performance appraisal system. This can be seen as a complete summary of what feedback is and what is the function of feedback and at whom the feedback is directed.

Figure 2.10: Effective feedback



Source: Latham and Marchbank (1994:85)

Finally, from the above section it comes clear that feedback is one of the most (if not the most), important phase within the Performance Management System. Individuals need recognition for work well done, and see any sort of reward system or incentive scheme as a welcome prize.

2.10.2.7. TRAINING AND DEVELOPMENT

An effective and sustainable Performance Management and Appraisal system is future-orientated and places emphasis on developmental objectives. Anderson (1993:129) suggests that developmental objectives within a Performance Management System can include:

- Identification of training and development needs,
- The agreement on a number of actions to develop the appraisee, and to improve performance,
- Clarification of career paths and career opportunities available to the appraisee, and
- Counseling on career issues, relating the appraisee's skills, abilities, attitudes and values to possible future jobs.

The fact that while performance appraisal is inevitable, the choice is not whether or not to have performance appraisal, but whether it will be a systematic process designed to provide development opportunities or just used as an outlet for the spread of rumours, jealousies, character assassinations, and favouritisms. Ruth (2001:201) emphasizes that personnel systems are generally short lived, and are often a source of dissatisfaction, as they tend to become monitoring systems, instead of focusing in the essential purpose of developing staff.

Performance Management Systems should not only identify staff development needs, but in terms of capacity building, it is vital. Weir, Radloff and Hudson (2000:162) highlight some of the objectives a staff development project can have. These are as follows:

- o Share ideas and best practice among members to improve quality in teaching and learning and also to affirm diversity in curriculum and teaching practices in ways that are mutually beneficial,
- o Identify priority needs of teaching and support staff,
- o Maximize limited resources available for improving teaching and learning,
- o Share, adapt and develop academic staff development programmes, activities and materials,
- o Shape policies and procedures to enhance quality teaching and learning, and
- o Determine the need for and feasibility of future actions to facilitate ongoing staff development.

There are various reasons for staff development. Ruth (2001:202) provides the reasons as follows:

- Improving qualifications,
- Improving the ability to do the job,
- Promotion, and
- Improving personal capacities (such as time management, writing proposals, learning a computer programme, managing and co-operating with other people).

Performance appraisal is not a set of periodic, discrete evaluations of employee performance, but rather a system that impacts favourably on the day-to-day performance of the employee. There is great need for feedback on performance and discussions on performance improvement and employee development that should take place. Finally, Anderson (1993:141) argues that Performance Management and Appraisal systems should link up with a system whereby employees are coached, counselled and mentored in an attempt to achieve improvement in employee performance.

In conclusion, it is not enough for organisations to evaluate the performance of their employees give the necessary feedback and leave things there. It is critical that these organisations focus on the training and development of their staff, in an attempt to improve individual and overall performance in an effort to achieve the goals and objectives as set out by the organisation.

2.11. SUMMARY

In today's globally competitive business environment, it is not sufficient to have excellent business strategies, more and more managers are faced with the task of managing their employees' performance. Evaluating staff performance is increasingly seen as an essential ingredient for effective management within an organisation.

Performance Management is not simply an expanded performance appraisal system – it is a powerful business tool used to implement the larger goals and strategies of the organisation and, through its interactive nature, to create a participative culture.

This chapter viewed the following Performance Management issues:

- Understanding the complexities of managing the performance of people and processes within the organisation,
- The importance of an organisations mission, vision, strategy, and goals and objectives,
- The Performance Management process/cycle, detailing all the steps,

- The controversies surrounding performance related pay,
- The importance of feedback to the individual, and lastly
- The need for training and development within an organisation, after the Performance Management process has been concluded.

In **Chapter 3** we will examine **Performance Management Systems in Higher Education Institutions in South Africa**. In many of his public addresses, President Mbeki (Mbeki 1999) has emphasised the vision of an African Renaissance. In order to realize this vision many intricate inputs are required, with human resources development being the foundation of his ideal. Higher Education Institutions in South Africa could play an important role in this vision by sharing their expertise to upgrade scientific, economic and educational competencies of all people in Africa.

Since Higher Education Institutions deliver a service to the whole community and society, through their functions of teaching, learning and research, are seen as one of the most important organisations in a society. An institution's mission and vision together with the activities performed should be in line with the directions of social expectations. These institutions should contribute towards the social, economic and scientific development of the community.

3.

CHAPTER THREE

PERFORMANCE MANAGEMENT OF ACADEMIC STAFF IN HIGHER EDUCATION INSTITUTIONS IN SOUTH AFRICA

3.1. INTRODUCTION AND BACKGROUND

In **Chapter 2** the fundamentals of Performance Management was discussed in detail: the need for, benefits, pitfalls and the Performance Management cycle (process) were highlighted. In **Chapter 3** attentions will be focus on Higher Education Institutions and the influence of Performance Management and appraisal systems on the academia of these institutions.

Arnolds and Boshoff (2004:2) believe that educational institutions are one of the most important organisations within a society. An institutions mission and vision together with the activities performed should be in line with the directions of social expectations. These institutions should contribute towards the social, economic and scientific development of the community. The vision, mission and goals of tertiary institutions cannot be achieved without the co-operation of both their academic and support staff. Educators and supporting staff need to be committed to their tasks, as well as their institution, if quality output is to be achieved.

Finally, diminishing financial support from government, increasing tuition costs, an increasingly sophisticated public and a non-forgiving press are, among others, some of the factors that increase a Higher Education institution's vulnerability. This increases the pressure on management to ensure that the society is getting value for money, that staff (academic staff in particular) is working more productively, and that the institution is responding to the demands placed upon them.

3.2. TRANSFORMATION IN HIGHER EDUCATION IN SOUTH AFRICA

The employment practices in Higher Education in the era prior to the transition to democratic rule reflected the prevailing characteristics of the apartheid-defined labour market where one of the most notorious practices, job reservation, ensured that access to high level and high paying jobs were reserved for whites. Gibbon and Kabaki (2002:186) maintain that the Higher Education system served to construct and maintain the social, political and economic features of the apartheid order through its racially and ethically defined institutions and its racial distribution of students across particular fields of study, thereby contributing to the systematically under-qualification of the majority black population.

During this period Higher Education Institutions also suffered the political consequences of being part of the apartheid order through their isolation from the main stream of international academic developments.

A 'selective' academic boycott was placed on South Africa in the 1980's, driven internally by a coalition of anti-apartheid organisations. A consequence of this boycott was that those academics who were considered to be politically 'correct' could still attend conferences, and most academics were mistakenly under the impression that they were part of the contemporary developments in Higher Education internationally.

International isolation also meant that South African Higher Education was protected from global changes facing institutions worldwide. Gibbon and Kabaki (2002:189) continue that global changes included competition from foreign institutions and the demand for greater efficiency and accountability. In turn, the boycott negatively affected international access and participation of Higher Education Institutions in trends that were already in full force in developed countries.

The elections of 1994 heralded an era marked by the transition to an open democracy. There was a strong need for a new legislative framework where major social institutions could be reconfigured in line with the values of a non-racial, non-sexist, non-discriminatory social order. Staff in Higher Education was affected by two new sets of new policy directions originating from the Department of Education, and the Department of Labour.

In conclusion, it is clear that prior to 1994 Higher Education Institutions were quite isolated, selective boycotts were placed on the academic institutions and this meant that these institutions were relatively protected from the challenges that faced international Higher Education Institutions. But the elections of 1994 meant that certain changes needed to take place in Higher Education, accompanying these changes, academia would be forced to undergo certain changes as well.

3.2.1. HIGHER EDUCATION POLICY AFTER 1994

From the late 1980's black students enrolled in large numbers at institutions previously designated to white students. Gibbon and Kabaki 2002:190 maintain that policy formulation after 1994 confirmed the freedom of access and further expressed the key principles of equity and redress, democratic participation in a new system of co-operative governance, diversity development, quality, effectiveness and efficiency, academic freedom and autonomy, and public accountability.

3.2.1.1. EFFECTS ON HIGHER EDUCATION STAFF

The changes happening in South Africa automatically filtered through to Higher Education. Gibbon and Kabaki (2002:191) summarise the effect of the Higher Education policy after 1995 on Higher Education institution staff members as affecting the following areas:

- Access and redress – the dropping of the racial barrier and the setting up of student financial aid schemes granted masses of students’ access to Higher Education Institutions. Poor English proficiency, weak numerical and conceptual skills forced staff to introduce bridging courses, academic development programmes and student support. A cultural, linguistically and educationally diverse student population tested many of the assumptions and attitudes of academic staff.
- Equity – The intention behind the policy was to bring staff profiles in line with student and national demographics. Changes in recruitment and promotional strategies followed, while institutions were lead to develop more strategic human resource policies and practices.
- Co-operative governance – the statutory requirements of the Higher Education Act (1997) led to the establishment of new governance structures, the institutional forum, as an advisory body to council. Previously where professors had automatic membership to senate (the highest academic authority of the institution), some institutions now replaced them by a representative presence, alongside the representative of other constituencies; this produced considerable undermining of traditional academic authority.
- Responsiveness and quality – the National Qualifications Framework (NQF) that governed the provision of all education and training programmes was established due to the demand that was created for high quality academic programmes that were responsive to both social reconstruction and economic development. As from 1996 academic staff at many institutions embarked on a project to re-examine and reconstruct academic curricular to meet the criteria as set by the NQF.
- Institutional autonomy and public accountability – policy existed that affirmed institutional autonomy but new emphasis was placed on public accountability that made institutions (and the staff within) accountable to the ways in which public monies were used.

3.2.2. LABOUR POLICIES AFTER 1994

Labour legislation sought to build a framework of rights and obligations based on the fundamental provisions of the new Constitution, thereby moving labour relations away from a racially defined, highly exploitive and conflicting relationship of the apartheid past. Gibbon and Kabaki (2002:193) maintain that the policies that emerged included, amongst others, the Basic Conditions of Employment Act (No 75 of 1997), the Employment Equity Act (No 55 of 1998), and the Skills Development Act (No 9 of 99).

3.2.2.1. IMPLICATIONS FOR HIGHER EDUCATION STAFF

Fiscal constraints moved into a demand for efficiency (to do the same or more with fewer resources), and to compensate by diversifying income sources. Internal budgetary policies focused on cost-cutting, rationalisation of administrative and academic structures, and in some cases the shutting down of 'unprofitable' academic units and service sectors. With these strategies, Higher Education and its products entered the marketing era.

With the entry of Higher Education into the market, many academics found it extremely difficult to accommodate the diverse changes in a teaching, learning and research environment, students now became clients or customers while the academic became the service provider. Gibbon and Kabaki 2002:197 maintained that institutions now competed not only for students, but for highly qualified black and female staff attracted to institutions by higher salaries, better research opportunities, access to funding for research, and lighter administrative and teaching commitments.

Finally, in the period since 1994 the triad of Higher Education policy, labour policy and market influences crossed and interacted in the complex field of institutional relationships within which staff fulfil their duties, pursue their careers and ambitions, and earn their livelihood

3.3. NATIONAL AND PROVINCIAL POLICIES GUIDING PERFORMANCE MANAGEMENT IN SOUTH AFRICAN HIGHER EDUCATION INSTITUTIONS

From the previous section it becomes clear that many changes took place in Higher Education Institutions from the apartheid era to a post-apartheid period after 1994, these changes were accompanied by problems of their own; institutional problems and individual problems.

Various changes have taken place in Higher Education Institutions over the past number of years. Demographic changes, increased enrolment pressures in terms of the number of students admitted, competition between faculties, pressure to curb administrative costs, regulatory and policy procedures, higher transaction volumes and service expectations, and greater influence of customer and constituents have played a great part in changing the way higher institutions operate.

In addition to the factors mentioned above, the Performance Management of staff presents another challenge to Higher Education Institutions. Within the South African Higher Education sector, a policy framework guides the execution of Performance Management. The legislative framework governing Performance Management at South African Higher Education institutes is made up of a large number of national and provincial / regional policies.

3.3.1. NATIONAL POLICIES

Over the past decade several national policies have been put in place to transform Higher Education, while these policies do not address human resources management directly, they outline specific expectations surrounding the delivery of Higher Education. Van der Westhuizen and Maharasoa (2004:43) maintain that these policies, in turn, impact strongly on the work of academic staff, and requiring the management of their performance.

Several relevant policies will now be outlined briefly:

3.3.1.1. THE SOUTH AFRICAN QUALIFICATIONS AUTHORITY ACT (1995)

This Act has serious implications for academic staff in Higher Education – it emphasises programme planning through curriculum design, development and quality assurance – all tasks that require high levels of expertise from academic staff. Van der Westhuizen and Maharasoa (2004:46) maintains that the Act was drafted for the purpose of improving the quality of education and training, and is narrowly aligned with South Africa's economic growth and national development strategy.

Van der Westhuizen and Maharasoa (2004:47) believe that this Act is an important instrument for meeting national needs by organising and co-coordinating education and training opportunities, and a competency-based development of human resource to boost the economy, it also enhances the country's competency-based efforts.

3.3.1.2. EDUCATION WHITE PAPER (1997)

With the Education White Paper 3 of 1997, the Department of Education's (DoE) vision of the promotion of knowledge, scholarship, improved academic quality, and the address of a number of national and regional needs was outlined.

Van der Westhuizen and Maharasoa (2004:44) state that the DoE (RSA DoE 1997) aims to accomplish these goals by, amongst others:

- Quality improvement of teaching and learning,
- Secure and advance high-level research capacity, and the sustained application of research activities to technological improvement and social development,

- Reward good performance – acknowledging good performance cannot to overemphasised, certificates, trophies and vouchers can form part of the reward programme. The White Paper proposes monetary rewards in the form of performance-based pay,
- Addressing training and development – after performance has been measured, training and developmental needs of the employee are identified. These should be supported by a well-designed development plan where the ultimate intention is the improvement of the individual's performance.

3.3.1.4. THE SKILLS DEVELOPMENT ACT (1998) AND THE SKILLS DEVELOPMENT LEVIES ACT (1999)

As from August 1999, all Higher Education Institutions embarked on a training and development programme, focusing on the regulations of the Skills Development Act (no 97 of 1998) and the Employment Equity Act (no 55 of 1998), where the main objective of the programme is to enhance the quality of life of all employees (academic, non-academic and support staff or service employees in Higher Education Institutions). Greyling (2001:37) maintains that the Act also aims at increasing institutional and organisational productivity by increasing the competency levels of all employees. Ideally all employees should benefit from the implementation of their institution's Workplace Skills Plan – where the workplace is used as an active learning environment.

With this Act in mind, Performance Management is conducted in order to: assist individual members of staff in the development of their careers, the improvement of staff performance, identification of changes to the institution that will enable individuals to improve their performance, identification and development of opportunities for promotion, and the improve the efficiency with which the institution is managed (RSA DoL, 1998b).

Van der Westhuizen and Maharasoa (2004:54) contend that democracy; transparency and a developmental direction lie at the heart of Performance Management, and continue that the following principles should be adhered to:

- The appraisal process should be open, transparent and developmental. It should not take the form of 'top-down' management but should start with self-assessment and work its way toward a process where mutual discussions take place,
- The appraisal process should be continuous and based on a developmental approach, strengths, weaknesses and potential should be developed,

- Develop capacity building measures to facilitate a more representative staff component that is sensitive to local, national and regional needs, while remaining committed to standards as well as creative and rigorous academic work

The above-mentioned goals refer to the three key performance areas of academic staff – namely, research, teaching and learning, and community service. There is an urgent need to skill and re-skill academic staff in ways to ensure that the goals as set out by the White Paper 3 of 1997. In all of these areas, Performance Management will play a crucial role in attaining these goals.

3.3.1.3. THE WHITE PAPER ON HUMAN RESOURCE MANAGEMENT IN THE PUBLIC SERVICE (1997)

This paper recognises that people are the most important indispensable resources and assets of any organisation; therefore human resource development is seen as every organisation's tower of strength. The White Paper maintains *'Performance Management is therefore an integral part of effective human resource management and development strategy; it is an ongoing process, in which the employee and employer, together, strive constantly to improve the employee's individual performance and his or her contribution to the organisation's wider objectives'* (RSA DoPSA 1997:42).

The White Paper (RSA DoPSA 1997:42) also outlines a number of prerequisites that a Performance Management System must have. These are summarised by Van der Westhuizen and Maharasoa (2004:49) as follows: Performance Management must:

- Be results orientated – the primary focus of the human resource management framework must be the attainment of results. For institutions to realise these expected outcomes, work plans should be collaboratively developed by the employee and employer. These work plans should clearly detail timeframes, and should form the basis for employee appraisal,
- Manage poor performance – a lack of harmonisation between output and expected results will lead to poor performance. Investigations into causes for the poor performance should be followed by a clearly defined plan for improvement. Dismissals should be considered as a last resort,
- Be open, fair and objective – while transparency and objectivity are placed high on the agenda for most transformation undertakings. Honest and clearly articulated observations about staff performance should aid the performance improvement process. Employer/employee objectivity can enable improvement, while a lack thereof can manifest in grievances and disagreements,

- The process should always include relevant academic and management staff, staff should be informed of all aspects of the process enabling them to take the initiative and manage the process themselves,
- The appraisal instruments should have the necessary criteria to evaluate the nature and level of the work performed,
- Performance appraisal should not be seen as a replacement of 'day-to-day' staff management, and
- Performance Management must at all times be conducted in the spirit of equal opportunities, according to labour relations policies (RSA DoL 1998b).

3.3.1.5. THE NATIONAL PLAN FOR HIGHER EDUCATION (2001)

With this paper government emphasised the need to balance a varied student population with a diversified academic staff complement. The paper clearly states that '*Institutions will therefore be expected to develop employment equity plans with clear targets for rectifying race and gender inequities*' (RSA DoE 2001:4). While increased representation of black male and female, and disabled academics in Higher Education is at the heart of this paper, it also carries serious implications for the performance of these categories of staff. The duty to take account of factors such as organisational culture and the effects these may have on performance falls on the shoulders of management.

3.3.1.6. HIGHER EDUCATION QUALITY COMMITTEE (2004)

Higher Education has to take this policy into account with regards to Performance Management of staff, in the pursuit of building an effective national qualification assurance system; the Higher Education Quality Committee (HEQC) has identified capacity development and training as an important component of its activities. For auditing and accreditation of Higher Education Institutions, the HEQC has formulated quality related criteria relating specifically to Performance Management (CHE, HEQC 2004:1).

This document (CHE, HEQC 2004:13) contains 19 HEQC audit criteria linked to performance, activities and development of staff, criterion 9 deals with the recruitment, selection, development and support policies and procedures that should facilitate the availability of suitably qualified and experienced academic and support staff to deliver academic programmes. Van der Westhuizen and Maharasoa (2004:60) maintain that the HEQC aims to examine particularly the following:

- Clear recruitment, selection and appointment procedures should be in place to provide academic and support staff with the necessary qualifications and expertise to teach and support academic programmes so that the outcomes are attainable at the appropriate levels of quality,

- Redress and equity issues should also enjoy preference,
- Enough opportunity should be available for the scholarly and professional development of academic and support staff.

Van der Westhuizen and Maharasoa (2004:60) maintain that the HEQC audit criterion 10 is also related to the performance of academic and support staff. It requires that a clear and effective system be in place to evaluate programmes on a continuous basis, while new findings are disseminated to ensure that appropriate action is taken for staff development, curriculum improvement and increased student access and success.

3.3.2. REGIONAL / PROVINCIAL POLICIES

Provincial governments have, within the framework of the national policies guiding human resource management within Higher Education, formulated their own policy framework. A discussion of the applicable provincial policies will now be undertaken:

3.3.2.1. POLICY FRAMEWORK: PERFORMANCE AND DEVELOPMENT SYSTEMS FOR LEVELS 1 – 12 (FREE STATE PROVINCIAL GOVERNMENT 2003)

As the University of the Orange Free State and the Central University of Technology were used as part of the target population and sample (page 8), a discussion focusing on the Free State Government's policies surrounding Higher Education follows.

It is the view of the Free State Government at provincial level that Performance Management must conclude in a situation where all employees benefit from development opportunities, and become committed to rendering quality service in an effort to reach organisational goals.

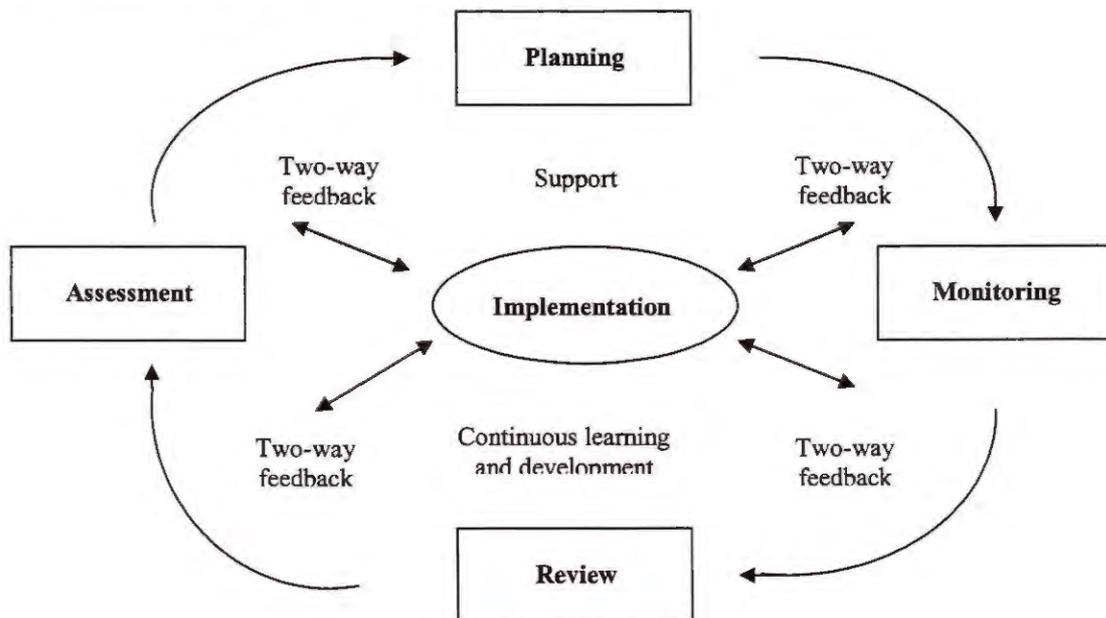
Van der Westhuizen and Maharasoa (2004:62) believe that the Free State Provincial Government's performance development management system, as applicable to schools and further education and training sectors, seek to:

- Establish a performance and learning culture in the public service,
- Ensure that all employees know and understand what is expected of them,
- Promote performance-related interaction between employees and their supervisors,
- Identify and manage the developmental needs of employees, and attempt to meet those needs where possible,
- Evaluate performance fairly and objectively,
- Identify top performers, and

- Improve service delivery.

Van der Westhuizen and Maharasoa (2004:63) maintain that the Free State policy framework documentation is written in such a way that its flexibility allows it to be used as a performance manual. The performance process was comprehensively detailed in Chapter 2 (page 39 – 60), and Figure 3.1. (page 71) diagrammatically presents an overview of the Performance Management phases as used by the Free State Provincial Government).

Figure 3.1: Overview of Performance Management phases



Source: Free State Provincial Government (2003:3)

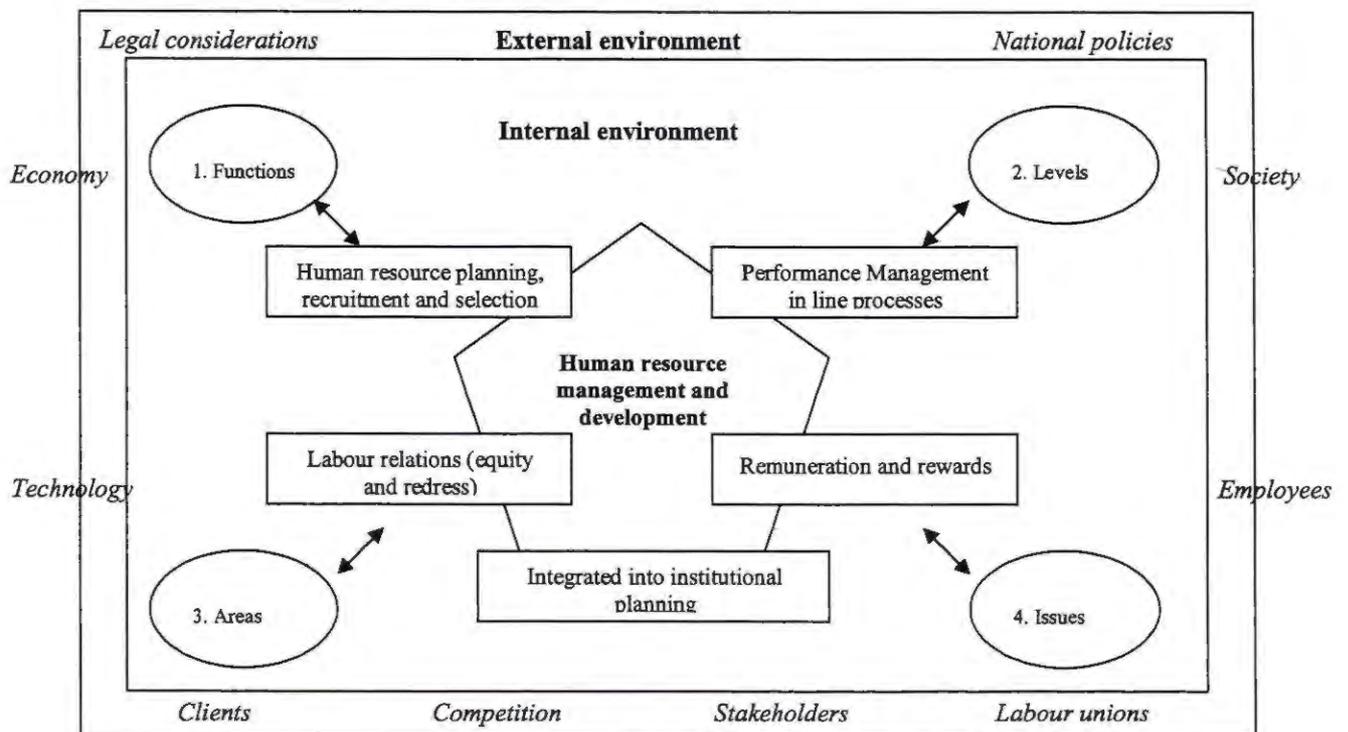
The major challenge facing Higher Education in its new environment is its human resource management. The South African government has outlined several policies and procedures at national and regional / provincial levels to guide the process of transformation and human resource management; it is now the duty of individual Higher Education Institutions and their staff to successfully execute this exercise. Using the national directives provided, each institution can design a tailor-made Performance Management System based on their own needs and to fit their unique character.

3.4. HUMAN RESOURCE MANAGEMENT DEVELOPMENT IN HIGHER EDUCATION

Performance is expected from organisations of all kinds, and in the highly competitive and interconnected world of today, Higher Education Institutions are not immune to these expectations. Middlewood and Lumby (1998:5) maintain that human resource management development is an important factor in guiding and supporting the strategic planning and re-planning of an institution of Higher Education. Most academics understand the simple principle that Higher Education Institutions depend on quality, commitment and performance of the people who work there for their success.

Mapesela and Strydom (2004:7) contend that while the human resource department does not usually play an important role in the recruitment of staff members; job satisfaction, personal productivity and institutional success by means of strategic and operational planning is seen as this department's foremost function. This department should aim to create and maintain a workforce that is well motivated, appropriately trained, equitably rewarded and performs effectively in pursuing the institution's mission and strategic priorities. Figure 3.2. (page 72) illustrates how the human resource department can be applied to Higher Education.

Figure 3.2: Human Resource Management department as applied to Higher Education



The following definitions ease the interpretation of Figure 12 (above-page 70)

1. Functions – these include the broad primary functions of Higher Education Institutions (teaching, research and community service)
2. Levels – operations of the institution are performed at different levels (organisational/institutional level, faculty/section level, departmental/unit level, individual level)
3. Areas – these include the main areas of institutional operations (governance, management, finances, access, programme planning)
4. Issues – these are critical challenges facing an institution during a particular period of the institution's history (equity, redress, transformation)

Source: Mapesela and Strydom (2004:8)

3.5. THE NEED FOR PERFORMANCE MANAGEMENT IN HIGHER EDUCATION

Performance Management is essential for Higher Education Institutions, all levels of staff must be assessed and reviewed on a regular basis, while feedback on Performance Management is very important as a tool to address the staff developmental needs of the institution.

Ruth (2001:201) emphasises the fact that Performance Management unavoidable and inevitable, the choice is not whether or not to have performance appraisal, but whether it will be a systematic process designed to provide development opportunities or just used as an outlet for the spread of rumours, jealousies, character assassinations, and favouritisms. Personnel systems are generally short lived, and are often a source of dissatisfaction, as they tend to become monitoring systems, instead of focusing in the essential purpose of developing staff.

The need for Performance Management has increased dramatically, governments globally have expressed growing concern over the last few years on how its funds are being spent; Quinn and McKellar (2002:73) maintain that in addition, the need was also expressed for greater accountability from previously autonomous tertiary institutions on the issue of how teaching and learning occurs at universities as a means of ensuring accountability and quality assurance.

The public is also very interested in issues of value for money, quality and accountability, especially since the public provides these funds to Higher Education Institutions. Jongbloed and Vossensteyn (2001:127) agree that funds supplied by the public purse should be dependent on institutional performance; this would be in line with ideologies that point to a more market-like approach to management and budgeting throughout the public sector.

There is a universal concern in education for the enhancement of the quality and effectiveness of schooling, resulting in an increased focus on the management of performance. This concern occurs at both

organisational and individual levels. Motilal (2004:146) maintains that at individual level, attention has been directed towards ways of evaluating performance for developmental and accountability purposes.

There is tremendous pressure on Higher Education Institutions to ensure that their constituents are getting value for money, that the staff (academic staff in particular) is working more productively, and that the institutions are responsive to the changing demands placed on them. Parsons and Slabbert (2001:74) agree that one major pressure on Higher Education is the demand for greater productivity in the wake of budget constraints, increased enrolments and the more explicit social demands placed on them.

The main aim of any Performance Management is the development of a process whereby individual goals are set based on the needs of the organisation, as well as the development needs of the individual. The Performance Management Manual of the CUT (2006:4) suggests that these goals are negotiated and finalised through continuous communication between the individual and their immediate manager/supervisor. In Higher Education, students, other internal clients, managers/supervisors and functional experts evaluate performances against these set goals.

A well-designed Performance Management System, if applied correctly, will benefit employees at various levels. Individuals will become involved in setting well-defined goals or objectives; this in turn will become the basis of a performance agreement. Performance feedback is regularly given and in terms of specific scoreboards, these scoreboards, in turn, indicated to which extent the performance goals were met or not. Over-achievers are rewarded accordingly while individuals who do not meet their performance goals are assisted and development programmes are suggested to improve relevant performance.

Accountability and the overall improvement of teaching, research and service are the shared goals of all Higher Education performance models. Mapesela and Strydom (2004:1) maintain that different combinations of these goals depend on the different national systems, the balance of accountability, markets and trust within these particular contexts, but irrespective of all these factors, the goal combination may involve: stimulating internal and external institutional competition, verifying the quality of new institutions, assigning institutional status, justifying the transfer of state authority to institutions, and facilitating international comparisons.

The rapid pace of growth within Higher Education in developed and developing countries, has led to an international gathering in deliberation with regard to the implementation of performance models in Higher Education. Mapesela and Strydom (2004:1) continue that the driving force to implement performance models are not identical, these differ as Higher Education systems are based on different cultural traditions, principles and starting points – all of which will mirror the distinctive needs and interests of the people the system aims to serve.

Performance Management Systems and Performance Evaluation is, at times, inconsistent, biased, time consuming or irrelevant. Feedback is seldom forthcoming, while after completing complicated and lengthy appraisal forms, the consequences (pay linked to performance and/or development plans), is negligible.

Higher Education Institutions have reached a point where there is less deregulation, lack of certainty of income, labour relation unrest, the need for the establishment of employment equity, increased competition and technological transformations. Through all these problems and situations, the relationship between the institution and its staff is of great importance. Efficiency, accountability and productivity provide powerful incentives for a closer relationship between the environment and the performance of Higher Education Institutions, faculties, departments and individuals.

According the Performance Management Manual of the CUT (2006:6) Performance Management becomes important for Higher Education Institutions for the following reasons:

- Maximisation of outcomes consistent with the goals of the institution,
- Higher levels of motivation,
- Reward good performance,
- Provision of mentors for new staff members,
- The individual and collaborative contribution of staff,
- Communication of expectations,
- Identification of poor performers (access with success), attendance to poor performance (retention rates), and
- The ability to demonstrate accountability.

The existence of a Performance Management System for Higher Education Institutions can be justified as being important to individuals because they expect to:

- Receive recognition, feedback and advice,
- Be rewarded both intrinsically and extrinsically for performance,
- Have a fair PM system in place,
- Have a broad range of development opportunities available to them,
- Have good role models, and
- Establish a research and reference base for personnel decisions

The usefulness of a Performance Management System to a Higher Education institution lies in its character, as an instrument that can be used to measure progress and clearly demonstrate to the institutions stakeholders (the community, local, provincial and national government, donors, prospective students and

staff members, fellow academics both nationally and internationally) who have a part in its future that the institution is meeting its objectives, and is indeed an asset to the community.

3.6. THE ROLE OF PERFORMANCE MANAGEMENT IN HIGHER EDUCATION

Organisations need to grow and develop, but their growth and development depends on the individuals within the organisation. The institutional mission, future strategic position and strategic goals often depend on the work ethic, goals and aims, needs and expectations of the individuals who make up the institution. Carl and Kapp (2004:19) maintain that the Performance Management System should contribute to the effectiveness of the institution and the quality of work of all employees. The focus has to be on the individual to ensure both institutional and individual effectiveness, growth and development.

Two deductions about Performance Management can now be made:

- What is good for the individual staff member is good for the institution, and an appraisal system should be endorsed and supported by staff members as it will assist them in accomplishing their performance goals, and
- In order to be effective, an appraisal system needs to be based on the individual.

In order to establish remunerative justice, an organisation needs an equitable process by which reward is openly and fairly distributed to those who are most deserving on the basis of effort, merit and results. Franzsen (2003:133) states that the process of appraisal must be fair, uniform and regularly appraised and documented.

Research repeatedly confirms the everyday experience of those involved in the management in Higher Education is both more satisfying and more difficult than management in industry. It is more satisfying because the dealings are with highly intelligent people, and Bolton (2000:3) maintains that most of these individuals are motivated by the intrinsic attractions of their work rather than by prospects of short-term bonuses or promotions.

Lecturers often see themselves as educators who do their own thing on their own time; they do not want to be evaluated in terms of their work as many lecturers maintain that it is difficult to assess their performance. How will their performance be assessed? Is it based on the pass rate of students, on their research outputs, or on their community involvement?

Management in Higher Education is more difficult as those same people do not typically expect to behave in response to instructions from a line manager – an expression rarely used in Higher Education – or to be

motivated primarily by the corporate goals of the unit or institution. Organisations manage professionals based on the following principles:

- Emphasising decentralisation – managers depend on the contribution, effort and skills of the professional employee. Since motivation and control are sensitive issues, too much direction can be counterproductive, often managers share responsibility and professionals learn to take responsibility for management decisions and how to communicate with management,
- Depending less on ‘rational’ controls – too much control and reliance on quantitative measures can lead to unintended consequences – performance reviews are often carried out *with*, rather than *on* professionals,
- Greater emphasis placed on intrinsic motivation – emphasis is placed on career development, and attention is paid to delegation, challenging, training and development, as well as to motivators such as pay and status,
- Greater emphasis is placed on team work – different professional groups will hold and argue strongly for their own diverse views, professional organisations must therefore handle conflict,
- Encouraging more emphasis on conflict management – Management needs to keep in close contact with the various professional groups, and use team-building and involvement to communicate decisions quickly and effectively – all in attempts to manage conflict constructively,
- Promote more emphasis on trust – trust is extremely difficult to establish, managers, their employees and clients place trust in professionals, this creates great pressure for consistency and fairness in the management of organisations, without it some stakeholders may become dissatisfied,
- Placing more emphasis on values and ethics – top management devotes considerable time and energy in articulating the organisation’s vision, mission, values and ethics, as it can not control professionals, the code of behaviour conducive to a trusting relationship becomes important.

It is evident from the above that the management of a Higher Education institution can not be compared to the management of a commercial organisation; there are too many factors within Higher Education that necessitate a different and modernised system of management.

Blackwell and Blackmore (2003:75) maintain that within the Higher Education environment, Performance Management can be characterised as follows:

- There is a direct relationship between institutional priorities and goals (brought about through the planning process) and the performance of staff. These strategic goals and priorities are transmitted down from top level management to the individuals at ground level,
- Top management is totally committed to the Performance Management process,
- Methodical environmental examination based on the vision, mission and culture of the institution takes place,
- Skilfully devised institutional policies and planning strategies are put in place to guide the process,
- Management has well defined line function responsibilities,
- The human resource department is well equipped, and has the necessary experience and capabilities needed to work hand in hand with the every role-player involved in the Performance Management process within the institution,
- The roles and tasks of supervisors (acting as mentors to subordinates in line with the institutional staff development unit) are clearly understood and are communicated to the role-players on a continuous basis.

In the past, tertiary education institutions in South Africa were fairly protected institutions where very few structural changes ever took place. Apart from the normal staff turnover, few educational institutions were ever called upon to merge with other educational institutions. Arnolds and Boshoff (2004:2) agree that now, different types of educational institutions were expected to merge – the restructuring process would result in feelings of uncertainty and anxiety, thus lowering levels of job performance and would be accompanied by a higher employee turnover rate and absenteeism

Performance Management is a concept that is relatively unfamiliar to education; it has its origins in industry and the business environment, and is therefore essentially viewed with a high degree of suspicion by academics, particularly in Higher Education. Parsons and Slabbert (2001:76) add that these views are reinforced by the fact that there have been attempts to import management systems from industry into Higher Education without making the necessary adjustments for the difference in contexts

A Performance Management System required the incorporation of a number of aspects, these aspects include:

- Consistency of application,
- Objectivity of the process,
- Valuing the process as much as the outcomes,

- Recognising that appraisal involves particular skills,
- Allowing the process to be driven by the appraisee's needs, maintaining a balance between confidentiality and sharing, and
- Evaluating and reviewing effectively.

Parsons and Slabbert (2001:76) continue that applying aspects of management systems (Performance Management and Appraisal) to Higher Education becomes even more unambiguous when the results of their application are applied to aspects such as remuneration, tenure (term) and promotion. If Performance Management is to become a driving force in Higher Education in the immediate and foreseeable future, it will have to be based on fixed principles that will, in turn, form the foundation of any Performance Management System. These principles can be summarised as follows:

- Validity,
- Reliability,
- Transparency,
- Adaptability,
- Acknowledgement of performance,
- Negotiation of mutually accepted and agreed upon tasks and outcomes.

Within Higher Education Institutions, Performance Management is often viewed by parties, especially academics, with a measure of reserve and uncertainty. Higher Education Institutions are called to the challenging task of balancing their historical academic role within a new environment. Performance Management, as a human resource component, should strive to be hands-on, to seek out information about the needs of the institution and engage in the design and implementation of strategies and development of programmes aimed at achieving its objectives.

3.7. ACADEMIC STAFF RESERVATIONS RESULTING FROM PERFORMANCE MANAGEMENT

In Chapter 2 (page 30 – 35) the truths and perceptions, and the negative perceptions underlying Performance Management, together with the benefits of performance evaluation (page 35 – 37) were discussed in detail. The effects of Performance Management and Appraisal on academic staff in Higher Education will now be highlighted.

Performance Management is a concept that is relatively unfamiliar to education; it has its origins in industry and the business environment, and is therefore essentially viewed with a high degree of suspicion by academics, particularly in Higher Education. Parsons and Slabbert (2001:76) adds that these views are

reinforced by the fact that there have been attempts to import management systems from industry into Higher Education without making the necessary adjustments for the difference in contexts

South Africa Higher Education Institutions, although involved in a continuous process of extensive transformation at various levels, have been very unenthusiastic in adopting and implementing Performance Management Systems, practices and procedures, especially when it involves management and appraisal of the academic staff. Franzsen (2003:132) explains that a possible reason for this reluctance may be rooted with the high opinion placed on the concept of '*academic freedom*', and more specifically, the difficulties associated with '*measuring*' excellence in academic outputs and pursuits, and '*measuring intellectual property*'.

Furthermore the fact that Performance Management is seen by some as a tool used by management to control and manipulate employees and to enforce a particular agenda. In South Africa where Performance Management has been introduced as a newly formalised management practice, this perception is common, thus heightening the suspicion that goes hand in hand with evaluation and judgment. Many academics and researchers doubt the reliability and validity of Performance Management and suggest that the system is so inherently flawed that it may be impossible to perfect it.

Mapesela and Strydom (2004:25) contend that while academics have for a long time enjoyed freedom from interference within the boundaries of their disciplinary fields; the introduction of major curricular and methodological changes accompanied by the advent of knowledge creation approaches, accountability has taken on a new meaning. Institutions will be forced to come up with new ways to assist academic staff to respond to challenges surrounding their work performance. These arrangements would typically include: performance workload agreements, appropriate staff development opportunities, better incentives, sufficient resources, fair performance measures as well as ample support systems to assist academics with the new challenges.

Academic freedom entails that control is less focuses on 'isolated' professors/academia and their disciplines. This reality must be faced that a change must take place in the traditional role of the academic. These traditional staff members may be replaced with specialist task forces or specific staff who will respond to the demands of the labour market, new information and communication technologies, the emergence of new disciplines and the need for urgency, greater flexibility and cost effectiveness. Gibbons (1998:59) maintains that these changes will cause adjustments to the structuring of staff appointments, staff tenures and the evaluation of their performance. Academics fear that this new role will bring dramatic changes to their current employment contracts and overall condition of employment.

Van der Bank (2000:7) affirms that Performance Management is a very sensitive issue; when considering whether Performance Management is *'the carrot or the stick'*, it can easily be interpreted as the latter of the two, leading to unfortunate consequences. In a development model (where strengths are recognised, and areas where the individual may be able to improve are identified), appraisal will be a genuine process between the appraiser and appraisee set in an atmosphere of trust and confidentiality. An accountability model (where focus may be placed on incompetency and assessment of performance) would create and foster an air of defensiveness and an attempt to hide weaknesses.

Performance Management is essential for quality purposes; therefore any discussion on this topic in Higher Education must include the suspicions and fears of academic staff that are under increasingly pressure from all sides to be more productive, more accountable and more responsive to the demands of a technologically advanced society.

One way to dispel academic staff fears, and at the same time provide the necessary information about what academic staff actually do, is to negotiate an acceptable method of describing all the activities that academic staff are called on to perform and then to quantify these activities in terms of the time required to perform them to an acceptable standard. Parsons and Slabbert (2001:74) believe that this information could then be used as a starting point of input into a Performance Management System that acknowledges the range of activities required of the academic staff, and at the same time directs them within the explicit framework of departmental and institutional goals.

Carl and Kapp (2004:20) characterise the academic setting by an 'air' or norm of privacy. Teaching and research is seen personal and can be linked to individual personalities and styles, and thus more difficult to compare. While academics value autonomy (academic freedom), performance appraisal is seen as a threat to their freedom. When combining privacy and autonomy as part of an individual's performance appraisal system, academics often perceive attempts to compare and elevate some people over another, (as can be done in performance appraisal), with a great measure of suspicion.

Middlewood and Lumby (1998:24) contend that there are several reasons why Performance Management is seen as such a problematic issue, these are often linked to the following issues:

- Unsustainable expenses in financial and human terms are involved,
- A great deal of paperwork is accompanied by bureaucracy,
- Lengthy time delays occur between needs identification and action plans being formulated to intervene,
- Solutions are often artificial and based on simulated situations which are difficult to apply to the academic workplace,

- The relationship between line manager and the managed is threatened, and
- Performance Management and Appraisal, feedback and interventions are often carried out by perceived experts in staff development; these individuals are often not accepted by academics.

There is constant conflict between the nature of professionals (within the faculties), and the organisational control system as a result of Performance Management and Appraisal systems. Professionals, on their part, wish to remain autonomous in their work and accompanied by highly developed and specialised skills, expect to direct their own activities in the workplace, free from interference by others. Raelin (1985:150) maintains that while professionals submit to the evaluation of their performance, they strongly believe that only their peers are sufficiently qualified to evaluate their work.

Performance Management creates constant conflict between lecturing staff (professionals) and the human resource departments (organisations that are responsible for Performance Management). This conflict will only be resolved if the Performance Management System is designed ONLY after extensive consultation with all parties involved.

After taking into consideration the theoretical propositions on the nature and effects of performance appraisal, several revealing statements emerged. Blackburn and Pitney (1988:21) maintain that these can be summarised as follows:

- Most current performance appraisal and evaluation systems do not lead to improved performance – the process can be dysfunctional, lead to reduced productivity, and create morale problems. The outcomes often impact negatively on the climate of the organisation and the commitment of its employees.
- The way in which motivation contributes to performance, and how it is appraised show that the process is multifaceted and individualised. To be effective and fair, performance appraisal must be individualised, a standardised approach using standardised appraisal forms are bound to discriminate against some individuals,
- Rater and ratee characteristics, the measurement tool, and the context within which the rating is done are all important factors connected to the validity of the performance being evaluated,
- Employee participation in the design and implementation of the appraisal system is bound to facilitate the whole performance evaluation system,
- Feedback indicating that an individual is 'satisfactory' is often disconcerting or disconfirming for many individuals,

- Untrained appraisers can be devastating to the performance evaluation process, trained appraisers improve the process in terms of reduced errors and rater and ratee satisfaction with the process,
- Performance based reward systems tend to produce the behaviour that is desired and rewarded, but often they produce unwanted outcomes such as: excessive focus on individual rather than collective performance, emphasis on short-term versus long-term results, and a greater concern for extrinsic rather than intrinsic rewards,
- Not all employees want the same kind of reward; some respond to monetary incentive, others prefer better working conditions, more variety of responsibility in their assignments, and public recognition of their accomplishments. Individual preferences for intrinsic or extrinsic rewards are often not recognised by performance-based reward systems,

The influence of Performance Management Systems on the individual is far reaching and can have positive and negative effects on their character, work perceptions and ultimately on their work performance. A well planned, managed and executed Performance Management System that takes the employee into consideration, will serve as a basis for an individual's judgment on the degree of trust he/she has in the supervisor and organisation, and ultimately sway any negativity into positive perceptions and thinking on performance and motivate individuals to improve performance and reap all the benefits associated with performance evaluation.

3.8. STAFF DEVELOPMENT AS AN ELEMENT OF PERFORMANCE MANAGEMENT IN HIGHER EDUCATION

In Chapter 2 (page 59) training and development was identified as an important part of the Performance Management System. Saunders and Hamilton (1999:118) maintain that it has always been something of an absurdity that the education arena dealing with the highest qualifications and enjoying the best resources is traditionally associated with the least amount of staff development. Staff development should not be seen as something that a person has to endure, but rather something that leads to personal growth and professional fulfilment.

Bolton (2000:83) confirms that it is common knowledge that Higher Educations' most valuable and important resource is their people, yet staff development tends to take place in tentative and ineffective ways. This happens either because the culture within the organisation has decreed that a central office should not attempt to dictate practice to academic departments, or because those offices are short of resources or ideas, therefore most staff development is left to occur at departmental levels. .

Neglecting staff development will be viewed as bad management practice; management that do not check up to ensure that all departments are following at least the basic elements of the institution's staff development policy, do not publicise external or in-house training opportunities, or fail to allocate anything more than pathetic sums in the central and faculty budgets will be open to increasingly fierce criticism from quality assurance bodies.

Mapesela and Strydom (2004:16) contend that although staff development as an important performance improvement tool has never been disputed, there is a lack of consensus amongst stakeholders in Higher Education as to whose responsibility it is to offer academic staff development. Numerous debates have taken place surrounding the type of staff development model that should be implemented in an effort to address the needs of academic staff in Higher Education.

Staff development needs should be identified and used as a programme to promote capacity building within an institution or organisation. Weir *et al.* (2000:162) highlight several objectives a staff development programme can have. These are as follows:

- Share ideas and best practice among members to improve quality in teaching and learning and also to affirm diversity in curriculum and teaching practices in ways that are mutually beneficial,
- Identify priority needs of teaching and support staff,
- Maximise limited resources available for improving teaching and learning,
- Share, adapt and develop academic staff development programmes, activities and materials,
- Shape policies and procedures to enhance quality teaching and learning, and
- Determine the need for and feasibility of future actions to facilitate ongoing staff development.

Various reasons exist for staff development. Among these, the following are seen as important; improving qualifications, improving the ability to do the job, promotion, and improving personal capacities (such as time management, writing proposals, learning a computer programme, managing and co-operating with other people).

While a more integrated approach to academic staff development is becoming vital, especially in the light of the diversity of the roles of academics, the expectations of various stakeholders and Higher Education Institutions for improved performance increases. This emergent all-inclusive approach to staff development introduces a measure of difficulty to the planning and implementation of staff development programmes and activities, especially as part of a programme to improve performance within the Performance Management and Appraisal system.

3.9. PERFORMANCE MANAGEMENT IN AFRICAN HIGHER EDUCATION INSTITUTIONS

While the factors placing pressure on Higher Education for transformation are not constricted by territorial borders, Mapesela and Strydom (2004:27) states that in spite of differences that exist between countries in terms of traditions and society structures, Higher Education Institutions world wide experience and are susceptible to similar problems and are fashioned by forces that rise above national boundaries. Higher Education Institutions in Africa have no option but to respond to the global and African forces for change.

The greatest challenge facing these institutions is attracting and retaining experienced staff during and after these periods of instability and change. Higher Education Institutions in Africa have to contend with the situation where they have to perform with fewer and inexperienced staff as academics exit these institutions and join better paying institutions (Mutume 2003:2). The situation is summarised by Brault (2003:52) as follows: *'Clearly, people are more likely to join and stay with an institution where funding is more stable and growth potential is evident'*.

Higher Education is experiencing a steady loss of academics either to better African institutions or to institutions abroad. Mapesela and Strydom (2004:29) states that Higher Education Institutions are struggling to ensure their own survival, and often employ the 'wag-a-carrot' approach (monetary) and the prospect of promotion along with a number of other incentives in an effort to retain their high-quality staff. Eventually as staff members leave, these institutions find themselves in crisis where the loss of senior and more experienced staff sets these institutions back as to their research outputs and their quality of teaching.

Mapesela and Strydom (2004:32) continues that while the world of commerce and industry is highly competitive and all about business efficiency (such as return on investment, return on equity, earnings per employee, profit, market share, earnings per share), Higher Education is all about public good, equity redress, widening access, creation of a particular citizenry and the support of sustainable growth of a knowledge economy. Furthermore Higher Education Institutions are focused on teaching and learning, research, community service, with global competition in a knowledge society, state subsidy and assets, performance accountability, self-sustainability, student and client satisfaction, and socio-economic value through lifelong learning all forming part of the functions of these institutions.

Although the areas of interest of business and Higher Education are quite different, several components of a successful Performance Management System can be applied to Higher Education:

- Cyclical performance planning,
- Performance measurement and contracting,
- Cyclical performance appraisal and feedback,
- Competence development planning, and

- Incentives and rewards.

Finally, Higher Education Institutions worldwide are in a constant state of change, they are continuously called to the challenging of balancing the academics with new emerging strategic functions. Performance Management must be a system that is acceptable to all parties, achieve the stated objectives and should be seen as a project where all stakeholders should take part in the design and implementation of strategies and programmes aimed at the overall success of the institution.

3.10. THE NATURE OF ACADEMIC WORK IN HIGHER EDUCATION

In the context of post-apartheid South African, no one can be under the impression that Higher Education Institutions can simply declare that they are accountable to no one but themselves. This does not detract from the fact that real and serious tension between the conditions for disciplinary integrity and the necessary levels of institutional autonomy on the one hand, and the demands of social and political accountability on the other. Du Toit (2001:3) argues that this tension came to the fore when institutions responded to the programme accreditation requirements of the Department of Education (DoE) and the South African Qualifications Authority (SAQA).

For many academics the process of programme design, or redrafting of existing programmes in line with the requirements of the accreditation process, constituted an encounter with the contradictory demands of a policy imperative to provide the full spectrum of educational opportunities necessary for social, economic, political and cultural development, and institutional strategies geared to attracting the greatest number of students into cost-effective, and self-sustaining courses. The process of academic programme design or redesign often ran parallel to processes of institutional restructuring, resulting in the fact that academic integrity was severely tested in the context of the threat of job losses.

This process leads to the redefinition of the role of the academic profession. The demand was now for expertise in a whole range of areas such as academic development, quality assurance, assessment, strategic planning, recruitment and marketing, all areas that previously fell outside the domain of academic work. Du Toit (2001:5) continues that this increase in the intensity and range of work expected from academics also involved having to deal with students who were not adequately prepared for academic work, greater pressure to do research and publish, and fewer support staff.

Franzsen (2003:134) maintains that although the work done by support staff and academic staff in Higher Education Institutions is closely related in terms of the overall strategic objectives and delivery of products and services, the nature of the work is totally different in terms of the key performance areas. Performance standards relate to key tasks performed by particular categories of employees, in which case academic and support staff tasks differ considerably.

The combination of demands for public accountability, responsiveness, efficiency and effectiveness has transformed the scope, nature and intensity of academic work. Characterised by a much wider range of activities than before, many of which are associated with the marketing of Higher Education, academic work is subject to new formal performance and quality assessment procedures. While some members of staff have clearly thrived under these conditions, the majority seems to experience them with ambivalence.

The research undertaken in this study focuses exclusively on systems designed and implemented for managing the performance of academic staff.

3.10.1. JOB DESCRIPTIONS

At the foundation of any Performance Management System is the job description; this includes the role summary, the scope of the position, the essential functions, minimum qualifications, functional competencies, educational requirements, and experience. This job description is then used for posting, recruitment, training, and employee development. Lonabocker, (2000:18) maintains that the first step to guide an organisation in the development of a Performance Management System is to explain the term '*competencies*'. Competencies include skills, knowledge and the abilities described in behavioural terms that are coachable, observable, measurable and critical to successful individual or organisational performance. These competencies will provide a common language for describing effective performance.

One of the key elements in a Performance Management System is the development of a job description. Carl and Kapp (2004:22) agree that, at the same time, behaviour that needs to be encouraged in order to attain the strategic aims of the institution and to satisfy the needs of staff (referred to as key performance indicators or critical performance areas) should be identified.

Once the necessary competencies and job descriptions are in place, the Performance Management process can begin. This process should be viewed as a year-round cycle that includes performance and development planning, feedback throughout the year about performance, and annual performance reviews. Identifying performance goals are often problematic and challenging to staff members. They are used to doing what they are told and may not have had the opportunity to set and accomplish goals of their own. In an effort to assist staff members in the formation of performance and learning goals, Lonabocker (2000:20) introduced a '*SMART goal*' concept. This goals concept is as follows:

- Specific,
- Measurable,
- Attainable,
- Relevant,

- Time specific.

An example of a SMART goal can be described as follows:

'To prepare a detailed comparative report by 30th June 2006, tracking enrolment for the last 2 years'.

It is critical that, at the start of the Performance Management process, all parties are made aware of their specific job descriptions. This will serve as a road map guiding them through all the stages of their employment and will serve as a document that will include information about; what is expected from them, a time frame, objectives that have to be met, skills necessary to enable the successful completion of tasks and a final picture of how things fit into the strategic objectives of the institution or organisation.

3.10.2. ACADEMIC WORKLOAD – KEY PERFORMANCE INDICATORS

Academic workload is seen as the amounts of academic related work lecturing staff are required to do as part of their job description; it is usually set out as the number of hours spent on academic work. Presently it focuses on students; the amount of contact time, the quality of the material presented and the evaluation of satisfaction amongst students with their lecturer.

In an effort to attract and retain an effective and committed workforce, colleges and universities must offer competitive levels of compensation to their faculties, and their achievements must be recognised. This commitment enhances performance and, in turn, is an important element to improving academic quality. Comm and Mathaisel (2003:200) maintain that to date, academic quality focused on students: evaluating their satisfaction or dissatisfaction with various programmes, lately academic quality has moved to include the job satisfaction of their academic staff.

In order to examine job satisfaction within the academic staff, Comm and Mathaisel (2003:200) maintain that the term 'workload' must be understood. Total workload can be understood to mean the teaching load plus the following: scholarship and/or creative work, and service expectations of any academic member who intends to advance at the institution. The time can be divided differently according to the type of institution (research, teaching, or both), and the faculty member's rank.

Academic workload is closely connected to performance appraisal and staff development – performance is appraised in relation to a workload and it is the perceived effectiveness of that performance that can lead to a response such as the establishment of staff development programmes. Analysts of academic workload identify the triad as: teaching, research and administration, service also features as a strong fourth component. Ruth (2001:195) believes that the problem arises when questions are asked to what teaching

consists of and how it will be quantified, how will research be assessed, and on what basis should the time spent on administrative tasks be determined.

Bolton (2000:24) is of the opinion that staff workloads are important if there is to be any sense of equity within the faculty. The author summarises the benefits of load allocation as follows:

- Improved fairness and transparency make it easier for managers or supervisors to be seen to give equitable treatment and for any perceptions of unfairness to be challenged,
- There is a built-in cross check that the total amount of work to be done balances with the amount of resources available. Cases for additional resources can be readily assessed and supported by evidence, academic units with more resources than allocated work will be expected to either do more work on behalf of others or reduce expenditure,
- If activities are scored appropriately, staff have incentives to cut back on activities that generate low amounts of FTE (full time equivalents) student loads and income, and
- The model can be revised at any stage to reflect changes in priorities and circumstances.

The disadvantages of workloads within an academic unit are also summarised as follows:

- Excessive amounts of data collection are required for the administrators of the model. This burden is acceptable if the work is concentrated at a particular point in the year according to agreed norms,
- Undue focus is placed on the earning of points. Even if some points are available for 'academic citizenship', it will be heavily outweighed by the points awarded to teaching and research, therefore making it increasingly difficult to find volunteers to do those duties carrying fewer points,
- There are no quick solutions, the skills that individuals possess will vary, and the key will be to develop a model or system where all individuals are more or less satisfied with their workload.

A formalised system of determining workloads within academic institutions in South Africa does not exist. The implementation of such a system, on national level, would hold great advantages for all academics staff members. Parsons and Slabbert (2001:74) describe Higher Education as follows: '*Higher Education is not simply about lecturing to undergraduate students or writing research articles: it is a multifaceted activity with a surprisingly large number of interdependent variables which affect both quantity and quality of the output produced by academic staff members*'.

Comm and Mathaisel (2003:200) ask the question as to why there is the sudden interest in academic workload. The answer can be pointed out by summarising four primary reasons for the interest: these are as follows:

1. Data on how academics spend their time helps understand the academic member's role in the institution,
2. The public seeks accountability for how academics spend their time, especially in state funded institutions,
3. Academics themselves are now involved in collecting data on their own workloads in an effort to demonstrate to their superiors that they are indeed working hard,
4. Administrators often require an academic's workload data for decision-making purposes.

It is important to remember that, presently institutions are funded by government; therefore it is crucial that institutions abide by government regulations surrounding the academics of the institutions. Academic staff must be employed and deployed in such a way as to get maximum benefit out of the funding supplied by government. Workloads must now be divided up in such a way that enough time is spent by each staff member covering teaching and learning, research and community development.

Many institutions have moved to the development of a performance-based compensation system. Before this form of compensation system can be implemented, the establishment of certain criteria will be essential to successful assessing academic performance. Comm and Mathaisel (2003:201) continue that these criteria are as follows:

- Appropriate workloads across teaching, research and service dimensions across the institution must be defined, while appropriate performance measures should be developed for each,
- The system must determine the link between the academic performance and compensation and create developmental procedures that will enable academics to successfully perform the spectrum of their duties,
- The system must have a built-in flexibility factor to accommodate the differences in academic mission and composition that exists within the various academic units,

Carl and Kapp (2004:21) states that against the background of her mission and vision, the University of Stellenbosch views her research, teaching and community service as the core processes that affirm the dynamic, relevant and accessible character of the institution. The objective of this university is to integrate research, teaching and community service more closely, and to accomplish this by creatively exploiting the

synergy potential that is thus generated, making the university-wide ownership of the three core processes essential.

There is a great deal of certainty and consensus with regards to the key areas of academic performance, but that the next troublesome issue is, however, how these key areas complement each other and how they ought to be balanced to achieve excellence. Franzsen (2003:135) states that key performance areas in academic work have been identified and described in conjunction with tasks and functions associated with three main areas. These areas are as follows:

- Teaching and learning – relating to all tuition related practices involved, with the emphasis on meeting the needs of the student body through the provision of appropriate and relevant courses, appropriate modes of delivery and equitable assessment practices and student support.
- Research – this involves all activities linked to the acquisition or development of knowledge and skills in a subject field, or with regard to appropriate teaching methodologies and approaches.
- Academic citizenship – this refers to the individual's involvement (as an academic and subject specialist) in both the community of Higher Education Institutions, as well as the wider community, in delivering a service, performing tasks and making contributions to the functioning, well being and to uplift these communities.

Balancing involvement in these three areas is a major cause for concern, as in the vision of various Higher Education Institutions the threefold mission is underscored and pertinent to defining strategic objectives envisioned by the institution. Franzsen (2003:136) maintains that in many instances, documentation surrounding Performance Management in Higher Education Institutions indicates a preference for a system that is developmental and formative rather than judgmental and summative. Performance Management Systems should include personal development plans and these should be linked to organisational skills development initiatives.

The outcomes of these performance appraisals are accordingly used as a basis for career decisions such as appointment and promotion, and as a basis for performance bonus allocations and salary increases. This dual application of a single process disproves the formative purpose of the process, as individuals tend not to focus on and acknowledge areas where development is necessary especially when financial consequences are linked to the outcome of an appraisal process. Consideration has to be given to designing a system that involves either a separate process for summative and formative appraisal or an integrated process with different steps or sub-processes to deal with either development or formal summative evaluation inputs to career decisions.

Within the Higher Education environment key performance indicators state what staff members should be doing within the context of their work profiles, key performance areas can be summarised to include; teaching and learning, research, administration and academic citizenship.

3.11. PERFORMANCE MANAGEMENT AT THE CENTRAL UNIVERSITY OF TECHNOLOGY (CUT), FREE STATE

Information surrounding the existing Performance Management System within the CUT was obtained by reviewing and scrutinising several documents pertaining to Performance Management and job evaluations, the necessary permission was granted for the use of materials and documentations set up by the CUT in this study. The CUT is currently in the process of reviewing the existing Performance Management System with the aim of replacing it with an improved and comprehensive system.

Policy documents and institutional forms were obtained from the CUT's website and Intranet connection. Key performance indicators will be outlined briefly, after which the relevant Policy documents will be summarised, and followed by a discussion surrounding the various Forms that are used during the evaluation process.

3.11.1 KEY PERFORMANCE INDICATORS FOR ACADEMIC STAFF

Previously the Performance Management System of the CUT (The Performance Management Manual: CUT 2006:15) used a document called 'Annual work plan system' where the work to be done by staff was laid out. This document has since been replaced by an 'Annual performance agreement' (APA) – a negotiated contract compiled by the staff member and supervisor regulating the delivery of services by the employee during the year. Within this document the performance measures are refined and clearly and specifically linked to key performance indicators, also known as objectives.

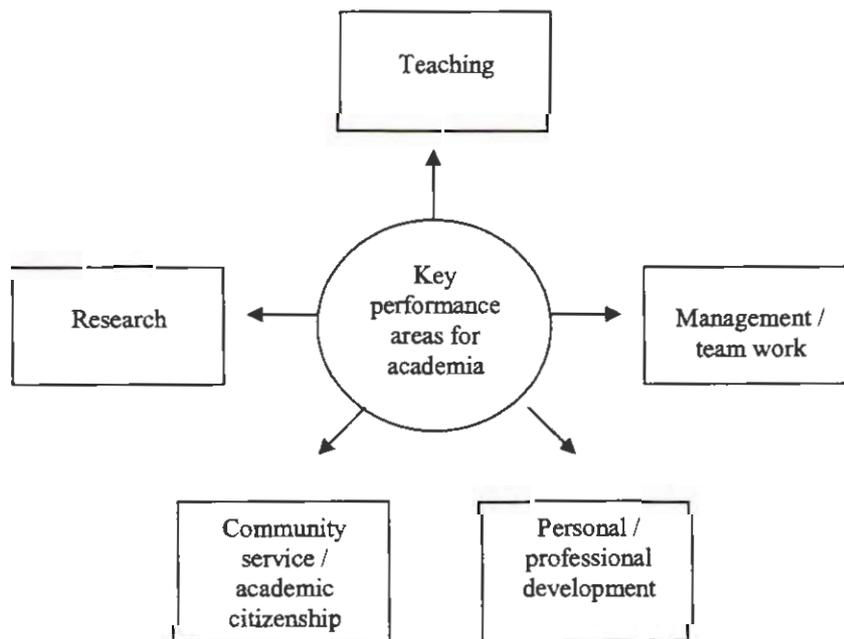
This manual continues that a Performance Management System adds value to the organisation by reforming performance measures and by linking these clearly and specifically to Key Performance Indicators, also known as objectives. Key performance indicators are described in this manual (2006:18) as broad areas, in which staff members must, on a continuous basis, produce results in, and can also be referred to as groups of tasks. Key performance areas for lecturers can include: teaching and learning, research, administration, and academic citizenship. The key performance areas should also conform to the following standards:

- Be aligned to the objectives of the institution and the work group objectives,
- Be within the authority limits of the staff members (aligned with their job descriptions),

- Should not describe objectives or activities (these will be looked at later),
- Should align with each other (no overlapping, duplication or gaps),
- Be worded briefly (fewer than five words), and
- Be limited in numbers (four to six – to a maximum of eight).

Once the key performance areas have been identified, the staff member and supervisor must agree and attach weights to each area; these weights indicate the relevant importance to each area on a specific performance period. The total weight is suggested to add up to 100 points (The Performance Management Manual: CUT 2006:80). Performance Management for academic staff is illustrated by looking at the position of academics in non-managerial positions, Figure 3.3. (page 93) summarises the position as follows:

Figure 3.3: Key performance areas of academia in non-managerial positions



Source: Adapted from ‘The Performance Management Manual’: CUT (2006:80)

Teaching – in this key performance area teaching performance is measured and evaluated. Three performance measures can be identified, namely:

- Student evaluation of teaching performance,
- The quality of the full portfolio of study aids, and
- Quality of lecture room presentations.

Research – performance in this area is divided into the following categories

- Published articles,
- Supervision of research / research activities,
- Research development,
- Commercialisation, and
- External funding raised.

Management / teamwork – all parties within a department or unit must make a contribution to the efficient functioning therefore the workload distribution should be fair and unbiased. In this key performance area, the head of the department or unit must rate a staff member's contribution on a ten-point scale.

Community service / Academic citizenship – this key performance area will demonstrate a commitment to community service. A staff member will pledge his/her commitment to a certain project at the beginning of the year, and at the end of the year a written report on the service outcomes will be submitted to their superior.

Personal / professional development – if a staff member has not acquired the necessary qualifications for the specific job, the completion and obtaining of the qualification can be seen as a key performance indicator.

In conclusion, it is essential that staff members participate in the identification of key performance areas and to assist the human resource department in the formulation of the key performance indicators that will be used for academic staff evaluation and Performance Management. Academic staff should be involved in most of the key performance areas identified.

3.11.2. 'POLICY ON PERFORMANCE MANAGEMENT' (CUT POLICY 501.28.1 – 21/09/1999) [ANNEXURE B – page 265]

The reason for the existence of Performance Management at the CUT is summarised in the Institutional regulatory code of the CUT, Policy 501.28.1. titled 'Policy on Performance Management' as an effort to continuously improve results through the most advantageous use of all its resources, while supporting the management and development of people.

The policy continues that the main aim of Performance Management is to maximise workforce productivity through participative goal setting exercises, commitment to meeting corporate strategic objectives and to contributing to the effort of turning the institution into a world-class Higher Education institution. In an

effort to achieve its aims, the CUT supports the following principles of an integrated Performance Management System:

- Joint responsibility for the results achieved by the CUT will be accepted by all employees, where optimal performance will be rewarded based on a principle of consistency,
- Productivity improvements will result through participation, co-operation, trust and understanding in the work environment,
- Key elements of a Performance Management System include: regular feedback, open lines of communication, and performance improvement through competency development plans,
- The identification of key performance areas through a system of shared objective settings will ensure commitment to results,
- Through Performance Management, managers will be able to focus constructively on employee performance and results achieved, and will understand the management of performance within the agreed framework of planned goals, objectives and standards, and
- Performance Management is seen as a participative process where individuals are encouraged to take ownership of their own development.

The Policy also complies with the requirements of the Employment Equity Act 1998, where a Performance Management System has to comply with the following minimum requirements:

- Job related criterion should be used to evaluate employee performance. The necessary competencies and/or conduct, and essential elements necessary to successfully perform a task should be identified at the start of the process,
- Evaluation criteria should be formulated in terms of observable conduct or performance, and should not be vague or based on attitudinal behaviour,
- Where weights are attached to different evaluation criteria, these weights should be defensible, and performance evaluation criteria should be standardised for specific job categories,
- Evaluators must possess sufficient knowledge to enable them to assess employees in a fair and equitable manner, and a revision process must be in place to deal with disputes arising as a result of the performance evaluation process.

The procedure followed by Performance Management System entitles all employees to participate in the compilation of clear key performance areas, where measurable performance indicators and performance

standards form part of a continuous evaluation process. Key performance areas are at the core of the Performance Management System and are determined with reference to the strategic business objectives of the institution, they are then related into specific key outputs for each unit/department/division and ultimately filtered down to the individual contributing employee.

Performance Management is the responsibility of the line manager, where the Human resource section provides consultative inputs, these reviews take place on a formal basis once yearly, but the process of contracting with employees, and joint formulation and evaluation of objectives and feedback takes place and is maintained on a continuous basis. The frequency and duration of the performance review discussions will depend on the level of development and developmental needs of the employee.

At the time of the formal evaluation, the line manager and employee will evaluate the work performed by the employee for the specific period under review; attention will be paid to the level to which the employee was able to achieve success in meeting the key performance areas as agreed upon at the beginning of the evaluation process. The employee's capabilities for the period will be accessed, while a performance plan for the next period in terms of objectives and results will be established. Developmental opportunities will be discussed with the employee in an effort to maximise their full potential and a competency developmental plan to enhance the employee's capabilities and performance will be developed.

The results obtained by the Performance Management exercise will be used by management to obtain an overall performance rating for salary adjustment purposes (linking performance to remuneration), a mechanism for the effective short-term control of non-performance can be provided, a basis can be laid for career development and succession planning, internal communication between managers and employees can be improved, and a climate of participation and empowerment through the quality management values and practices can be developed.

Knowledge, technical skills, leadership skills, interpersonal skills, external and organisational factors influencing performance need to be taken into account during the review process. Once the whole process of review has been completed, the concluding report together with the employee's developmental plan for the future should be reviewed by a manager-once-removed.

Reasons for non-performance (not performing to the required or agreed upon standards) are identified by the CUT as physical incapability due to ill health or injury, and incompetence as a result of a lack of skills, training, natural ability, or willingness. Counselling and coaching is suggested to address the reasons for non-performance, but where the non-performance persists, or serious under-performance is prevalent, these cases should be dealt with by the line manager in liaison with the Human resource section according to the terms of the Disciplinary Procedures and Code of Conduct.

3.11.3. 'POLICY ON THE JOB EVALUATION SYSTEM AT THE CENTRAL UNIVERSITY TECHNOLOGY' (CUT POLICY 501.22.3 – 17/08/2000) [ANNEXURE B – page 268]

The reason for the existence of a job evaluation system at the CUT is summarised in the Institutional regulatory code of the CUT, Policy 501.22.3. titled 'Policy on the job evaluation system of the CUT' as an effort to rank jobs in order of relative worth to the organisation in an effort to establish an appropriate and equitable rate of pay for each job. Job evaluation is described as a process of determining the relative worth of a job in terms of a chosen grading system. Job evaluation, in the wider sense, means the total process of analysis and evaluation.

The job evaluation systems used will depend on what is taken into account in determining a job, as well as how the jobs are evaluated, weighed and ordered. The CUT constantly reviews its system to ensure that it complies with the provisions of the Employment Equity Act, and the system the CUT currently uses is the 'PEROMNES system' of job evaluation.

The job evaluation system employed by the CUT consists of seven phases. These phases are as follows:

1. Preparatory phase – The planning of all activities that need to be executed to complete the job evaluation process forms part of this phase. All interested and relevant parties, in a representative capacity, should be included in the discussion of the activities planned.
2. Organisation analysis and function inventory – The organisation is analysed and its job structure is determined: a complete organisational chart is compiled to obtain a complete overview of the organisation and all its jobs.
3. Job description – An accurate job description is essential in determining the value of a job: a structured job description requires a clear and precise picture of the content of the job, its position within the overall structure of the organisation, and should include all the characteristics of the job. Without an accurate job description it is impossible to compare one job to another.

Inputs from the present incumbent, interviews, questionnaires, observations, and checklists are amongst the tools that can be used to compile a job description, whichever method is followed, opportunity must be created for the job occupant to raise his/her concerns about any issues surrounding the job description. The following detail in the job description is essential:

- Name of the job incumbent, job title, department/unit/division where the job is situated, location of the job within the organisation,

- Name and function of the supervisor, reason and purpose of the job, main function and content of the job, job requirements in terms of training, skills, responsibilities, capabilities required, etc., and work environment (inconveniences, risks, hazards, etc.).
4. Job evaluation – Once the job descriptions have been finalised and approved, criteria must be prepared against which the jobs are to be evaluated and weighed. The evaluation is done by using the job characteristics and the chosen evaluation system as a basis. Prejudice and stereotyping must be avoided and all jobs must be evaluated and weighed using the same criteria. The performance of the job incumbent must not be taken into account, but rather the job (and not the job-holder) must be evaluated.
 5. Development of job classification – Once the evaluation and ranking of jobs have been approved, job classes or a new job structure is established. Jobs with comparatively the same weight are grouped together in the same class, while the number of classes and the division between the classes need to be negotiated.
 6. Development of the wage structure – The Employment Equity Act maintains that there are two reasons why a relationship should exist between the job classification and the remuneration. The principle of equal pay for equal work maintains that jobs given the same rating or evaluation should normally receive the basic same compensation; further the Act requires that every employer is required to submit a statement on the remuneration and benefits received in each occupational category and level of employee workforce.

The Act requires a reasonable connection between the job content and at least the basic wage attached to it – this does not prevent the employer from taking other factors (the levels of performance) into account in its wage policy,

7. Implementation and monitoring – once the system is implemented, the wage structure and job classification needs to be monitored in order to establish its effectiveness and fairness, employees should be allowed the opportunity to contribute to the process as far as possible.

The management and administration of the job evaluation system is the responsibility of the Senior Director: Human Resources Systems and Employee Relations, and is also *ex-officio* the chairperson of the Job Description Panel, and the Job Evaluation Panel. The Job Description Panel consists of at least five members who have received training in this area, and are responsible for the approval of all job descriptions.

The Job Evaluation Panel/Committee must consist of qualified PEROMNES-evaluators, and evaluates jobs on the basis of consensus and in terms of set principles. The outcome of the evaluation is submitted in writing to the incumbent and the heads of department. The incumbent head of department can lodge an application for the review of the post grading awarded by the Panel if he/she is not entirely satisfied with the findings of the committees. Finally, all positions at the CUT will be thoroughly revised and evaluated every three years.

3.11.4. INSTITUTIONAL FORM FOR THE EVALUATION OF ACADEMIC STAFF

A number of institutional forms for the evaluation of staff at the CUT are in existence. However, only forms applicable to evaluation of academic staff will now be outlined and briefly discussed:

3.11.4.1. LS 40 'MANUAL TO BE USED IN THE EVALUATION OF ACADEMIC PERSONNEL UP TO THE LEVEL OF SENIOR LECTURERS BY MEANS OF A QUESTIONNAIRE AND INTERVIEW' (CUT: LS 40) [ANNEXURE B – page 275]

During the introductory discussion to this institutional form, the aim of performance evaluation is identified as assisting management to search for self-identified deficiencies that can be rectified, as well as the discovery of latent potential for the possible development and utilisation of the potential, personnel evaluation can also be used for performance evaluation. The staff member is required to complete a questionnaire during the evaluation process and the questionnaire evaluates certain categories. These categories are as follows:

Category A – Personality traits

Category B – Focused work aspects

Category C – Control and organisation

Category D – Administration

Category E – Evaluation by students (here students are required to answer a questionnaire – LS 204)

Once all the questions have been answered, the totals of each category are tallied and a final percentage is obtained. This percentage represents the staff members total evaluation score.

3.11.4.2. LS 39 'QUESTIONNAIRE FOR THE EVALUATION OF ACADEMIC STAFF UP TO THE POST LEVEL OF SENIOR LECTURERS' (CUT: LS 39) [ANNEXURE B – page 304]

This is the actual questionnaire that needs to be filled in by the academic staff member during the course of the evaluation procedure. The manual (LS 40) serves as a guideline for the completion and tallying of the total amounts necessary.

3.11.4.3. LS 204 'EVALUATION OF LECTURER BY STUDENTS' (CUT: LS 204) [ANNEXURE B – page 321]

This questionnaire is circulated to students; the student is required to answer questions contained in 4 sections, namely;

- A – the lecturer as person,
- B – the lecturer as academic leader,
- C – the subject as such,
- D – the student himself/herself.

At the end of each section students are required to add up the scores awarded, and at the end of the process students are required to tally up all the totals, thus arriving at a grand total for the questionnaire. This total is then transferred to LS 40 as part of the academic staff's evaluation process.

3.11.5 THE LINK BETWEEN PERFORMANCE MANAGEMENT SYSTEMS AND THE COMPENSATION MODEL

It is difficult to find a link between Performance Management Systems and the compensation model. Each institution will have to evaluate their systems and decide what route to follow in an attempt to encourage staff to accept a Performance Management System that has appropriate incentive schemes in place.

Although it is very tempting to link reward systems to some form of Performance Management, this linkage may well be displaced. Often undue focus on individuals is counter-productive. Parsons and Slabbert (2001:77) are of the opinion that these reward-based systems do not focus on the time and effort required to perform the activity well, but focus on the output of that activity. In the case of teaching, output may be measured in terms of pass rate or some scale of student satisfaction.

If the institution values the activity (teaching, in this case) it needs to recognise the amount of time required to perform that activity with excellence. McGourty (1999:394) strongly believes that reward systems are not designed to support the additional time faculties need in order to incorporate assessment and continuous improvement into the classroom.

The position of the CUT in terms of linking pay with performance is summarised in the Performance Management manual (Performance Management Manual: CUT 2006:9). The CUT will ensure that remuneration amongst different individuals is based on the job complexity (measured by the job evaluation process), skills differences (as manifested by remuneration skills premiums) and differences in job performance (as measured by the Performance Management System).

Finally, performance related pay can be seen as an incentive to improve performance and strive for continuous improvement amongst all staff members. There will, however, always be staff members that will be unhappy with the basis for remuneration, this unhappiness will be eliminated if the institution uses a basis for remuneration packages that is deemed to be fair, clear and transparent.

3.12. SUMMARY

Higher Education Institutions today are associated with issues such as public good, equity, redress, and widening access, creation of a participating citizenry and support of the sustainable growth of a knowledge society. In addition, Higher Education concerns itself with teaching and learning, research, community service, global competition in a knowledge society, state subsidy and asset, performance accountability, self-sustainability, student and client satisfaction, as well as socioeconomic values through lifelong learning.

Within the context of the above-mentioned factors, Performance Management is of great importance in ensuring that the staff associated with the Higher Education institution, especially the academic staff contingency, is adequately armed and geared to face these challenges. Performance Management will ensure that staff receive the all the necessary support and guidance necessary to achieve to their full potential and at the same time meeting the strategic objectives as set out by the institution.

This chapter viewed the following issues pertaining to Performance Management in Higher Education Institutions in South Africa:

- The effect of apartheid and transformation in Higher Education,
- National and provincial policies guiding Performance Management in South African Higher Education Institutions,
- The need for and role of Performance Management Systems (as part of human resource management) in Higher Education,
- Academic staff reservations to Performance Management, staff development and academic workload, and lastly

- Performance Management as practiced by the Central University of Technology

In Chapter 4, the **Balanced Scorecard, a Management Accounting tool, to measure the viability of Performance Management for academic staff in Higher Education Institutions** will be examined. The Balanced Scorecard is a technique developed by Kaplan and Norton (1996a:25) as an instrument to measure both financial control and non-financial control measures. The Balanced Scorecard is presented as a technique for implementing the mission and objectives of the organisation in such a way that will bring action and enable effective monitoring and control mechanisms.

The Balanced Scorecard translates mission and strategy into objectives and measures four different perspectives and provides a framework, a language, to communicate mission and strategy; it uses measurement to inform employees about drivers of current and future success. By articulating the outcomes the organisation desires and the drivers of those outcomes, senior executives hope to channel the energies, the abilities and specific knowledge of people throughout the organisation toward achieving long-term goals. The Balanced Scorecard should be used as a communication, informing, and learning system and not a controlling system.

4.

CHAPTER FOUR

THE BALANCED SCORECARD – A MANAGEMENT ACCOUNTING TOOL

4.1. INTRODUCTION AND BACKGROUND

Chapter 2 detailed the fundamentals of Performance Management, the importance of having a Performance Management System (page 17), advantages and disadvantages of such a system (page 35 – 37), and the development and design of a Performance Management System as a whole (page 39 – 60). In **Chapter 3** the current Performance Management as seen and applied by Higher Education Institutions in South Africa was comprehensive highlighted, and now within the pages of **Chapter 4**, the Balanced Scorecard will be introduced as a Management Accounting tool, in an effort to measure the viability of Performance Management for academic staff in Higher Education Institutions.

Performance Management Systems are the key to a successful business organisation and that all organisations must face the issue of the measurement of employee performance and how to compensate employee's based on performance. The ability to measure performance in relation to an organisation's goals is even more difficult and important. Gautreau and Kleiner (2001:153) strongly maintain that financial measures were used to primarily evaluate senior management's performance levels, and non-financial measures were used at lower levels, the aim of a well-thought out and executed Performance Management System will be to blend both financial and non-financial measures together at all levels within the organisation.

The Balanced Scorecard creates and describes a holistic and measurable model of an organisation's strategy while linking it to the organisation's vision of the future. A shared understanding concerning the efforts and steps needed for change is created. Kettunen (2005:207) adds that the Balanced Scorecard translates the organisation's strategy into tangible and measurable cause-and-effect objectives, which can be used to communicate the organisation's strategy and objectives to organisational sub-units and workers, and balances the organisational objectives into four different perspectives; customers, financial outcomes, internal processes and learning.

4.2. TRADITIONAL MANAGEMENT ACCOUNTING

Traditional Management Accounting is still anchored to an accounting system that was developed centuries ago to cater for the industrial-age; this same system is still used by information-age organisations as they attempt to develop internal assets and competencies and to develop linkages and strategic alliances with external parties.

4.2.1. TRADITIONAL MANAGEMENT ACCOUNTING – CRITICISM

In the era prior to the 1980's, Management Accounting control systems tended to focus mainly on financial measures of performance. Only those items that could be expressed in monetary terms motivated managers to focus exclusively on cost reduction while ignoring other important variables that were necessary to compete in the global competitive environment that emerged during the 1980's. Drury (2004:999) states that product quality, delivery, reliability, after-sales service and customer satisfaction became key competitive variables but none of these were given much importance measured by the traditional Management Accounting performance measurement system.

Kaplan and Norton (2001:2) notice that during the period of the industrial economy, organisations created value with their tangible assets, by transforming raw material into finished products. Through time and by the end of the 20th century tangible assets will only account for 10 – 15% of organisation's market values. Kaplan and Norton (2001:2) maintain that noticeably, opportunities for creating value are shifting from managing tangible assets to managing knowledge-based strategies that deploy an organisation's intangible assets; customer relations, innovative products and services, high-quality and responsive operating processes, information technology and databases, and employee capabilities, skills and motivation.

In an economy dominated by tangible assets, financial measurements were sufficient to record investments in property, inventory, plant and equipment on the balance sheets of organisations. Income statements were also adequate to capture the expenses associated with the use of these tangible assets to produce revenue and profits. But in today's economy, where intangible assets have become a great source of competitive advantage, tools are called for that describes knowledge-based assets and the value-creating strategies that make these assets possible.

Organisations are facing transformation of revolutionary proportions where industrial-age competition is being replaced by information-age competition. Rossouw, Le Roux, and Groenewald (2003:198) are of the opinion that in the industrial-age, organisations were successful through the capitalisation of benefits derived from large economies where technology was used to improve production efficiency and mass production of standard products.

Sophisticated financial control systems were developed to monitor efficient allocation of financial and physical capital. Financial control measures included: Return on Capital employed (ROCE), where an organisation could direct its internal capital to its most productive use and also monitor the efficiency with which the operating divisions used financial and physical capital to create value for shareholders. The advent of the information-era changed the assumption of industrial-age competition in that organisations could no longer gain sustainable competitive advantage simply by using technology for efficient mass production and by the excellent management of their financial and physical assets.

The financial environment in which the organisations of today do business sets new and different pressures and demands on management and the management control system. Olve, Roy, and Wetter (1999:13) affirm that traditional management control has been criticised for being unable to meet the demands set by the new-age business environment. Some of this criticism can be summarised as follows:

Traditional management systems –

- Provide misleading information for decision-making – information about costs revenues and profitability provides the foundation for an organisation's decision-making function. Goldenberg and Hoffecker (1994:65) maintain that traditional financial measures show results of past activities, and can lead to action inconsistent with the strategic objectives of the organisation,
- Neglects to consider the requirements of today's organisation and strategy – the addiction on measurement in monetary terms has lead to organisations to ignore less tangible, non-financial measures such as product quality, customer satisfaction, delivery time, flexibility, new-product lead time, and a higher level of employee satisfaction and know-how. Peters (1987:121) maintains that these measures send misleading information about the efficiency and profitability of the organisation,
- Furnishes abstract information to employees – financial measures are meaningless to a large part of the organisation, Shank and Govindarajan (1993:45) state that this is true especially to the employees who do not see how their work is related to the numbers shown in various quarterly and monthly reports the systems are often too complicated and are often seen as an obstacle to flexibility on the front-line.

Business has traditionally measured performance using financial measures as a basis for accountability and comparability, Porter (1992:73) maintains that this approach to excellence measurement:

- Is less supportive of long-term investment because of the emphasis on improving short-term returns to influence share prices,
- Favors those forms of investment for which the returns are mostly readily measurable (leading to an over-investment in assets whose value can be readily calculated), and
- Leads to under-investment in intangible assets – in internal development projects, product and process innovation, employee skills, and customer satisfaction – whose short-term returns are more difficult to measure.

Wade and Recardo (2001:95) add the final nails to traditional financial performance measures by stating that traditional measures:

- Only provide a historic perspective, and not a current perspective,
- Focus too much managerial attention on the return on capital assets, especially when economic value added is one of the Key Performance Measures,
- Distract management from sustaining and growing the business, which is often capital-intensive,
- Disregard the business drivers that made financial success or failure possible,
- Only look at the balance sheet which is not comprehensive enough to manage a company, and
- Do not address the growing abundance of business data, which needs to be focused on a limited set of business drivers to be understandable.

Finally, traditional Management Accounting is still anchored to an accounting system that was developed centuries ago and is still used by information-age organisations in an attempt to develop internal assets and competencies, and to develop links and strategic alliances with external parties. A new way must be found to value more than just physical assets in an attempt to encourage organisations to move from an industrial to an information-age of business management.

4.2.2. TRADITIONAL MANAGEMENT ACCOUNTING – LIMITATIONS

Using performance measures to determine success is essential to any organisation, whether operating in the private, public or non-profit sectors. Niven (2005:22) believes that unfortunately, despite its importance, performance measurement has been in the line of fire for a number of years from all corners of commerce.

Brancato (1995:74) maintains that financial based measures:

- Are too historic,
- Lack predictive power,
- Reward the wrong behaviour,
- Do not capture key business changes until it is too late,
- Reflect functions, not cross-functional process within an organisation,
- Given inadequate consideration to difficult-to-quantify resources such as intellectual capital.

The general conclusion drawn is that financial indicators alone are limited in their ability to adequately represent the range of factors associated with organisational excellence, not capturing key elements of an organisation's mission, customer satisfaction and loyalty, employee satisfaction and turnover, employee

capability, organisational adaptability or innovation, environmental competitiveness, research and development productivity, market growth and success and other important organisation-specific factors.

The reasons for this heavy criticism can be summarised as follows:

4.2.2.1. LIMITATIONS OF FINANCIAL MEASURES

Traditionally, the measurement of an organisation has been financial. The main criticism levelled at financial measures is that these figures are based on historic information. Niven (2005b:22) is of the opinion that a good quarter or year, filled with economic success, is no guarantee of future financial rewards. What is needed is a performance measurement system that balances the historic accuracy and integrity of financial measures with the drivers of future financial success.

Financial measures must be balanced with the drivers of future financial success and security, if considered alone they offer limited value. If, however, they are considered in the context of the data supplied by non-financial measures, they are immediately filled with the power of information that can transform decision-making and ultimately lead to success.

4.2.2.2. RISE OF INTANGIBLE ASSETS

What specifically drives the success of a particular organisation, is it the tangible assets (such as buildings, machinery, computers etc.) the organisation possesses, or the intangible assets? Niven (2005b:22) suggests that the intangible assets are more valuable and sustainable; these assets include employee knowledge, databases full of rich information, and cultures of innovation and change, and are the ultimate value drivers.

It has become glaringly apparent that intangible assets are quite different from the 'property, plant and equipment' that have appeared on the balance sheet for the past hundred years. These differences can be summarised as follows:

- Intangible assets may not have a direct impact on financial results; and while it is possible to quantify tangible assets, with intangible assets the quantification process becomes quite difficult,
- Tangible assets can be replaced (i.e. a new machine may be purchased to improve productivity), but intangible assets cannot be replaced (i.e. relationships with customers and supplier that have been built up through years of trust and mutual benefit cannot be dismissed and replaced by another),

- Finally, tangible assets are depreciated with use, whereas intangible assets actually appreciate with purposeful use (i.e. whenever an employee improves or expands his/her knowledge, this knowledge can in turn be used to improve or increase productivity thereby increasing the value attached to it).

Another challenging factor is that it is very difficult to measure the Rand value of intangible assets that are invested in humans. Human capacity and capability is very difficult to quantify, this gives rise to endless problems.

4.2.2.3. REPUTATION RISK

The ultimate intangible asset that must be constantly polished to a sparkling finish in the era of ever-increasing corporate oversight is 'reputation'. Reputation, just as with intangible assets, is difficult to quantify, but the stakes are sky-high as analysts believe that bad publicity and the related damage to reputation may be the greatest obstacle to an organisation's expansion and further growth. Niven (2005a:9) maintains that in order to protect reputation, it must be managed, and in an effort to manage reputation, it must be measured.

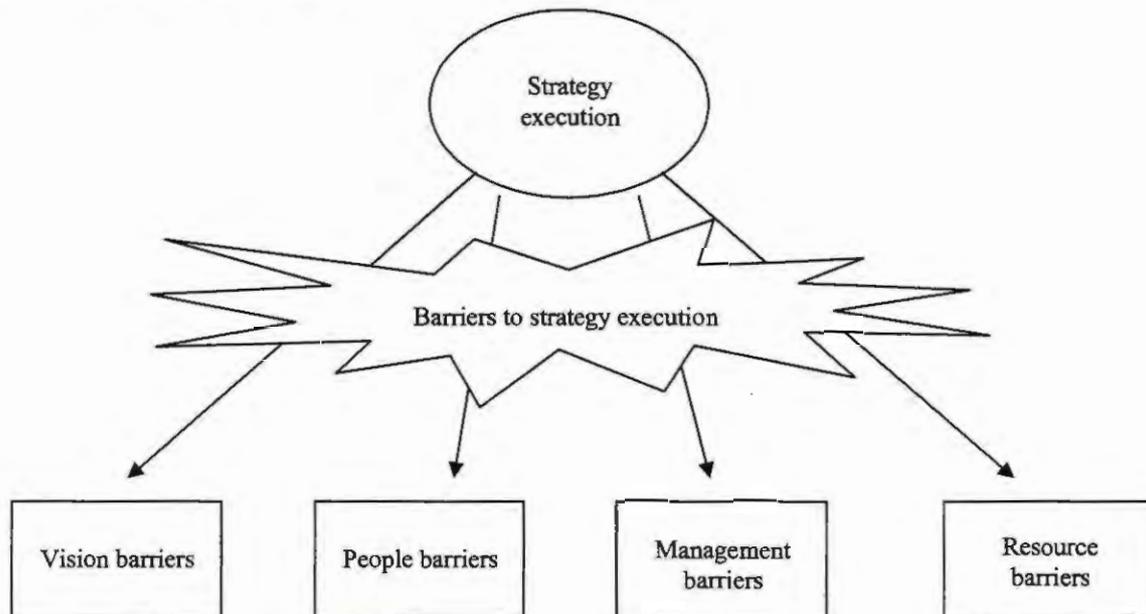
Unfortunately traditional Management Accounting will be unable to measure 'reputation'. The principle benefit of the Balanced Scorecard is its ability to cast new light on intangible assets, attempting to remove the veil of secrecy and displaying them in the cold light of rational analysis. Leading indicators need to be identified (i.e. the number of negative news stories or the number of audit findings), and these will go a long way towards leading boardroom discussions in a new and proactive direction as leaders openly address this vital intangible asset and put mechanisms in place to protect it in future.

4.2.2.4. CHALLENGE OF EXECUTING STRATEGY

To succeed in any organisation it is vital that the strategy to be followed to success be 'brought to life' with the unmistakable clarity necessary for everyone in the organisation to act on it daily. Niven (2005b:23) is of the opinion that many organisations fall off the strategy execution track simply because their measurement system focuses almost entirely on financial targets, thereby ignoring the enablers of strategy implementation. The challenges are profound and significant, and include: the limitations of traditional financial metrics, the demand of a society of knowledge employees, and the absolute imperative of executing strategy.

Niven (2005a:11) summarises four barriers that must be surmounted before strategy can be effectively executed. Figure 4.1. (page 109) illustrates these barriers:

Figure 4.1: Barriers to the implementation of strategy



Source: Adapted from Niven (2005a:11)

- Vision barriers – execution of strategy results from action, action from understanding, and understanding from awareness. Very few employees understand the strategy, thus informed action is virtually impossible without a sound knowledge of the organisation’s strategy. Managers responsible for the development of strategy often fail to take the required time and fail to allocate the appropriate resources to ensure understanding and awareness of the strategy amongst their employees, this creates a major obstacle in the execution of strategy.
- People barriers – in the corporate world, a move that has increased in popularity is the introduction of incentive compensation systems that link pay to performance and drive focus and aligns common themes. Problems arise as a result of the actual construction of the reward systems as they are linked to a short-term financial target, leading to less-than-rational decision-making as managers seek to maximise short-term gains, often at the expense of long-term sustainable success.
- Management barriers – in the organisational world, it is often difficult to get to the essence of strategy, often time is spent on a periphery of issues rather than tackling the core. While the myriad of issues faced by organisations are important, the main aim of executing the organisation’s strategy should receive preference.
- Resource barrier – Niven (2005a:12) asks this vital question ‘Based on our strategy, what initiatives will distinguish us from our rivals, and what are the associated resource requirements?’ The resources available within the organisation or the lack thereof will influence the execution of the organisation’s strategy.

Finally, the challenges facing organisations are profound and significant, traditional financial measures have a very difficult time coping with the demands placed upon them by management functioning in a highly competitive global market. As we move into the 21st century it is clear that the performance measures in place today were designed for yesterday's challenges. There is a great need for a new performance measurement system, one that sheds light on the value of intangible assets and allows us to predict and drive future economic success.

4.3. THE NEW BUSINESS ENVIRONMENT

In the new information-era environment in which organisations now operate; new capabilities for competitive advantage must be sought out and followed. Rossouw *et al.* (2003:199) believe that an organisations ability to use its intangible or invisible assets has now become more important than its investment in, and management of, physical and tangible assets.

Kaplan and Norton (1996a:4) summarise the characteristics of the new operating environment of the information-era as follows:

- Cross functions – the modern information-age organisation operates with integrated business processes that span several traditional business functions,
- Links to customers and suppliers – information technology enables today's organisations to integrate the process of supply, production, and delivery so that operations are set in action by customers' orders,
- Customer segmentation – customers are more sophisticated in their needs, and information-age organisations must offer customised products and services to their diverse customer segments,
- Globalisation – information-age organisations compete against the best organisations world-wide,
- Innovation – continuous improvement in process and product capabilities is critical for the long-term survival of the organisation finding itself in the information-age,
- Knowledge workers – automation and productivity have reduced the demand for people who perform traditional functions, while demand has increased for people performing engineering, marketing, management and administrative functions,

In conclusion, since the late 1980's a growing number of managers have concluded that traditional management and financial accounting fails to give them complete information for the successful management of their organisations. Although these managers receive a phenomenal amount of financial

figures and information, they only get few non-financial figures critical to making decisions about day-to-day operations or long-term strategy.

There has been a great call for a revolution in performance measurement, where the measurement of quality, customer satisfaction, turnaround times, pollution control, employee satisfaction, skills development and motivation and other non-financial factors are made possible. The most important conclusion resulting from this new-age business environment change is the fact that a change in the measurement process is essential to ensure the survival in the new 'information-age jungle'.

4.4. THE BALANCED SCORECARD

The quest for a new approach to the evaluation of value creation associated with the information-age has led to the development of the Balanced Scorecard. While maintaining the traditional financial measures, it augments the evaluation of an organisation's success by adding measures to evaluate the success of the organisation to create future value through investment in customers, suppliers, employees, processes, technology and innovation. Rossouw *et al.* (2003:200) are of the opinion that the Balanced Scorecard-approach attempts to link an organisation's long-term strategy with tangible goals and actions.

Ever since its introduction, the Balanced Scorecard has seen a steady growth of acceptance in the corporate world. Sparks (2001:1) maintains that organisations have recognised the power of the Balanced Scorecard for converting vision and strategy into measurable targets and are adopting the use of this management tool.

4.4.1. ORIGINS AND BACKGROUND

Niven (2005a:12) describes the origins of the Balanced Scorecard as being the brainchild of two men in the 1990's: Robert Kaplan and David Norton. Kaplan, an accounting professor at Harvard University, realised that financial numbers alone would not be enough for organisations attempting to thrive, or even compete in the 21st century. He and David Norton embarked on a research study of companies in an attempt to distinguish the best practices in performance measures – and from that study the Balanced Scorecard was brought into being.

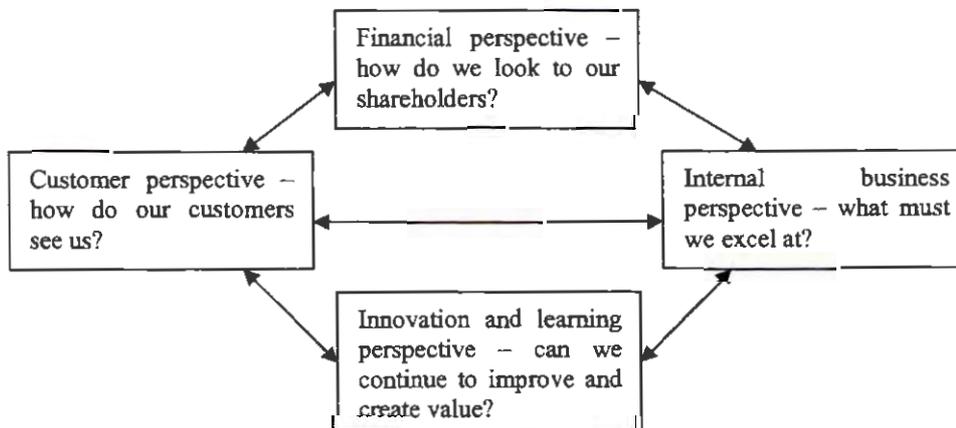
Traditional performance measures were well suited for the industrial era, but are quite outdated with the skills and competencies organisations are trying to master currently. Managers should not have to choose between financial and operational measures – no single measure could provide a clear performance target or focus attention on the critical areas of the business. Managers need a balanced presentation of both financial and operational measures. Kaplan and Norton (1992:71) believe that after an intensive research project, spanning over a year and involving 12 companies at the leading edge of performance measurement

– the ‘Balanced Scorecard’ was devised, a set of measures that give top management a fast and comprehensive view of their organisation.

The Balanced Scorecard includes financial measures that tell the results of action already taken, it complements the financial measures with operational measures on customer satisfaction, internal processes, and the organisation’s innovation and improvement activities, the operational measures ultimately become the drivers of future financial performance. Figure 4.2. (page 112) illustrates how the Balanced Scorecard allows managers to examine the organisation from four important perspectives, while providing answers to four basic questions:

- How do our customers see us? (Customer perspective),
- What must we excel at? (Internal perspective),
- Can we continue to improve and create value? (Innovation and learning perspective), and
- How do we look to our shareholders? (Financial perspective).

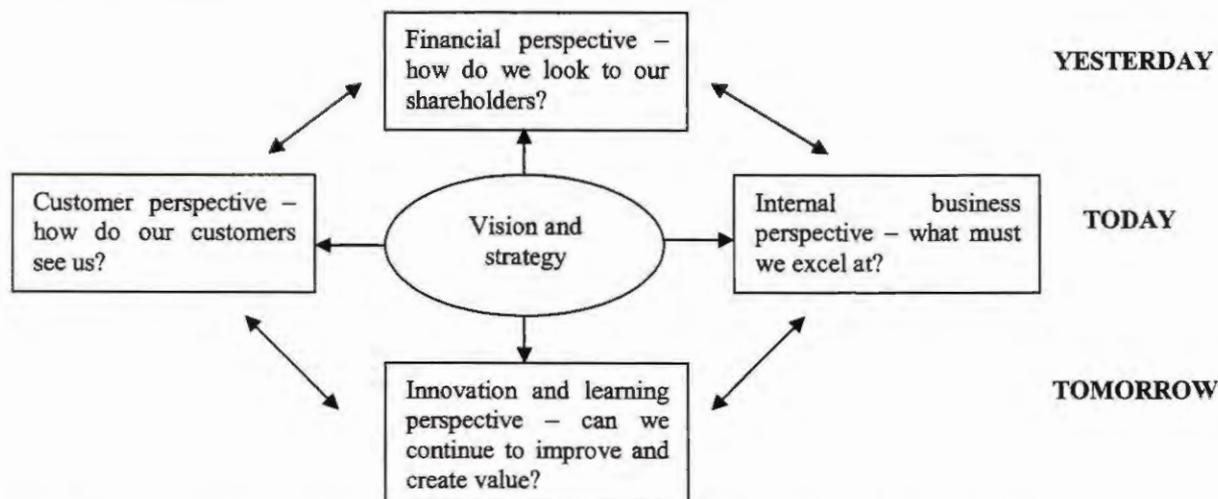
Figure 4.2: The Balanced Scorecard links performance measures



Source: Adapted from Kaplan and Norton (1992:72)

When viewing an organisation from more than one vital perspective, the Balanced Scorecard links short-term operational control to the long-term vision and strategy of the organisation, and is based on a three dimensional time-line; yesterday, today and tomorrow. Olve *et al.* (1999:7) are of the opinion that ‘*what we do today for tomorrow may have no noticeable financial impact until the day after tomorrow*’. In this way the organisations focus is broadened and it becomes important to keep a watchful eye on non-financial key ratios. Figure 4.3. (page 113) illustrates how the three dimensional perspective fits into the Balanced Scorecard scenario.

Figure 4.3: The Balanced Scorecard – yesterday, today and tomorrow



Source: Adapted from Kaplan and Norton (1992:72), Kaplan and Norton (1996:76) and Olive *et al.* (1999:7)

Unlike traditional performance measures that have financial controls at their centre, the Balanced Scorecard begins with the organisation's vision and strategy (as seen in Figure 4.3. page 113). The Balanced Scorecard attempts to translate the organisation's vision and strategy into performance measures that can be tracked and used to determine the success in the implementation of the vision and strategy. Niven (2005a:13) maintains that it is accomplished by determining objectives and measures in each of the scorecard's four interrelated perspectives: financial, customer, internal processes, and employee learning and growth.

In wrapping up this section, from its birth in the 1990's, the Balanced Scorecard has matured from an early measurement tool to a strategic management system to a powerful communication tool describing and verbalising strategy. A great debt of gratitude is due Kaplan, Norton and other colleagues who have researched, codified and published many leading works on the Balanced Scorecard. The basic premise behind the Balanced Scorecard is simple, yet profound – while financial measures will always remain important, they need to be supplemented and complemented by other indicators that predict future financial success.

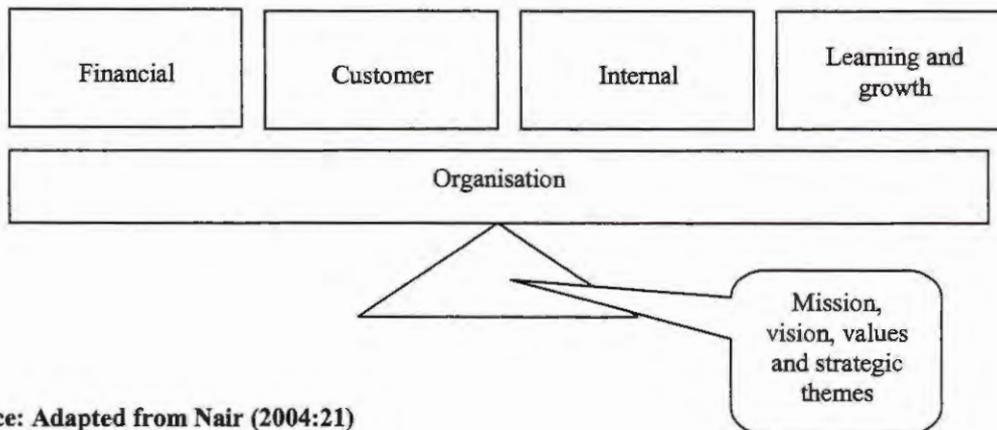
4.4.2. FOUR PERSPECTIVES OF THE BALANCED SCORECARD

Kaplan and Norton (1992:71) articulated four perspectives that can guide an organisation as they attempt to merge financial and non-financial measures of performance. The Balanced Scorecard includes financial measures that tell the results of actions already taken, and complements the financial measures on customer

satisfaction, internal processes, the organisation's innovation and improvement activities (operational measures) that are the drivers of future financial performance.

The four perspectives framed with an organisation's vision, mission, values and strategic themes form the Balanced Scorecard arsenal, and can be illustrated by Figure 4.4. (page 114) as being a balancing act between the four perspectives:

Figure 4.4: A balance of perspectives



Source: Adapted from Nair (2004:21)

4.4.2.1. FINANCIAL PERSPECTIVE

Building a Balanced Scorecard should encourage business units to link their financial objectives to corporate strategy. The financial objectives serve as the focus for objectives and measures in all the other scorecard perspectives. Every measure selected should be part of a link of cause-and-effect relationships that culminate in improving financial performance. Kaplan and Norton (1996:46) maintain that the scorecard should tell a story of strategy, starting with the long-run financial objectives, and then linking them to a sequence of actions that must be taken with financial process, customers, internal processes and finally employees and systems to deliver the long-run economic performance.

Where organisations are driven by profit, the financial perspective is placed at the top of the scorecard model. Niven (2005b:24) agrees that the measures chosen here represent '*the end in mind*' of the strategic story and normally focuses on profits, revenue growth, productivity, and asset utilisation.

The Balanced Scorecard preserves the traditional financial measures that reflect the economic results of an organisation. These indicators reflect whether an organisation's formulation, implementation and execution of its strategy are adding to the bottom line improvements. Rossouw *et al.* (2003:201) maintains that financial objectives commonly refer to profitability, which is the eventual goal of any profit-maximising organisation.

Criticism is often levied at financial measures, especially as a result of its backward-looking focus and inability to reflect modern value-creating actions. In the modern organisation traditional financial measures will not improve aspects, which include customer satisfaction, quality, cycle time and employee motivation but in spite of these inadequacies, financial measures must answer the following question. *'To succeed financially, how should we appear to our shareholders?'*

Financial measures are important measurement tools for all types of organisations. In profit making organisations, these measures indicate whether the chosen strategy is leading to improved bottom-line results, while in non-profit and public organisations these measures ensure that the desired results are achieved in an efficient and cost effective manner. Niven (2003a:13) state that leading financial indicators include: revenue, profitability and asset utilisation.

The Balanced Scorecard gives equal importance to the financial perspective that helps answer the question: 'How should we appear to our shareholders?' Pandey (2005:56) maintains that financial measures provide a common language for analysing and comparing organisations. It is however important to note that the financial measures alone are not sufficient to guide performance creating value; they depend on non-financial measures for providing the bottom-line score.

The most important reason for the existence of the financial perspective is that it gives respect to the relationship between stated financial goals and other goals that assist the attainment of these goals. Nair (2004:22) states that the financial perspective is critical as it forces recognition and definition to the main critical financial goals that an organisation must achieve.

In times of business where money might seem like everything, financial measures remind us of the following:

- The main goal of business is wealth creation, as measured by a series of financial targets achieved,
- The purpose of financial targets is to stimulate the operating units to manage performance and gain competencies for future success,
- It is one of four perspectives of the Balanced Scorecard, but it is the one that funds the mission and purpose of the organisation, and
- It is a lagging indicator of performance as it records success after the fact.

In conclusion, financial objectives represent the long-term goal of the organisation: to provide superior returns based on the capital invested in the unit. All scorecards use traditional financial objectives relating to profitability, asset returns, and revenue enhancement, this reinforces the strong links of the Balanced

Scorecard to long established business objectives. Eventually all objectives and measures in the other perspectives of the scorecard should be linked to achieving one or more of the financial objectives.

4.4.2.2. CUSTOMER PERSPECTIVE

The most important question to be asked at this perspective should be *'To achieve our vision, how should we appear to our customer?'* Organisations will often have corporate missions aimed at customer satisfaction; how the organisation is viewed from the customer's perspective often becomes a priority for top management. Decisions on the mission statements to cover customer service are often made by top management, but the Balanced Scorecard demands that these general statements are translated into specific measures that reflect the factors that are really important to the customer. Accordingly, actions are developed to measure an organisations success in its target market.

Rossouw *et al.* (2003:202) believe that this perspective includes measures of successful outcomes resulting from a well-formulated and implemented strategy. These measures include customer satisfaction, customer retention, new customer acquisition, and customer profitability. It should also measure the value that the organisation is adding to the customer, as it is decisive for the sustained loyalty of customers. Adding value to the customer involves the ability of an organisation:

- To supply a constant stream of needs-satisfying products, or to anticipate the customer's emerging needs,
- To develop new products to satisfy those needs.

This perspective is one of the most forgotten or misunderstood set of objectives in a business – the customer of today is not necessarily the desired customer of tomorrow. As customers mature, so too do their needs and demands mature. Nair (2004:22) adds that before setting goals using this perspective, the following set of questions should be answered:

- What is the target market?
- Who are the customer(s)?
- Who is the competition?
- What are the values the existing customer sees in the organisation?
- If the organisation should disappear, who will miss it and where will they find an alternative to meet their needs?

The customer perspective is viewed as a set of objectives the organisation must achieve to gain customer acquisition, acceptance and perpetuation. Objectives are usually an extension of the assumptions that are

made about customers and their habits, the markets they represent, and the value they perceive in the relationship with an organisation.

A large, satisfied customer base means more revenue, which should lead to improved financial outcomes. The customer perspective requires an organisation to know how it should create value for its customers if it is to succeed. Organisations have learnt the importance of customer focus and customer satisfaction in a sustained financial performance. Poor performance in terms of customer satisfaction is a leading indicator of the future decline in spite of good current financial performance. Pandey (2005:56) states that an organisation should determine measures for the processes underlying these broad strategic objectives: delivery time, defect rates, number of returns, warranty claims and customer satisfaction ratings.

Finally, managers should have a clear idea of their targeted customers and business segments, and select a set of core outcome measurements (share, retention, acquisition, satisfaction, and profitability) for these targeted segments. These outcome measures represent the targets for an organisation's marketing, operational, logistic, and product and service development processes. Managers must also identify what customers in targeted segments value and choose the value propositions (proposals) they will deliver to these customers. They can then select objectives and measures from amongst various classes of attributes that, if satisfied, will enable the organisation to retain and expand its business with these targeted customers.

4.4.2.3. INTERNAL BUSINESS PROCESS PERSPECTIVE

For this perspective, it is imperative that managers identify the processes that are most critical for achieving customer and shareholder objectives. These objectives are usually finalised once the objectives and measures for the financial and customer perspectives have been identified, this sequence allows organisations to focus their internal-business-process metrics on those processes that will deliver the objectives established for customers and shareholders.

Organisations seldom fail because they have the wrong strategy; they fail because they lack the methods to achieve the tactics that surround a strategy. This perspective reminds organisations that the background works, driven by objectives and goals, must be in place to ensure that customer and financial objectives are achieved. Often organisations have habits that are challenging to break or change, ultimately sabotaging their ability to meet targets in the customer and financial perspectives. Nair (2004:23) states that these organisations will need to re-tool to win; this perspective will assist them in this process.

Rossouw *et al.* (2003:202) asks this question: *'To satisfy our shareholders and customers, at which business processes must we excel?'* Processes, decisions and actions occurring throughout the organisation

will guarantee excellent customer performance. Managers must focus on these actions in an effort to meet and satisfy customer needs. This perspective has two distinct advantages over traditional financial measures:

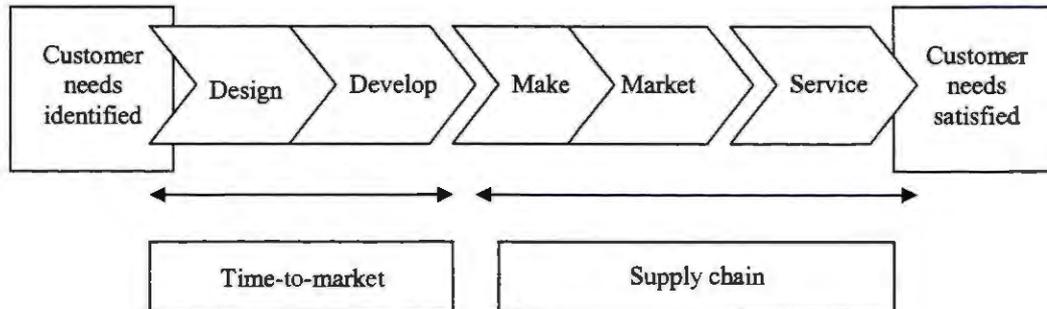
- Identification of new processes – by using the Balanced Scorecard approach, organisations will usually identify new processes at which it needs to excel in an effort to meet customer and financial objectives. Traditional measures usually only monitor and attempt improvement of internal processes.
- Incorporation of innovative processes – traditional performance measures focus on the process of delivering today's products to today's customers. This new approach requires an organisation to create new products that will meet the needs of current and future customers.

This perspective is the most important the success of the organisation, and it includes internal business processes that ensure the highest quality of products and services. Managers should ensure that their businesses, based on internal processes, are running smoothly and that the firm's products and services are meeting the customers' requirements and creating value for them. Pandey (2005:56) maintains that this perspective assists an organisation determine its competencies and the processes where it must excel at in order to create customer delight.

A point of departure of the Balanced Scorecard approach is to incorporate innovation processes into the internal-business process perspective (Figure 4.5. page 119). The innovation process consists of *product design* and *product development*, while the operations process consists of *manufacturing*, *marketing* and *after-sale services*. Kaplan and Norton (1996:28) maintain that long-term financial success may require an organisation to create completely new products and services that will meet the needs of current and future customers.

The innovation process is referred to as the *long wave* of value creation, allowing for a more powerful driver of future financial performance than the short term operating cycle associated with traditional performance measures that focus on today's product for today's customer, referred to as the *short wave* of value creation.

Figure 4.5: The internal-business-process value chain perspective



Source: Kaplan and Norton (1996:27)

When summarising this section, it is important that managers identify the critical processes at which they should excel in order to meet the objectives of the shareholders and of the targeted customer segments. Conventional performance measurement systems focus only on the monitoring and improvement of costs, quality and time-based measures of existing business processes. The Balanced Scorecard is in sharp contrast as this approach enables the demands for internal process performance to be derived from the expectation of specific external constituencies.

4.4.2.4. LEARNING AND GROWTH PERSPECTIVE

This perspective places its focus on innovation, creativity, competence, and capabilities. Within particularly knowledge-based organisations, human resource is the most important resource. In the light of the rapid technological changes in the current environment, employees need to continuously learn. The learning and growth perspective emphasises employee training and promotes the building of a corporate culture that facilitates individual self-improvement and corporate development and growth. Organisations need to make/have funds available for the training and development of their employees, while managers should pay attention to their employees' learning and development.

Pandey (2005:56) maintains that organisations need to acknowledge that 'learning' is more than training. Managers should act like coaches where they continuously guide and mentor their employees. The communication system within an organisation should allow for easy interaction to learn from, and get assistance from each other in understanding and solving problems. The key performance indicators in this perspective are: employee satisfaction, employee retention, and employee productivity.

Within this perspective the infrastructure that the organisation needs and must build to create long-term growth and improvement, is identified, while organisational learning and growth comes from three principal sources; people, systems and organisational procedures. Kaplan and Norton (1996:28) states that

management will need to invest in re-skilling employees, enhancing information technology and systems, while aligning organisation procedures and routines to meet their objectives.

In this perspective emphasis is placed on measuring three things; human capital (employee skills and training), information capital (access to information), and organisation capital (the ability to change and sustain success through cultural diversity and teamwork). Niven (2005b:24) adds that these three topics are considered to be '*soft stuff*', but are critical enablers for the success of the other perspectives on the organisation's Balanced Scorecard.

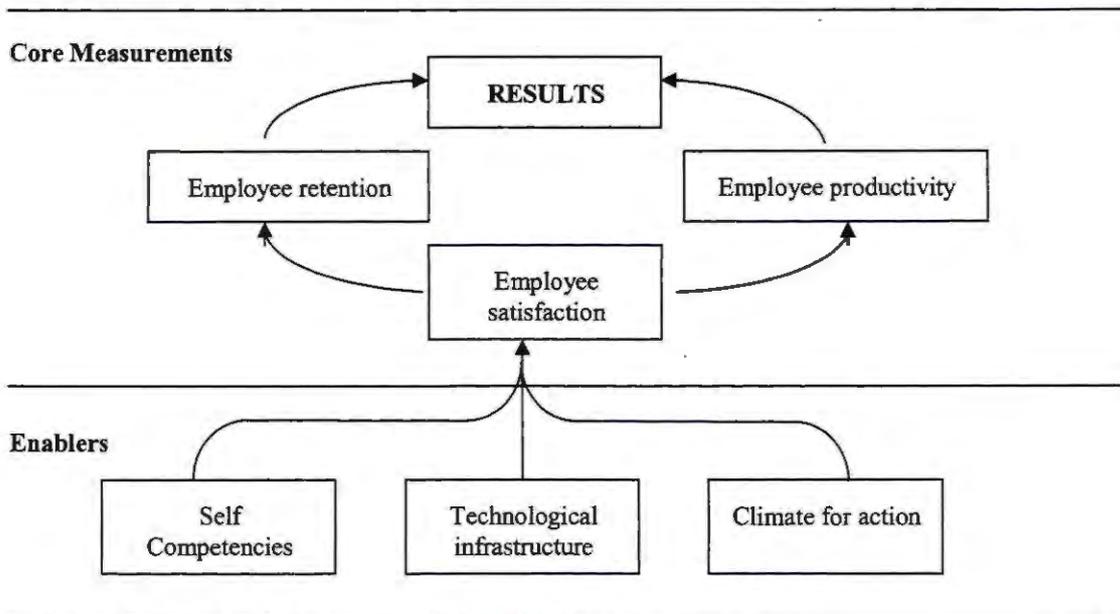
This perspective is the basis for all other perspectives, and serves as a reminder that the learning and growth of people is not dictated by how they are taught, rather by how the employees absorb new ideas and turn them into actions. It is seen as more than just learning into action, but the speed at which learning is transformed into action – a mean time between learning to action measures. Nair (2004:25) adds that Examples of learning and growth would include:

- Training and development of key managers and 'would-be' managers in certain skills,
- Access to information among teams within various silos/divisions of the organisation,
- Employee satisfaction and motivation measures.

Pandey (2005:56) agrees with Kaplan and Norton (1996:129) in that organisations use employee objectives drawn from a common core of three outcome measurements (Figure 4.6, page 121). These core outcome measurements are then supplemented within situation-specific drivers of the outcomes. The three core employee measurements are:

- Employee satisfaction,
- Employee retention,
- Employee productivity.

Figure 4.6: The learning and growth measurement framework



Source: Kaplan and Norton (1996:129)

Ultimately, an organisation’s ability to meet ambitious targets for financial, customer and internal-business process objectives depends on its ability for learning and growth. The enablers for learning and growth come primarily from three sources: employees, systems and organisational alignment. Strategies for superior performance will generally require significant investment in people, systems, and processes that build organisational capabilities. Therefore, objectives and measures for these enablers of superior performance in the future should be an integral part of any organisation’s Balanced Scorecard. Employee based measures (which include: satisfaction, productivity and retention), provide the necessary outcome measures for investment in employees, systems, and organisational alignment.

Learning and growth is an important factor in Performance Management of academia as it is essential for staff to realise that learning and growth are part of their job description, and that staff development opportunities can be identified, in an effort to improve their overall performance.

4.4.3. CRITERION FOR EACH PERSPECTIVE

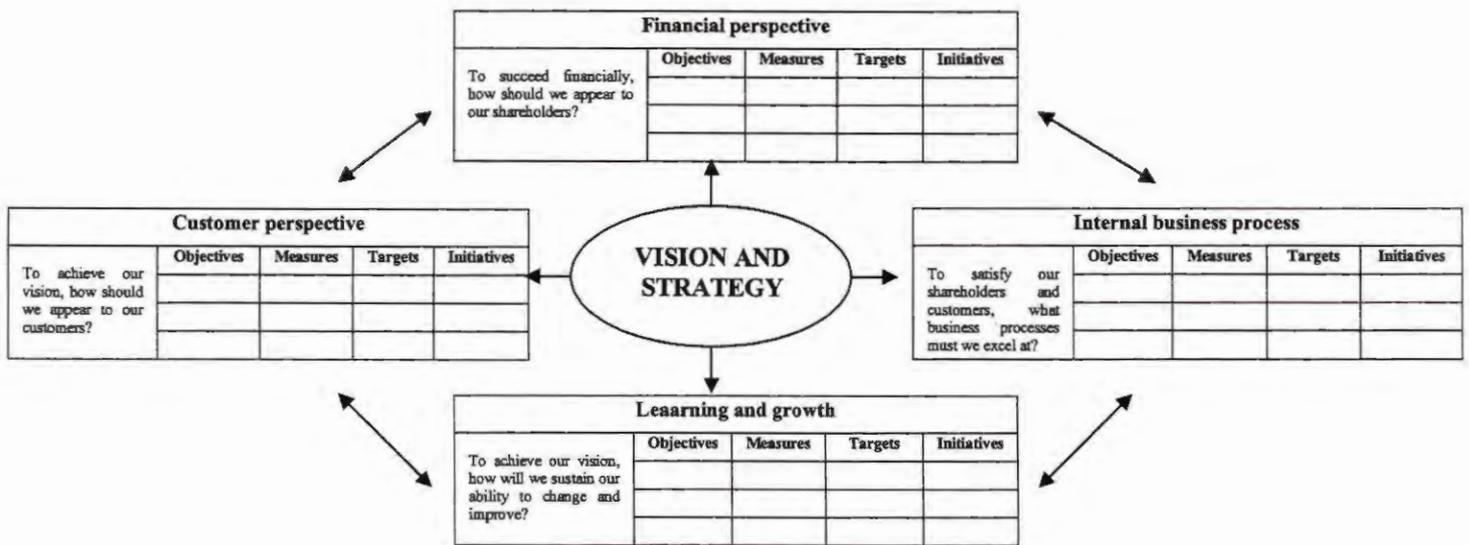
The Balanced Scorecard, according to its founders Kaplan and Norton (1996:8) complements financial measures of past performance with measures of the drivers of future performance. The objectives and measures of the scorecard are derived from an organisation’s vision and strategy. The objectives and

measures for the Balanced Scorecard are more than a collection of financial and non-financial performance measures; they are derived from a top-down process driven by the mission and strategy of the business unit.

The Balanced Scorecard should translate a business unit's mission and strategy into tangible objectives and measures, and these measures should represent a balance between external measures for shareholders and customers, and internal measures of critical business processes, innovation, and learning and growth.

The basic framework for the Balanced Scorecard can be illustrated by Figure 4.7. (page 122):

Figure 4.7: Balanced Scorecard – framework to translate a strategy into operational terms



Source: Kaplan and Norton (1996:9)

Each perspective of the Balanced Scorecard includes objectives, measures of those objectives (metrics), target values of those measures, and initiatives needed to achieve the targets. Pandey (2005:56) describes each of these elements as follows:

- Objectives – the organisation specifies major objectives to be achieved under each perspective,
- Measures – are the indicators that measure progress towards reaching the objective,
- Targets – are the values for the measures,
- Initiatives – these are the actions that need to be performed to achieve objectives and targets.

It is therefore clear from this section that identifying the four perspectives alone are not enough for successful implementation of the Balanced Scorecard. The organisational objectives need to be clarified

while the necessary measures are identified; the targets and initiatives will then take over and measure what needs to be achieved.

4.4.4. WHY A BALANCED SCORECARD – ADVANTAGES

The concept and logic behind the Balanced Scorecard is not new, what is new is its easy-to-understand design and a more formalised process performance measurement and linking strategy with performance measures and outcomes.

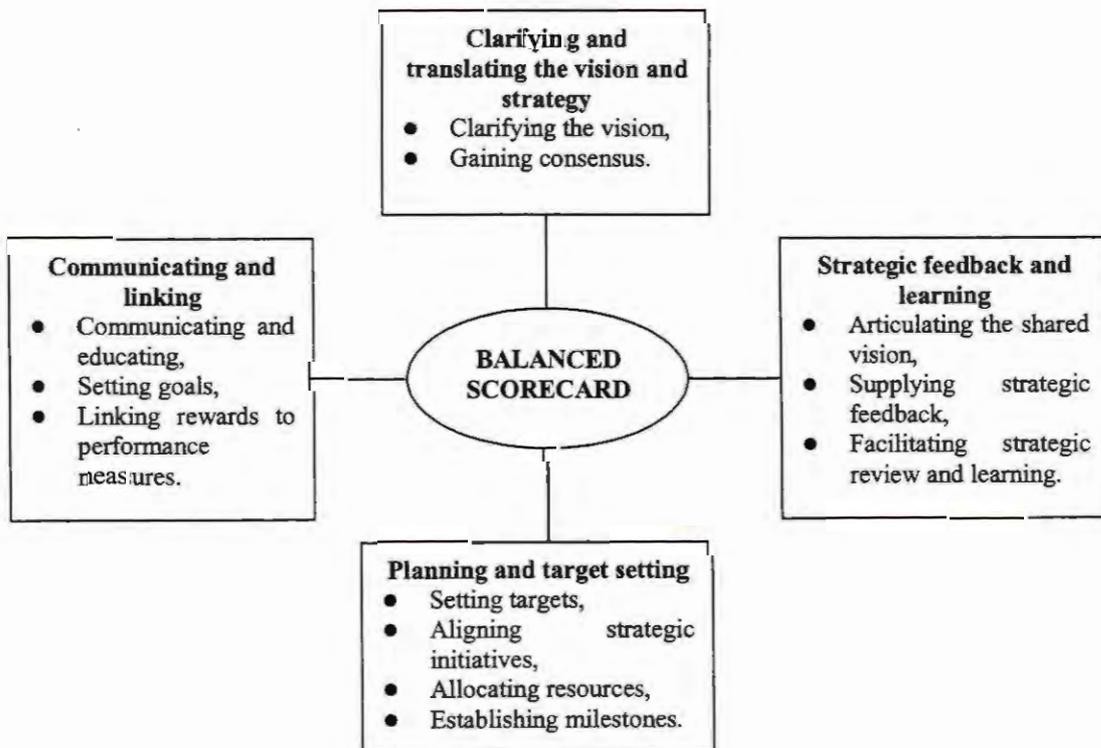
Pandey (2005:64) maintains that many organisations have adopted a Balanced Scorecard approach to Performance Management because the motivating factors behind implementation are overwhelming. These factors include:

- Increase in customer focus – the Balanced Scorecard is seen as a comprehensive tool to understand their target customers, their requirements, the performance gaps, and determine the value proposition that they should offer to create delight for their target customers,
- Focus on creating intangible and intellectual capital – organisations are realising that future competition will be fought on the strength of intangible assets and human competency, and are therefore investing in competency building, technology, branding, research and development, information technology, and marketing systems,
- Business excellence and growth – pursuing a growth strategy with business excellence necessitates non-financial initiatives. Financial measures with their short-term orientations fail at this attempt, the Balanced Scorecard is able to articulate such strategy and communicate downwards to all levels of an organisation,
- Align strategy to operations at all levels of the organisation – the Balanced Scorecard enables employees to understand strategy and link strategic objectives with their day-to day operations, they realise what their actions and tasks should be to help achieve their objectives and influence overall corporate results,
- Real time review – the operational side of the Balanced Scorecard is a result-tracking device where the organisation creates a simple information system that is linked to the scorecard for built-in review and feedback in real time. Data is continuously transferred from the reporting system to the on-line Balanced Scorecard thus allowing employees access to the results while management takes the necessary actions.

If organisations adopt the Balanced Scorecard as part of their Performance Management System, several positive consequences will follow. Figure 4.8. (page 124) serves as an illustration of the consequences that can be summarised as follows:

- Gain clarity and consensus about the vision and strategic direction within an organisation,
- Communicate and link strategic objectives and measures throughout the organisation,
- Align departmental and personal goals to the organisation's vision and strategy,
- Plan, set targets, and align strategic initiatives,
- Conduct periodic and systematic strategic reviews, and
- Obtain feedback to learn about and improve strategy.

Figure 4.8: The Balanced Scorecard as a strategic framework for action



Source: Kaplan and Norton (1996:77)

An interesting argument in favour of the Balanced Scorecard suggests that not only does it measure in addition to financial measures, but ironically, it serves to limit the number of measures. Often organisations respond rather chaotically to an abundance of measures, adding measures whenever a seemingly good idea or pressing need is identified. The discipline of the Balanced Scorecard helps to maintain focus on just a few vital measures. Storey (2002:325) adds that this tool also 'guards against sub-optimisation' – where the organisation has to consider all key measures together and so protecting itself against the common tendency to drive forward improvement in one area while neglecting performance in other areas.

Ultimately, the Balanced Scorecard is a simple, systematic, and easy-to-understand approach to performance measurement, review and evaluation. It is a convenient mechanism to communicate strategy and strategic objectives to all levels within the organisation. The success of the Balanced Scorecard will depend on the clear identification of non-financial and financial variables and their accurate and objective measurement and linking the performance to rewards and penalties.

4.4.5. WHY A BALANCED SCORECARD – SHORTCOMINGS/LIMITATIONS

Apart from the advantages and prosperity the Balanced Scorecard can bring to an organisation, this same management tool can bring hardship and difficulty. Part of the difficulty in using the Balanced Scorecard is trying to automate the system. It measures items that are often difficult to relate and/or measure. Financial measures do not pose a problem and can be quantified, and have been used effectively for many years. The non-financial measurements are the source of the difficulty.

McKenzie and Shilling (1998:58) add that determining performance measures is often more difficult than expected. Managers need to keep their focus on the cause-and-effect relationship in strategy in order to link measurement with strategy. While managers often understand the link between customer satisfaction, employee satisfaction, and financial performance, the problem lies in that the Balanced Scorecard does not provide guidance on how to improve performance to achieve the desired strategy.

Gautreau and Kleiner (2001:154) continue that the Balanced Scorecard must, in order to re-align it with changes in the strategies or corporate structures, be updated on a constant basis. This management tool is also relatively difficult to implement – with implementation taking five to six months to implement. Additional months are essential to fine tune the structure of the Balanced Scorecard, therefore total development time is often one year or longer. Measure can also be difficult to quantify, and this can lead to too many performance measures.

Papalexandris, Ioannou, Prastacos and Soderquist (2005:227) point out that in the Balanced Scorecard little attention is paid to different supporting factors such as changes in management, project management, information technology infrastructure development, quality assurance, and risk management that from experience has shown are critical to the successful implementation of any Balanced Scorecard.

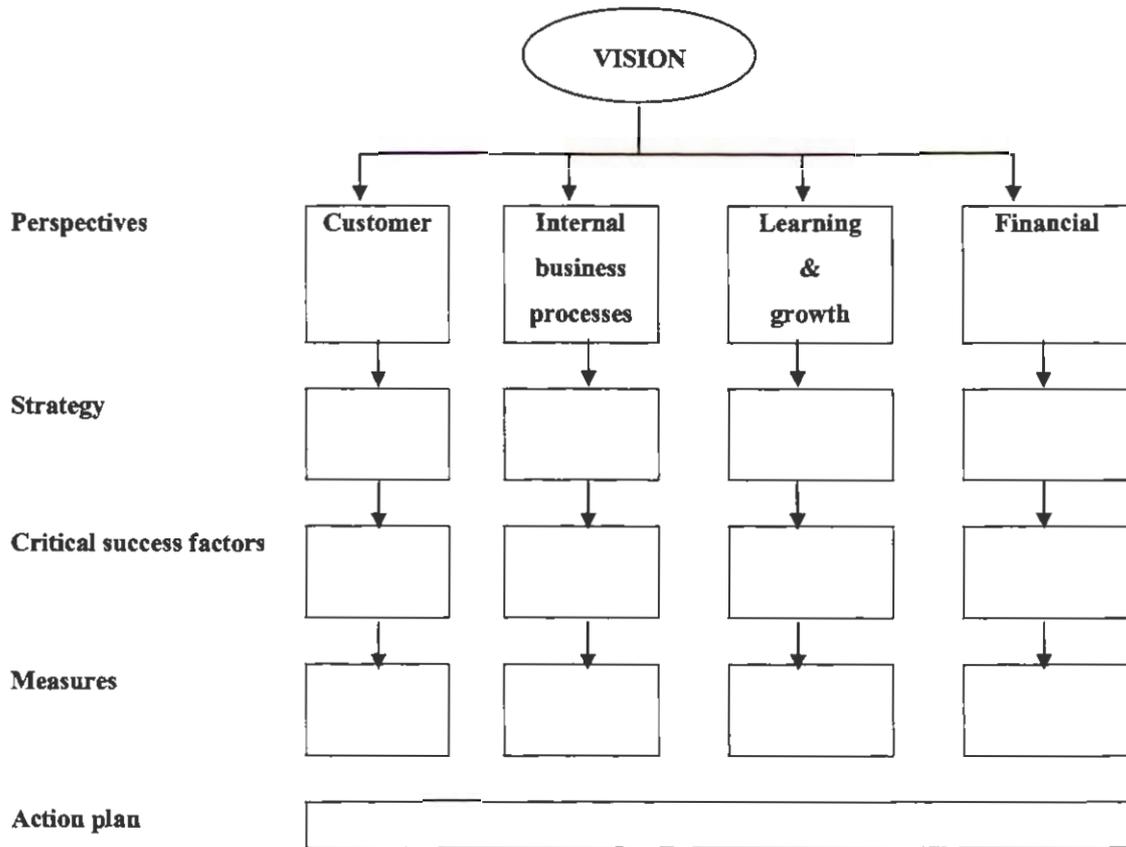
The Balanced Scorecard is relatively rigid in that the perspectives drive the identification of the key success factors, this is limiting, as these key success factors will be cross perspective, impacting simultaneously more than one dimension of the intangible resource of the organisation. Bontis, Dragonetti, Jacobsen, and Roos (1999:397) maintain that if managers can identify all the key success factors, then this issue does not cause as many problems as predicted, but the fear is that the managers will focus all their attention on those perspectives and will miss important key success factors just because they do not fit onto any specific perspective.

In conclusion, although there are limitations and shortcomings to the Balanced Scorecard overcoming these limiting factors can lead to the implementation and execution of a Balanced Scorecard that does what it is supposed to do – measure performance, while striving for the attainment of the organisations strategies and objectives.

4.4.6. FROM VISION TO ACTION PLAN – SUCCESSFUL BALANCED SCORECARD IMPLEMENTATION

The Balanced Scorecard provides a valuable tool for enabling employees to understand the organisation's status, a prerequisite if the organisation is to achieve the dynamism it needs to be competitive in the long run. Kaplan and Norton (1993:140) provide an illustration of how the basic scorecard is developed in Figure 4.9. (page 127):

Figure 4.9: Comprehensive view of the Balanced Scorecard development process



Source: Kaplan and Norton (1993:140)

Managers need a Performance Management System that provides guidance in moving their organisation in the direction of future success. Stivers and Joyce (2000:23) maintain that the key for future success is to translating the organisation's strategy into the correct, integrated set of measures. Once this has been executed, then the Performance Management System can provide control by monitoring financial results and provide guidance by reporting on the drivers of future performance – employee know-how, innovative internal processes information systems, values and customers.

The necessary action for successful implementation of the Balanced Scorecard can be set out in the following steps:

- The vision

Amaratunga (2000:185) state that the vision addresses the organisation's desired future situation, while ensuring that the performance measures developed in each perspective supports the attainment of the organisation's strategic objectives.

- Translating strategy into action

The design process starts with the top management team and their effort to translate the strategy into specific objectives. Stivers and Joyce (2000:24) believe that long-term objectives need to be set, and the management team must agree on the customer, internal processes, and core competencies necessary to achieve targeted financial performance.

Consequential to the organisation's vision, strategy is at the heart of the process; it determines what is to be measured, critical success factors'. This makes it easier to divide the vision into specific, reality-based strategies which people in the organisation feel that they can understand and work with.

- Selecting linked measures (critical success factors)

Every measure selected for use in the Scorecard must be linked to a specific strategy – there should be a cause-and-effect relationship in the chain from learning and growth, to processes, to customers, and finally, to financial performance. Stivers and Joyce (2000:24) maintain that this link ensures that the Balanced Scorecard explains how business strategy will be achieved.

- Developing and identifying measures and cause-and-effect relationships

A key to success of the Balanced Scorecard is the appropriateness and quality of the measures and whether they are used to enable management to follow the organisation's systematic efforts to exploit the critical success factors considered most critical for goal achievement. These measures must focus on the outcomes necessary to achieve the organisation's vision, and the objectives of the strategic plan. Amaratunga *et al.* (2000:185) agree that the greatest challenge is to find clear cause-and-effect relationships and to create a balance among the other different measures in the selected objectives.

- Action plan

The last step in the Balanced Scorecard implementation process, the action plan, describes the specifications and steps that need to be taken in order to achieve the measurement levels. Goals must be set for every measurement used, this includes short- and long term goals so that it can be checked on a continuous basis and any necessary corrective action can be taken in time. Amaratunga *et al.* (2000:186) states that the action plan includes; the people responsible, and a schedule for interim and final reporting.

Finally, a good Balanced Scorecard explains the business strategy by linking measures in the four perspectives, and by following a well-designed implementation system; management can develop a balanced performance system that provides control of critical processes and guides actions to carry out the strategies of the organisation.

4.4.7. FROM VISION TO ACTION PLAN – CHALLENGES TO A SUCCESSFUL BALANCED SCORECARD

When an organisation implements the Balanced Scorecard, in certain circumstances, the scorecard can fail. Shneiderman (1999:7) suggests that there are a number of reasons for this failure, these can be summarised as follows:

- Incorrect identifying of non-financial measures as primary drivers of future stakeholder satisfaction,
- Poorly defined metrics,
- Improvement goals arbitrarily negotiated rather than being based on stakeholder requirements,
- Non-existence of a deployment system that breaks high-level goals down to the sub-process level where actual improvements activities take place,
- Not using state of the art improvement methods, and
- Breaking the cause-and-effect relationship (non-existence of links between non-financial and expected financial results).

Angel and Rampersad (2005:4) agree that there are many challenges facing successful implementation of the Balanced Scorecard. These challenges are identified as including the following:

- Emphasis on financial measures rather than non-financial measures often means that the measures do not connect with the drivers of the business, and are often not relevant to performance improvements,
- Too many objectives and performance metrics can lead to the organisation prioritising improvement steps incorrectly,
- Poor data on actual performance, negating most of the effort invested in defining performance measures by not being able to monitor actual changes in results from changes in behaviour,
- Managers often do not communicate the cultural change clearly and continuously, this should be supported by management deeds that confirm that management is serious,
- Often an employee's mentality is hostile towards management's envisaged changes, this often goes hand in hand with a lack of communication from upper levels, and often forced on an unwilling labour base,

- An employee compensation package that focuses on the monetary rewards and not on the delivery of organisational values, can lead to a *'what is in it for me'* culture,
- A business strategy that is poorly understood and impossible to execute – may also be either inflexible, not keeping pace with changes in the market place, or too inflexible; causing confusion because of frequent changes in direction and an unmanageable scope,
- An implementation plan that is not grounded in reality and unable to respond quickly to unforeseen events is doomed to fail, and ultimately
- A climate of defensiveness and mistrust that leads employees to respond negatively to missed deadlines, overspent budgets with buck-passing, bitterness and scapegoat finding will lead to a total collapse of the system.

An additional challenge to successful implementation is the lack of strategy. It is extremely difficult to implement a strategic management system without a strategy. At the very core of the scorecard concept is the organisation's strategy – guiding all actions, decisions, and ensuring alignment from top to bottom. A scorecard can be developed without the aid of a strategy, but then it becomes a key performance indicator, or stakeholder system, lacking in many of the attributes offered from a true Balanced Scorecard.

The lack of necessary education and training is also seen by Niven (2006:3) as another challenging issue that can lead to failure. Often management is so preoccupied with the building of the scorecard that it often neglects the education and training of organisational employees, these are often in the dark surrounding the scorecard. Taking the necessary time at the beginning of the project to develop a comprehensive scorecard curriculum that includes background to the concept, the organisation's objectives with implementation, typical problems, success stories, and project details, can replace the often energetic and hurried attempt to get employee commitment.

Therefore, while the Balanced Scorecard is not an end in itself, it exists only to show the way to future action. This requires the interpretation of results and the identification of what is good, what is bad, and what needs to be changed within an organisation. Commitment from all parties (especially full commitment from top-management) will facilitate implementation and will demonstrate that all parties are willing and looking forward to the success of the scorecard.

4.5. PERFORMANCE MANAGEMENT AND THE BALANCED SCORECARD IN HIGHER EDUCATION

Performance Management and Higher Education are detailed in **Chapter 3** (pages 73– 79) of this study. Higher Education Institutions today are associated with issues of public good, equity, redress, and widening access, creation of a participating citizenry and support of the sustainable growth of a knowledge society. In addition, Higher Education concerns itself with teaching and learning, research, community service, global competition in a knowledge society, state subsidy and asset, performance accountability, self-sustainability, student and client satisfaction, as well as socioeconomic values through lifelong learning.

Performance Management was highlighted as being of great importance in ensuring that the staff associated with the Higher Education institution, especially the academic staff contingency, is adequately armed and geared to face the challenges. Performance Management should ensure that staff receive the all the support and guidance necessary to achieve to their full potential and at the same time meeting the strategic objectives as set out by the institution.

'What gets measured gets done' is the most famous cliché of performance measurement. If management measures it, employees will do it. Unfortunately, often what employees measure is not precisely what they want done, and employees – responding to the explicit or implicit incentives of the measurement – will do what management is measuring, not what the employees really want to do. Behn (2003:599) maintains that although performance measures shape behaviour, they may shape behaviour in both desirable and undesirable ways.

O'Neil, Bensimon, Diamond and Moore (1999:65) remembers a time when Higher Education Institutions enjoyed a honoured status in society, a time when society intuitively embraced the institution's mission and supported it generously, usually without questioning what went on in the inside of the walls. As the millennium approached, these institutions faced growing expectations where increased accountability for their actions was demanded by society.

Higher Education Institutions represent a distinctive type of organisation, one characterised by extraordinary amounts of autonomy and professional discretion enjoyed by faculties, decision-making by compromise and bargaining, and the limits on administrator's formal authority, all contributing to the unique designation: *'organised anarchies'* In these types of organisations, indicators of performance would seem particularly out of place.

Storey (2002:328) poses the question of whether the Balanced Scorecard could be feasible and useful deployed for the performance measurement of academic staff in the context of a school. Davies *et al.* (2000:85) answers this question in that resistance to the introduction of such a system would stem in from long-standing objectives to the general wider agenda of 'Performance Management'. These objectives can be summarised as follows:

- The challenge that 'management' of any kind can be applied goes against the 'professional; status and standing of teachers. This is associated with the issue of desired autonomy and creativity,
- Performance Management is often regarded as being closely tied to performance-related pay,
- Teaching involves such diverse and often unspoken skills that it cannot be made subject to the systemisation implied by Performance Management Systems,
- Initiative fatigue – the perceived excess of initiatives and directives by authorities on schools are often presented in an unsympathetic context, which is interpreted as just, yet another initiative to overload the already overworked teacher.
- The lack of time in a school system is often exasperated by a lack of resources.

Storey (2002:330) concludes that there are a number of factors and arguments that would make the reception of the Balanced Scorecard quite problematic, but there are some countermanding forces and factors that suggest that there is the potential for a wider adoption of this model into the teaching context.

The situation is far from being unpropitious. A re-interpretation of the current educational scene could suggest that:

- Considerable cultural change has taken place within education and the climate is more receptive to many of the ideas inherent to the Balanced Scorecard,
- Opportunities for fuller staff involvement in objective setting and in identifying worthwhile and meaningful priorities may be welcomed warmly,
- Staff involvement in identifying and designing appropriate measures and dispensing with what is regarded as distracting and distorting measures could also be welcomes,
- Within the model, there is great scope for considerable progress in the crucial contemporary area of staff development, and
- A set of processes that are not 'done to' teachers might be welcomed and such a system would be productive.

Finally, the Balanced Scorecard is an information-based management tool that can serve as the alternative to the traditional performance measurement systems of the past; the Balanced Scorecard translates the organisation's strategic objectives into a coherent set of performance measures. And while the Balanced Scorecard has been introduced in 'for-profit' organisations successfully, it can be used in the education sector in their Performance Management Systems. The problems faced by educators with the implementation of the Balanced Scorecard seem overwhelming, but through careful planning, communication and design, can turn into a success story.

4.5.1. PERFORMANCE MANAGEMENT ACCOUNTABILITY – INTERNAL VERSUS EXTERNAL USERS

Since the 1990's, accountability in Higher Education has become a very challenging issue for Higher Education Institutions. These institutions have, increasingly, been required to provide evidence of their performance indicators, empirical evidence of their value – to the state, alumni, prospective students, and other external stakeholders. Stewart and Carpenter-Hubin (2001:37) maintains that performance indicators differ for external accountability and internal assessment. Table 3.1. (page 133) compares internally and externally driven assessment.

Table 3.1: A comparison of externally and internally driven assessments

	Externally driven	Internally driven
Audience	<ul style="list-style-type: none"> • Consumers - Students - Parents • Governing bodies - Governing bodies - Accreditation agencies • Revenue generators - Alumni - Founders - Donors 	<ul style="list-style-type: none"> • Faculty • Academic administrators • Non-academic administrators
Concerns	<ul style="list-style-type: none"> • Undergraduate education • Image management 	<ul style="list-style-type: none"> • Organisational agenda • Resource allocation priorities
Focus	<ul style="list-style-type: none"> • influences choices of relevant audience 	<ul style="list-style-type: none"> • Influential political coalitions
Format	<ul style="list-style-type: none"> • Report cards • Rankings • Indices (indexes) 	<ul style="list-style-type: none"> • Faculty committee or institutional reports

Source: Stewart and Carpenter-Hubin (2001:37)

Performance indicators for external audience are aimed at informing three types of stakeholders; consumers (students and parents), government agencies (legislators and accreditation agencies), and potential revenue providers (alumni, donors, and funding agencies). These audiences are often limited by their areas of interest and specific ideas of what might be acceptable institutional outcomes, and tend to adopt incomplete and one-dimensional views of performance.

In an effort to present complex information in an easy-to-read and attractive format, external indicators are often presented in the form of rankings and report cards. It is common for external bodies to use a single set of indicators to measure many institutions across a wide range of missions. Wu and Petrshius (1987:37) maintain that in institutions that are affected by external assessment, management's task is to learn the art of image management, moreover as the external stakeholders have resources (financial, student, and accreditation) that are of great interest to the institution.

To be useful, internal performance indicators must be connected to the values and goals of the particular institution and should have its origins in the institution's performance objectives. These objectives translate the institution's broad goals into specific problems that can be studied and around which strategies for improvement can be developed. Stewart and Carpenter-Hubin (2001:38) believe that the users of internal performance indicator differs from the external users, here institutional decision makers (faculty, academic administrators, and non-academic administrators) are the interested parties.

The internal audience represents a very broad spectrum of perspectives and interests with a wide range of opinion regarding what acceptable institutional outcomes should be. Although institutional effectiveness and enhanced academic reputations are common goals, there is a lack of consensus on how institutional processes might impact these goals. Linking the values and goals of the internal audience, the strategic tasks required and the data collection and analysis necessary is important for useful internal performance assessment.

Finally, when an institution decides on the Performance Management process to be followed, consideration must be given to the users of the information obtained. External users and internal users of the data collected will differ in their uses and application of the information collected.

4.5.2. WHY A BALANCED SCORECARD FOR PERFORMANCE MANAGEMENT

The Performance Management System is a powerful behavioural tool. Stivers and Joyce (2000:22) maintain that '*What you measure, is what you get*'. When the system includes the right measures, linked to an organisation's strategy, people are provided guidance for their actions, especially when the organisation faces environmental challenges; implements improved programmes, or alter its strategy.

Performance measurement systems were developed as a means of monitoring and maintaining organisational control, which is the process of ensuring that an organisation's pursues strategies that lead to the achievement of overall goals and objectives. Nani *et al.* (1990:35) agree that performance measure can also be defined as a metric used to quantify the efficiency and/or effectiveness of an action.

An important question follows; '*Why should performance be assessed?*' The reasons for performance assessment become important as they guide the selection of appropriate performance techniques. Neely (1998:165) suggests seven (7) possible reasons for Performance Management and assessment:

- The changing nature of work,
- Increasing competition,
- Specific improvement initiatives,
- National and international awards,
- Changing organisational roles,
- Changing external demands, and
- The power of information technology.

Balance indicates the essence of any health organisation, and is critical for efficient and effective movement, for the attainment of a rich sound organisation, and assisting in the maximising of potential. Similarly, a Performance Management System must achieve a balance whereby it supports progress for predetermined objectives and goals. Amaratunga (2000:6) suggests that the quest for the creation of a healthy and sound organisation requires strategic planning, and a linking of programme activities/performance goals to an organisations budget; thereafter decision-making and confidence in the organisational performance is expected to improve.

Olve *et al.* (1999:56) suggests that it is important that the Balanced Scorecard not only be seen as a record of results achieved, but rather be used to indicate expected results. Thereby the scorecard can serve as a way to communicate the business plan and thus the mission of the organisation. It also helps focus on the critical issues relating to the balance between short and long run, and on the appropriate strategic direction for everyone's efforts.

The Balanced Scorecard has been summarised as a holistic and measurable model of an organisation's strategy linked to the vision of the future. It helps to create a shared understanding about the efforts and needed steps for change, while translating the organisation's strategy into tangible objectives and measures and balancing them into the four perspectives (financial, customer, internal processes and learning). Kettunen (2005:208) maintains that the Balanced Scorecards of Higher Education Institutions look

remarkably similar to those developed for profit-seeking organisations. Not much attention is paid to the financial perspective, but the emphasis is shifted to the role of customers and employees.

While there is no correct set of performance measures that every Higher Education institution should employ the more comprehensive yet concise the set of measures, the greater probability that the Balanced Scorecard will provide an effective monitoring and management tool. Kaplan and Norton (1996:147) suggest that performance measures should represent a balance in three areas. These areas are as follows:

- A balance between measures that look forward (financial; scientific perspectives), and those measures that focus on internal processes (internal service; learning and growth perspectives),
- A balance between lagging measures – resulting from past actions, and leading measures – those indicating future performance,
- A balance between quantified outcome measures and more subjective measures that may drive these outcomes.

Elloumi and Annand (2002:6) suggest that while, in practice, it is often difficult to rank the relative importance of these performance measures, determine if quantitative or qualitative measures should be used, or use lag or lead measures, the important question to be asked by the institution is how the performance measures can be linked to the institutions mission.

This section highlights the need for *balance* within any organisation; it is the essence of a healthy and prosperous organisation. A Performance Management System must achieve a balance within the organisation; where the objectives and goals of the organisation are achieved while the needs of the employees and other stakeholders are also met. The Balanced Scorecard not only translates the strategy to operational terms but it aligns the organisation to the strategy by focusing employees on their role in accomplishing the company mission. This is done through the use of cause-and-effect linkages between strategic goals and performance measures in the four perspectives of the Balanced Scorecard.

4.5.3. THE PURPOSE OF THE BALANCED SCORECARD IN THE ACADEMIA

The Balanced Scorecard has been used with much success in businesses where profit making is the major objective. This tool has had very limited success when applied to areas of business where profit-making is not an important factor but rather where service-delivery is important to the organisation.

The Balance Scorecard is widely used by *profit maximising, Fortune 500* companies as a tool to measure performance. Gambus (2005:619) maintains that the Balanced Scorecard has also been used in the *not-for-profit* sector in hospitals and universities.

The fact that the Balanced Scorecard has been used successfully in the business environment signalled that it could be readily translated to fit the academic environment. Dorweiler and Yakhou (2005:140) maintain that replacing ‘customer perspective’ with ‘student perspective’, and the academic interpretation of the other three perspectives, provides the Balanced Scorecard for a Higher Education institution.

The translation of the Balanced Scorecard from the business environment to the academia is illustrated by Table 3.2. (page 137) as follows:

Table 3.2. The business – versus the academic environment

Perspective	Business environment (Adapted Kaplan and Norton, 1992:72)	Translation to the academic environment (Bailey, Chow and Haddad 1999:167)
Customer	To achieve our vision, how should we appear to our customers?	Relevant stakeholders for an academic institution include; faculty, staff administration, students, parents, alumni, employers, the community and the image of the institution.
Internal process	To achieve our vision, what should we excel at?	The quality of the educational / instructional offering and providers.
Innovation and learning perspective	Can we continue to improve and create value?	This translates to the currency of the instructional offering and providers, the offering should be leading in the industry in an effort to attract employers as well as sustain the institution.
Financial	To succeed financially, how should we appear to our stakeholders?	Historically profit driven financial measures have been used as Key performance indicators, both revenue-generation, and the value of the assets must be maintained to ensure financial success. Focusing on only one will debilitate the institution.

Source: Own research

Most Higher Education Institutions have a mission or vision statement that sets out in broad terms the goals of the institution. Within the context of these goals, the institution must decide what it will benchmark and what performance it will measure. Dorweiler and Yakhou (2005:140) believe that the Balanced Scorecard tracks key strategic elements through a balanced series of performance indicators to ensure that action is meeting strategic objectives, while demonstrating that the institution is meeting accountability expectations and legislative requirements.

The next step according to Dorweiler and Yakhou (2005:141) will be to analyse the detail of each perspective. The overall detail of the Balanced Scorecard assures the institution that a realistic representation of the institution is provided. Table 3.3. (page 138) illustrates the perspectives in Higher Education strategy.

Table 3.3: Perspectives in Higher Education strategy

<p>Customer perspective</p> <ul style="list-style-type: none"> ● Students, employers, faculty, alumni, parents; ● Teaching innovations, public image; ● Faculty reputation, quality of service; and ● Continuous improvement. 	<p>Internal business perspective</p> <ul style="list-style-type: none"> ● Teaching excellence, quality of faculty; ● Curriculum excellence and innovation; ● Service efficiency and effectiveness; and ● Strategic issues.
<p>Innovation and learning perspective</p> <ul style="list-style-type: none"> ● Teaching and learning excellence and innovation; ● Faculty development, technology leadership; ● Teaching/learning innovation; ● Programme and curricular innovations and improvements; ● Pedagogy enhancements, distance learning; ● Value-added learning, life-long learning; ● Quality of facilities, reward system; and ● Mission-driven process. 	<p>Financial perspective</p> <ul style="list-style-type: none"> ● Fund raising, revenue from operations; ● Human capital investment, Financial Management; and ● External relationships, public image.

Source: Adapted from Dorweiler and Yakhou (2005:141)

From this section it is evident that the Balanced Scorecard can be adapted from the business environment to suite the needs of Higher Education Institutions, and the academia in particular. By translating the perspectives to suite the academic environment, the Balanced Scorecard is an effective tool to evaluate an institution and its performance. By emphasising integrative analysis and trade-offs, the Balanced Scorecard helps academic administrators focus on internal processes to improve institutional effectiveness and demonstrate its accountability to government and the public.

4.6. MANAGEMENT ACCOUNTING AND THE BALANCED SCORECARD

It is clear that a new economic world has emerged, one that features perpetual changes, global competition, tremendous customer demands, and increasing shareholder expectations. Management Accounting, Cost management especially, must face the realities of this new economy head-on, or risk losing relevance and being left behind.

A system where the focus falls on historic information and an inward perspective is followed while ignoring the entire supply chain is no longer adequate for today's decision-makers. Niven (2006:1) maintains that the Cost Management profession is responding with a clear mandate for the 21st century; providing the information organisations need in order to produce the value their customers demand, this professional will be a trusted business partner, providing the vital cost information needed by management in the pursuit of an optimal mix of activities and processes to drive sustained customer value. An integral component of the Cost Management evolution is the focus on the importance of performance measurement.

Kaplan and Norton (2001:81) add that the Balanced Scorecard has emerged as a proven and effective performance measurement tool in an organisation's quest to capture, describe and translate intangible assets, into real value for all of an organisations stakeholder, and in the process allowing organisations to successfully implement their strategies.

Niven (2006:1) maintains that Management Accounting features strongly in all four perspectives of the Balanced Scorecard, and explains the relationships as follows:

- While many '*traditional*' Management Accounting professionals may view the Financial Perspective of the Balanced Scorecard as their natural home, after further, in-depth consideration it has been discovered that Management Accounting cuts a wide swath through the entire Scorecard architecture.
- In the Customer Perspective, organisations are required to determine their target customers and also devise the value proposition they will use in perusing that group. Regardless of the value proposition a firm pursues, it relies on profitable customer relationships to drive economic success.

- The Internal process focuses on those processes an organisation must excel at in order to add value for customers, and ultimately shareholders. Many organisations will measure the quality, timeliness, and cost of current processes, making Management Accounting essential.
- Even the outcomes emanating from the Employee Learning and Growth Perspective, considered the *'soft stuff'*, will benefit from the discerning eye of Management Accounting. Measures here are often described as *'enablers'* of results in the other three perspectives. Investment in employee skills, tools and alignment programmes are deemed to drive results ranging from greater innovation to increased customer loyalty and Return on Equity. These drivers cannot be ignored, and as with any other investments, the Management Accountant must determine the true value being created from each Rand of cost.

Finally, while many organisations reaping the rewards of the Balanced Scorecard maintain an increase in *'strategic conversation'* as the most renowned benefit, the collaboration between executives, managers and employees as they work together to critically examine and learn from the Scorecard was also cited as another major benefit.

With the renewed focus on providing critical information in an effort to create customer value and a clear motivation for change, the Management Accounting profession is in an enviable position of facilitating many of these strategic dialogs throughout the modern organisation.

4.7. SUMMARY

While performance measurement is a crucial factor to an organisation's success, it is also one of the weakest areas of management due to the limitations of financial measures, the rise of the intangible assets, and the challenges of executing business strategies.

The Balanced Scorecard, developed by Kaplan and Norton, is a relatively new tool capable of overcoming these limitations as it focuses on an organisation's vision and strategy. The Balanced Scorecard approach seeks to translate vision and strategy into performance measures that can be tracked and used to measure success in implementing the vision and strategy.

Organisations using the Balanced Scorecard strategy can determine and measure four areas: financial, internal business process, customer perspectives and learning and growth that include human, information, and organisational capital. The latter three, often considered *'soft'* measures, are the enablers of everything else on an organisation's Balanced Scorecard.

Organisational leaders using the Balanced Scorecard transformed the tool from a management tool, to a strategic management and a communication tool by linking resources allocation decisions to scorecard measures and communicating measures and objectives to all employees.

The Balanced Scorecard has been shown as an effective tool to evaluate an organisation, and its performance. Not much literature is available on the implementation of the Balanced Scorecard in Higher Education, but the capabilities of the Balanced Scorecard as applied in business organisations can be applied to academic institutions. By emphasising integrative analysis and trade-offs, the Balanced Scorecard helps academic administrators put more focus on internal processes to improve effectiveness, and demonstrate its accountability to government and to the public.

The link between the Balanced Scorecard and Management Accounting was also firmly established where the Management Accountant is deemed the irreplaceable link between the four perspectives of the Balanced Scorecard.

In **Chapter 5**, the **Research Methodology** followed and used in this study will be highlighted. Focus will be placed on the research method and design, the development and distribution of the questionnaire. Several different statistical methods and techniques used and applied during the scope of the study will be identified and discussed. The population, sampling frame and sampling procedures will also be presented. The chapter will also aim to prove the reliability and validity of the study in question, and the importance thereof will be explored.

5.

CHAPTER FIVE

RESEARCH DESIGN AND METHODOLOGY

5.1. INTRODUCTION AND BACKGROUND

Within the pages of **Chapter 2** the Fundamentals of Performance Management were detailed; the prerequisites, goals and objectives, benefits and the design of a Performance Management system were clearly illustrated. **Chapter 3** highlighted Performance Management of academic staff in Higher Education Institutions, while **Chapter 4** introduced the Balanced Scorecard, encompassing the origins, uses, the advantages and disadvantages of its use, the link to Performance Management and finally highlighting the connection between the Balanced Scorecard, Performance Management and Management Accounting.

Within the pages of **Chapter 5**, details are provided of the methodology employed in the design of the research. It focuses *inter alia* on the sample and sampling procedure, data collection methods, the research instrument, the procedure for the design and administration of the questionnaires and the various stages that were undertaken in the collection of all the data necessary. Statistical techniques used in the study, namely factor analysis, validity and reliability analysis are also explained.

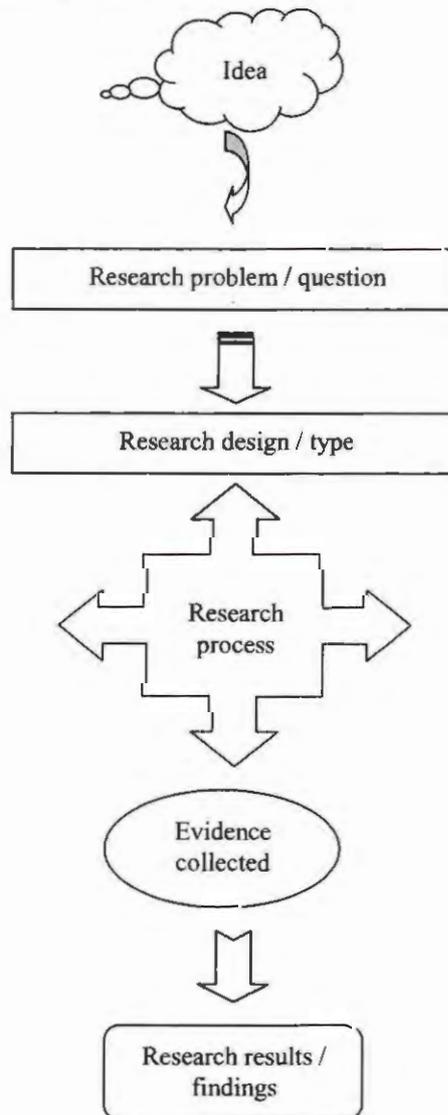
5.2. THE LOGIC OF THE RESEARCH PROCESS

The basic point of departure when doing research is that all empirical social research conforms to a standard set of logic. Figure 5.1. (page 143) illustrates the logic of the research process. Irrespective of the kind of study being conducted and the methods followed, four basic elements are the standards that are included in all empirical research. These elements are as follows:

- A research problem,
- Research design,
- Empirical evidence, and
- Conclusions.

All research begins with the identification and clear formulation of a research problem. Once the research problem has been formulated, either in the form of a research question or research hypothesis, the next step will be to select an appropriate research design for the study. Simply put: *What kind of research will be conducted, what type of study will answer the formulated question* (Babbie and Mouton 2006:73).

Figure 5.1: The logic of the research process



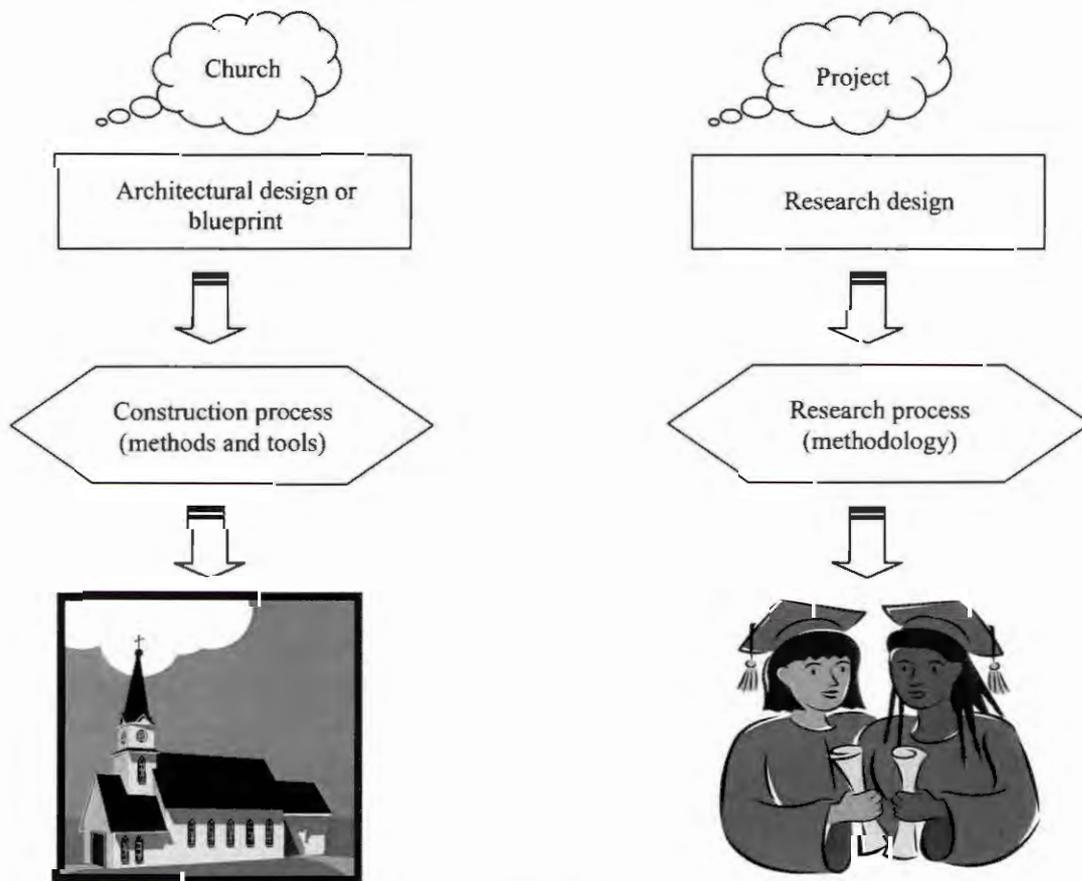
Source: Babbie and Mouton (2006:73)

Managing the research process effectively is essential to the successful completion of the project. Extensive and thorough planning of the research process, in an effort to reduce the obstacles in the future, is essential. The basic elements for any research study include: identifying a research problem, selecting the appropriate research design, collection of empirical evidence, and the conclusions.

5.3. DISTINGUISHING BETWEEN RESEARCH DESIGN AND RESEARCH METHODOLOGY

A *research design* is a plan or blueprint of how the study is to be conducted, and often the research design is confused with the *research methodology*, but these are two completely different dimensions of research. The authors explain the difference between *research design* and *research methodology* by creating a metaphor. Figure 5.2. (page 144) illustrates this metaphor.

Figure 5.2: A metaphor of research design



Source: Adapted from Babbie and Mouton (2006:74)

Lues and Lategan (2006:17) maintain that the application of methodology in a research project is an imperative part of the research process. In the field of research, *methodology* refers to the scientific actions, techniques and instruments that will be employed in the execution of the research project with the aim of addressing the research problem and meeting the acknowledged aims and objectives of the project.

The differences between research design and research methodology can be explained by the use of a Table. Table 5.1. (page 145) clearly illustrates these differences.

Table 5.1: Differences between research design and research methodology

Research design	Research methodology
Focuses on the end-product. What kind of study is being planned and what kind of results are aimed at.	Focuses on the research process and the kind of tools and procedures to be used.
Point of departure = Research problem or question.	Point of departure = Specific tasks (data collection or sampling) at hand.
Focuses on the logic of research. What kind of evidence is required to address the research question adequately.	Focuses on the individual (not linear) steps in the research process and the most objective; (unbiased) procedures to be employed.

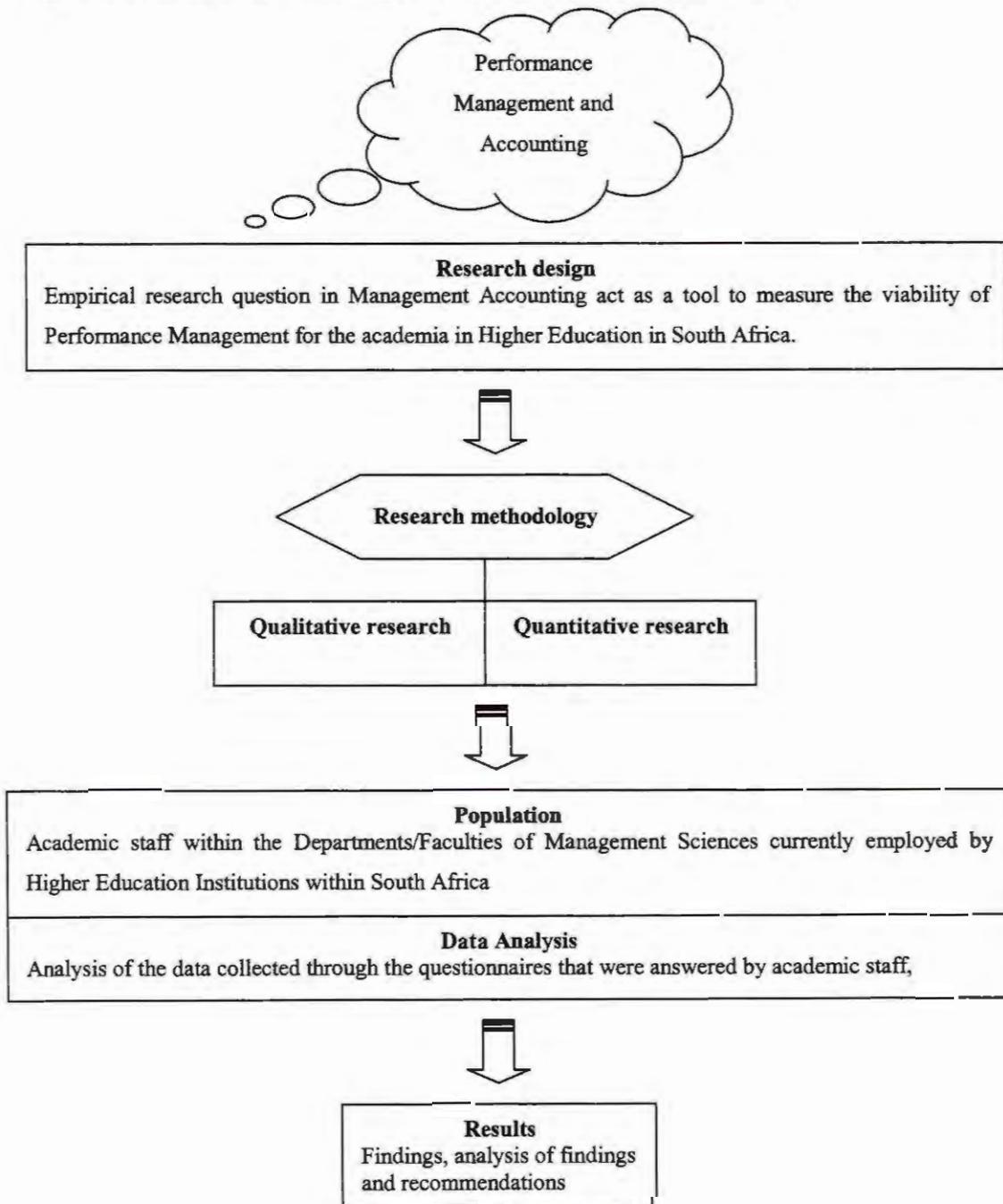
Source: Babbie and Mouton (2006:75)

In conclusion the research design can be explained as a plan or structured framework of how the researcher intends to conduct the research process in order to solve the research problem, while research methodology refers to the methods, techniques, and procedures of implementing the research design or research plan.

5.4. TOWARDS A RESEARCH DESIGN AND RESEARCH METHODOLOGY FOR THIS RESEARCH STUDY

Figure 5.3. (page 146) sketches an illustration on how the research design and research methodology for this research study was conducted.

Figure 5.3: Towards a research design and research methodology for this study



Source: Own research

5.4.1. RESEARCH STUDY DESIGN

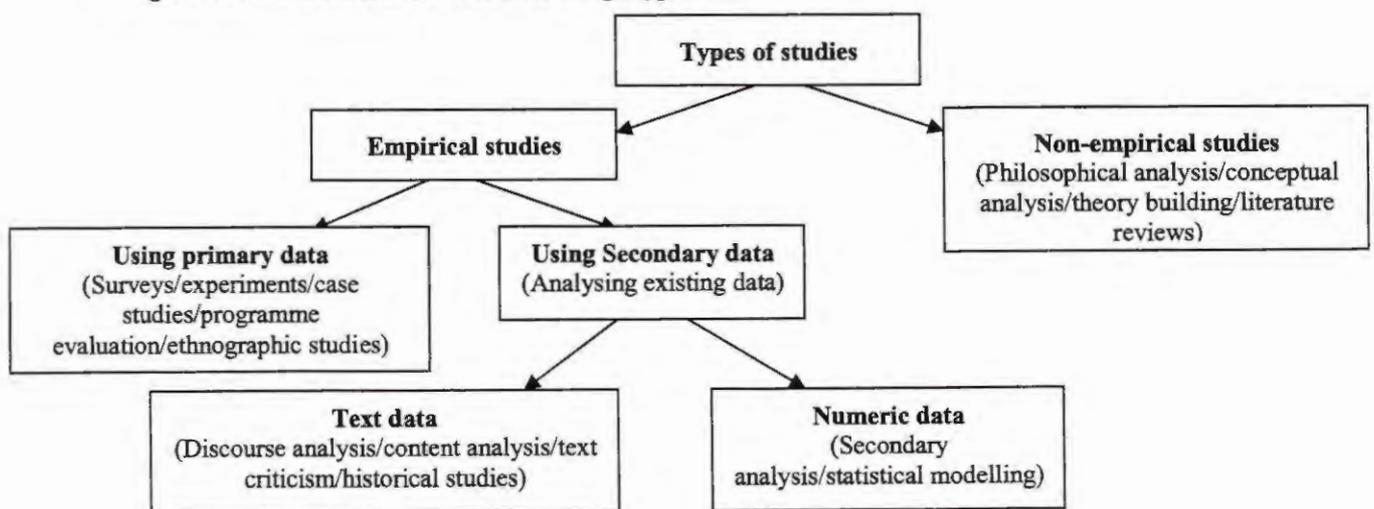
A research design is as a plan or sketch of how the researcher intends to conduct the research. It focuses on the end product (type of study being planned and the type of results the researcher aims to achieve). The types of measurement, sampling, data-collection and data-analysis methods employed by the researcher and the order, in which they are used, are determined by the research problem (questions) and the kind of evidence that is required to address the problem.

It is important to understand the difference between empirical and non-empirical research question. Babbie and Mouton (2006:75) maintain that an empirical question addresses a 'real life' problem, efforts to resolve an empirical question will result in the collection of either new data or analyse existing data. On the other hand, non-empirical questions are questions about 'entities', and would include questions about the meaning of scientific concepts, questions about trends or about competing theories.

In this research study, the research question is identified as being **empirical** in nature. The empirical question addresses a 'real life' problem – that of Performance Management of academia in Higher Education Institutions, efforts to resolve an empirical question will result in the collection of either new data or analyse existing data – new data will be collected through the analysis of the questionnaires, and existing data will be examined through the conducting of the literature review.

Once the research question has been established as being either empirical or non-empirical, the next step is to identify whether the study will be empirical or non-empirical. Figure 5.4. (page 147) summarises the classification of the research design types.

Figure 5.4: A classification of research design types



Source: Adapted from Babbie and Mouton (2006:78)

In this research study, the research study has been identified as being empirical in nature and the empirical study is further divided into **Primary Empirical** studies. Primary data refers to data collected by the researcher personally – the researcher collected new data through interviews, observations or through whichever methods were employed. On the other hand, secondary data refers to data that already existed when the research study was started – the researchers use existing data, such as census data, or documents or texts that were previously produced.

Furthermore this empirical research study, using secondary data can now be subdivided into one of two types of data sources. Data sources can be classified into two main categories: numeric data, these include, numbers, statistics, psychological test scores, and physiological measures, while textual data include documents, texts, conversations, and interview transcripts.

The fact that data comes in these main formats does not mean that both types of data cannot be used in a study, or that textual data (interview responses) cannot be transformed to numeric data (post-coding). Babbie and Mouton (2006:77) state that it is important to remember, however, that numeric and textual data have different characteristics and they provide the researcher with different kinds of information.

Finally, according to the above literature, the classification of this research design can be summarised as follows:

- Empirical studies,
- Using Secondary data,
- Using both numeric and textual data.

5.4.2. RESEARCH STUDY METHODOLOGY

The research methodology is a set of scientific actions, techniques and instruments used to carry out the research study by addressing the research problem and meeting the aim and objectives stated in the research study. Lues and Lategan (2006:11) explain that the most popular used research methodologies are the quantitative and qualitative research approaches.

5.4.2.1. THE QUANTITATIVE RESEARCH PARADIGM

Quantitative methods focus attention on measurements and amounts (more and less, larger and smaller, often and seldom, similar and different) of the characteristics displayed by people and events that the researcher studies (Thomas, 2003:1).

Lues and Lategan (2006:11) emphasise that in the quantitative research approach, the findings are usually expressed by means of statistical data and have numerical values. This approach includes the measurement of variables in terms of magnitude, extent or amount (height, weight or population size). The qualitative research approach is primarily based on literature studies.

Quantitative research can be summarised as being associated with analytical research where the purpose is to arrive at a universal statement. The researcher assigns numbers to observations, and by counting and measuring, data is obtained. This method could include techniques such as observation, pilot studies, quantitative analysis and questionnaires.

In this research study, the researcher used a **quantitative data** collection instrument (a questionnaire to obtain information concerning Performance Management of academia in Higher Education Institutions). The information gathered through the questionnaire represents respondent's preferences and experiences of Performance Management. In addition, as no personal information was required in the questionnaire, the participants remained anonymous.

5.4.2.2. THE QUALITATIVE RESEARCH PARADIGM

As this research study focuses on the use of quantitative data, qualitative research will only be discussed briefly.

The most important aspect of qualitative research is that the participant's perspective is used as a point of departure, and it is focused upon the real-life experiences of people. It allows the researcher to know people personally, to see them for who they really are, and to experience their daily challenges. The researcher is able to interpret and describe the actions of people.

5.5. CONSIDERING THE VALIDITY OF THE RESEARCH METHOD

Leedy and Ormrod (2005:97) argue that no matter what research methodology is used, it is important to consider the validity of the approach. The validity includes matters of accuracy, meaningfulness and credibility of the *research project as a whole*. Two basic questions need to be asked:

- Does the study have sufficient control to ensure that the conclusions drawn are truly necessary by the data?
- Can what has been observed from the research situation be used to make generalisations about the world beyond the specific situation sketched in the research project?

The answer to these questions addresses the issues of internal and external validity.

5.5.1. INTERNAL VALIDITY

The internal validity of a research study is the degree to which its design and the data it produces allow the researcher to draw accurate conclusions about the cause-and-effect and other relationships within the data. To ensure the validity of the research study, it is essential to take every precaution necessary to *eliminate other possible explanations for the results that are observed*. Leedy and Ormrod (2005:98) suggest several strategies researchers can employ to increase the probability that *their explanations are the most likely ones* for the observations made. The strategy applicable to this research study can be summarised as follows:

- A controlled laboratory study – here an experiment is carried out in a laboratory setting so that the environmental conditions can be controlled,

Pilot questionnaires were circulated to a selected number of participants. The questionnaire was circulated to 15 academic staff members (across all the institutions), this exercise served the purpose of a pilot run for the questionnaire, any uncertainties and ambiguities were identified and some of the questions were reformulated. The questionnaire was then finalised and distributed to the academic staff members of the institution.

Internal validity is important to any research project, the researcher must be confident that the conclusions drawn in the research study are acceptable from the data collected.

5.5.2. EXTERNAL VALIDITY

The external validity of a research project and the extent to which the results apply to the situations and beyond the study itself and the extent to which the conclusions drawn can be generalised to other contexts. As a general rule, researchers contribute more to humanity's knowledge about the world when the research conducted has implications that extend far beyond the specific situation studies.

Leedy and Ormrod (2005:99) continue that there are three commonly used strategies to enhance the external validity of a research project. These can be summarised as follows:

- Real-life setting – research conducted in the outside world, although not the same stringent controls apply as when a laboratory project is undertaken, may be more valid as it yields results with broader applicability to other real-world situations,
- **This research study was conducted in a 'real-life' setting as it was applied to academia in Higher Education Institutions.**

- Representative sample – ideally, the participants in the research study should be a *representative sample* of the population about which the researcher wishes to draw conclusions, and
- For the purpose of this research study, the population comprises individuals, both male and female, employed as part of the academic staff of Higher Education Institutions and form part of the Faculty of Management Sciences and Faculty of Economic Sciences. The Higher Education Institutions of the Free State and Southern Gauteng provinces were targeted. The participants in the research study were representative of the Higher Education Institutions.
- Replication in a different setting – when different researchers conduct similar studies in different situations, and the conclusions drawn from these studies are similar, these studies, taken together, provides evidence that the conclusions has validity and applicability across different contexts and situations.
- Higher Education Institutions of the Free State and Southern Gauteng provinces were targeted, thus different settings were replicated in this study. The following institutions participated in this study:
 - Universities of Technology (former Technikons)
 - Central University of Technology, Bloemfontein
 - Vaal University of Technology, Vanderbijlpark
 - Universities (traditional universities)
 - North-West University, Vanderbijlpark
 - Free State University, Bloemfontein

The researcher should strive to achieve external validity as well as internal validity for the research study conducted. This will add weight to the fact that the research study is *as a whole* is accurate, is meaningful, and credible. Both internal and external measure were in place to ensure the validity of the research study.

5.6. DATA COLLECTION AND SAMPLING

5.6.1. SAMPLE

Often in research the population or universe to be studied for a specific project is of such enormity that it could take the researcher years to complete the research. The researcher is therefore faced with the problem of selecting from the larger group (population) a smaller group or portion, for the purpose of the study, but which is still representative of the large group. Brynard and Hanekom (2005:43) state that the small group or portion selected from the population is termed a *sample*.

Gravetter and Forzano (2003:465) explain that the term *sample* always implies the simultaneous existence of a population or universe of which the sample is a smaller section or a set of individuals selected from the population.

Brynard and Hanekom (2005:43) continue that the reasons for the selection and use of a sample of the population are as follows:

- Simplify the research – it is easier to study a representative sample of a population, than to study the entire population,
- Time saver – studying the entire population can be a time consuming exercise, especially if the population is very large or distributed over a large geographical area, and
- Cost cutting – observing, interviewing or using questionnaires to collect data from the entire population may turn out to be a very expensive exercise, especially if the population is very large or distributed over a large geographical area.

Sampling can therefore be summarised as any portion of a population or universe that is representative of that population or universe. **In this research study it was easier, time was saved, and costs were minimised when the decision was made to target and distribute questionnaires to the academia from the Faculties of Management Sciences and Faculties of Economic Sciences that it would have been to target ALL the academic staff of the various institutions.**

5.6.2. SAMPLING DESIGNS/STRATEGIES

The logic of using a sample of subjects is to make deductions about some larger population from a smaller one – the sample. In quantitative research, the researcher is enthusiastically concerned with *probability sampling*. Berg (2004:35) adds that the notion is that a sample can be selected that will mathematically represent subgroups of a larger population.

As this research study will follow a **quantitative research approach, only probability sampling** will be discussed.

5.6.3. PROBABILITY SAMPLING

Leedy and Ormrod (2005:199) state that in probability sampling, the researcher can specify in advance that each segment of the population will be represented in the sample. According to Kirk (1999:367) and Seaberg (1988:244) a probability sample is one in which each person (or other sampling unit) in their

population has the same known probability (possibility) of being selected. Gravetter and Forzano (2003:18) add that in probability sampling the odds of selecting a particular individual are known and can be calculated. In addition, the selection of persons from the population is based on some form of random procedure.

The most well known kinds of probability sampling techniques are:

- Simple random sampling,
- Systematic sampling,
- Stratified random sampling,
- Cluster sampling, and
- Panel sampling.

Only the techniques relevant to this research study will be discussed.

- **Stratified random sampling,**

Babbie and Mouton (2006:203) summarise this technique as a process of grouping the members of a population into relatively homogeneous strata before sampling, this improves the representativeness of a sample by reducing the degree of sampling error. De Vos, Strydom, Fouchè and Delport (2006:200) agree that stratification consists of the universe being divided into a number of strata which are mutually exclusive, and the members of which are homogeneous with regards to some character (i.e. gender, home language or age), selection within different strata still occurs randomly.

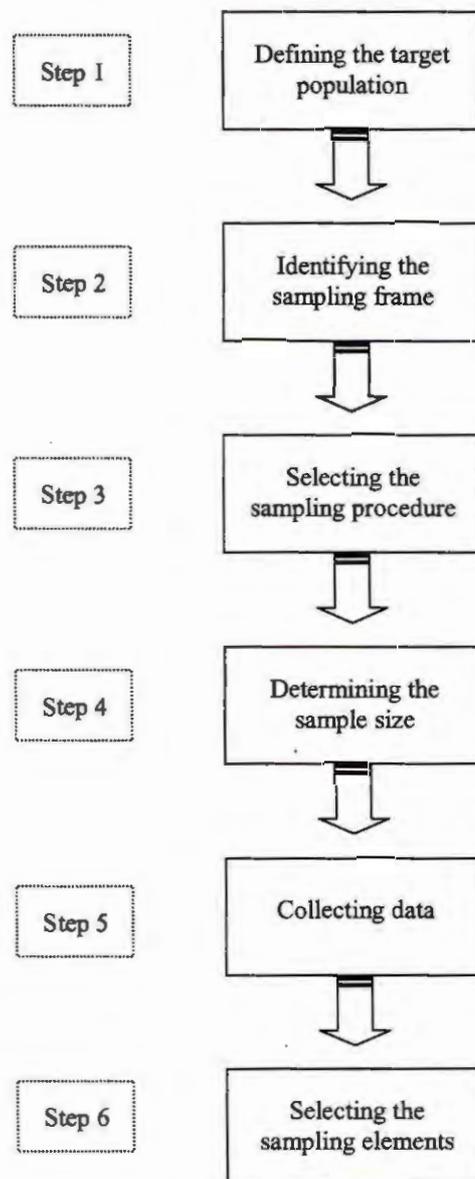
In conclusion, it should be emphasised that a sampling technique or design should not be chosen blindly and without consideration of the facts at hand. Each technique has specific and significant characteristics designed to be uniquely suited to a particular type of population, thus it is important to consider the nature of the population before deciding on a sampling technique.

In this research study participants were selected from specific groups – the population comprised individuals, both male and female, employed as part of the academic staff of Higher Education Institutions and formed part of the Faculty of Management Sciences and Faculty of Economic Sciences.

5.6.4. SAMPLING PROCEDURE

A six-step procedure that researchers can follow when drawing up a sample from a population can be followed. Figure 5.5. (page 154) illustrates this six-step procedure.

Figure 5.5: Six-step procedure for drawing a sample



Source: Churchill and Iacobucci (2002:449)

Step 1 – Defining the target population

The target population is a clearly defined group of entities that have some characteristic in common (Boyce, 2002:232). In research, the population is often defined by one or two behavioural characteristics, Hair *et al.* (2000:328) view a population as an identified group of elements that are of interest to the researcher and pertinent to infer something about the population. The researcher has to be precise in specifying exactly what elements are of interest and what elements are to be excluded.

For the purpose of this research study, the population comprises individuals, both male and female, employed as part of the academic staff of Higher Education Institutions and form part of the Faculty of Management Sciences and Faculty of Economic Sciences. The Higher Education Institutions of the Free State and Gauteng provinces were targeted, and included academia from the following institutions:

- **Universities of Technology (former Technikons)**
 - **Central University of Technology, Bloemfontein**
 - **Vaal University of Technology, Vanderbijlpark**
- **Universities (traditional universities).**
 - **North-West University, Vanderbijlpark**
 - **Free State University, Bloemfontein**

Step 2 – Identifying the sampling frame

After defining the target population, the researcher should assemble a list of all eligible sampling units, referred to as the sampling frame. Common sources of sampling frames include: a list of registered voters, customer lists or a map. Hair, Bush and Ortinau (2002:330) maintain that it is often difficult to gain access to accurate or representative sampling frames. In such instances the researcher will have to employ alternative methods such as random-digit dialling (if conducting telephone interviews) in order to generate a sample of prospective respondents.

For the purpose of this research study a distribution list was obtained from the Higher Education Institutions that were mentioned in Step 1, this list contained the details of all academia to be included in this study.

Step 3 – Selecting the sampling procedure

The procedure that was followed necessitated the sending of the questionnaire to all the members on the distribution list obtained from the institutions.

Step 4 – The sample size

The sample size comprises all the academic staff that forms part of the Faculty of Management Sciences and Faculty of Economic Sciences at each of the identified institutions.

Step 5 – Data collection method

The data collection method can be described as follows: The questionnaire was circulated to 15 academic staff members (across all the institutions), this exercise served the purpose of a pilot run for the questionnaire. Thereafter the questionnaire was finalised and distributed to the academic staff members of the institution.

5.7. RESEARCH INSTRUMENT – THE QUESTIONNAIRE

Thomas (2003:66) maintains that the word *questionnaire* is characteristically used in a very common sense to represent any printed set of questions that participants in a survey or study are requested to answer, either

a) by selecting from amongst several possible answers listed below the question, or b) by writing out an answer.

Participants responding to the completion of a questionnaire supply two primary types of information – fact, and opinion. *Fact*, as intended here, are items of information about which questionnaire respondents have knowledge, while *opinions* are expressions of attitude and preference.

Babbie and Mouton (2006:233) suggest that the researcher is often interested in determining the extent to which respondents hold a particular attitude or perspective by asking a question and expecting an answer, or by making a statement and measuring the respondent's attitude towards the statement. Both question and statement-type questions can be used profitably, and their use will allow flexibility in the design of items and can make the questionnaire more interesting.

A structured questionnaire can be used in the place of interviews, and it is vital to supply respondents with standardised instructions on how to complete the questionnaire and to explain what is expected from them.

5.7.1. QUESTION TYPES

There are a variety of question types from which a researcher can select in a goal-directed manner to obtain the desired information. These question types are as follows:

- Open questions
- Closed questions
- Dichotomous questions,
- Multiple choice questions,
- Ordinal questions
- Completion questions
- Scaled questions,
- Statements,
- Matrix-type questions, and
- Follow-up questions.

Only the question types used in this research study will be discussed.

- Open questions

Babbie and Mouton (2006:233) maintain that in open-ended questions the respondent is requested to provide his/her own answer to the question. A space is provided in the questionnaire where the respondent is to detail their answer. Neuman (2003:279) states that these types of questions can be used if the researcher wants to learn how the respondent thinks, to discover what is really important to him/her, to get an answer to a question that has many possible outcomes.

De Vos *et al.* (2005:174) state that if the variable is relatively unexplored or unknown to the researcher, open ended questions will enable the researcher to explore the variables better and to obtain some idea of the spectrum of possible responses. Neuman and Kreuger (2003:273) add that these types of questions allow enough answers to complex issues; the respondent is allowed to answer in detail and quantify and clarify responses; it allows space for unanticipated findings to be discovered; and permits creativity, self-expression and richness of detail.

In this research study there were a total of 5 open questions. These can be identified as follows:

Section A – Questions 1 and 6,

Section B – Questions 3,

Section E – Questions 1 – 4.

- Closed questions

Here the respondent is requested to answer the question asked by selecting from amongst the list of possible answers provided by the researcher. Babbie and Mouton (2006:233) maintain that this type of question is quite popular as it provides greater uniformity of responses and are easier to process.

Neuman and Kreuger (2003:273) maintain that the most important disadvantage of closed-ended questions are that they can suggest ideas and responses that the respondent would otherwise not have, respondents may be disappointed that their desired answer is not a choice, misinterpretations of the questions go unnoticed, and these questions may force respondents to give simplistic responses to complex issues.

In this research study there were a total of 4 open questions. These can be identified as follows:

Section A – Questions 2, 3, 4, and 5.

- Multiple choice questions,

These types of questions only have two possible responses, for example, 'Yes/No' or 'Feel that way/Do not feel that way'. De Vos *et al.* (2005:175) argue that these kinds of questions must be kept to a minimum, as they lengthen the questionnaire greatly as follow up questions further exploring the both responses are required.

In this research study there were a total of 10 open questions. These can be identified as follows:

Section B – Questions 1, 2, 3, 6, 8, 9, 10, 11, 12, and 14.

- Multiple choice questions,

In these types of questions, three or more response options are offered with the 'no' or 'not applicable' option of the dichotomous question as one of possible responses. Snyman (1984:90) argues that this type of question is usually used to gain information that can logically be divided into hard and fast categories, the more categories provided, the finer the differences that can be observed.

In this research study there was a total of 1 open question. These can be identified as follows:

Section B – Questions 13.

- Ordinal questions,

This type of question is used to assign values to a series of aspects by placing them in a certain order (i.e. order of importance, urgency or seriousness). De Vos *et al.* (2005:175) maintain that respondents usually do not have a problem in determining the highest and lowest priorities, but often struggle with the arrangement of the in-between priorities.

In this research study there were a total of 3 open questions. These can be identified as follows:

Section B – Questions 16, 18, and 19.

- Completion questions

This is a type of open question used to collect data about which too many possible response options exist to classify them meaningfully (Do Vos *et al.*, 2005:176).

In this research study there were a total of 3 open questions. These can be identified as follows:

Section A – Questions 4, 5, and

Section B – Questions 3.

- Scaled questions,

This is a type of multiple choice questions, where response categories are designed in such a way that respondents mark a certain point on a scale. This type of question is useful in obtaining information about non-exact and more subjective aspects (i.e. degree of satisfaction about a certain service at a service centre for the aged (De Vos *et al.*, 2005:177).

In this research study there were a total of 24 open questions. These can be identified as follows:

Section C – Questions 1 – 19, and

Section D – Questions 1 – 5.

- Follow-up questions.

These questions are formulated to obtain more information about a response to a previous question: it should have a funnel-like effect and should lead to more in-depth knowledge and to finer detail surrounding a specific topic (Snyman, 1984:92).

In this research study there were a total of 22 open questions. These can be identified as follows:

Section B – Questions 5, 9, 10, 11, 12, 15, 17, 20,

Section C – End,

Section D – Questions 1 – 5,

Section E – Questions 1 – 4, and

Section F – Questions 1 – 4.

In conclusion, it is important for the researcher to plan the questionnaire type questions carefully, and to use as many of the above-mentioned question types in order to obtain as much information as possible without jeopardising the return response rate of the questionnaire.

In this research study a variety of questions types were used in the questionnaire, these were as follows: Open questions, closed questions, multiple choice questions, Ordinal questions, Completion questions, Follow-up questions, and Scaled questions.

5.7.2. ADVANTAGES OF A QUESTIONNAIRE

An important advantage of a questionnaire is that it enables the researcher to collect large quantities of data in a relatively short period of time, the researcher does not need to be physically present at the time the information is supplied, in addition, if the questionnaire is sent via regular mail or through the Internet, data is also collected from respondents in distant places. Thomas (2003:69) maintains that furthermore a wide-variety of information can be collected from respondents, especially if questions are multiple-choice type that allows people to express their opinion by simply marking one or more items on the list of options.

Another advantage of the questionnaire is that respondents also have more time to think about the answers they are providing to the questions asked, and they answer the questionnaire in the privacy of their homes in a relaxed and quiet manner with no researcher rushing them on.

The costs involved in the mailed questionnaire are relatively low, De Vos *et al.* (2005:167) maintains that the respondents enjoy a high degree of freedom in completing the questionnaire and the information obtained from a large number of respondents within a brief period of time has not been 'contaminated' or influenced by the fieldworker or researcher.

In conclusion, the questionnaire can be seen as a measurement instrument that can be used when the sample population of the research study is very large, it can be a relatively inexpensive method of data collection if the correct method of distribution is utilised (Internet), a wide variety of information can be extracted using

the questionnaire, and respondents can answer the questionnaire in the privacy of their own homes and in their own time.

5.7.3. LIMITATIONS OF A QUESTIONNAIRE

The largest limitation posed by the questionnaire is that the non-response rate may be very high, especially if the questionnaire is too long, and if it contains too many open questions or if the questionnaire is unclear and complicated to understand. De Vos *et al.* (2005:167) added that complex questionnaires requiring in-depth thought will also show a slow response rate.

Another disadvantage to the questionnaire is that, if the researcher is not present to properly supervise the participants and their answering of the questions, participants can easily avoid completing the questionnaire and the end result is that the questionnaire is not returned. The smaller the percentage returned to the researcher, the less confidence the researcher can place in how well the returned questionnaires reflect, in a balanced manner, the kind of people the study is intended to represent.

In order to prevent a low response, researchers are often forced to adopt ways to encourage a high rate of return of properly completed questionnaires. Thomas (2003:169) continues that researchers can employ the following methods to overcome a low response rate:

- Design questionnaires that are reasonably short, easy to understand, and easy to complete,
- Follow up the original distribution of the questionnaire with appeals to participants to complete and return the questionnaire within a practical period of time, and
- Offer incentives (money, prizes or privileges) for returning completed questionnaires,

Questionnaires hardly ever offer the opportunity for participants to receive clarity on confusing items, nor do questionnaires offer an easy way for respondents to elaborate their answers and explain conditions that affect their answers and opinions.

Brynard and Hanekom (2005:39) add that the questionnaire can be quite costly to distribute, especially when a large number of respondents have to be reached in order to minimise the percentage error in the results obtained. The exercise can become costly if the researcher has a large sample size and each respondent has to be provided with the original questionnaire in an envelope, plus a self addressed envelope with the correct postage affixed to it in order for the returned questionnaire to be posted back to the researcher.

Finally, the questionnaire, as a method of data collection, has drawbacks; the most significant drawback is the low response rate that can be experienced if the questionnaire construction is not done correctly. The exercise can also become quite costly if the researcher needs to cover envelopes and postage costs to mail and receive the questionnaires back from the respondents.

But, despite the limitations that can be experienced by the use of the questionnaire as the data collection instrument, this research study used the questionnaire as the primary and only data collection method.

The questionnaires were administered to the respondents by means of Internet facilities – the questionnaires were sent via e-mail. Unfortunately not all the questionnaires were successfully delivered to the respondents as some respondent's mail addresses were incorrect or had changed, several efforts were made to obtain the correct addresses, but these attempts failed. The questionnaires were sent out to the respondents and they were given three (3) weeks to return the answered questionnaires. After the cut off date, a second reminder was sent out to all the respondents, and after a further two (2) weeks, this was followed up by a final call that gave respondents one (1) week to return the questionnaire.

5.7.4. CREATING AND ADMINISTERING A QUESTIONNAIRE

Leedy and Ormrod (2005:190) maintain that there are twelve guidelines on the development of a questionnaire that will encourage respondents to be more co-operative and yield responses that can be used and interpreted. These guidelines are summarised as follows:

An eight-step method for the creation and administration of the questionnaire can be used by researchers, and Table 5.2. (page 163) illustrates the steps as follows:

Table 5.2: Creating and administering the questionnaire

	Topic	Suggestion	Implementation in research study
Step 1	Research focus	The researcher states the central question(s) that the research study is to answer	The research question is stated: Performance Management of academic staff members in Higher Education.
Step 2	Constituent sub-questions	Specific questions whose answers contribute to answering the central question are identified	The questionnaire is formulated with the aim of answering the central question identified in Step 1.
Step 3	Questionnaire format	The questionnaire's structure is selected in view of the respondents' likely a) Level of reading and writing skills, b) Knowledge of the information sought on the questionnaire c) Willingness to report such information in the form that the questionnaire requires	After a thorough study of the literature on questionnaires, the questionnaire was constructed. It will be distributed to academia that have high reading and writing skills, have first hand knowledge of the Performance Management being applied to them, and are willing to share this information as the information provided will be treated in total confidence, and their responses will be considered anonymous.
Step 4	Manner of administration	The way the questionnaire will be administered to respondents is determined	After obtaining a distribution list, the questionnaire will be distributed to the respondents by way of e-mail.
Step 5	Tryout	The initial form of the instrument is tried out with a sample of respondents to identify weaknesses in the questionnaire and in the manner of distributing it	The questionnaire was circulated to 15 individuals within the sample area, this exercise served as a pilot run for the questionnaire.
Step 6	Revision	The results if the tryout are used for improving the clarity of the instrument and the way of administering it	The returned questionnaires from the pilot run were used to fine tune the questionnaire to obtain as much clarity as possible surrounding the questions asked.
Step 7	Selection of the recipients	The people who will be asked to complete the questionnaire are identified	For the purpose of this research study, the population comprises individuals, both male and female, employed as part of the academic staff of Higher Education Institutions and form part of the Faculty of Management Sciences and Faculty of Economic Sciences
Step 8	Administration	The questionnaire is distributed to recipients, who are asked to fill it out and return it to the researcher	The questionnaire is distributed to a total of 133 recipients. All the academic staff members within the sample area were sent a questionnaire.

Source: Adapted from Thomas (2003:67)

Finally, the creating and administering of the questionnaire is perhaps the most important part of the research study, vital data necessary for the validation of the research study will be collected from a large population size. Everything possible was done to ensure that the questionnaire reaches the relevant respondent, and that the respondent deems the questionnaire important enough to buy out some of his/her expensive time for the effort of completing and returning the questionnaire.

5.7.5. FINALISING THE QUESTIONNAIRE

A draft questionnaire was discussed with Prof F. Venter of the North-West University, in order to obtain an expert opinion on the content of the questionnaire from Prof F. Venter. The format and content of the questionnaire was approved by Prof Venter after which a pilot study of the questionnaire was launched.

The pilot study involved the circulation of the questionnaire to fifteen (15) individual academic staff members from the institutions included in the sample. The respondents were asked to comment on the clarity, or otherwise of the questions. Its contents were specifically evaluated in terms of non-ambiguity, relevance, general validity and interpretation.

The results from the pilot study were examined and the questionnaire was adopted. The vague or unclear questions were restructured to eliminate any problems. This does not mean, therefore, that there was no chance that some questions could cause any problems. According to Sudman and Blair (1998:300), questionnaires need to be tested in order to identify and eliminate problems that might occur.

5.8. DATA PROCESSING AND ANALYSIS

An independent research statistician, Dr. Jacques Raubenheimer, Research consultant in Bloemfontein, Free State was consulted regarding various aspects relating to the responses from the relevant research questionnaire. Calculations were made in order for the researcher to check the reliability of the data analysed.

After the researcher has ensured that the relevant data has been correctly coded and entered, as described by Bennett (1997:44), he must then decide on an appropriate computer programme in order to analyse the data obtained. The following programmes were considered and used: All the statistical analyses were computed using the SAS software (SAS Institute, 2003).

5.9. ETHICAL ISSUES TO CONSIDER

Any researcher involved in a research study has an ethical obligation to the research subject, colleagues and to the research community. Ethical issues arise from the interaction with people, other beings (such as animals), and the environment, especially where there is a potential for (or is) a conflict of interests. Babbie and Mouton (2006:521) maintains that the right thing to do is not always self-evident. What is right for one person may not be right for another. The researcher has a right to do research on a specific topic or project, but not at the expense of the rights of other individuals or society. Ethics is defined as conforming to the standards of conduct of a given profession or group, and although it may frustrate those in search of

moral absolutes, what is regarded as moral and ethical is generally a matter of agreement amongst the members of a group.

De Vos *et al.* (2005:56) maintain that until recently professional ethics and conduct have mostly been ignored, but recently recognition and handling of ethical issues have been deemed as essential if successful research and practice are goals. Researchers have two basic categories of ethical responsibilities: responsibility to the humans and non-humans that participate in the project; and a responsibility to the discipline of science, to be accurate and honest in the reporting of their research (Gravetter and Forzano, 2003:60).

When conducting a research study, the use of human subjects is quite common. Whenever human beings are the focus of a research study, Leedy and Ormrod (2005:101) strongly point out that the ethical implications what is being done or proposed to do must be examined. Most of the ethical issues in research can be classified as falling into one of the following four categories: protection from harm, informed consent, right to privacy, and honesty with professional colleagues. These four categories are summarised as follows:

- Protection from harm

Leedy and Ormrod (2005:101) strongly emphasise that the researcher should not expose the research participant to undue physical or psychological harm. The risks to the participant of participating in the research study should not be greater than the normal risks of day-to-day living. Participants should not be at risk of losing life or limb, nor should they be subjected to undue stress, embarrassment, or loss of self-esteem.

It is thus important to realise that the physical and emotional safety of the participant should be a priority to the researcher conducting the research study. Possible harm to the participant should not be rationalised by saying that the research study might benefit them in some other way. A researcher is ethically obliged to change the nature of the research rather than exposing the respondents to the faintest possibility of physical and/or emotional harm of which the researcher may be aware.

While conducting this research study the researcher ensured that no harm either through undue stress, embarrassment, or loss of self-esteem came to either the researcher or the respondents to the questionnaires.

- Informed consent

Obtaining informed consent entails that all the possible or adequate information on the goal of the research study, the procedures to be followed during the research study, the perceived advantages and disadvantages for participation in the research study and the dangers to which the participants may be exposed, as well as the credibility of the researcher be supplied to the participant or their legal representatives (Williams *et al.*, 1995:30).

Emphasis must be placed on the provision of accurate and complete information, so as to enable the participant to fully comprehend the investigation, and consequently be able to make a voluntary, thoroughly reasoned decision about possible participation. Participants should be legally and psychologically competent to give consent and must be aware that they are free to withdraw from the study at any time (De Vos *et al.*, 2005:59).

It is thus essential that research participants should be informed of the nature of the study to be conducted and have the right to participate or not. Participation should be on a voluntary basis with the option of withdrawing from the study at any time.

During this research study the necessary permission was obtained from all the Higher Education Institutions prior to the circulation of the questionnaire. The cover letter attached to the questionnaire also explained the nature of the research being conducted and requested the participation of the respondent.

- Right to privacy (Anonymity and confidentiality)

The most important concern in the protection of the participant's interest and well being is the protection of their identity. A participant may wish to remain anonymous in the research study; here a researcher cannot identify a given response with a given participant. In a confidential survey, the researcher can identify a given participant's responses, but the researcher promises not to do so publicly (Babbie and Mouton, 2006:523).

Essentially, a researcher must keep the nature and quality of a participant's performance strictly confidential. If a participant's behaviour is described in depth in the research report, the participant may be given a pseudonym to protect the participant's identity. **In this research study, the questionnaires were anonymous thus ensuring the respondent's right to anonymity and confidentiality.**

- **Honesty with professional colleagues**

The researcher's findings must be reported in a complete and honest fashion, without misrepresenting what they have done or intentionally mislead others about the nature of their findings. A researcher should, under no circumstance, make up data to support a particular conclusion no matter how seemingly 'righteous' that conclusion may be. Leedy and Ormrod (2005:102) continue that the use of any other person's ideas or words demand full acknowledgement: otherwise, it constitutes plagiarism and documentary theft. Full acknowledgement of all material belonging to other researchers or persons is mandatory.

A researcher has a certain obligation to their subjects (participants), but the researcher also has obligations toward colleagues in the scientific community. The report submitted to the scientific community should accurately represent the true and complete findings of the research study, any acknowledgements to participants to the study should be defined and a statement about the rejection of any form of plagiarism is mandatory.

In this research study honesty with professional colleagues was maintained by the researcher giving full acknowledgement when another person's ideas or words were used. The Harvard reference method was used throughout the research study.

In conclusion, ethics and ethical issues within research can cause much harm if not correctly applied. The researcher must ensure at all times that his/her ethical behaviour is of such a nature that personal integrity or professionalism of the researcher's part is not compromised.

5.10. SUMMARY

In this chapter the research design and methodology for this research study, the sampling procedure and the research instrument and the measurement process were reviewed. The research design outlines the various steps that were taken in this research study. Measurement of reliability and validity of the research study was discussed.

This research study was classified as:

- Empirical studies,
- Using Primary data, and
- Where both numeric and textual data was used.

Aspects of measurement fundamental to quantitative measuring instruments were detailed and quantitative research was identified as the research paradigm, while probability sampling was identified as the sampling method of choice. The questionnaire was introduced as the measurement instrument, and the advantages and limitations of this measurement instrument were highlighted, and various steps for successful use of the questionnaire were introduced.

In **Chapter 6**, the study advances toward the **Research findings, and analysis of data captured in empirical study**. The questionnaires, which were sent out to Higher Education, will be analysed in this chapter. Each section of the questionnaire detailing the aim of the sections will also be discussed. The responses as captured by the answering of the questionnaires will be outlined in this chapter.

6.

CHAPTER SIX

RESEARCH FINDINGS

6.1. INTRODUCTION AND BACKGROUND

Within the pages of **Chapter 2** the fundamentals of Performance Management were detailed; the prerequisites, goals and objectives, benefits and the design of a Performance Management System were clearly illustrated. **Chapter 3** highlighted Performance Management of academic staff in Higher Education Institutions, while **Chapter 4** introduced the Balanced Scorecard encompassing the origins, uses, the advantages and disadvantages of its use, the link to Performance Management and finally highlighting the connection between the Balanced Scorecard, Performance Management and Management Accounting. Within the pages of **Chapter 5**, details were provided of the research methodology employed in the design of the research study. **Chapter 6** entails the analysis of data captured in the empirical section of this research study.

The data captured in this chapter were gathered through quantitative research methods by using a questionnaire. The Higher Education Institutions of the Free State and North-West provinces were targeted, and included academia from the following institutions:

- Universities of Technology (former Technikons)
- Universities (traditional universities).

This chapter covers personal and professional details of respondents and their views on the system of Performance Management adopted by their institutions. The discussion indicated the purpose, policies and implementation procedures of Performance Management adopted at the institutions indicated above and the suggested changes to the system.

6.2. THE RESPONSE RATE

A total of 133 questionnaires were distributed, of which 70 were returned, giving a response rate of 52.63%. The responses per questionnaire and the number of questionnaires distributed per tertiary institution are shown in Table 6.1. (page 170).

From this, it can be seen that the majority of the respondents came from the CUT, with 70% of the respondents from this institution. The results should be interpreted very cautiously, as the responses from the other institutions cannot be taken as being representative.

Table 6.1: Number of questionnaires received per institution

Institution	Distributed	Returned	Response rate	Sample %
UFS	15	9	60%	12.86
NWU	8	2	25%	2.86
CUT	80	49	61.25%	70.00
VUT	30	10	33.33%	14.28
Totals	133	70		100%

6.3. AN OVERVIEW OF THE INFORMATION REQUIRED THROUGH THE QUESTIONNAIRE

The questionnaire was divided into six sections, A to F. Section A **required** information on respondent's personal and professional details. The questions under Section **B** covered views on Performance Management/Appraisal and reward. Respondents were asked to indicate whether they knew what the mission and vision of the institution was, including information on the Performance Management Systems in general. In addition respondents were asked to answer questions relating to the Performance Management System as it links to remuneration systems.

Section **C** gathered information regarding the Performance Management process at each institution. Respondents' were asked to indicate whether they agreed or disagreed with statements about Performance Management and the Performance Management process.

In Section **D** views concerning the effectiveness of Performance Management/Appraisal were collected. Respondents' were asked to indicate their response to each question; the follow-up question required the respondent to comment on their answers to the previous section. This section was used to gain insight into the degree of satisfaction amongst the respondents to the Performance Management System being applied at their institution.

The main aim of Section **E** was to measure the level of understanding that respondents' have to the topic of the Balanced Scorecard, and how the scorecard can be used as a Performance Management tool. Statements were made, while respondents' were required to react to the statements and supply their comments.

Finally, Section **F** was aimed at drawing responses from respondents' concerning the strengths and weaknesses in the Performance Management Systems for the academia at their own institutions. Respondents' were required to comment in detail to the statements, and finally present strategies/activities to improve the Performance Management System at their own institutions.

The information gathered by means of the questionnaire will be discussed next.

6.4. RESPONDENTS RESPONSE TO THE QUESTIONNAIRE

Only responses to the questions and responses to follow-up questions, as set put in the questionnaire (**Annexure A – page 257**) are presented in this chapter. The discussions that follow cover the questionnaire responses of the respondents', the comparison of their views and provide their personal details.

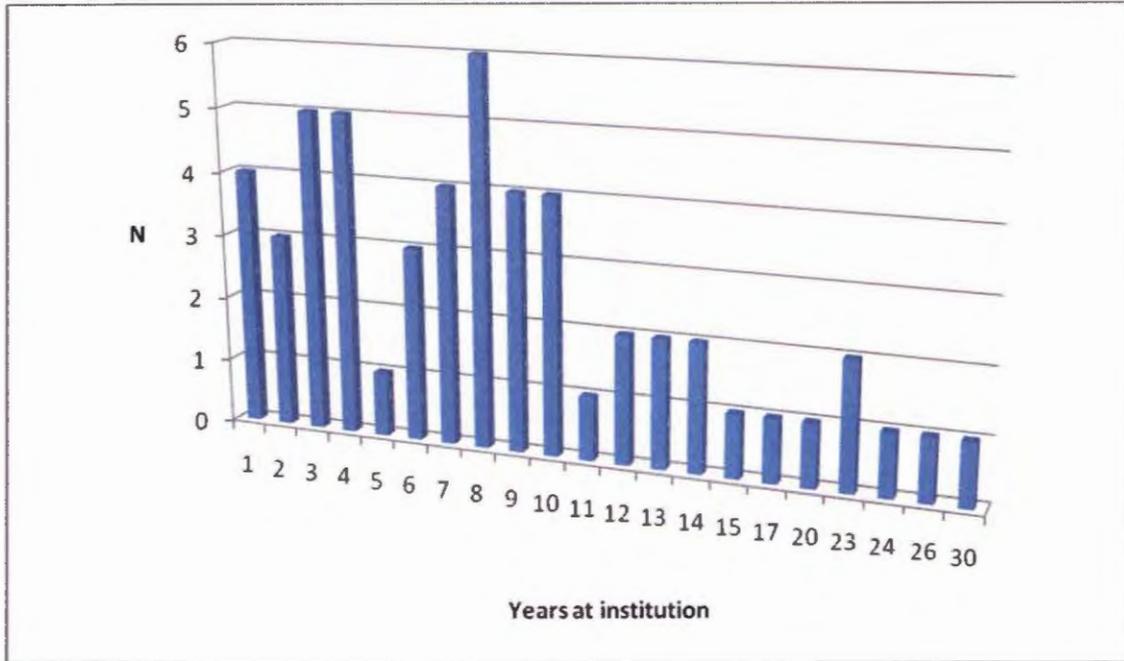
6.5. SECTION A – PERSONAL AND PROFESSIONAL DETAILS

Under Section A of the questionnaire respondents were asked to respond to personal and professional detail which included; employment period at the institution, age, gender, post title, and highest qualifications obtained.

6.5.1. YEARS AS AN ACADEMIC STAFF AT INSTITUTION

When the respondents were asked to indicate how many years they had been at the institution, only 54 respondents indicated the number of years, clearly captured by Figure 6.1. and Figure 6.2. (page 172). Of those who had indicated the number of years they had been with the institution, the responses had ranged from 1 to 30 years, with a median of 8 years, a mean of 9.02 years, and a standard deviation of 6.798. Figure 6.1. shows the distribution of the years as indicated in the response to the question.

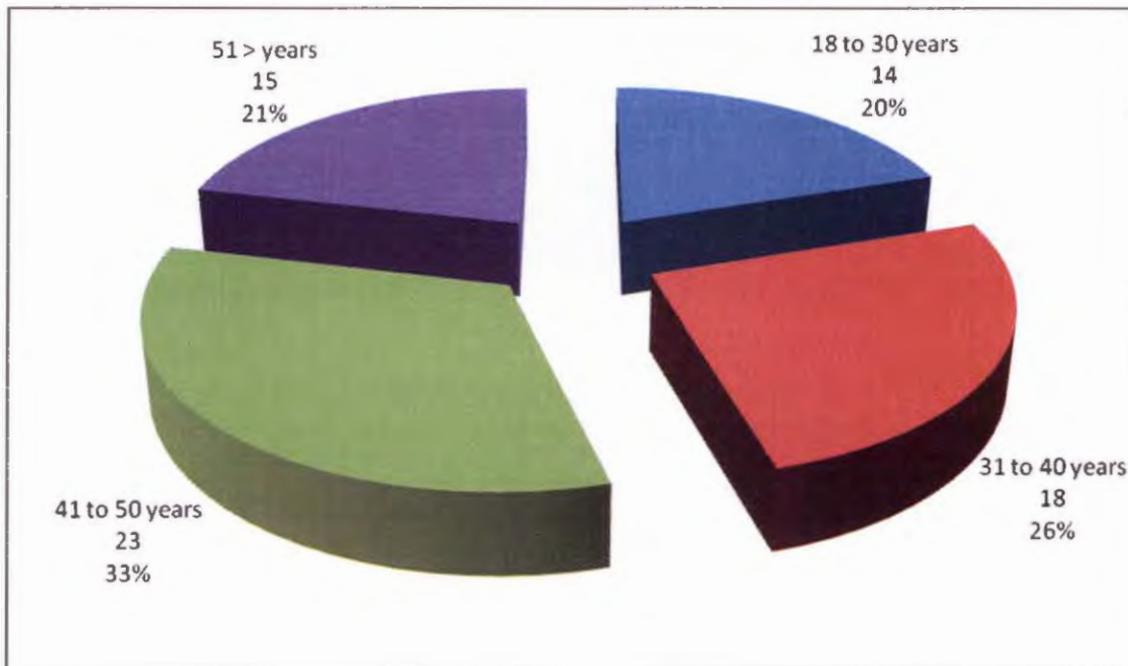
Figure 6.1: Years at institution – summary (n=54)



6.5.2. AGE GROUP OF RESPONDENTS

The age distribution of the respondents is shown in Figure 6.2. (page 173). While the respondents were distributed relatively evenly across the age spectrum, the largest proportion (one third) of respondents fell within the range of 41–50 years of age.

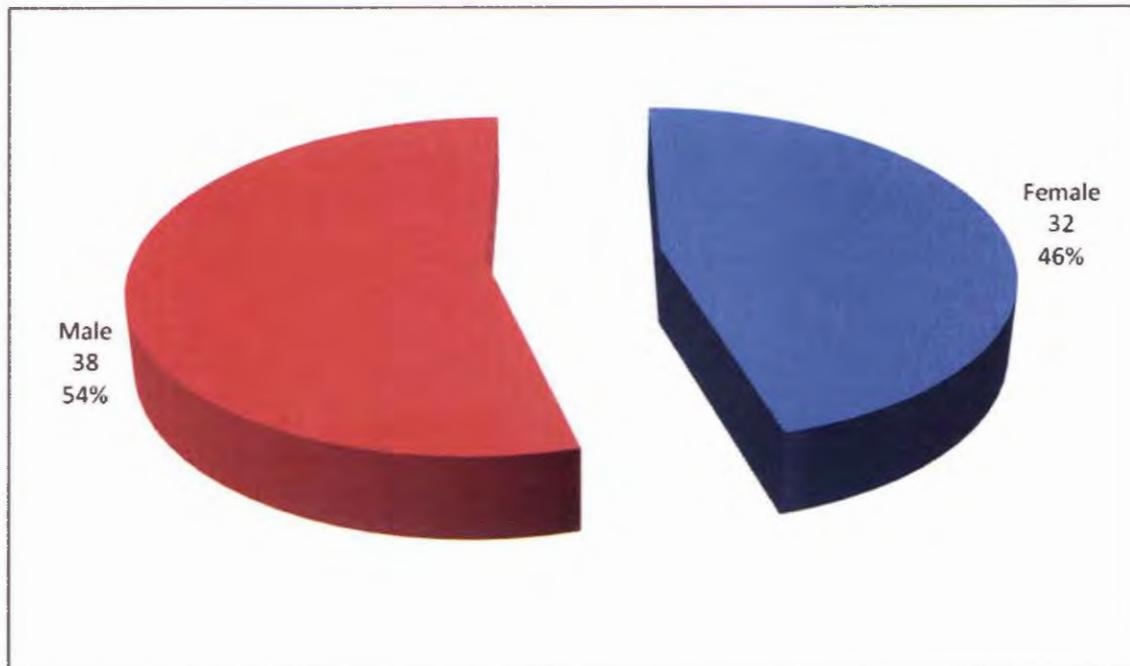
Figure 6.2: Age distribution



6.5.3. GENDER DISTRIBUTION OF RESPONDENTS

Looking at Figure 6.3. (page 174) it can be seen that the sample was relatively evenly split across gender, with slightly more males (54%) than females (46%).

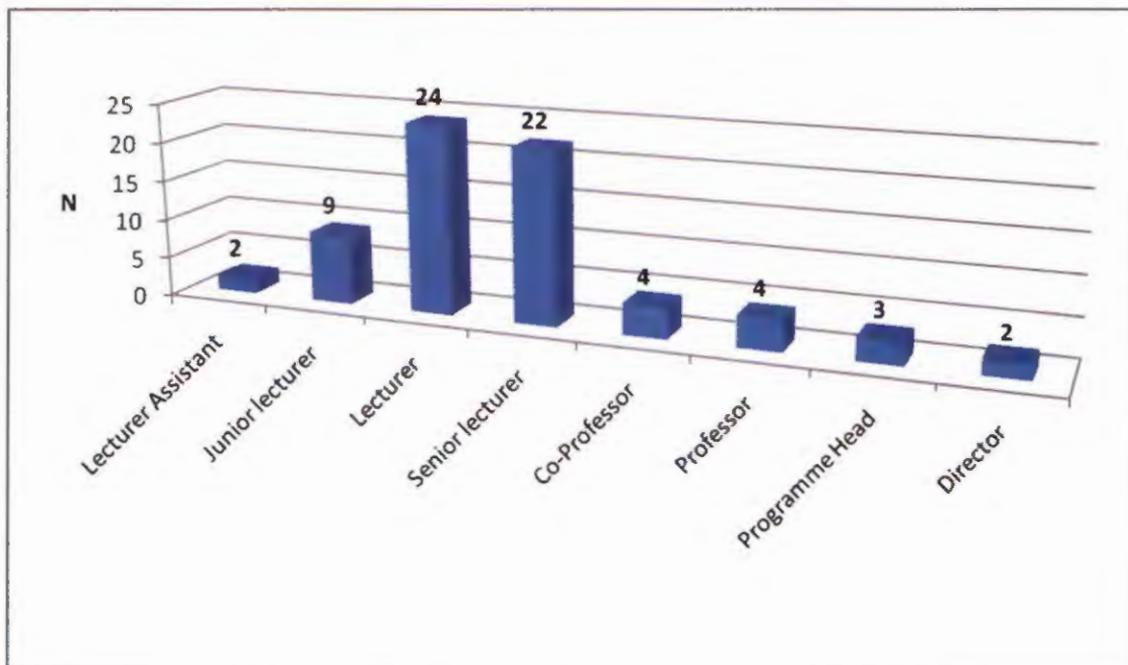
Figure 6.3: Gender distribution



6.5.4. PRESENT POST TITLE OF RESPONDENTS

When the present post titles of the respondents was compared (Figure 6.4. page 175), it became apparent that the majority of the respondents (representing close to two thirds of the sample) were lecturers (34.3%) or senior lecturers (31.4%), with a further 12.9% being junior lecturers.

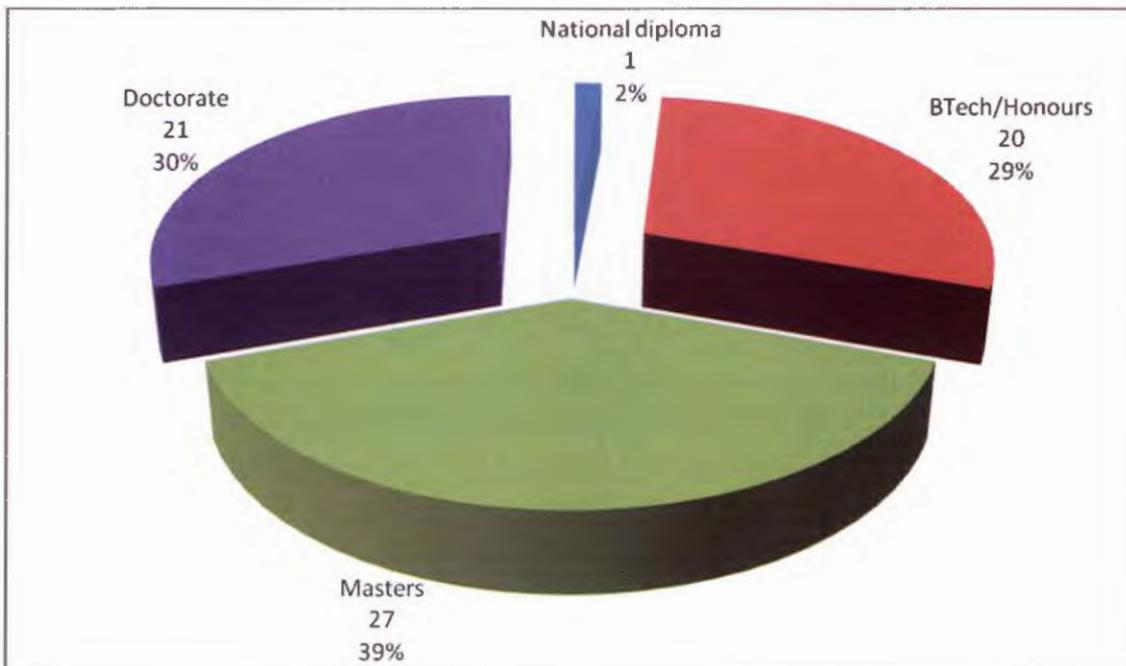
Figure 6.4: Present post title



6.5.5. HIGHEST QUALIFICATION OF RESPONDENTS

The question relating to the qualifications of the respondents yielded the following responses; the respondents were, as could be expected from academic staff, relatively well qualified (Figure 6.5 page 176). A full 69% had either a Masters Degree or PhD, and only 2% had lower than an Honours Degree.

Figure 6.5: Highest qualification (n=69)

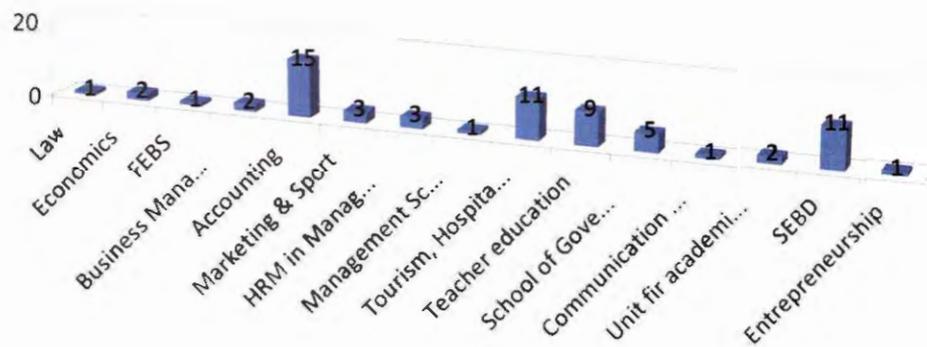


One respondent who did not indicate his/her highest qualification, did indicate that he/she had an LLB, and two respondents, in addition to respective highest qualifications of Honours and Masters Degrees, also indicated that they were registered chartered accountants.

6.5.6. SCHOOL/DEPARTMENT OR FACULTY RESPONDENT IS EMPLOYED AT

Within their institutions, the respondents came from a wide variety of schools (Figure 6.6. page 177)

Figure 6.6: Schools / departments / faculties (n=69)



FEBS – Faculty of Economics and Business Science

HRM – Human Resource Management

SEBS – School of Entrepreneurship and Business Development

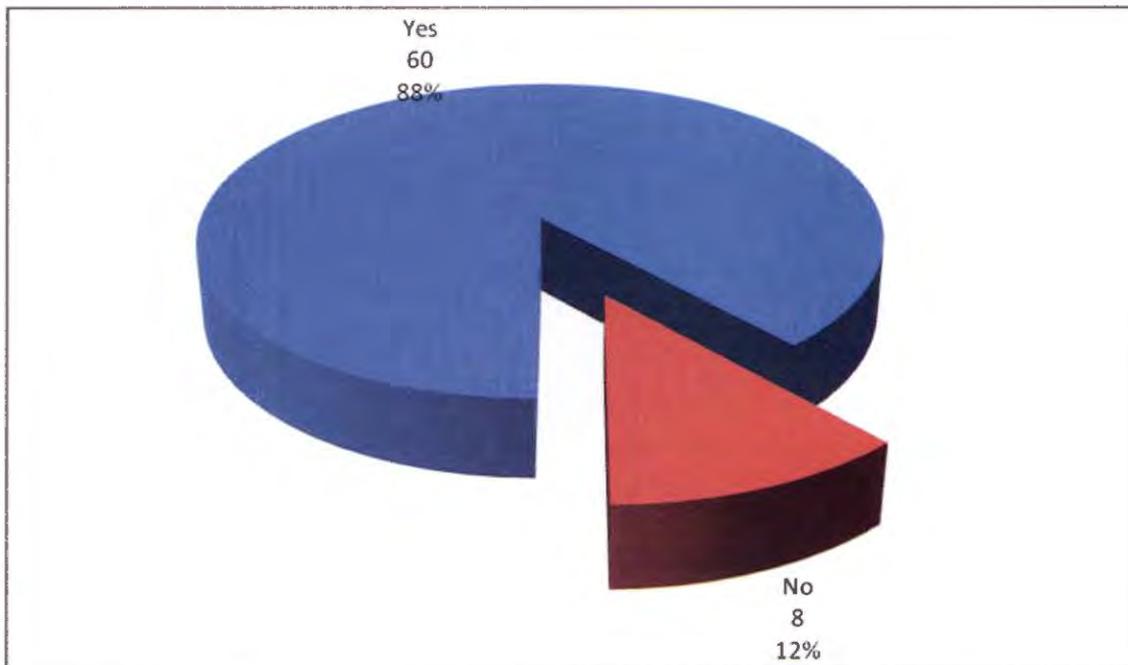
6.6. SECTION B – VIEWS ON PERFORMANCE MANAGEMENT/APPRaisal AND REWARD

This section's questions intended to find out if academic personnel know what was the mission and vision of their institution, while trying to find out if respondents understood the Performance Management/Appraisal system within their institution. These responses are discussed below:

6.6.1. VIEWS OF RESPONDENTS ON MISSION AND VISION OF THEIR INSTITUTION

When asked whether they knew what the mission and vision of their institution was, 60 respondents replied affirmatively, 8 negatively, and 2 did not answer. The responses are captured in Figure 6.7. (page 178).

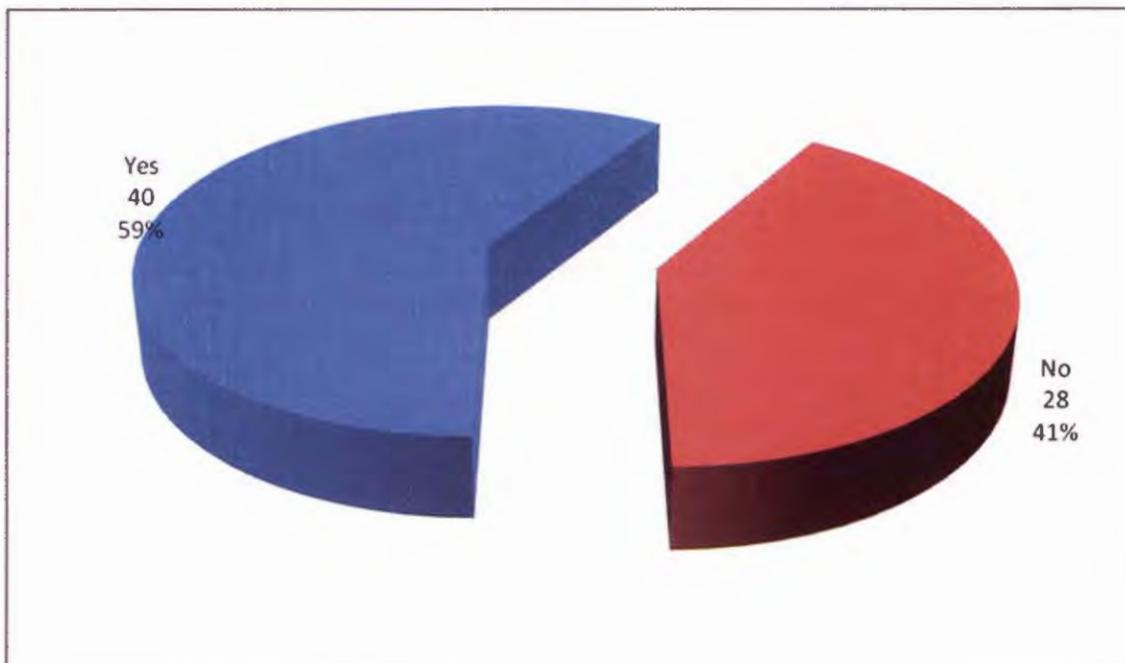
Figure 6.7: Do you know what the mission and vision of your institution is? (n=68)



6.6.2. AWARENESS OF INSTITUTION'S CURRENT PERFORMANCE MANAGEMENT POLICY

Only 40 respondents were aware of their institution's current Performance Management/Appraisal policy, while 28 (41.2% of those who answered) were not, and again two did not answer. The response is captured by Figure 6.8. (page179).

Figure 6.8: Are you aware of your institution's current Performance Management/Appraisal policy? (n=68)

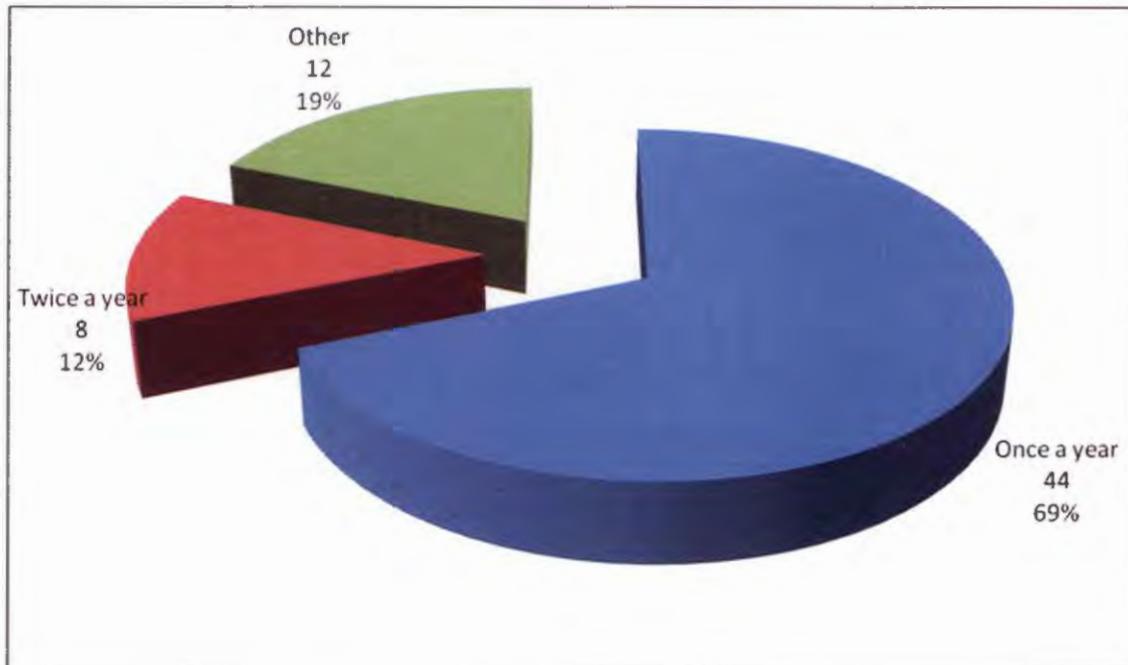


6.6.3. TIMES A YEAR RESPONDENT UNDERGOES PERFORMANCE MANAGEMENT

Six respondents did not answer the question as to how many times a year they participated in the Performance Management process. The responses of the remaining 64 are shown in Figure 6.9. (page 180). From this, it can be seen that 68.8% (more than two thirds) of those who did respond, took part in the Performance Management process once a year.

Of the 12 who chose the “other” category, four indicated that performance appraisals had never yet been done, one indicated that this was their first year at the institution (and could thus not say), one indicated that the Performance Management policy had not yet been finalised, and two indicated that it did not apply to them as assistants or contract workers.

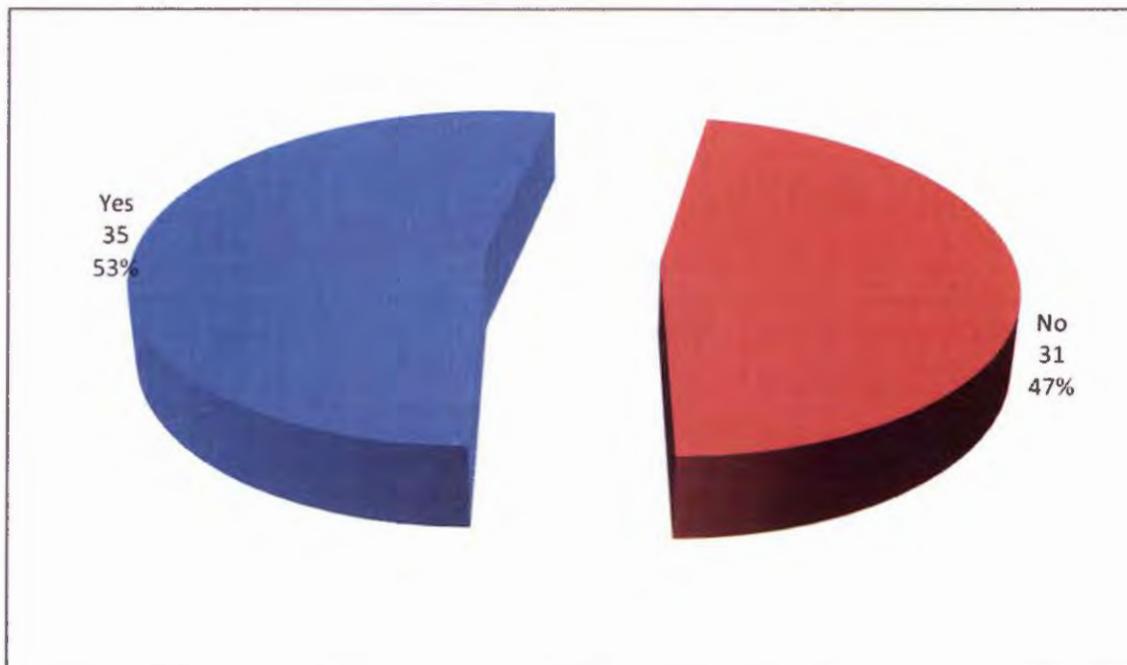
Figure 6.9: Annual frequency of performance appraisals (n=64)



6.6.4. PERFORMANCE MANAGEMENT AS APPLIED TO THE RESPONDENTS

Interestingly, only 35 (53.0%) of the 66 who responded, indicated that they understood the Performance Management process being applied to them. The response is captured by Figure 6.10. (page 181).

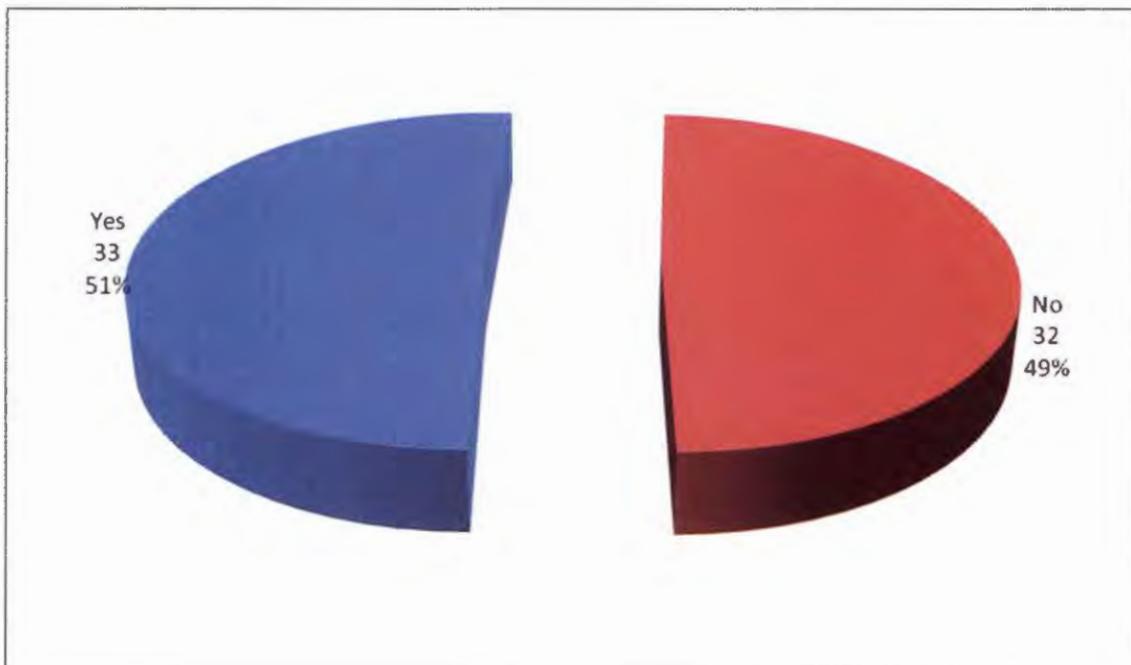
Figure 6.10: Do you understand the Performance Management process being applied to you? (n=66)



6.6.5. EXPLANATION OF THE PERFORMANCE MANAGEMENT PROCESS

Furthermore, of the 65 who answered, only 33 (50.8%) reported that the Performance Management process had been explained to them. Those who reported that the process had not been explained to them, some indicated that the explanation was lacking because it was not applicable (either the system was still being put in place, or their contractual appointment did not require it). The response is captured by Figure 6.11. (page 182).

Figure 6.11: Has any person ever explained the Performance Management/Appraisal process to you? (n=65)



Only two respondents to whom the process was applicable but who had not been given an explanation of the workings of the process gave further explanations, vis. that “the process is explained in a manual,” and that “I am only reminded, at the end of a term that I must complete my academic staff appraisal form.”

In response to the open ended question where respondents were asked to motivate their answers, the responses are recorded in Table 6.2. (page 183):

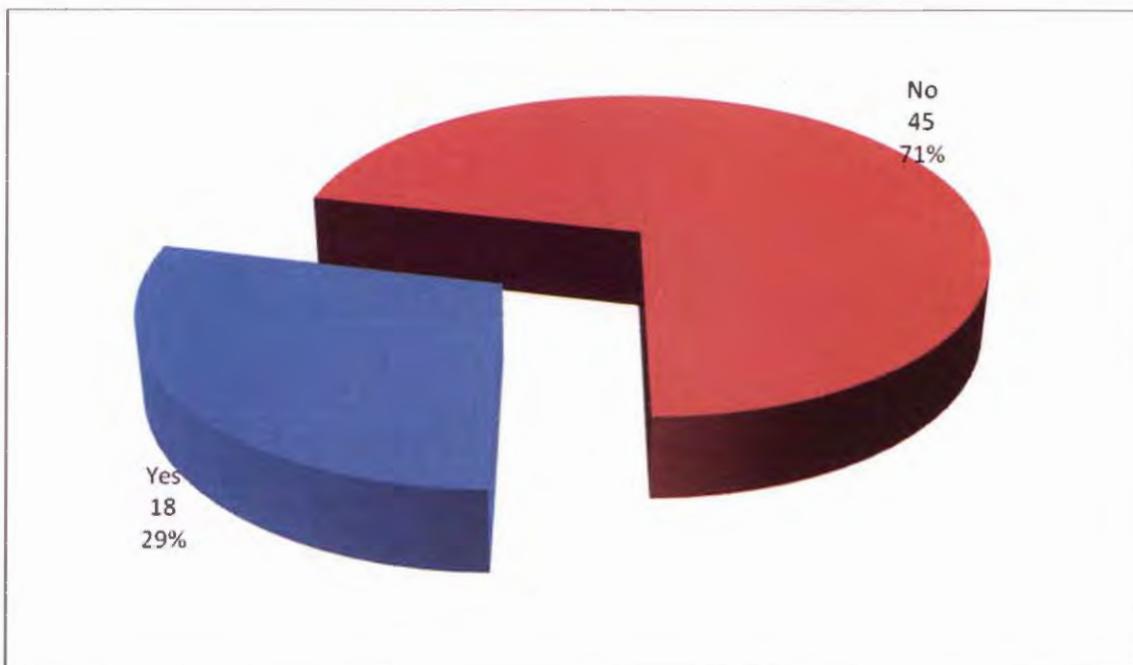
Table 6.2: Open ended question – explanation of Performance Management process

The dean, program head or supervisor explained it	14
It was done at the time of induction	5
I am not familiar with the university's but we have a departmental process that I helped put in place	1
It was done at a workshop, seminar or a course that I attended	6
The system is being revised at the moment	1
The director of human resources or a human resources representative explained it	2
There is no need for explanation, I am only appointed contractually	2
I just complete the form and my supervisor checks it for correctness	1
The process is explained in a manual	1
I am only reminded at the end of a term that I must complete my academic staff appraisal form	1

6.6.6. MEETING WITH SUPERVISOR PRIOR TO PERFORMANCE MANAGEMENT

When asked whether the respondents (staff members) met with their supervisor/manager prior to entering into the Performance Management process, only 63 responded, and only 18 (28.6% of the 63) answered affirmatively. Figure 6.12. (page 184) captured the response.

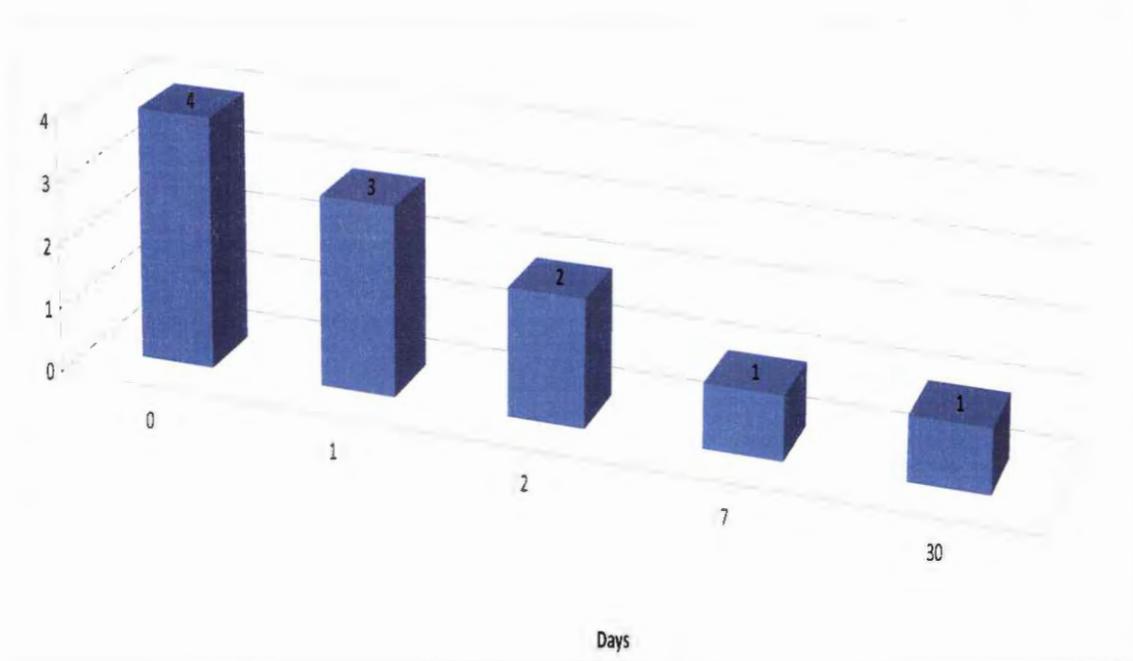
Figure 6.12: Do you meet with your supervisor/manager prior to entering into the Performance Management process? (n=63)



6.6.7. FOLLOW UP - HOW MANY DAYS

When those 18 (refer 6.6.6 above) were asked to indicate how many days prior to the appraisal that meeting took place, only 11 answered, and those are shown in Figure 6.13. (page 185). Most commonly, it appears as if the meeting was on the same day, or one or two days in advance.

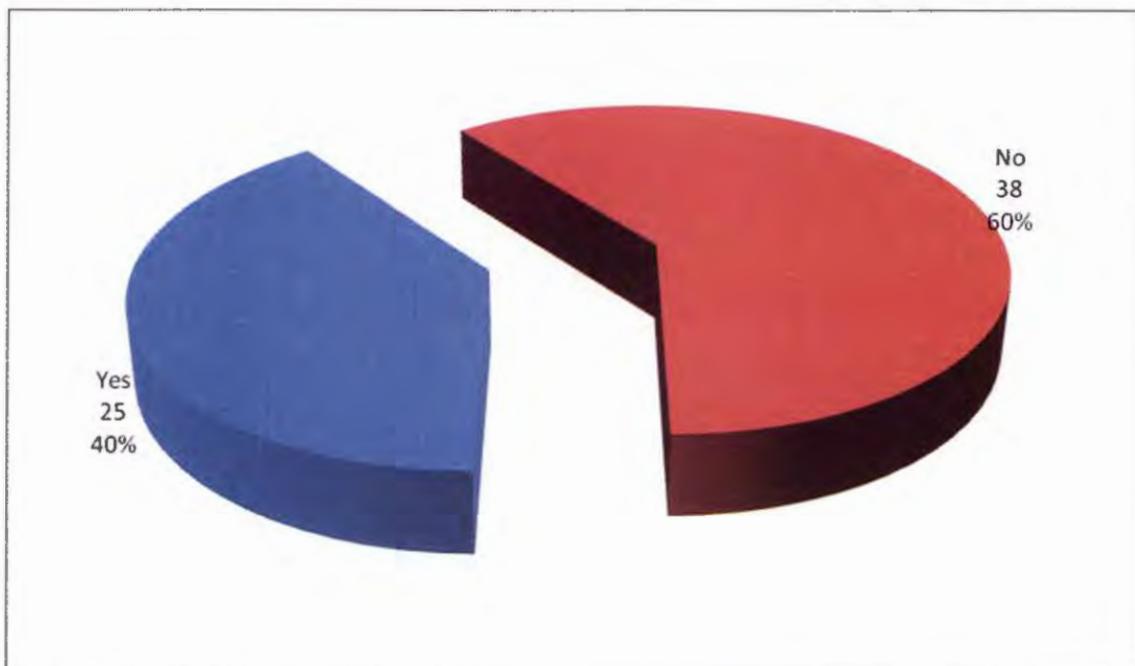
Figure 6.13: Days prior to performance appraisal when supervisor/manager is consulted?



6.6.8. FEEDBACK FROM PERFORMANCE MANAGEMENT PROCESS

The respondents were also asked whether they received feedback on their performance once the Performance Management process had been finalised. Figure 6.14. (page 186) captured the response that of the 63 who answered, a full 60.3% (38) indicated that they did not.

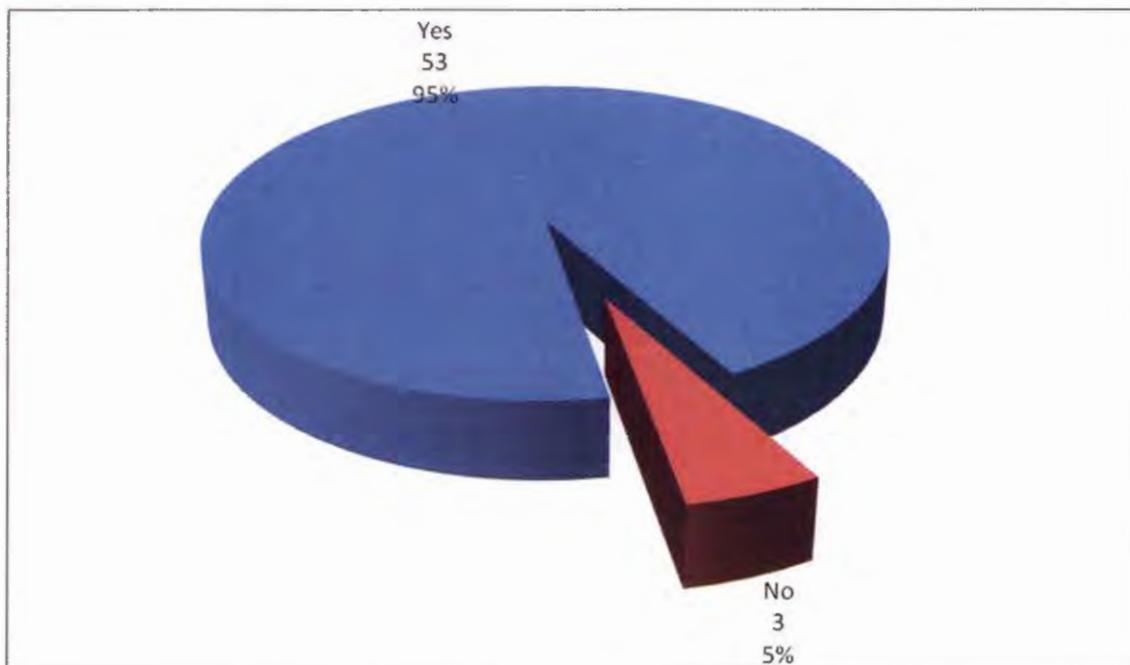
Figure 6.14: Do you receive feedback on your performance once the Performance Management process has been finalised? (n=63)



6.6.9. WOULD PERFORMANCE IMPROVE IF DISCUSSIONS TOOK PLACE BETWEEN PARTIES?

When asked to indicate whether their performance would be improved if they were able to discuss their actual results (against agreed goals and objectives) with their supervisors or managers, 53 (94.6%) of the 56 respondents answering this question agreed. Of the three respondents who answered negatively to this question, two gave respective responses of "My performance as an academic staff member should speak for itself," and "They know me very well." Figure 6.15 (page 187) summarised the responses as follows:

Figure 6.15: Would your performance be improved if you were able to discuss your actual results (against agreed goals/objectives) with your supervisor/manager? (n=56)



The general feeling amongst those who felt that feedback would help was "Yes, feedback provides an important understanding of areas that can improve and motivates staff to improve them."

In response to the open ended question where respondents were asked to motivate their answers, the responses were recorded in Table 6.3. (page 188):

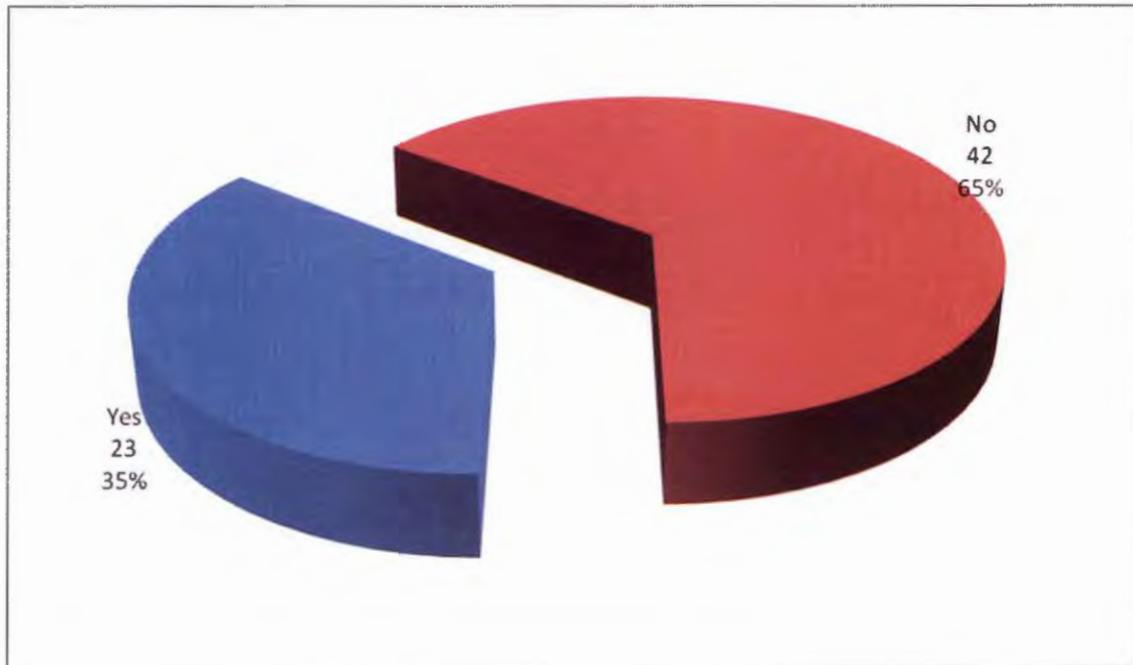
Table 6.3: Open ended question – would overall performance improve if actual results discussed?

Probably	1
Yes, feedback provides an important understanding of areas that can improve and motivates staff to improve them	17
They know me very well	1
We set our own goals	1
We sit and work out a development plan for each year	1
The actual results are discussed after the process has been finalised and not before	1
My performance as an academic staff member should speak for itself	1
Yes, only if mistakes are corrected	4
The first year evaluation was discussed, but never again	1
Possibly, but I do not know what happens after the performance appraisal process	1
Yes, feedback provides an important understanding of areas that can improve and motivates staff to improve them	1
Yes, I have a good relationship with my programme head	1

6.6.10. PERFORMANCE BEING ASSESSED OBJECTIVELY?

While seven respondents did not answer this question, 42 (66.7%) of the remaining 63 felt that, in their opinion, performance was, at present, not being assessed objectively. This feeling is captured in Figure 6.16. (page 189).

Figure 6.16: Is performance at present, in your opinion, being assessed objectively? (n=63)



In response to the open ended question where respondents were asked to motivate their answers, the responses were recorded in Table 6.4. (page 190):

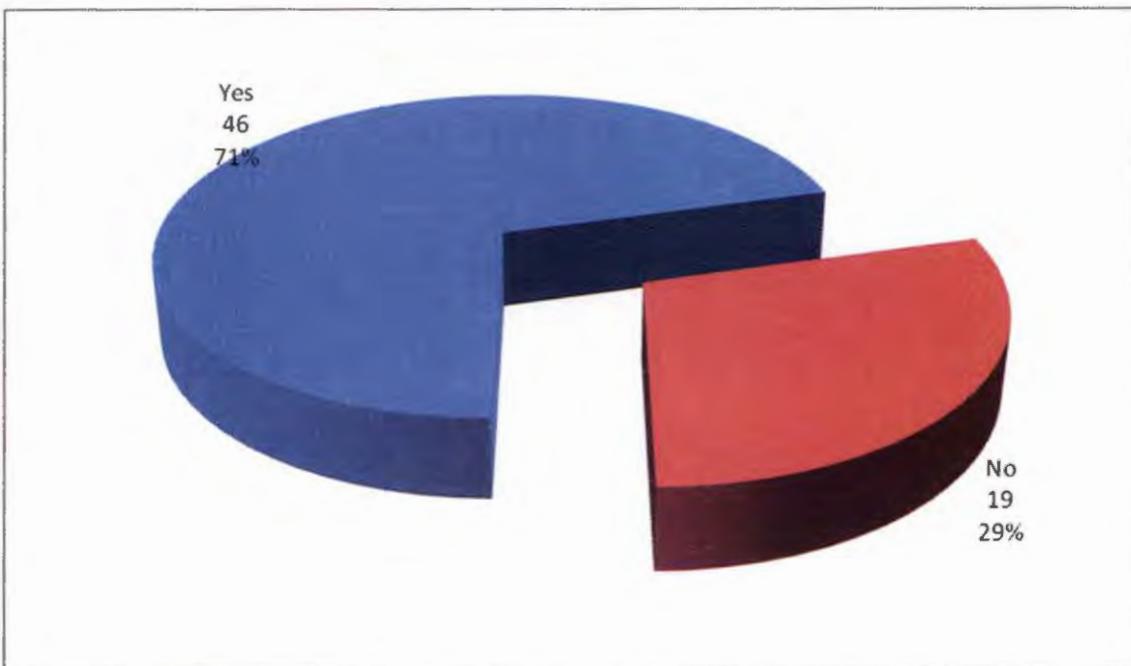
Table 6.4: Open ended question – would overall performance improved if actual results discussed?

Only research done result in bonuses and some staff members have little time for this	2
There is not enough objectivity and credibility	8
Student assessment specifically does not lend credibility to the process	1
If your supervisor knows you well	1
It is done very objectively	9
I set my own goals and also give myself a rating on how well I have obtained my goals and then the line manager will have is/her input on the ratings.	1
It can be done with more rigour	1
The person doing the assessment and who applies it correctly is the one who will determine the system's success	1
It consists of vague, immeasurable criteria	1
It can be called the book of lies	1
Students evaluate me and it is anonymous. the programme head also discuss each evaluation criteria with me and if we differ, it will be discussed	1
It is only paper based	3
Our staff does not receive bonuses for special performances.	1
At the moment it is a case of keeping up with deadlines, as we are understaffed	1
It is done in a hurry	1
The appraisal form is fairly comprehensive	1

6.6.11. CAN PERFORMANCE BE QUANTIFIED?

The answer to the previous question (refer 6.6.10) is very interesting, especially in the light of the fact that, in response to the question on whether or not performance can be quantified, a full 70.8% (46 of 65 answering) felt that performance could, in their opinion, be quantified. Figure 6.17. (page 191) captures the response.

Figure 6.17: Can performance, in your opinion, be quantified? (n=65)



In response to the open ended question where respondents were asked to motivate their answers, the responses were recorded in Table 6.5. (page 192):

Table 6.5: Can performance be quantified?

All key performance indicators can be quantified if there are measurable objectives and goals	17
Skills development	1
If teaching workload is incorporated	1
It can only be done in some ways	4
It can be quantified according to student pass rates and evaluation of output and performance	4
In a typical factory environment, but how do you do it to evaluate the impact of research on a particular area of expertise	1
It would help to see the actual work and what needs to be done to enhance the process	1
If results obtained from the evaluation done by senior students were to be used	2

The motivations some respondents gave for why performance can or cannot be quantified are shown in Table 6.6. (page 192) and Table 6.7. (page 192), respectively. These reasons are summarised as follows:

Table 6.6: Reasons why performance CAN be quantified

All key performance indicators can be quantified if there are measurable objectives and goals	17
It can be quantified according to student pass rates and evaluation of output and performance	4
It can only be done in some ways	4
If results were to be used of senior students	1
If teaching workload is incorporated	1
In a typical factory environment, but how do you do it to evaluate the impact of research on a particular area of expertise	1
It can be done according to a scale	1
It would help to see the actual work and what needs to be done to enhance the process	1
Skills development	1

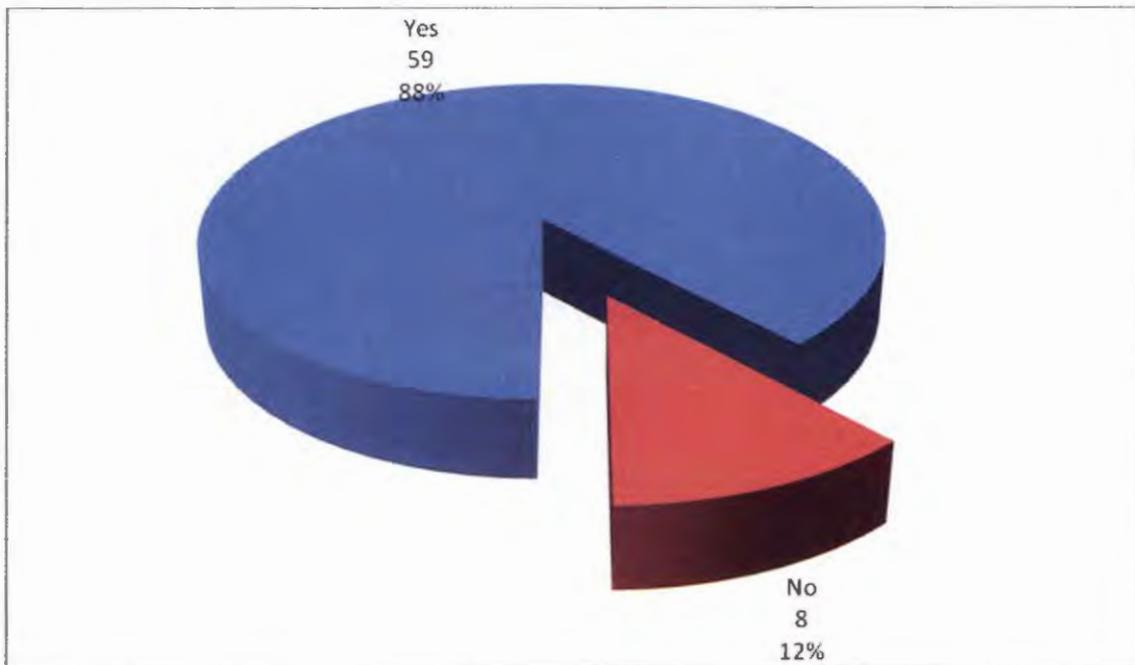
Table 6.7: Reasons why performance CANNOT be quantified

There are too many subjective matters that influence it	5
It is too difficult to do it in an academic environment	4
It can only be qualified	2
Depends on your supervisor	1
It can work more on student's academic performance	1
It is difficult to determine criteria	1
Only some performance aspects can be quantified but not all of them	1
Promotion is based on research. Some lecturers have little time for research	1

6.6.12. DOES PERFORMANCE OF ACADEMIC STAFF IMPACT PERFORMANCE OF THE ORGANISATION?

When asked whether the performance of the academic staff members significantly impacted on the performance of the organisation, Figure 6.18 (page 193) captured the response as follows: 67 respondents answered, and 59 of those (88.1%) agreed. The primary motivation for this agreement, provided by 21 of the respondents who did provide a motivation to their answer, was that academic staff and academic work was the core business of the tertiary institution.

Figure 6.18: Does the performance of the academic staff member significantly impact on the performance of the organisation? (n=67)



In response to the open ended question where respondents were asked to motivate their answers, the responses were recorded in Table 6.8. (page 194):

Table 6.8: Performance of academic staff on performance of the organisation

Student pass rates, outputs and research publications serve as an indication of performance	9
Not answered	23
Academic staff are the core of the business	21
impact can't be measured	1
It means a lot to me	1
with regards to research outputs, definitely	1
not as much as expected	1
If every academic staff member does his work excellently it will have a positive impact on other staff members and students and that will have a positive impact on results, the reputation of the institution and the overall environment in which staff and students function	1
Yes, better performance from staff attracts better results which in turn attracts more students to the organisation	1
They are interlinked	3
Staff positively influence each other	1
That should be the case	1
Staff are the representatives of the organisation	1
It has an impact on the government subsidies provided	2
We go on as usual	1
Word of mouth marketing	1
If we were equipped with enough suitable staff.	1

6.6.13. PERCEPTIONS ON MANAGEMENT OF PERFORMANCE

Respondents were then asked to indicate which aspects they believed were included in their perception of management of performance, as are shown in Table 6.9. (page 194).

Table 6.9: Aspects Comprising Performance (n=67)

Performance aspect	N	%
Attainment of required results	56	83.6%
Gaining of skills/competencies	44	65.7%
Judgment of key behaviours	39	58.2%
Decision on professional incentives (not remuneration/pay)	32	47.8%
Other	7	10.4%

Respondents, who indicated that other aspects also constituted performance, mentioned the following factors:

- Academic outputs (e.g., research)
- Contribution to the community development
- Remuneration
- Getting acknowledgements
- Status like international grading
- Academic qualifications of a person

6.6.14. SHOULD REMUNERATION BE LINKED TO PERFORMANCE?

Only two respondents declined to answer when they were asked whether they believed that remuneration should be linked to performance, and almost all (62 – 91.2%) of the remainder agreed that it should. The overwhelming motivation provided, in some form or another, by 42 of the respondents, was that incentives and recognition serve as rewards that can increase motivation.

6.6.15. FOLLOW UP QUESTION

In response to the follow up question (refer 6.6.14 above) where respondents were asked to motivate their answers, the responses were recorded in Table 6.10. (page 195):

Table 6.10: Should remuneration be linked to performance

If respondents answered 'yes'	
It should be linked to individual performance	4
You have to attain a specific level of work	1
Incentives and recognition serves as rewards that can increase motivation	40
We are professionals and should be rewarded accordingly	1
There are many staff members who do an extremely poor job of teaching students, who hardly ever even show up for classes, yet they are paid the same as other lecturers who are doing more. It feels like the basis of communism and is very demotivating for some staff members.	2
It should be linked to individual performance, and include other types of incentives, like trips overseas to attend conferences etc.	2
This is a business and should operate as such - client satisfaction is a must	1
Else there will be too many loafers	1
The subjectivity and bad relationships between supervisor and workers will have a negative impact	1
Only if quantitative assessment is possible	2
Gives a personal goal to work towards	1
It is only fair	1

If respondents answered 'no'	
As a bonus - increase	1
The process is too subjective	1

6.6.16. SHOULD REMUNERATION BE LINKED TO PERFORMANCE OF INDIVIDUAL OR TEAM OR ORGANISATION?

Respondents were then asked to give their opinion on whether remuneration should be linked to the performance of the individual or the team (or group/department/division/faculty, etc.) within which the individual works, the whole organisation or a combination of those.

From Table 6.11 (page 196) this it can be seen that the overwhelming majority felt that it should be based on the performance of the individual, although very close to half of the respondents indicated that remuneration might also be based on the performance of the team.

Table 6.11: Remuneration based on performance of individuals, groups or organisation (n=64)

Performance criterion	N	%
Individual	58	90.6%
Team/group etc.	31	48.4%
Whole organisation	13	20.3%

The combinations of these might also be interesting, as shown below in Table 6.12 (page 196). In other words, these are the combinations given for the three options. Below, n=70 (i.e., each **respondent** is counted once), in Table 6.11. above, it is more than 70, because each **response** is counted once.

Table 6.12: Cumulative responses for remuneration based on performance of individuals, groups or organisation (n=70)

Individual	Team/group etc.	Whole organisation	Frequency	Percent	Cumulative Frequency	Cumulative Percent
			6	8.57	6	8.57
		Yes	1	1.43	7	10.00
	Yes		5	7.14	12	17.14
Yes			31	44.29	43	61.43
Yes		Yes	1	1.43	44	62.86
Yes	Yes		15	21.43	59	84.29
Yes	Yes	Yes	11	15.71	70	100.00
			70			

6.6.17. FOLLOW UP QUESTION

In response to the follow up question (refer 6.6.16 above) where respondents were asked to motivate their answers, the responses were recorded in Table 6.13. (page 197):

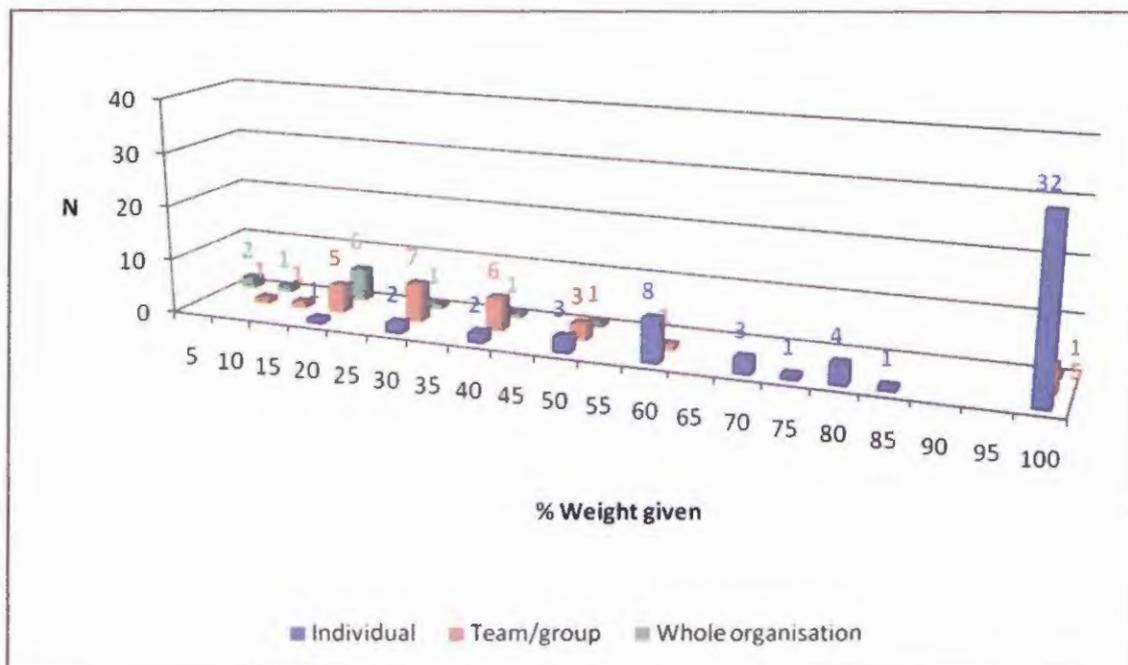
Table 6.13: Remuneration based on performance of individuals, groups or organisation (n=64)

It depends on whether the objective is team-based or individually based. Performance is an individual responsibility	13
We are interdependent on each other	10
Not everybody in a team works equally hard	15
Individuals and groups both have inputs in successes	5
Performance is an individual responsibility	6
Team performance is paramount and should be included	3
Some individual input might not be considered important and sometimes all contributions may not be noticed	1

6.6.18. WEIGHTING OF REMUNERATION LINKED TO INDIVIDUAL OR TEAM OR ORGANISATION PERFORMANCE?

When respondents were asked to weight the various performance criterion on which remuneration should be based, it was apparent that the most respondents still felt that the individual's contribution should carry the most weight, while the organisation's should carry the least, and the weight of the team or group only slightly more than that of the organisation. Figure 6.19 (page 198) captures the response as follows:

Figure 6.19: Weight given to performance groupings for remuneration



6.6.19. MOST APPROPRIATE TYPES OF PERFORMANCE-BASED REMUNERATION ITEMS

The responses to which would be the most appropriate type of performance-based remuneration for their institutions are shown in Table 6.14 (page 198). Overwhelmingly, the respondents felt that merit increases and performance bonuses would be most appropriate.

Table 6.14: Most appropriate type of performance-based remuneration (n=60)

Type of remuneration	N	%
Merit increase	38	63.3%
Performance bonus	37	61.7%
Performance allowance	10	16.7%
Other	1	1.7%

6.6.20. FOLLOW UP QUESTION

In response to the follow up question (refer 6.6.19 above) where respondents were asked to motivate their answers, the responses were recorded in Table 6.15. (page 199):

Table 6.15: Most appropriate type of performance-based remuneration

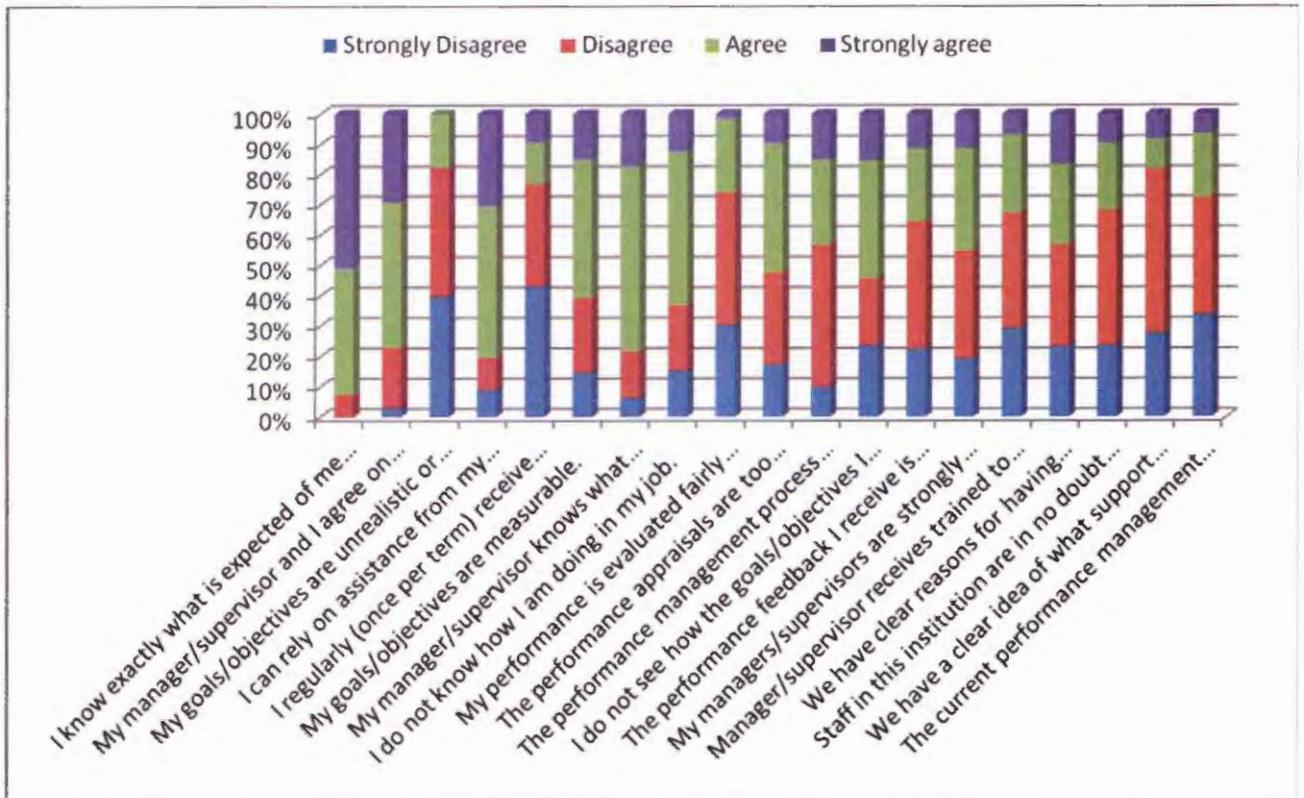
It should only be a once off reward. If performance continues, it can be granted again	10
Promotion should also be made available, overseas visits	1
It would motivate staff to perform	4
Performance should be shown through the gift of remuneration	1
We as professionals should be evaluated according to our performance, but also, due to being professionals, be paid an allowance, especially due to the private sector demanding our skills	1
Promotion should also be made available	1
If your increase also adds to your retirement fund it is the best option. the others are ok, but in the long run building a good retirement fund is better	3
Individual performance should be linked to incentives	1
Performance Management should be an ongoing exercise	1
I do not agree with any once off payment	2
Only if it is possible to design a system in HE	1
Must be explained to all employees	1
Remuneration is something only given to research outputs	1
Also offer salary increases	2
When assessing a worker over some years of loyal, hard work with lots of daily innovation and honesty as well as integrity, how is it ever possible that a good manager cannot see merit or performance?	1
Performance allowance for achieving short term and monthly targets. Performance bonus for achieving yearly and long term targets)	1

6.7. SECTION C – PERFORMANCE MANAGEMENT PROCESS AT YOUR INSTITUTION

In this section, respondents were asked to indicate to what extent they agree or disagree with the statements made pertaining to the Performance Management System being applied to them by their institution. Respondents were asked to state their choice by encircling the appropriate answers, the scale used was as follows: 1 = strongly disagree; 2 =disagree; 3 = agree; 4 = strongly agree.

Respondents were asked a number of questions relating to existing Performance Management processes at their institution. The scores of the respondents are shown as percentages in Figure 6.20 (page 200), and to further assist interpretation, the scores to the same items are also shown as percentages in Table 6.16 (page 201).

Figure 6.20: Existing Performance Management processes at your institution (percentages)



In addition to Figure 6.21. (page200) the responses were captured individually and can be viewed in Table 6.16. (page 201) as follows:

Table 6.16: Existing Performance Management Processes at your institution (actual counts)

Item	N	Strongly Disagree	Disagree	Agree	Strongly agree
I know exactly what is expected of me in my job.	67		5	28	34
My manager/supervisor and I agree on my goals/objectives.	65	2	13	31	19
My goals/objectives are unrealistic or unattainable.	63	25	27	11	
I can rely on assistance from my manager/supervisor in achieving my goals/objectives.	66	6	7	33	20
I regularly (once per term) receive feedback on my performance throughout the year from my manager/supervisor.	65	28	22	9	6
My goals/objectives are measurable.	61	9	15	28	9
My manager/supervisor knows what assistance I need to achieve my goals/objectives.	64	4	10	39	11
I do not know how I am doing in my job.	65	10	14	33	8
My performance is evaluated fairly against the goals/objectives, agreed on in advance.	66	20	29	16	1
The performance appraisals are too subjective.	63	11	19	27	6
The Performance Management process helps me to identify opportunities for further development and personal career growth.	60	6	28	17	9
I do not see how the goals/objectives I have to reach link to the organisation's mission and vision.	59	14	13	23	9
The performance feedback I receive is accurate.	62	14	26	15	7
My managers/supervisors are strongly committed to Performance Management.	62	12	22	21	7
Manager/supervisor receives training to assess employee's performance.	58	17	22	15	4
We have clear reasons for having Performance Management in our institution.	60	14	20	16	10
Staff in this institution is in no doubt that performance is what matters.	63	15	28	14	6
We have a clear idea of what support Performance Management requires.	61	17	33	6	5
The current Performance Management process helps to improve performance.	62	21	24	13	4

In addition to the above mentioned statements, respondents were asked to comment on this section, and their answers, the responses were recorded in Table 6.17. (page 202) as follows:

Table 6.17: Existing Performance Management processes at your institution – comments

I don't know about the policy or who my performance manager is	1
The appraisal form is ineffective	2
The appraisal is not linked to incentives	2
There is no system in place	2
The appraisal is not done objectively	1
Responses are based on current system at CUT, but a revised system is not activated	1
Performance and work don't link	1
The system has been put on hold	1

6.8. SECTION D – EFFECTIVENESS OF PERFORMANCE MANAGEMENT/APPRaisal

In this section, respondents were asked to rate the effectiveness of the Performance Management/Appraisal system, as applied by their institution. Respondents were asked to indicate their answer by rating the statements given, the rating scale used was as follows; 1 = highly ineffective; 2 = ineffective; 3 = effective; 4 = highly effective. At the end of each statement, respondents were asked to comment on their answers.

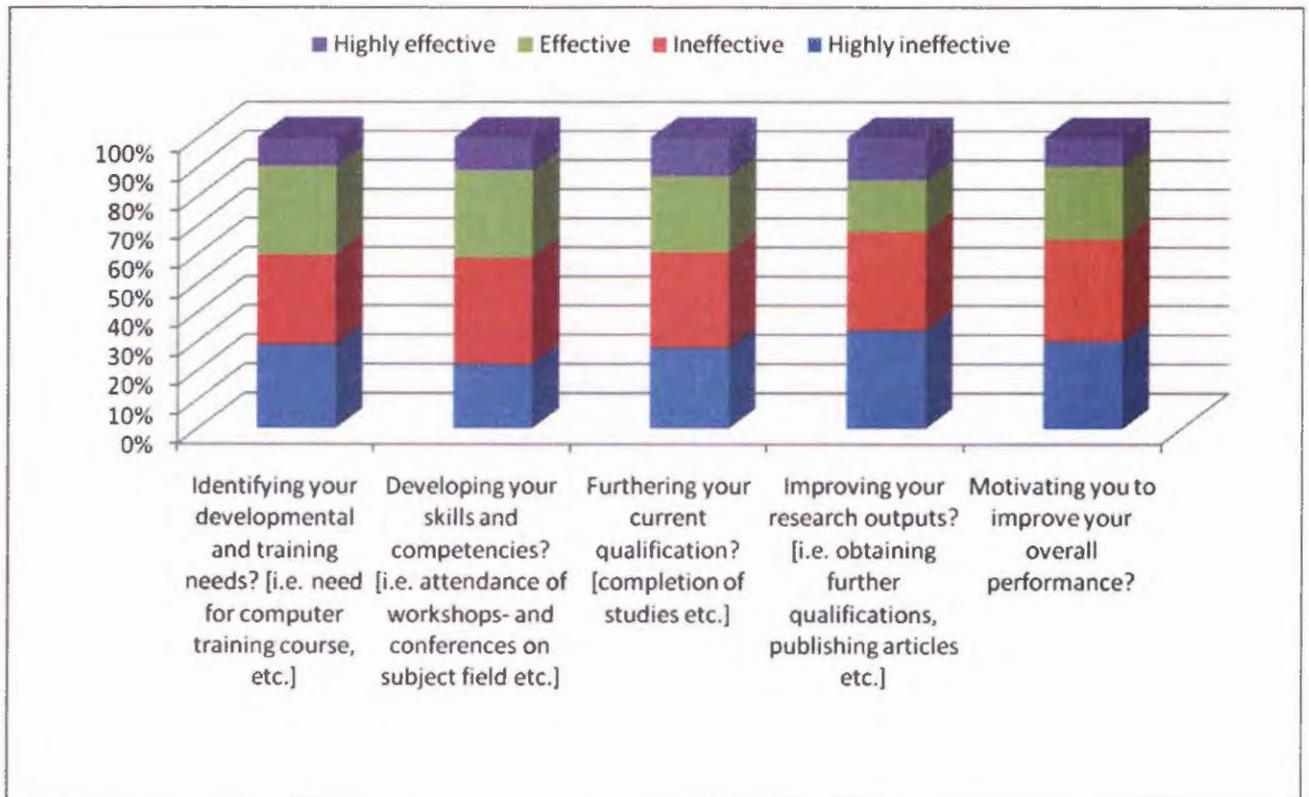
6.8.1. RESPONDENTS' RESPONSE TO STATEMENTS – RATING

Respondents were asked to indicate how effective they felt Performance Management was in various aspects. The actual responses are counted in Table 6.18 (page 202), and the scores are shown as percentages in Figure 6.21 (page 203).

Table 6.18: The effective effectiveness of Performance Management/Appraisal

Item	n	Highly ineffective	Ineffective	Effective	Highly effective
How effective has Performance Management/Appraisal been at identifying your developmental and training needs? [i.e. need for computer training course, etc.]	62	18	19	19	6
How effective has Performance Management/Appraisal been in developing your skills and competencies? [i.e. attendance of workshops- and conferences on subject field etc.]	63	14	23	19	7
How effective has Performance Management/Appraisal been in furthering your current qualification? [completion of studies etc.]	61	17	20	16	8
How effective has Performance Management/Appraisal been in improving your research outputs? [i.e. obtaining further qualifications, publishing articles etc.]	62	21	21	11	9
How effective has Performance Management/ Appraisal been in motivating you to improve your overall performance?	63	19	22	16	6

Figure 6.21: How effective has Performance Management/Appraisal been at...



6.8.2. RESPONDENTS' RESPONSE TO STATEMENTS – COMMENTS

Respondents were asked to comment on their responses to each statement. Their responses were grouped together and the combined responses are reflected and recorded as follows:

6.8.2.1. HOW EFFECTIVE HAS PERFORMANCE MANAGEMENT/APPRaisal BEEN AT IDENTIFYING YOUR DEVELOPMENTAL AND TRAINING NEEDS? [i.e. need for computer training course, etc.], Table 6.19 (page 204).

Table 6.19: How effective has Performance Management/Appraisal been at identifying your developmental and training needs?

It focuses only on hours spend on teaching, preparation and research and does not measure all areas	1
It identifies areas in which development and training are needed	10
I have never been in a situation where it has been applied	1
It has been helpful, especially regarding the nature of my PhD studies	1
State clearly where my weaknesses and strong points are	1
It is ineffective	9
It is only a paper exercise. No matter what you fill in or request, there is never money to do what you feel is necessary	2
It is a personal decision	1
No feedback received	2
It is a very basic process. No rewards are given except for pension fund.	1

6.8.2.2. HOW EFFECTIVE HAS PERFORMANCE MANAGEMENT/APPRaisal BEEN IN DEVELOPING YOUR SKILLS AND COMPETENCIES? [i.e. attendance of workshops- and conferences on subject field etc.], Table 6.20 (page 204).

Table 6.20: How effective has Performance Management/Appraisal been in developing your skills and competencies?

I have no time to attend workshops	1
Areas in which skills and training are required are identified during the process	7
Networking, communications with others in the field	1
It is either ineffective or not done regularly enough	5
It is a matter of personal choice - I decide which areas need to be improved	6
Gives me a competitive edge above others	1
Personnel are evaluated and rating according to the number of workshops and conferences attended	1
I have presented workshops and address teachers with confidence	1
I have been given opportunity to attend conferences even though I did not present a paper and have learned a lot	1
It is either ineffective or not done regularly enough, I have received no feedback.	3

6.8.2.3. HOW EFFECTIVE HAS PERFORMANCE MANAGEMENT/APPRaisal BEEN IN FURTHERING YOUR CURRENT QUALIFICATION? [completion of studies etc.] Table 6.21 (page 205).

Table 6.21: How effective has Performance Management/Appraisal been in furthering your current qualification?

The institution helped me to obtain my qualification	5
I was already in possession of my qualification when starting at the institution	5
Shortcomings has been addressed	2
It is a matter of own initiative and personal need	8
None, we were told that we have to further our studies as the minimum requirements to lecture	1
There are no tangible aspects to motivate staff to further their education, it is a matter of own initiative and personal need	1
Personnel are rewarded with a specific amount of money when completing a higher qualification and might also be promoted	2
There are no tangible aspects to motivate staff to further their education	3
Further development depend on qualifications	1
I am not studying	1
It is not effective enough - there is no feedback and no encouragement	1

6.8.2.4. HOW EFFECTIVE HAS PERFORMANCE MANAGEMENT/APPRaisal BEEN IN IMPROVING YOUR RESEARCH OUTPUTS? [i.e. obtaining further qualifications, publishing articles etc.], Table 6.22 (page 205).

Table 6.22: How effective has Performance Management/Appraisal been in improving your research outputs?

There has been little time offered for research	2
Outputs and requirements have been discussed during appraisal	2
Assistance from my supervisor	1
I am currently among the leading researchers at the institution	1
It is a matter of own initiative and personal need	7
There are no real incentives or rewards	2
Only takes into account individual qualifications	1
The more knowledge you gain, the more you want to know	1
There is no feedback	3
Articles published in accredited journals are rewarded with credits which could be applied to go abroad or attend international conferences	3
I have not yet linked it to the Performance Management	2
I managed to publish an article	1
Research outputs contribute towards performance evaluation	1

6.8.2.5. HOW EFFECTIVE HAS PERFORMANCE MANAGEMENT/APPRAISAL BEEN IN MOTIVATING YOU TO IMPROVE YOUR OVERALL PERFORMANCE? Table 6.23 (page 206).

Table 6.23: How effective has Performance Management/Appraisal been in motivating you to improve your overall performance

Gaps identified are focused on and corrective action are instituted in order to sustain performance	2
It is a matter of own initiative and personal need	7
Incentives motivate staff members	2
Most of the time I feel quite demotivated with regard to my performance, as it is not recognised and there is no PMS in place.	2
There is no objectivity	3
It is only a paper exercise and has no outcome	2
No feedback was given	3
I am not sure which areas need improvement	1

6.9. SECTION E – MANAGEMENT ACCOUNTING AND THE BALANCED SCORECARD AS A PERFORMANCE MANAGEMENT TOOL

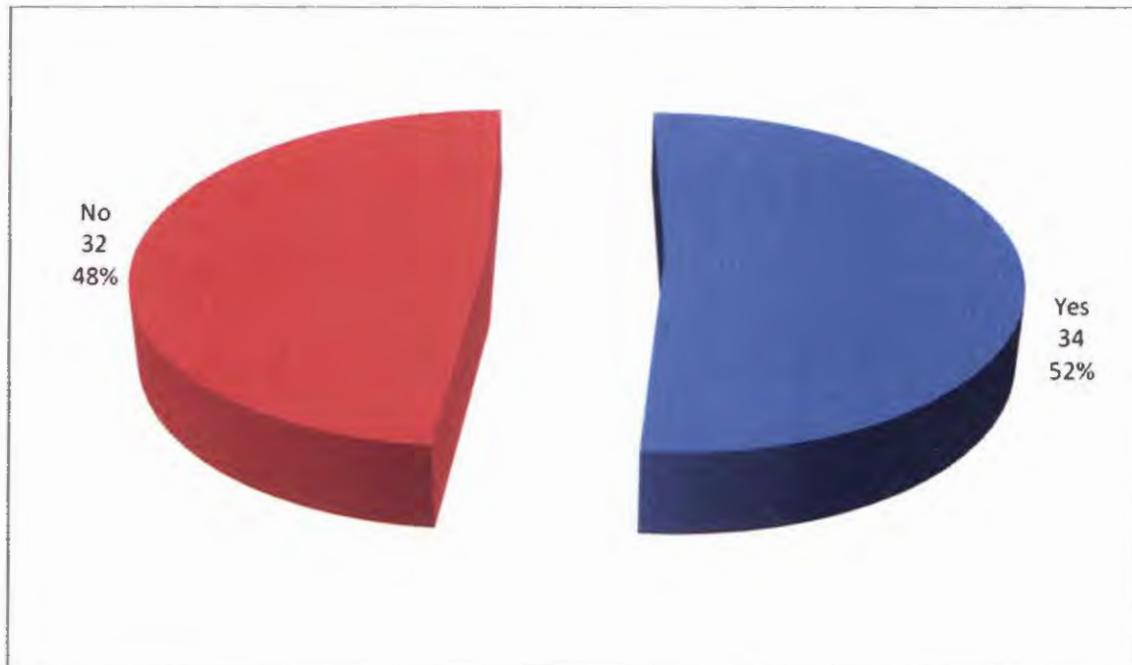
In this section, the Balanced Scorecard was introduced with a short definition of its aims and purposes. Respondents were then asked several questions pertaining to their knowledge of the scorecard and their thoughts on the applicability of the scorecard to Performance Management.

Respondents were asked four questions, where they had to answer 'yes' or 'no'. This was then followed by respondents being requested to motivate their answers.

6.9.1. HAVE YOU EVER HEARD OF THE BALANCED SCORECARD? IF SO, PLEASE RELATE IN WHICH CONTEXT.

When asked whether they had ever heard of the Balanced Scorecard, only 66 respondents answered, and of those, 34 (51.5%) indicated that they had. Figure 6.22 (page 207) presents the results as follows:

Figure 6.22: Have you heard of the Balanced Scorecard? (n=66)



When asked to motivate their answers, Table 6.24 (page 207) summarised the most prominent responses.

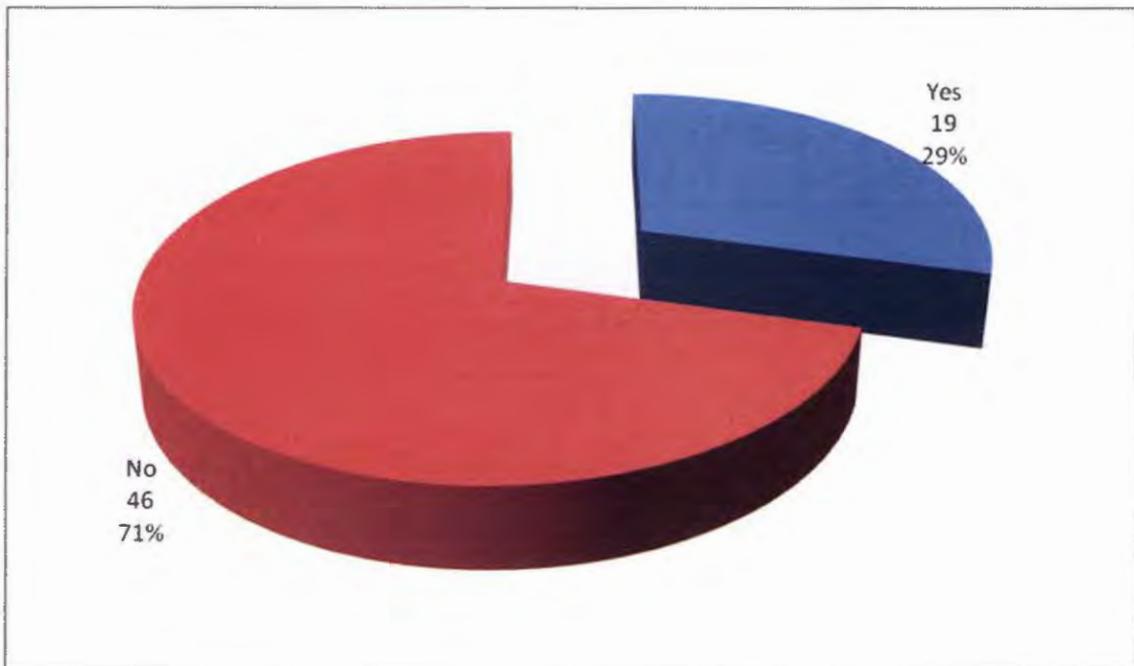
Table 6.24: Have you ever heard of the Balanced Scorecard? If so, please relate in which context.

I encountered it in a previous working environment	4
I encountered it in literature or in my studies	10
In a managerial or business context	5
I use it in my lectures	4
Somewhere in a news bulletin.	3
There was an exercise to implement it at an higher education institute in the past	1
As a goal setting tool	1
I learned about it at a workshop or in theory	3
In a speech by the vice-chancellor	1

6.9.2. HAVE YOU EVER HEARD OF THE BALANCED SCORECARD BEING APPLIED TO PERFORMANCE MANAGEMENT? IF SO, PLEASE RELATE IN WHICH CONTEXT.

Next, respondents had to indicate whether they had ever heard of the Balanced Scorecard being applied to Performance Management. Here, 65 respondents answered, but now only 19 (29.2%) answered affirmatively, Figure 6.23 (page 208) illustrates the results.

Figure 6.23: Have you heard of the Balanced Scorecard being applied to Performance Management? (n=65)



The follow up question asked respondents that had heard about the Balanced Scorecard to indicate in which context they had heard about it. Table 6.25 (page 209) lists the most commonly noted responses.

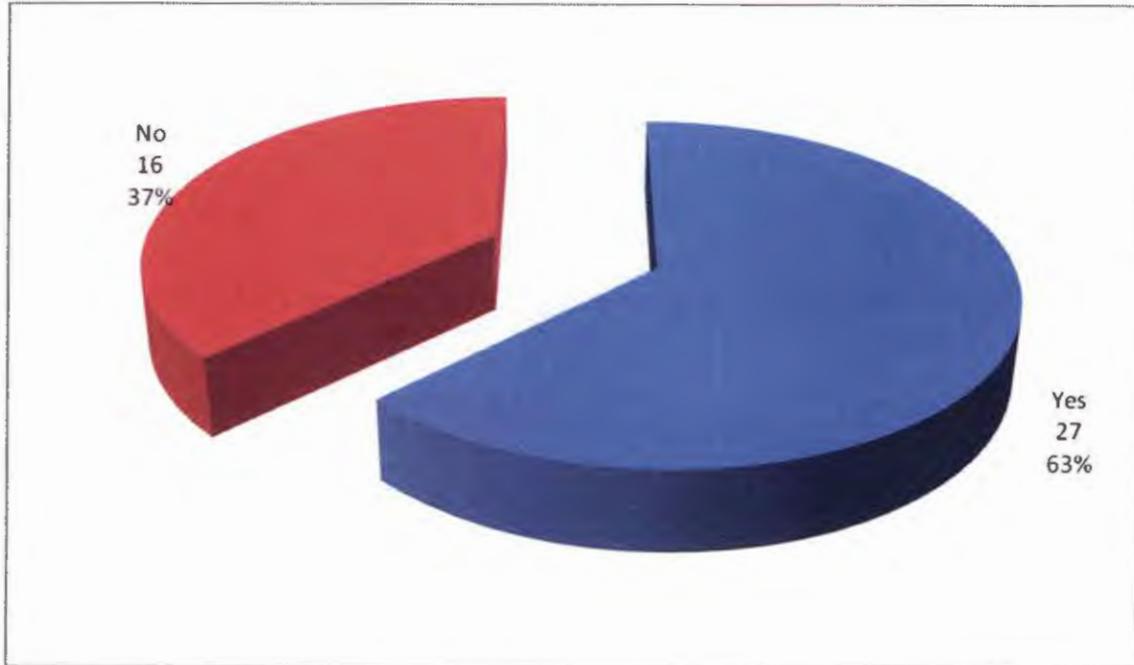
Table 6.25: Have you ever heard of the Balanced Scorecard being applied to Performance Management? If so, please relate in which context

It was applied in a previous working environment	3
In a management context	2
I learned, from literature, that it can be applied	4
More than a support system for financial control	1
Must include all areas that impact on business not just a person's job performance	1
It was unsuccessful at this institution	1
It is possible	2
Not at this institution	1

6.9.3. DO YOU THINK THAT THE BALANCED SCORECARD CAN BE SUCESSFULLY ADAPTED TO PERFORMANCE MANAGEMENT/APPRaisal IN AN ACADEMIC INSTITUTION? PLEASE COMMENT ON YOUR ANSWER.

Very few respondents (43) answered the question which asked whether they thought that the Balanced Scorecard, (a traditional business tool), with its four perspectives could successfully be adapted to Performance Management/Appraisal in an academic institution. Of those 43, though, the majority (27 / 62.8%) indicated that they thought this possible. Figure 6.24 (page 210) captured the responses as follows:

Figure 6.24: Can the Balanced Scorecard be successfully adapted to Performance Management in an academic institution? (n=43)



The follow up questions respondents were asked whether the Balanced Scorecard can be successfully applied to Performance Management/Appraisal in an academic institution, and the responses were captured in Table 26 (page 210) as follows:

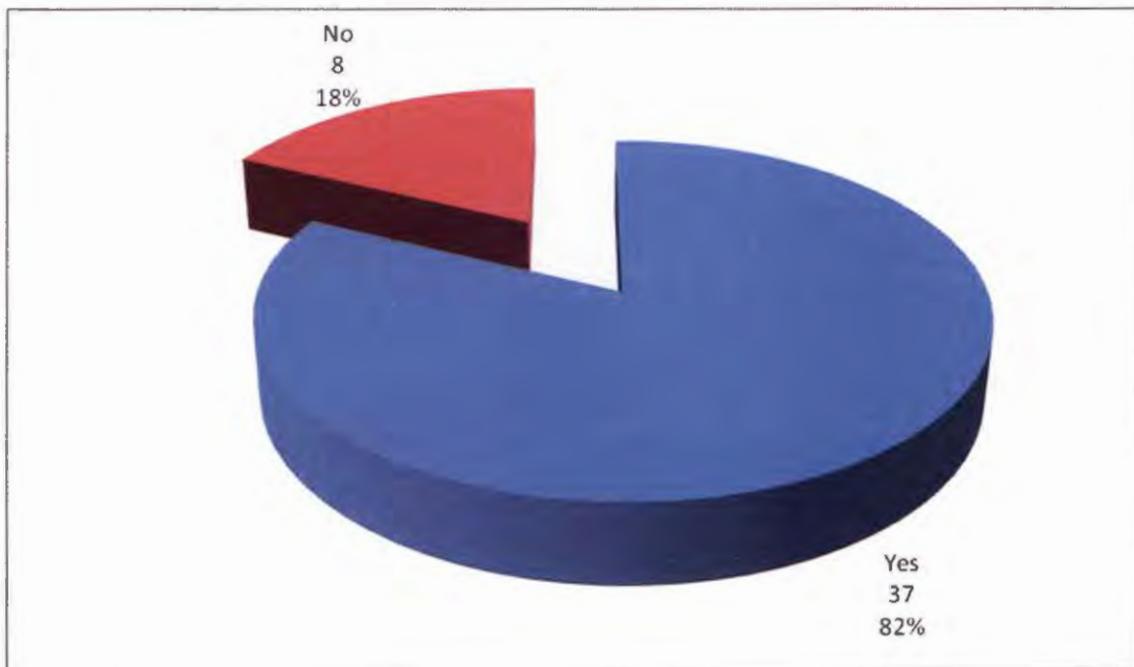
Table 6.26: Do you think that the Balanced Scorecard can be successfully applied to Performance Management/Appraisal in an academic institution? Please comment on your answer

There is no objectivity in calculating input	1
Maybe	1
It can be applied in any organisational context	1
It has many possibilities and this is probable	1
It needs to be contextualised and adapted to our institution	4
Can be used as a control system. Can set standards to measure the end results against a measure to take corrective action implement plans of action - feedback	1
Theoretically, yes	1
Academics have different career anchors	1
Actual results with student satisfaction	1
If it is possible in other institutions then it should also be applicable for institutions of HE	1
I like the system's approach	1
Academics are intellectuals and thrive on guidelines, benchmarks and academic success for themselves and customers	1
The mission and vision of the organisation as a whole is integrated with the performance of individuals	1

6.9.4. SHOULD ATTENTION BE GIVEN TO THE BALANCED SCORECARD AS A MANAGEMENT ACCOUNTING TOOL TO MEASURE THE VIABILITY OF PERFORMANCE MANAGEMENT/APPRaisal FOR THE ACADEMIA IN HIGHER EDUCATION INSTITUTIONS? PLEASE COMMENT ON YOUR ANSWER.

Again relatively few respondents (45) ventured an opinion when asked whether attention should be given to the Balanced Scorecard as a Management Accounting tool to measure the viability of Performance Management/Appraisal for the academia in Higher Education Institutions. However, here an even greater majority than before (37 / 82.2%) felt that this would be possible. Figure 6.25 (page 211) captured the responses as follows:

Figure 6.25: Should attention be given to the Balanced Scorecard as a management tool for Performance Management in an academic institution? (n=45)



In the follow up question, respondents were asked whether attention should be given to the Balanced Scorecard as a Management Accounting tool to measure the viability of Performance Management/Appraisal for the academia in Higher Education Institutions, and Table 27 (page 212) summarises the most frequently obtained observations as follows:

Table 6.27: Should attention be given to the Balanced Scorecard as a Management Accounting tool to measure the viability of Performance Management/Appraisal for the academia in Higher Education Institutions? Please comment on your answer

The objectives on calculating performance should be clearly stated	4
Maybe, but I'm not 100% sure how it works	2
Although 'accounting tool' is a financial aspect, the four perspectives are integrated to reach overall financial objectives as well	1
It is a useful tool. why not use it	2
It would be a vast improvement on what exists at present. should the person/s implementing it have any idea of how it could be done properly.	6
Can be used as a control system. Can set standards to measure the end results against a measure to take corrective action - implement plans of action - feedback	2
There will be a lot of resistance	1
The process cannot be objective, there are too many variables. In higher education it is sometimes impossible to measure performance	1
Definite training in the use of it. Could provide a more motivated academic unit	1
It is a helpful tool to ensure the effective achievement of the institutions objectives	1
The old saying that one cannot compare apples to pears goes a long way	1
If explained at induction and gradually implemented, it could be quite an eye-opener	1
It has been successful in other work environments	1
It is most required	1

6.10. SECTION F – STRENGTHS AND WEAKNESSES IN PERFORMANCE MANAGEMENT

In this section respondents were asked their opinion on the current Performance Management System as it applies to them in their various institutions. There were four questions, and they were all open ended where the respondents' opinion was required.

6.10.1. WHAT, IN YOUR OPINION, ARE THE STRENGTHS THAT CAN BE IDENTIFIED IN THE CURRENT PERFORMANCE MANAGEMENT SYSTEM FOR ACADEMIA OF YOUR INSTITUTION?

Table 6.28 (page 213) captured the answers to this question asked concerning the strengths in the current Performance Management System as follows:

Table 6.28: Strengths in the current Performance Management System for academia in your institution

It does not succeed in improving performance	5
It is easy to understand, apply and use. It can lead to performance improvement if it is correctly administered.	4
It can lead to performance improvement if it is correctly administered	2
It contributes to further studies	2
Motivational	1
It can lead to performance improvement if it is correctly administered, unbiased and applicable to all staff	6
Evaluation must be done 2 times a year. good performance must be acknowledged	2
It helps identify and streamline goals and performance	1
It can lead to performance improvement if it is correctly administered. Offers motivation	2
A proper procedure for Performance Management/Appraisal must be developed and implemented	1
Promotions and development. Financial incentives and acknowledgments	1
No strong points	3
It can lead to performance improvement if it is correctly administered.	1
It allows you to get some inputs from the students on your performance and allows you to set objectives	1
Training and development needs are identified	1
The system lost its credibility, e.g. students play a role but their contribution on the form developed is inaccurate and sometimes it is evident that they do not know what they are writing	1
System is not effective	1
Incentives	1
It is objective and is able to measure all performance standards accurately	3
The staff are evaluated	1
The system has been in place for many years and it works. Academic staff are familiar with the system	1
It is easy to understand, apply and use	3
PMS should be done on a regular basis with all parties present. Students should be given the opportunity to express their satisfaction and dissatisfaction	1

6.10.2. WHAT, IN YOUR OPINION, ARE THE WEAKNESSES THAT CAN BE IDENTIFIED IN THE CURRENT PERFORMANCE MANAGEMENT SYSTEM FOR ACADEMIA OF YOUR INSTITUTION?

Table 6.29 (page 214) captured the answers to the question asked concerning the weaknesses in the current Performance Management System as follows:

Table 6.29: What, in your opinion, are the weaknesses that can be identified in the current Performance Management System for academia of your institution?

No incentives are offered, only research counts towards rewards and some people have little time for this	4
Performance measures are not measurable	3
Time constraints	1
There is too much subjectivity, the process is too vague	3
Only research counts towards rewards and some people have little time for this	1
Sometimes seen as just extra paperwork	1
Incorrect application	1
It doesn't matter what it is supposed to measure	1
There is too much subjectivity	9
No incentives are offered	1
There is a lack of a credible system	5
Not everybody is positive about it and this demotivates staff when they take things personally	1
No relevance to overall goals of the Faculty, the University	1
There is a lack of focus on implementation and consistent communication about performance	3
The form used by students are too long and can be confusing	1
The system is flawed	1
It is not taken seriously	1
Human Resources strive to implement a new system, run a pilot session and then it was not implemented	1
It is done only at the end of the year, academics at all levels are appraised with one form	1
There is a lack of focus on implementation and consistent communication about performance, no regular assessment. No reflection on previous year's performance. No discussion to set goals	1
Performance measures are not measurable	1
Time constraints	1
That the system does not derive from another university but from outside the higher education system	1
Performance measures are not measurable, no incentives are offered, only student evaluation is taken into account	1
There is a lack of focus on implementation and consistent communication about performance, students do not have a platform to determine their satisfaction	1

6.10.3. WHAT MANAGEMENT INFORMATION TOOLS CAN BE USED BY AN INSTITUTION TO IMPROVE THE PERFORMANCE MANAGEMENT SYSTEM OF ACADEMIA OF YOUR INSTITUTION?

Table 6.30 (page 215) captured the answers to the question asked concerning the tools that can be used by an institution to improve the Performance Management System of academia of their particular institution as follows:

Table 6.30: What management information tools can be used by an institution to improve the Performance Management System of academia of your institution?

There should be two separate performance measures for teaching and research personnel	1
Executive staff should be forced to communicate with staff on lower levels, bring the negative disposition of the executive manager to staff to an end	1
There should be reporting on the overall organisational performance	1
Remuneration for different levels of performance	1
Balanced Scorecard	5
Class attendance, student feedback, records of completion of academic duties	2
Offer more incentives	5
Peer review and appraisal sessions	4
Forum for constructive inputs	1
There should be a system for qualifications obtained, academic duties completed or personal targets reached	2
There should be reporting on the overall organisational performance	2
Internal roles of individuals should be set	1
A streamlined system that accurately measures performance	1
As a facilitator from outside the department or even institution can discuss the results with the staff member and direct head	1
To inform all staff about the system, how it works, etc. May be to complete the performance appraisal online	1
Executive staff should be forced to communicate with staff on lower levels, online teaching assessment modes for students	1
Leadership initiatives	1
Executive staff should be forced to communicate with staff on lower levels	5
Involve all stakeholders	4

6.10.4. WOULD YOU LIKE TO RECOMMEND CERTAIN STRATEGIES/ACTIVITIES TO IMPROVE THE PERFORMANCE MANAGEMENT SYSTEM FOR ACADEMIA OF YOUR INSTITUTION? IF SO, PLEASE SUPPLY YOUR SUGGESTIONS:

Table 6.31 (page 216) summarised the respondent's suggestions to strategies that can be employed to improve the current Performance Management System for the academia at their particular institution as follows:

Table 6.31: Would you like to recommend certain strategies/activities to improve the Performance Management System for academia of your institution? If so, please supply your suggestions:

Provide different categories for people with different qualifications	1
Management should communicate with staff, be interested in people and staff as human beings. Bring the negative disposition of EM to staff to an end.	1
Implement team performance appraisal systems	1
Employ more academic staff to alleviate the teaching workload, so as to meet the research outputs	1
Remuneration and financial rewards should be offered, should be properly administered	1
Employ Prof Kapp from Stellenbosch to develop a proper system for our institution on site	1
Remuneration and financial rewards should be offered	3
Human Resource department should provide feedback, evaluate the behaviour and not the person	5
Evaluate the behaviour and not the person, it is a means of building a high performance workforce	1
Improved student evaluation forms	1
Clear performance measures should be implemented	3
The whole system should be re-done	1
Don't change the current system just for sake of change. New system can be implemented but it must be user friendly and more effective than the previous one. New systems have to be linked to core functions of institution	1
Remuneration and financial rewards should be offered, Human Resource department should provide feedback, provide different categories for people with different qualifications	1
Human Resource department should provide feedback, train the supervisors to utilise the appraisals to its fullest potential	1
Balanced Scorecard in collaboration with stakeholder's academic performance can be measured)	6
Commitment	1
Remuneration and financial rewards should be offered, monitor more regularly and obtain the evaluation of other stakeholders	1
Clear performance measures should be implemented, do PMS on a more regular basis	5

6.11. SUMMARY

This chapter focused on the presentation of the research findings. The questionnaire comprised six sections (from Section A – Section F). There were closed questions and open ended questions where respondents were required to motivate or comment on their responses. The aim of this chapter was the gathering of information to enable conclusions to be made based on research findings.

The findings from the analysis of the questionnaire are summarised in **Chapter 7**, Conclusion and recommendations. Conclusions reached from the analysis of the questionnaire are also presented. Recommendations regarding the application of the Balanced Scorecard as a tool to measure the viability of Performance Management for the academia in Higher Education in South Africa will be presented.

7.

CHAPTER SEVEN

SUMMARY AND RECOMMENDATIONS

7.1. INTRODUCTION AND BACKGROUND

This chapter will evaluate whether the primary and secondary objectives of the study have been achieved. It will also determine whether the hypothesis set out is true. This chapter will also suggest further research areas for Performance Management within the Higher Education arena.

The literature review as covered in **Chapters 2 and 3** highlighted the problems facing Performance Management in Higher Education Institutions. This study also highlighted in **Chapter 4** an alternative method of Performance Management, a Management Accounting tool, namely the Balanced Scorecard, which can be applied as a tool to measure performance of staff in Higher Education Institutions, while **Chapter 5** discussed the research methodology applicable to this research study.

The research findings of this study were identified and discussed by means of various statistical and descriptive methods and techniques in **Chapter 6**. The conclusion from the literature study and the empirical section (through the analysis of the questionnaires) of the study are presented here. **Chapter 7** aims to explain the research findings and reach a conclusion to this research study.

7.2. CONCLUSIONS

In an attempt to draw correlations between the questions asked in the questionnaires, with the results from respondents, the following section correlates with the numbers as used in Chapter 6 paragraph 6.5.

The following abbreviations applicable to the Higher Education Institutions will be used:

UFS – University of the Free State

CUT – Central University of Technology

NWU – North West University

VUT – Vaal University of Technology

7.2.1. THE RESPONSE RATE

The response rate to the questionnaires was the highest in the institutions from the Free State. The UFS and CUT averaged a response rate of 60 %, while the institutions from the North-West averaged a response rate of 30 %. A cautious, possible reason for this could be that the study was conducted from the Free State, thus it was possible to exert pressure on the two institutions to return the questionnaires.

Follow-up calls made to academia at the NWU and VUT, in an effort to improve their response rate, failed, respondents contacted shared that they were too busy to answer the questionnaires. After several attempts to improve the response rate, the current response rate was accepted as the FINAL response rate.

The overall response rate to the questionnaire was 52.63 %; this can be interpreted as representative of the whole study.

7.2.2. SECTION A – PERSONAL AND PROFESSIONAL DETAILS

7.2.2.1. YEARS AS AN ACADEMIC STAFF MEMBER AT INSTITUTION

The findings captured by the questionnaires indicate that the responses ranged from between 1 to 30 years, with a median of 8 years and a mean of 9.02 years. The findings indicate that more respondents have been employed for a period of between one and 10 years, with fewer participants being employed for longer than 10 years.

Judging from their employment period most of the respondents have been exposed to a Performance Management System. They could therefore provide their perspectives and insight into the Performance Management System as applied to them.

7.2.2.2. AGE GROUP OF RESPONDENTS

The age group of the respondents indicates that the largest portion of respondents fall within the age group of 41 to 50 years. The age distribution indicates that the respondents are both mature and able to evaluate the system of Performance Management. It also indicates that most respondents had experienced the confidential system of Performance Management.

7.2.2.3. GENDER DISTRIBUTION OF RESPONDENTS

The response captured indicates that more male than female respondents participated in responding to the questionnaires.

7.2.2.4. PRESENT POST TITLE OF RESPONDENTS

The majority of respondents indicated that their highest qualification is a Masters degree. Only one respondent's highest qualification is a National Diploma. The conclusion drawn from this question is that

most respondents are well qualified, indicating high levels of knowledge in the field of research and development as well as knowledge on the requirements set by the Performance Management Systems of academia within their institutions.

7.2.2.5. SCHOOL/DEPARTMENT RESPONDENT IS EMPLOYED

The majority of respondents come from the Accounting departments, while Tourism, Hospitality and Sport and the School for Entrepreneurship and Business Development are equal in second place. This indicates that their knowledge of Management Accounting tools, especially the Balanced Scorecard, is perhaps greater than the other departments.

The conclusion that can be drawn from Section A (Personal and Professional details) is that the respondents have been employed at the Higher Education institution for a varying number of years, they are also well qualified, are representative of all the departments, schools and faculties, and that they have been employed long enough to have been exposed to the Performance Management System at least once in their employment period.

7.2.3. SECTION B – VIEWS ON PERFORMANCE MANAGEMENT/APPRaisal AND REWARD

7.2.3.1. VIEWS OF RESPONDENT ON MISSION AND VISION OF THEIR INSTITUTION

From this question, the response was overwhelming in favour of the fact that employees knew what the mission and vision of their institution was.

7.2.3.2. AWARENESS OF INSTITUTION'S CURRENT PERFORMANCE MANAGEMENT POLICY

The response to this question highlighted that respondents were aware of their institution's current Performance Management/Appraisal policy.

7.2.3.3. TIMES A YEAR PARTICIPANT UNDERGOES PERFORMANCE MANAGEMENT

An overwhelming majority of the participants indicated that they were subjected to the Performance Management System once a year.

7.2.3.4. PERFORMANCE MANAGEMENT AS APPLIED TO THE RESPONDENTS

When asked whether the participants understood the Performance Management process being applied to them only 53 % understood, while 47 % did not understand the process.

7.2.3.5. EXPLANATION OF THE PERFORMANCE MANAGEMENT PROCESS

The answers received to this statement correlate with the response to the previous question. Only 51 % of respondents have had the Performance Management process explained to them (correlating with the fact that about 53 % of respondents understand the system), while 49 % of respondents indicated that no-one had ever explained the process to them (hence the fact that 47 % of respondents do not understand the process).

In response to the follow-up question, 14 respondents replied that their dean, program head or supervisor had explained the process, while several respondents agreed that the explanation of the system was done at the time of induction, or explained during the attendance of a workshop.

7.2.3.6. MEETING WITH SUPERVISOR PRIOR TO PERFORMANCE MANAGEMENT

Respondents overwhelmingly answered negative in this question.

7.2.3.7. FOLLOW UP – HOW MANY DAYS

The majority of respondents who answered positively to the previous question indicated that they met with their supervisors at least 1 day prior to the Performance Management exercise. One respondent indicated that he/she meets with the supervisor 30 days prior to the Performance Management exercise.

7.2.3.8. FEEDBACK FROM PERFORMANCE MANAGEMENT PROCESS

When respondents were asked whether they receive feedback on their performance after the process has been finalised, an overwhelming 60 % of respondents indicated that they do NOT get any form of feedback.

7.2.3.9. WOULD PERFORMANCE IMPROVE IF DISCUSSIONS TOOK PLACE BETWEEN PARTIES?

The vast response to this question indicated that 95 % of the respondents indicated that performance would be improved if the respondents were able to discuss the results with their supervisor.

In the follow-up question, 17 respondents strongly felt that feedback provides an important understanding of areas that can improve and motivate staff to better themselves.

7.2.3.10. PERFORMANCE BEING ASSESSED OBJECTIVELY?

The response to this question indicated that 65 % of respondents felt that their performance was not being assessed objectively. They felt that the process was too subjective, biased, often done in a hurry (for the sake of getting it done), one respondent referred to the process as a 'book of lies'.

7.2.3.11. CAN PERFORMANCE BE QUANTIFIED?

The response to this question indicated that an overwhelming majority of 71 % expressed their opinion that performance can be quantified. Only 29 % indicated to the contrary.

In the follow-up question 17 respondents indicated that key performance indicators can be quantified if there are measurable objectives and goals. Other respondents indicated that quantification could be achieved based on students pass rates.

7.2.3.12. DOES PERFORMANCE OF ACADEMIC STAFF IMPACT ON PERFORMANCE OF THE ORGANISATION?

In this question respondents agreed that the performance of academic staff impacts on the performance of the organisation. In the follow-up question 21 respondents indicated that academic staff is the core of the business.

7.2.3.13. PERCEPTIONS ON MANAGEMENT OF PERFORMANCE

Respondents answered that the 'attainment of required results' was, their perception of management of performance. The 'gaining of skills/competencies' was rated as the second most important aspect to be included under the respondents perception of the management of performance.

7.2.3.14. SHOULD REMUNERATION BE LINKED TO PERFORMANCE

The response to this question was an overwhelming 91.2 % in favour that remuneration should be linked to performance.

7.2.3.15. FOLLOW-UP QUESTION

Respondents indicated that incentives and recognition served as the biggest reward and it serves to increase motivation.

7.2.3.16. SHOULD REMUNERATION BE LINKED TO PERFORMANCE OF INDIVIDUAL OR TEAM OR ORGANISATION?

'Remuneration should be linked to INDIVIDUAL performance', this was the response of the majority of the respondents. Team/ group work was rated as the second preferred link to remuneration.

7.2.3.17. FOLLOW UP QUESTION

In answer to the follow-up question 15 respondents indicated that not everyone is a team player, some people prefer to work on an individual bases. Other responses captured indicated that academia is interdependent on each other, while 10 respondents answered that it depended on whether the objective was team- or individually based.

7.2.3.18. WEIGHTING OF REMUNERATION LINKED TO INDIVIDUAL OR TEAM OR ORGANISATION PERFORMANCE?

Responses to this question indicated that the overwhelming majority preferred that remuneration be linked to individual performance, while team/group came in second position, and the whole organisation being rated in third place.

7.2.3.19. MOST APPROPRIATE TYPES OF PERFORMANCE-BASED REMUNERATION ITEMS

This question confirmed that respondents preferred to receive merit increases based on their performance, while receiving a performance bonus was rated as the second preferred performance-based remuneration item.

7.2.3.20. FOLLOW UP QUESTION

In the follow-up question, 10 respondents answered that the reward should be a once-off reward, and if the good performance continues, then the reward can be granted again. Other responses indicated that a reward system would also serve as a motivation to personnel to improve their performance.

The conclusion that can be drawn from Section B (Views on Performance Management/Appraisal and Reward) can be summarised as follows:

Most of the respondents were aware of the mission and vision of their institution. The majority of respondents were also aware of the Performance Management policy being applied to them. Participants were also subjected to Performance Management at least once a year.

Most respondents did not understand the Performance Management process as applied to them, and they also were given a thorough explanation of the workings of the system. Respondents were also not given the opportunity to meet with their supervisors before the process was applied to them. Respondents were also not given feedback once the process was completed.

The responses indicated that performance would improve if academia were given the necessary feedback on their performance; this would also enable them to identify areas for improvement and development. Respondents also indicated that performance was not currently being assessed objectively, but maintained that performance could be quantified.

Respondents also indicated that the performance of academic staff impacts the performance of the organisation, while the attainment of required results was seen as the most important perception of performance. Respondents were in favour that remuneration should be linked to performance.

Incentives and recognition were noted as the most important reward for performance, and will serve as a motivational tool as well. Respondents continued that remuneration should be linked to individual performance, while academia indicated that they preferred merit increases based on their performance.

7.2.4. SECTION C – PERFORMANCE MANAGEMENT PROCESS AT YOUR INSTITUTION

The responses to the statements made are summarised as follows:

- *I know exactly what is expected of me in my job* – 92 % of respondents know what is expected of them in their jobs, and are probably doing what is expected of them.

- *My manager/supervisor and I agree on my goals/objectives* – 77 % of respondents agree with their managers/supervisors on their goals and objectives.
- *My goals/objectives are unrealistic or unattainable* – 82 % of respondents disagree with the statement, thus indicating that their goals are realistic & attainable.
- *I can rely on assistance from my manager/supervisor in achieving my goals/objectives* – 80 % of the respondents agreed that they can rely on their superiors in achieving their goals/objectives.
- *I regularly (once per term) receive feedback on my performance throughout the year from my manager/supervisor* – 23 % of respondents agreed that they get feedback; the remaining respondents do get feedback, thus leading to feelings on helplessness and frustration.
- *My goals/objectives are measurable* – here 61 % agreed that their goals were measurable.
- *My manager/supervisor knows what assistance I need to achieve my goals/objectives* – 78 % agreed that their supervisors know what they need in order to achieve their goals.
- *I do not know how I am doing in my job* – 63 % responded that they do not know how they are doing in their current jobs; the main cause of this high negative response can be the lack of feedback given after the evaluation process has taken place.
- *My performance is evaluated fairly against the goals/objectives, agreed on in advance* – 74 % of the respondents disagreed with this statement, indicating unhappiness with the Performance Management System. Their performance is thus measured against criteria that were not agreed upon in advance.
- *The performance appraisals are too subjective* – 52 % of respondents agreed that performance appraisal was too subjective.
- *The Performance Management process helps me to identify opportunities for further development and personal career growth* – 57 % of respondents disagreed with this statement, this indicates that the present system of Performance Management does not identify opportunities for further development and career growth.

- *I do not see how the goals/objectives I have to reach link to the organisation's mission and vision* – 54 % of respondents do not see how their individual goals link into the organisation's mission and vision.
- *The performance feedback I receive is accurate* – 65 % of respondents disagreed with this statement, strongly indicating that if they do receive feedback, it is not accurate.
- *My managers/supervisors are strongly committed to Performance Management* – 55 % of respondents indicated that they agreed with the statement, indicating that managers/supervisors are committed to Performance Management.
- *Manager/supervisor receives trained to assess employee's performance* – 67 % of respondents disagreed with this statement, thus doubting the ability of their managers/supervisory in managing performance.
- *We have clear reasons for having Performance Management in our institution* – 57 % of respondents disagreed with this statement.
- *Staff in this institution is in no doubt that performance is what matters* – 68 % of respondents disagreed with this statement, indicating that staff are in doubt about performance being important at their institution.
- *We have a clear idea of what support Performance Management requires* – An astounding 82 % of respondents disagree with the statement indicating that they do not have a clear idea of what support is necessary for Performance Management to be executed effectively.
- *The current Performance Management process helps to improve performance* – 73 % of respondents disagree with this statement, thus leading to the conclusion that Performance Management does not help to improve performance.

In conclusion to this section, it becomes evident from the above responses that respondents are not entirely content with their Performance Management System. The last statement captures an important response; currently the Performance Management System being applied at the various institutions does not help improve performance.

It is also evident from the responses above that the supervisor/manager plays an important role in the Performance Management process. Supervisors/managers need proper training to assist them in managing

the process, goals and objectives need to be discussed with staff members prior to the Performance Management process and after the Performance Management process in the form of feedback.

7.2.5. SECTION D – EFFECTIVENESS OF PERFORMANCE MANAGEMENT/APPRaisal

The responses to the statements made are summarised as follows:

- *How effective has Performance Management/Appraisal been at identifying your developmental and training needs? [i.e. need for computer training course, etc.] – 60 % of respondents stated that Performance Management had been ineffective at identifying their developmental and training needs.*
- *How effective has Performance Management/Appraisal been in developing your skills and competencies? [i.e. attendance of workshops- and conferences on subject field etc.] – 59 % of respondents maintained that Performance Management has been ineffective in developing their skills and competencies.*
- *How effective has Performance Management/Appraisal been in furthering your current qualification? [completion of studies etc.] – 61 % of respondents stated that Performance Management has been ineffective in furthering their current qualifications.*
- *How effective has Performance Management/Appraisal been in improving your research outputs? [i.e. obtaining further qualifications, publishing articles etc.] – 68 % of respondents maintained that Performance Management has been ineffective at improving their research outputs.*
- *How effective has Performance Management/Appraisal been in motivating you to improve your overall performance? – 65 % of respondents maintained that Performance Management has been ineffective in motivating them to improve their overall performance.*

In conclusion to this section it is apparent from the overwhelming responses of ‘ineffective’ to all of the above statements, that the Performance Management System being applied, at the various institutions, are not meeting the following needs:

- development and training needs,
- developing skills and competencies,
- furthering current qualifications,
- improving research outputs, and
- motivating staff to improve overall performance.

7.2.6. SECTION E – MANAGEMENT ACCOUNTING AND THE BALANCED SCORECARD AS A PERFORMANCE MANAGEMENT TOOL

7.2.6.1. HAVE YOU EVER HEARD OF THE BALANCED SCORECARD? IF SO, PLEASE RELATE IN WHICH CONTEXT.

Respondent's answers to this question were evenly spread, 52 % answered yes, while 48 % answered no. Several respondents mentioned that they had encountered the Balanced Scorecard in their previous working environment, while others mentioned encountering it in the literature or in their own studies. Some respondent's indicated that they use the Balanced Scorecard in their lectures, while others mentioned hearing about it at a workshop.

7.2.6.2. HAVE YOU EVER HEARD OF THE BALANCED SCORECARD BEING APPLIED TO PERFORMANCE MANAGEMENT? IF SO, PLEASE RELATE IN WHICH CONTEXT

Here only 29 % of the respondents indicated ever hearing about the Balanced Scorecard being applied to Performance Management. Comments to this statement included that respondents had seen it being applied to their previous work environment; others mentioned that it was applied in a management context, while others added that from researching the literature it was possible to apply it to Higher Education Institutions.

7.2.6.3. DO YOU THINK THAT THE BALANCED SCORECARD CAN BE SUCESSFULLY ADAPTED TO PERFORMANCE MANAGEMENT/APPRaisal IN AN ACADEMIC INSTITUTION? PLEASE COMMENT ON YOUR ANSWER.

The response to this question was that 63 % of respondents agreed that the Balanced Scorecard could be applied successfully to Performance Management in an academic institution. Positive comments were received, a few respondents agreed that the Balanced Scorecard needs to be contextualised and then it can be adapted by their institution.

7.2.6.4. SHOULD ATTENTION BE GIVEN TO THE BALANCED SCORECARD AS A MANAGEMENT ACCOUNTING TOOL TO MEASURE THE VIABILITY OF PERFORMANCE MANAGEMENT/APPRaisal FOR THE ACADEMIA IN HIGHER EDUCATION INSTITUTIONS? PLEASE COMMENT ON YOUR ANSWER.

The response to this question was an overwhelming 82 % of respondents agreed that attention should be given to the Balanced Scorecard as a Management Accounting tool for Performance Management in an academic institution. This overwhelming response indicates that the Balanced Scorecard has triggered

some thought amongst the respondents and in their search for an alternative Performance Management System, the Balanced Scorecard can be viewed as an option. Several respondents mentioned that it would be a vast improvement on the system they have currently at their institutions.

In conclusion to this section it can be stated that the Balanced Scorecard is a relatively new concept, not many academics are familiar with this Management Accounting tool, and very few have hear of it being applied to the Performance Management of academic staff.

There is, however, overwhelming interest in the Balanced Scorecard being used in Performance Management, respondents are also of the opinion that the Balanced Scorecard can be successfully applied in the Performance Management of academic staff. There is tremendous support for the idea that the attention should be given to the Balanced Scorecard as a Management Accounting tool to measure the viability of Performance Management.

7.2.7. SECTION F – STRENGTHS AND WEAKNESSES IN PERFORMANCE MANAGEMENT

7.2.7.1. WHAT, IN YOUR OPINION, ARE THE STRENGTH THAT CAN BE IDENTIFIED IN THE CURRENT PERFORMANCE MANAGEMENT SYSTEM FOR ACADEMIA OF YOUR INSTITUTION?

Several different responses were obtained from this question. The system was described as easy to understand, apply and use. It can lead to performance improvement and motivation to continue improving, if it is applied correctly. It allows student inputs on the academic staff's performance and allows objectives to be set.

Training and developmental needs can be identified, and should be done on a regular basis where all parties and present and involved in the process.

7.2.7.2. WHAT, IN YOUR OPINION, ARE THE WEAKNESSES THAT CAN BE IDENTIFIED IN THE CURRENT PERFORMANCE MANAGEMENT SYSTEM FOR ACADEMIA OF YOUR INSTITUTION?

The biggest concern was that no incentives are offered, it was mentioned that only research output is rewarded. It was stated to be time consuming, subjective, vague, the system is not credible; the forms used by students to evaluate staff are too long and can be confusing to students. The system is not taken seriously, while all levels of staff are evaluated using the same set of documents.

7.2.7.3. WHAT MANAGEMENT INFORMATION TOOLS CAN BE USED BY AN INSTITUTION TO IMPROVE THE PERFORMANCE MANAGEMENT SYSTEM OF ACADEMIA OF YOUR INSTITUTION?

There was a mixed response to this question; it was mentioned that research and development should be separated from teaching and learning and that two different sets of criteria should be used when evaluating each of these components. More incentives should be offered; peer reviews and appraisal sessions should be held. The BSC should be considered as an alternative Performance Management approach, the roles of individuals should be clearly defined, and supervisors/managers should spend more time on the Performance Management System.

7.2.7.4. WOULD YOU LIKE TO RECOMMEND CERTAIN STRATEGIES/ACTIVITIES TO IMPROVE THE PERFORMANCE MANAGEMENT SYSTEM FOR ACADEMIA OF YOUR INSTITUTION? IF SO, PLEASE SUPPLY YOUR SUGGESTIONS:

Several responses were obtained in answer to this question; remuneration packages should be adjusted according to performance, employ academic staff so that more staff can do research; supervisors/managers should be trained to enable them to apply Performance Management more effectively. Incentive schemes should be developed and applied.

The Balanced Scorecard can be utilised as a tool to measure academic staff performance. Performance Management should be done on a more regular basis, and more attention should be spent on the process. Student evaluation forms should be simplified, commitment from all stakeholders should be obtained and everyone should work together to find a system that works for everyone.

In conclusion, the strengths and weaknesses mentioned by the respondents highlight the need to investigate the Performance Management process, to search for an alternative method of Performance Management, and to find a solution that will meet all the requirements as set by all the stakeholders.

7.3. RECOMMENDATIONS

After an intensive and complete literature review (**Chapters 2 – 5**), followed by a rigorous empirical section (**Chapter 6**) the conclusion to this study has been reached. Recommendations based on the empirical section of the study are presented.

In line with the problem statement in **Chapter 1**, and following the conclusions drawn from the empirical research conducted in **Chapter 6**, various recommendations will be put forward in an attempt to solve the specific problem.

7.3.1. LITERATURE REVIEW

From the extensive literature review it became evident that Performance Management of academia in Higher Education Institutions constitutes a major problem. There is tremendous pressure on Higher Education Institutions to ensure that society is getting value for money, that the staff (academic staff in particular) is working more productively, and that the institutions are responsive to the changing demands placed on them. One major pressure on Higher Education is the demand for greater productivity in the wake of budget constraints, increased enrolments and the more explicit social demands placed on them.

Performance Management is essential for quality purposes; any discussion on Performance Management in Higher Education must include the suspicions and fears of academic staff that are under increasingly pressure from all sides to be more productive, more accountable and more responsive to the demands of a technologically advanced society.

One way to dispel academic staff fears is to negotiate an acceptable method of describing all the activities that academic staff are called on to perform and then to quantify these activities in terms of the time required to perform them to an acceptable standard. This information could then be used as a starting point of input into a Performance Management System that acknowledges the range of activities required of the academic staff, and at the same time directs them within the explicit framework of departmental and institutional goals.

Chapter 2 highlighted the fact that in today's competitive business environment, it is not sufficient to have excellent business strategies, more and more managers are faced with the task of managing their employees' performance. Evaluating staff performance is increasingly seen as an essential ingredient for effective management within an organisation.

Performance Management is not simply an expanded performance appraisal system – it is a powerful business tool used to implement the larger goals and strategies of the organisation and, through its interactive nature, to create a participative culture.

Chapter 3 focused on the fact that Higher Education Institutions are associated with issues such as public good, equity, and redress, widening access, creation of a participating citizenry and support of the

sustainable growth of a knowledge society. In addition, Higher Education concerns itself with teaching and learning, research, community service, global competition in a knowledge society, state subsidy and asset, performance accountability, self-sustainability, student and client satisfaction, as well as socioeconomic values through lifelong learning.

With in the context of the above-mentioned factors, Performance Management is of great importance in ensuring that the staff associated with the Higher Education institution, especially the academic staff contingency, is adequately armed and geared to face these challenges. Performance Management will ensure that staff receive the all the necessary support and guidance necessary to achieve to their full potential and at the same time meeting the strategic objectives as set out by the institution.

In **Chapter 4** the Balanced Scorecard was introduced as a relatively new tool capable of overcoming the limitations placed by traditional Performance Management Systems, as it focuses on an organisation's vision and strategy. The Balanced Scorecard approach seeks to translate vision and strategy into performance measures that can be tracked and used to measure success in implementing the vision and strategy.

Organisations using the Balanced Scorecard strategy can determine and measure four areas: financial, internal business process, customer perspectives and learning and growth that include human, information, and organisational capital. The latter three, often considered '*soft*' measures, are the enablers of everything else on an organisation's Balanced Scorecard.

The Balanced Scorecard was shown as an effective tool to evaluate an organisation, and its performance. Although not much literature is available on the implementation of the Balanced Scorecard in Higher Education, one can conclude that it can be applied successfully in academic institutions.

In **Chapter 5** the research design and methodology for the study, the sampling procedure and the research instrument and the measurement process were discussed. The research design outlined the various steps that were taken in this research study. Measurement of reliability and validity of the research study was discussed.

In **Chapter 6** focus was placed on the presentation of the research findings. The questionnaire comprised six sections (from Section A – Section F). There were closed questions and open ended questions where

respondents were required to motivate or comment on their responses. The aim of the chapter was the gathering of information to enable conclusions to be made based on research findings.

7.3.2. ACHIEVEMENT OF THE RESEARCH OBJECTIVE

In the **Chapter 1** we identified specific objectives for the research study. After having processed the relevant information through the literature review in **Chapters 2 – 4**, and an empirical research, the findings of which were highlighted in **Chapter 6**, we can now determine how the objectives have been met.

7.3.2.1. MAIN OBJECTIVE

The main objective of this study was to ascertain whether; using Management Accounting as a tool, the viability of Performance Management for the academia in Higher Education in South Africa can be determined.

The overall result from the questionnaire clearly indicated that academic staff is not satisfied with the Performance Management being applied to them currently. The response to **SECTION D – EFFECTIVENESS OF PERFORMANCE MANAGEMENT/APPRaisal** (page 227) clearly indicated that academia is unsatisfied with the Performance Management as being applied to them. The conclusion drawn is that the Performance Management System being applied currently is ineffective.

The main objective of this study has been achieved when we review the results of **SECTION E – MANAGEMENT ACCOUNTING AND THE BALANCED SCORECARD AS A PERFORMANCE MANAGEMENT TOOL** (page 228).

The response to this section of the questionnaire clearly indicated that while half (52%) of the respondents had heard of the Balanced Scorecard, and while only about 30 % had heard of the Balanced Scorecard being applied to Higher Education, 63 % of respondents thought that the Balanced Scorecard, a Management Accounting tool, could be adapted to suit the needs of Higher Education Institutions.

The response to the statement made in 7.2.6.4. (page 228) where respondents were asked '**SHOULD ATTENTION BE GIVEN TO THE BALANCED SCORECARD AS A MANAGEMENT ACCOUNTING TOOL TO MEASURE THE VIABILITY OF PERFORMANCE MANAGEMENT/APPRaisal FOR THE ACADEMIA IN HIGHER EDUCATION INSTITUTIONS?**' answered our research question and therefore achieved the main aim of this study.

An overwhelming 82 % of respondents agreed that attention should be given to the Balanced Scorecard as a Management Accounting tool for Performance Management in an academic institution. This overwhelming response indicates that the Balanced Scorecard has triggered some thought amongst the respondents and in their search for an alternative Performance Management System, the BSC can be viewed as an option. Several respondents added that it would be a vast improvement on the system they have currently at their institutions.

In conclusion it can be stated that the main objective of this study has been achieved. A Management Accounting tool, namely the Balanced Scorecard, can be viewed as a tool to measure the viability of Performance Management as applied to the academia of Higher Education Institutions.

7.3.2.2. SECONDARY OBJECTIVE

Four secondary objectives were set at the beginning of this study as being important to support the achievement of the primary objective:

The first secondary objective was to review of Performance Management Systems. This was achieved to the intense and rigorous literature review conducted in **Chapter 2**. A detailed analysis of the fundamentals of Performance Management was conducted. Therefore, the first secondary objective was achieved.

The second secondary objective required that a comprehensive study of Performance Management Systems for academia in South Africa be undertaken. The third secondary objective of this study was to review and discuss the impact of Performance Management on academic staff performance, and staff development. Within the pages of **Chapter 3** Performance Management of academic staff in Higher Education Institutions was investigated. A brief historic background into Higher Education was sketched while some detail into Performance Management development in African Higher Education Institutions was given.

The role of Performance Management in higher education, staff development as an element of Performance Management in higher education, the nature of academic work in higher education (job descriptions, and academic workload - key performance indicators) were discussed in-depth. Performance Management as applied to the Central University of Technology, Free State was also discussed.

The second and third secondary objectives were also achieved in light of the detailed literature review supplied by **Chapter 3**.

The last secondary objective required that an investigation into the Balanced Scorecard as a Management Accounting tool be conducted. This aim was achieved in **Chapter 4** where the Balanced Scorecard was discussed in detail. All the aspects of the Balanced Scorecard were discussed – traditional Management

Accounting was discussed, and then the Balanced Scorecard was proposed as an alternative to the shortfalls of traditional Management Accounting.

The origins of the Balanced Scorecard were sketched, while the four perspectives of the Scorecard (financial, customer, internal business process, and the learning and growth perspectives) were meticulously discussed. The advantages and disadvantages were put forward, and the link between Performance Management and the Balanced Scorecard in a Higher Educational environment were discussed. Through the completion of Chapter four, the last secondary objective was achieved.

The final conclusion that can be drawn from this study is that the Balanced Scorecard can be successfully used as a Management Accounting tool to apply Performance Management on the academia of Higher Education Institutions.

The goals and objectives academia must achieve with their various workloads, together with the performance agreement that each academic staff member enters into, can be translated to fit into the four perspectives of the Balanced Scorecard, in addition other areas of possible development and training can be identified. The goals and objectives of each institution, as it applies to the individual staff member can also be included in the Balanced Scorecard.

At the end of a certain period (i.e. academic year), the Balanced Scorecard is reviewed and the performance of each staff member is evaluated based on the goals and objectives as set out. Corrective action can then be taken, training and developmental needs can be identified and the necessary remuneration and incentive packages can be finalised.

7.4. OPPORTUNITIES FOR FURTHER RESEARCH

This research study created opportunities for further and future research. The Balanced Scorecard was identified as a Management Accounting tool that can be used to measure Performance Management of academic staff in Higher Education Institutions. Further research can now be conducted into the possibility of implementing the Balanced Scorecard, as part of a pilot study, in a Higher Education Institution.

7.5. SUMMARY

The main objective of this study was to determine, with Management Accounting as a tool, the viability of Performance Management for the academia in Higher Education in South Africa. In conclusion to this research study it can be stated that the main objective of this study has been achieved.

In section 7.3.2.1. **MAIN OBJECTIVE** (page 227) the main objective as set out in **Chapter 1** (page 4) was repeated, and discussed in detail and the conclusion that was reached was that: *'A Management Accounting tool, namely the Balanced Scorecard, can be viewed as a tool to measure the viability of Performance Management as applied to the academia of Higher Education Institutions.'*

After extensive literature and empirical research that spanned seven chapters, and saw the main and secondary objectives being achieved, this research study has been concluded.

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Cover letter to four Higher Education institutions and Questionnaire

ANNEXURE



MEMORANDUM

To: The Executive Dean: Prof P.G. le Roux
Faculty of Management Sciences
Central University of Technology, Bloemfontein

From: Cristina Cunha
PhD student – North West University (Vaal Triangle Campus)
Department of Management Sciences, Vanderbijlpark

Date: 17 August 2007

Re: **REQUEST TO CIRCULATE A QUESTIONNAIRE TO THE ACADEMIC STAFF IN
YOUR FACULTY**

Dear Sir

I am a Philisophiae Doctor (PhD) student at the University of the North West, with my research title as follows: *'Management accounting as a tool to measure the viability of Performance Management for the academia in Higher Education in South Africa'*. As part of my research project, a questionnaire has been formulated to collect the necessary data to validate my studies.

I hereby kindly request your permission to circulate a questionnaire to the academic staff in your faculty. The questionnaire is intended to gather staff opinion on performance management, and will only require a few minutes of their time to complete the questionnaire.

**THE INFORMATION PROVIDED BY THE ACADEMIA WILL BE TREATED IN TOTAL
CONFIDENCE AND THE RESPONSES TO THE QUESTIONS WILL BE CONSIDERED
ANONYMOUS.**

Your assistance in this matter will be highly appreciated.

Sincerely yours,

Cristina Cunha

MEMORANDUM

To: The Executive Dean: Prof P. Lucouw
Faculty of Economic Sciences
North West University, Vanderbijlpark

From: Cristina Cunha
PhD student – North West University (Vaal Triangle Campus)
Department of Management Sciences, Vanderbijlpark

Date: 10 September 2007

Re: **REQUEST TO CIRCULATE A QUESTIONNAIRE TO THE ACADEMIC STAFF IN
YOUR FACULTY**

Dear Sir

I am a Philisophiae Doctor (PhD) student at the University of the North West, with my research title as follows: *'Management accounting as a tool to measure the viability of Performance Management for the academia in Higher Education in South Africa'*. As part of my research project, a questionnaire has been formulated to collect the necessary data to validate my studies.

I hereby kindly request your permission to circulate a questionnaire to the academic staff in your faculty. The questionnaire is intended to gather staff opinion on performance management, and will only require a few minutes of their time to complete the questionnaire.

**THE INFORMATION PROVIDED BY THE ACADEMIA WILL BE TREATED IN TOTAL
CONFIDENCE AND THE RESPONSES TO THE QUESTIONS WILL BE CONSIDERED
ANONYMOUS.**

Your assistance in this matter will be highly appreciated.

Sincerely yours,

Cristina Cunha

MEMORANDUM

To: Vice Chancellor Academics: Prof M. Fourie
**The Executive Dean: Prof T Crous. Faculty of Economic and Management Sciences,
University of the Free State, Bloemfontein**

From: Cristina Cunha
PhD student – North West University (Vaal Triangle Campus)
Department of Management Sciences, Vanderbijlpark

Date: 23 August 2007

Re: **REQUEST TO CIRCULATE A QUESTIONNAIRE TO THE ACADEMIC STAFF IN
YOUR FACULTY**

Dear Sir

I am a Philisophiae Doctor (PhD) student at the University of the North West, with my research title as follows: *'Management accounting as a tool to measure the viability of Performance Management for the academia in Higher Education in South Africa'*. As part of my research project, a questionnaire has been formulated to collect the necessary data to validate my studies.

I hereby kindly request your permission to circulate a questionnaire to the academic staff in your faculty. The questionnaire is intended to gather staff opinion on performance management, and will only require a few minutes of their time to complete the questionnaire.

**THE INFORMATION PROVIDED BY THE ACADEMIA WILL BE TREATED IN TOTAL
CONFIDENCE AND THE RESPONSES TO THE QUESTIONS WILL BE CONSIDERED
ANONYMOUS.**

Your assistance in this matter will be highly appreciated.

Sincerely yours,

Cristina Cunha

MEMORANDUM

To: The Executive Dean: Faculty of Management Sciences
Vaal University of Technology, Vanderbijlpark

From: Cristina Cunha
PhD student – North West University (Vaal Triangle Campus)
Department of Management Sciences, Vanderbijlpark

Date: 22 August 2007

Re: **REQUEST TO CIRCULATE A QUESTIONNAIRE TO THE ACADEMIC STAFF IN
YOUR FACULTY**

Dear Sir

I am a Philisophiae Doctor (PhD) student at the University of the North West, with my research title as follows: *'Management accounting as a tool to measure the viability of Performance Management for the academia in Higher Education in South Africa'*. As part of my research project, a questionnaire has been formulated to collect the necessary data to validate my studies.

I hereby kindly request your permission to circulate a questionnaire to the academic staff in your faculty. The questionnaire is intended to gather staff opinion on performance management, and will only require a few minutes of their time to complete the questionnaire.

**THE INFORMATION PROVIDED BY THE ACADEMIA WILL BE TREATED IN TOTAL
CONFIDENCE AND THE RESPONSES TO THE QUESTIONS WILL BE CONSIDERED
ANONYMOUS.**

Your assistance in this matter will be highly appreciated.

Sincerely yours,
Cristina Cunha

MEMORANDUM

To: **Academic staff members**

From: Cristina Cunha

PhD student – North West University (Vaal Triangle Campus)

Department of Management Sciences, Vanderbijlpark

Date: 17 August 2007

Re: **REQUEST TO CIRCULATE A QUESTIONNAIRE TO THE ACADEMIC STAFF
IN YOUR FACULTY**

Dear Sir/Madam

I am currently a Philisophiae Doctor (PhD) student at the University of the North West, and my dissertation deals with performance management of academic staff in Higher Education institutions. My research title is as follows: *'Management accounting as a tool to measure the viability of Performance Management for the academia in Higher Education in South Africa'*. As part of my research project, I need to collect information from the academia in order to validate my studies; therefore a questionnaire has been formulated to collect the necessary data. The successful completion of my research study requires your assistance – a few minutes of your time to complete the attached questionnaire is all that I ask.

The answering of this questionnaire should take you between 25 and 30 minutes and the outcome of this research study will be invaluable for future performance management systems whereby academia can benefit. The information that you will provide will be treated in **TOTAL CONFIDENCE** and your responses to the questions will be considered **ANONYMOUS**.

Thank you for the courtesy of your assistance.

Sincerely yours,

Cristina Cunha

ACADEMIC STAFF QUESTIONNAIRE ON PERFORMANCE MANAGEMENT

For office use only

Please complete the questionnaire by **ENCIRCLING** the appropriate number, or placing a tick in a block provided, representing the answer closest to your view, or by writing your answer in the space provided. If insufficient space is provided, please feel free to provide additional information on separate sheets, stapled to this questionnaire. In this event, please be sure to indicate very clearly the number of the item to which you are responding.

SECTION A PERSONAL AND PROFESSIONAL DETAILS

Although the responses to the following questions will be treated completely anonymously, it would be very useful if you provided the personal details requested.

1. How many years have you been employed as an academic staff member in this institution?		
2. Into which age group do you fall?		
18 to 30 years	1	
31 to 40 years	2	
41 to 50 years	3	
51 > years	4	
3. Your gender is?		
Female	1	
Male	2	
4. What is your present post title?		
Lecturer Assistant	1	
Junior lecturer	2	
Lecturer	3	
Senior lecturer	4	
Co-Professor	5	
Professor	6	
Other, please specify ...	7	
5. What is your highest qualification?		
National diploma (or equivalent)	1	
B Tech / Honours (or equivalent)	2	
Masters (or equivalent)	3	
Doctorate (or equivalent)	4	
Other, please specify ...	5	
6. In which school/department are you presently employed?		

SECTION B
VIEWS ON PERFORMANCE MANAGEMENT/APPRaisal AND REWARD

1. Do you know what the mission and vision of your institution is?	Yes	1
	No	2
2. Are you aware of your institution's current performance management/appraisal policy?	Yes	1
	No	2
3. How many times a year do you participate in the performance management process?		
Once a year		1
Twice a year		2
Other, please specify ...		3
4. Do you understand the performance management process being applied to you?	Yes	1
	No	2
5. Has any person ever explained the process to you? Please motivate your answer:	Yes	1
	No	2
6. Do you meet with your supervisor/manager prior to entering into the performance management process?	Yes	1
	No	2
7. If your answer to 6 above, is YES , how many <u>days</u> prior to entering the performance management process do you meet with your supervisor/manager?		
8. Do you receive feedback on your performance once the performance management process has been finalised?	Yes	1
	No	2
9. Based on your answer in 8, would your overall performance be improved if you were able to discuss your actual results (against agreed goals/objectives) with your supervisor/manager? Please motivate your answer:	Yes	1
	No	2
10. Is performance at present, in your opinion, being assessed objectively? Please motivate your answer.	Yes	1
	No	2
11. Can performance, in your opinion, be quantified? Please motivate your answer.	Yes	1
	No	2
12. Does the performance of the academic staff member significantly impact on the performance of the organisation? Please motivate your answer.	Yes	1
	No	2

13. Which of the following items are included in your perception of management of **performance**? (You may, if appropriate, encircle more than one choice.)

Attainment of required results	1
Gaining of skills/competencies	2
Judgment of key behaviors	3
Decision on professional incentives (not remuneration/pay)	4
Other, please specify ...	5

Consider the following types of performance-based remuneration for a higher education institution, and then answer the following questions.

Definitions:

Merit increase – an increase permanently built into basic salary that affects retirement fund contributions and depends on performance.

Performance bonus – a once-off lump sum payment, which depends on performance. It is frequently paid annually and does not usually affect retirement fund contributions.

Performance allowance – similar to a performance bonus except that it is paid out on a monthly basis. It depends on performance and does not affect retirement fund contributions.

14. In your opinion, do you believe that remuneration should be linked to performance?	Yes	1
	No	2

15. Please motivate your answer to **14** above:

.....

.....

If you chose the answer **NO** to **14** above, please proceed directly to Section C on page 5.

If you chose the answer **YES** to **14** above, please answer the following questions **before** completing Section C and D.

16. Should, in your opinion, remuneration be linked to the performance of the individual or the team (or group/department/division/faculty, etc.) within which the individual works, the whole organisation or a combination of these? You may, if appropriate, encircle more than one choice)

Individual	1
Team/group etc.	2
Whole organisation	3

17. Please motivate your answer to **16** above:

.....

.....

18. If you chose more than one answer to **16** above, please indicate the weighting you attach to each of the alternatives (as a percentage):

Individual performance	%
Team/group etc. performance	%
Whole organisation's performance	%

19. Which of the following item(s) is/are the most appropriate type(s) of performance-based remuneration for your institution? You may, if appropriate, encircle more than one option.

Merit increase	1	
Performance bonus	2	
Performance allowance	3	
Other (please specify) ...	4	
20. Please comment on your answer to 19 above:		
.....		
.....		

SECTION C

PERFORMANCE MANAGEMENT PROCESSES AT YOUR INSTITUTION

Indicate to what extent you agree or disagree with the following statements by encircling the appropriate answer number.

Please use the following scale: 1 = strongly disagree; 2 = disagree; 3 = agree; 4 = strongly agree

	Strongly Disagree	Disagree	Agree	Strongly agree
1. I know exactly what is expected of me in my job.	1	2	3	4
2. My manager/supervisor and I agree on my goals/objectives.	1	2	3	4
3. My goals/objectives are unrealistic or unattainable.	1	2	3	4
4. I can rely on assistance from my manager/supervisor in achieving my goals/objectives.	1	2	3	4
5. I regularly (once per term) receive feedback on my performance throughout the year from my manager/supervisor.	1	2	3	4
6. The performance feedback I receive is accurate.	1	2	3	4
7. My goals/objectives are measurable.	1	2	3	4
8. My manager/supervisor knows what assistance I need to achieve my goals/objectives.	1	2	3	4
9. I do not know how I am doing in my job.	1	2	3	4
10. My performance is evaluated fairly against the goals/objectives, agreed on in advance.	1	2	3	4
11. The performance appraisals are too subjective.	1	2	3	4
12. The performance management process helps me to identify opportunities for further development and personal career growth.	1	2	3	4
13. I do not see how the goals/objectives I have to reach link to the organisation's mission and vision.	1	2	3	4
14. My managers/supervisors are strongly committed to performance management.	1	2	3	4
15. Manager/supervisor receives training to assess employee's performance.	1	2	3	4
16. We have clear reasons for having performance management in our institution.	1	2	3	4
17. Staff in this institution are in no doubt that performance is what matters.	1	2	3	4
18. We have a clear idea of what support performance management requires.	1	2	3	4
19. The current performance management process helps to improve my performance.	1	2	3	4
Comments:				
.....				
.....				

SECTION D

THE EFFECTIVENESS OF PERFORMANCE MANAGEMENT/APPRAISAL

Indicate your response to the following statements by encircling the appropriate answer number.

Please use the following scale: 1 = highly ineffective; 2 = ineffective; 3 = effective; 4 = highly effective

1. How effective has performance management/appraisal been at identifying your developmental and training needs? [i.e. need for computer training course, etc.]

1	2	3	4
---	---	---	---

Please comment on your answer:

.....

.....

2. How effective has performance management/appraisal been in developing your skills and competencies? [i.e. attendance of workshops- and conferences on subject field etc.]

1	2	3	4
---	---	---	---

Please comment on your answer:

.....

.....

3. How effective has performance management/appraisal been in furthering your current qualification? [completion of studies etc.]

1	2	3	4
---	---	---	---

Please comment on your answer:

.....

.....

4. How effective has performance management/appraisal been in improving your research outputs? [i.e. obtaining further qualifications, publishing articles etc.]

1	2	3	4
---	---	---	---

Please comment on your answer:

.....

.....

5. How effective has performance management/ appraisal been in motivating you to improve your overall performance?

1	2	3	4
---	---	---	---

Please comment on your answer:

.....

.....

SECTION E
MANAGEMENT ACCOUNTING AND THE BALANCED SCORECARD AS A PERFORMANCE
MANAGEMENT TOOL

The Balanced Scorecard translates the mission and vision of an organisation into tangible and measurable cause-and-effect objectives, and balances the organisational objectives into four different perspectives. These perspectives guide an organisation's attempts to merge financial and non-financial measures of performance. It includes financial measures that tell the results of actions already taken, and compliments the financial measures on customer/student satisfaction, internal processes, the organisation's innovation and improvement activities (operational measures) that are the drivers of future financial performance.

1. Have you ever heard of the Balanced Scorecard? If so, please relate in which context.	Yes	1
	No	2
2. Have you ever heard of the Balanced Scorecard being applied to performance management? If so, please relate in which context:	Yes	1
	No	2
3. Do you think that the Balanced Scorecard, (a traditional business tool), with its four perspectives can successfully be adapted to performance management/appraisal in an academic institution? Please comment on your answer:	Yes	1
	No	2
4. Should attention be given to the Balanced Scorecard as a management accounting tool to measure the viability of performance management/appraisal for the academia in Higher education institutions? Please comment on your answer:	Yes	1
	No	2

SECTION F
STRENGTHS AND WEAKNESSES IN PERFORMANCE MANAGEMENT

1. What, in your opinion, are the strong points that can be identified in the current performance management system for academia of your institution?

.....

.....

.....

2. What, in your opinion, are the weak points that can be identified in the current performance management system for academia of your institution?

.....

.....

.....

3. What management information tools can be used by an institution to improve the performance management system for academia of your institution?

.....

.....

.....

4. Would you like to recommend certain strategies/activities to improve the performance management system for academia of your institution? If so, please supply your suggestions:

.....

.....

.....

THE END
THANK YOU SINCERELY FOR YOUR PARTICIPATION

B.**ANNEXURE****PERFORMANCE MANAGEMENT INSTITUTIONAL POLICY AND PROCEDURE
DOCUMENTATION –****CENTRAL UNIVERSITY OF TECHNOLOGY (CUT)**

1. 'POLICY ON PERFORMANCE MANAGEMENT' (CUT POLICY 501.28.1 – 21/09/1999)
2. 'POLICY ON THE JOB EVALUATION SYSTEM AT THE CENTRAL UNIVERSITY TECHNOLOGY' (CUT POLICY 501.22.3 – 17/08/2000)
3. LS 40 'MANUAL TO BE USED IN THE EVALUATION OF ACADEMIC PERSONNEL UP TO THE LEVEL OF SENIOR LECTURERS BY MEANS OF A QUESTIONNAIRE AND INTERVIEW' (CUT: LS 40)
4. LS 39 'QUESTIONNAIRE FOR THE EVALUATION OF ACADEMIC STAFF UP TO THE POST LEVEL OF SENIOR LECTURERS' (CUT: LS 39)
5. LS 204 'EVALUATION OF LECTURER BY STUDENTS' (CUT: LS 204)

INSTITUTIONAL REGULATORY CODE

SUBJECT: CHAPTER 5 – INSTITUTIONAL POLICIES AND PROCEDURES

EFFECTIVE: 1999-09-21

Section 501.28.1 Policy on performance management

P 1 of 5

POLICY PAGE: POLICY ON PERFORMANCE MANAGEMENT

1. **POLICY REFERENCE NUMBER:** 501.28.1
2. **REPLACED POLICY'S NUMBER:** 501.28
3. **SECTION REFERENCE:** 501: HUMAN RESOURCES
4. **VC-ET REFERENCE:** R EM 10/99/13
5. **PPMC REFERENCE:** RESOLUTION 30/99/7 PPMC and D PPMC 2000/01/11
6. **SENATE REFERENCE:** not relevant
7. **LEGAL SERVICES COMMITTEE REFERENCE:** not relevant
8. **COUNCIL REFERENCE:** not relevant
9. **PRINCIPAL POLICY/DELEGATION:** not relevant
10. **COMPLIANCE OFFICER:** The Executive Director: Human Resources
11. **RESPONSIBLE OFFICER:** The Sr. Director: Human Resources and Employee Relations
12. **LANGUAGE:** The English version of this Policy/Procedure has been approved by the Principal/Vice-Chancellor.
13. **IMPLEMENTATION DATE:** 1999-09-21
14. **ADMINISTRATIVE AUDIT:** 2002-03-05

SIGNED BY THE CHIEF DIRECTOR: ORGANISATIONAL ADMINISTRATION ON 1999-12-01

APPROVAL:

SIGNED BY THE PRINCIPAL & VICE-CHANCELLOR ON 1999-12-30

DISCLAIMER: IF THERE IS A DIFFERENCE BETWEEN THIS ELECTRONIC POLICY/PROCEDURE AND THE HARD COPY HELD BY THE SENIOR DIRECTOR: GENERAL ADMINISTRATION, THE LATTER PREVAILS.

Comment (R1): DISCLAIMER
: IF THERE IS A
DISCREPANCY BETWEEN
THIS ELECTRONIC POLICY
AND THE HARD COPY HELD
BY THE CHIEF DIRECTOR:
ORGANISATIONAL
ADMINISTRATION, THE
LATTER PREVAILS

POLICY : PERFORMANCE MANAGEMENT

1. REASON

The Central University of Technology, Free State believes in continually improving results through the optimal utilisation of all its resources, and views performance management as supportive to the management and development of people.

2. DEFINITION

"Performance" means the executing of specific roles, functions, tasks, duties and responsibilities, which is required to do a job.

3. POLICY STATEMENT

The aim of the CUT's Performance Management Policy is to optimise workforce productivity through participative goal setting and commitment to meet the corporate strategic objectives and contribute towards becoming world class.

The University supports the following principles of an integrated performance management system:

- 3.1 Employees can and will accept the joint-responsibility for the results of the University, if the experience shared benefits based on their performance;
- 3.2 Rewarding optimal performance consistently;
- 3.3 Productivity improvement is more likely in a participatory, co-operative, trusting and understanding work environment;
- 3.4 Regular open communication, consistent performance feedback, and a performance improvement and competency development plan are the key elements of the performance management process;
- 3.5 Shared objective setting/contracting of Key Performance Areas (KPA's) ensures commitment to results;

- 3.6 Performance management enables managers to focus constructively on employee performance and results and to understand the management of performance within an agreed framework of planned goals, objectives and standards;
- 3.7 Managers with leadership capabilities support the process through mentoring, coaching and empowering; and
- 3.8 Performance management is a participative process and the key enabling mechanism for the University to become a learning organisation as individuals are encouraged to take ownership of their own development.

4. REQUIREMENTS

- 4.1 In order to comply with the requirement of the Employment Equity Act 1998, a Performance Evaluation System must comply with the following minimum requirements:
- * The criteria used for the evaluation of performance of employees must be job related. This requires a determination of that conduct or competencies that are necessary for successful job performance, including an initial determination of the essential elements of the job;
 - * The evaluation criteria that are used must be formulated in terms of observable conduct or performance and not in vague or attitudinal terms;
 - * Experiences/opportunities where the required performance could be manifested or the competencies be developed and applied must be taken into account for the purpose of evaluation;
 - * If different weights are attached to different evaluation criteria, it must be done on a defensible basis;
 - * Performance evaluation criteria must be standardised for employees falling within the same job categories;
 - * Evaluators must possess sufficient knowledge of the requirements of the relevant job and must place emphasis on essential, rather than peripheral conduct for successful job performance;
 - * There must be a revision process in case of disputes concerning the results of the performance evaluation process.

5. PROCEDURE

- 5.1 All employees are entitled to participate in the process of contracting clear KPA's (Key Performance Areas) with measurable and agreed-upon Key Performance Indicators and standards of performance. This is a continual process.

INSTITUTIONAL REGULATORY CODE

SUBJECT: CHAPTER 5 – INSTITUTIONAL POLICIES AND PROCEDURES

EFFECTIVE: 2000-08-17

Section 501.22.3 Policy on the Job Evaluation System at the CUT

P 1 of 7

CONTROL PAGE: POLICY ON THE JOB EVALUATION SYSTEM AT THE CUT

1. **POLICY REFERENCE NUMBER:** 501.22.3
2. **REPLACED POLICY'S NUMBER:** 501.22.2
3. **SECTION REFERENCE:** 501: HUMAN RESOURCES
4. **VC-ET REFERENCE:** R EM 10/99/13 (2000-09-14)
5. **PPMC REFERENCE:** RESOLUTION 30/99/7 PPMC (1999-08-12) and D PPMC 2000-04-06 (2000-08-17)
6. **SENATE REFERENCE:** not relevant
7. **LEGAL SERVICES COMMITTEE REFERENCE:** not relevant
8. **COUNCIL REFERENCE:** not relevant
9. **VC-INSTRUCTIONS/DELEGATION:** 9031/0004/99
10. **COMPLIANCE OFFICER:** The [~~Chief Director: Organisational Administration~~] [**Executive Director: Human Resources**]
11. **RESPONSIBLE OFFICER:** The Senior Director: Human Resources [**Systems and Employee Relations**]
12. **LANGUAGE:** The English version of this Policy/Procedure has been approved by the Principal & Vice-Chancellor.
13. **IMPLEMENTATION DATE:** 2000-08-17
14. **ADMINISTRATIVE AUDIT:** OAA28/20-07-26 and 2002-06-12

APPROVAL:

SIGNED BY THE CHIEF DIRECTOR: ORGANISATIONAL ADMINISTRATION ON 2000-08-25

SIGNED BY THE PRINCIPAL & VICE-CHANCELLOR ON 2000-08-25

DISCLAIMER: IF THERE IS A DIFFERENCE BETWEEN THIS ELECTRONIC POLICY/PROCEDURE AND THE HARD COPY HELD BY THE SENIOR DIRECTOR, GENERAL ADMINISTRATION, THE LATTER PREVAILS

Comment (R1): DISCLAIMER
: IF THERE IS A DIFFERENCE
BETWEEN THIS
ELECTRONIC POLICY AND
THE HARD COPY HELD BY
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GENERAL ADMINISTRATION,
THE LATTER PREVAILS

POLICY : JOB EVALUATION SYSTEM

1. REASON FOR THE POLICY

CUT must have a job evaluation system to rank jobs in order of relative worth to the organisation so that an appropriate and equitable rate of pay can be determined for each job.

2. DEFINITIONS

"Job evaluation": Job evaluation in the narrow sense means the process of determining the relative worth of a job in terms of a chosen grading system. In the wide sense job evaluation means the total process, analysis and evaluation.

3. EMPLOYMENT EQUITY:

Buyers and or unsystematic procedures of job evaluation may lead to a violation of the principle of equal pay for equal work. This can happen when positions occupied mainly by blacks, women or persons with disabilities are evaluated at a lower level than the intrinsic worth of the position would require. Direct and indirect discrimination in job evaluation can be prevented by:

- 3.1 neutral job descriptions (avoid references to gender or race in job descriptions);
- 3.2 describing all relevant job components and characteristics (what is not described cannot be evaluated);
- 3.3 executing the actual evaluation in a race- or gender neutral way (do not take into account whether the position is occupied by a black or white person, a male or female);
- 3.4 by weighting each job systematically in terms of the same criteria;
- 3.5 by meticulously following the different phases in the process of job evaluation and complying with the procedures.

4. SYSTEMS OF JOB EVALUATION

Job evaluation systems differ in terms of what is taken into account in determining the value of a job, as well as how jobs are evaluated, weighted or ordered. The CUT will review its current system periodically to make sure that it complies with the provisions of the Employment Equity Act. Currently the CUT makes use of the Peromnes System.

5. PHASES OF JOB EVALUATION

Whatever system of job evaluation is employed, a systematic process of job evaluation will usually entail seven phases.

5.1 Preparatory phase

This phase entails a planning of all activities that has to be executed to complete the job evaluation process. It is important to involve in a representative capacity all interested parties in this phase.

5.2 Organisation analysis and function inventory

In this phase the organisation is analysed and its job structure determined. A complete organisational chart must be compiled in order to obtain a complete overview of the organisations and all jobs.

5.3 Job description

An accurate job description is the essential basis to determine the value of a job in an accurate manner. A structured job description requires a clear and correct picture of the contents of the job, its situation in the overall structure of the organisation and of all elements that are characteristic of the job. Without an accurate job description it is impossible to compare jobs with one another. Input from the present incumbent of a job must be taken into account when the description is done. Different methods may be used to compile job descriptions, such as interviews, questionnaires, observations, checklists etc. Whatever method is used, the following basic data will be necessary:

5.3.1 the name of the job incumbent;

5.3.2 the job title;

5.3.3 the department or unit in which the job is situated;

5.3.4 the place of the job in the organisation;

5.3.5 the name and function of the supervisor;

5.3.6 the reason or purpose of the job;

5.3.7 the main functions and contents of the job;

5.3.8 job requirements: training, responsibility, skills, etc.

5.3.9 the work environment (risks, hazards, inconvenience, etc).

Opportunity must be created for the job occupant to raise his or her concerns, should he or she disagree with the job description.

5.4 Job evaluation

After the job descriptions have been approved, criteria must be formulated for the jobs to be weighted and evaluated. The evaluation is done on the basis of the job characteristics and the chosen evaluation system. All prejudices and stereotypes must be avoided in the process of evaluation. All jobs must be weighted and evaluated in terms of the same criteria. The performance of the job incumbent must not be taken into account in the evaluation process. It is the job and not the job holder that must be evaluated.

5.5 Development of the job classification

After the evaluation and ranking of jobs have been approved, job classes or a new job group structure must be established. Jobs with relatively the same weight must be brought together in the same class. The number of classes and the division between classes need to be negotiated.

5.6 Development of the wage structure

In terms of the Employment Equity Act, the relationship between job classification and wage is important for two reasons. Firstly in terms of the principle of equal pay for equal work jobs that have been given roughly or substantially the same rating or evaluation should normally receive the same basic compensation. Secondly the Act requires every designated employer to submit a statement on the remuneration and benefits received in each occupational category and level of the employers workforce. Where disproportional income differentials are reflected in such a statement, a designated employer must take measures to progressively reduce such differentials subject to guidance as may be given by the Minister.

The Act thus requires a reasonable correlation between job content and at least the basic wage attached to the job. This of course does not prevent an employer from taking other factors, such as level of performance, into account in its wage policy.

5.7 Implementation and monitoring

After the implementation, the new job classification and wage structure need to be monitored in order to ascertain its effectiveness and fairness. It is advisable that employees be allowed to make an input in this process on as wide a basis as possible.

6. PROCEDURE

- 6.1 The management and administration of the Job Evaluation System is the responsibility of the Senior Director: Human Resources **[and Employee Relations]**.
- 6.2 The Senior Director: Human Resources **[Systems and Employee Relations]** is *ex-officio* the Chairperson of the Job Description Panel and the Job Evaluation Panel, and attends and coordinates all meetings of these Committees.
- 6.3 The Job Description Panel must consist of at least five members who have received formal training in the Job Evaluation System from FSA Contact. This Panel must be as far as possible, representative in respect of race, gender and disability.
- 6.4 The Job Description Panel first approves all job descriptions.
- 6.5 A new position on the service record of the CUT is evaluated according to the motivation for the position that is presented to the Council. The position is re-evaluated after a period of six months according to the actual tasks that are performed.
- 6.6 An existing position that becomes vacant and must be filled is evaluated according to the actual tasks that are performed.
- 6.7 When the job contents of an existing position has changed to such an extent that a higher or lower grading is evident, the incumbent and the head of department can request that the position be re-evaluated.
- 6.8 The Job Evaluation Committee must consist of qualified Personnel-evaluators and will be convened by the Senior Director: Human Resources **[Systems and Employee Relations]**. This Committee evaluates jobs on the basis of consensus and in terms of the principles stated above.
- 6.9 An employee who is familiar with the contents of the job that is being evaluated, must be required by the Panel to make inputs for clarification purposes, but may not participate in the evaluation.

- 6.10 The Job Evaluation Committee must make recommendations regarding the job grading according to the specified scale to a Panel consisting of the following:
- 6.10.1 The Principal and Vice-Chancellor;
 - 6.10.2 The [Vice-Rector: Financial Management and Services] (*to be revised*);
 - 6.10.3 The Senior Director: Human Resources [**Systems and Employee Relations**].
- 6.11 The outcome of the evaluation is submitted in writing to the incumbent concerned and the head of department, and is held in safekeeping by the Senior Director: Human Resources [**Systems and Employee Relations**].
- 6.12 The incumbent and/or the head of the relevant department may lodge in writing an application for the review of the post grading awarded by the Panel to the Principal and Vice-Chancellor. The Principal and Vice-Chancellor will instruct, on the receipt of such application, the Senior Director: Human Resources [**Systems and Employee Relations**] to appoint an Internal Review Committee, to review the post grading. The Review Committee must consist of five qualified Peromnes-evaluators, who were not involved in the original evaluation, and be representative in terms of race, gender and disability. The Review Committee must finalise its decision whether the post grading must be upheld or reviewed within five days after being instructed by the Principal and Vice-Chancellor.
- 6.12.1 The application for review must include full particulars of the grounds on which the application for revision is based.
 - 6.12.2 If the outcome of the review process is not to the satisfaction of the incumbent and/or the head of department, the matter must be referred to FSA Contact for a final recommendation to the Principal and Vice-Chancellor for a final decision.
- 6.13 Where the job grading is lower than the salary and notch currently occupied by the employee, a personal salary scale and notch are allocated to him/her for as long as he/she occupies that specific position at the CUT. Supervisors must conduct an in-depth investigation into the key performance areas of such an employee in order to implement job enrichment.
- 6.14 Where the job grading is higher than the salary scale and notch currently occupied by the employee, the salary scale and notch can be adjusted to the specified level after the job has been evaluated, subject to the availability of funds and the approval of the Principal and Vice-Chancellor in consultation with the CUT Council.

6.15 If the contents of a job have become too extended for the job grading in the opinion of the supervisor of the incumbent, the supervisor must apply for a re-evaluation of the job grading in accordance with the above-mentioned procedure. Such a re-evaluation may take place only once a year.

6.16 All the positions at the CUT will be thoroughly revised and evaluated every three years.

6.17 FSA Contact will evaluate jobs from level 6 and higher.

7. COMPLIANCE OFFICER

The [~~Chief Director: Organisational Administration~~] [**Executive Director: Human Resources**] is accountable for this Policy.

8. RESPONSIBLE OFFICER

The Senior Director: Human Resources [**Systems [and Employee Relations]**] is responsible for the implementation of this Policy and can be contacted for purposes of inquiry into the implications and interpretation thereof.

9. FIELD OF APPLICATION

All employees of the CUT should be familiar with this Policy.

10. FORMS

The "*Job description*" and "*Job evaluation forms*" are applicable to this Policy.

11. OTHER RELATED IRC MATERIAL

11.1 The Policy on fixed term appointments.



Central University of
Technology, Free State

CENTRAL UNIVERSITY OF TECHNOLOGY, FREE STATE
SENTRALE UNIVERSITEIT VIR TEGNOLOGIE, VRYSTAAT
YUNIVESITHI E BOHARENG YA THEKENOLOJI, FOREISTATA

LS 40
28 PAGES

MANUAL

**TO BE USED IN THE EVALUATION OF ACADEMIC
PERSONNEL UP TO THE LEVEL OF SENIOR
LECTURER**

BY MEANS OF

**A QUESTIONNAIRE AND PERFORMANCE
INTERVIEW**

1. INTRODUCTION

Forming opinions about people is an action which occurs almost unconsciously in our daily lives. We are constantly evaluating people; and this is also true in the case of the work situation.

In the evaluation of personnel in the workplace, an endeavour is made to determine the weak and strong points in a personnel member's accoutrement, in order thus to ensure that the person is employed and utilised to the greatest advantage of the institution and to the satisfaction of the worker's expectations. At the Central University of Technology, Free State, personnel evaluation is not aimed at attempting to ascertain whether the person is acceptable or unacceptable, nor will it lead to the dismissal of personnel members. On the one hand, it is chiefly aimed at assisting management to search for self-identified deficiencies which can be rectified, in collaboration with the personnel member, as well as attempting to discover latent potential for the possible development and utilisation thereof; and on the other hand, it can also be used for performance evaluation.

2. THE AIM OF PERSONNEL EVALUATION AT THE CENTRAL UNIVERSITY OF TECHNOLOGY, FREE STATE

2.1 Evaluation for the sake of development:

Within the framework of performance management at the Central University of Technology, Free State, personnel evaluation is, primarily, the integrated preliminary stage of a system of **academic personnel development**, entailing activities which

encourage and support academic personnel

towards

growth and development

through

planned changes

in

expertise,
skills,
attitudes,
career and/or
personal life

to the benefit of

the person himself/herself,
his/her students,
the institution and
the scientific nature of fields of study in general.

In the process of personnel evaluation, the personnel member's co-operation is therefore a crucial factor in order to make an objective and reliable assessment of his/her potential and requirements for development, so that, in the light of the foregoing discussion, appropriate personnel development actions can be initiated. Part of the evaluation process entails a performance interview between the personnel member and a member of the middle-level management, by means of which an attempt is made to objectively analyse the self-identified weak and strong points in the accoutrement of the personnel member by means of a confidential discussion.

2.2 Evaluation for the purposes of performance appraisal:

The ensuring of quality plays a very important role in the management system of an institution. Therefore, it is also necessary to assess the degree to which a personnel member meets set standards, requirements and expectations. The personnel evaluation process thus also serves a secondary purpose, viz. that of performance appraisal. It can therefore also be of assistance when compensation for good work must be considered, or when the possibility of promotion must be examined.

3. EVALUATION SYSTEM

3.1 Core characteristics of the system

The system has been designed so as to enable personnel members to evaluate, in collaboration with middle level management, the way in which they have fulfilled the requirements of the post which they occupied during the year in question – or, in the case of new personnel members, the term in question. The following categories are evaluated:

Category A: Personality traits

- A1: Disposition
- A2: Interpersonal relationships

Category B: Focused work aspects

- B1: Subject knowledge and preparation.
- B2: Lecturing ability
- B3: Examining
- B4: Professional guidance
- B5: Research

Category C: Control and organisation

Category D: Administration

Category E: Evaluation by students

E1: The lecturer as a person

E2: The lecturer as an academic leader

This is a relatively simple system which can be applied in a uniform manner. The evaluation is quantified by means of a formula, whereby a comparable profile can be obtained, which can also be compared with that of later evaluations. In this way, changes which are introduced in the course of time, and/or owing to personnel development programmes, can be measured.

3.2 Criteria

Various criteria are used for the evaluation. Each criterion is defined and the lecturer makes a choice on a five-point scale which ranges from 0-4. Such a scale ensures that points are only allocated according to merit. Thus, if there are no merits, 0 points will be earned. A factor weight is also linked to each criterion, which states the relative importance of that activity (criterion) to other activities in terms of a realistic ratio. For example: maintaining a high standard of teaching for a year should carry a higher factor weight, as a criterion, in relation to the criterion of a lecturer being a member of a team.

It may occur that the definition of a specific criterion does not precisely fit in with the activities of the person being evaluated. In such a case, comments may be provided on page 13 of the questionnaire for the purposes of motivating why the criterion is not relevant. In this way, the criteria definitions are not applied rigidly, but rather, flexibly and equitably.

3.3 Prerequisites

The success of the system depends on the people who use it. Honest allocation of points by the personnel member as well as the evaluator and continual consultation of this manual are essential.

The evaluation form is CONFIDENTIAL and serves as a basis for an INTERVIEW between the personnel member and the head of department, so that achievements as well as deficiencies can be discussed, in order to make a JOINT decision on a development programme.

A space for comments concerning critical incidents influencing the number of points allocated, has been inserted on p. 14 of the questionnaire. This space can be used to describe **circumstances** which can serve as motivation for **changes** to the number of points originally allocated during the interview.

Permanent personnel must complete the form at the end of each year and new personnel, at the end of each quarter. Sufficient time must be allotted to the interviews, so that the discussions can take place on an incisive and relaxed basis.

3.4 Procedures which must be followed

STEP 1: EVALUATION BY STUDENTS: CATEGORY E OF SECTION B

The lecturer allows himself/herself to be evaluated by students by means of the students' evaluation form AA16. After the evaluation, he himself/ she herself must work out the average points for each criterion (in respect of sections A and B according to the students' evaluation form) and must transfer this average onto the personnel evaluation form, in the column for the personnel member. When the completed personnel evaluation form is sent to the head of the department, the students' evaluation forms must accompany it. These students' evaluation forms are **returned** to the lecturer when the personnel evaluation form is submitted to the dean. They must also **not** be sent together with the personnel evaluation form to the personnel development officer (Step 8).

STEP 2: SECTION A

The personnel member completes this section himself/herself.

STEP 3: SECTION B: CATEGORIES A TO D

Study the definitions of each criterion under point 4 of this manual (DEFINITIONS OF CRITERIA) and write down the points which have been decided on in the personnel member's column. Please note: The personnel member does NOT have to carry out ANY CALCULATIONS at this point.

STEP 4: Submit the completed EVALUATION FORM (together with the students' evaluation forms referred to in STEP 1) to the concerned head of the department, but keep the manual for further use.

STEP 5: The head of the department allocates points to each criterion in the same manner.

STEP 6: The head of the department conducts an interview with each personnel member in his/her department. During this interview:

- all points in respect of which the head of the department differs from the personnel member must be discussed, and comments must be furnished on p. 14 of the form (critical incidents);
- pages 15 and 16 must be completed by the head of the department;

- the personnel member and the head of the department must sign the form on the last page.

- STEP 7: If differences between the personnel member and the head of the department cannot be resolved to their mutual satisfaction during their interview, either of the parties may request an interview with the dean, who will then act as arbitrator in settling the matter.
- STEP 8: The completed and signed evaluation form is delivered via the dean to the personnel development officer on the date(s) as determined in the year programme.
- STEP 9: The personnel development officer processes the particulars, submits them to the vice-principal: academic, and thereafter provides feedback to the dean and the head of the department concerning the compiled personal, departmental and faculty profiles.
- STEP 10: Focused personnel development actions should occur in the respective departments as a result hereof.

3.5 Calculation of the evaluation figure (ef) and the ratio thereof (%) to the ideal standard

- E = Agreed-on evaluation points
 FW = Factor weight of criterion
 TFW = Total of factor weights
 CP = Calculated points, i. e. the value of the evaluation points (E X FW)
 TCP = Total of calculated points

Formula for calculation:

$$\frac{25 \times TCP}{TFW} = \text{Calculated figure (CF) as a \% of the ideal standard}$$

(NB: This % must be transferred to page 14.)

4. DEFINITION OF CRITERIA IN SECTION B

For each criterion, possible answers are provided on a 5-point scale. Make a choice from among these and transfer the selected number of points to the concerned evaluation form.

CATEGORY A: PERSONALITY CHARACTERISTICS

(N. B.: These criteria all have a bearing on the work situation and related matters.)

A1 DISPOSITION:

1.1 RESPONSIBILITY

0 = Acted irresponsibly by obtaining a total of 7 or more points in respect of the list of examples hereunder:

	<u>Weight</u>
* not turning up for a lecture/lectures	3
* turning up late for lectures	1
* not prepared for lectures	2
* misconduct towards students	3
* misconduct towards colleagues	2
* early conclusion of lectures	1
* failure to carry out allocated ad hoc task	1
* absence without apology from a meeting	1
* any other applicable, work-related incident	1

1 = 5 to 6 points from the above list

2 = 3 to 4 points from the above list

3 = 1 to 2 points from the above list

4 = 0 points

1.2 LOYALTY TO THE FACULTY

0 = Repetitive negative discussion of the faculty or colleagues with, or in the hearing of, outsiders.

1 = Repetitive negative discussion of the faculty or colleagues with colleagues of other faculties.

2 = Repetitive negative discussion of faculty activities or colleagues with personnel of the same faculty, without bringing up problems which may be experienced during departmental or other meetings.

3 = Loyal, but has in fact on one occasion had a share in one of the above actions.

4 = Very loyal by way of dedication to profession, without having participated in any of the above actions.

1.3 LOYALTY TOWARDS CUT

The allocation of points of 0, 1, 2, 3 or 4 is based on the same criteria as in 1.2, but in this case, with respect to the CUT as a whole.

1.4 INVOLVEMENT IN FACULTY ACTIVITIES

(Activities which are relevant to your faculty and therefore also to yourself, must be identified by you; a number of examples are provided.)

- 0 = I never attend faculty activities such as beginning-of-term functions, research discussion evenings, personnel functions, personnel meetings, departmental meetings or even tea functions (or any other faculty activities).
- 1 = I occasionally attend activities such as the above, and do not submit apologies for those not attended.
- 2 = I occasionally attend some of the above activities, but always submit apologies for activities not attended.
- 3 = I regularly attend all the activities which are directly relevant to me, but do not attend other faculty activities in which I am not personally involved. I also do not submit apologies for not attending them.
- 4 = I regularly attend all the activities which are directly relevant to me and, as far as possible, all other faculty activities. If I am prevented by circumstances from attending, I always convey my apologies.

1.5 INVOLVEMENT IN CUT ACTIVITIES

(Activities which are relevant to your faculty and therefore also to yourself, must be identified by you; a number of examples are provided.)

- 0 = I never attend CUT activities such as diploma award ceremonies, research discussions, student gatherings (e.g. sports meetings), special meetings or other CUT functions (e. g. exhibitions) to which I have been invited.
- 1 = I occasionally attend activities such as the above, and do not convey apologies for activities not attended.
- 2 = I occasionally attend some of the above activities, but always convey apologies for activities not attended.
- 3 = I regularly attend all the activities which are directly relevant to me, though I do not attend other CUT activities in which I am not personally involved. I also do not submit apologies for not attending them.
- 4 = I regularly attend all the activities which are directly relevant to me and, as far as possible, all other CUT activities. If I am prevented by circumstances from attending, I always convey my apologies.

1.6 DISCRETION

- 0 = My powers of judgement are always questioned by colleagues and even students, with the result that I continually have to adapt to their way of thinking.
- 1 = I sometimes judge matters correctly, but the majority of my opinions/decisions are questioned by colleagues and even students.
- 2 = My judgements are generally accepted by my colleagues and students; they are only questioned occasionally.
- 3 = My judgements are always accepted by my colleagues and students; though sometimes I have to motivate them strongly before they are accepted.
- 4 = My colleagues and students have so much confidence in my powers of judgement that they often ask my opinion, which they subsequently accept.

1.7 INITIATIVE

- 0 = I accept the existing modus operandi and knowledge in respect of my subject and my department as adequate and established; and never attempt to suggest any amendments to them.
- 1 = I sometimes try to begin something new in my own presentation of my subject, though I am careful not to diverge from familiar methods too readily. In respect of the modus operandi in my department, however, I never attempt to be the first to display initiative in respect of change.
- 2 = I often try to establish new working methods in my subject field and working conditions; and sometimes make suggestions concerning matters which could also have a beneficial effect on my department.
- 3 = I am continually on the lookout for any elements that are lacking in my subject field, working conditions and/or department; I often make suggestions on how to apply changes or try out new aspects; and often take the initiative in actively carrying them out.
- 4 = I keep abreast of new developments in all areas of my subject field and working conditions, as well as new initiatives which could benefit my faculty, department and/or even the CUT itself, and immediately take the initiative in putting them into practice.

A2 INTERPERSONAL RELATIONSHIPS

2.1 RELATIONSHIPS WITH COLLEAGUES

- 0 = I experience no positive understanding with most of my colleagues; in fact, they do not involve me in their discussions and activities – whether work-oriented or social. I also do not purposefully reach out to them, and rather keep to myself, so that I do not have to put up with their aloofness towards me.
- 1 = I experience acceptance from the majority of my colleagues and endeavour to be on good terms with them. However, there are a few with whom I do not get on well, and I avoid these persons as much as possible.
- 2 = I experience a positive rapport with numerous colleagues, and they include or involve me in discussions and activities, whether work-related or social, to a noticeable degree. There are few colleagues with whom I do not have an easy-going relationship. If any differences do arise, I try to eliminate them as soon as possible.
- 3 = It is my experience that most of my colleagues reach out to me positively, and/or that they accept me into their circle – whether work-related or social – without reservation. I even regard a few of my colleagues as good friends, with whom I can communicate in a relaxed fashion. I am not as well acquainted with some colleagues as with others; but I do not experience any negative attitude on the part of the former.
- 4 = I find that all my colleagues trust me, reach out to me positively, sometimes purposefully seek out my company and ask advice, and hold my integrity in high esteem. I feel free to approach any of them at any time in order to discuss a matter. As far as I know, there is no negative tension between any of my colleagues and myself.

2.2 RELATIONSHIPS WITH STUDENTS

- 0 = I do not relate well to the students at all, and it appears that most of them do not relate well to me. I constantly struggle to obtain their cooperation and they often question my actions, or my decisions concerning their work. I do not enjoy working with these students.
- 1 = I sometimes come into confrontation with quite a number of the students, whom I regard as troublemakers. Occasionally, I even struggle to obtain the cooperation of the other students. It seems that many students do not have much confidence in me, or that they do not experience me in a positive manner.

- 2 = I experience a positive understanding with a number of students, who also obviously trust me. There are few students with whom I do not have an easygoing relationship. If any differences do arise, I try to eliminate them as soon as possible.
- 3 = I find that most of the students reach out to me positively and that they trust me without reservations. A few of the students sometimes come to ask for my advice, or to exchange ideas with me.
- 4 = I find that all of the students trust me, reach out to me positively, sometimes purposefully seek out my company and ask advice, and hold my integrity in high esteem. I experience their goodwill, even outside of the lecture-room. As far as I know, no negative tension exists between any of my students and myself.

2.3 EXPERIENCE AS A PROFICIENT MEMBER OF THE TEAM

- 0 = I feel completely out and am not part of a team in any field.
- 1 = I would really like to be part of a faculty and/or CUT team, but owing to a lack of motivation, I have not yet become part of such a team.
- 2 = I do experience some degree of cooperation with certain colleagues, but broadly speaking, I am not really part of a faculty and/or CUT team.
- 3 = I am, in fact, involved in faculty and/or CUT team-work, but I feel that I am not really accepted as a team member, and that I do not really render a substantial contribution.
- 4 = I see myself as a fully-fledged, accepted member of a faculty and/or Technikon team, and feel that I render a valued contribution.

CATEGORY B: FOCUSED WORK ASPECTS

B1 SUBJECT KNOWLEDGE AND PREPARATION

1.1 FORMAL KNOWLEDGE OF SUBJECT FIELD

	<u>JNR LECTURER/LECTURER</u>	<u>SNR LECTURER</u>	<u>DEPT. HEAD</u>
0 =	M+3		M+3+Ed. Dip. M+4
1 =	M+3+ Ed. Dip.	M+4	M+4+ Ed. Dip.
2 =	M+4		M+4+ Ed. Dip. M+5
3 =	M+4+ Ed. Dip.	M+5	M+5+ Ed. Dip.
4 =	Better	Better	Better

1.2 IMPROVEMENT OF SUBJECT KNOWLEDGE THROUGH FORMAL STUDY

- 0 = I am not studying currently and have no plans to carry out further formal studies.
- 1 = I am not studying currently, but intend to enrol for a further qualification in the near future.
- 2 = I am currently engaged in further studies, but only to improve my subject knowledge and not in order to obtain a further qualification.
- 3 = I am currently engaged in further studies and hope to obtain a further qualification within the next 1-3 years.
- 4 = I have already obtained the highest qualification in my subject field.

1.3 IMPROVEMENT OF SUBJECT KNOWLEDGE THROUGH INTENSIVE READING WORK

- 0 = I do not read new material on my subject field.
- 1 = I occasionally read material on my subject field, but do not apply it.
- 2 = I sporadically read new material on my subject field and apply it as far as possible during lectures or practical sessions.
- 3 = I regularly read literature on my subject field and endeavour continually to apply new insights which I have gained in this manner.
- 4 = I take trouble to read all available literature on new developments in my subject field, and the application thereof, as far as possible, so that, through the use of this material, I can provide relevant tuition in my subject field and remain in the forefront of developments.

1.4 THOROUGHNESS OF PREPARATION FOR LECTURES

- 0 = I do not/I no longer prepare for lectures, since I know my subject.
- 1 = I thoroughly read through the study material which is to be presented.
- 2 = I peruse the study material thoroughly, make key notes on transparencies and ensure that I will be able to expand on each point during the lecture.
- 3 = In addition to point 2, my preparation also includes the application of different teaching techniques and, where possible, the planning of demonstration material.

- 4 = I am prepared for a lesson when:
- the different steps thereof – meaningful introduction, logical and continuous connection between study contents and summarised conclusion – have been planned in detail;
 - learning aids and demonstration material have been prepared and integrated with the presentation of the lesson; and
 - the appropriate teaching techniques and questions by means of which the study material can successfully be conveyed, have been devised.

1.5 TIME SCHEDULE

- 0 = I do not have a time schedule whereby I plan the completion of my activities in fine detail.
- 1 = I do have a time schedule, but I do not work according to it.
- 2 = My time schedule is well planned, but I struggle to adhere to it.
- 3 = My time schedule is well planned and I try conscientiously to determine my work-pace accordingly.
- 4 = My time schedule is planned so successfully that it comprises a reliable guideline for the students and myself, which determines our work-pace.

1.6 STUDY GUIDES

- 0 = I have not compiled any study guides.
- 1 = I am currently compiling (a) study guide(s).
- 2 = I have already compiled (a) study guide(s), but it is/they are outdated and must be revised.
- 3 = I recently revised the study guide(s), but am aware of a few deficiencies, although the study guide(s) is/are used regularly.
- 4 = My study guide(s) has/have been compiled strictly according to the guidelines of the Instructional regulations, has/have been revised recently and is/are used daily during lectures.

1.7 ACCURATE PLANNING OF NEEDS

NB: New lecturers who have not been able to participate in such planning must allocate a "3" to the trial year.

- 0 = No predictions or planning were carried out last year in respect of any of the following needs with a view to this year:

EXAMPLES

- Apparatus or chemicals or any other aids needed for the new year, as recommended by the syllabus (or syllabi) with regard to the teaching of my subject(s).
 - Altered needs in respect of the number of theory and/or practical periods per week needed in the new year, submitted to the Timetable Committee.
 - Planning of research needs and infrastructure with regard to own, higher diploma, master's and/or laureate research in the new year.
 - Timely revision and adaptation of study guides and/or practical manuals.
 - Revision and adjustment of scheme of work.
 - Planning ahead of test dates with a view to making them available to students on a timely basis.
 - Any other appropriate planning action concerning the activities for the following year.
- 1 = Neglected to plan ahead in respect of 3 of the above-mentioned examples.
- 2 = Neglected to plan ahead in respect of 2 of the above-mentioned examples.
- 3 = Neglected to plan ahead in respect of 1 of the above-mentioned examples.
- 4 = Thorough planning in all respects ensured that all preparations for the new year could be made on a timely basis.

B2. LECTURING ABILITY

2.1 LECTURING METHOD(S)

- 0 = I chiefly make use of the presentation method (e. g. reading to the class, the lecturing method, presenting papers) with one-way communication and no student participation.

- 1 = I combine the presentation method periodically with the question-and-answer method and succeed in involving the students to a certain degree. Students may also ask questions or obtain speaking turns by indicating a wish to speak, e. g. by raising a hand.
- 2 = When appropriate, and by way of alternation, I also periodically include the do-it-yourself method (e. g. guidance in self-study, self-activity methods, programmed educational projects) and the discussion method (e. g. group discussion, seminars).
- 3 = I also make use of methods focused on gaining experience (combination forms of 1, 2 and 3, simulation and/or case studies) and consciously evoke student participation on a continual basis by well-thought-out comments and/or questions.
- 4 = An integrated balance of a variety of appropriate methods which can be utilised in respect of the particular study material. By means of prior planning, students are sometimes permitted to reflect on specific aspects by means of group discussion and report-back during class attendance.

2.2 PRACTICALLY ORIENTED APPLICATION OF KNOWLEDGE

- 0 = Study material is completely divorced from practice. I do not succeed in projecting the subject contents in a practically oriented manner.
- 1 = The theoretical subject contents are only brought into relation with the practical aspect in an incidental manner.
- 2 = I often try to bring the theoretical subject contents into relation with the practical side, but sometimes my experience is insufficient and I make do with the theoretical aspect.
- 3 = I always attempt to bring the theory in relation to the practical side, although I am sometimes unable to do so with authority.
- 4 = I always convey the theoretical knowledge capably from a practically oriented perspective.

2.3 EFFECTIVE USE OF STUDY AIDS

- 0 = Study aids are not used. Study material is only conveyed orally.
- 1 = I use only one of the following aids, where applicable: blackboard/overhead projector/slide projector/video.
- 2 = I periodically make use of two of the aids mentioned in 1, where applicable.

- 3 = I periodically make use of three of the aids mentioned in 1, where applicable. In addition to the above, sound equipment is also used, where applicable.
- 4 = As far as possible, I regularly make use of all the available and appropriate aids interchangeably.

2.4 ACQUISITION OF SKILLS

- 0 = I am aware that CUT training is particularly focused on the acquisition of intellectual, manual and practically oriented skills, but my approach to the study material, as reflected in the study guide(s), still differs somewhat from the required approach in this respect.
- 1 = I attempt sporadically to offer students the opportunity to acquire specific skills, but this is not an integrated part of my teaching approach. For example, I do not carry out follow-up work in order to test skills which may have been acquired.
- 2 = I try continually to ensure that my students acquire specific skills and I incorporate this aspect as part of assignments and practical work, wherever possible. In tests and examinations, students must be able to furnish proof of the application of important laboratory techniques.
- 3 = In addition to the above, I take pains to bring my students into contact with the practical side, whether physically or by means of simulation, so that their own levels of acquired skills can be measured against the demands of practical requirements.
- 4 = My students, as well as myself, are purposefully geared towards the acquisition of specific skills, as well as a structured method of measuring such skills.

2.5 PROCESSING OF INSIGHT INTO AND UNDERSTANDING OF THE SUBJECT CONTENTS

- 0 = I only expect students to memorise study material which is presented as knowledge in class.
- 1 = I expect students to understand the study material, but do not define what is meant by a proper understanding of the material.
- 2 = I expect students to acquire their own understanding of and insight into the study material, to understand the place thereof in the general field of study, and to form their own opinions on it.
- 3 = I try to contribute to the insight and understanding gained by students in respect of the study material by highlighting the points of contact

thereof with other parts of the syllabus and emphasising these corresponding aspects.

- 4 = In addition to what I do in terms of point 3, during classes I test the degree of understanding and insight obtained by students, by asking purposeful questions of the level 3 and level 4 variety, which usually arise in tests. If necessary, I then supplement their answers.

2.6 CLASS VISIT EVALUATION

NB If more than one lesson has been evaluated, please calculate the average marks thereof for the purposes of this allocation of points.

- 0 = Final marks awarded = 0 – 40%
1 = Final marks awarded = 41 – 50%
2 = Final marks awarded = 51 – 70%
3 = Final marks awarded = 71 – 80%
4 = Final marks awarded = 80%+

B3 EVALUATION

3.1 STANDARD OF CLASS TESTS AND MAIN TESTS

- 0 = The minimum requirements for the number of class tests and main tests have not been fulfilled, or tests for one or more subjects are not of the desired standard and are unbalanced in respect of the type of question asked. These deficiencies are often reflected by the unusually high or unusually low average marks of the group.
- 1 = The minimum requirements for the number of class tests and main tests are fulfilled, but owing to an imbalance in some test papers, the desired standard is not being achieved.
- 2 = The minimum requirements for the number of class tests and main tests are fulfilled and the desired standard is achieved in all cases.
- 3 = In addition to 2, above, additional assignments and/or laboratory assignments are also given to students. However, the standard thereof is not necessarily always at the desired level.
- 4 = All tests, work and laboratory assignments are of the required standard, are purposefully and meaningfully applied as test instruments, and are thoroughly checked.

3.2 STANDARD OF EXAMINATION PAPERS

NB New lecturers who have not yet been able to participate herein must allocate "3" points.

- 0 = Papers are too easy or too difficult and show little correspondence with the appropriate standard of tests.
- 1 = Applicable standard approximately the same as that of tests, but mostly unbalanced in respect of questions related to knowledge, insight and application.
- 2 = The applicable standard corresponds to that of tests and is generally balanced.
- 3 = The applicable standard corresponds to that of tests and is always balanced.
- 4 = Tests and examination question papers are of the same applicable standard, are definitely on a tertiary level and the structured nature thereof bears witness to thorough and purposeful examination practices which include the following:
 - A balance between knowledge-, insight- and application-type questions.
 - The spectrum of questions displays variation, which tests the degree to which students have mastered specific skills and insights.
 - The memorandum also makes allowance for the scientifically correct, but individual standpoints of students.

3.3 CONSCIENTIOUS CORRECTING AND MEANINGFUL RETURNING OF ANSWER SHEETS

- 0 = Certain tests are not corrected at all or are only returned weeks after being written; and examination answer papers are seldom corrected within the allotted time.
- 1 = All tests are corrected and returned to students within 2 weeks. Corrected examination answer papers are sometimes submitted late.
- 2 = The minimum requirements are met.
- 3 = All tests are corrected within a reasonable time and are discussed with students, so that the problems of individual students can be identified.

- 4 = All tests are conscientiously corrected as soon as possible and discussed with students. Model answers are supplied, especially in cases where the whole group has experienced problems; and the interpretation abilities of the students are enhanced in this manner.

3.3 THOROUGHNESS AND ACCURACY OF CORRECTIONS

- 0 = Allocation of marks is vague, not carried out according to the memorandum and errors of judgement and counting errors are often made.
- 1 = Usually acceptable, but on a few occasions, one or more of the above-mentioned errors occur.
- 2 = The minimum requirements are met.
- 3 = Thoroughness is displayed by the fact that answers which deviate from the memorandum are read attentively and credit is also given for relevant/correct arguments. Mistakes in the calculation of marks seldom occur.
- 4 = Exceptionally thorough and consistent; credit is given to the student where it is due, comments are written next to answers where necessary and corrections are applied to answer papers which are returned to students. Only small errors arise, on a very exceptional basis, in the calculation of marks.

B4 PROFESSIONAL GUIDANCE

4.1 ABILITY TO MOTIVATE STUDENTS

- 0 = I am of the opinion that it is not the duty of the lecturer to take action in order to motivate students in respect of the subject(s). All that matters is that they should study and ensure that they pass.
- 1 = Motivational discussions are occasionally held in order to inspire the students to take the subject(s) seriously and to pass.
- 2 = I try to evoke enthusiasm and love for my subject in the students by attempting to present the study material in an interesting manner.
- 3 = I try to be personally enthusiastic in the presentation of every lesson; I often also attempt to emphasise the value of the subject and to point out relevant possibilities for the future to the students.

- 4 = I continually try to create a climate within which the value and beauty of my subject are brought to the fore: in the lecturing venue, the laboratories and in all areas in which I come into contact with students in connection with my subject. I believe that their self-motivation concerning my subject can only flourish if I myself emit a spirit of positive enthusiasm and love for it. Consequently, it is my experience that students feel free to discuss any problems with me which they happen to experience with the study material, in an endeavour to eliminate such problems positively.

4.2 ABILITY TO COMMUNICATE ORALLY AND IN WRITING

- 0 = Owing to a lack of ability to explain, or to allow the study material to unfold step by step in an orderly manner, I do not succeed in meaningfully conveying the study material to the students so that they can understand it easily.
- 1 = I do in fact believe that I have mastered the study material, but lectures, written assignments, notes and transparencies sometimes come across as being disorderly.
- 2 = Orderly oral transfer of knowledge, as well as clear written assignments and notes (including blackboard work, tests and examination papers), as well as the arrangement of knowledge (summaries, transparencies), give structure to the imparting of the study material.
- 3 = I do succeed in applying what I have achieved in terms of point 2, in such a way that basic knowledge is quickly mastered by most of the students, so that there are often ample opportunities during lectures for questions and discussion, of which the students eagerly avail themselves.
- 4 = My oral and written communication skills (including those under 2 and 3) enable me to inspire students dynamically to study this particular/ these particular subject(s) at the highest level possible (for the year of study in question). I believe that I have an exceptional aptitude for the methods of presentation which are suitable for the different year groups.

4.3 INVOLVEMENT IN OUTSIDE INSTITUTIONS IN THE SUBJECT FIELD

- 0 = I never voluntarily make contact with outside institutions connected to my field of study, and am also never consulted by outside institutions.
- 1 = I am involved with outside institutions from time to time; but rather for the purpose of learning from them than to render contributions of my own.

- 2 = I am in fact involved in interaction with outside institutions through the exchange of knowledge and skills, though on an informal rather than a formal basis.
- 3 = My knowledge, insight and skills with regard to my field of study are acknowledged by outside institutions and this is borne out by invitations to present lectures in this regard, or to visit institutions with common interests.
- 4 = I am highly regarded as a professional person by outside institutions. This is borne out by the fact that I am regularly consulted by them, and even receive financial support for contractual research.

4.4 AVAILABILITY FOR CONSULTATION AFTER LECTURES

- 0 = I am never available after lectures for consultation by students, colleagues or persons from outside.
- 1 = I am seldom available for consultation after lectures.
- 2 = I am available on appointment.
- 3 = I make use of a timetable, which is made available to students and colleagues, on which a suitable time is made available for consultation on a daily basis.
- 4 = In addition to the consulting hours on my timetable, I am available at any time of the working day when I am not obliged to complete other work urgently.

4.5 RESPONSIVENESS TO STUDENTS WITH PROBLEMS

- 0 = I believe that students should try to solve their own problems and that I do not have any obligation towards them in this respect.
- 1 = I only invite students to discuss problems with me at the beginning of the year.
- 2 = I regularly inform my students about the procedures and channels which must be followed in order to go about solving problems.
- 3 = I take pains to discuss students' learning, study and/or personal problems with them, to advise them and even to refer them to the Students' Bureau.
- 4 = I am extremely sympathetically disposed towards students, have a keen discernment and take great pains to identify students with problems, to discuss these problems with them and to ensure that the

students with whom I come into contact do not have to rely on their own fallible resources in problem situations.

4.6 ESTABLISHMENT OF CAREER-ORIENTED SKILLS IN STUDENTS

- 0 = I believe that after completion of their studies, students must personally apply their acquired knowledge and skills in the work situation.
- 1 = During lectures and/or practical sessions, I refer in passing to the application possibilities of acquired knowledge and skills for the career for which the students are being prepared.
- 2 = I make a point of creating opportunities, as far as possible, for the establishment of career-oriented skills in students.
- 3 = I accord top priority to the establishment of career-oriented skills in students, and I am constantly in touch with the organised profession in order to determine needs and to make endeavours to satisfy these needs.
- 4 = In addition to the factors mentioned in 3, above, I constantly keep the students in touch with the profession, by developing and consolidating specific skills in a purposeful and structured manner, by means of simulation and a problem-solving approach.

B5 RESEARCH

5.1 RESEARCH IN OWN SUBJECT FIELD

- 0 = I am not actively engaged in a project, nor do I intend to become engaged in one.
- 1 = I am not personally involved in a project, but am engaged in intensive reading work and project identification with a view to the registration of a project.
- 2 = In addition to the activities mentioned under 1, I am the study leader, in my subject field, of one or more Higher Diploma, Master's Diploma or Laureate projects.
- 3 = I am not yet actively engaged in research, but a project proposal has already been formulated on the prescribed form and submitted to the research committee for approval. In the meantime, relevant sources are being collected and intensive reading carried out.
- 4 = I am actively involved in applied research in my subject field by means of a registered project.

5.2 DELIVERY OF PAPERS / POSTERS AT PROFESSIONAL CONGRESSES / ARRANGING OF ART EXHIBITIONS

- 0 = No papers have been delivered, nor have any poster displays or art exhibitions been arranged this year.
- 1 = No papers have been delivered, nor have any poster displays or art exhibitions been arranged up to this point; but I am currently making plans for a congress to be attended next year, or am in the process of arranging an art exhibition.
- 2 = One poster or paper has been exhibited/ delivered, or one art exhibition has been arranged this year.
- 3 = Two posters or papers, or one of each, have been exhibited/ delivered this year, or two art exhibitions have been arranged.
- 4 = Three or more posters or papers, or a combination of the two, have been exhibited/delivered this year, or three or more art exhibitions have been arranged.

5.3 PUBLICATIONS

- 0 = Nothing has been published by me this year, nor have I participated in an approved art exhibition.

- 1 = I am currently preparing an article for possible acceptance by a local professional journal; or I am engaged in preparations for an approved art exhibition.
- 2 = One article of mine has been accepted this year by a local, non-accredited professional journal with a limited circulation; or one art exhibition has been held.
- 3 = One article of mine has been accepted this year by an accredited professional journal, or I have co-authored a published manual this year, or have presented two art exhibitions.
- 4 = More than one article written by me has been accepted this year, whereof at least one was accepted by an accredited professional journal, or I have been the sole author of a published manual this year, or I have presented more than two art exhibitions.

5.4 REVIEWS

- 0 = No reviews have been written by me on any articles or books, nor have any art exhibitions been opened.
- 1 = I was involved in (a) review(s) or presentation(s) of (an) art exhibition(s) on a non-official basis.
- 2 = I am reviewing one article or book or section of a book, or will be presenting one art exhibition.
- 3 = I am engaged in two reviews of articles or books or sections of books, or in the presentation of two art exhibitions.
- 4 = More than two reviews of articles or books or sections of books, or the presentation of more than two art exhibitions.

(C) CATEGORY C: CONTROL AND ORGANISATION

1.1 QUALITY OF CONTROL OVER STUDENTS

- 0 = More than one incident in respect of any of the following have occurred on more than one occasion:
 - lack of proper control of the class attendance of students;
 - deficient class discipline, to such a degree that the lecture could not proceed properly;
 - deficient supervision during tests, so that an opportunity was created for the perpetration of irregular actions by students;

- the acceptance, for marking, of assignments which were not handed in by students on the prescribed dates (except in cases where special circumstances may be deemed to be applicable);
- a lack of the desirable degree of control during a practical session, creating an opportunity for unauthorised actions by students.

1 = On more than one occasion, only one case of any of the above examples of negligence has occurred.

2 = On only one occasion, more than one case of any of the above examples of negligence have occurred.

3 = On only one occasion, only one case of any of the above examples of negligence has occurred.

4 = None of the above examples of negligence has ever occurred.

1.2 RECORD-KEEPING IN RESPECT OF STUDENT AFFAIRS

With regard to new personnel, the time indication as adapted to their personal circumstances is valid.

0 = No records are kept.

1 = Statements of marks obtained (for at least the previous three years) are kept.

2 = Statements of marks obtained, tests, memoranda, examination papers, previous study guides, previous practical manuals and work schemes are conserved (for at least three years).

3 = All the items mentioned in 2 are kept in separate files according to a proper filing system and are easily accessible. Relevant items are also stored on computer where applicable.

4 = In addition to the items mentioned under 3, information is also kept on each student with regard to his/her academic background, academic progress in my subject, as well as notes concerning problems discussed during consulting hours.

1.3 CONTRIBUTION TO THE DEVELOPMENT OF ORGANISATIONAL WORKING METHODS/ WORKING ARRANGEMENTS

0 = I am content that existing organisational working methods/ working arrangements should be continued unaltered in my department.

- 1 = I sometimes suggest that organisational working methods/ working arrangements in my department are not as they should be and that they should be changed.
- 2 = I periodically suggest a small alteration in the existing organisational working methods/ working arrangements, which usually does comprise an actual improvement and which is readily accepted by colleagues.
- 3 = I regard myself as a member of a team in my department and am continually involved in making refinements to organisational working methods/ working arrangements, committing them properly to writing and motivating them, and discussing them with my immediate superior.
- 4 = I play an initiating role in the department in respect of the establishment of new, improved organisational structures that are so well-thought-out that they are also incorporated into the faculty, or into the broad context of the CUT, or could in fact be thus incorporated.

(D) CATEGORY D: ADMINISTRATION

1.1 THE EXECUTION OF FORMAL TASKS WITHIN CUT REGULATIONS

- 0 = On more than one occasion, more than one of the following examples of negligence have occurred:
 - registers not up to date;
 - failure to report the non-attendance of a student who has been absent for more than 2 days;
 - incorrect records of marks awarded, or failure to submit such records on time;
 - failure to complete examination answer papers within the allotted time;
 - failure to take the required number of tests;
 - failure to respond to delegated requests;
 - non-attendance of departmental and/or personnel and/or faculty board meetings, without apologies.
- 1 = On more than one occasion, only one of the above incidents of negligence has occurred.
- 2 = On only one occasion, more than one of the above incidents of negligence have occurred.

3 = On only one occasion, only one of the above incidents of negligence has occurred.

4 = None of the above incidents of negligence has ever occurred.

1.2 THE CARRYING OUT OF DELEGATED AD HOC DUTIES

Ad hoc duties

0 = are not part of my work task and I do not carry them out;

1 = are carried out by me very grudgingly, after I have made it clear that more work is always given to me than to others;

2 = are carried out satisfactorily;

3 = are carried out with care and precision.

4 = I usually volunteer when ad hoc duties must be delegated and carry them out with such thoroughness that such tasks, in many instances, become part of my duties in the faculty.

1.3 PARTICIPATION IN SUBJECT MEETINGS

0 = During the past year, I was absent from two subject meetings without a valid reason and without apologies.

1 = I do attend subject meetings, but prefer to accept the decisions of others rather than to determine policy myself, or to motivate amendments.

2 = During subject meetings, I participate actively in the discussions.

3 = My contributions are usually held in high regard by colleagues, and my suggestions concerning positive changes or improvements concerning matters related to my field of study are accepted.

4 = I play an initiating role in respect of educational development and the establishment of a unique Technikon system of didactics, by means of active research and/or well-formulated proposals which I put forward during subject meetings.

1.4 INVOLVEMENT IN COMMITTEES IN A CUT CONTEXT

0 = I do not serve on any CUT committee.

1 = I serve on one of the following CUT committees:

- Research committee of a faculty, or of the CUT

- Education technology committee
- Library committee
- Marks Controlling Committee
- Academic Board
- Faculty Board
- Timetable Committee of the Faculty
- Reception Committee of the Faculty
- Management of the women's movement of the CUT
- Any sport committee
- Hostel committee
- Any cultural committee
- Grounds Committee
- Safety Committee
- Management of the Lecturers' Association
- Control of the tea and personnel fund of the faculty/department
- Any other committee in a CUT context.

2 = I serve on 2 of the above-mentioned committees.

3 = I serve on 3 of the above-mentioned committees.

4 = I serve on more than 3 of the above-mentioned committees.

(E) CATEGORY E: EVALUATION OF LECTURER BY STUDENTS

Every lecturer must calculate an average figure on the 5-point scale for each criterion on the students' evaluation form and transfer this figure to the personnel evaluation form in respect of

- (a) the lecturer as a person and
- (b) the lecturer as an academic leader.

Students' evaluation forms from a group or groups of students must be sent to Heads of Departments together with the personnel evaluation form. At the end of the discussion between a personnel member and the Head of a Department, the students' evaluation forms can be returned to the personnel member.

ACKNOWLEDGEMENTS

This manual and questionnaire are the result of a national congress on institutional self-evaluation and personnel evaluation, during which mutual cooperation between the respective technikons was practically given shape. The document was initially compiled as an outcome of the congress by Dr J. C. Pretorius, currently the Dean: Technology at the CUT. As a result of an academic personnel development seminar held at the beginning of 1993, certain adjustments were made to the original documents, after which they were submitted to the directors of the respective faculties, as well as a few other personnel members. Using their recommendations as a guideline, the entire document was thoroughly revised and rewritten by the personnel development officer, Dr H. S. Wolvaardt, with the collaboration of the Vice-Principal: Academic, Dr C. A. J. Van Rensburg. Miss V. T. Hanekom was responsible for the translation to English, and Mr R. Relihan for the technical editing of the manuscript.



Central University of
Technology, Free State

LS 39

CONFIDENTIAL

(PRINT AND MAINTAIN ON GREEN PAPER)

QUESTIONNAIRE

**FOR THE EVALUATION OF ACADEMIC STAFF UP TO
THE POST LEVEL OF SENIOR LECTURER**

SECTION A: TO BE COMPLETED BY THE STAFF MEMBER

INITIALS AND SURNAME:

FACULTY:

DEPARTMENT:

POST TITLE:

QUALIFICATIONS:

QUARTER AND YEAR:

NUMBER OF YEARS/MONTHS OCCUPYING THIS POST:

LECTURING DUTIES:

	SUBJECTS	HOURS/WEEK
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____
5.	_____	_____
6.	_____	_____
TOTAL:	_____ (NUMBER OF SUBJECTS)	TOTAL: _____ (HW)

ADMINISTRATIVE DUTIES, PREPARATION AND EXTRAMURAL ACTIVITIES (SPECIFY EACH)

	ACTIVITIES	HOURS/WEEK
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____
5.	_____	_____

RESEARCH:

PROJECT	HOURS/WEEK
_____	_____

SECTION B: TO BE COMPLETED BY THE STAFF MEMBER AND THE HEAD OF DEPARTMENT

FACTOR WEIGHT (IMPORTANCE OF CRITERION) = (FW)	CATEGORY A PERSONALITY TRAITS CRITERIA	EVALUATION 5-POINT SCALE STAFF MEMBER	AGREED-UPON POINT (E) HEAD OF DEPT.	CALCULATED POINT = CP (E x FW = CP)
	A1. <u>DISPOSITION</u>			
8	1.1 Responsibility			
4	1.2 Loyalty towards faculty			
3	1.3 Loyalty towards CUT			
4	1.4 Involvement in faculty activities			
4	1.5 Involvement in CUT activities			
5	1.6 Judgement			
5	1.7 Initiative			
TOTAL OF FW (TFW) = 33		TOTAL OF CP (TCP) =		
<u>CALCULATED FIGURE:</u>		TCP X 0,758 = CF %		

	A2.	<u>INTERPERSONAL RELATIONS</u>
3	2.1	Relationships with colleagues
3	2.2	Relationships with students
3	2.3	Experience as member in good standing of the team
TOTAL OF FW (TFW) = 9		TOTAL OF CP (TCP) =
CALCULATED FIGURE:		TCP X 2.778 = CF %

CATEGORY A	
TOTAL OF FW's (TFWA) = 42	TOTAL OF CP's (TCPA)
CALCULATED FIGURE (CFA) : TCPA X 0,595 = CFA %	

FACTOR WEIGHT (IMPORTANCE OF CRITERION) = (FW)	CATEGORY B DIRECTED WORK OUTPUTS CRITERIA	EVALUATION 5-POINT SCALE STAFF MEMBER	AGREED-UPON POINT (E) HEAD OF DEPT.	CALCULATED POINT = CP (E x FW = CP)
	B1. <u>SUBJECT KNOWLEDGE AND PREPARATION</u>			
8	1.1 Formal knowledge of subject			
7	1.2 Improvement of subject knowledge through formal study			
6	1.3 Improvement of subject knowledge through reading			
10	1.4 Thoroughness of preparation for lectures			
5	1.5 Time schedule			
6	1.6 Study guide			
8	1.7 Accurate planning of needs			
TOTAL OF FW (TFW) = 50		TOTAL OF CP (TCP) =		
<u>CALCULATED FIGURE:</u>		TCP X 0,5 = CF %		

B2. LECTURING SKILLS

**EVALUATED FOR
ENTIRE YEAR OR
QUARTER**

8	2.1	Lecturing method(s)
8	2.2	Practice-oriented application of knowledge
8	2.3	Effective use of aids
8	2.4	Learning of skills
8	2.5	Adaptation of insight and comprehension in subject content
10	2.6	Evaluation through class visits

TOTAL OF FW (TFW) = 50

TOTAL OF CP (TCP) =

CALCULATED FIGURE:

TCP X 0,5 = CF %

B3. <u>EVALUATION</u>	
7	3.1 Standard of class and main tests
8	3.2 Standard of examination question papers
5	3.3 Prompt marking and return of examination scripts
5	3.4 Thoroughness and accuracy of marking
TOTAL OF FW (TFW) = 25	
TOTAL OF CP (TCP) =	
<u>CALCULATED FIGURE:</u> TCP X 1,0 = CF %	

B4. <u>EXPERT GUIDANCE</u>	
7	4.1 Ability to motivate students
7	4.2 Ability to communicate verbally and in writing
4	4.3 Involvement in subject field at outside institutions
3	4.4 Availability after lectures for consultation
4	4.5 Empathy for students with problems

6	4.6	Establishment of career-oriented skills amongst students
TOTAL OF FW (TFW) = 31		TOTAL OF CP (TCP) =
<u>CALCULATED FIGURE:</u>		TCP X 0,806 = CF %

	B5.	<u>RESEARCH</u>
10	5.1	Research in own subject field
10	5.2	Papers/posters/ art exhibitions
10	5.3	Publications
5	5.4	Reviews
TOTAL OF FW (TFW) = 35		TOTAL OF CP (TCP) =
<u>CALCULATED FIGURE:</u>		TCP X 0,714 = CF %

CATEGORY B	
TOTAL OF FW's (TFWB) = 191	TOTAL OF CP's (TCPB)
<u>CALCULATED FIGURE (CFB)</u> : TCPB X 0,131 = CFB %	

FACTOR WEIGHT (IMPORTANCE OF CRITERION) = (FW)	CATEGORY C CONTROL AND ORGANISATION CRITERIA	EVALUATION 5-POINT SCALE STAFF MEMBER	AGREED-UPON POINT (E) HEAD OF DEPT.	CALCULATED POINT = CP (E x FW = CP)
	C. <u>CONTROL AND ORGANISATION</u>			
7	1.1	Quality of control over students		
6	1.2	Record keeping with regard to student affairs		
5	1.3	Contribution towards development of organisational structure		

TOTAL OF FW's (TFWC) = 18

TOTAL OF CP's (TCPC)

CALCULATED FIGURE (CFC) : TCPC X 1,389 = CFC %

FACTOR WEIGHT (IMPORTANCE OF CRITERION) = (FW)	CATEGORY D ADMINISTRATION CRITERIA	EVALUATION 5-POINT SCALE STAFF MEMBER	AGREED-UPON POINT (E) HEAD OF DEPT.	CALCULATED POINT = CP (E x FW = CP)
	D. ADMINISTRATION			
7	1.1 Execution of formal tasks within CUT regulations			
6	1.2 Execution of delegated ad hoc duties			
6	1.3 Participation in subject meetings			
6	1.4 Involvement in CUT committees			
TOTAL OF FW's (TFWD) = 25		TOTAL OF CP's (TCPD)		
CALCULATED FIGURE (CFD) : $TFWD \times 1,0 = \dots \text{ CFD } \%$				

FACTOR WEIGHT (IMPORTANCE OF CRITERION) = (FW)	CATEGORY E EVALUATION BY STUDENT CRITERIA	EVALUATION 5-POINT SCALE STAFF MEMBER	AGREED-UPON POINT (E) HEAD OF DEPT.	CALCULATED POINT = CP (E x FW = CP)
	E1. <u>THE LECTURER AS PERSON</u>			
3	1.1 Professional dignity and conduct in class			
2	1.2 Feeling for students' needs			
1	1.3 Balanced, and can control emotions			
1	1.4 Moody			
1	1.5 Sets an example worth following			
1	1.6 Interest in and respect for students			
1	1.7 Unprejudiced conduct			
1	1.8 Positive reaction to students' contributions			
1	1.9 Always courteous towards colleagues and students			
1	1.10 Always on time for lectures			

2	1.11	Role in development of student as a total person
TOTAL OF FW's (TFW) = 15		TOTAL OF CP's (TCP)
CALCULATED FIGURE (CF) : TCP X 1,667 = CF %		

E2. <u>THE LECTURER AS ACADEMIC LEADER</u>		
2	2.1	Adequate subject knowledge
3	2.2	Usually well prepared
1	2.3	Takes the trouble to emphasise the interesting nature of subjects
1	2.4	Presents lectures in such a way that students can make notes
2	2.5	Explains well
2	2.6	Enthusiasm reflected in presentation of lectures
1	2.7	Motivates students and sparks their interest
2	2.8	Incorporates theory in practice
2	2.9	Standard of testing high

2	2.10	Prompt marking
2	2.11	Evaluation thorough, objective and fair
1	2.12	Discussion of tests satisfactory
2	2.13	Objective of lecture always achieved
1	2.14	Makes sufficient use of demonstrations if applicable
1	2.15	Emphasises study and insight instead of tests and examinations
TOTAL OF FW's (TFW) = 25		TOTAL OF CP's (TCP)
CALCULATED FIGURE (CF) : $TCP \times 1,0 = \dots CF \%$		

CATEGORY E		
TOTAL OF FW's (TFWE) = 40		TOTAL OF CP's (TCPE) =
CALCULATED FIGURE (CFE) : $TCPE \times 0,625 = \dots CFE \%$		

TOTAL TFW CATEGORIES A TO E = 316
TOTAL TCP CATEGORIES A TO E = (Carry over
(TCPA+TCPB+TCPC+TCPD+TCPE) to pg. 15)

This space can be used by the staff member or head of department for comments in the case of critical incidents that may influence, or which have already influenced, an allocated mark. Such comments can also be used as motivation in the case of an uncertain mark.

CATEGORY AND NUMBER OF CRITERION	DESCRIPTION OF CRITICAL INCIDENT

SECTION C: TO BE COMPLETED DURING AN INTERVIEW CONDUCTED BY THE HEAD OF DEPARTMENT

Head of department:

Date:

1. EVALUATION FIGURE:

CATEGORY A :	EVALUATION OF PERSON	% OF STANDARD
A1 :	Disposition %
A2 :	Interpersonal relations %
	Weighed average (CFA) %
CATEGORY B :	EVALUATION OF WORK OUTPUTS	
B1 :	Subject knowledge and preparation %
B2 :	Lecturing skills %
B3 :	Examining %
B4 :	Expert guidance %
B5 :	Research %
	Weighed average (CFB) %
CATEGORY C :	CONTROL AND ORGANISATION	
	Weighed average (CFC) %
CATEGORY D :	ADMINISTRATION	
	Weighed average (CFD) %
CATEGORY E :	EVALUATION OF LECTURER BY STUDENT	
E1 :	The lecturer as person %
E2 :	The lecturer as academic leader %
	Weighed average (CFE) %

WEIGHED AVERAGE OF STAFF MEMBER FOR ALL CATEGORIES

TOTAL TCP, CATEGORIES A TO E: x 0,07911 = %

(Carry over from pg. 13)

2. Interpretation of evaluation (Discussion of correlation and variance):

3. Development needs:

Category	Description of need
----------	---------------------

4. Any other remarks with regard to satisfaction/dissatisfaction of staff member:

5. Possible strong points of staff member for better utilisation of the person at the CUT:

6. Objectives set by lecturer with planned return dates:

6.1	Short term	Return date
a.	_____	_____
b.	_____	_____
c.	_____	_____
6.2	Long term	
a.	_____	_____
b.	_____	_____
c.	_____	_____

SIGNATURES:

HEAD OF DEPARTMENT

STAFF MEMBER

DATE

DATE

EXECUTIVE DEAN

DATE



EVALUATION OF LECTURER BY STUDENTS

LS 204
P 1 OF 3

Dear student,

In this questionnaire you are asked to please be as honest and objective as possible in your responses to the questions on the lecturer's teaching methods, as well as the contents of the course and your own experiences with regard to the lecturer, his/her teaching methods and the subject itself. Since this questionnaire is aimed solely at improving the standard of education at the CUT, we ask for your kind co-operation. Your honest answers will help the lecturer to continually improve his/her style of presentation and the contents of the course – which could be to your eventual benefit. Maintain a professional sense of judgement and do not compare lecturers with one another.

The completion of this questionnaire is on a voluntary and anonymous basis.

The questionnaire consists of four (4) sections, namely:

- A: The lecturer as person
- B: The lecturer as academic leader
- C: The subject as such
- D: The student himself/herself

Instructions:

1. Read through each question/statement carefully.
2. Circle the number that best represents your feelings/experiences. The number 4 represents the highest, while 0 represents the lowest. The numbers in between thus complete the scale from the highest to the lowest.
3. Please indicate the total at the end of each section.
4. At the end of the questionnaire, space has been left open for general suggestions/comments. Please make use thereof.

Name of lecturer:

Learning programme:

Subject:

A	The lecturer as person							
1.1	Maintains professional dignity and conduct in class.	Always	4	3	2	1	0	Never
1.2	Is attuned to the students' needs.	Always	4	3	2	1	0	Never
1.3	Is balanced and is able to control his/her emotions.	Always	4	3	2	1	0	Never
1.4	Is moody.	Never	4	3	2	1	0	Often
1.5	Sets an example worth following.	Always	4	3	2	1	0	Never
1.6	Is interested in and respects students.	A lot	4	3	2	1	0	A little
1.7	Is unprejudiced in his/her dealings with students.	Always	4	3	2	1	0	Never
1.8	Reacts positively to students' contributions.	Always	4	3	2	1	0	Never
1.9	Is always polite and courteous towards colleagues and students.	Always	4	3	2	1	0	Never
1.10	Is always punctual for lectures.	Always	4	3	2	1	0	Never
1.11	Is not concerned only with teaching his/her subject, but is also interested in the development of the student as a total person.	Always	4	3	2	1	0	Never
		Total						

B	The lecturer as academic leader							
2.1	Has a sound professional knowledge expected from a person in his/her profession.	Definitely	4	3	2	1	0	Not at all
2.2	Is usually well prepared.	Always	4	3	2	1	0	Never
2.3	Makes an effort to emphasise the interesting nature of topics.	Always	4	3	2	1	0	Never
2.4	Presents his/her lectures in such a way that, if necessary, a student is able to take notes.	Always	4	3	2	1	0	Never
2.5	Is able to explain things effectively.	Always	4	3	2	1	0	Never
2.6	Is enthusiastic about his/her work, and this is reflected in his/her lectures.	Always	4	3	2	1	0	Never
2.7	Succeeds in motivating me and arousing my interest in the subject.	Always	4	3	2	1	0	Never
2.8	Succeeds in relating the theory to the practical aspect of the subject.	Definitely	4	3	2	1	0	Not at all
2.9	Maintains a high standard when it comes to tests.	Always	4	3	2	1	0	Never
2.10	Completes marking work punctually.	Always	4	3	2	1	0	Never
2.11	Is thorough, objective and fair in evaluations.	Definitely	4	3	2	1	0	Not at all
2.12	Discusses tests in a satisfactory manner.	Definitely	4	3	2	1	0	Not at all
2.13	Achieves the aim of the lecture, e.g. the nurturing of a skill.	Definitely	4	3	2	1	0	Not at all
2.14	Makes sufficient use of demonstrations where desirable, functional and practical.	Definitely	4	3	2	1	0	Not at all
2.15	Emphasises study and insight rather than tests and examinations.	Definitely	4	3	2	1	0	Not at all
		Total						

C	The subject as such							
3.1	In comparison with other subjects, in this subject I have learned	Learned Much	4	3	2	1	0	Learned little
3.2	I have learned something about experimental methods from my lab reports (if applicable).	Definitely	4	3	2	1	0	Not at all
3.3	The learning material is understandable.	Definitely	4	3	2	1	0	Not at all
3.4	The workload (the amount of learning material, number of assignments, etc.) is	Meaningful	4	3	2	1	0	Unsatisfactory

3.5	The questions in tests and examinations cover work the students are instructed to study.	Always	4	3	2	1	0	Never
3.6	The test questions and assignments are challenging in respect of my own thoughts and insight.	Always	4	3	2	1	0	Not at all
3.7	The prescribed books are relevant and essential.	Definitely	4	3	2	1	0	Not at all
3.8	The subject truly motivates me with regard to my choice of career.	Definitely	4	3	2	1	0	Not at all
3.9	The profession and professional expectations play a major role in the subject, and the two aspects are functionally intertwined.	Definitely	4	3	2	1	0	Not at all
3.10	Upon successful completion of the subject, I should be sufficiently prepared to enter a profession.	Definitely	4	3	2	1	0	Not at all
		Total						

C	The student himself/herself							
4.1	I prepare for lectures.	Always	4	3	2	1	0	Never
4.2	I postpone my studying and/or assignments.	Never	4	3	2	1	0	Often
4.3	I readily approach the lecturer for assistance if I am experiencing any problems.	Always	4	3	2	1	0	Never
4.4	I readily stay away from class.	Never	4	3	2	1	0	Often
4.5	I am extremely motivated when it comes to this subject.	Definitely	4	3	2	1	0	Not at all
4.6	It is worthwhile taking this subject.	Definitely	4	3	2	1	0	Not at all
		Total						

Grand Total

GENERAL REMARKS

1.	In your opinion, what can be done to improve the subject?

2.	In your opinion, what are the shortcomings of the subject?

3.	What would you like to see added to the subject?

4.	What would you like to see omitted from the subject?

5.	How would you be able to improve your performance in this subject?

6.	What is the strongest positive characteristic of the lecturer?

7.	What is the strongest negative characteristic of the lecturer?

8.	Which other questions would you like to see added to questionnaires of this nature in future?

9.	Any other relevant remarks?

1999-09-09



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EVALUATION FORM

LS 206.1
P 1 OF 2

LECTURE (15 MINUTES AFRIKAANS AND 15 MINUTES ENGLISH) DURING INTERVIEW

NAME OF APPLICANT: _____ SUBJECT: _____

CRITERIA

EVALUATION

1. INTRODUCTION

- 1.1 Stimulating introduction
- 1.2 Connection to students' way of life or foreknowledge
- 1.3 Setting of goals or formulating of outcomes

2. PRESENTATION/FACILITATION/DEVELOPMENT AND DISCOVERY OF NEW KNOWLEDGE

- 2.1 INTEGRATED BALANCE of various methods (e.g. Delivery, Question-and-answer, Group discussion)
- 2.2 COMMAND OF LEARNING MATERIAL
 - 2.2.1 Professional confidence at tertiary standard
 - 2.2.2 Practical alignment
 - 2.2.3 Promotes comprehension and insight
- 2.3 MEDIA/TEACHING AIDS
 - 2.3.1 Clearly visible/legible
 - 2.3.2 Illustrative
 - 2.3.3 Effective application / correct use
 - 2.3.4 Variety of teaching aids (e.g. Overhead projector, blackboard, photographs, models, posters)
- 2.4 INCULCATION OF LEARNING MATERIAL
 - 2.4.1 Emphasis/repetition/illustration/explanation
 - 2.4.2 Opportunity for self-activity by students
 - 2.4.3 Comprehension testing by means of questions to determine whether objective/outcome has been achieved

3. FINISHING

- 3.1 Summary/Conclusion

4. TIME MANAGEMENT

- 4.1 Well-planned /rounded-off unit of three lesson phases (introduction, presentation, rounding off)

5. PROFESSIONAL CONDUCT/BEHAVIOUR AND APPEARANCE

- 5.1 Self-confidence and enthusiasm.....
- 5.2 Appearance/manner of dress.....
- 5.3 Good use of language
- 5.4 Bilingualism

	5	4	3	2	1
1.1					
1.2					
1.3					
2.1					
2.2					
2.2.1					
2.2.2					
2.2.3					
2.3					
2.3.1					
2.3.2					
2.3.3					
2.3.4					
2.4					
2.4.1					
2.4.2					
2.4.3					
3.1					
4.1					
5.1					
5.2					
5.3					
5.4					

TOTAL (100)

.....%



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POSEVALUERING / JOB EVALUATION

LS 58.1
P 1 of 1

POSTITEL:/
JOB TITLE:

.....

EVALUERINGSKOMITEE
EN HANDTEKENINGE /
EVALUATION
COMMITTEE AND
SIGNATURES

.....

.....

.....

.....

.....

.....

DATUM/DATE:

FAKTOR EN BLOKNOMMER/ FACTOR AND BLOCK NUMBER	PUNTE VERWERF/ POINTS SCORED
1	
2	
3	
4	
5 IN	
5 EKS/EX	
6	
SUB-TOTAAL EN GEMIDDELD/ SUB TOTAL AND AVERAGE	
7	
8	
SUB-TOTAAL EN GEMIDDELD/ SUB TOTAL AND AVERAGE	
GROOTTOTAAL/GRAND TOTAL	



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CUT POSITION PROFILE

LS57.2

POS/POSITION:			
AANTAL POSBEKLEËRS/ NUMBER OF INCUMBENTS:			
ORGANIGRAM: AANGEHEG/ATTACHED			
MINIMUM KWALIFIKASIE/ MINIMUM QUALIFICATION:			
MINIMUM ERVARING/ MINIMUM EXPERIENCE:			
MINIMUM WERKSERVARING/ MINIMUM WORK EXPERIENCE:			
	NAAM/ NAME	HANDTEKENING/ SIGNATURE	DATUM/ DATE
POSPROFIEL GESKRYF DEUR:/ POSITION PROFILE WRITTEN BY:			
AANVAAR DEUR POSBEKLEËR:/ ACCEPTANCE BY INCUMBENT:			
GOEDGEKEUR DEUR LYNHOOF:/ APPROVAL BY DEPARTMENT HEAD:			
GOEDGEKEUR DEUR DIE ADJUNK VISE- KANSELIER/ REGISTRATEUR/ UITV. DIREKTEUR: / APPROVAL BY THE DEPUTY VICE-CHANCELLOR / REGISTRAR / EXECUTIVE DIRECTOR:			
GOEDGEKEUR DEUR DIE REKTOR/ VISEKANSELIER: / APPROVAL BY THE PRINCIPAL/VICE-CHANCELLOR:			
GOEDGEKEUR DEUR POSEVALUERINGSKOMITEE:/ APPROVAL BY POST EVALUATION COMMITTEE:			



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A: BIOGRAPHICAL DETAIL		
1. POSITION:	<input type="text"/>	
2. POST NUMBER:	<input type="text"/>	
3. PEROMNES LEVEL:	<input type="text"/>	
B: SERVICE UNIT PORFILE:		
1. PURPOSE OF THE SERVICE UNIT:	<input type="text"/>	
2. SERVICE UNIT DEPARTMENTS / SUB NITS:	<input type="text"/>	
3. SERVICE UNIT ORGANIGRAM:	<input type="text"/>	
C: VALUE DRIVER ACCOUNTABILITY OF THE SERVICE UNIT:		
1. BUSINESS DONORS AND INVESTORS:	Key value drivers	Service unit accountability
	<input type="text"/>	<input type="text"/>
	<input type="text"/>	<input type="text"/>
2. GOVERNMENT:	Key value drivers	Service unit accountability
	<input type="text"/>	<input type="text"/>
	<input type="text"/>	<input type="text"/>

3. STAFF:	Key value drivers	Service unit accountability
4. STUDENTS AND COMMUNITY:	Key value drivers	Service unit accountability

D: CUSTOMER AND ASSOCIATED SERVICES:

1. INTERNAL CUSTOMERS:

In order to support the key value drivers of the Central University of Technology, Free State, the following services are rendered by "Service Unit / Department" to internal customers

Services / products provided to customers <i>What are the services you provide to the customers in order to satisfy their requirements?</i>	Customer requirements <i>What are the customer requirements? (This includes but are not limited to your allocated value drivers, refer to time, cost, volume, duration, quality, etc.)</i>	Business unit internal customers <i>Which service units are using your services?</i>

329

2. EXTERNAL CUSTOMERS:

In order to support the key value drivers of the Central University of Technology, Free State, the following services are rendered by "Service Unit / Department" to external customers

Services / products provided to customers <i>What are the services you provide to the customers in order to satisfy their requirements?</i>	Customer requirements <i>What are the customer requirements? (This includes but are not limited to your allocated value drivers.)</i>	Business unit internal customers <i>Who uses your services?</i>

E: MEASUREMENTS FOR SERVICE UNIT SUCCESS

1. QUALITY SERVICE:

- 2. SPEED AND ACCURACY:
- 3. PRODUCTIVITY:
- 4. COST:
- 5. RISK MANAGEMENT:

F: POSITION PROFILE

- 1. PURPOSE OF POSITION:
- 2. MINIMUM QUALIFICATIONS & EXPERIENCE REQUIRED

G: POSITION ACCOUNTABILITIES

KEY PERFORMANCE AREA 1:

"Name of KPA"

Tasks	Performance measures
Knowledge required	Functional skills required
	330

KEY PERFORMANCE AREA 2:

"Name of KPA"

Tasks	Performance measures
Knowledge required	Functional skills required

H: SUGGESTED BEHAVIORAL COMPETENCIES AND ATTRIBUTES

Competencies	Personal attributes

APPENDIX A: Approved delegations for this position

APPENDIX B: Subsidiary strategy responsibilities for this position



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MEMORANDUM OF AGREEMENT

LS 176

I _____ (name) as dean, director or head of department (underline) do hereby confirm that:

Name of employee: _____

Employee number: _____

Department: _____

Has performed the following duties outside the scope of regular duties:

On: Date _____ for a duration of _____ hours
_____ minutes and that another arrangement such as released time is not acceptable. The employee has agreed to the remuneration as set out in the claim form attached hereto.

I further confirm that the teaching/research/or development did not interfere with his/her performance of normal duties and responsibilities.

Signature

Date



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**PERFORMANCE MANAGEMENT FORM FOR SUPPORT STAFF /
WERKVERRIGTINGSBEOORDELINGSVORM VIR ONDERSTEUNINGSPERSONEEL**

To : Senior Director : Human Resources /
Aan: Senior Direkteur: Menslike Hulpbronne

LS 135.2
Page 1 of 5

1 PERSOONLIKE BESONDERHEDE / PERSONAL PARTICULARS

Title / Titel	Prof.	Dr	Mr/Mnr	Mrs/Mev	Miss/Mej
Initials and surname/ Voorletters en van					
Staff number / Personeelnommer					
Appointment date / Aanstellingsdatum					
Peromnes level / Peromnesvlak					
Designation / Posbenaming					

2 ASSESSMENT PARTICULARS / BESONDERHEDE VAN BEOORDELING

Period /Tydperk	From/Van:	To/Tot:
Date of assessment/ Datum van beoordeling		
Evaluator and signature / Evalueerder en handtekening/	_____	_____
	Signature/Handtekening	Date/Datum
Signature of employee / Handtekening van werknemer	_____	_____
	Signature/Handtekening	Date/Datum

3. TYPE OF ASSESSMENT / TIPE EVALUERING

3.1 **Permanent appointment of staff on probation / Permanente aanstelling van personeel op proef**

3.1.1 Date of appointment on probation / Datum van aanstelling op proef: _____

3.1.2 End date of probation / Einddatum van proef: _____

3.1.2 Recommendation / Aanbeveling: _____

3.2 **Quarterly assessment / Kwartaalikse Evaluering**

3.2.1 Remarks / Opmerkings: _____

3.3 **Annual assessment / Jaarlikse Evaluering**

3.3.1 Notch recommended / Kerf aanbeveel

Notch not recommended / Kerf nie aanbeveel

(If applicable / Indien van toepassing)

3.3.2 Work output satisfactory / Werkuitsette bevredigend

Work output not satisfactory / Werkuitsette nie bevredigend

3.3.3 Remarks / Opmerkings: _____

FOR USE BY HUMAN RESOURCES / VIR GEBRUIK DEUR MENSLIKE HULPBRONNE	
1. Quarterly Submitted / Kwartaaliks Ingehandig:	<input type="checkbox"/>
2. Final Approval / Finaal Goedgekeur:	<input type="checkbox"/>
3. Letter to Employee / Brief aan Werknemer:	<input type="checkbox"/>
4. Letter to Assessor / Brief aan Beoordelaar:	<input type="checkbox"/>
5. Recorded on File / Aantekening op Leër:	<input type="checkbox"/>
6. Signature / Handtekening:	<input style="width: 100%;" type="text"/>
7. Date / Datum:	<input style="width: 100%;" type="text"/>

4. NOTES / NOTAS

5.

<ul style="list-style-type: none"> The performance management system is used mainly to assist both of you (supervisor and employee) to ensure that your outputs are in accordance with your job requirements. 	<ul style="list-style-type: none"> Die werkverrigtingsbeoordelingstelsel word hoofsaaklik gebruik om beide partye (toesighouer en werknemer) te help om te verseker dat u uitsette klop met u posvereistes.
<ul style="list-style-type: none"> The second important aspect of the system is to identify the development needs of the employee 	<ul style="list-style-type: none"> Die tweede belangrike aspek van die stelsel is om die ontwikkelingsbehoefes van die werknemer te bepaal.
<ul style="list-style-type: none"> The assessment is done only in accordance with your job outputs which are determined by your job description and key performance areas. 	<ul style="list-style-type: none"> Die beoordeling word slegs gedoen volgens u werksuitsette wat deur u posbeskrywing en sleutel-pestasie areas bepaal word.
<ul style="list-style-type: none"> If you do not agree with the Assessor's evaluation, the case shall be referred to an impartial internal Arbitrator for finalisation. 	<ul style="list-style-type: none"> Indien u nie met die beoordelaar se evaluering saamstem nie, word die saak na 'n onpartydige interne Arbiter verwys vir finalisering.
<ul style="list-style-type: none"> Staff appointed on probation must be assessed on a quarterly basis. The assessment frequency for permanent staff will depend on the level of development and development needs of the individual. The assessment must be implement at least once per year. 	<ul style="list-style-type: none"> Die beoordeling word kwartaalliks gedoen ten opsigte van personeel wat op proef aangestel is. Die beoordeling van permanente personeel word bepaal deur die ontwikkelingsvlak en ontwikkelings-behoefes van personeel. Beoordeling moet minstens een maal per jaar plaasvind.
<ul style="list-style-type: none"> The assessment can only lead to better outputs if it is done honestly and objectively. 	<ul style="list-style-type: none"> Die beoordeling kan slegs tot beter uitsette lei indien dit eerlik en objektief gedoen word.



PERFORMANCE MANAGEMENT WORKSHEET FOR SUPPORT STAFF /
WERKVERRIGTINGSBEOORDELINGVORM VIR ONDERSTEUNINGSPERSONEEL

LS 135.2

Page 4 of 5

PART 1: THE PERFORMANCE APPRAISAL / DEEL 1: DIE WERKVERRIGTINGBEOORDELING/

Key Performance Area [As indicated on the job description] Sleutel Prestasie-Area/ [Soos op die posbeskrywing aangedui]	Expected Performance Objectives Verwagte Werkverrigting-Doelwitte	Level of Conformance to Outputs/ Vlak van Ooreenstemming met Uitsette	Motivation method/ Naspoormetode / Motivering Tracking	Implication of Non-Conformance/ Gevolge van Nie-Ooreenstemming	Exceptional Outputs/ Uitsonderlike Uitsette/
The 20% of most important outputs which determine 80% of the performance / Die 20% belangrikste uitsette wat 80% van die prestasie bepaal.	Specific tasks and objectives as set out in job description and work programme/ Spesifieke take en doelwitte soos wat dit in die posbe-skrywing en werkprogram voorkom	<ol style="list-style-type: none"> 1. Exceeds expected performance / Oorskry verwagte werkverrigting 2. Measure up to expected performance / Voldoen aan verwagte werkverrigting 3. Unacceptable expected performance / Onaanvaarbare verwagte werkverrigting 	Instruments that will assist to determine whether outputs were delivered / Instrument wat gebruik word om te bepaal of die uitsette behaal is.	Effect that it would have on the CUT if standards are not met / Gevolge wat dit sal hê op die SUT indien die uitsette nie behaal is nie.	Outputs/special achievements worth mentioning to such an extent that it influenced the CUT as a whole / Uitsette/spesiale prestasies wat so noemenswaardig is dat dit die SUT as geheel positief beïnvloed het.



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**NOTICE TO REPORT FOR A COUNSELLING INTERVIEW WITH REGARD TO POOR JOB
PERFORMANCE**

LS 48
P 1 of 2

Date: _____

Mr/Mrs/Miss _____

You are hereby notified that you must report for a counselling interview on
_____ at (place) _____ at
(time) _____.

Your job performance is alleged to be poor in the following respects:

1. _____

2. _____

You have the following rights with regard to the counselling interview:

- The right to representation by a co-worker or trade union representative;
- The right to the presence of an interpreter.
- The right to be notified in writing of the charge(s) at least three (3) working days before the interview.

NB: Please note that this is not a disciplinary hearing, but an attempt to provide you with guidance in a progressive manner in order to rectify your poor job performance.

**SR DIRECTOR: EMPLOYEE RELATIONS
CUT**

DATE

1900
VANDERBIJLPARK
Postbus Box 1174
Akademiese Administrasie

2010-04-12


NORTH-WEST UNIVERSITY
UNIBESITHI YA BOKONE-BOPHIRIMA
NOORDWES-UNIBESITHI
VAALDENHOEKKAMPUS